STATE BOARD OF EDUCATION MEETING
April 19-20, 2017
University of Idaho
Bruce M. Pitman Center
International Ballroom
Moscow, Idaho

Wednesday, April 19, 2017, 10:00 a.m., Bruce M. Pitman Center, International Ballroom

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
1. University of Idaho Annual Report and Campus Tour

WORK SESSION (Time Certain: 1:00 pm)

A. BUSINESS AFFAIRS & HUMAN RESOURCES

Student Tuition and Fee Rates (Academic Year 2017-2018)
1. University of Idaho – Student Tuition & Fee Rates
2. Boise State University – Student Tuition & Fee Rates
3. Idaho State University – Student Tuition & Fee Rates
4. Eastern Idaho Technical College – Student Tuition & Fee Rates
5. Lewis-Clark State College – Student Tuition & Fee Rates

B. PLANNING, POLICY & GOVERNMENTAL AFFAIRS

Institution and Agency Strategic Plans

Thursday April 20, 2017, 8:00 a.m., Bruce M. Pitman Center, International Ballroom

OPEN FORUM

CONSENT AGENDA

AUDIT
1. Audit Committee Appointment

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
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BAHR

2. Boise State University – Amendment to Food Service Contract – Aramark
3. University of Idaho – Disposal of Real Property for Idaho Transportation Department Project – Parker Farm, Latah County
4. University of Idaho – Sodexo Contract

IRSA

5. Programs and Changes Approved by Executive Director – Quarterly Report
6. WWAMI Admissions Committee Appointment
7. Idaho EPSCoR Committee Appointment

PPGA

8. Alcohol Permits Report – President Approved
9. State Rehabilitation Council Appointment
10. Boise State University – Facilities Naming

SDE

11. BSU – Educator Preparation Program Review – Consulting Math Teacher

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Coeur d'Alene Tribe Education Pipeline
3. 2017 Legislative Update
4. College and Career Ready Definition
5. Educator Pipeline Workgroup Update
6. Math Work Group Update – Math ISAT Performance Data

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. Temporary and Proposed Rule – IDAPA 08.02.03.004 – Rules Governing Thoroughness, Incorporation by Reference – Idaho English Language Proficiency Assessment Achievement Standards
3. Provisional Certificate Approval
4. Clark County School District No. 161 – Tuition Waiver
5. Professional Standards Commission Appointments

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Board Policy III.Q. Admissions Standards – First Reading
2. Boise State University – Bachelor of Science in Engineering

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Boise State University – Amendment to Multi-Year Coach Contract for Head Football Coach Bryan Harsin
2. Boise State University – Multi-Year Coach Contract Extension for Football Defensive Coordinator Andrew Avalos
3. Boise State University – Multi-Year Coach Contract for Football Offensive Coordinator Zachary Hill

Section II – Finance

1. Intercollegiate Athletics – FY2016 Revenue and Expenses Reports
2. Intercollegiate Athletics – FY2016 Compensation Reports
3. Intercollegiate Athletics – FY2016 Gender Equity Reports
4. FY2018 Appropriations
5. FY2019 Budget Line Item Guidelines
6. FY2018 Opportunity Scholarship Educational Costs
7. Idaho State University – Memorandum of Understanding – Idaho College of Osteopathic Medicine for Institutional Review Board Services
8. University of Idaho – Space Lease – Gritman – WWAMI Program
9. University of Idaho – Athletic Limit Waiver
10.

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

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1. Agenda Approval

   Changes or additions to the agenda

   BOARD ACTION

   I move to approve the agenda as posted.

2. Minutes Approval

   BOARD ACTION

   I move to approve the minutes from the February 15-16, 2017 regular Board meeting as submitted.

3. Rolling Calendar

   BOARD ACTION

   I move to set April 18-19, 2018 as the date and the University of Idaho as the location for the April 2018 regularly scheduled Board meeting.

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Idaho State Board of Education

DRAFT MINUTES
STATE BOARD OF EDUCATION
February 15-16, 2017
Boise State University
Simplot Ballroom
Student Union Building
Boise, Idaho

A regularly scheduled meeting of the State Board of Education was held February 15-16, 2017 at Boise State University in Boise, Idaho.

Present:

Emma Atchley, President	Don Soltman
Linda Clark, Vice President	Dave Hill
Debbie Critchfield, Secretary	Richard Westerberg
Andy Scoggin	Sherri Ybarra, State Superintendent

Wednesday, February 15, 2017

The Board met at Boise State University in its Simplot Ballroom at the Student Union Building in Boise, Idaho for regular business. Board President Emma Atchley welcomed everyone and called the meeting to order at 10:00 am Mountain time. Ms. Atchley extended appreciation from the Board and Staff to BSU for its hospitality. Mr. Scoggin arrived shortly after 1:00, and Ms. Ybarra arrived at 1:50. Dr. Clark excused herself to participate in a conference call with the Public School Funding Committee just before noon. She returned to the meeting at 1:50.

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Clark/Critchfield): To approve the agenda as submitted. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Clark/Westerberg): To approve the minutes from the December 14-15, 2016 regular Board

meeting, and the January 27, 2017 special Board meeting as submitted. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Clark/Critchfield): To set February 14-15, 2018 as the date and Boise State University as the location for the February 2018 regularly scheduled Board meeting. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

AND

BOARD ACTION

M/S (Clark/Soltman): To amend the location of the April 2017 and August 2017 Regular Board meetings, setting the location to Boise, Idaho. The hosting institution shall remain as originally set. The motion failed 3-3. Mr. Westerberg, Dr. Hill, and Ms. Atchley voted nay on the motion. Mr. Scoggin and Ms. Ybarra were absent from voting.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. Boise State University Annual Progress Report and Tour

Boise State University (BSU) President Dr. Bob Kustra provided his annual report to the Board. Dr. Kustra welcomed the Board and guests to BSU for the February meeting. As part of his report to the Board, he guided Board members and staff on a tour of the Micron College of Business and Economics Building where they toured the space and convened for presentations. Specific details regarding the institution's progress toward meeting its strategic plan goals may be found in the report submitted as part of the agenda materials.

CONSENT AGENDA

BOARD ACTION

M/S (Critchfield/Soltman): To approve the consent agenda as presented. The motion carried 5-0. Ms. Ybarra, Dr. Clark and Mr. Scoggin were absent from voting.

Business Affairs & Human Resources – Section I Human Resources

1. University of Idaho – Changes in Policy Regarding Classified Employees

By unanimous consent to approve the changes to University of Idaho policy FSH 3390 C-3, "Disciplinary Procedures," as presented.

Business Affairs & Human Resources – Section II Finance

2. Idaho State University – Multi-Year Contract Renewal – Ellucian Banner ERP

By unanimous consent to approve the request by Idaho State University to renew its existing software and services contract with Ellucian for an additional five years at a cost not to exceed $3,318,233 in substantially the same form as that attached hereto as Attachments 1 through 3.

3. University of Idaho – Disposal of Real Property at UI Caine Center, Caldwell

By unanimous consent to approve the request by the University of Idaho to have the State Board

of Land Commissioners auction the 40 acre former Caine Center for an amount that is no less than the appraised value of property as established by the Idaho Department of Lands; and further to authorize the Vice President for Infrastructure for the University of Idaho to execute all necessary transaction documents for conveying the real property rights for Caine and the adjoining endowment lands upon the conclusion of such successful auction.

Instruction, Research & Student Affairs (IRSA)

4. Boise State University – New Bachelor of Arts in Global Studies

By unanimous consent to approve the request by Boise State University to create a Bachelor of Arts in Global Studies in substantial conformance to the program proposal as submitted as Attachment 1.

5. University of Idaho – New Bachelor of Arts/Bachelor of Science in Film and Television

By unanimous consent to approve the request by the University of Idaho to offer the Bachelor of Science and Bachelor of Arts with a major of Film and Television Studies in substantial conformance to the program proposal submitted as Attachment 1.

Planning, Policy & Governmental Affairs (PPGA)

6. Lewis-Clark State College – Facility Naming

By unanimous consent to approve the request by Lewis-Clark State College to name the baseball stadium the "Ed Cheff Stadium".

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.

8. Institution President Approved Alcohol Permits

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

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Boise State University – Multi-Year Coach Contract for Women's Gymnastics, Co-Head Coach Neil Resnick

BOARD ACTION

M/S (Westerberg/Critchfield): To approve the request by Boise State University to enter into a two year four month multi-year agreement as proposed with Neil Resnick as its Co-Head Coach of Women's Gymnastics, commencing on February 17, 2017 and terminating on June 30, 2019, at a base salary of $81,800 and supplemental compensation provisions, as submitted. The motion carried 5-0. Ms. Ybarra, Dr. Clark, and Mr. Scoggin were absent from voting.

Mr. Westerberg indicated BSU is requesting approval of an extension of the multi-year contract for its Co-Head Coach of Women's Gymnastics which exceeds the three year contract.

Section II – Finance

1. Idaho State University – Property Acquisition

Mr. Westerberg requested unanimous consent to hold this item until the beginning of Thursday's agenda. There were no objections to the request.

BOARD ACTION

M/S (Westerberg/Soltman): To authorize the Executive Director of the State Board of Education in collaboration with the State Building Authority to determine the value of the property and to execute any requisite documents to acquire the property within the terms discussed in Executive Session. The motion carried 8-0.

During Executive Session the Board considered and acted upon items discussed related to the acquisition of real property.

2. Boise State University – On-line Fee Request – MS Accountancy

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by Boise State University to designate an online program fee for the M.S., in Accountancy program in the amount of $450 per credit hour in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 6-0. Ms. Ybarra and Dr. Clark were absent from voting.

Mr. Westerberg indicated BSU is proposing to establish an online program fee for the fully online version of its Master of Science (M.S.) in Accountancy program. He reported the item was discussed thoroughly in the BAHR committee without objection. The online program will serve the needs of people unable to attend in-person classes at the BSU campus due to work schedule or location.

3. Idaho State University – Cost Estimate to Move College of Technology Academic Programs to the RISE Building

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by Idaho State University to begin engineering and cost estimating to move College of Technology programs into the RISE building. The motion carried 6-0. Ms. Ybarra and Dr. Clark were absent from voting.

Mr. Brian Hickenlooper, Vice President for Finance and Administration at Idaho State University (ISU) provided background on the item that ISU would like to begin engineering and cost estimations to evaluate moving College of Technology programs to the RISE building, to be co-located with Research. ISU believes it can better utilize the space in the RISE building by housing College of Technology programs. ISU anticipates that the cost for the proposed relocation of programs into the RISE building could exceed $1,000,000—thus the project cost could reach the threshold at which Board approval is required. He reported that Board approval will be required at the completion of the engineering/cost estimation work prior to implementing the move-associated actions.

4. Idaho State University – Anatomy and Physiology Lab Building Addition – Meridian Health Science Center

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request by Idaho State University to amend its previously approved six-year capital plan, as presented in Attachment 2, and to authorize the university to begin engineering and cost estimating for an anatomy and physiology lab expansion of the Meridian Health Science Center building. The motion carried 7-0. Ms. Ybarra was absent from voting.

Mr. Rex Force, Vice President for Health Sciences at ISU and Joann Hirase-Stacey, General Counsel from ISU provided details on the item. ISU is expanding its anatomy and physiology lab facility and would like to begin engineering and cost estimating to provide for expanding the anatomy and physiology lab in Meridian to accommodate an additional 12 cadaver stations and accompanying support systems. This expansion will enable ISU and partners to utilize a total lab space of 24 stations. An agreement with the Idaho College of Osteopathic Medicine (ICOM) is under development to specify usage and the associated fees. The draft agreement will be presented to the Board at a subsequent meeting.

ICOM will be paying for the entire project, which consists of a building addition of 3,700 square feet adjacent to the existing lab. The total cost of this project is currently estimated between $2 and $3 M. Under this proposal, ICOM will pre-pay for their lease of the space in an amount that covers the final cost of the lab construction. Mr. Herbst provided additional information about the MOU which is contingent upon Board approval.

5. University of Idaho – Funding Increase – Athletics Program

After discussion, this item was deferred to the April meeting.

BOARD ACTION

M/S (/): To waive Board policy V.X.3.b. and to approve the request by the University of Idaho to temporarily increase its institutional funds limit by an amount not to exceed $1,000,000 above the Board-computed institutional funds limit each year for a period of four years (fiscal years 2017 – 2020) in support of its athletics program.

Or

M/S (/): To waive Board policy V.X.3.b. and allow the University of Idaho to temporarily increase its institutional funds limit for FY2017 by an amount not to exceed $1,000,000 ($1,949,500 total); and that the university provide a plan for Board approval to eliminate its athletics deficit by the end of FY2019.

Mr. Brian Foisy, Vice President for Finance at the University of Idaho (UI) provided information on the item. He pointed out the two items are unrelated but happen to be occurring simultaneously. He provided that the deficit has not happened yet, but they are projecting it, and two other items at play are enrollment, as well as an anticipated impact and decline on athletics donations.

Mr. Soltman asked what the consequences are if the Board doesn't approve this. Mr. Foisy responded per Board policy the university would return with a two-year plan for recovery. Mr. Scoggin recommended using institution funds for an academic institution rather than athletics. Dr. Hill expressed concern over waiving the policy.

After further discussion, Mr. Westerberg recommended deferring action on the waiver and requested unanimous consent to defer the item to the next Board meeting, allowing the institution to bring forth a plan, and have the item returned back to the BAHR committee. There were no objections to the request. Ms. Atchley requested a clearer idea of the amount of the deficit be presented.

6. University of Idaho – Idaho Arena Project – Planning, Programming and Design Phases

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request by the University of Idaho to implement the planning and design phase of the Idaho Arena capital project, with an estimated cost for this phase not to exceed $3,000,000. Authorization includes the authority to execute all necessary consulting and vendor contracts to implement the planning and design phases of the project. The motion carried 7-0. Ms. Ybarra was absent from voting.

Mr. Westerberg indicated the University of Idaho (UI) is requesting Board authorization to commence planning and design of a new, multi-event and court sports facility to be known as the Idaho Arena. It will be located adjacent to the Kibbie Activity Center on the Moscow, Idaho campus. After completion of the planning and design phase, the UI will return to the Board for approval to proceed with the construction phase of the project and for approval of the financing plan, in accordance with Board policy.

At this time, Mr. Westerberg asked for a moment to recognize Ms. Stacy Pearson's contribution to Boise State University (BSU) and to the Board of Education. Her contribution to the progress of BSU has been remarkable and long standing. Dr. Kustra remarked there is no way to calculate the value of what Ms. Pearson has brought to Boise State and the work with the Board. Ms. Pearson introduced Mr. Mark Heil as her replacement at BSU. Mr. Heil has worked with the Board for a number of years.

At this time, Dr. Clark updated the Board on her participation in a conference call with the Public School Finance Committee which reported on the work done earlier this year regarding what changes are warranted in the public school funding mechanisms in Idaho. She reported that the co-chairs of that Committee will be introducing a bill tomorrow in the House Education Committee to continue the work of the Public School Finance Committee another year. There will be funding attached to the Bill to hire a consultant.

EXECUTIVE SESSION (Closed to the Public)

BOARD ACTION

M/S (Clark/Westerberg): To go into Executive Session pursuant to Section 74-206(1)(c) and (b) , Idaho Code, "to acquire an interest in real property which is not owned by a public agency" and "to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student." A roll call vote was taken and the motion carried 8-0.

M/S (Clark/Hill): To go out of Executive Session. The motion carried 8-0.

The meeting recessed at 5:07 p.m. MST.

Thursday February 16, 2016, 8:00 a.m., Boise State University, Simplot Ballroom, Student Union Building, Boise, Idaho

The Board reconvened at Boise State University at its Simplot Ballroom in the Student Union Building for regular business. Board President Atchley called the meeting to order at 8:00 a.m. Mountain Time and thanked BSU for their hospitality.

At this time, Ms. Atchley requested the meeting revisit the first item on the BAHR agenda held over from yesterday regarding a property acquisition.

OPEN FORUM

There were no requests to speak during open forum.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

The Board moved to item 3 on the PPGA agenda Thursday morning.

3. Western Interstate Commission for Higher Education (WICHE) Update

Mr. Joe Garcia, President provided a brief overview of WICHE, an education policy and research organization, and how Idaho's pubic postsecondary education stacks up against the rest of the Western states. He pointed out the representatives from Idaho are Mr. Freeman, Executive Director of the Board, and Representative Wendy Horman.

Mr. Garcia provided a presentation for illustrative purposes on how Idaho compares to other WICHE states in a variety of areas. Graduation rates by institutional type show an opportunity for Idaho to increase its number of graduates. Tuition and fees have been some of the lowest among WICHE states, however that means institutions have fewer dollars to spend per student.

He summarized Idaho has set an ambitious goal on degree attainment based on workforce needs. The state can expect increased number of high school graduates with growing numbers of Hispanics; Idaho is facing challenges, but also has opportunities.

Ms. Atchley asked if WHICE could take a leadership role in developing a better graduation rate metric. Mr. Garcia responded they are working with others on that metric, but a solution is not readily available.

2. Idaho Youth Challenge Academy (IDYCA) Update

Mr. Bicker Therien, Principal of IDYCA provided a presentation about the school and its successes. The IDYCA was established by the Idaho Legislature in 2011 as a state-run residential and post-residential program for 16-18 year olds who have dropped out of high school or are at risk of dropping out. It is a cooperative with the state and the National Guard Bureau to intervene in the lives of at-risk youth. It is a voluntary and free program for students, but a very structured and rigorous program. Students can recover up to 14 high school credits and return to their referring high school or earn a GED. The IDYCA holds two cohorts of students per year, starting in January and July. Two of their graduates provided descriptive accounts and supportive comments regarding the academy. Ms. Atchley asked what would help students before they get to the point they need an alternative school. One student responded helping students recognize where they are academically and how it will impact their future. Also to help them realize there is help if they find themselves in a hole, and the sooner the better.

4. Idaho Commission on Hispanic Affairs Update

Ms. Margie Gonzalez, Executive Director for the Idaho Commission on Hispanic Affairs provided the Board with an update on changes in Idaho's Hispanic student population, including elementary and secondary student achievement and postsecondary student access. Ms. Gonzalez reported the Hispanic student population is growing at Idaho schools and universities. In the 2015-16 school year, Hispanic students made up 18% of the student population in K-12 grade levels, concentrated mostly in the southern Idaho counties. She added that many Hispanic students do not stay in the same school district over the course of their education, and have a lower graduation rate compared to other students. Regarding reading, she reported that at each grade level, the percentage of students reading at grade level is also less compared to other students. Idaho Standards Achievement Test (ISAT) scores showed Hispanic students less likely to have proficient or advanced scores compared to other students on all three ISAT tests. Nearly half of all Hispanic students had below basic scores in math. Graduation rates from the 2015-16 school year showed Hispanic students graduating at a rate of 71% compared to 79% of all other students, adding the data shows females are more likely than males to graduate.

Ms. Gonzalez reported on the number of Hispanic public school personnel which in 2014-15 made up 2% of all employees. Ms. Gonzales was hopeful for the future and commented their strongest population are ages 20 and under. They are working strongly in the area of parental involvement and increasing investing in early learning. She provided the Board with handouts of the Idaho Commission on Hispanic Affairs report.

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

Dr. Cheryl Charlton, Superintendent of IDLA, Dr. Sherawn Reberry, Program Director, and Jeff Simmons, Director of Instruction and Curriculum provided a report to the Board. Dr. Charlton provided a brief history of IDLA and an overview of their enrollment profile, partnerships, college and career, tools, and some successes. They were created 15 years ago by Idaho Legislature as an online, school-choice learning environment. IDLA is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. Dr. Charlton reported that IDLA served 25,480 enrollments in the 2015-2016 school year, which is an 11% increase over 2014-2015. Ninety-nine percent (99%) of the school districts in Idaho participated in 2015-2016. She also reported that one in two students have taken an on-line course. The number one reason for taking IDLA courses is *classes not offered locally*. Other reasons include: scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

Dr. Charlton reported on the number of valued partnerships IDLA has which are not only throughout the state, but across the nation. Mr. Simmons reported further on the partnerships and enrollments that are provided. He reported on growth in enrollment in advanced opportunities, and added that many of the dual credit courses align to the GEM courses. They continue to build out dual credit opportunities to students. Access is also provided to students for college and career readiness courses, along with elementary pathways for younger students as in 5th graders. He remarked on IDLA's high commitment to quality and their best practices learned over 15 years. He also highlighted their e-tutor resource that provides help to students above and beyond what their regular teachers can provide.

Dr. Sherawn Reberry reported on their progressive study, or "Pathways" program, and partnerships with area institutions in that program. She also reported on the collaborations with course transfer and the Apply Idaho work which helps students apply for college in Idaho. Dr. Reberry also commented on the school closures due to weather this winter and how IDLA was able to collaborate to provide access to students and teachers for coursework. She highlighted details of their Educational Resource Library or ERL and on other resources. They have also moved forward with their Career Technical Education (CTE) digital project, and have partnered with many schools throughout the state on their blended learning consortium where schools in the consortium are provided resources in blended and mastery learning as well. There are 35 schools participating and 9 of which are in the mastery education network. Dr. Reberry highlighted some things coming in their future such as a resource portal for parents, and pathways to success for elementary students.

6. Idaho Public Charter School Commission – Annual Report

Ms. Tamara Baysinger, Director of the Idaho Public Charter School Commission, provided a report to the Board including an update on the status of portfolio schools and the Commission's ongoing implementation of best authorizing practices. She directed the Board members to the content of the annual report which was included in the agenda materials. She indicated today's report to the Board will be focused on the renewal process which is new this year. Ms. Baysinger pointed out the Commission also has three new members. She reported on ISAT proficiency, indicating the pattern remains consistent across demographic groups. She reported on comparisons in proficiency ratings as well as graduation rates. Ms. Baysinger reviewed the renewal process, site visits, and outcomes. Related to charter renewals, there were 12 schools up for renewal consideration; 6 virtual and 6 brick and mortar. Of those, 7 had low star ratings which prompted an early start to the review process to assist those schools. Ms. Baysinger reported that the implementation of the renewal process was successful. They will be working on adopting a new performance framework next year that will reflect a broader spectrum of data for the charter schools.

Ms. Ybarra requested a list of strategies employed which help students of minority communities on enrollments and achievements. Dr. Clark asked about special needs students and if they are being served by charters. Ms. Baysinger responded they have a number of schools specifically targeting special needs students, but the trend is that fewer special needs students enroll.

7. 2017 Legislative Update and Proposed Legislation

BOARD ACTION

M/S (Critchfield/Clark): To approve proposed legislation in substantial conformance to the form submitted in Attachment 1 and to authorize staff to work with the Governor's office and legislators to introduce the legislation during the 2017 Legislative Session. The motion carried 8-0.

Mr. Blake Youde, Chief Communications and Legislative Affairs Officer at the Board office, provided a legislative update to the Board. In September the Board approved 21 bills and one concurrent resolution for introduction. It supported two pieces of legislation related to the Governor's education initiatives for the 2017 legislative session. He pointed out the recent proposed legislation addresses minimum instructional hours as it relates to bad weather. It is intended to assist districts that have been severely impacted by adverse weather conditions by providing a mechanism for school districts to request a waiver by the Board of the minimum instructional hours.

Related to the "bad weather bill", Mr. Youde indicated it would be a decision for the whole Board to make before it goes forward. Ms. Ybarra requested a point of clarification in Subsection H of the language regarding whether the Board or the Superintendent grants the waiver. She recommended changing it to the Superintendent and not the Board as who grants the waiver. There was additional discussion on the waiver. Mr. Westerberg expressed concern with waiving minimum instruction hours regardless of any reason. Ms. Critchfield indicated the PPGA committee also had those concerns. Ms. Critchfield reiterated today's action would propose a potential waiver, the language would be developed, and a sponsor for the legislation would be located. Ms. Bent described the provisions that are able to be waived. Dr. Clark suggested this is something the IDLA could assist with, when these types of situations arise with school closures due to weather or emergencies. Ms. Ybarra suggested having a sun-set clause in the legislation; there was some agreement to this suggestion. After further discussion, the Board agreed to move the legislation forward and locate a sponsor.

8. Board Policy – I.M. Planning and Reporting – 2nd Reading

BOARD ACTION

M/S (Critchfield/Hill): To approve the second reading to Board policy section I.M. as submitted in Attachment 1. The motion carried 8-0.

Ms. Critchfield pointed out there was a small change made between first and second reading. Approval of the proposed amendments will establish a consistent format for the submittal of institution and agency strategic plans.

9. State Comprehensive Literacy Plan Addendum

BOARD ACTION

M/S (Critchfield/Soltman): To approve the Idaho Comprehensive Literacy Plan Educator Guide as submitted in Attachment 2 and to direct Board staff to incorporate the guide as an addendum to the Idaho Comprehensive Literacy Plan. The motion carried 8-0.

10. State Board of Education K-20 Strategic Plan

BOARD ACTION

M/S (Critchfield/Westerberg): To approve the 2018-2022 (FY19-FY23) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1. The motion carried 8-0.

Ms. Critchfield pointed out during the strategic plan review and discussion at the December 2016 Board meeting, a number of edits to the strategic plan were discussed. These amendments have been incorporated into the strategic for the Board's consideration. Ms. Bent pointed out a couple of items that could be changed or removed from the plan. Mr. Westerberg felt there were still too many performance measures for an effective strategic plan.

11. Evaluation Review – Phase I Report and Recommendations

Ms. Christina Linder, Educator Effectiveness Program Manager for the Board Office provided a preliminary report to the Board. A hard copy report was also passed out to Board members and staff during the meeting. Ms. Linder pointed out this review of over 500 evaluations from 77 school districts will be presented to legislative stakeholders as well. The overview included criteria for the review, key themes related through the review process, methods, findings, and preliminary recommendations. She pointed out that Idaho Code calls for the annual review of administrators. Preliminary findings show the administrators are doing a great job, but there is a fair amount of confusion among them, particularly with what is expected of them.

Ms. Linder reported on the findings and pointed out that the main finding is regarding the number of components that are scored. Eighty-five percent (85%) of the districts are using the evaluation framework; seventy five percent (75%) of districts are conducting the required number of evaluations which is two. Ms. Linder outlined other areas of the evaluations such as student achievement, and overall compliance - where all 22 components identified in code have received a rating.

Ms. Linder identified that preliminary recommendations from the reviewers show is there is a need to amend IDAPA for clarification to provide training for administrators (over 60% agreed they would like additional training in a number of areas). Additionally, there are recommendations to provide a checklist/template for districts to use, to view this preliminary data as a baseline, and establish a timeline for districts to meet all criteria.

Dr. Clark asked how many administrators completed Teachscape training. Ms. Linder responded 80% have passed at the proficient level. Mr. Soltman asked what constitutes an observation. Ms. Linder responded they would look at that closer during the second part of the review and after more discussion with administrators.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)

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

BOARD ACTION

M/S (Hill/Westerberg): To approve the second reading of amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as provided in Attachment 1. The motion carried 8-0.

2. Board Policy III.N. General Education – Second Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the second reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1. The motion carried 8-0.

3. Board Policy III.W. Higher Education Research – Second Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the second reading of Board Policy III.W., Higher Education

Research as submitted in Attachment 1. The motion carried 8-0.

4. Boise State University – On-line Bachelor of Business Administration in Management

BOARD ACTION

M/S (Hill/Westerberg): To approve the request by Boise State University to create an online, Bachelor of Business Administration in substantial conformance to the program proposal in Attachment 1. The motion carried 8-0.

M/S (Hill/Westerberg): To approve the request by Boise State University to designate an online program fee for the BBA, in Management in the amount of $336 per credit. The motion carried 8-0.

Dr. Hill pointed out both these items have been through CAAP and IRSA committees with no substantial concerns. Related to the fee, Dr. Schimpf, Provost and Vice President for Academic Affairs at BSU, indicated the fee is set to be congruent with resident students, so the same price is being charged. He added they try to match the price for on-line programs with the face to face programs.

5. Idaho State University – Master of Healthcare Administration

BOARD ACTION

M/S (Hill/Westerberg): To approve the request by Idaho State University to create a Master of Healthcare Administration in substantial conformance to the program proposal in Attachment 1. The motion carried 8-0.

Dr. Woodworth-Ney commented on the demand for the program and number of expected students.

6. Idaho State University – Master of Taxation

BOARD ACTION

M/S (Hill/Westerberg): To approve the request by Idaho State University to create a Master of Taxation in substantial conformance to Attachment 1. The motion carried 8-0.

Dr. Woodworth-Ney commented on the demand for the program and that it is a complementary degree to their Masters of Accountancy degree, which will support the increasing complexity of tax law.

7. University of Idaho – Bachelor of Science in Medical Sciences

BOARD ACTION

M/S (Hill/Critchfield): To approve the request by the University of Idaho to offer the Bachelor of Science with a major of Medical Sciences in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 8-0.

Mr. Dan Ewart, University of Idaho's (UI) Vice President for Infrastructure, indicated the UI proposes to establish a new Bachelor of Science degree in Medical Sciences. He introduced Mark Nielsen, Interim Dean of the College of Sciences to provide details of the program. The degree will be administered by the Department of Biological Sciences and features an interdisciplinary curriculum that will prepare students for admission to professional programs in a variety of healthcare related fields. It will also serve students who are interested in healthcare-related professions in areas such as writing, policy, and administration.

8. University of Idaho – First Year Law Curriculum in Boise

BOARD ACTION

M/S (Hill/Critchfield): To approve the request by the University of Idaho to offer a first-year law curriculum in Boise in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 8-0.

Mr. Dan Ewart provided that the UI, College of Law, proposes to expand curricular offerings at the Boise campus of the UI, College of Law by offering first-year law courses at that campus. The expansion completes the dual location model that the University has been developing with the Board's approval and under its supervision since 2008. The dual-location model will permit students to take all course work required to earn the Juris Doctor degree at either the Moscow campus or the Boise campus, or both. Mr. Mark Adams, Dean of the College of Law, pointed out that ADA requirements provided they increase certain staff positions and the increase to fund and benefit those positions. Those costs will be met by the increase of students and retirements of some senior staff.

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

Dr. Mark Rudin, Vice President of Research at BSU and the current chair of HERC, provided the Board with HERC's annual update. He reviewed the mission of HERC and its membership. He reviewed the various programs of HERC and the funding to support science, engineering, and other research infrastructure. He reviewed details of the HERC incubation fund and outlined the FY17 HERC IGEM Projects – there are four projects currently. He discussed the purpose and importance of research, emphasizing it is a process to discover new knowledge, and closed with the many benefits of research for students, the institution, and the community.

DEPARTMENT OF EDUCATION (SDE, Department)

1. Superintendent's Update

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced Mr. Pete Kohler, the Department's Chief Deputy, to provide an update from the Department. The first update he provided related to Family and Community Engagement (FACE). He reported the SDE is deeply involved in this in all aspects. He reported on the Parent Advisory Council (PAC) whose main goal is assessment, and determining what the statewide assessments require. He provided a link to forward to Board members of the Idaho Test Score Guide tool kit and details on how to use it. He explained a parent can use it to look at a score from a child's assessment and figure out what it means. The item would be forwarded to the Board and up on the Department's website soon.

Mr. Koehler discussed legislation dealing with transportation and that it was related to reimbursement to school districts. He pointed out there were concerns received with that legislation, and clarified it is transportation which moves students to and from class only. The Superintendent requested the legislature reject the rule and return it to the Department for further work.

Mr. Koehler discussed standards that went forward this year. There were seven sets that went forward on the six-year rotation schedule. In the case of English Language Arts and Math, those were moved forward two years. The House has adopted all of them and the Senate has yet to hear them. In looking at English Language Arts, there were 22 recommendations largely related the word choice, and math had two recommendations. Related to Humanities, there was a concern raised on foreign language which could potentially have an impact on rural schools. The House decided to pull that piece, but passed all the other Humanities recommendations. Science standards have gone forward and were adopted by the House Ed Committee with one exception dealing with climate change. Corrections have been made to address concerns.

Mr. Koehler discussed training, and mentioned three organizations in existence currently functioning: the Idaho Principal Network (federal dollars presently), the Idaho Superintendents Network, and the Principals Mentoring Project (federal dollars presently). He described details for those programs and that they are designed as mentoring resources.

2. Provisional Certification – Instructional Staff

BOARD ACTION

M/S (Ybarra/Soltman): To approve a one-year emergency provisional certificate for Jennifer Peterson, to teach all subjects K-8 in the Minidoka District. The motion failed 6-2. Board members Westerberg, Hill, Atchley, Clark, Scoggin, and Critchfield voted nay on the motion.

M/S (Ybarra/Clark): To approve one-year emergency provisional certificates for Loralyn Biesinger, Trecia Olson, Ellen Sanders, Cole Cooper, Cody Moura, Tessa Madsen, Joel Peterson, Jeffry Stoker, Trenton James Knutson, Gregory Tovey, Todd King, Johnathan Sheen, Charles Deem, Victor Gunter, Zachary Godar, Christopher Asbury, and Tona Casella to teach the content area and grade ranges at the specified school districts as provided herein. The motion carried 8-0.

Ms. Ybarra indicated eighteen (18) emergency provisional applications were received by the State Department of Education. Emergency provisional applications allow a school district or charter school to request one-year emergency provisional certification for a candidate who does not hold a current Idaho certificate, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While a candidate is under emergency provisional certification, no financial penalties are assessed to the hiring district. She asked to approve seventeen (17) of the certificates, and reject one single certificate as a district has requested for additional information on the individual.

OTHER BUSINESS

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

BOARD ACTION

M/S (Hill/Critchfield): To adjourn the meeting at 12:28 p.m. Mountain Time. The motion carried unanimously.

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TAB	DESCRIPTION	ACTION
A	STUDENT TUITION AND FEE RATES	Motion to Approve
B	INSITITUTION AND AGENCY STRATEGIC PLANS	Motion to Approve

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COLLEGE AND UNIVERSITIES

SUBJECT

FY 2018 Student Tuition & Fee Rates (Academic Year 2017-2018)

REFERENCE

February 2013	Board approved second reading for V.R. Policies regarding Board approval for New Student Orientation fees
February 2014	Board approved second reading for V.R. Policies regarding Board approval for Senior Citizen Fee with eligibility determined by each institution
December 2014	Board approved second reading for V.R. Policies regarding online program fees, clarifying the Technology Fee, adding Dual Credit and Summer Bridge Program fees, and revising special course fees
December 2015	Board approved second reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee
April 2016	Board approved second reading for V.R. Policies eliminating requirement to obtain professional licensure prior to practicing a given profession as a prerequisite for establishing a professional fee for an academic professional program

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

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

Per board policy, Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and Eastern Idaho Technical College (EITC) notified students of proposed fee increases and conducted public hearings. Their respective presidents are now recommending to the Board student tuition and fee rates for FY 2018.

Reference Documents
Page 9 displays information from the *2017 Sine Die Report* showing the decline in the percentage of the General Fund allocated to the College & Universities over the last 22 years compared to other state budgeted programs.

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

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

Page 12 shows a summary of FY 2017 annual requested tuition and fees.

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

Page 13 – Cost of Attending College vs. Per Capita Income
The purpose of this chart is to show the increasing cost to attend college (student fees, books and supplies, room and board, personal expenses, and transportation) compared to the per capita income from 2006 to 2016. Each institution has a similar chart showing similar information. The "cost" of attendance reflects full tuition and fees, which differs from the actual "price" of attendance which would reflect cost net of tuition discounts through financial aid and scholarships.

The average cost to attend Idaho's 4-year institutions has grown from $13,674 in 2006 to $19,284 in 2016, or 41%, while the Idaho per capita income has increased from $31,406 to $39,006, or 24%. The increases in the cost to attend college from 2006 to 2016 are as follows:

Tuition & Fees	72%
Books and Supplies	10%
Room and Board	40%
Personal and Transportation	19%
Total Cost to Attend	41%

Page 14: Cost to Deliver College
The purpose of this chart is to show the costs to deliver college, changes in student enrollment and cost per student full time equivalent (FTE.) The increases in the cost to deliver college (by major expenditure functional categories) from 2006 to 2016 are as follows:

Instruction	18%
Academic Support	73%

Student Services	66%
Library Services	30%
Athletics & Auxiliaries	33%
Plant and Depreciation	39%
Institutional Support	78%
Financial Aid	158%
Total Increase in Cost to Deliver College	37%

At the same time, student FTE (horizontal red line page 14) has decreased by .5%. Taken together, the total cost to deliver college per student FTE (bottom line) has increased by 37% from $12,710 in 2006 to $16,311 in 2016.

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

The purpose of this chart is to show the annual percentage increase from 2006 to 2017 for resident tuition & fees, CPI, Idaho Per Capita Income, and Idaho Average Annual Wage. As the chart indicates, historically when per capita income and annual wages have increased at a higher rate than the previous year, fees have correspondingly increased at a lesser rate. The opposite is also true, when income and wages have increased at a slower rate than the previous year, fees have correspondingly increased at a faster rate. This trend changed starting in FY 2011.

Page 16: Average CU Full-time Resident Fees as a % of Per Capita Income

The purpose of this chart is to show the percentage the sticker price for Idaho resident students is to the Idaho per capita income. The rate has grown from 5.1% in 1981 to 17.6% in 2017.

Page 17: Percentage of CU Total Appropriation by Source

The purpose of this chart is to show the percentage of the total appropriation for the College and Universities from General Account, Student Fees and Endowment funds.

Page 18: Tuition/Fee Waivers and Discounts
The purpose of this report is to show the dollar value of tuition & fee waivers granted by each institution along with the Board policy section authorizing each type of waiver. The report also includes discounts such as staff, spouse, dependent, and senior citizen fees which are not waivers.

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

- Narrative justification of the fee increase request and planned uses of the additional revenue.
- Schedule detailing the tuition and fee changes.
- Schedule projecting the amount of revenue generated from the tuition and fee changes.
- Schedule displaying a 4-year history of Board-approved fees and the FY 2018 requested fees.
- The same charts as found on pages 13-15 (and described above) at a disaggregated, institution specific level:
  - Chart: Cost of Attending College vs. Per Capita Income
  - Chart: Cost to Deliver College and Cost to Deliver Per Student FTE
  - Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
- Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers.

IMPACT

Full-time resident tuition and fee increases being requested by the institutions for FY 2018 (academic year 2017-2018) are as follows (in the order they will be presented):

	FY17	FY18	% Inc.
Idaho State University	$6,845	$7,166	3.0%
Eastern Idaho Technical College	$2,404	$2,464	2.5%
Lewis-Clark State College	$6,120	$6,334	3.5%
University of Idaho	$7,232	$7,668	6.0%
Boise State University	$7,080	$7,440	5.1%

STAFF COMMENTS

At the request of staff, each of the above five institutions conducted a tuition/fee analysis of the impact of unfunded “must pay” items that resulted from the FY2018 Governor’s recommendation and Legislative appropriation. There was no “fund shift” action taken during this Legislative session to cover fully the cost of Change in Employee Compensation (CEC) and health benefit cost increases for the General Education full-time employees for the four 4-year institutions. That funding gap puts pressure on student tuition and (as applicable) endowment funds if college and university employees are to receive the same compensation and benefits directed by lawmakers for other state employees.

The Business Affairs and Human Resources (BAHR) Committee has reviewed the institutions’ analyses of how much additional revenue would be generated by their proposed tuition/fee increases and how those dollars would be used to cover CEC, health benefits, and other key needs. Meanwhile, Board staff and institutional representatives worked diligently behind the scenes during the session to educate legislators on the rationale behind the significant (and growing) level of annually reappropriated dollars for the college and universities, and the mechanics of the one-time “reserve” balances maintained by the institutions to cover unfunded infrastructure needs and other initiatives—both areas had generated questions from policy makers on why tuition/fee increases would be necessary for FY2018. Representatives from the institutions will be prepared to answer questions during this agenda item regarding their tuition/fee requests and describe the rationale and proposed uses of funds generated by their respective requests. At the request of BAHR, institutions have considered tuition/fee options which would, where possible, minimize the adverse impacts on resident, full-time, undergraduate students. Motion sheets also address percentage and dollar increases for non-resident full-time students and other fees for other categories of students as presented by the institutions.

Motions are provided, in accordance with Board policy, to enable the Board to approve FY2018 fees for dual credit courses delivered at secondary schools, bridge program fees, and transcription fees.

BOARD ACTION

IDAHO STATE UNIVERSITY:
I move to increase the FY 2018 annual full-time resident tuition and fees at Idaho State University by ____% ($____) for a total dollar amount of $_______; to authorize the University to establish the tuition portion of this total dollar amount ($5,424.60) as the base tuition for eligible students in the FY 2018 cohort for the University's "Tuition Lock" initiative; and to increase the annual full-time tuition for nonresident students by ____ % ($____) for a total dollar amount of $_______.

Moved by______________ Seconded by______________ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2018 Idaho State University tuition and fees worksheet which will be made part of the written minutes.

Moved by______________ Seconded by______________ Carried Yes_____ No_____

EASTERN IDAHO TECHNICAL COLLEGE:
I move to increase the FY 2018 annual full-time resident tuition and fees at Eastern Idaho Technical College by ____% ($____) for a total dollar amount of $_______; and to increase the annual full-time tuition for nonresident students by ____ % ($____) for a total dollar amount of $_______.

Moved by______________ Seconded by______________ Carried Yes_____ No_____

I move to approve all other fees in the FY 2018 Eastern Idaho Technical College tuition and fees worksheet which will be made part of the written minutes.

Moved by______________ Seconded by______________ Carried Yes_____ No_____

LEWIS-CLARK STATE COLLEGE:
I move to increase the FY 2018 annual full-time resident tuition and fees at Lewis-Clark State College by ____% ($____) for a total dollar amount of $_______; and to increase the annual full-time tuition for nonresident students by ____ % ($____) for a total dollar amount of $_______.

Moved by______________ Seconded by______________ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2018 Lewis-Clark State College tuition and fees worksheet which will be made part of the written minutes.

Moved by______________ Seconded by______________ Carried Yes_____ No_____

UNIVERSITY OF IDAHO:
I move to increase the FY 2018 annual full-time resident tuition and fees at University of Idaho by ____% ($____) for a total dollar amount of $_______; and to increase the annual full-time tuition for nonresident students by ____ % ($____) for a total dollar amount of $_______.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2018 University of Idaho tuition and fees worksheet which will be made part of the written minutes.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

BOISE STATE UNIVERSITY:
I move to increase the FY 2018 annual full-time resident tuition and fees at Boise State University by ____% ($____) for a total dollar amount of $_______; and to increase the annual full-time tuition for nonresident students by ____ % ($____) for a total dollar amount of $_______.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2018 Boise State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

Dual Credit Fee
I move to set the statewide dual credit fee at $65 per credit for courses delivered at secondary schools, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2018.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

Transcript Fee
I move to set the statewide transcript fee at $10 per credit for fiscal year 2018 for students enrolled in a qualified Workforce Training course where the student elects to receive credit.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

Summer Bridge Program Fee
I move to set the statewide summer bridge program fee at $65 per credit for fiscal year 2018 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

Twenty-Two Year History of General Fund

Original Appropriations: FY 1996 to FY 2017

Millions of Dollars

DRAFT

Information in the tables as of 3-30-2017 and several appropriation bills have not yet been acted on by the Governor. A veto of any of those bills would reduce the overall appropriation and could change the percentages shown.

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2018	$1,685.3	$287.1	$198.9	$2,171.2	$733.7	$262.1	$283.7	$3,450.7
2017	$1,584.7	$279.5	$187.5	$2,051.7	$677.1	$256.2	$288.0	$3,273.0
2016	$1,475.8	$258.8	$169.7	$1,904.3	$649.5	$247.4	$270.7	$3,071.9
2015	$1,374.6	$251.2	$153.7	$1,779.5	$637.3	$243.3	$276.0	$2,936.1
2014	$1,308.4	$236.5	$143.0	$1,687.9	$616.8	$218.3	$258.0	$2,781.0
2013	$1,279.8	$228.0	$138.0	$1,645.7	$610.2	$205.5	$240.7	$2,702.1
2012	$1,223.6	$209.8	$128.3	$1,561.7	$564.8	$193.1	$209.3	$2,529.0
2011	$1,214.3	$217.5	$129.9	$1,561.7	$436.3	$180.7	$205.1	$2,383.8
2010*	$1,231.4	$253.3	$141.2	$1,625.8	$462.3	$186.8	$231.7	$2,506.6
2009	$1,418.5	$285.2	$175.1	$1,878.8	$587.3	$215.9	$277.3	$2,959.3
2008	$1,367.4	$264.2	$166.2	$1,797.7	$544.8	$201.2	$276.9	$2,820.7
2007*	$1,291.6	$243.7	$148.4	$1,683.7	$502.4	$178.0	$229.7	$2,593.7
2006	$987.1	$228.9	$141.8	$1,357.9	$457.7	$152.2	$213.2	$2,180.9
2005	$964.7	$223.4	$138.3	$1,326.3	$407.6	$142.8	$205.5	$2,082.1
2004	$943.0	$218.0	$131.3	$1,292.3	$375.8	$140.6	$195.3	$2,004.1
2003	$920.0	$213.6	$130.4	$1,264.0	$359.6	$145.0	$199.3	$1,967.9
2002	$933.0	$236.4	$142.1	$1,311.5	$358.0	$147.3	$227.5	$2,044.3
2001*	$873.5	$215.0	$121.1	$1,209.5	$282.1	$123.2	$189.2	$1,804.0
2000	$821.1	$202.0	$110.4	$1,133.4	$270.7	$108.5	$162.1	$1,674.7
1999	$796.4	$192.9	$103.5	$1,092.8	$252.7	$106.4	$159.0	$1,610.8
1998	$705.0	$178.6	$94.4	$978.0	$236.6	$90.3	$134.0	$1,438.9
1997	$689.5	$178.0	$94.4	$961.9	$238.5	$78.6	$133.7	$1,412.7
1996*	$664.0	$171.0	$88.8	$923.8	$224.3	$73.5	$127.3	$1,348.8

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total
2018	48.8%	8.3%	5.8%	62.9%	21.3%	7.6%	8.2%	100%
2017	48.4%	8.5%	5.7%	62.7%	20.7%	7.8%	8.8%	100%
2016	48.0%	8.4%	5.5%	62.0%	21.1%	8.1%	8.8%	100%
2015	46.8%	8.6%	5.2%	60.6%	21.7%	8.3%	9.4%	100%
2014	47.0%	8.5%	5.1%	60.7%	22.2%	7.8%	9.3%	100%
2013	47.4%	8.4%	5.1%	60.9%	22.6%	7.6%	8.9%	100%
2012	48.4%	8.3%	5.1%	61.8%	22.3%	7.6%	8.3%	100%
2011	50.9%	9.1%	5.5%	65.5%	18.3%	7.6%	8.6%	100%
2010*	49.1%	10.1%	5.6%	64.9%	18.4%	7.5%	9.2%	100%
2009	47.9%	9.6%	5.9%	63.5%	19.8%	7.3%	9.4%	100%
2008	48.5%	9.4%	5.9%	63.7%	19.3%	7.1%	9.8%	100%
2007*	49.8%	9.4%	5.7%	64.9%	19.4%	6.9%	8.9%	100%
2006	45.3%	10.5%	6.5%	62.3%	21.0%	7.0%	9.8%	100%
2005	46.3%	10.7%	6.6%	63.7%	19.6%	6.9%	9.9%	100%
2004	47.1%	10.9%	6.6%	64.5%	18.8%	7.0%	9.7%	100%
2003	46.8%	10.9%	6.6%	64.2%	18.3%	7.4%	10.1%	100%
2002	45.6%	11.6%	7.0%	64.2%	17.5%	7.2%	11.1%	100%
2001*	48.4%	11.9%	6.7%	67.0%	15.6%	6.8%	10.5%	100%
2000	49.0%	12.1%	6.6%	67.7%	16.2%	6.5%	9.7%	100%
1999	49.4%	12.0%	6.4%	67.8%	15.7%	6.6%	9.9%	100%
1998	49.0%	12.4%	6.6%	68.0%	16.4%	6.3%	9.3%	100%
1997	48.8%	12.6%	6.7%	68.1%	16.9%	5.6%	9.5%	100%
1996*	49.2%	12.7%	6.6%	68.5%	16.6%	5.4%	9.4%	100%

2010* *Moved Deaf/Blind School from "Other Education" to "Public Schools"; Historical Society and Libraries to "All Other Agencies".*

2007* *Adjusted for H1 of 2006 Special Session which increased Public Schools General Fund by $250,645,700.*

2001* *Moved Department of Environmental Quality and Veterans Services from H&W to "All Other Agencies".*

1996* *Moved Juvenile Corrections from Health and Welfare to "Adult & Juv Corrections".*

College & Universities Funding History
(appropriated funds only)

	State Support		State Support			Percent of Total		
Fiscal Year	General Funds	Endowment Funds	Subtotal	Tuition	TOTAL	General Fund	State Supp	Tuition
1980	59,600,000	3,165,200	62,765,200	4,873,000	67,638,200	88.1%	92.8%	7.2%
1981	63,432,000	4,583,000	68,015,000	5,102,700	73,117,700	86.8%	93.0%	7.0%
1982	64,497,400	5,267,200	69,764,600	10,529,800	80,294,400	80.3%	86.9%	13.1%
1983	65,673,700	6,145,900	71,819,600	13,495,800	85,315,400	77.0%	84.2%	15.8%
1984	70,000,000	5,769,400	75,769,400	13,100,000	88,869,400	78.8%	85.3%	14.7%
1985	80,897,300	5,644,000	86,541,300	16,569,000	103,110,300	78.5%	83.9%	16.1%
1986	88,000,000	5,840,800	93,840,800	16,048,000	109,888,800	80.1%	85.4%	14.6%
1987	90,700,000	5,447,000	96,147,000	16,462,300	112,609,300	80.5%	85.4%	14.6%
1988	101,674,700	5,447,000	107,121,700	16,462,300	123,584,000	82.3%	86.7%	13.3%
1989	106,000,000	5,657,100	111,657,100	17,471,000	129,128,100	82.1%	86.5%	13.5%
1990	115,500,000	6,342,100	121,842,100	18,374,800	140,216,900	82.4%	86.9%	13.1%
1991	133,264,300	6,547,100	139,811,400	20,287,800	160,099,200	83.2%	87.3%	12.7%
1992	141,444,000	6,547,100	147,991,100	23,628,300	171,619,400	82.4%	86.2%	13.8%
1993	137,610,000	6,547,100	144,157,100	27,084,600	171,241,700	80.4%	84.2%	15.8%
1994	146,013,700	7,019,800	153,033,500	31,342,800	184,376,300	79.2%	83.0%	17.0%
1995	164,560,600	7,019,800	171,580,400	40,698,300	212,278,700	77.5%	80.8%	19.2%
1996	170,951,800	8,333,000	179,284,800	44,199,100	223,483,900	76.5%	80.2%	19.8%
1997	173,531,800	8,615,400	182,147,200	43,605,200	225,752,400	76.9%	80.7%	19.3%
1998	178,599,700	9,590,900	188,190,600	47,491,900	235,682,500	75.8%	79.8%	20.2%
1999	192,917,100	11,368,800	204,285,900	52,424,600	256,710,500	75.1%	79.6%	20.4%
2000	201,960,100	12,340,000	214,300,100	55,108,400	269,408,500	75.0%	79.5%	20.5%
2001	214,986,500	13,011,400	227,997,900	59,520,900	287,518,800	74.8%	79.3%	20.7%
2002	236,439,800	15,906,700	252,346,500	63,089,600	315,436,100	75.0%	80.0%	20.0%
2003	213,558,800	13,635,900	227,194,700	67,127,300	294,322,000	72.6%	77.2%	22.8%
2004	218,000,000	11,964,600	229,964,600	97,207,800	327,172,400	66.6%	70.3%	29.7%
2005	223,366,200	10,020,500	233,386,700	107,907,800	341,294,500	65.4%	68.4%	31.6%
2006	228,934,100	9,519,600	238,453,700	118,613,000	357,066,700	64.1%	66.8%	33.2%
2007	243,726,400	7,624,800	251,351,200	121,223,700	372,574,900	65.4%	67.5%	32.5%
2008	264,227,700	7,851,500	272,079,200	126,932,600	399,011,800	66.2%	68.2%	31.8%
2009	285,151,500	8,595,000	293,746,500	129,103,000	422,849,500	67.4%	69.5%	30.5%
2010	253,278,100	9,616,400	262,894,500	131,587,900	394,482,400	64.2%	66.6%	33.4%
2011	217,510,800	9,616,600	227,127,400	146,253,000	373,380,400	58.3%	60.8%	39.2%
2012	209,828,300	9,616,600	219,444,900	177,262,700	396,707,600	52.9%	55.3%	44.7%
2013	227,950,500	9,927,400	237,877,900	208,484,300	446,362,200	51.1%	53.3%	46.7%
2014	236,543,600	10,729,200	247,272,800	218,629,200	465,902,000	50.8%	53.1%	46.9%
2015	251,223,200	12,528,000	263,751,200	234,825,500	498,576,700	50.4%	52.9%	47.1%
2016	258,776,400	13,980,000	272,756,400	247,721,900	520,478,300	49.7%	52.4%	47.6%
2017	280,706,500	15,840,000	296,546,500	259,589,300	556,135,800	50.5%	53.3%	46.7%
2018	287,053,200	15,840,000	302,893,200	262,065,500	564,958,700	50.8%	53.6%	46.4%

College & Universities

State Ranking by Type of Institution - WICHE States
2016 - 2017 Tuition & Fees

Annual Resident Undergraduate

Rank	Universities (BSU, ISU, UI)	Amount	of Average	Rank	Other Institutions (LCSC)	Amount	of Average
1	Hawaii	11,732	137.3%	1	Colorado	8,816	128.7%
2	Colorado	11,292	132.2%	2	South Dakota	8,598	125.5%
3	Arizona	11,205	131.2%	3	Oregon	8,583	125.3%
4	Washington	10,824	126.7%	4	Hawaii	7,545	110.1%
5	Oregon	9,822	115.0%	5	Washington	7,394	107.9%
6	California	9,236	108.1%		Average	6,851	100.0%
	Average	8,543	100.0%	6	North Dakota	6,591	96.2%
7	South Dakota	8,315	97.3%	**7**	**Idaho**	**6,120**	**89.3%**
8	North Dakota	8,172	95.7%	8	New Mexico	6,111	89.2%
9	Utah	7,692	90.0%	9	Utah	5,605	81.8%
10	Alaska	7,223	84.5%	10	Montana	5,414	79.0%
11	Nevada	7,102	83.1%	11	Nevada	5,130	74.9%
12	**Idaho**	**7,089**	**83.0%**				
13	New Mexico	6,840	80.1%				
14	Montana	6,551	76.7%				
15	Wyoming	5,055	59.2%				

Annual Nonresident Undergraduate

Rank	Universities (BSU, ISU, UI)	Amount	of Average	Rank	Other Institutions (LCSC)	Amount	of Average
1	Hawaii	33,764	139.7%	1	Oregon	22,708	130.7%
2	Colorado	31,713	131.2%	2	Washington	22,401	128.9%
3	Arizona	30,719	127.1%	3	Colorado	21,791	125.4%
4	Washington	30,169	124.8%	4	Hawaii	20,505	118.0%
5	Oregon	29,047	120.2%	5	Montana	17,944	103.3%
6	California	26,217	108.5%	6	**Idaho**	**17,620**	**101.4%**
7	Montana	23,463	97.1%		Average	17,378	100.0%
	Average	24,167	100.0%	7	Nevada	16,718	96.2%
8	Utah	23,405	96.8%	8	Utah	16,026	92.2%
9	Alaska	21,893	90.6%	9	New Mexico	13,546	77.9%
10	New Mexico	21,585	89.3%	10	South Dakota	11,825	68.0%
11	**Idaho**	**21,531**	**89.1%**	11	North Dakota	10,071	58.0%
12	Nevada	21,012	86.9%				
13	North Dakota	19,531	80.8%				
14	Wyoming	16,215	67.1%				
15	South Dakota	11,546	47.8%				

Source: WICHE 2016-2017 Detailed Tuition & Fees Tables, November, 2016

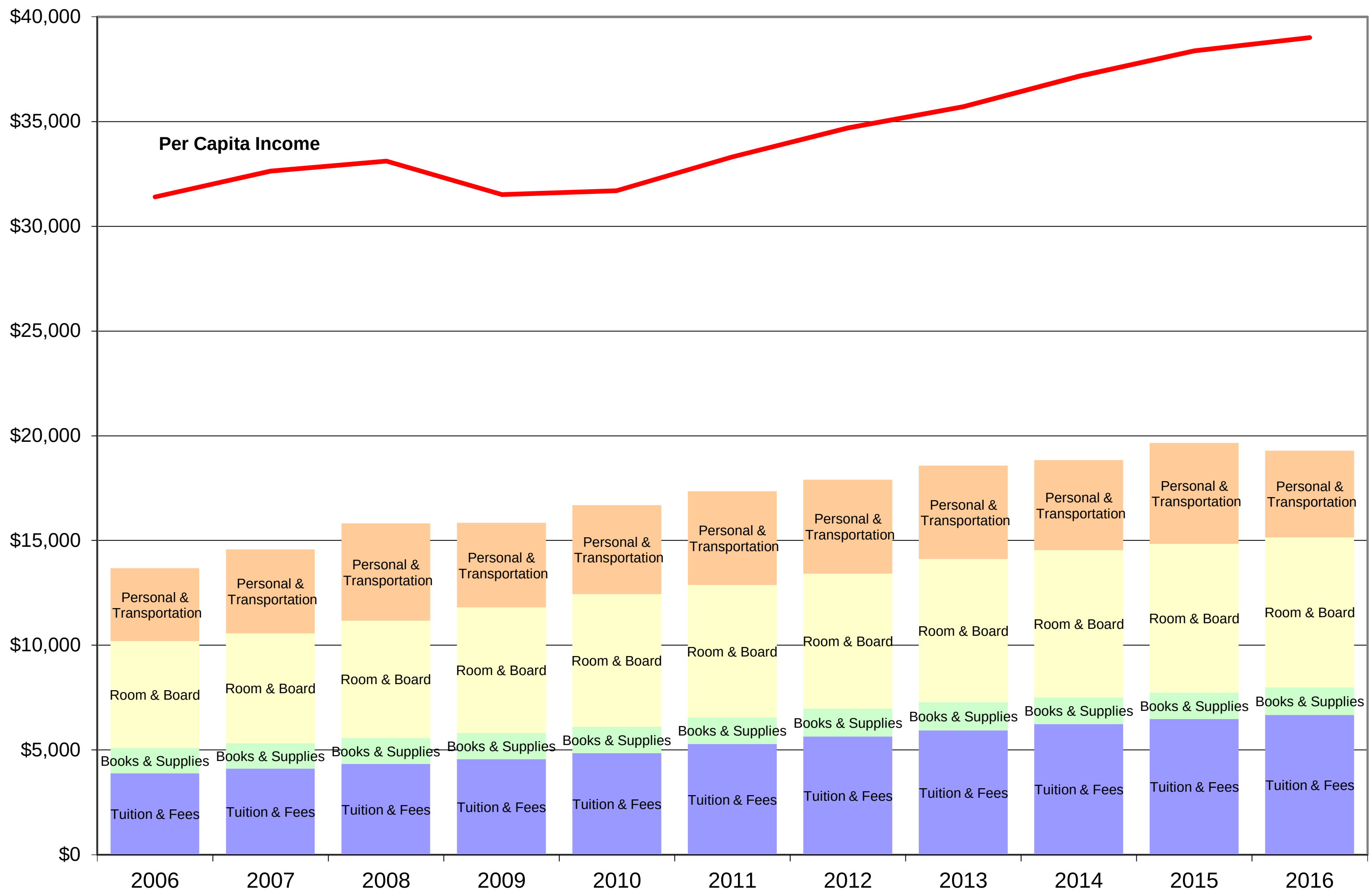
Colleges & Universities

Summary of FY 2018 Annual Student Tuition & Fees - As Requested

Board Meeting: April 20, 2017

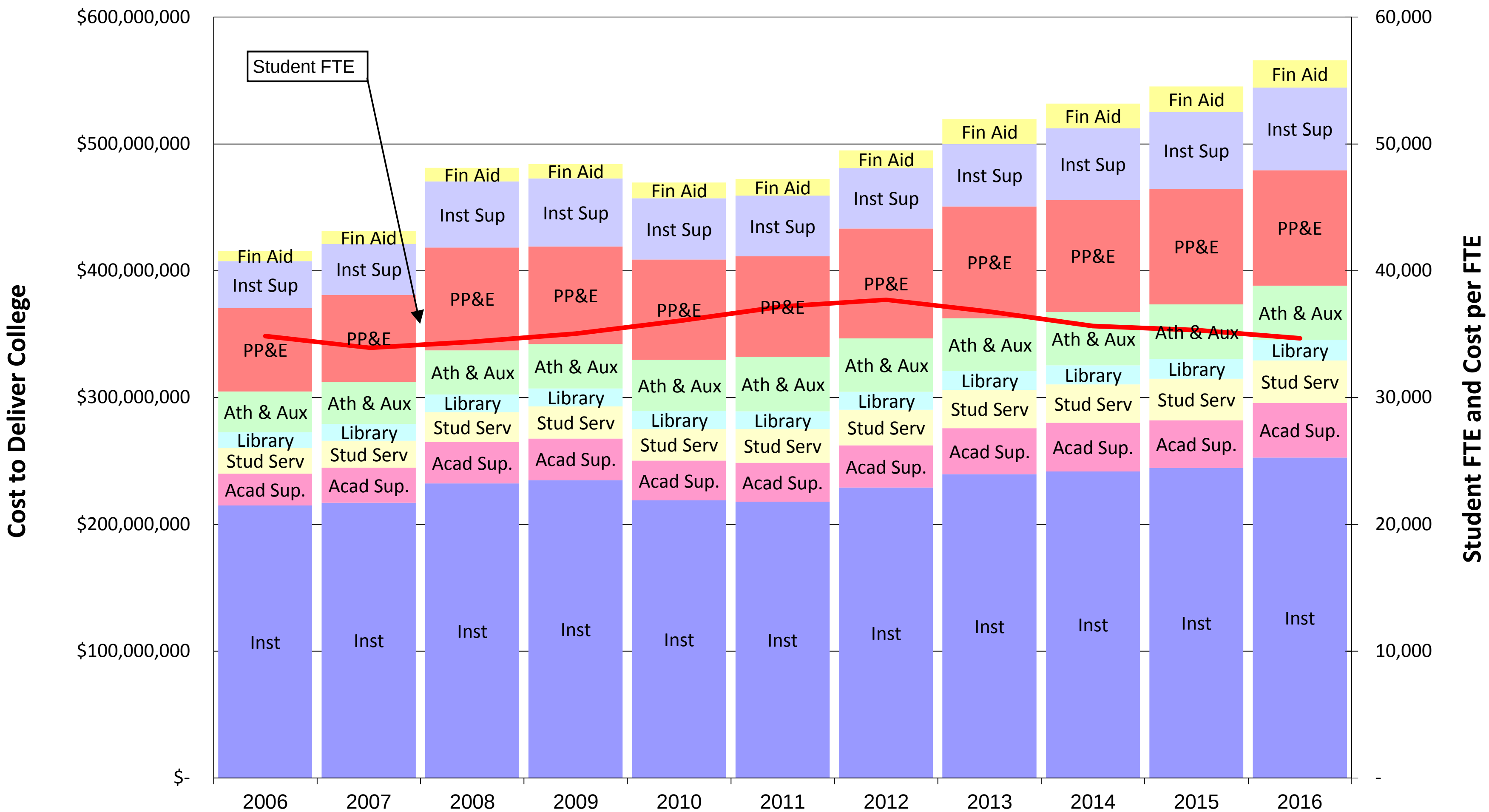
	Institution	FY 2017	Requested Increases Amount	% Incr	Total Requested FY 2018
1	**Full-time Tuition & Fees:**				
2	**Resident Tuition and Fees:**				
3	Undergraduate:				
4	Boise State University	$7,080.00	$360.00	5.1%	$7,440.00
5	Idaho State University	$6,956.00	$210.00	3.0%	$7,166.00
6	University of Idaho	$7,232.00	$436.00	6.0%	$7,668.00
7	Lewis Clark State College	$6,120.00	$214.00	3.5%	$6,334.00
8	Eastern Idaho Tech College	$2,404.00	$60.00	2.5%	$2,464.00
9	Average 4 year institutions	$6,847.00			$7,152.00
10	Graduate:				
11	Boise State University	$1,360.00	$68.00	5.0%	$1,428.00
12	Idaho State University	$1,263.00	$63.00	5.0%	$1,326.00
13	University of Idaho	$1,298.00	$78.00	6.0%	$1,376.00
14	Average Graduate	$1,307.00			$1,376.67
15	**Nonresident Tuition and Fees:**				
16	Undergraduate	(In addition to the tuition and fees paid by resident students)			
17	Boise State University	$14,450.00	$866.00	6.0%	$15,316.00
18	Idaho State University	$14,068.00	$708.00	5.0%	$14,776.00
19	University of Idaho	$14,808.00	$1,336.00	9.0%	$16,144.00
20	Lewis Clark State College	$11,500.00	$576.00	5.0%	$12,076.00
21	Eastern Idaho Tech College	$5,357.00	$220.00	4.1%	$5,577.00
22	Average 4 year institutions	$13,706.50			$14,578.00
23					
24	**Part-time Credit Hour Tuition & Fees:**				
25	**Resident Fees: (per credit hour)**				
26	Undergraduate:				
27	Boise State University	$297.00	$13.00	4.4%	$310.00
28	Idaho State University	$348.00	$11.00	3.2%	$359.00
29	University of Idaho	$362.00	$21.00	5.8%	$383.00
30	Lewis Clark State College	$313.00	$11.00	3.5%	$324.00
31	Eastern Idaho Tech College	$105.50	$2.50	2.4%	$108.00
32	In-Service Teacher Fee	$110.00	$5.00	4.5%	$115.00
33					
34	Graduate:	(In addition to resident undergraduate fees)			
35	Boise State University	$85.00	$0.00	0.0%	$85.00
36	Idaho State University	$64.00	$3.00	4.7%	$67.00
37	University of Idaho	$72.00	$4.00	5.6%	$76.00
38	In-Service Teacher Fee	$138.00	$7.00	5.1%	$145.00
39					
40	**Nonresident Tuition and Fees:**				
41	Pt Tm Nonresident Cr Hr Tuition	(In addition to resident fees)			
42	Boise State University	$270.00	$25.00	9.3%	$295.00
43	Idaho State University	$228.00	$12.00	5.3%	$240.00
44	University of Idaho	$740.00	$68.00	9.2%	$808.00
45	Lewis-Clark State College	$0.00	$0.00	No Fee	$0.00
46	Eastern Idaho Tech College	$2,106.00	$0.00	0.0%	$2,106.00

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



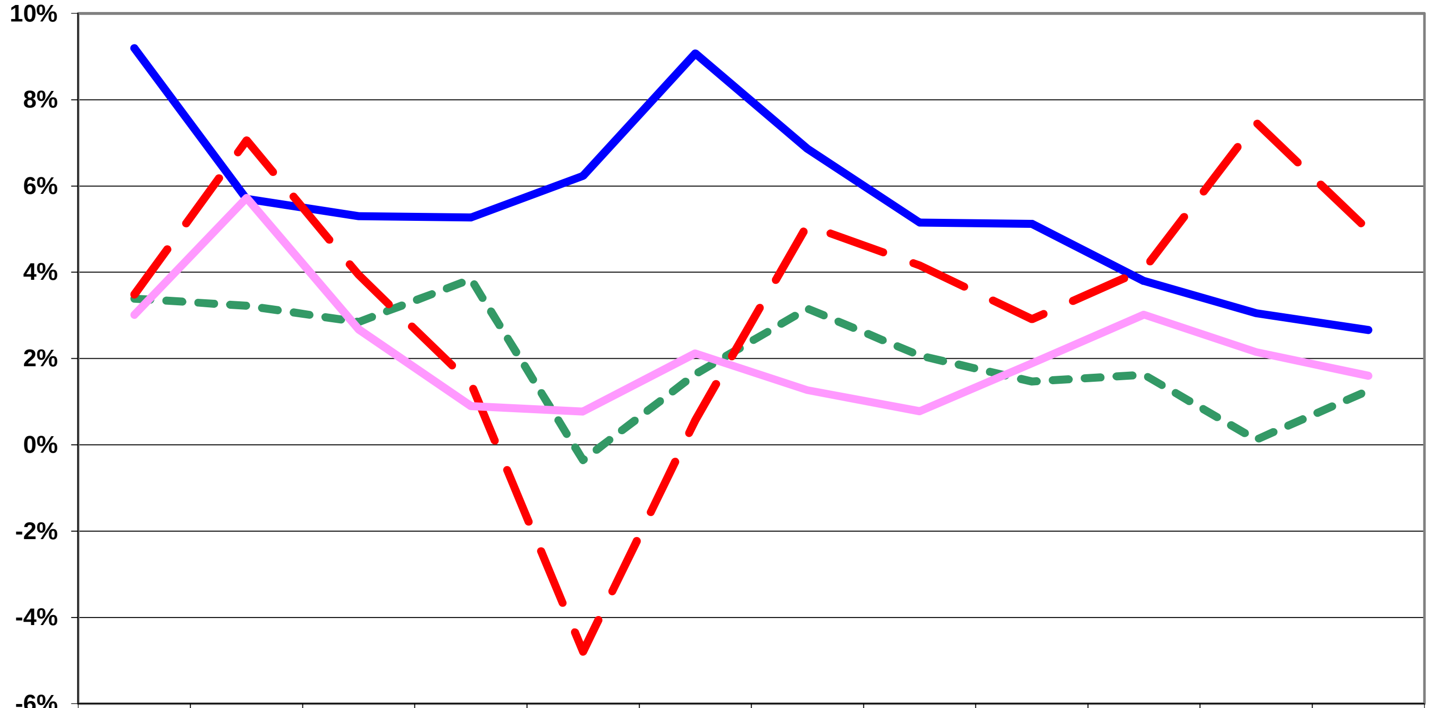
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Idaho 4-year Institutions



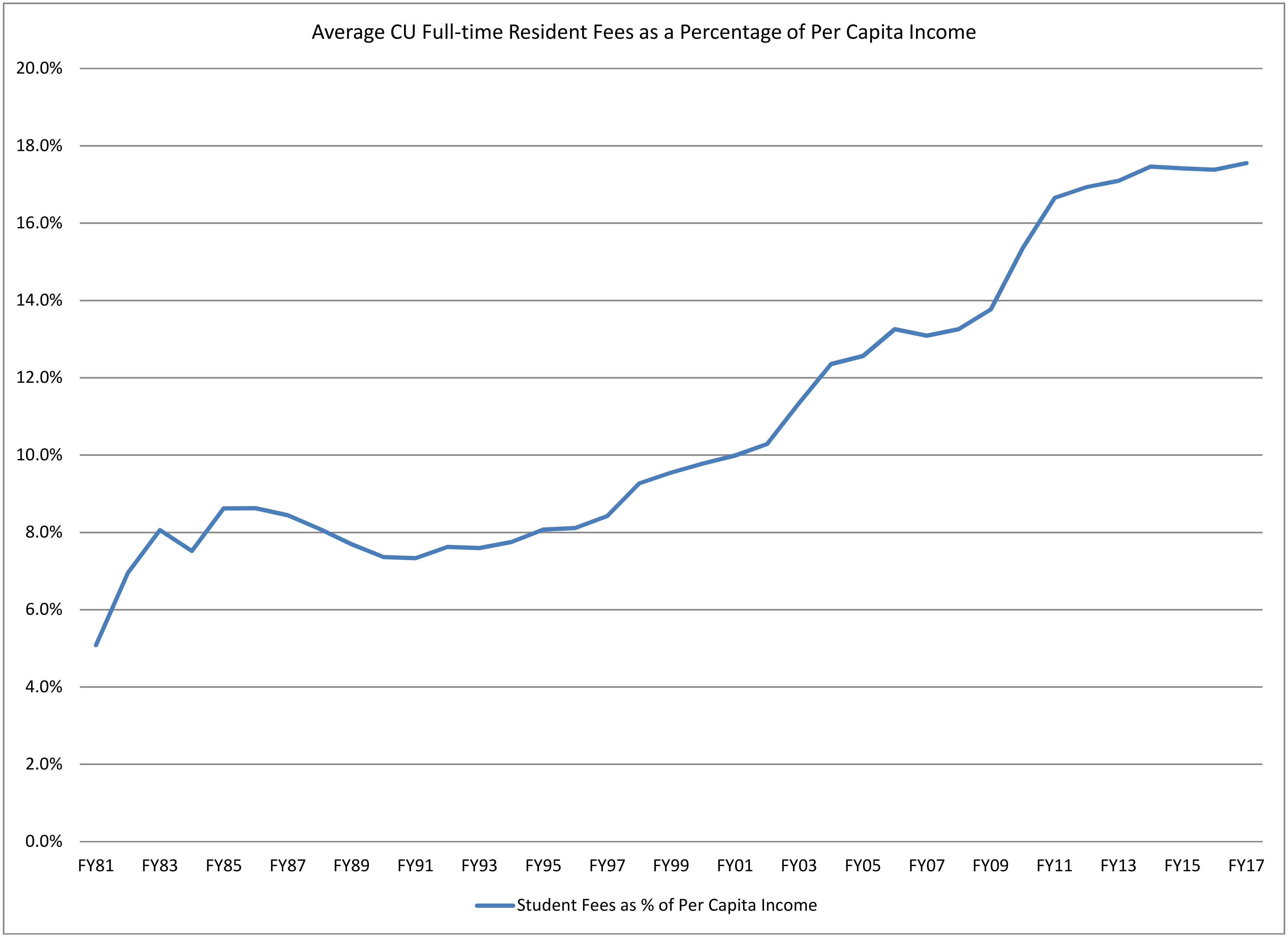
Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

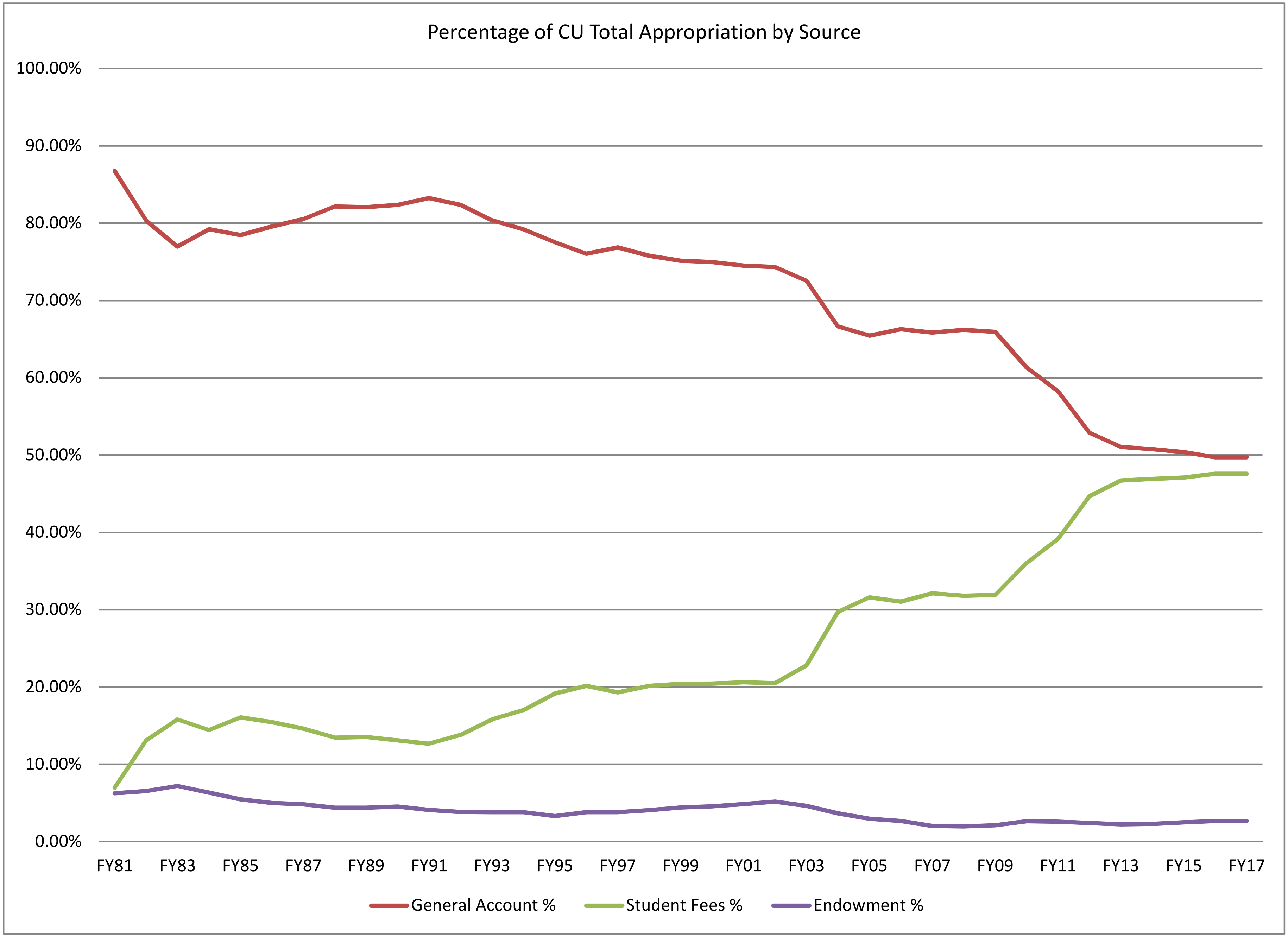
Idaho 4-year Institutions
Resident Tuition & Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Resident Tuition & Fees	9.20%	5.70%	5.30%	5.27%	6.23%	9.07%	6.87%	5.15%	5.12%	3.79%	3.04%	2.66%
Consumer Price Index	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%
Idaho Per Capita Income	3.49%	7.06%	3.94%	1.42%	-4.79%	0.57%	5.10%	4.16%	2.91%	4.06%	7.47%	4.97%
Idaho Average Annual Wage	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.78%	1.89%	3.02%	2.15%	1.60%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2017


Average CU Full-time Resident Fees as a Percentage of Per Capita Income
20.0%
18.0%
16.0%
14.0%
12.0%
10.0%
8.0%
6.0%
4.0%
2.0%
0.0%
FY81
FY83
FY85
FY87
FY89
FY91
FY93
FY95
FY97
FY99
FY01
FY03
FY05
FY07
FY09
FY11
FY13
FY15
FY17
Student Fees as % of Per Capita Income


Percentage of CU Total Appropriation by Source
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
FY81
FY83
FY85
FY87
FY89
FY91
FY93
FY95
FY97
FY99
FY01
FY03
FY05
FY07
FY09
FY11
FY13
FY15
FY17
General Account %
Student Fees %
Endowment %

Idaho College and Universities
Fee and Tuition Waivers
Fiscal Year 2016

		Policy Section	BSU	ISU	UI	LCSC	Total
1	**Board Policy Tuition Waivers, Policy Section V.T.**						
2	Nonresident Graduate/Instructional Assistants	SBOE V.T.2.a	$2,471,725	$1,795,332	$5,220,906		$9,487,963
3	Nonresident Intercollegiate Athletics	SBOE V.T.2.b	$2,686,908	$2,147,180	$2,720,237	$1,405,809	$8,960,134
4	GI Bill Non-Resident Waivers	SBOE V.T.2.c	$764,700	$56,942	$445,092	$24,950	$1,291,684
5		Nonresident Fee	$14,050	$13,398	$14,004	$11,000	13,113
6	Policy: Universities - 225, LCSC 110	Equivalent FTE	191	160	194	128	171
7							
8	**Waivers Subject to 6% Limitation**	SBOE V.T.2.d	$11,968,540	$5,007,380	$6,206,360	$1,057,710	$24,239,990
9	Annual FTE	Student FTE	16,208	10,531	9,842	2,751	39,332
10		Nonresident Fee	$14,050	$13,398	$14,004	$11,000	13,113
11	Equivalent FTE Waivers subject to 6% Limitation	Equivalent FTE	5.3%	3.5%	4.5%	3.5%	4.7%
12							
13	**Other Board Policy Exchange Programs**						
14	Exchange Student Waivers (1)	SBOE V.T.2.e	$0	$135,316	$286,506	$0	$421,822
15	WICHE - Western Regional Graduate Program	SBOE V.T.2.f	$0	$837,116	$0	$0	$837,116
16	Western Undergraduate Exchange (2)	SBOE V.R.3.a.v	$9,828,872	$1,400,840	$1,963,690	$296,190	$13,489,592
17	**Total Other Board Policy Exchange Programs**		**$9,828,872**	**$2,373,272**	**$2,250,196**	**$296,190**	**$14,748,530**
18							
19	**Total Board Policy Tuition Waivers**		**$27,720,745**	**$11,380,106**	**$16,842,791**	**$2,784,659**	**$57,436,617**
20	**Other Waivers and Discounts**						
21	Staff and Spouse Fees	SBOE V.R.3.a.vi	$1,046,892	$1,748,368	$1,232,810	$115,496	$4,143,566
22	Senior Citizen Fees	SBOE V.R.3.a.vii	$459,553	$303,876	$257,955	$56,844	$1,078,228
23	Dependent Fees	SBOE V.R.3.a.vi	$528,711	$274,869	$366,308	$58,463	$1,228,351
24	In-Service Teacher Education Fee	SBOE V.R.3.a.viii	$2,070,413	$479,928	$1,793,275	$26,050	$4,369,666
25	Staff, Spouse, Dependent Fees: other Idaho institutions	SBOE V.R.3.a.vi	$11,650	$453,136	$36,589	$80,895	$582,270
26	Students attending multiple Idaho sister institutions	SBOE V.T.2.g		$1,654	$24,198		$25,852
27	Idaho National Laboratory	SBOE V.T.2.g		$1,842	$145,331		$147,173
28	BYU-UI	SBOE V.T.2.g			$573		$573
29	EDA-Nez Perce Tribe	1969 approval			$0	$93,079	$93,079
30	**Total Other Waivers and Discounts**		**$4,117,219**	**$3,263,673**	**$3,857,039**	**$430,827**	**$11,668,758**
31	**Total FY16 Waivers and Discounts**		**$31,837,964**	**$14,643,779**	**$20,699,830**	**$3,215,486**	**$69,105,375**
32	FY16 Gross Student Fees		159,826,649	115,529,586	113,906,137	20,366,560	409,628,932
33	FY16 Net Student Fees from Operating Revenue per audited F/S		127,499,977	87,208,911	89,409,083	13,848,370	317,966,341
34	FY16 Scholarship Discounts & Allowances per audited F/S		22,497,800	25,947,403	22,246,858	6,222,000	76,914,061
35	Student Fee Revenue related to Exchange Program Discounts		9,828,872	2,373,272	2,250,196	296,190	14,748,530
36	Percentage of Total Gross Student Fees Waived or Discounted		19.92%	12.68%	18.17%	15.79%	16.87%
37							
38	Note: Graduate/Instructional Assistant waivers can vary among institutions due to the difference in their respective missions.						
39	(1) Includes only waivers for incoming exchange students.						
40	(2) WUE is accounted for as a rate and not a waiver. The waived amount is the difference in the out-of-state rate minus the WUE rate.						
41							
42	Maximum athletics waivers per Board policy	SBOE V.T.2.b	225	225	225	110	
43	10% allowance per Board policy	SBOE V.T.2.b	23	23	23	11	
44	Total athletics waivers permitted		248	248	248	121	
45	Percentage of FY 16 Student FTE		1.5%	2.4%	2.5%	4.4%	

IDAHO STATE UNIVERSITY

FY 2018 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution ..... Page 21
- Provided by Board Staff:
  - Recommendations for Changes to Tuition & Fees (T&F) for FY 2018 Page 25
  - Potential (T&F) Revenue Changes for FY 2018 Page 26
  - 4-year History: Board Approved T&F plus FY 2018 Recommended T&F Page 27
  - Chart: Cost of Attending College vs. Per Capita Income Page 28
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Idaho State University
Tuition & Fees Hearing Summary

Proposed Changes to Student Fees

This proposal is the result of Idaho State University's comprehensive process for setting tuition and fees, which was modified this year to allow for the incorporation of the Institutional Effectiveness and Assessment Council (IEAC) into the tuition and fee setting process.

The IEAC is designed to more efficiently and inclusively coordinate campus-wide planning, accreditation, academic assessment, and institutional reporting efforts across the University. The IEAC is responsible for overseeing the University planning process, coordinating and assessing strategic directions, ensuring the University meets NWCCU accreditation standards, and implementing the University's strategic planning agenda. The IEAC Steering Committee serves in an advisory role, reporting to the President and is comprised of individuals who have the skills, knowledge, and authority to lead in this institutional effort. The IEAC is chaired by the Executive Vice President and Provost and is comprised of representatives across campus.

Continued discipline in our budget setting and management process has been essential to enable us to deliver our commitment to remain competitive and be sensitive to parents and students concerns regarding the cost of tuition, but unforeseen and undesirable financial events continue to occur, such as uneven cash flows due to enrollment fluctuations and unfunded mandates. The University appointed the IEAC to review and discuss proposed tuition and fee rates for the upcoming year.

Public hearings to seek testimony on the proposed tuition and fee increases, as published in the Bengal student newspaper, were held at the Idaho Falls, Meridian and Pocatello campuses February 21st & 22nd, 2017. The Chief Financial Officer, Associate Vice President for Finance and Administration and Budget Officer, and members of the IEAC were present to answer questions.

The attached worksheet, which estimates potential tuition and fee revenue changes for FY 2018, is predicated on the fee rates contained in the ISU Notice of Intent to Adopt Student Fee and Rate Increases, which was issued on February 8, 2017.

Matriculation and Other General Education Fees
As with previous years, student tuition and fee revenue is a necessary component of the University's total revenue required for ongoing operations. The proposed increase to undergraduate resident students is estimated to generate approximately $1.5M. This amount will be used to fund compensation due to the 3% CEC as well as benefit increases. The proposed increase to graduate and non-resident students is estimated to generate approximately $901,000, which will be used to fund academic rank and tenure promotions, graduate and teaching assistants, library inflation, and 13.6% of the revenue decline from enrollment changes. Although our current financial situation could argue for

a higher increase, we have limited our tuition and fee request for tuition price competitive and sensitivity reasons, as previously mentioned.

Alternatively, due to continuing enrollment challenges, the projected revenue decline from enrollment changes is approximated to be a loss of ($4.4M). As a result, the net revenue change from tuition and enrollment adjustments is estimated to be ($2.0M). The University plans to address the net revenue decline through the budget setting process.

The overall rate of undergraduate tuition and fee increase in this proposal is 3.0% achieving our second lowest increase in 29 years.

Student Activity Fees

Student participation is paramount to our budget cycle, particularly in relation to student activity fees. The Student Activity Fee Advisory Board (SAFAB) began meeting in December to review proposals and presentations for student activity fees. A proposal was developed and presented to the IEAC on December 14th. Student leadership and members of the board are proposing a minimum increase necessary to fund the increase in compensation and benefits. It is important to note, however, that the increase in student activity fees will not provide funding sufficient to fully cover all personnel and benefit costs in local funds, or expand programs or positions that benefit students. As a result, the Associated Students of Idaho State University (ASISU) are critically reviewing its budget to address the revenue decline from enrollment. Focus was placed on supporting currently funded programs adequately before adding any new fees. This is only the third increase in many of these fees in over nine years.

Professional Fees

Pharmacy

The College of Pharmacy is proposing a professional fee increase of 3.9% for resident students. No professional fee increase is proposed for non-resident students. The proposed $202.00 per semester increase in professional fees will be used to help cover a portion of the anticipated increase in compensation and benefit costs. The Pharmacy program will continue to remain competitive with the fee increase.

Physical Therapy

Physical Therapy is proposing a 5.8% net increase in professional fees for resident students. No professional fee increase is proposed for non-resident students. The Physical Therapy program requests to add the professional fee to the summer semester for both resident and non-resident students. This will result in the per semester professional fee to be reduced, but charged over three semesters (fall, spring, summer) instead of two semesters (fall and spring). The proposed increase amounts to $630.00 over the length of the program and will be used to fund the anticipated increase in compensation and benefit costs. The Physical Therapy program will continue to remain the most affordable option for resident students among peer institutions.

Occupational Therapy

Occupational Therapy is proposing a 6.7% net increase in professional fees for resident students and a slight increase for non-resident students. The Occupational Therapy program requests to add the professional fee to the summer semester for both resident and non-resident students. This will result in the per semester professional fee to be reduced, but charged over three semesters (fall, spring, summer) instead of two (fall and spring). The proposed increase amounts to $570.00 for residents and $2.00 for non-residents over the length of the program and will be used to fund the anticipated increase in compensation and benefit costs. The Physical Therapy program will continue to remain the most affordable option for resident students among peer institutions.

Physician Assistant (PA)
The Department of Physician Assistant Studies is proposing a 1.1% increase in professional fees for resident students. No professional fee increase is proposed for non-resident students. The proposed increase in professional fees will cover only a portion of the anticipated increase in compensation and benefit costs. It is important to note that when comparing 16 regional programs and non-regional competitors, ISU's PA program's total resident fees are the third most affordable, yet ISU's PA program's total non-resident fees are the most expensive. As a result, it is proposed that the increase be applied solely to the resident PA professional fee.

Communication Science Disorders (CSD)
The Department of CSD has four professional programs with the following proposed professional fee increases:

1. Speech Language Pathology MS – 8.3% increase ($5.00)
2. Speech Language Pathology Online Pre-Professional – 4.1% increase ($10.00)
3. Speech Language Pathology Online MS – 2.1% increase ($10.00)
4. Audiology AuD – 8.3% increase ($5.00)

The proposed increases in professional fees are required to fund the anticipated increase in compensation and benefit costs. Compared to peer institutions, these professional programs will continue to remain competitive with these increases.

Dental Hygiene
The Department of Dental Hygiene has three professional programs with the following proposed professional fee increases:

1. Dental Hygiene BS – 4.3% increase ($45.00)
2. Dental Hygiene MS – Didactic – 4.9% increase ($7.00)
3. Dental Hygiene MS – Thesis – 4.0% increase ($10.00)

In order for the Dental Hygiene program to keep pace with compensation and benefit increases, and increasing ongoing departmental expenses for equipment repair and replacement, it must increase professional fees. The 4.3% increase is to help defray these costs. Dental Hygiene will not only continue to be financially competitive with this professional fee increase, but will remain the lowest cost program in the intermountain west.

The proposed increases to the Dental Hygiene MS – Didactic and the Dental Hygiene MS – Thesis programs will help fund the anticipated increase in compensation and benefit costs as well as travel expenses required to support graduate faculty attending professional meetings and trainings. The Dental Hygiene MS programs will continue to remain competitive.

Counseling
The Department of Counseling is proposing a 10.9% or $54.00 per semester professional fee increase to cover the costs associated with Panopto, an enterprise video content management system that is vital for student skill development of master's level counselors and doctoral level supervisors. This system has been used by the Counseling Department for nearly two years and the cost has previously been covered by grant funding. The graduate counseling program will continue to remain financially competitive.

Paramedic Science
The Paramedic Science Program is proposing a 4.0% or $28.00 per semester professional fee increase to fund the increasing costs of further expanding the Paramedic Science program to Eastern Idaho. This expansion requires additional specialized equipment and supplies to not only meet the increased demand in Eastern Idaho, but to also adequately support two geographical areas. This proposed increase in professional fees will keep the program costs of attendance for the students within the range of other institutions offering comparable programs.

Idaho Dental Education Program (IDEP)
IDEP provides access to dental education for Idaho students through a cooperative agreement between ISU and Creighton University in Omaha, Nebraska. This fee and its proposed increase are set by Creighton University.

IDAHO STATE UNIVERSITY

Changes to Student Fees for FY 2018

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

		Bd	FY17	FY18	Requested		
	Student Fees:	Appv	Fees	Initial Notice	FY18 Fees	Change	% Chg.
1	**Full-time Fees:**						
2	Tuition	**	$5,242.64	$5,424.60	$5,424.60	$181.96	3.5%
3	Technology Fee	**	166.80	166.80	166.80	0.00	0.0%
4	Facilities Fees	**	510.00	510.00	510.00	0.00	0.0%
5	Student Activity Fees	**	1,036.56	1,064.60	1,064.60	28.04	2.7%
6	**Total Full-time Fees**		$6,956.00	$7,166.00	$7,166.00	$210.00	3.0%
7							
8	**Part-time Credit Hour Fees:**						
9	Education Fee	**	$297.53	$307.33	$307.33	$9.80	3.3%
10	Technology Fee	**	6.15	6.15	6.15	0.00	0.0%
11	Facilities Fees	**	0.00	0.00	0.00	0.00	0.0%
12	Student Activity Fees	**	44.32	45.52	45.52	1.20	2.7%
13	**Total Part-time Cr Hr Fees:**		$348.00	$359.00	$359.00	$11.00	3.2%
14							
15	**Other Student Fees:**						
16	Graduate Fees:						
17	Full-time Tuition/Fees	**	$7,239.00	$7,602.00	$7,602.00	$363.00	5.0%
18	Full-time Grad Fee	**	$1,263.00	$1,326.00	$1,326.00	$63.00	5.0%
19	Part-time Tuition/Fees	**	$362.00	$380.00	$380.00	$18.00	5.0%
20	Part-time Grad Fee	**	$64.00	$67.00	$67.00	$3.00	4.7%
21	Nonresident Tuition:						
22	Full-time Nonres Tuition	**	$14,068.00	$14,776.00	$14,776.00	$708.00	5.0%
23	Part-time Nonres Tuition	**	228.00	228.00	240.00	12.00	5.3%
24	Professional Fees:						
25	PharmD - Resident	**	$10,330.00	$10,734.00	$10,734.00	$404.00	3.9%
26	PharmD - Nonres	**	$14,940.00	$14,940.00	$14,940.00	$0.00	0.0%
27 (Note A)	Phys Therapy - Resident	**	$3,630.00	$4,320.00	$4,320.00	$690.00	19.0%
28 (Note A)	Phys Therapy - Nonres	**	$8,640.00	$9,720.00	$9,720.00	$1,080.00	12.5%
29 (Note A)	Occu Therapy - Resident	**	$2,818.00	$3,384.00	$3,384.00	$566.00	20.1%
30 (Note A)	Occu Therapy - Nonres	**	$7,098.00	$7,986.00	$7,986.00	$888.00	12.5%
31	Physician Assistant - Resident	**	$20,115.00	$20,340.00	$20,340.00	$225.00	1.1%
32	Physician Assistant - Nonres	**	$20,625.00	$20,625.00	$20,625.00	$0.00	0.0%
33	Nursing-BSN	**	$1,780.00	$1,780.00	$1,780.00	$0.00	0.0%
34	Nursing-MSN	**	$2,160.00	$2,160.00	$2,160.00	$0.00	0.0%
35	Nursing-PhD	**	$2,170.00	$2,170.00	$2,170.00	$0.00	0.0%
36	Nursing-DNP	**	$3,880.00	$3,880.00	$3,880.00	$0.00	0.0%
37	Speech Language Path MS (Cr Hr)	**	$60.00	$65.00	$65.00	$5.00	8.3%
38	Speech Language Online PreProf (C	**	$245.00	$255.00	$255.00	$10.00	4.1%
39	Speech Language Online MS (Cr Hr	**	$470.00	$480.00	$480.00	$10.00	2.1%
40	Audiology AuD (Cr Hr)	**	$60.00	$65.00	$65.00	$5.00	8.3%
41	Dental Hygiene BS (Junior/Senior)	**	$2,090.00	$2,180.00	$2,180.00	$90.00	4.3%
42	Dental Hygiene MS-Didactic (Cr Hr)	**	$143.00	$150.00	$150.00	$7.00	4.9%
43	Dental Hygiene MS-Clinical (Cr Hr)	**	$349.00	$349.00	$349.00	$0.00	0.0%
44	Dental Hygiene MS-Thesis (Cr Hr)	**	$250.00	$260.00	$260.00	$10.00	4.0%
45	Counseling-Graduate	**	$990.00	$1,098.00	$1,098.00	$108.00	10.9%
46	Radiographic Science	**	$830.00	$830.00	$830.00	$0.00	0.0%
47	Clinical Lab Science	**	$1,420.00	$1,420.00	$1,420.00	$0.00	0.0%
48	Paramedic Science	**	$1,412.00	$1,468.00	$1,468.00	$56.00	4.0%
49	Dietetics	**	$2,900.00	$2,900.00	$2,900.00	$0.00	0.0%
50	Social Work BA	**	$250.00	$250.00	$250.00	$0.00	0.0%
51	Social Work MS		$0.00	$200.00	$200.00	$200.00	0.0%
52	Athletic Training MS	**	$1,500.00	$1,500.00	$1,500.00	$0.00	0.0%
53	Idaho Dental Education (IDEP)		$26,476.00	$28,467.00	$28,467.00	$1,991.00	7.5%
54	Other Fees:						
55	Western Undergrad Exchge	**	$3,478.00	$3,583.00	$3,583.00	$105.00	3.0%
56	In-service Fees/Cr Hr - Undergrad	**	$110.00	$115.00	$115.00	$5.00	4.5%
57	In-service Fees/Cr Hr - Grad	**	$138.00	$145.00	$145.00	$7.00	5.1%
58	OPF - Community Paramedic Certific	**	$1,100.00	$1,100.00	$1,100.00	$0.00	0.0%
59	New Student Orientation Fee	**	$100.00	$100.00	$100.00	$0.00	0.0%
60							
61							
62							

Note A: Beginning in the 2017-2018 academic year, these professional fees will now be charged for 3 sessions per year (Fall, Spring, Summer) compared to being charged for 2 sessions per year (Fall, Spring). The overall net increase to professional fees meets the competitive test.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2017.
Summer session fees are at the Part-time fee rate - effective Summer 2018.

IDAHO STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 18

Due to Enrollment and Fee Changes

		Projected HC/SCH Count		Potential Revenue Generated					
				Changes due to Count		Fee Changes		Total Rev Chge	
	Student Fees:	FY17	FY18	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**								
2	Tuition	6,535	6,232	($1,588,500)		$1,134,000		($454,500)	
3	Technology Fee	6,535	6,232		(50,500)		0		($50,500)
4	Facilities Fees	6,535	6,232		(154,500)		0		($154,500)
5	Student Activity Fees	6,535	6,232		(314,100)		174,700		($139,400)
6	**Total Full-time Fees**			($1,588,500)	($519,100)	$1,134,000	$174,700	(454,500)	(344,400)
7									
8	**Part-time Credit Hour Fees:**								
9	Tuition	39,900	37,450	($728,900)		$367,000		($361,900)	
10	Technology Fee	39,900	37,450		(15,100)		0		($15,100)
11	Facilities Fees	39,900	37,450		0		0		$0
12	Student Activity Fees	39,900	37,450		(108,600)		44,900		($63,700)
13	**Total Part-time Cr Hr Fees:**			($728,900)	($123,700)	$367,000	$44,900	(361,900)	(78,800)
14									
15	**Other Student Fees:**								
16	Graduate Fees:								
17	Full-time Tuition/Fees	865	924	$326,000	$101,100	$309,500	$25,900	635,500	$127,000
18	Full-time Grad Fee	865	924	$74,500		$58,200		132,700	$0
19	Part-time Tuition/Fees	6,600	6,012	(183,200)	(29,700)	101,000	7,200	(82,200)	($22,500)
20	Part-time Grad Fee	6,600	6,012	(37,600)		18,000		(19,600)	$0
21	Nonresident Tuition:								
22	Full-time Nonres Tuition	1,416	1,116	(2,110,200)		$395,100		(1,715,100)	$0
23	Part-time Nonres Tuition	2,000	1,500	(114,000)		18,000		(96,000)	$0
24	Professional Fees:								
25	PharmD - Resident	280	278		(20,700)		112,300	-	$91,600
26	PharmD - Nonres	50	40		(149,400)		0	-	($149,400)
27	Phys Therapy - Resident	50	58		29,000		40,000	-	$69,000
28	Phys Therapy - Nonres	13	11		(17,300)		11,900	-	($5,400)
29	Occu Therapy - Resident	25	34		25,400		19,200	-	$44,600
30	Occu Therapy - Nonres	5	6		7,100		5,300	-	$12,400
31	Physician Assistant - Resident	80	95		301,700		21,400	-	$323,100
32	Physician Assistant - Nonres	40	19		(433,100)		0	-	($433,100)
33	Nursing-BSN	170	195		44,500		0	-	$44,500
34	Nursing-MSN	10	5		(10,800)		0	-	($10,800)
35	Nursing-PhD	5	14		19,500		0	-	$19,500
36	Nursing-DNP	25	44		73,700		0	-	$73,700
37	Speech Language Path MS (Cr Hr)	1,800	1,728		(4,300)		8,600	-	$4,300
38	Speech Language Online PreProf (	2,800	2,513		(70,300)		25,100	-	($45,200)
39	Speech Language Online MS (Cr H	950	815		(63,500)		8,200	-	($55,300)
40	Audiology AuD (Cr Hr)	630	844		12,800		4,200	-	$17,000
41	Dental Hygiene BS (Junior/Senior)	45	51		12,500		4,600	-	$17,100
42	Dental Hygiene MS-Didactic (Cr Hr)	150	105		(6,400)		700	-	($5,700)
43	Dental Hygiene MS-Clinical (Cr Hr)	0	0		0		0	-	$0
44	Dental Hygiene MS-Thesis (Cr Hr)	65	62		(800)		600	-	($200)
45	Counseling-Graduate	60	73		12,900		7,900	-	$20,800
46	Radiographic Science	45	47		1,700		0	-	$1,700
47	Clinical Lab Science	44	59		21,300		0	-	$21,300
48	Paramedic Science	20	24		5,600		1,300	-	$6,900
49	Dietetics	16	18		5,800		0	-	$5,800
50	Social Work BA	55	58		800		0	-	$800
51	Social Work MS	0	0		0		0		$0
52	Athletic Training MS	5	8		4,500		0	-	$4,500
53	Idaho Dental Education (IDEP)	8	8		0		15,900	-	$15,900
54	Other Fees:								
55	Western Undergrad Exchge	135	130	(17,400)		13,700		(3,700)	$0
56	In-service Fees/Cr Hr - Undergrad	0	0	0		0		-	$0
57	In-service Fees/Cr Hr - Grad	650	550	(13,800)		3,900		(9,900)	$0
58	OPF - Community Paramedic Certifi	0	20		22,000		0	-	$22,000
59	New Student Orientation Fee	2,300	2,100		(20,000)		0	-	($20,000)
60	**Total Other Student Fees**			($2,075,700)	($124,400)	$917,400	$320,300	($1,158,300)	$195,900
61									
62	**Total Additional Student Fee Revenue**			($4,393,100)	($767,200)	$2,418,400	$539,900	($1,974,700)	($227,300)

The schedule of "Potential Student Fee Revenue Changes for FY 18" is a calculation of the potential revenue to be derived from the fee increases being proposed as well as the impact of the change in the number of students paying (net of waivers and discounts, refunds, etc.) those individual fees. The numbers of student payments is reflected in the "HC/SCH Count" columns. FY17 is the current year base budget while FY18 is a reflection of the anticipated FY17 actual.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2017.
Summer session fees are at the Part-time fee rate - effective Summer 2018.

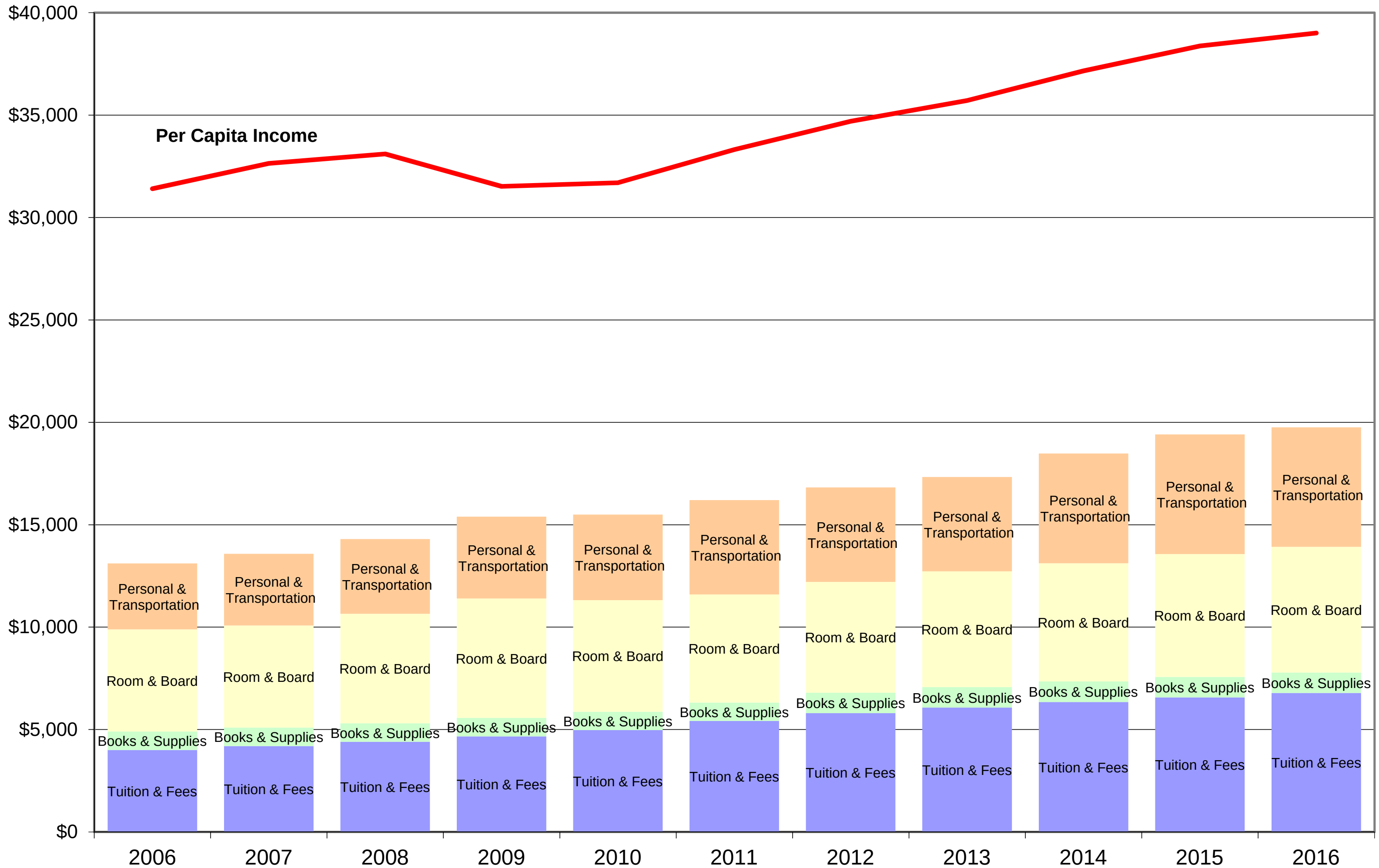
IDAHO STATE UNIVERSITY

4-year History of Board Approved Fees plus FY18 Requested Fees

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

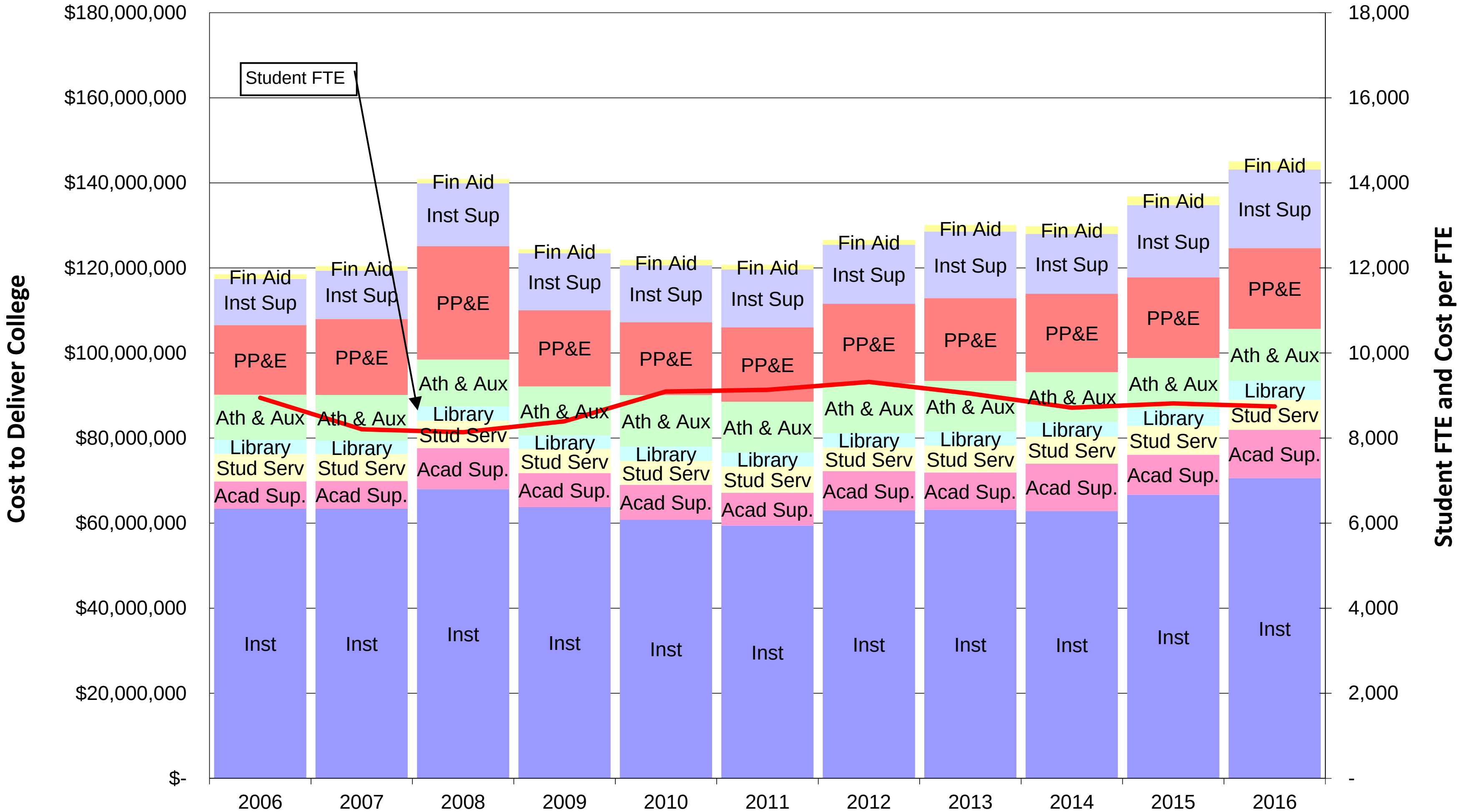
	Student Fees:	FY 2014	FY 2015	FY 2016	FY 2017	Request FY 2018	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$4,687.02	$4,909.02	$5,105.06	$5,242.64	$5,424.60	$737.58	15.74%
3	Technology Fee	166.80	166.80	166.80	166.80	166.80	0.00	0.00%
4	Facilities Fees	510.00	510.00	510.00	510.00	510.00	0.00	0.00%
5	Student Activity Fees	980.18	980.18	1,002.14	1,036.56	1,064.60	84.42	8.61%
6	**Total Full-time Fees**	$6,344.00	$6,566.00	$6,784.00	$6,956.00	$7,166.00	$822.00	12.96%
7	Percentage Increase	4.5%	3.5%	3.3%	2.5%	3.0%		
8								
9	**Part-time Credit Hour Fees**							
10	Education Fee	$268.96	$279.96	$290.00	$297.53	$307.33	$38.37	14.27%
11	Technology Fee	6.15	6.15	6.15	6.15	6.15	0.00	0.00%
12	Facilities Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
13	Student Activity Fees	41.89	41.89	42.85	44.32	45.52	3.63	8.67%
14	**Total Part-time Cr Hr Fees**	$317.00	$328.00	$339.00	$348.00	$359.00	$42.00	13.25%
15								
16	**Other Student Fees**							
17	Graduate Fees:							
18	Full-time Grad/Prof	$1,128.00	$1,168.00	$1,226.00	$1,263.00	$1,326.00	$198.00	17.55%
19	Part-time Graduate/Hour	$57.00	$59.00	$62.00	$64.00	$67.00	$10.00	17.54%
20	Nonresident Tuition:							
21	Nonres Tuition	$12,332.00	$12,760.00	$13,398.00	$14,068.00	$14,776.00	$2,444.00	19.82%
22	Part-time Nonres Tuition	$200.00	$207.00	$217.00	$228.00	$240.00	$40.00	20.00%
23	Professional Fees:							
24	PharmD - Resident	$9,460.00	$9,678.00	$10,030.00	$10,330.00	$10,734.00	$1,274.00	13.47%
25	PharmD - Nonres	$14,200.00	$14,418.00	$14,940.00	$14,940.00	$14,940.00	$740.00	5.21%
26	Phys Therapy - Resident	$2,640.00	$2,714.00	$3,172.00	$3,630.00	$4,320.00	$1,680.00	63.64%
27	Phys Therapy - Nonres	$7,516.00	$7,726.00	$8,640.00	$8,640.00	$9,720.00	$2,204.00	29.32%
28	Occu Therapy - Resident	$2,294.00	$2,320.00	$2,720.00	$2,818.00	$3,384.00	$1,090.00	47.52%
29	Occu Therapy - Nonres	$6,776.00	$6,850.00	$6,850.00	$7,098.00	$7,986.00	$1,210.00	17.86%
30	Physician Assistant - Res	$18,528.00	$19,035.00	$19,815.00	$20,115.00	$20,340.00	$1,812.00	9.78%
31	Physician Assistant - Nonres	$20,613.00	$20,613.00	$20,625.00	$20,625.00	$20,625.00	$12.00	0.06%
32	Nursing-BSN	$1,672.00	$1,722.00	$1,780.00	$1,780.00	$1,780.00	$108.00	6.46%
33	Nursing-MSN	$2,034.00	$2,094.00	$2,160.00	$2,160.00	$2,160.00	$126.00	6.19%
34	Nursing-PhD	$2,040.00	$2,102.00	$2,170.00	$2,170.00	$2,170.00	$130.00	6.37%
35	Nursing-DNP	$3,656.00	$3,766.00	$3,880.00	$3,880.00	$3,880.00	$224.00	New
36	Speech Language Path MS (Cr Hr)	$50.00	$51.00	$60.00	$60.00	$65.00	$15.00	30.00%
37	Speech Language Online PreProf (Cr	$196.00	$200.00	$210.00	$245.00	$255.00	$59.00	30.10%
38	Speech Language Online MS (Cr Hr)	$424.00	$432.00	$435.00	$470.00	$480.00	$56.00	13.21%
39	Audiology AuD (Cr Hr)	$50.00	$51.00	$55.00	$60.00	$65.00	$15.00	30.00%
40	Dental Hygiene BS (Junior/Senior)	$556.00	$576.00	$720.00	$2,090.00	$2,180.00	$1,624.00	292.09%
41	Dental Hygiene MS-Didactic (Cr Hr)	$85.00	$88.00	$105.00	$143.00	$150.00	$65.00	76.47%
42	Dental Hygiene MS-Clinical (Cr Hr)	$337.00	$349.00	$349.00	$349.00	$349.00	$12.00	3.56%
43	Dental Hygiene MS-Thesis (Cr Hr)	$170.00	$176.00	$210.00	$250.00	$260.00	$90.00	52.94%
44	Counseling-Graduate	$900.00	$932.00	$990.00	$990.00	$1,098.00	$198.00	22.00%
45	Radiographic Science	$800.00	$824.00	$830.00	$830.00	$830.00	$30.00	3.75%
46	Clinical Lab Science	$940.00	$940.00	$970.00	$1,420.00	$1,420.00	$480.00	51.06%
47	Paramedic Science	$1,300.00	$1,312.00	$1,370.00	$1,412.00	$1,468.00	$168.00	12.92%
48	Dietetics (currently a class fee)	$2,700.00	$2,700.00	$2,900.00	$2,900.00	$2,900.00	$200.00	7.41%
49	Social Work BA	$250.00	$250.00	$250.00	$250.00	$250.00	$0.00	0.00%
50	Social Work MS	NA	NA	NA	NA	NA	New	New
51	Athletic Training	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$0.00	0.00%
52	Idaho Dental Education (IDEP)	$24,254.00	$25,020.00	$25,705.00	$26,476.00	$28,467.00	$4,213.00	17.37%
53	Other Fees:							
54	Western Undergrad Exchge	$3,172.00	$3,283.00	$3,392.00	$3,478.00	$3,583.00	$411.00	12.96%
55	In-service Fees/Cr Hr - Undergrad	$100.00	$103.00	$106.00	$110.00	$115.00	$15.00	15.00%
56	In-service Fees/Cr Hr - Grad	$121.00	$125.00	$132.00	$138.00	$145.00	$24.00	19.83%
57	OPF - Community Paramedic Certifica	NA	NA	NA	$1,100.00	$1,100.00	New	New
58	New Student Orientation Fee	$100.00	$100.00	$100.00	$100.00	$100.00	$0.00	0.00%

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



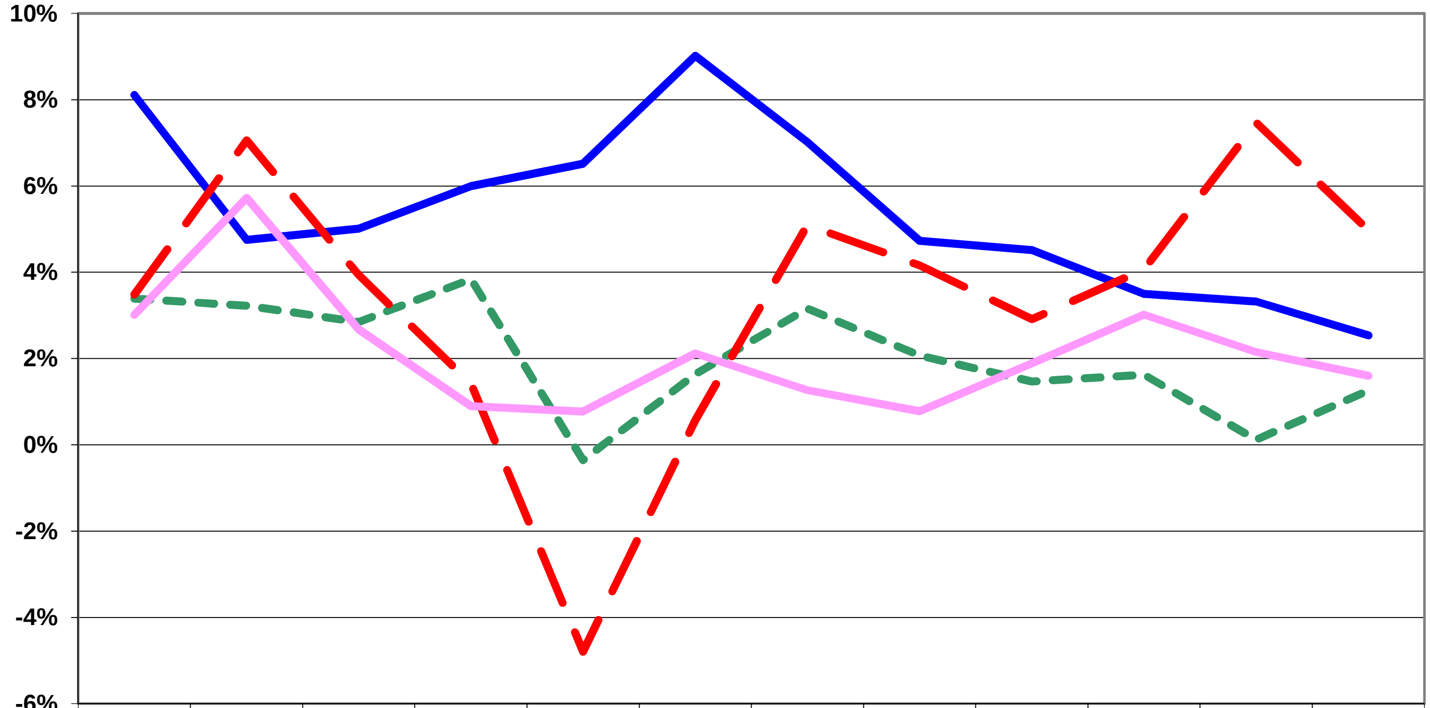
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Idaho State University



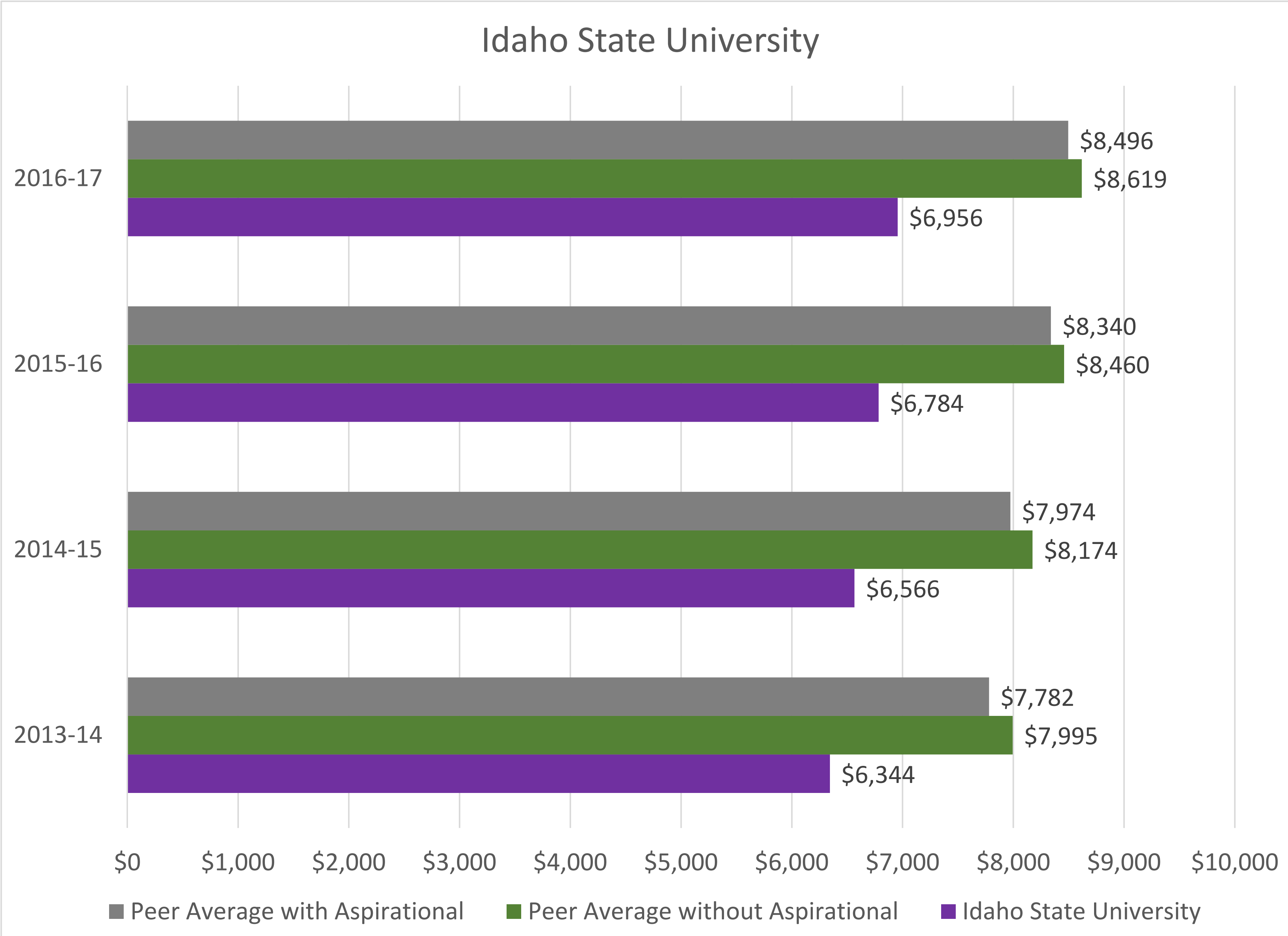
Fin Aid - Financial Aid Inst Sup - Institutional Support PP&E - Property, Plant & Equipment Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials Student Serv. - Student Services Acad. Sup. - Academic Support Inst - Instruction

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



	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Resident Fees	8.11%	4.75%	5.01%	6.00%	6.52%	9.02%	7.02%	4.73%	4.51%	3.50%	3.32%	2.54%
Consumer Price Index	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%
Idaho Per Capita Income	3.49%	7.06%	3.94%	1.42%	-4.79%	0.57%	5.10%	4.16%	2.91%	4.06%	7.47%	4.97%
Idaho Average Annual Wage	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.78%	1.89%	3.02%	2.15%	1.60%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2017


Idaho State University
2016-17
2015-16
2014-15
2013-14
$8,496
$8,619
$6,956
$8,340
$8,460
$6,784
$7,974
$8,174
$6,566
$7,782
$7,995
$6,344
$0
$1,000
$2,000
$3,000
$4,000
$5,000
$6,000
$7,000
$8,000
$9,000
$10,000
Peer Average with Aspirational
Peer Average without Aspirational
Idaho State University

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EASTERN IDAHO TECHNICAL COLLEGE

FY 2018 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution ..... Page 35
- Provided by Board Staff:
  - Recommendations for Changes to Tuition & Fees (T&F) for FY 2018 Page 37
  - Potential T&F Revenue Changes for FY 2018 Page 38
  - 4-year History: Board Approved T&F plus FY 2018 Recommended T&F Page 39
  - Chart: Institution Comparison to Peers Page 40

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Eastern Idaho Technical College
Tuition & Fees Hearing Summary

Proposed Changes to Student Fees

Eastern Idaho Technical College is proposing a 2.5% increase to the full-time resident and non-resident student enrollment fees, effective fall semester 2017. Similarly, the college is proposing to increase the part-time resident and part-time non-resident enrollment fees by 2.5% as part of the college financial plan. This proposed student enrollment fee increase will generate approximately $28,300 in increased revenue, if enrollment projections are met. EITC has taken pride in having the lowest student fees of any college in the State of Idaho.

The 2.5% increase will be seen in the area of the Career Education Fees. The college is seeing an increase in the cost of equipment and supplies required to run its Career and Technical programs. This increase in cost has put pressure on local funding and cash reserves. EITC's FY16 reserve ratio of 37.5% is below the benchmark recommended by the State Board of 40%. EITC has worked to increase its reserves to a healthy level from 31% in FY13, and 35% in FY14, 37% in FY 15 and 37.5% in FY16. To continue this progress, EITC is seeking this fee increase to help offset the increasing cost for our career and technical programs.

EITC's recommendation for fee increases was developed by EITC's President's Advisory Council (PAC) which consists of the President and Vice Presidents. A public hearing to seek testimony on the proposed fee increases, as published and posted campus-wide in a letter to the EITC Student Senate President, was held at EITC. Members of PAC were present to answer questions. A question and answer meeting was held with all members of the Student Senate to explain the fee increase. The Student Senate and Student Body President voiced their support for this small increase.

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EASTERN IDAHO TECHNICAL COLLEGE

Changes to Student Fees for FY 2018

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

Annual Fees	Bd Appv	FY17 Fees	FY18 Initial Notice	Requested FY18 Fees	Requested Change	Requested % Chg.
Full-time Fees:						
Vocational Education Fee	**	$1,550.00	$1,610.00	$1,610.00	$60.00	3.9%
Technology Fee	**	328.00	328.00	328.00	0.00	0.0%
Student Activity Fees	**	526.00	526.00	526.00	0.00	0.0%
Total Full-time Fees		$2,404.00	$2,464.00	$2,464.00	$60.00	2.5%
Part-time Credit Hour Fees:						
Vocational Education Fee		$64.25	$66.75	$66.75	$2.50	3.9%
Technology Fee		17.00	17.00	17.00	0.00	0.0%
Student Activity Fees		24.25	24.25	24.25	0.00	0.0%
Total Full-time Fees		$105.50	$108.00	$108.00	$2.50	2.4%
Full-time Nonresident Fees:						
Vocational Education Fee		$5,357.00	$5,577.00	$5,577.00	$220.00	4.1%
Technology Fee		2,106.00	2,106.00	2,106.00	0.00	0.0%
Student Activity Fees		1,343.00	1,343.00	1,343.00	0.00	0.0%
Total Full-time Fees		$8,806.00	$9,026.00	$9,026.00	$220.00	2.5%
Part-time Non-resident Credit Hour Fees:						
Vocational Education Fee		$129.00	$134.00	$134.00	$5.00	3.9%
Technology Fee		34.00	34.00	34.00	0.00	0.0%
Student Activity Fees		48.00	48.00	48.00	0.00	0.0%
Total Full-time Fees		$211.00	$216.00	$216.00	$5.00	2.4%

EASTERN IDAHO TECHNICAL COLLEGE

Potential Student Fee Revenue Changes for FY 2018

Due to Enrollment and Fee Changes

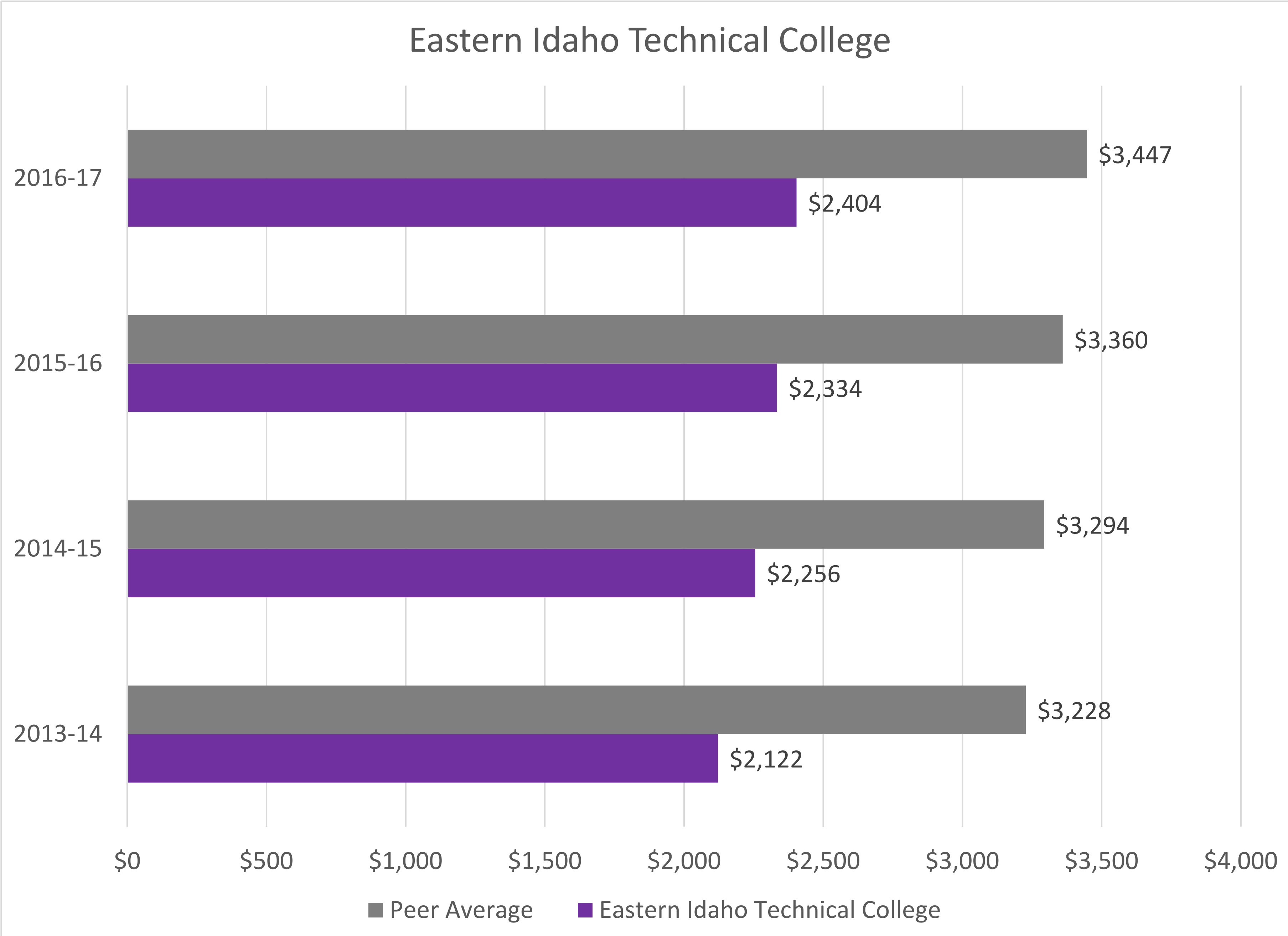
		Projected HC/SCH Count		Potential Revenue Generated					
				Changes due to Count		Fee Changes		Total Rev Chge	
	Annual Fees	FY17	FY18	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**								
2	Vocational Education Fee	418	420	$3,100		$25,200		$28,300	
3	Technology Fee	418	420		$700		$0		$700
4	Student Activity Fees	418	420		$1,100		$0		$1,100
5	**Total Full-time Fees**			$3,100	$1,800	$25,200	$0	28,300	$1,800
6									
7	**Part-time Credit Hour Fees:**								
8	Vocational Education Fee	668	670	$100		$1,700		$1,800	
9	Technology Fee	668	670		$0		$0		$0
10	Student Activity Fees	668	670		$0		$0		$0
11	**Total Part-time Fees**			$100	$0	$1,700	$0	1,800	$0
12									
13	**Full-time Non-resident Fees:**								
14	Vocational Education Fee	6	6	$0		$1,300		$1,300	
15	Technology Fee	6	6		$0		$0		$0
16	Student Activity Fees	6	6		$0		$0		$0
17	**Total Non-resident Full-time Fees**			$0	$0	$1,300	$0	1,300	$0
18									
19	**Part-time Non-resident Credit Hour Fees:**								
20	Vocational Education Fee	17	17	$0		$100		$100	
21	Technology Fee	17	17		$0		$0		$0
22	Student Activity Fees	17	17		$0		$0		$0
23	**Total Non-resident Part-time Fees**			$0	$0	$100	$0	100	$0
24									
25	**Total Additional Student Fee Revenue**			$3,200	$1,800	$28,300	$0	$31,500	$1,800

EASTERN IDAHO TECHNICAL COLLEGE

4-year History of Board Approved Fees plus FY18 Requested Fees

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

	Annual Fees	FY 2014	FY 2015	FY 2016	FY 2017	Request FY 2018	5-Year Increase	% Increase
1	**Full-time Fees:**							
2	Vocational Education Fee	$1,440.00	$1,500.00	$1,500.00	$1,550.00	$1,610.00	$170.00	11.81%
3	Technology Fee	244.00	250.00	328.00	328.00	328.00	84.00	34.43%
4	Student Activity Fees 1)	438.00	506.00	506.00	526.00	526.00	88.00	20.09%
5	**Total Full-time Fees**	$2,122.00	$2,256.00	$2,334.00	$2,404.00	$2,464.00	$342.00	16.12%
6	Percentage Increase	4.9%	6.3%	3.5%	3.0%	2.5%		
7								
8	**Part-time Credit Hour Fees:**							
9	Education Fee	$96.50	$99.50	$102.50	$105.50	$108.00	$11.50	11.92%
10	**Total Part-time Cr Hr Fees:**	$96.50	$99.50	$102.50	$105.50	$108.00	$11.50	11.92%
11								
12	**Additional Nonresident Tuition:**							
13	Full-time Nonresident Tuition	$5,650.00	$6,006.00	$6,216.00	$6,402.00	$6,562.00	$912.00	16.14%
14	Part-time Nonresident Tuition/Cr	$96.50	$99.50	$102.50	$105.50	$108.00	$11.50	11.92%


Eastern Idaho Technical College
2016-17
2015-16
2014-15
2013-14
$3,447
$2,404
$3,360
$2,334
$3,294
$2,256
$3,228
$2,122
$0
$500
$1,000
$1,500
$2,000
$2,500
$3,000
$3,500
$4,000
Peer Average
Eastern Idaho Technical College

LEWIS-CLARK STATE COLLEGE

FY 2018 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution ..... Page 43
- Provided by Board Staff:
  - Recommendations for Changes to Tuition & Fees (T&F) for FY 2018 Page 45
  - Potential T&F Revenue Changes for FY 2018 Page 46
  - 4-year History: Board Approved T&F plus FY 2018 Recommended T&F Page 47
  - Chart: Cost of Attending College vs. Per Capita Income Page 48
  - Chart: Cost to Deliver College Page 49
  - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Page 50
  - Chart: Institution Comparison to Peers Page 51

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Lewis-Clark State College
Tuition & Fees Proposal

Proposed Changes to Student Fees

LCSC requests State Board approval to increase FY18 full-time and part-time resident fee rates by 3.5%. Full-time resident tuition and fees would increase by $214, to $6,334 per year. Part-time fees would increase by $11, to $324 per credit.

The 3.5% overall rate increase that resident full-time students would face is comprised of two elements: a $178 per year increase in tuition, and a $36 per year increase in student activity fees, to support the College's student activities director.

Nonresident tuition rates are proposed to increase by 5.0%. Nonresident tuition is paid in addition to full-time resident rates. When coupled with the 3.5% increase in full-time resident charges, the overall impact to nonresident students is mitigated slightly.

For example, nonresident students who live in Asotin County, Washington, would see a $176 increase in their nonresident tuition, annually; when added to the proposed resident undergraduate charges, the total amount paid by Asotin county residents would increase by 4.0%, to $10,042 annually.

Nonresident students living outside Asotin County, Washington, would pay an additional $576 in nonresident tuition, annually; when coupled with the proposed resident undergraduate charges, the total amount paid by non-Asotin nonresidents would increase by 4.5%, to $18,410 annually.

The $11 increase in per-credit-hour fee paid by part-time and summer session students would be devoted entirely to tuition, to help underwrite the operating costs of the institution. The summer rate is requested to be approved at the same level as the part-time fee rate, but the College may opt to discount the summer fee further, in 2018.

As described, this proposal will generate sufficient funding to cover the salary, benefit, and compensation schedule changes stipulated by the legislature ($486,400 total), and to fund the faculty promotions that the College is obligated to bestow, for those faculty granted promotion in FY18 ($89,000 total). The College will not receive any increase in Normal School Endowment funding in FY18, and the line-item funding we receive from the legislature is essentially restricted for those purposes. Therefore, we request permission to seek from students the funding necessary to meet our FY18 obligations, as outlined above.

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LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2018

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

	Bd	FY17	FY18	Requested		
Student Fees:	Appv	Fees	Initial Notice	FY18 Fees	Change	% Chg.
Full-time Fees:						
Tuition	**	$5,100.00	$5,278.00	$5,278.00	$178.00	3.5%
Technology Fee	**	70.00	70.00	70.00	0.00	0.0%
Facilities Fees	**	155.00	155.00	155.00	0.00	0.0%
Student Activity Fees (Note A)	**	795.00	831.00	831.00	36.00	4.5%
Total Full-time Fees		$6,120.00	$6,334.00	$6,334.00	$214.00	3.5%
Part-time Credit Hour Fees:						
Tuition	**	$272.75	$283.75	$283.75	$11.00	4.0%
Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
Facilities Fees	**	5.00	5.00	5.00	0.00	0.0%
Student Activity Fees (Note A)	**	31.00	31.00	31.00	0.00	0.0%
Total Part-time Cr Hr Fees		$313.00	$324.00	$324.00	$11.00	3.5%
Summer Fees: (eff. Summer 2018)						
Tuition	**	$199.75	$210.75	$210.75	$11.00	5.5%
Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
Facilities Fees	**	5.00	5.00	5.00	0.00	0.0%
Student Activity Fees (Note A)	**	104.00	104.00	104.00	0.00	0.0%
Total Summer Cr Hr Fees		$313.00	$324.00	$324.00	$11.00	3.5%
Other Student Fees:						
Nonresident Tuition:						
Nonres Tuition	**	$11,500.00	$12,076.00	$12,076.00	$576.00	5.0%
Nonres Tuition-Asotin County	**	$3,532.00	$3,708.00	$3,708.00	$176.00	5.0%
Professional Fees:						
None						
Other Fees:						
Western Undergrad Exchge	**	$3,060.00	$3,167.00	$3,167.00	$107.00	3.5%
In-service Fees/Cr Hr - Undergrad	**	$110.00	$115.00	$115.00	$5.00	4.5%
Overload (20 cr. or more)	**	$313.00	$324.00	$324.00	$11.00	3.5%

Change to Student Activity Fees:

Includes an $18 increase in the per-semester activity fee ($36 annually) dedicated to Student Activities, in order to fund Director of Student Activities.

Full- & part-time fees are effective Fall Semester 2017. Summer fees are effective Summer 2018.
The College may opt to discount the Summer fee further in 2018.

LEWIS-CLARK STATE COLLEGE

Potential Student Fee Revenue Changes for FY 2018

Due to Enrollment and Fee Changes

	Projected HC/SCH Count		Potential Revenue Generated					
			Changes due to Count		Fee Changes		Total Rev Chge	
Student Fees:	FY17	FY18	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
Full-time Fees:		0.0%						
Tuition	2,050	2,050	$0		$365,000		$365,000	
Technology Fee	2,050	2,050		0		0		$0
Facilities Fees	2,050	2,050		0		0		$0
Student Activity Fees	2,050	2,050		0		73,800		$73,800
Total Full-time Fees			$0	$0	$365,000	$73,800	365,000	73,800
Part-time Credit Hour Fees:		0.0%						
Tuition	10,430	10,430	$0		$114,700		$114,700	
Technology Fee	10,430	10,430		0		0		$0
Facilities Fees	10,430	10,430		0		0		$0
Student Activity Fees	10,430	10,430		0		0		$0
Total Part-time Cr Hr Fees:			$0	$0	$114,700	$0	114,700	-
Summer Credit Hour Fees:		0.0%						
Tuition	1,800	1,800	$0		$19,800		$19,800	
Technology Fee	1,800	1,800		0		0		$0
Facilities Fees	1,800	1,800		0		0		$0
Student Activity Fees	1,800	1,800		0		0		$0
Total Summer Cr Hr Fees			$0	$0	$19,800	$0	$19,800	$0
Other Student Fees:								
Nonresident Tuition:								
Nonres Tuition	90	90	$0		$51,800		$51,800	
Nonres Tuition-Asotin County	100	100	0		17,600		$17,600	
Professional Fees:								
None								
Other Fees:								
Western Undergrad Exchge	50	50	0		5,400		$5,400	
In-service Fees/Cr Hr - Undergrad	255	255	0		1,300		$1,300	
Overload (20 cr. or more)	100	100	0		1,100		$1,100	
Total Other Student Fees			$0	$0	$77,200	$0	$77,200	$0
Total Additional Student Fee Revenue			$0	$0	$576,700	$73,800	$576,700	$73,800

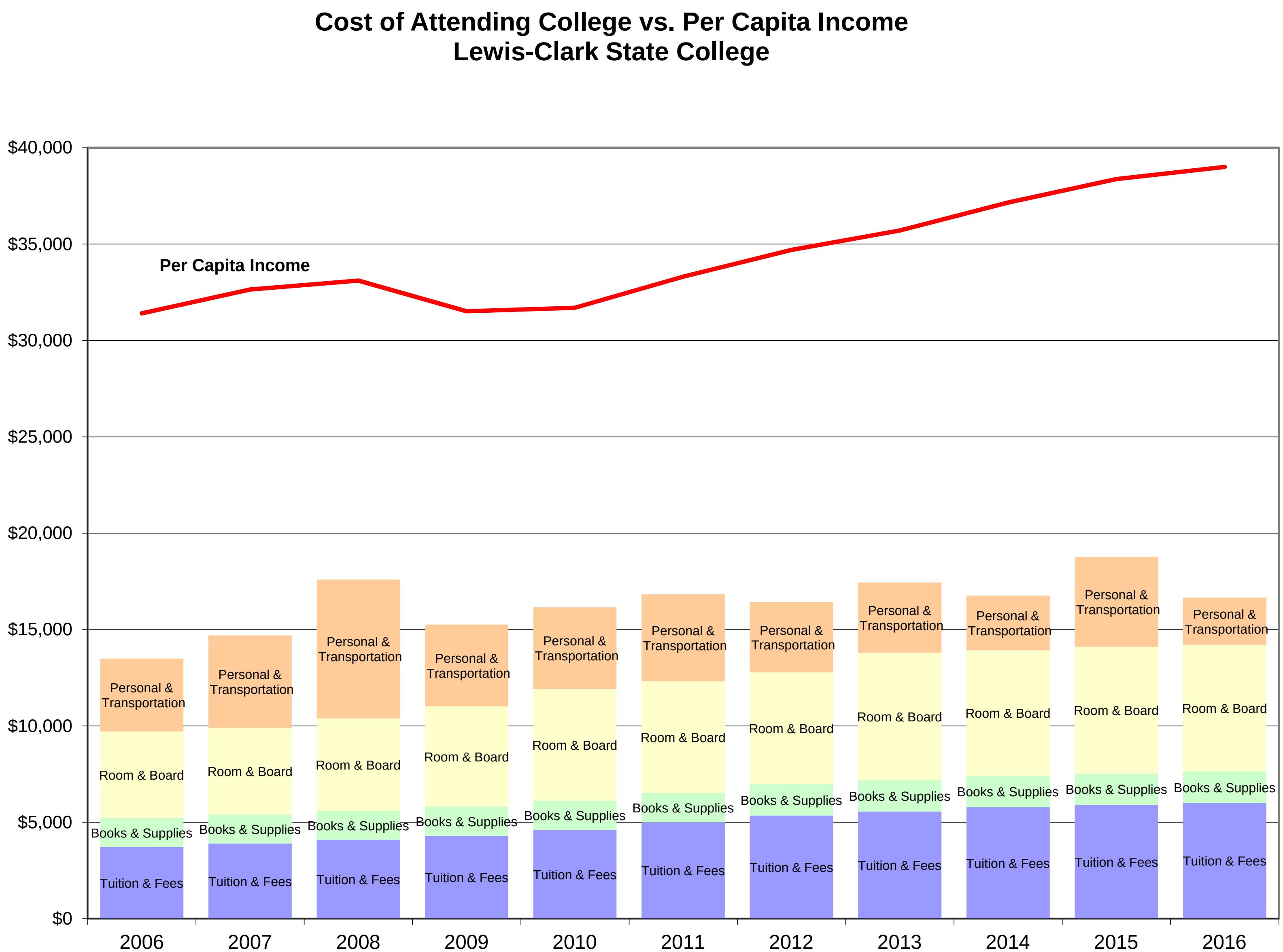
Full- & part-time fees are effective Fall Semester 2017. Summer fees are effective Summer 2018.
The College may opt to discount the Summer fee further in 2018.

LEWIS-CLARK STATE COLLEGE

4-year History of Board Approved Fees plus FY18 Requested Fees

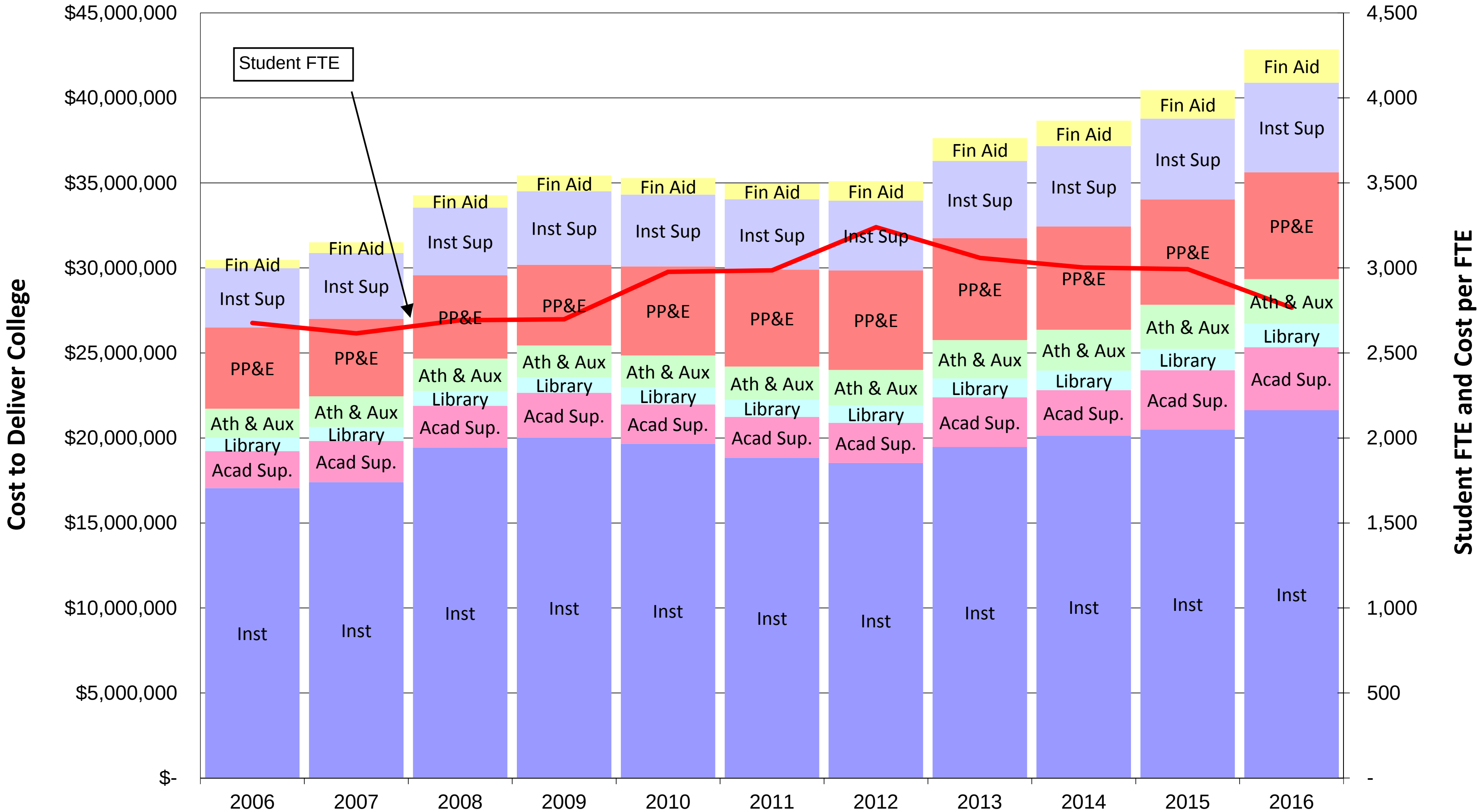
Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	FY 2014	FY 2015	FY 2016	FY 2017	Request FY 2018	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$ 4,560.00	$ 4,676.00	$ 4,776.00	$ 5,100.00	$ 5,278.00	$ 718.00	15.7%
3	Technology Fee	70.00	70.00	70.00	70.00	70.00	-	0.0%
4	Facilities Fees	468.00	468.00	468.00	155.00	155.00	(313.00)	-66.9%
5	Student Activity Fees	686.00	686.00	686.00	795.00	831.00	145.00	21.1%
6	**Total Full-time Fees**	$ 5,784.00	$ 5,900.00	$ 6,000.00	$ 6,120.00	$ 6,334.00	$ 550.00	9.5%
7	Percentage Increase	4.0%	2.0%	1.7%	2.0%	3.5%		
8								
9	**Part-time Credit Hour Fees**							
10	Education Fee	$ 251.00	$ 257.00	$ 262.00	$ 272.75	$ 283.75	$ 32.75	13.0%
11	Technology Fee	4.25	4.25	4.25	4.25	4.25	-	0.0%
12	Facilities Fees	13.75	13.75	13.75	5.00	5.00	(8.75)	-63.6%
13	Student Activity Fees	27.00	27.00	27.00	31.00	31.00	4.00	14.8%
14	**Total Part-time Cr Hr Fees**	$ 296.00	$ 302.00	$ 307.00	$ 313.00	$ 324.00	$ 28.00	9.5%
15								
16	**Summer Credit Hour Fees**							
17	Education Fee	$ 200.00	$ 205.10	$ 210.10	$ 199.75	$ 210.75	$ 10.75	5.4%
18	Technology Fee	4.25	4.25	4.25	4.25	4.25	-	0.0%
19	Facilities Fees	13.75	13.75	13.75	5.00	5.00	(8.75)	-63.6%
20	Student Activity Fees	78.00	78.90	78.90	104.00	104.00	26.00	33.3%
21	**Total Summer Cr Hr Fees**	$ 296.00	$ 302.00	$ 307.00	$ 313.00	$ 324.00	$ 28.00	9.5%
22								
23	**Other Student Fees**							
24	Nonresident Tuition:							
25	Nonres Tuition	$ 10,312.00	$ 10,518.00	$ 11,000.00	$ 11,500.00	$ 12,076.00	$ 1,764.00	17.1%
26	Nonres Tuition-Asotin County	$ 3,168.00	$ 3,232.00	$ 3,380.00	$ 3,532.00	$ 3,708.00	$ 540.00	17.0%
27	Other Fees:							
28	Western Undergrad Exchge	$ 2,892.00	$ 2,950.00	$ 3,000.00	$ 3,060.00	$ 3,167.00	$ 275.00	9.5%
29	In-service Fees/Cr Hr - Undergrad	$ 100.00	$ 103.00	$ 106.00	$ 110.00	$ 115.00	$ 15.00	15.0%
30	Overload (20 cr. or more)	$ 296.00	$ 302.00	$ 307.00	$ 313.00	$ 324.00	$ 28.00	9.5%



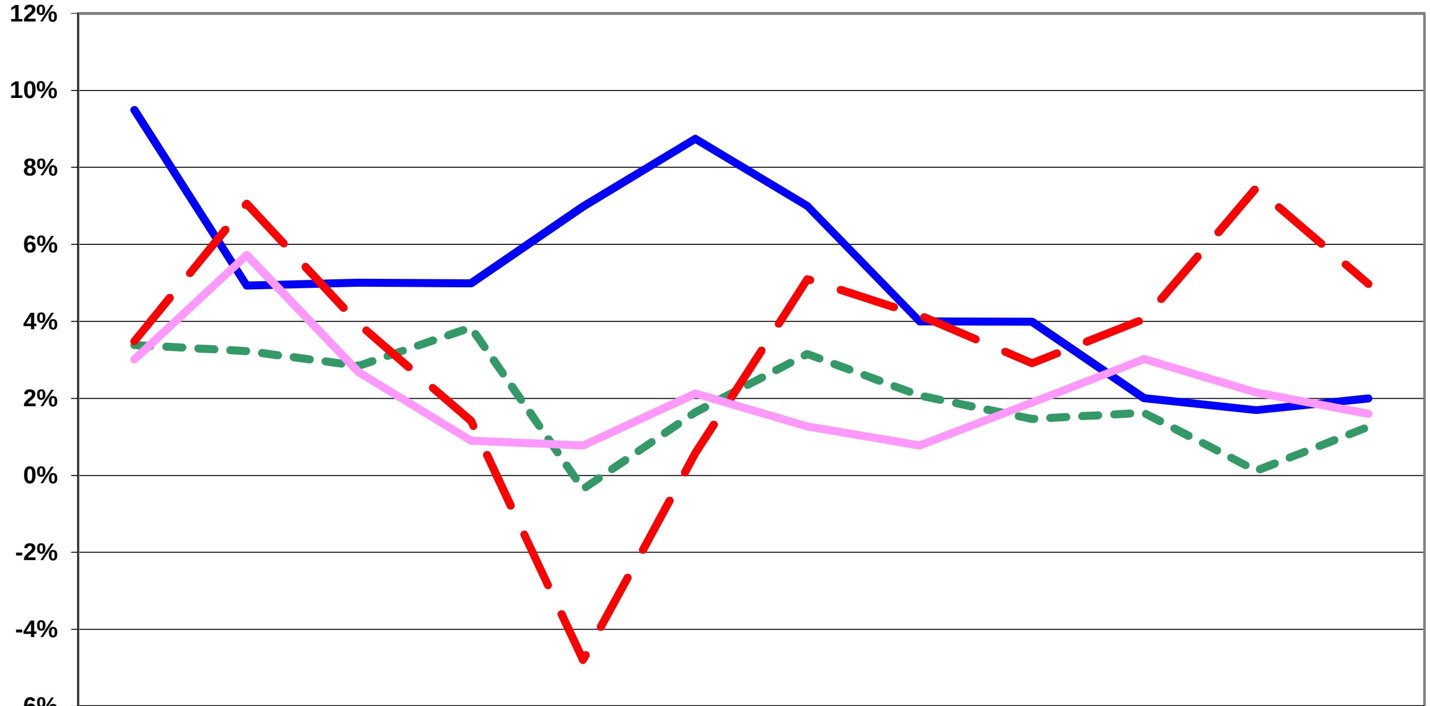
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Lewis-Clark State College



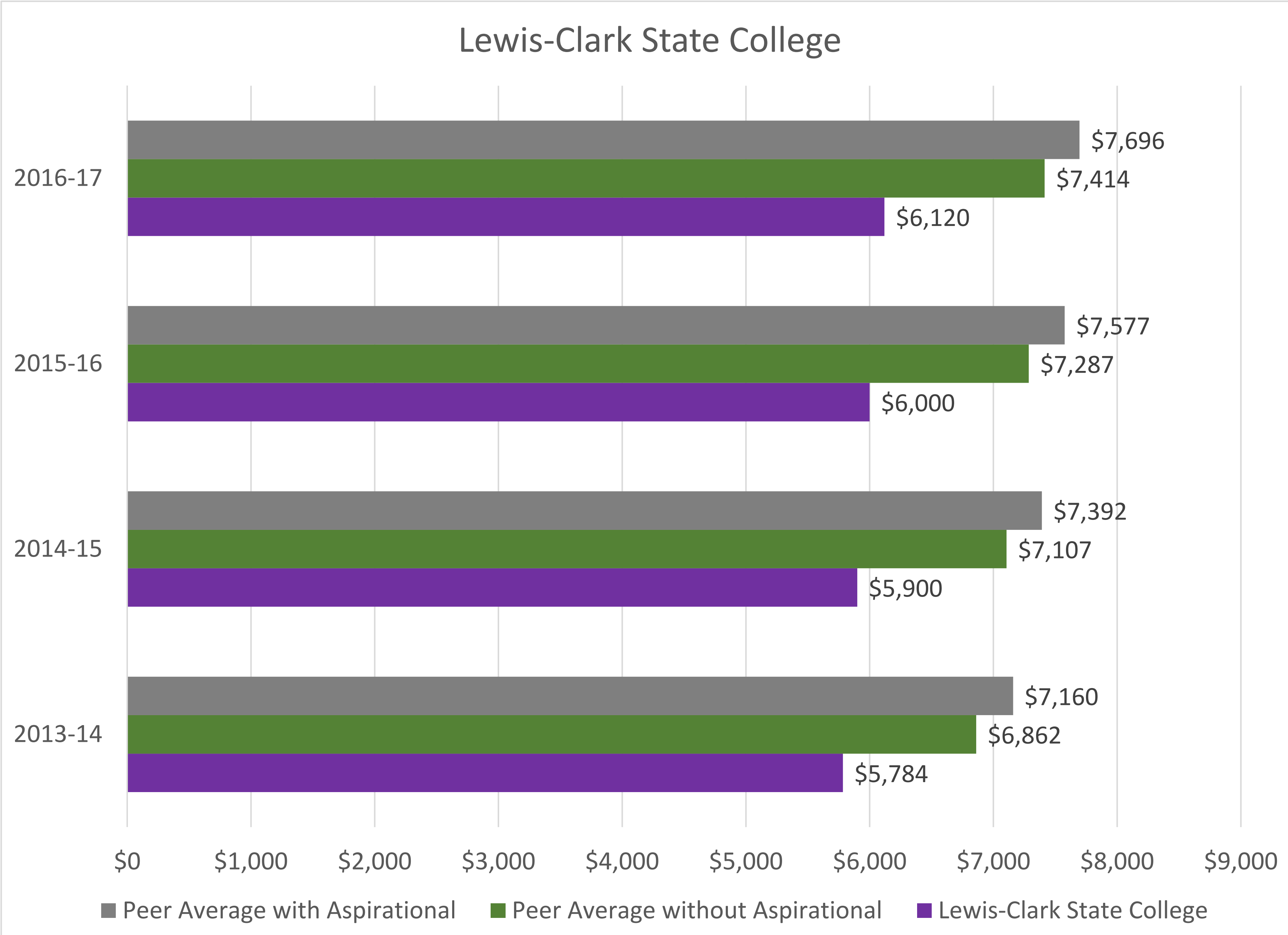
Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

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



	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Resident Fees	9.49%	4.93%	5.00%	4.99%	6.98%	8.75%	7.00%	4.00%	3.99%	2.01%	1.69%	2.00%
Consumer Price Index	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%
Idaho Per Capita Income	3.49%	7.06%	3.94%	1.42%	-4.79%	0.57%	5.10%	4.16%	2.91%	4.06%	7.47%	4.97%
Idaho Average Annual Wage	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.78%	1.89%	3.02%	2.15%	1.60%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2017


Lewis-Clark State College
2016-17
2015-16
2014-15
2013-14
$7,696
$7,414
$6,120
$7,577
$7,287
$6,000
$7,392
$7,107
$5,900
$7,160
$6,862
$5,784
$0
$1,000
$2,000
$3,000
$4,000
$5,000
$6,000
$7,000
$8,000
$9,000
Peer Average with Aspirational
Peer Average without Aspirational
Lewis-Clark State College

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UNIVERSITY OF IDAHO

FY 2018 TUITION & FEES INFORMATION

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University of Idaho
Student Fee Hearing Summary

The Fee Process

The University of Idaho collaborative fee process started in the fall with preliminary discussions between executive and student leadership about the financial prospects for the coming year and how student activity fees fit into that overall financial picture. This work continued through fall and early spring with active participation throughout the process by the Dedicated Student Activity Fee Committee (DSAFC). This representative committee included student leaders from the Associated Student of the University of Idaho (ASUI), the Graduate and Professional Students Association (GSPA) and the Student Bar Association representing the law school. All units currently receiving dedicated fees or requesting a new dedicated fee submitted narrative and financial data to the DSAFC and a public meeting of the DSAFC was held on January 19, 2017 with each unit requesting an increased or new fee presenting their request.

The DSAFC committee met several times in February to discuss the fee requests from each unit as well as to review existing activity fees. A comprehensive activity fee proposal was developed by student leaders and presented to executive leadership on February 27th. This fee proposal was incorporated into the overall proposed tuition and fee package and published for public review via the formal University Notice of Intent to Adopt Student Tuition and Fee Changes which was issued on March 1st as required by Board policy. The period of public comment is open until April 18th and will include a public presentation and open forum on proposed student fees on April 6th. During this period, students and interested citizens may provide comment, in writing, regarding the proposed fee increases. Written comments will be forwarded to the Regents and a recording of the April 6th open forum will be available.

Fee Request Overview

The University of Idaho respectfully requests an increase in full-time student tuition and fees of $436 from $7,232 per year in FY17 to $7,668 per year in FY18 combined with an increase to the additional full-time non-resident tuition from $14,808 to $16,144 per year. This will bring the total full-time non-resident tuition and fee package to $23,812 per year. It is the University's intent to hold the total full-time non-resident tuition and fee package at $23,812 for FY18. Therefore if the full-time tuition and fees are approved at an amount less than the above $7,668 the University requests approval to increase the additional non-resident tuition to keep the total package amount at $23,812. Undergraduate part-time student tuition and fees for academic year participation are increasing from $362 in FY17 to $383 per credit in FY18 and summer rates for the summer of 2018 (FY19) are increasing from $362 to $383 per credit as well. This general student tuition and fee increase is a critical part of a bundle of fee increases aimed at meeting our essential missions of education, research and outreach as well as implementing the institution's strategic plan. In addition the University plans to increase the additional graduate tuition from $1,298 to $1,376 thereby increasing the total resident graduate package from $8,530 in FY17 to $9,044 in FY18 (an increase of 6.0%).

The Dedicated Student Activity Fee Committee has recommended a small increase in student activity fees. In their deliberations they considered several principles in order to arrive at a final recommendation. These principles included maintaining an affordable cost of attendance at the University of Idaho, funding mandatory cost increases to maintain the current level of student services and ensuring transparency in the distribution and use of dedicated activity fees.

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

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

Undergraduate Tuition

The University of Idaho is requesting an increase to the undergraduate tuition of $363.82 per full-time student per year.

Facilities Fee

The University of Idaho is not requesting an increase to the facility fee for FY18.

Technology Fee

The University of Idaho is requesting an increase to the technology fee of $40.00 per full-time student per year. The current Technology fee is $125.40 per full-time student per year and the revenue from this fee goes towards covering four major technology service areas:

- Student Technologies
- Internet Bandwidth
- Wireless Networking
- Internet Security

The requested increase will enable the University of Idaho to meet increased bandwidth needs, increase the scope of its wireless network, address security challenges and fund inflation on software provided in student computing lbs.

Dedicated Activity Fees

The University of Idaho is requesting an increase of $32.18 per full-time student per year in activity fees for FY18. The Dedicated Student Activity Fee Committee recommended $14.00 to cover the impact of the potential 3% Change in Employee Compensation and benefit rate changes for Student Government, Media Administration, Campus Recreation, Idaho Commons/Pitman Center, Office of Multicultural Affairs, Counseling and Testing Center, Intercollegiate Athletics, LGBTQA, Spirit Squad, Alcohol Education, Violence Prevention, Early Childhood Center, and Student Athlete Support Services. The remaining increases include funding for Undergraduate Research Office, Offices of Multicultural Affairs, Diversity Center, Media Administration, Alternative Service Breaks, Athletic Training Services, Intercollegiate Athletics, LGBTQA, Native American Center, Student Athlete Support Services and Women’s Center.

New Student Orientation

The University of Idaho charges a separate one-time new student orientation fee of $100 to first time undergraduate students. The university is not requesting an increase to this fee for FY18.

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UNIVERSITY OF IDAHO

Changes to Student Fees for FY 2018

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

Student Fees:	Bd Appv	FY17 Fees	FY18 Initial Notice	Requested FY18 Fees	Requested Change	Requested % Chg.
Full-time Fees:						
Tuition	**	$5,162.32	$5,526.14	$5,526.14	$363.82	7.0%
Technology Fee	**	125.40	165.40	165.40	40.00	31.9%
Facilities Fees	**	820.50	820.50	820.50	0.00	0.0%
Student Activity Fees	**	1,123.78	1,155.96	1,155.96	32.18	2.9%
Total Full-time Fees (See Note A)		7,232.00	7,668.00	7,668.00	436.00	6.0%
Part-time Credit Hour Fees:						
Undergraduate Tuition	**	$302.00	$320.73	$320.73	$18.73	6.2%
Undergraduate Fees	**	60.00	62.27	62.27	2.27	3.8%
Total Part-time Cr Hr Fees: *		$362.00	$383.00	$383.00	$21.00	5.8%
Other Student Fees:						
Academic Year Graduate Fees:						
Full-Time Tuition	**	$5,162.32	$5,526.14	$5,526.14	$363.82	7.0%
Full-Time Grad Fee	**	1,298.00	1,376.00	1,376.00	$78.00	6.0%
Full-Time Other Fees	**	2,069.68	2,141.86	2,141.86	72.18	3.5%
Part-Time Tuition	**	342.00	363.73	363.73	$21.73	6.4%
Part-Time Grad Fee	**	72.00	76.00	76.00	$4.00	5.6%
Part-Time Other Fees	**	60.00	62.27	62.27	2.27	3.8%
Academic Year Outreach Programs:						
Full-Time Tuition (UG & GR)	**	$6,552.00	$6,942.60	$6,942.60	$390.60	6.0%
Full-Time Grad Fee	**	1,298.00	1,376.00	1,376.00	$78.00	6.0%
Full-Time Other Fees (UG & GR)	**	680.00	725.40	725.40	45.40	6.7%
Part-Time Undergrad Tuition	**	328.00	346.73	346.73	$18.73	5.7%
Part-Time Grad Tuition	**	368.00	389.73	389.73	$21.73	5.9%
Part-Time Grad Fee	**	72.00	76.00	76.00	$4.00	5.6%
Part-Time Other Fees (UG & GR)	**	34.00	36.27	36.27	2.27	6.7%
Nonresident Tuition (See Notes A & B)						
Full-Time Tuition (UG & GR)	**	$14,808.00	$16,144.00	$16,144.00	$1,336.00	9.0%
Part-Time Undergrad Tuition	**	740.00	808.00	808.00	$68.00	9.2%
Part-Time Grad Tuition	**	823.00	897.00	897.00	$74.00	9.0%
Other Fees:						
Overload Fee (>20 credits)	**	$302.00	$320.73	$320.73	$18.73	6.2%
Western Undergrad Exchge	**	3,616.00	3,834.00	3,834.00	$218.00	6.0%
In-service Fees/Cr Hr - UG	**	$110.00	$115.00	$115.00	$5.00	4.5%
In-service Fees/Cr Hr - UG Summe	**	$110.00	$115.00	$115.00	$5.00	4.5%
In-service Fees/Cr Hr - Grad	**	$138.00	$145.00	$145.00	$7.00	5.1%
In-service Fees/Cr Hr - Grad Sumn	**	$138.00	$145.00	$145.00	$7.00	5.1%
Professional Fees:						
Law College FT	**	$10,134.00	$10,884.00	$10,884.00	$750.00	7.4%
Law College PT	**	563.00	605.00	605.00	$42.00	7.5%
Law College PT Summer	**	563.00	605.00	605.00	$42.00	7.5%
Art & Architecture FT UG & GR	**	1,246.00	1,302.00	1,302.00	$56.00	4.5%
Art & Architecture PT Undergrad	**	62.00	65.00	65.00	$3.00	4.8%
Art & Architecture PT Summer UG	**	62.00	65.00	65.00	$3.00	4.8%
Art & Architecture PT Grad	**	69.00	72.00	72.00	$3.00	4.3%
Art & Architecture PT Summer GR	**	69.00	72.00	72.00	$3.00	4.3%
Summer Session (2016)						
On-Campus						
Part-Time Undergrad Tuition	**	$302.00	$320.73	$320.73	$18.73	6.2%
Part-Time Grad Tuition	**	342.00	363.73	363.73	$21.73	6.4%
Part-Time Grad Fee	**	72.00	76.00	76.00	$4.00	5.6%
Part-Time Other Fees (UG & GR)	**	60.00	62.27	62.27	2.27	3.8%
Outreach/Off-Campus:						
Part-Time Undergrad Tuition	**	$328.00	$346.73	$346.73	$18.73	5.7%
Part-Time Grad Tuition	**	368.00	389.73	389.73	21.73	5.9%
Part-Time Grad Fee	**	72.00	76.00	76.00	4.00	5.6%
Part-Time Other Fees (UG & GR)	**	34.00	36.27	36.27	2.27	6.7%
Self-Support Program Fees:						
Executive MBA (2 years)		$42,000.00	$44,100.00	$44,100.00	$2,100.00	5.0%
Professional Practices Doctorate (3 yrs)		30,000.00	30,000.00	30,000.00	0.00	0.0%
Masters of Science Athletic Trainng (1 yr)		22,434.00	22,434.00	22,434.00	0.00	0.0%
Doctorate Athletic Training (1 yr)		19,941.00	19,941.00	19,941.00	0.00	0.0%
MOSS Environmental Ed Grad Pgm (sem)		7,527.00	7,828.00	7,828.00	301.00	4.0%
Doctorate Higher Ed Leadership (4 yrs)		36,000.00	36,000.00	36,000.00	0.00	0.0%
New Student Orientation (See Note C)		$100.00	$100.00	$100.00	0.00	0.0%

Note A: The university is requesting a total package for non-resident undergraduate students of $23,812 per academic year. Therefore if the resident tuition and fee package is approved at lower than $7,668 the non-resident fee will be increased to maintain the $23,812 total package.

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

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

UNIVERSITY OF IDAHO

Potential Student Fee Revenue Changes for FY 2017

Due to Enrollment and Fee Changes

	Projected HC/SCH Count		Potential Revenue Generated: Changes due to Count		Fee Changes		Total Rev Chge	
Student Fees:	FY17	FY18	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
Full-time Fees:								
Tuition	6,444	6,468	$121,700		$2,353,000		$2,474,700	
Technology Fee	6,444	6,468		3,000		258,700		$261,700
Facilities Fees	6,444	6,468		19,300		0		$19,300
Student Activity Fees	6,444	6,468		26,500		208,100		$234,600
Total Full-time Fees			$121,700	$48,800	$2,353,000	$466,800	2,474,700	515,600
Part-time Credit Hour Fees:								
Undergraduate Tuition	2,110	2,147	$11,200		$40,200	$0	$51,400	
Undergraduate Fees	2,110	2,147		2,200		4,900		$7,100
Total Part-time Cr Hr Fees:			$11,200	$2,200	$40,200	$4,900	51,400	7,100
Other Student Fees:								
Academic Year Graduate Fees:								
Full-Time Tuition	615	579	($185,800)		$210,500		$24,700	$0
Full-Time Grad Fee	615	579	(46,700)		45,100		($1,600)	$0
Full-Time Other Fees	615	579		(74,500)		41,800	$0	($32,700)
Part-Time Tuition	990	817	(59,200)		17,800		($41,400)	$0
Part-Time Grad Fee	990	817	(12,500)		3,300		($9,200)	$0
Part-Time Other Fees	990	817		(10,400)		1,900	$0	($8,500)
Academic Year Outreach Programs:								
Full-Time Tuition (UG & GR)	455	422	($216,200)		$164,600		($51,600)	$0
Full-Time Grad Fee	174	171	(3,200)		13,300		$10,100	$0
Full-Time Other Fees (UG & GR)	455	422		(22,400)		19,100	$0	($3,300)
Part-Time Undergrad Tuition	2,195	2,142	(17,400)		40,100		$22,700	$0
Part-Time Grad Tuition	3,204	2,862	(125,900)		62,200		($63,700)	$0
Part-Time Grad Fee	3,204	2,862	(24,600)		11,400		($13,200)	$0
Part-Time Other Fees (UG & GR)	5,399	5,004		(13,400)		11,400	$0	($2,000)
Nonresident Tuition								
Full-Time Tuition (UG & GR)	1,569	1,334	($3,486,200)		$1,782,200		($1,704,000)	$0
Part-Time Undergrad Tuition	712	660	(38,500)		44,900		$6,400	$0
Part-Time Grad Tuition	1,086	822	(217,300)		60,800		($156,500)	$0
Other Fees:								
Overload Fee (>20 credits)	72	109	$11,200		$2,000		$13,200	$0
Western Undergrad Exchge	239	489	905,800		106,600		$1,012,400	$0
In-service Fees/Cr Hr - UG	11	17	700		100		$800	$0
In-service Fees/Cr Hr - UG Summe	113	7	(11,700)		0		($11,700)	$0
In-service Fees/Cr Hr - Grad	923	915	(1,100)		6,400		$5,300	$0
In-service Fees/Cr Hr - Grad Summ	893	649	(33,700)		4,500		($29,200)	$0
Professional Fees:								
Law College FT	276	281		$53,200		$211,000	$0	$264,200
Law College PT	111	32		(44,600)		1,300	$0	($43,300)
Law College PT Summer	523	291		(130,800)		12,200	$0	($118,600)
Art & Architecture FT UG & GR	467	524		70,500		29,300	$0	$99,800
Art & Architecture PT Undergrad	250	209		(2,600)		600	$0	($2,000)
Art & Architecture PT Summer UG	343	377		2,100		1,100	$0	$3,200
Art & Architecture PT Grad	104	69		(2,400)		200	$0	($2,200)
Art & Architecture PT Summer GR	115	125		700		400	$0	$1,100
Summer Session:								
On-Campus								
Part-Time Undergrad Tuition	5,004	4,104	($271,800)		$76,900		($194,900)	$0
Part-Time Grad Tuition	1,033	801	(79,300)		17,400		($61,900)	$0
Part-Time Grad Fee	1,033	801	(16,700)		3,200		($13,500)	$0
Part-Time Other Fees (UG & GR)	6,037	4,905		(67,900)		11,100	$0	($56,800)
Outreach/Off-Campus:							$0	$0
Part-Time Undergrad Tuition	4,973	5,480	$166,300		$102,600		$268,900	$0
Part-Time Grad Tuition	2,101	1,804	(109,300)		39,200		($70,100)	$0
Part-Time Grad Fee	2,101	1,804	(21,400)		7,200		($14,200)	$0
Part-Time Other Fees (UG & GR)	7,074	7,284		7,100		16,500	$0	$23,600
Total Other Student Fees			($3,894,500)	($235,400)	$2,822,300	$357,900	($1,072,200)	$122,500
Total Additional Student Fee Revenue			($3,761,600)	($184,400)	$5,215,500	$829,600	$1,453,900	$645,200

	G.E. Summary
Total Revenue Increase/(Decrease)	**$1,453,900**
Less Summer 2018 and Distributed	$120,500
Central Academic Year (FY18)	$ 1,574,400
Plus Summer 2017 and Other/Misc	(43,400)
Total Central Tuition Revenue over FY17 Bud.	**$ 1,531,000**

The count figures indicate changes between FY17 budget and FY18 projections and therefore take into consideration the impact of FY17 actuals as well as anticipated changes for FY18. The revenues shown under Changes Due to Count and Fee Changes reflect net revenues.

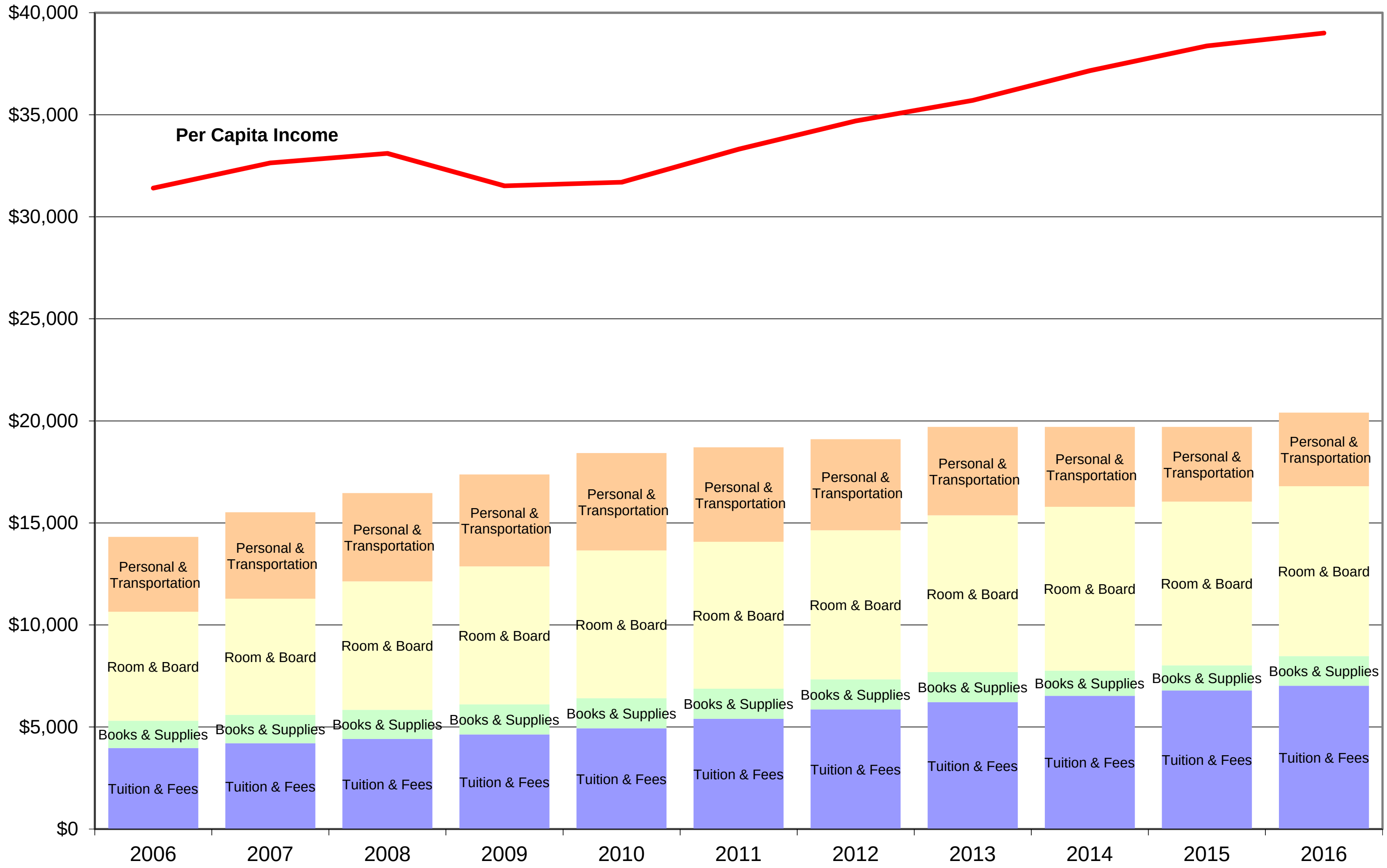
UNIVERSITY OF IDAHO

4-year History of Board Approved Fees plus FY18 Requested Fees

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

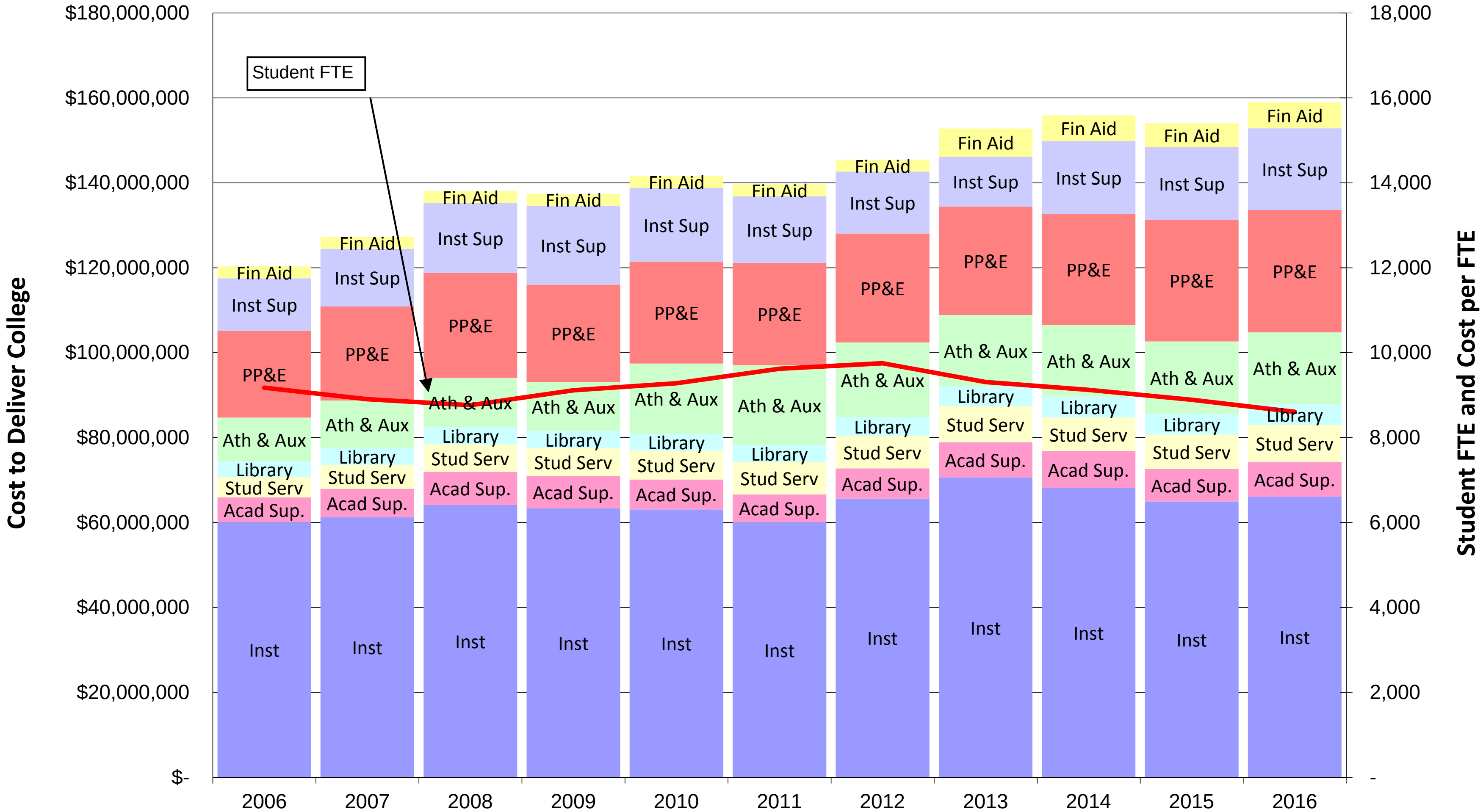
	Student Fees:	FY 2014	FY 2015	FY 2016	FY 2017	Request FY 2018	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$4,534.30	$4,784.06	$5,002.60	$5,162.32	$5,526.14	$991.84	21.87%
3	Technology Fee	125.40	125.40	125.40	125.40	165.40	40.00	31.90%
4	Facilities Fees	790.50	790.50	790.50	820.50	820.50	30.00	3.80%
5	Student Activity Fees	1,073.80	1,084.04	1,101.50	1,123.78	1,155.96	82.16	7.65%
6	**Total Full-time Fees**	6,524.00	6,784.00	7,020.00	7,232.00	7,668.00	1,144.00	17.54%
7	Percentage Increase	5.0%	4.0%	3.5%	3.0%	6.0%		
8								
9	**Part-time Credit Hour Fees**							
10	Undergraduate Tuition and Fees	$267.50	$280.50	$292.50	$302.00	$320.73	$53.23	19.90%
11	Undergraduate Fees	$58.50	$58.50	$58.50	$60.00	$62.27	$3.77	6.44%
12	**Total Part-time Cr Hr Fees**	$326.00	$339.00	$351.00	$362.00	$383.00	$57.00	17.48%
13								
14	**Other Student Fees**							
15	Academic Year Graduate Fees:							
16	Full-Time Tuition	$4,534.30	$4,784.06	$5,002.60	$5,162.32	$5,526.14	$991.84	21.87%
17	Full-Time Grad	$1,062.00	$1,098.00	$1,202.00	$1,298.00	$1,376.00	$314.00	29.57%
18	Full-Time Other Fees	$1,989.70	$1,999.94	$2,017.40	$2,069.68	$2,141.86	$152.16	7.65%
19	**Total**	**$7,586.00**	**$7,882.00**	**$8,222.00**	**$8,530.00**	**$9,044.00**	**$1,458.00**	**19.22%**
20	Part-Time Tuition	$304.00	$318.50	$331.50	$342.00	$363.73	$59.73	19.65%
21	Part-Time Grad	$59.00	$61.00	$67.00	$72.00	$76.00	$17.00	28.81%
22	Part-Time Other Fees	$58.50	$58.50	$58.50	$60.00	$62.27	$3.77	6.44%
23	**Total**	**$421.50**	**$438.00**	**$457.00**	**$474.00**	**$502.00**	**$80.50**	**19.10%**
24	Academic Year Outreach Programs:							
25	Full-Time Tuition (UG & GR)	$5,874.00	$6,134.00	$6,370.00	$6,552.00	$6,942.60	$1,068.60	18.19%
26	Full-Time Grad Fee	$1,062.00	$1,098.00	$1,202.00	$1,298.00	$1,376.00	$314.00	29.57%
27	Full-Time Other Fees (UG & GR)	$650.00	$650.00	$650.00	$680.00	$725.40	$75.40	11.60%
28	**Total Undergrad Full-Time**	**$6,524.00**	**$6,784.00**	**$7,020.00**	**$7,232.00**	**$7,668.00**	**$1,144.00**	**17.54%**
29	**Total Grad Full-Time**	**$7,586.00**	**$7,882.00**	**$8,222.00**	**$8,530.00**	**$9,044.00**	**$1,458.00**	**19.22%**
30	Part-Time Undergrad Tuition	$293.50	$306.50	$318.50	$328.00	$346.73	$53.23	18.14%
31	Part-Time Grad Tuition	$330.00	$344.50	$357.50	$368.00	$389.73	$59.73	18.10%
32	Part-Time Grad Fee	$59.00	$61.00	$67.00	$72.00	$76.00	$17.00	28.81%
33	Part-Time Other Fees (UG& GR)	$32.50	$32.50	$32.50	$34.00	$36.27	$3.77	11.60%
34	**Total Undergrad Part-Time**	**$326.00**	**$339.00**	**$351.00**	**$362.00**	**$383.00**	**$57.00**	**17.48%**
35	**Total Grad Part-Time**	**$421.50**	**$438.00**	**$457.00**	**$474.00**	**$502.00**	**$80.50**	**19.10%**
36	Summer Session							
37	On-Campus							
38	Part-Time Undergrad Tuition	$267.50	$280.50	$292.50	$302.00	$320.73	$53.23	19.90%
39	Part-Time Grad Tuition	$304.00	$318.50	$331.50	$342.00	$363.73	$59.73	19.65%
40	Part-Time Grad Fee	$59.00	$61.00	$67.00	$72.00	$76.00	$17.00	28.81%
41	Part-Time Other Fees (UG & GR)	$58.50	$58.50	$58.50	$60.00	$62.27	$3.77	6.44%
42	Outreach/Off-Campus							
43	Part-Time Undergrad Tuition	$293.50	$306.50	$318.50	$328.00	$346.73	$53.23	18.14%
44	Part-Time Grad Tuition	$330.00	$344.50	$357.50	$368.00	$389.73	$59.73	18.10%
45	Part-Time Grad Fee	$59.00	$61.00	$67.00	$72.00	$76.00	$17.00	28.81%
46	Part-Time Other Fees (UG & GR)	$32.50	$32.50	$32.50	$34.00	$36.27	$3.77	11.60%
47	Nonresident Tuition (See Notes A & B)							
48	Full-Time Tuition (UG & GR)	$13,076.00	$13,530.00	$14,004.00	$14,808.00	$16,144.00	$3,068.00	23.46%
49	Part-Time Tuition Undergrad	$654.00	$677.00	$700.00	$740.00	$808.00	$154.00	23.55%
50	Part-Time Tuition Grad	$726.00	$752.00	$778.00	$823.00	$897.00	$171.00	23.55%
51	Professional Fees:							
52	Law College FT	$8,188.00	$8,598.00	$9,008.00	$10,134.00	$10,884.00	$2,696.00	32.93%
53	Law College PT	$455.00	$478.00	$500.00	$563.00	$605.00	$150.00	32.97%
54	Law College PT Summer	$455.00	$478.00	$500.00	$563.00	$605.00	$150.00	32.97%
55	Art & Architecture FT UG & GR	$1,026.00	$1,068.00	$1,106.00	$1,246.00	$1,302.00	$276.00	26.90%
56	Art & Architecture PT Undergrad	$51.00	$53.00	$55.00	$62.00	$65.00	$14.00	27.45%
57	Art & Architecture PT Summer UG	$51.00	$53.00	$55.00	$62.00	$65.00	$14.00	27.45%
58	Art & Architecture PT Grad	$57.00	$59.00	$61.00	$69.00	$72.00	$15.00	26.32%
59	Art & Architecture PT Summer GR	$57.00	$59.00	$61.00	$69.00	$72.00	$15.00	26.32%
60	Self-Support Program Fees:							
61	Executive MBA (2 years)	$37,000.00	$37,000.00	$42,000.00	$42,000.00	$44,100.00	$7,100.00	19.19%
62	Professional Practices Doctorate (3 yrs)	$30,000.00	$30,000.00	$30,000.00	$30,000.00	$30,000.00	$0.00	0.00%
63	Masters of Science Athletic Trainng (1 yr)	$18,540.00	$20,394.00	$20,394.00	$22,434.00	$22,434.00	$3,894.00	21.00%
64	Doctorate Athletic Training (1 yr)	$16,480.00	$18,128.00	$18,128.00	$19,941.00	$19,941.00	$3,461.00	21.00%
65	MOSS Environmental Education	$5,986.00	$5,986.00	$7,238.00	$7,527.00	$7,828.00	$1,842.00	30.77%
66	Doctorate Higher Ed Leadesrhip (4 yrs)	N/A	N/A	$36,000.00	$36,000.00	$36,000.00	New	New
67	Other Fees:							
68	Overload Fee	$267.50	$280.50	$292.50	$302.00	$320.73	$53.23	19.90%
69	Western Undergrad Exchge	$3,262.00	$3,392.00	$3,510.00	$3,616.00	$3,834.00	$572.00	17.54%
70	In-service Fees/Cr Hr - UG	$100.00	$103.00	$106.00	$110.00	$115.00	$15.00	15.00%
71	In-service Fees/Cr Hr - UG Summer	$100.00	$103.00	$106.00	$110.00	$115.00	$15.00	15.00%
72	In-service Fees/Cr Hr - Grad	$121.00	$125.00	$132.00	$138.00	$145.00	$24.00	19.83%
73	In-service Fees/Cr Hr - Grad Summer	$121.00	$125.00	$132.00	$138.00	$145.00	$24.00	19.83%

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



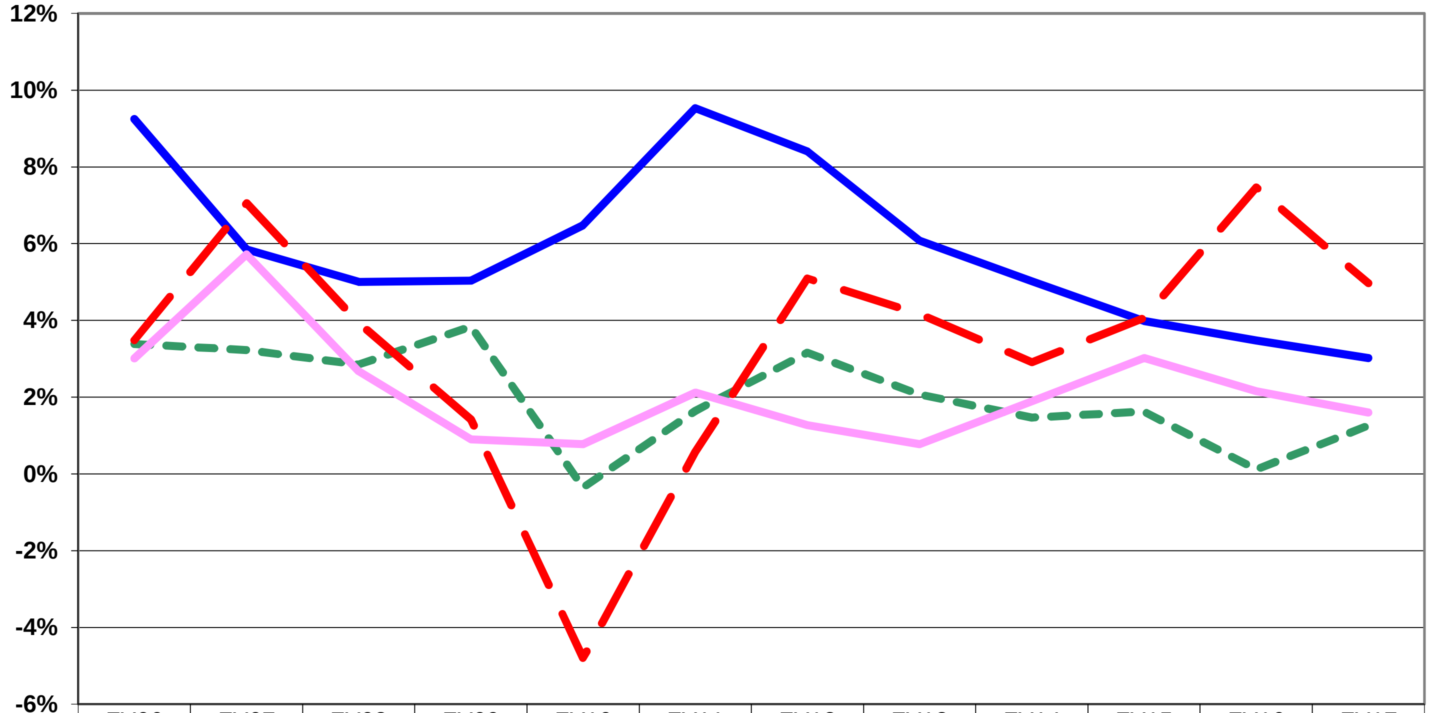
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
University of Idaho



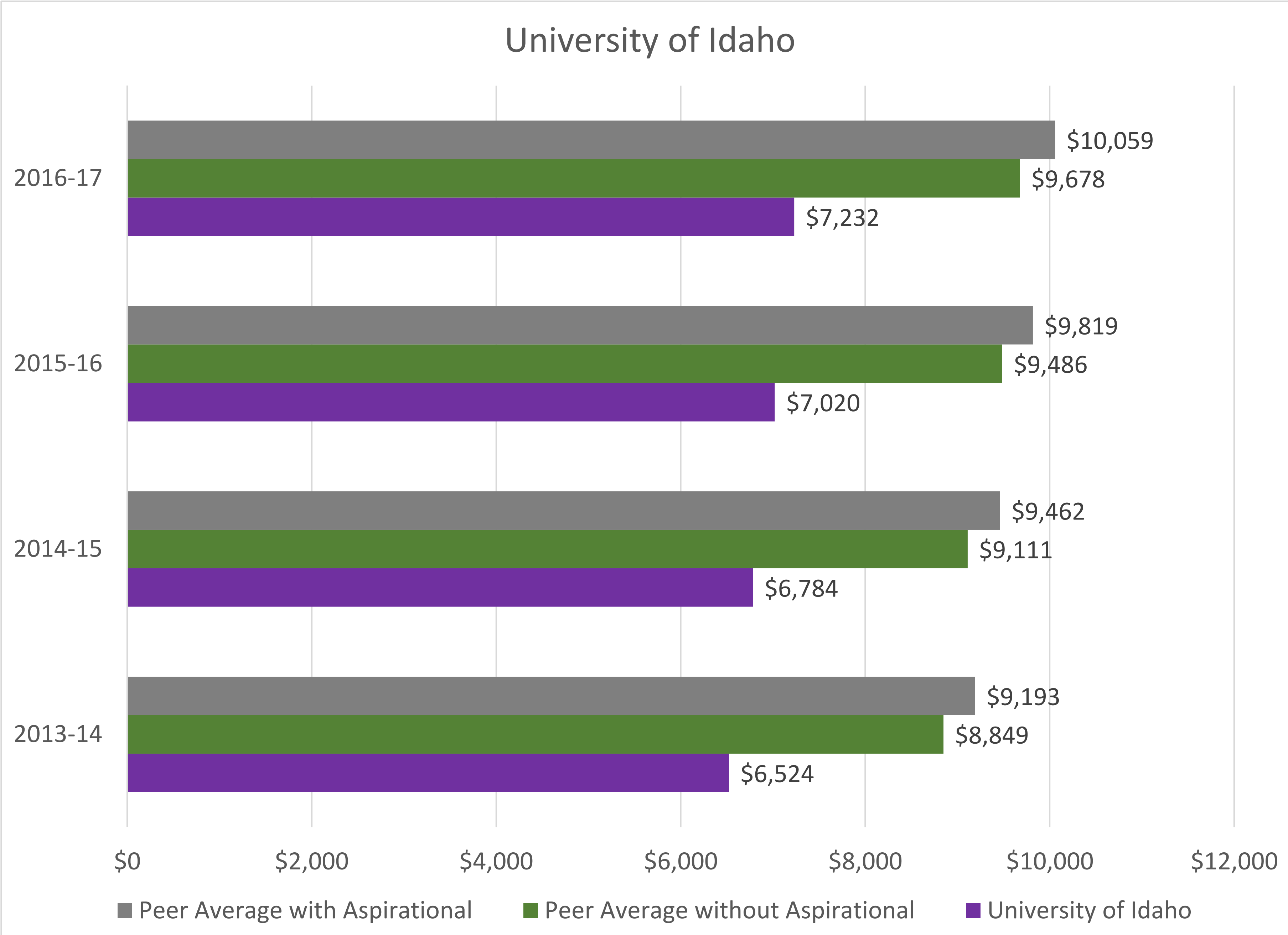
Fin Aid - Financial Aid Inst Sup - Institutional Support PP&E - Property, Plant & Equipment Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials Student Serv. - Student Services Acad. Sup. - Academic Support Inst - Instruction

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



	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Resident Fees	9.25%	5.85%	5.00%	5.03%	6.48%	9.53%	8.40%	6.08%	5.02%	3.99%	3.48%	3.02%
Consumer Price Index	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%
Idaho Per Capita Income	3.49%	7.06%	3.94%	1.42%	-4.79%	0.57%	5.10%	4.16%	2.91%	4.06%	7.47%	4.97%
Idaho Average Annual Wage	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.78%	1.89%	3.02%	2.15%	1.60%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2017


University of Idaho
2016-17
2015-16
2014-15
2013-14
$10,059
$9,678
$7,232
$9,819
$9,486
$7,020
$9,462
$9,111
$6,784
$9,193
$8,849
$6,524
$0
$2,000
$4,000
$6,000
$8,000
$10,000
$12,000
Peer Average with Aspirational
Peer Average without Aspirational
University of Idaho

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C OLLEGE O F L AW

UNIVERSITY OF IDAHO

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

Memorandum Date: February 2, 2017

To: John Wiencek, Provost & Executive Vice President
Brian Foisy, Vice President for Finance & Administration
Trina Mahoney, Director, Budget Office

From: Mark L. Adams, Dean, College of Law
Re: Law Student Dedicated Professional Fee Request for FY 2018

As described in this memorandum, the College of Law requests an increase in the Law School Dedicated Professional fee of $750 per year in the law student dedicated professional fee in Fiscal Year 2018. This dollar amount represents an increase of 7.4% over the current level of $10,134.00 per year to $10,884 per year.

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

The current FY 2018 requested increase will be used in the following areas: 1) investment in Academic Success and Bar Preparation support; 2) student scholarships; and 3) support for experiential education, including Moot Court, Mock Trial and other advocacy competitions and programs, Semester-In-Residence, and Jurist in Residence. These areas, in addition to directly impacting the quality of education for our students and positioning the College of Law to excel as an institution of legal education, are areas that have been identified by our accrediting body, the American Bar Association, as requiring additional planning and investment by law schools due to the passage of new standards.

These proposed uses for the fee increase are supported by the law student leadership. It is important to the students that the College of Law remain competitively priced while still taking reasonable steps to ensure that needed programming and other fiscal requirements are met. The 7.4% fee increase reflects this balancing of interests, though the College's overall funding needs are greater.

Conclusion:
The FY 2018 fee increase of 7.4%, or $750, is designed to address critical needs at the College of Law while remaining mindful of maintaining our College's cost-competitive edge in American legal education and to assist our students in controlling their educational debts.

Mark L. Adams
Dean, College of Law

Mahoney, Trina (tmahoney@uidaho.edu)

From: Dodge, Jeffrey A. (jdodge@uidaho.edu)
Sent: Tuesday, February 07, 2017 1:34 PM
To: Adams, Mark (marka@uidaho.edu); Nugen, Michael (mnugen@uidaho.edu)
Subject: Fwd: College of Law Professional Fee

I met with the SBA president yesterday regarding the professional fee increase. He supports our increase for next year.

Jeffrey A. Dodge
Associate Dean for Students & Administration and Associate Clinical Professor of Law
University of Idaho College of Law

Begin forwarded message:

> **From:** "Riadh, Safa (riad4889@vandals.uidaho.edu)" <riad4889@vandals.uidaho.edu>
> **Date:** February 7, 2017 at 12:37:36 PM PST
> **To:** "Dodge, Jeffrey A. (jdodge@uidaho.edu)" <jdodge@uidaho.edu>
> **Subject: College of Law Professional Fee**
>
> Good Afternoon Dean Dodge,
>
> After much thought following discussions I had with you, I feel that an increase to the College of Law's Dedicated Professional Fee of $750 is very reasonable and necessary. In my opinion, the uses for these additional funds will not only help the College of Law provide even better academic programing, but will also increase the experience of students, all while keeping a legal education here at U of I affordable.
>
> The SBA would also like to request that we be allowed to offer a helping hand when it comes to the implementation of these plans, primarily in the areas of academic success and experiential education.
>
> Sincerely,
> Safa Riadh
> SBA, *President*

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MEMORANDUM

TO:	JOHN WIENCEK, PROVOST & EXECUTIVE VICE PRESIDENT TRINA MAHONEY, DIRECTOR, BUDGET OFFICE
FROM:	SHAUNA CORRY, INTERIM DEAN, COLLEGE OF ART & ARCHITECTURE
SUBJECT:	COLLEGE OF ART & ARCHITECTURE FY 2018 PROFESSIONAL FEE REQUEST
DATE:	FEBRUARY 13, 2017

With this memo I am requesting the College of Art & Architecture Professional Fee increase by 4.5%. The current FT rate is $623.00 per student/semester with the undergrad PT rate being equal to 1/10 of FT and graduate rates being equal to 1/9 of FT.

The proposed calculation is: $623 x 4.5% = $651

The College of Art & Architecture Professional Fee helps support student organizations, field trips, technical shops and studios, computer studios, teaching assistantships and student services such as the presentation of Academic and Financial Aid petitions, career advice, dissemination of opportunities for internships, and both group and individual mentoring by College Advisory Council members.

Each degree program uses these funds to cover accreditation visits for all our accredited programs, association dues, professional development for faculty, to support temporary faculty, student positions, computer studio updates, technology cloud updates, studio facilities upgrades, and technology and IT costs for the entire college.

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

Sincerely,

Shauna Corry

Shauna Corry
Interim Dean, College of Art & Architecture

Date: February 24, 2017

To: Idaho State Board of Education (SBOE)

From: Student Congress of Art & Architecture (SCAA)
College of Art and Architecture
University of Idaho

We, the members of the Student Congress of Art & Architecture, acting as representatives of the student body of the CAA, are writing to acknowledge that we have been thoroughly informed of the continuing and pre-arranged 4.5% increase in our Student Professional Fees. These fees provide students with necessary resources and means to enhance their education. It is our understanding that the professional fee is being allocated more directly toward student services, and less toward administrative functions. This represents a positive step in the right direction for the College of Art and Architecture.

Sincerely,

BGreene

Byron Greene
President SCAA

University of Idaho
A LEGACY OF LEADING

College of Business and Economics
875 Perimeter Drive, MS 3161
Moscow ID 83844-3161
www.uidaho.edu/cbe

TO: John Wiencek, Provost and Executive Vice President

FROM: Marc Chopin, Dean, College of Business and Economics

DATE: February 23, 2017

SUBJECT: Executive MBA Program Fee Request

When the State Board of Education approved the Executive MBA program (Idaho EMBA) in 2007 the fee was $37,000. From 2007 to 2015 numerous program enhancements were incorporated to ensure a high-quality, nationally competitive learning experience. In 2015, the first fee increase of 13.5% or $5,000 was made to support the successful delivery of the program and take the first step toward moving the registration program fees closer to market. Our internal audit report did a cost comparison of other Western Executive MBA programs and recommended adjusting our fee upward. By proactively managing costs we are able to make a smaller, incremental fee increase while achieving our goal of delivering an attractive, competitive program in the region.

I am writing to request a fee increase of 5% or $2,100 for the Idaho EMBA program from the current cost of $42,000 to $44,100 for the new cohort of students entering in August 2017. This request will not affect any students currently enrolled in the program.

This request will enable us to continue our best practice of stakeholder-centered, high-value graduate education and defray increasing program delivery costs, including:

- retaining and recruiting qualified faculty to teach and staff to provide administrative support for students and sponsors
- recruiting qualified students and supportive sponsoring organizations
- delivering high-impact engagement experiences with statewide and regional business leaders through the Inside the C-Suite Executive Speaker Series
- meeting student and sponsor expectations for executive coaching, skills-based training, relevant course materials, and quality catering during the 10-hour class days

The Idaho EMBA enjoys a reputation for being high quality and it continues to be the only face-to-face Executive MBA program within 250 miles of Coeur d'Alene. The cohort-based, monthly schedule allows highly motivated business professionals to earn their MBA in 22 months while continuing to work full time. Our student's age, work experience, and management experience align with the most recent five-year trends as detailed by the Executive MBA Council's independent research report. The list of organizations that have sponsored their high potential employees in the Idaho EMBA program has increased 35% in the last two years.

The unique structure of Executive MBA programs, and the accompanying high expectations of both students and sponsoring organizations, require a higher price point to deliver. Maintenance and growth of the Idaho EMBA program requires investment. An overall fee of $44,100 better aligns with the cost of delivering and growing the program and is essential to remaining competitive with regional and national MBA and EMBA programs.

Please let me know if you have questions. Thank you for your consideration.

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University of Idaho
College of Natural Resources

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

15 February 2017

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

Dear Members of the Board,

In 2011, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful graduate residency program at the McCall Field Campus, home of the award winning McCall Outdoor Science School (MOSS). The program culminates in a graduate certificate in Environmental Education (Board approved 2005).

The purpose of this memo is to request a 4% increase in the self-support program fee for school year 2017-18 from the current rate of $7,527 per semester, to $7,828 per semester. Specifically, this requested increase:

1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2017.

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

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,

Kurt S. Pregitzer, Ph.D.
Dean & Thomas Reveley Professor

University of Idaho
College of Natural Resources

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

15 February 2017

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Sincerely,

Kurt S. Pregitzer

Kurt S. Pregitzer, Ph.D.
Dean & Thomas Reveley Professor

McCall Progam Fee Increase Request

Expenditures	FY18
A. Persnnel Costs	
1. Faculty	$ 154,580
2. Administrators	$ -
3. Adjunct Faculty	$ -
4. Graduate assistants	$ -
5. Research Personnel	$ -
6. Support personnel	$ 15,426
7. Fringe Benefits	$ 54,783
8. Other	$ -
Total Personnel	$ 224,789
B. Operating	
1. Travel	$ 20,000
2. Professional Services	$ 5,000
3. Other Services	$ -
4. Communications	$ -
5. Utilities	$ -
6. Materials/Supplies	$ 7,500
7. Rentals	$ -
8. Repairs & maint.	$ -
9. Materials for resale	$ -
10. Misc. (Room & Board & Facility fee)	$ 27,400
Total Operating	$ 59,900
C. Capital Outlay	
1. Library	$ -
2. Equipment	$ -
Total Capital Outlay	$ -
D. Facilities	$ -
E. Indirect Costs	$ 28,469
Grand Total Expenditures	$ 313,158
Revenues	FY18
A. Source of Funds	
1. Apprsurvived Funds - Reallocation-MCO	$ -
2. Appropriated Funds - New - MCO	$ -
3. Federal Funds	$ -
4. Other grants	$ -
5. Fees	$ -
6. Other: Program Fee	$ 313,158
Grand Total Revenues	$ 313,158

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BOISE STATE UNIVERSITY

FY 2018 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution ..... Page 81
- Provided by Board Staff:
  - Recommendations for Changes to Tuition & Fees (T&F) for FY 2018 Page 85
  - Potential T&F Revenue Changes for FY 2018 Page 86
  - 4-year History: Board Approved T&F plus FY 2018 Recommended T&F Page 87
  - Chart: Cost of Attending College vs. Per Capita Income Page 88
  - Chart: Cost to Deliver College Page 89
  - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Page 90
  - Chart: Institution Comparison to Peers Page 91

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Boise State University
Tuition & Fee Hearing Summary

The Fee Hearing Process

Boise State's Executive Budget Committee works closely with the Student Activity Fee Advisory Board (SAFAB) on the tuition and fee recommendations. This is a new structure designed to give the student body a more active voice in the annual proceedings. The Advisory Board consists of ASBSU officers, students and advisory staff.

In December, the SAFAB, led by the ASBSU President, heard presentations from every campus unit currently receiving a student activity fee. Units demonstrated how their current fee allocation directly impacted students and provided a justification for any proposed changes to the amount of their fee. Following the presentations, the SAFAB considered the relevance and need of each change requested, then provided its recommendations to the Executive Budget Committee.

In February, the Executive Budget Committee held open hearings that included presentations on the proposed changes and accepted public testimony. Following the hearing, the Executive Budget Committee considered the testimony along with the recommendations from the SAFAB and developed a final recommendation for the President.

Tuition/Fee Request Overview

Leading up to this Legislative session, Boise State worked with the Board with the objective of making progress toward an Outcomes Based Funding request. Since the Outcomes Based Funding project was set aside in favor of work by the Higher Education Task Force, the state allocation is much less than was anticipated. As you know, Boise State remains significantly lower than the other universities in base funding per student. While we are grateful for this year's state allocation, the overall impact of the allocation does little to alter our funding per student or to address the years of growth without funding for EWA.

We continue our efforts to remain affordable while delivering the outcomes our students and constituents expect. This includes weighing the overall cost to students against funding priorities that are essential to improving student success, graduation and retention rates, as well as meeting the economic and workforce needs of our region. Our tuition rate is consistently the lowest among Idaho's universities and colleges, and our combined tuition/fee rate is lower than the University of Idaho.

For full-time students enrolling in 12 or more credits, Boise State University recommends an annual rate of $7,440, or an additional $360 a year. This requested increase includes a $237.74 increase in tuition, an $11.40 increase in the student technology fee, a $79.40 increase in the facilities fee, and a $31.48 increase in student activity fees. Part-time rates are proposed at $310 per credit hour which is an increase of $13 per credit hour. Even with this increase, Boise State's part-time rates will remain the lowest of the three universities which is important for many of our part-time working students. A breakdown of the individual increases to full and part-time tuition, facilities fees, technology fees and activity fees are included in the attachment.

The Student Activity Fee Advisory Board considered carefully the proposed increases in activity fees and recommended a small increase to support counseling services, university health services, campus recreation, and student life. The students were specifically interested in the additional services that will come from these fees.

The bulk of the overall tuition/fee increase is structured to provide support for other critical areas of need, including:

- A 3 percent CEC to match the increase being received by other State employees. The State provides only enough funding to cover employees who are already funded with general fund appropriated dollars.
- The second year of a planned multi-year increase in the facilities fee to cover the anticipated funding needed to build the new Micron Center for Materials Research. This revenue will allow us to leverage funding received through private gifts and from the state of Idaho, and move forward with this project.
- Funding for non-discretionary costs such as benefit rate increases, faculty promotions, library inflationary increases, and increases in software and maintenance contracts.
- Funding for new initiatives, which may include increased support for the Foundational Studies Program, a series of core courses for all students studying at Boise State; funding to increase student capacity in our fast-growing GIMM and Design Ethnography programs; and support for the Applied Policy Institute in the School of Public Service, among other things.

Self-Support Programs and Online Fee Programs

All self-support programs are required to cover the 3 percent CEC and the increase in health benefits, as well as overhead rates charged by the University.

Master of Social Work: Twin Falls and North Idaho
Bachelor of Social Work: Twin Falls

The Master of Social Work program currently charges $380 per credit hour and is proposing an increase of $20 per credit hour. The Bachelor of Social Work program currently charges $275 per credit hour and is proposing an increase of $15 per credit hour. The additional revenue will be used to cover CEC, increased benefit costs, and other rising costs.

EdTech Programs

The EdTech Department requests increases to their graduate programs to cover rising personnel costs and to maintain program quality and support. The program seeks to increase the current $436.23 per credit hour fee for Master's programs and graduate certificates by $13.77 and to increase the current $547.40 per credit hour fee for the PhD program by $16.60.

Master of Athletic Leadership

The Master of Athletic Leadership program currently charges $340 per credit hour and is proposing an increase of $20. This increase is necessary to keep up with rising costs including CEC and benefit rate increases, as well as other inflationary increases.

B.A. Multi-disciplinary Studies and Bachelor of Applied Science

These online programs have established a target price for their program of the undergraduate part-time credit hour fee plus $30 per credit hour. The requested $13 increase matches the proposed $13 increase in the part-time credit hour fee. The purpose is to cover additional program costs, including CEC and benefit rate increases, as well as other inflationary costs.

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BOISE STATE UNIVERSITY

Changes to Student Fees for FY 2018

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

Student Fees:	Bd Appv	FY17 Fees	FY18 Initial Notice	Requested FY18 Fees	Requested Change	Requested % Chg.
Full-time Fees:						
Tuition	**	$4,872.26	$5,115.86	$5,110.00	$237.74	4.9%
Technology Fee	**	$230.60	$250.00	$242.00	11.40	4.9%
Facilities Fees	**	$1,206.60	$1,286.60	$1,286.00	79.40	6.6%
Student Activity Fees	**	$770.54	$841.54	$802.00	31.46	4.1%
Total Full-time Fees		$7,080.00	$7,494.00	$7,440.00	$360.00	5.1%
	**					
Part-time Credit Hour Fees:						
Education Fee	**	$199.52	$193.23	$210.01	$10.49	5.3%
Technology Fee	**	9.61	10.30	$10.08	0.47	4.9%
Facilities Fees	**	52.19	53.04	$53.58	1.39	2.7%
Student Activity Fees	**	35.68	46.83	$36.33	0.65	1.8%
Total Part-time Cr Hr Fees:		$297.00	$303.40	$310.00	$13.00	4.4%
Summer Fees: (eff. Summer 2016)						
Education Fee	**	$199.65	$207.84	$210.01	$10.36	5.2%
Technology Fee	**	9.61	10.30	$10.08	0.47	4.9%
Facilities Fees	**	52.19	51.73	$53.58	1.39	2.7%
Student Activity Fees	**	35.55	33.42	$36.33	0.78	2.2%
Total Summer Fees:		$297.00	$303.29	$310.00	$13.00	4.4%
Other Student Fees:						
Graduate Fees:						
Full-time Grad/Prof	**	$1,360.00	$1,360.00	$1,428.00	$68.00	5.0%
Part-time Graduate/Hour	**	$85.00	$85.00	$85.00	$0.00	0.0%
Nonresident Tuition:						
Nonres Tuition - full time	**	$14,450.00	$14,450.00	$15,316.00	$866.00	6.0%
Nonres Fees - part-time		$270.00	$270.00	$295.00	$25.00	9.3%
Professional Fee:						
Undergrad. Nursing - Con't Students	**	$850.00	$850.00	$850.00	$0.00	0.0%
Eng. p/ch U.D. (Civil,Elec,Mech,Mate	**	$35.00	$0.00	$35.00	$0.00	0.0%
Self-Support Program Fees:						
Bachelor Business / Accountancy: Twin Fall		$297.00	$297.00	$297.00	$0.00	0.0%
Executive MBA		$1,215.00	$1,215.00	$1,215.00	$0.00	0.0%
MBA Online		$750.00	$750.00	$750.00	$0.00	0.0%
Bachelor of Criminal Justice: Twin Falls		$275.00	$275.00	$275.00	$0.00	0.0%
Master of Social Work: Twin Falls & N.I.		$380.00	$380.00	$400.00	$20.00	5.3%
Bachelor of Social Work: Twin Falls		$275.00	$275.00	$290.00	$15.00	5.5%
Graduate Certificate in Conflict Mgmt.		$369.00	$369.00	$369.00	$0.00	0.0%
Doctor of Nurse Practice (DNP)		$750.00	$750.00	$750.00	$0.00	0.0%
Adult Gerontology Nurse Practitioner (AGNF		$750.00	$750.00	$750.00	$0.00	0.0%
B.S. in Nursing (RN to BSN)		$335.00	$335.00	$335.00	$0.00	0.0%
B.S. Respiratory Care (R.R.T. to B.S.)		$300.00	$300.00	$300.00	$0.00	0.0%
EdTech Masters and Grad Certificates		$436.23	$436.23	$450.00	$13.77	3.2%
EdTech PhD		$547.40	$547.40	$564.00	$16.60	3.0%
M.Ed., Specialist in Exec. Ed. Leadership		$420.00	$420.00	$420.00	$0.00	0.0%
Math Consulting Teacher Endorsement Cert		$225.00	$225.00	$225.00	$0.00	0.0%
M.A. in Education, Literacy		$375.00	$375.00	$375.00	$0.00	0.0%
M.A. in Education, Bilingual / ENL Eduction		$375.00	$375.00	$375.00	$0.00	0.0%
Master of Athletic Leadership		$340.00	$340.00	$360.00	$20.00	5.9%
Master of Bilingual Ed/ESL: Canyon Cty		$329.00	$329.00	$329.00	$0.00	0.0%
Online Program Fees						
BS Imaging Sciences		$395.00	$395.00	$395.00	$0.00	0.0%
Grad. Cert. in Healthcare Simulation		$600.00	$600.00	$600.00	$0.00	0.0%
Master of Social Work Online		$450.00	$450.00	$450.00	$0.00	0.0%
Org. Perf. & Workplace Learn		$450.00	$450.00	$450.00	$0.00	0.0%
Bachelor of Applied Science		$327.00	$327.00	$340.00	$13.00	4.0%
B.A., Multi-disciplinary Studies		$327.00	$327.00	$340.00	$13.00	4.0%
M.S. Accountancy		$450.00	$450.00	$450.00	$0.00	0.0%
Cert. in Design Ethnography		$497.00	$497.00	$497.00	$0.00	0.0%
Other Fees:						
Western Undergrad Exchange	**	$3,540.00	$3,540.00	$3,720.00	$180.00	5.1%
Overload fee		$200.00	$200.00	$210.00	$10.00	5.0%
In-service Fees/Cr Hr - Undergrad	**	$110.00	$115.00	$115.00	$5.00	4.5%
In-service Fees/Cr Hr - Grad	**	$138.00	$145.00	$145.00	$7.00	5.1%
New Student Orientation Fee	**	$175.00	$175.00	$175.00	$0.00	0.0%

BOISE STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 2018

Due to Enrollment and Fee Changes

		Projected HC/SCH Count		Potential Revenue Generated: Changes due to Count		Potential Revenue Generated: Fee Changes		Potential Revenue Generated: Total Rev Chge	
	Student Fees:	FY17	FY18	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
1	**Full-time Fees:**								
2	Tuition (Unrestricted)	11,370	11,640	$1,315,500		$2,767,300		$4,082,800	
3	Technology Fee	11,370	11,640		62,300		132,700		195,000
4	Facilities Fees	11,370	11,640		325,800		924,200		1,250,000
5	Student Activity Fees	11,370	11,640		208,000		366,200		574,200
6	**Total Full-time Fees**			1,315,500	596,100	2,767,300	1,423,100	4,082,800	2,019,200
7									
8	**Part-time Credit Hour Fees:**								
9	Education Fee	50,100	49,080	($203,500)		$514,700		$311,200	
10	Technology Fee	50,100	49,080		(9,800)		23,200		13,400
11	Facilities Fees	50,100	49,080		(53,200)		68,200		15,000
12	Student Activity Fees	50,100	49,080		(36,400)		31,900		(4,500)
13	**Total Part-time Cr Hr Fees:**			(203,500)	(99,400)	514,700	123,300	311,200	23,900
14									
15	**Summer Fees:**								
16	Education Fee	27,600	27,079	($104,000)		$280,400		$176,400	
17	Technology Fee	27,600	27,079		(5,000)		12,800		7,800
18	Facilities Fees	27,600	27,079		(27,200)		37,600		10,400
19	Student Activity Fees	27,600	27,079		(18,500)		21,100		2,600
20	**Total Summer Fees:**			(104,000)	(50,700)	280,400	71,500	176,400	20,800
21									
22	**Other Student Fees:**								
23	Graduate Fees:								
24	Full-time Grad/Prof	600	617	$23,100		$42,000		$65,100	
25	Part-time Graduate/Hour	6,811	6,846	3,000		-		3,000	
26	Nonresident Tuition:								
27	Nonres Tuition - full-time	1,250	1,032	(3,150,100)		893,700		(2,256,400)	
28	Nonres Fees - part-time	4,500	4,643	38,600		116,100		154,700	
29	Professional Fees:								
30	Undergrad. Nursing - Con't Students	330	288		(35,700)		-		(35,700)
31	Eng. p/ch U.D. (Civil,Elec,Mech,Mat	0	9,520		333,200		-		333,200
32	Self-Support Program Fees:								
33	Bachelor Business / Accountancy: T	973	993		5,900		-		5,900
34	Executive MBA	700	708		9,700		-		9,700
35	MBA Online	2,947	2,996		36,800		-		36,800
36	Bachelor of Criminal Justice: Twin F	320	540		60,500		-		60,500
37	Master of Social Work: Twin Falls &	2,384	1,533		(323,400)		30,700		(292,700)
38	Bachelor of Social Work: Twin Falls	291	905		168,900		13,600		182,500
39	Graduate Certificate in Conflict Mgm	292	292		-		-		-
40	Doctor of Nurse Practice (DNP)	381	381		-		-		-
41	Adult Gerontology Nurse Practitione	1,086	1,086		-		-		-
42	B.S. in Nursing (RN to BSN)	5,715	5,715		-		-		-
43	B.S. Respiratory Care (R.R.T. to B.S	2,667	3,249		174,600		-		174,600
44	EdTech Masters and Grad Certificat	4,728	4,164		(246,000)		57,300		(188,700)
45	EdTech PhD	762	747		(8,200)		12,400		4,200
46	M.Ed., Specialist in Exec. Ed. Leade	227	227		-		-		-
47	Math Consulting Teacher Endorsem	698	720		5,000		-		5,000
48	M.A. in Education, Literacy	466	466		-		-		-
49	M.A. in Education, Bilingual / ENL E	80	80		-		-		-
50	Master of Athletic Leadership	468	528		20,400		10,600		31,000
51	Master of Bilingual Ed/ESL: Canyon	282	212		(23,000)		-		(23,000)
52	Online Program Fees								
53	BS Imaging Sciences	0	1,400	553,000		-		553,000	
54	Grad. Cert. in Healthcare Simulatior	0	160	96,000		-		96,000	
55	Master of Social Work Online	0	4,009	1,804,100		-		1,804,100	
56	Org. Perf. & Workplace Learn	0	1,932	869,400		-		869,400	
57	Bachelor of Applied Science	0	1,312	429,000		17,100		446,100	
58	B.A., Multi-disciplinary Studies	0	1,756	574,200		22,800		597,000	
59	M.S. Accountancy	0	190	85,500				85,500	
60	Cert. in Design Ethnography	0	180	89,500				89,500	
61	Other Fees:								
62	Western Undergrad Exchge	920	1,222	1,069,100		220,000		1,289,100	
63	Overload Fee	3,300	3,670	74,000		36,700		110,700	
64	In-service Fees/Cr Hr - Undergrad			-				-	
65	In-service Fees/Cr Hr - Grad	919	920	200		6,400		6,600	
66	New Student Orientation Fee	2,880	4,200		231,000		-	-	
67	**Total Other Student Fees**			$2,558,600	178,700	$1,354,800	124,600	$3,913,400	303,300
68	**Total Additional Student Fee Revenue**			3,566,600	624,700	4,917,200	1,742,500	8,483,800	2,367,200
	Total Add'l Student Fee Revenue Excl. New Online Programs			*($934,100)*	*$624,700*	*$4,877,300*	*$1,742,500*	*$3,943,200*	*$2,367,200*

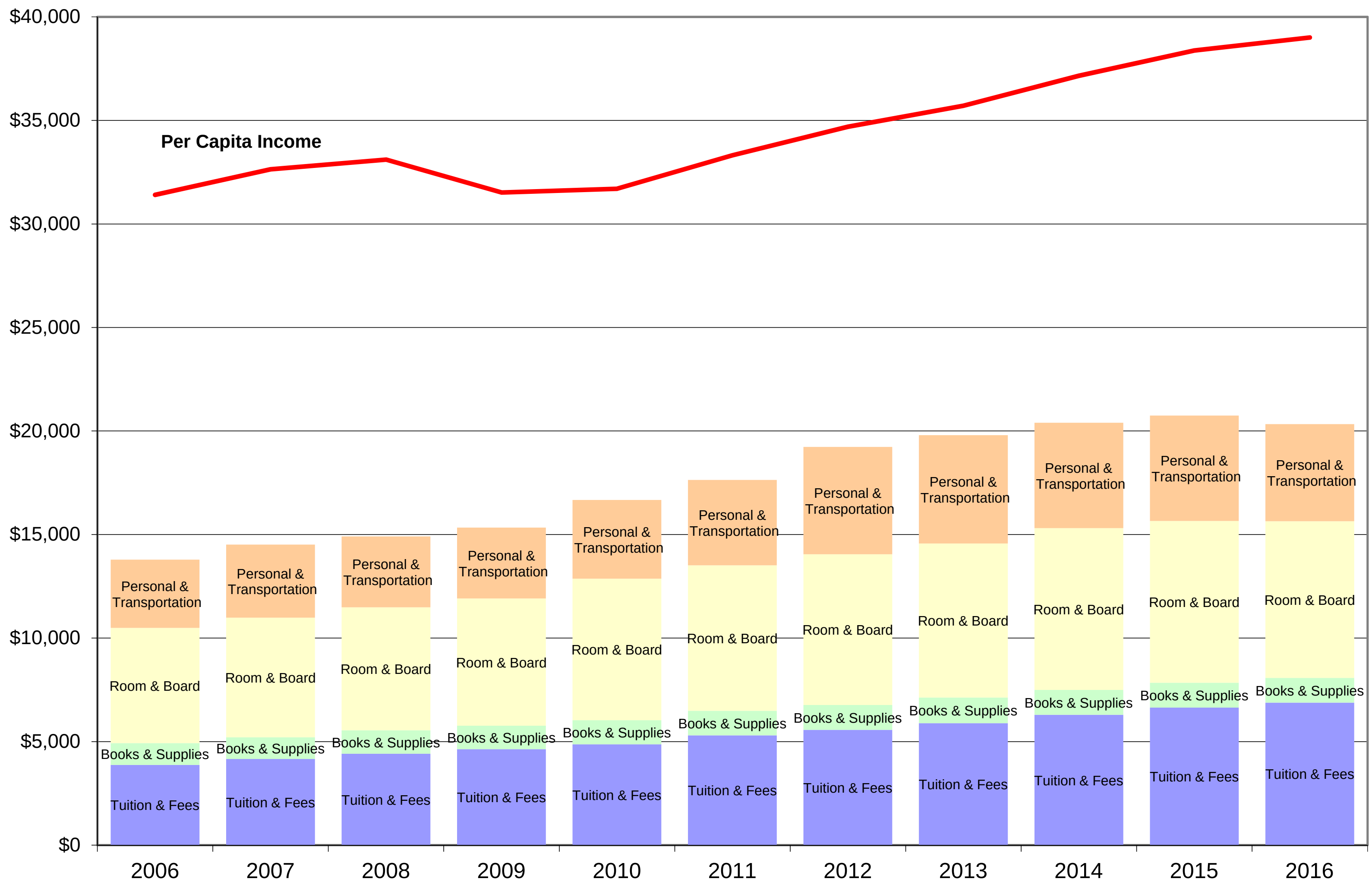
BOISE STATE UNIVERSITY

4-year History of Board Approved Fees plus FY18 Requested Fees

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

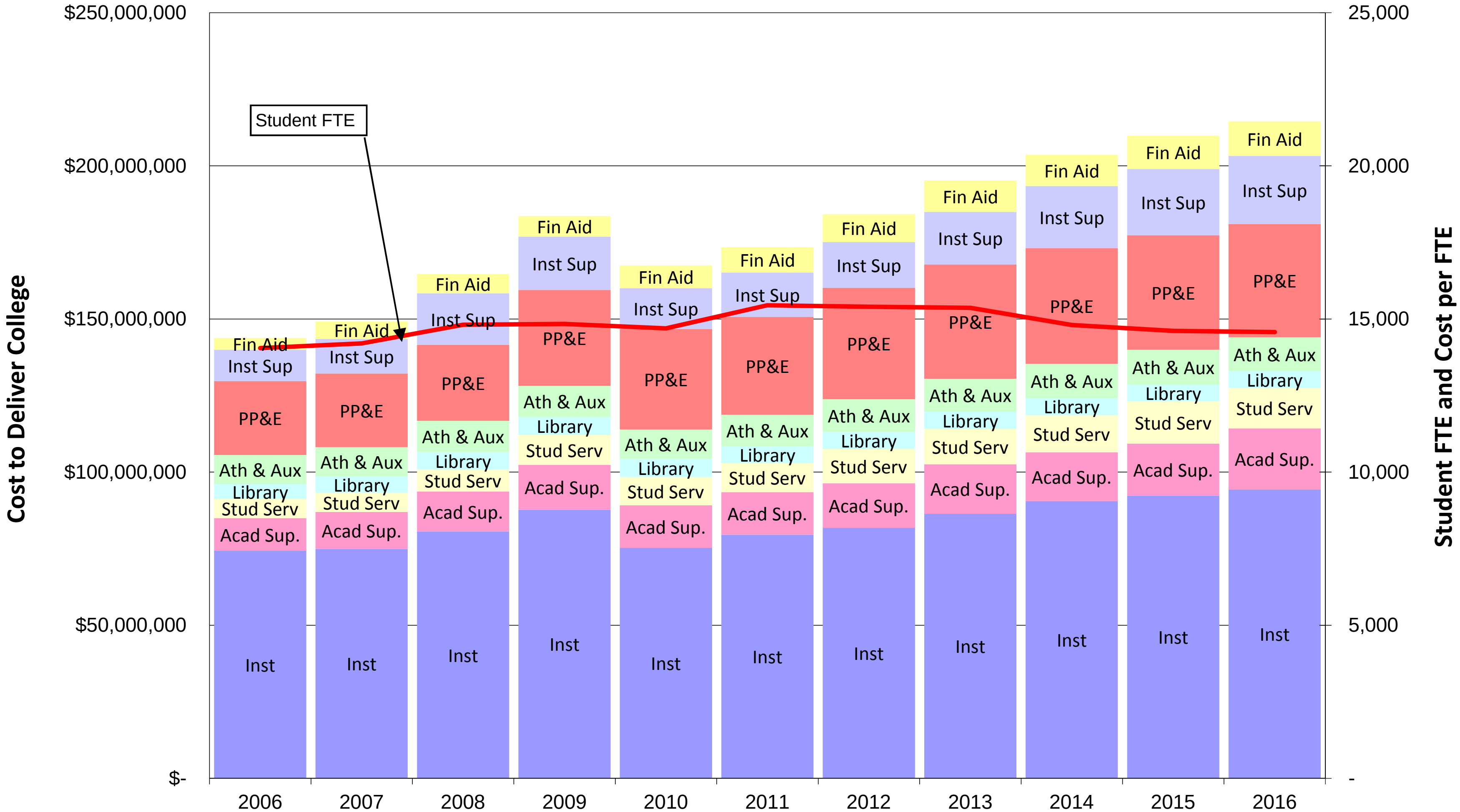
	Student Fees:	FY 2014	FY 2015	FY 2016	FY 2017	Request FY 2018	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$4,309.20	$4,620.50	$4,766.20	$4,872.26	$5,110.00	$800.80	18.6%
3	Technology Fee	185.50	198.50	217.68	230.60	242.00	56.50	30.5%
4	Facilities Fees	1,066.00	1,066.00	1,123.58	1,206.60	1,286.00	220.00	20.6%
5	Student Activity Fees	731.30	755.00	766.54	770.54	802.00	70.70	9.7%
6	**Total Full-time Fees**	$6,292.00	$6,640.00	$6,874.00	$7,080.00	$7,440.00	$1,148.00	18.2%
7	Percentage Increase	6.9%	5.5%	3.5%	3.0%	5.1%		
8								
9	**Part-time Credit Hour Fees**							
10	Education Fee	$166.25	$169.25	$176.83	$199.52	$210.01	$43.76	26.3%
11	Technology Fee	9.45	9.45	9.65	9.61	10.08	0.63	0.0%
12	Facilities Fees	49.60	49.60	49.60	52.19	53.58	3.98	0.0%
13	Student Activity Fees	34.70	35.70	36.92	35.68	36.33	1.63	4.7%
14	**Total Part-time Cr Hr Fees**	$260.00	$264.00	$273.00	$297.00	$310.00	$50.00	19.2%
15								
16	**Summer Fees**							
17	Education Fee	$170.60	$177.60	$186.83	$199.65	$210.01	$39.41	23.1%
18	Technology Fee	9.45	9.65	9.65	9.61	10.08	0.63	6.7%
19	Facilities Fees	49.70	48.40	48.40	52.19	53.58	3.88	7.8%
20	Student Activity Fees	22.25	24.35	24.12	35.55	36.33	14.08	63.3%
21	**Total Summer Fees**	$252.00	$260.00	$269.00	$297.00	$310.00	$58.00	23.0%
22								
23	**Other Student Fees**							
24	Graduate Fees:							
25	Full-time Grad/Prof	$1,140.00	$1,184.00	$1,290.00	$1,360.00	$1,428.00	$288.00	25.3%
26	Part-time Graduate/Hour	$64.00	$67.00	$85.00	$85.00	$85.00	$21.00	32.8%
27	Nonresident Tuition:							
28	Nonres Tuition - Full Time	$12,600.00	$12,852.00	$14,050.00	$14,450.00	$15,316.00	$2,716.00	21.6%
29	Nonres Tuition - Part Time	$112.00	$200.00	$250.00	$270.00	$295.00	$183.00	163.4%
30	Professional Fees:							
31	Undergrad. Nursing	$850.00	$850.00	$850.00	$850.00	$850.00	$0.00	0.0%
32	Engineering Prog. (pch upper division)	$35.00	$35.00	$35.00	$35.00	$35.00	$0.00	0.0%
33	Self-Support Program Fees:							
34	Bachelor Business / Accountancy: Twin Fal	$275.00	$286.00	$297.00	$297.00	$297.00	$22.00	8.0%
35	Executive MBA	$1,117.50	$1,215.00	$1,215.00	$1,215.00	$1,215.00	$97.50	8.7%
36	MBA Online	$750.00	$750.00	$750.00	$750.00	$750.00	$0.00	0.0%
37	Bachelor of Criminal Justice: Twin Falls	$265.00	$275.00	$275.00	$275.00	$275.00	$10.00	3.8%
38	Master of Social Work: Twin Falls & N.I.	$330.00	$380.00	$380.00	$380.00	$400.00	$70.00	21.2%
39	Bachelor of Social Work: Twin Falls	$265.00	$275.00	$275.00	$275.00	$290.00	$25.00	9.4%
40	Graduate Certificate in Conflict Mgmt.	$328.00	$328.00	$341.00	$369.00	$369.00	$41.00	12.5%
41	Doctor of Nurse Practice (DNP)	$600.00	$600.00	$600.00	$750.00	$750.00	$150.00	25.0%
42	Adult Gerontology Nurse Practitioner (AGN	$600.00	$600.00	$600.00	$750.00	$750.00	$150.00	25.0%
43	B.S. in Nursing (RN to BSN)	$335.00	$335.00	$335.00	$335.00	$335.00	$0.00	0.0%
44	B.S. Respiratory Care (R.R.T. to B.S.)	$300.00	$300.00	$300.00	$300.00	$300.00	$0.00	0.0%
45	EdTech Masters and Grad Certificates	$379.33	$379.33	$379.33	$436.23	$450.00	$70.67	18.6%
46	EdTech PhD	$476.00	$476.00	$476.00	$547.40	$564.00	$88.00	18.5%
47	M.Ed., Specialist in Exec. Ed. Leadership	NA	$420.00	$420.00	$420.00	$420.00	New	New
48	Math Consulting Teacher Endorsement Cer	NA	$225.00	$225.00	$225.00	$225.00	New	New
49	M.A. in Education, Literarcy	$375.00	$375.00	$375.00	$375.00	$375.00	$0.00	0.0%
50	M.A. in Education, Bilingual / ENL Eduction	$375.00	$375.00	$375.00	$375.00	$375.00	$0.00	0.0%
51	Master of Athletic Leadership	NA	$340.00	$340.00	$340.00	$360.00	New	New
52	Master of Bilingual Ed/ESL: Canyon Cty	$329.00	$329.00	$329.00	$329.00	$329.00	$0.00	0.0%
53	Online Program Fees							
54	Bachelor of Science in Imaging Science	NA	NA	$395.00	$395.00	$395.00	New	New
55	Grad. Certificate in Healthcare Simulation	NA	NA	$600.00	$600.00	$600.00	New	New
56	Master of Social Work Online	NA	NA	$450.00	$450.00	$450.00	New	New
57	Org. Perf. & Workplace Learn	NA	NA	NA	$450.00	$450.00	New	New
58	Bachelor of Applied Science	NA	NA	NA	$327.00	$340.00	New	New
59	B.A., Multi-disciplinary Studies	NA	NA	NA	$327.00	$340.00	New	New
60	M.S. Accountancy	NA	NA	NA	$450.00	$450.00	New	New
61	Cert. in Design Ethnography	NA	NA	NA	$497.00	$497.00	New	New
62	Other Fees:							
63	Western Undergrad Exchge	$3,146.00	$3,320.00	$3,438.00	$3,540.00	$3,720.00	$574.00	18.2%
64	Overload fee	$166.00	$170.00	$184.00	$200.00	$210.00	$44.00	26.5%
65	In-service Fees/Cr Hr - Undergrad	$100.00	$103.00	$106.00	$110.00	$115.00	$15.00	15.0%
66	In-service Fees/Cr Hr - Grad	$121.00	$125.00	$132.00	$138.00	$145.00	$24.00	19.8%
67	New Student Orientation Fee	$160.00	$175.00	$175.00	$175.00	$175.00	$15.00	9.4%

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



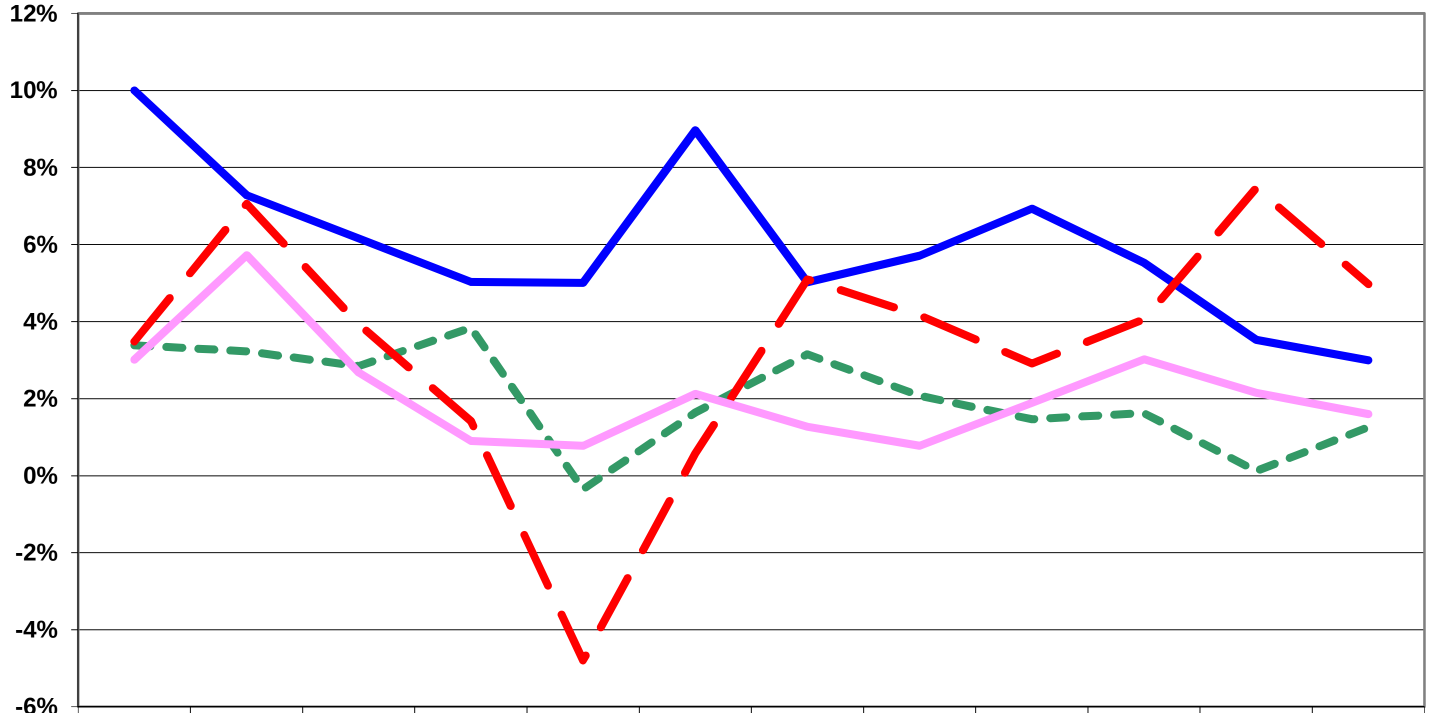
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Boise State University



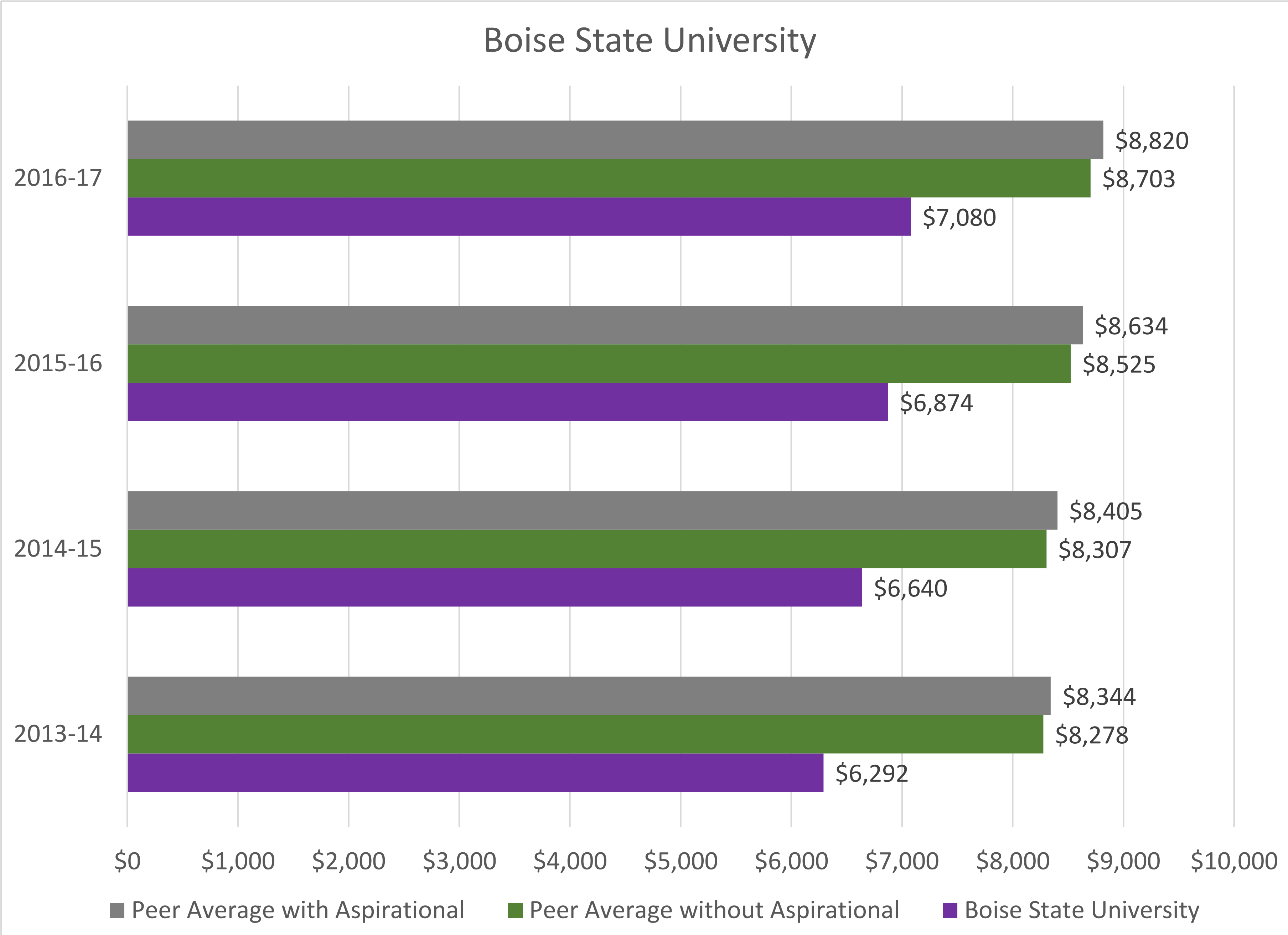
Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

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



	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Resident Fees	10.00%	7.28%	6.16%	5.03%	5.01%	8.96%	5.02%	5.71%	6.93%	5.53%	3.52%	3.00%
Consumer Price Index	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%
Idaho Per Capita Income	3.49%	7.06%	3.94%	1.42%	-4.79%	0.57%	5.10%	4.16%	2.91%	4.06%	7.47%	4.97%
Idaho Average Annual Wage	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.78%	1.89%	3.02%	2.15%	1.60%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2017


Boise State University
2016-17
2015-16
2014-15
2013-14
$8,820
$8,703
$7,080
$8,634
$8,525
$6,874
$8,405
$8,307
$6,640
$8,344
$8,278
$6,292
$0
$1,000
$2,000
$3,000
$4,000
$5,000
$6,000
$7,000
$8,000
$9,000
$10,000
Peer Average with Aspirational
Peer Average without Aspirational
Boise State University

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SUBJECT

Institution and Agency Strategic Plan Components

REFERENCE

April 2016	The Board reviewed the institution, agency, and special/health programs strategic plans.
June 2016	The Board approved the institution, agency, and special/health programs strategic plans.
December 2016	The Board approved the first reading of amendments to Board policy I.M. incorporating the definitions previously used and minimum plan requirements into Board policy.
February 2017	The Board approved the second reading of amendments to Board policy I.M. incorporating the definitions previously used and minimum plan requirements into Board policy.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. 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 if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic planes and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in sections 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

1. 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 educations 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.

2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

   i. Institutions (including Career Technical Education) 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.

   ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

   iii. Each objective must include at a minimum one performance measure with a benchmark.

3. Performance measures must be quantifiable indicators of progress.

4. 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.

5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

7. Institutions and agencies may include strategies at their discretion.

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format. Staff are working with the Planning, Policy and Governmental Affairs Committee to establish a template for the institutions to use. The template will be provided to the institutions for use when their final plans are submitted to the Board for consideration at the June 2017 Board meeting.

At the October 2011 Board meeting the Board requested the postsecondary institutions include six (6) system-wide performance measures that are measured consistently across all public postsecondary institutions. Board staff have worked closely with the Directors of Institutional Research (or equivalent positions) at the institutions to refine the original measures and assure consistent collection and reporting of the data. The system-wide performance measures are:

- **Graduation Rate:**
  This area is made up of two measures.
  a) Total degree production (split by undergraduate/graduate).
  b) Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
- **Retention Rate:**
  Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).
- **Cost of College**:
  The audited financial statements are used for determining these measures.
  a) Cost per credit hour – Financials divided by total weighted undergraduate credit hours.
  b) Efficiency – Certificates (of at least 1-year or more) and degree completions per $100,000 of financials.
- **Remediation** (Optional: may be reported under Cases Served rather than a Performance Measures):
  Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year identified as needing remedial education as determined by institutional placement benchmarks.
- **Dual Credit:**
  Total credit hours earned and the unduplicated headcount of participating students.

The "Remediation" performance measure is not a measure of the institutions performance, but that of the secondary schools the postsecondary students are coming from. It is included in the list of performance measures and may be reported by the institutions on the performance measure report under "Cases Served" or under "Performance Measure" with a benchmark.

In addition to these performance measures the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the "status quo."

All of the strategic plans are required to be in alignment with the Board's system-wide strategic plans, these include the Board's overarching K-20 education strategic plan (approved at the February Board meeting), the Science, Technology, Engineering and Math (STEM) Education Strategic Plan, the Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

IMPACT

Review will provide the Board with the opportunity to give the institutions and agencies direction on any final changes prior to consideration for approval at the June Board meeting.

ATTACHMENTS

Agencies

Attachment 01 –	State Department of Education/Public Schools	Page 6
Attachment 02 –	Idaho Public Television	Page 8
Attachment 03 –	Idaho Division of Vocational Rehabilitation	Page 16
Attachment 04 –	Idaho Division of Career Technical Education	Page 27

Institutions

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Attachment 06 –	Boise State University	Page 42
Attachment 07 –	Idaho State University	Page 57
Attachment 08 –	Lewis-Clark State College	Page 63
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Community Colleges

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Attachment 11 –	College of Western Idaho	Page 90
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STAFF COMMENTS AND RECOMMENDATIONS

The Board is responsible for approving all of the public education related strategic plans, this includes the approval of each of the required strategic plans for the special programs and health programs that are funded through the various education budgets. In total the Board considers and approves 23 updated strategic plans annually. Historically 22 plans (the 23rd bring the K-20 strategic plan approved in February) are provided to the Board in April and then again in June. Due to the volume of these plans it is at times difficult to focus on specific areas during the work session. To help facilitate the discussion during the work session this year the strategic plans will be provided in two parts. The required components identified in Board policy for the institutions and agencies only will be provided for discussion at the April Board meeting. At the June 2017 Board meeting all 22 plans will be provided to the Board for consideration and approval.

In addition to the regular annual review and updates of the strategic plans Idaho Public Television, the University of Idaho, and Eastern Idaho Technical College are requesting amendments to their mission statements. The University of Idaho's amendments are based on feedback from the Board during last year's planning cycle that the mission statements be more "active" and less "passive." Eastern Idaho Technical College (EITC) is requesting amendments to their mission statement that will remove the specific reference to "regional workforce need" and incorporates the college's Core Themes. Dependent on the results of the May election in eastern Idaho, EITC will need to submit a request for a substantive change to their accreditation body. The college is asking the Board to consider the amendments to their mission statement at this time so that, if approved, they may be included in any request that is sent to the Northwest Commission on Colleges and Universities for a change in their accreditation. Providing approval at this time would expedite the process.

BOARD ACTION

I move to approve the request by Eastern Idaho Technical College to amend their mission statement and core themes as provided in Attachment 5.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Idaho State Department of Education

Vision, Mission, Goals, Objectives, Performance Measures and Benchmarks
FY2018-FY2022

Vision Statement

Supporting Schools and Students to Achieve.

Mission Statement

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

Goal 1: All Idaho students persevere in life and are ready for college and careers.

Objective 1.1: Fully implement the Idaho Content Standards (TF 2)*
Performance Measure: 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).

Objective 1.2: Implement multiple pathways to graduation
Performance Measure: Percent of high school students enrolled and number of credits earned in Dual Credit and Advanced Placement (AP).
Benchmark: 30% of students per year and 180,000 credits per year.

Goal 2: All education stakeholders in Idaho are mutually responsible for accountability and student progress

Objective 2.1: Increase district autonomy and ability to innovate
Performance Measure: Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.
Benchmark: 60% on SAT and ACT.

Objective 2.2: *Establish a Mastery Education Network (TF 1)**
Performance Measure: High school cohort graduation rate.
Benchmark: 95%

Note: Benchmarks used are those set by the State Board of Education.

*denotes Governor's Task Force Recommendations by number.

IDAHO PUBLIC TELEVISION

STRATEGIC PLAN

FY 2018-2022

VISION STATEMENT (2016)

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

MISSION STATEMENT

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

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

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

SBoE Goal 1: A WELL-EDUCATED CITIZENRY
Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

IdahoPTV Objectives:

1) Maintain a digital statewide infrastructure in cooperation with public and private entities.
   - Performance Measures:
     - Number of DTV translators.
       - Benchmark: FY18 – 48
       - Benchmark: FY22 – 48
       (established by industry standard)
     - Number of cable companies carrying our multiple digital channels.
       - Benchmark: FY18 – 28
       - Benchmark: FY22 – 28
       (established by industry standard)
     - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
       - Benchmark: FY18 – 8
       - Benchmark: FY22 – 8
       (established by industry standard)
     - Percentage of Idaho's population within our signal coverage area.
       - Benchmark: FY18 – 98.4%
       - Benchmark: FY22 – 98.4%
       (established by industry standard)

2) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities and educational institutions.
       - Benchmark: FY18 – 30
       - Benchmark: FY22 – 35
       (established by agency research)

3) Operate an efficient statewide delivery/distribution system.
   - Performance Measure:
     - Total FTE in content delivery and distribution.
       - Benchmark: FY18 – less than 25
       - Benchmark: FY22 – less than 24
       (established by industry standard)

4) Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.
   - Performance Measures:
     - Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
       - Benchmark: FY18 – 98.5%
       - Benchmark: FY22 – 100%
       (established by industry standard)
     - Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
       - Benchmark: FY18 – 100%
       - Benchmark: FY22 – 100%
       (established by industry standard)

5) Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY18 – 1,650,000
       - Benchmark: FY22 – 1,850,000
       (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY18 – 400,000
       - Benchmark: FY22 – 450,000
       (established by agency research)
     - Number of alternative delivery platforms and applications on which our content is delivered.
       - Benchmark: FY18 – 11
       - Benchmark: FY22 – 13
       (established by agency research)

6) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
   - Performance Measure:

- Number of broadcast hours of educational programming.
  - Benchmark: FY18 – 36,760
  - Benchmark: FY22 – 37,760
    (established by agency research)

7) Contribute to a well-informed citizenry.
   - Performance Measure:
     - Number of broadcast hours of news, public affairs and documentaries.
       - Benchmark: FY18 – 13,000
       - Benchmark: FY22 – 13,500
         (established by agency research)

8) Provide relevant Idaho-specific information.
   - Performance Measure:
     - Number of broadcast hours of Idaho-specific educational and informational programming.
       - Benchmark: FY18 – 2,000
       - Benchmark: FY22 – 2,000
         (established by agency research)

9) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY18 – 45
       - Benchmark: FY22 – 55
         (established by industry standard)

10) Be a relevant, educational and informational resource to all citizens.
    - Performance Measure:
      - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
        - Benchmark: FY18 – 21.3%
        - Benchmark: FY22 – 21.3%
          (established by industry standard)

11) Operate an effective and efficient organization.
    - Performance Measure:
      - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
        - Benchmark: FY18 – Yes/Yes/Yes
        - Benchmark: FY22 – Yes/Yes/Yes
          (established by industry standard)

SBoE 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.

IdahoPTV Objectives:

1) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities and educational institutions.
       - Benchmark: FY18 – 30
       - Benchmark: FY22 – 35
         (established by agency research)

2) Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY18 – 1,650,000
       - Benchmark: FY22 – 1,850,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY18 – 400,000
       - Benchmark: FY22 – 450,000
         (established by agency research)

3) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
   - Performance Measure:
     - Number of broadcast hours of educational programming.
       - Benchmark: FY18 – 36,760
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   - Performance Measure:
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       - Benchmark: FY18 – 13,000
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         (established by agency research)

5) Provide relevant Idaho-specific information.
   - Performance Measure:
     - Number of broadcast hours of Idaho-specific educational and informational programming.
       - Benchmark: FY18 – 2,000
       - Benchmark: FY22 – 2,000
         (established by agency research)

6) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY18 – 45
       - Benchmark: FY22 – 55
         (established by agency research)

7) Be a relevant, educational and informational resource to all citizens.
   - Performance Measure:
     - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
       - Benchmark: FY18 – 21.3%
       - Benchmark: FY22 – 21.3%
         (established by industry standard)

8) Operate an effective and efficient organization.
   - Performance Measure:
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY18 – Yes/Yes/Yes
       - Benchmark: FY22 – Yes/Yes/Yes
         (established by industry standard)

SBoE GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Ensure educational resources are coordinated throughout the state and used effectively.

IdahoPTV Objectives:

1) Maintain a digital statewide infrastructure in cooperation with public and private entities.
   - Performance Measures:
     - Number of DTV translators.
       - Benchmark: FY18 – 48
       - Benchmark: FY22 – 48
         (established by industry standard)
     - Number of cable companies carrying our multiple digital channels.
       - Benchmark: FY18 – 28
       - Benchmark: FY22 – 28
         (established by industry standard)
     - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
       - Benchmark: FY18 – 8
       - Benchmark: FY22 – 8
         (established by industry standard)
     - Percentage of Idaho's population within our signal coverage area.
       - Benchmark: FY18 – 98.4%
       - Benchmark: FY22 – 98.4%
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2) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities and educational institutions.
       - Benchmark: FY18 – 30
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3) Operate an efficient statewide delivery/distribution system.
   - Performance Measure:
     - Total FTE in content delivery and distribution.
       - Benchmark: FY18 – less than 25
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         (established by industry standard)
4) Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY18 – 1,650,000
       - Benchmark: FY22 – 1,850,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY18 – 400,000
       - Benchmark: FY22 – 450,000
         (established by agency research)
     - Number of alternative delivery platforms and applications on which our content is delivered.
       - Benchmark: FY18 – 11
       - Benchmark: FY22 – 13
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   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
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6) Be a relevant, educational and informational resource to all citizens.
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         (established by industry standard)

7) Operate an effective and efficient organization.
   - Performance Measure:

- Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
  - Benchmark: FY18 – Yes/Yes/Yes
  - Benchmark: FY22 – Yes/Yes/Yes
    (established by industry standard)

VR
Strategic Plan

Idaho Division of Vocational Rehabilitation

2018 - 2022

Vocational Rehabilitation

Vocational Rehabilitation Program Vision Statement

Your success at work means our work is a success.

Vocational Rehabilitation Program Mission Statement

Preparing individuals with disabilities for employment and community enrichment.

Vocational Rehabilitation Program Goals

Goal #1 – Provide excellent vocational rehabilitation services to individuals with disabilities while they prepare to obtain, maintain, or regain competitive integrated employment.

1. ***Objective***: Provide appropriate and effective vocational rehabilitation services to eligible customers to include job supports and training to increase employment opportunities, job stability, and employment retention.

   Performance Measure 1.1.1: The number of customers who successfully achieve employment.

   Benchmark: Meet or exceed FFY 2017 performance.

   Baseline: 2,253 customers entered employment in FFY 2016.

   Performance Measure 1.1.2: Average hourly wage of customers who successfully obtain employment.

   Benchmark: Meet or exceed FFY 2017 average hourly wage.

   Baseline: Customers earned an average hourly wage of $12.12 in FFY 2016.

   How targets were established: The performance measures for objective one are federally mandated. Benchmarks were set to maintain or improve performance over the prior year.

2. ***Objective***: Deliver comprehensive transition services to transition age students and youth with disabilities to prepare them for employment.

   Performance Measure 1.2.1: The number applications for students and youth entering the IDVR program.

Benchmark: Meet or exceed FFY 2017 performance.

Baseline: 2,020 applications for students and youth were accepted in FFY 2016.

Performance Measure 1.2.2: The number of students and youth who achieve an employment outcome.

Benchmark: Meet or exceed FFY 2017 performance.

Baseline: 548 students and youth achieved employment in FFY 2016.
How targets were established: The performance measures for objective two are informed by the Division's State Rehabilitation Council (SRC), and the focus on students and youth is a major focus of WIOA. Benchmarks were set to maintain or improve performance over the prior year.

3. Objective: Increase customer engagement in the VR process.

Performance Measure 1.3.1: The number of first time approved Individualized Plans for Employment (IPE).

Benchmark: Meet or exceed FFY 2017 performance.

Baseline: 3,966 first time approved plans were developed in FFY 2016.

Performance Measure 1.3.2: The rehabilitation rate of individuals exiting the IDVR program.

Benchmark: Meet or exceed the federal performance standard of 55.8%.

Baseline: The rehabilitation rate was 57.83% in FFY 2016.

How targets were established: The performance measures for objective three are informed by the SRC, and the focus on plan volume is one way to gauge customer involvement. The second performance measure is a federally mandated standard and indicator of the Vocational Rehabilitation program. Benchmarks were set to maintain or improve performance over the prior year.

Goal #2 - Provide organizational excellence within the agency through increased customer satisfaction and federal and state compliance.

1. ***Objective***: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

   Performance Measure 2.1.1: Customer satisfaction rate.

   Benchmark: Maintain a customer satisfaction rate of at least 90% (agree and strongly agree).

   Baseline: Customer overall satisfaction rate for FFY 2016 was 89.06%.

   How targets were established: The performance measure for objective one is required by the SRC, and the focus is intended to gauge customer satisfaction with program services and identify areas for improvement. The baseline is an arbitrary percentage established by the SRC, but is typically utilized as a threshold for quality performance.

2. ***Objective***: Demonstrate compliance with state and federal regulations.

   Performance Measure 2.2.1: The number of federal and state audit findings.

   Benchmark: Zero findings for performance year.

   Baseline: One audit completed in FFY 2017:

   The Single Audit for SY 2015 (results presented in SY 2016) identified three findings.

   How targets were established: The performance measure for objective two is established by the SRC, and the focus is intended to inform the SRC of relevant findings emerging from audits or monitoring. The benchmark of zero reflects the perfection the Division seeks in adhering to state and federal regulations.

3. ***Objective***: IDVR will recruit, employ and retain the most qualified staff to deliver quality services to individuals with disabilities.

   Performance Measure 2.3.1: Comprehensive System of Personnel Development (CSPD) compliance.

   Benchmark: Maintain a CSPD rate of 85% or better.

   Baseline: The CSPD rate for FFY 2015 was 79%.

How targets were established: The performance measure for objective three is internally driven by IDVR and represents a commitment to the development of quality vocational rehabilitation counselors. The CSPD standard is no longer federally required, but is still encouraged, and meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.

Goal #3 - Develop strong relationships with businesses and employers to provide quality employment opportunities for individuals with disabilities.

1. ***Objective***: IDVR to be recognized as the disability expert in the workforce system to meet the needs of the business community.

Performance Measure 3.1.1: The number of different employers hiring IDVR customers.

Benchmark: Meet or exceed FFY 2017 performance.

Baseline: 1,740 different employers hired IDVR customers in FFY 2016.

How targets were established: The performance measures for objective one are informed by the SRC, and the focus on the volume of individual businesses that hire IDVR customers is one method of gauging business involvement. The benchmark was set to maintain or improve performance over the prior year.

Extended Employment Services

Mission

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

Vision

Provide meaningful employment opportunities to enable citizens of Idaho with the most severe disabilities to seek, train-for, and realize real work success.

Goal #1 – Provide employment opportunities for individuals who require long-term support services through the Extended Employment Services program.

1. ***Objective***: Maximize the use of State funds to serve individuals who require long-term vocational supports, using the principles of informed choice, for meaningful employment.

    Performance Measure 1.1.1: Number of individuals served.

    Benchmark: Meet or exceed SFY 2017 performance.

    Baseline: 647 customers were served in SFY 2016.

    Performance Measure 1.l.2: Number of individuals on the EES waitlist.

    Benchmark: Reduce the waitlist from SFY 2017 performance.

    Baseline: 292 individuals were on the waitlist at the end of SFY 2016.

    How targets were established: The two benchmarks for the EES program were new as of the 2017-2022 Strategic Plan. These measures were changed as they represent better indicators of performance for the EES program. The measures do not necessarily correlate; independent factors may positively or negatively impact each performance measure.

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

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

Mission

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

Vision

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

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

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

   Performance Measure 1.1.1: Track when information and resources are given to consumers.

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

   How targets were established: Historically, the Council has created over 20 brochures providing various information. As Idaho's deaf and hard of hearing population continues to grow, there will be a need for additional information. There is a need not only for the paper brochure, but also through electronic and social media. This benchmark was established because the Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.

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

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

   Performance Measure 2.1.1: Give presentations and trainings to various groups through education and social media.

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

   How targets were established: Historically, the Council has numerous requests throughout the year by various organizations to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

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

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

   Performance Measure 3.1.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare.)

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

   How targets were established: This is the only state agency that provides information about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.

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

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

   Performance Measure 4.1.1: Tract when information is provided.

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

How targets were established: The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

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

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

Performance Measure 5.1.1: The Council will administer assessments and facilitate meetings to determine the needs.

Benchmark: The Council will continue to monitor the recommendations of the Mental Health Task Force and Findings and Recommendations for Provision of Mental Health Services from the Idaho Council for the Deaf and Hard of Hearing Report 2014, as issued by the Division of Behavioral Health Analysis and Response to ensure compliance. The Council will also continue to work with Idaho Hospital systems to develop strategies and plans to strengthen the relationship with the deaf and hard of hearing community in the field of healthcare.

How targets were established: The Council has historically been the agency that has determined what the need for public services for deaf and hard of hearing individuals. This benchmark was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

Benchmark: The Council will support the Legislative process for the Licensure of Sign Language Interpreters. The Council also will participate in the medical advisory committees and meetings to further the goal.

How targets were established: The Council has historically been the agency where interpreters can get information about current issues. The Council has established a printed list of Sign Language Interpreters and also on the Council’s website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

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

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

Performance Measure 6.1.1: Materials that are distributed about public policies.

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

How targets were established: Historically the Executive Director has facilitated these meetings. The benchmark was established to continue this objective. This benchmark was established to adhere to Idaho statute 67, chapter 73.

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

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

Performance Measure 7.1.1: Track how many complaints are received regarding the ADA.

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

How targets were established: Historically, the Council partners with the Northwest ADA Center to provide information about the ADA. The benchmark was established to continue that partnership. This benchmark was established to adhere to Idaho statute 67, chapter 73.

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

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

    Performance Measure 8.1.1: Reports will be accurate and detailed.

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

    How targets were established: As the only state agency that provides the information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.

IDAHO

Career & Technical Education

Strategic Plan

2018-2022

Mission

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

Vision

The vision of Idaho Career & Technical Education is to be:

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

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

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

   (a) **Performance Measure**: Secondary and postsecondary student pass rate for Technical Skill Assessment (TSA).
   FY 2017 Benchmarks:[1]
   Secondary: 75.8 (Baseline FY15 – 71.7)
   FY 2016 Actual: 72.4

   Postsecondary: 92.8 (Baseline FY15 – 92.6)
   FY 2016 Actual: 93.1

   (b) **Performance Measure**: Positive placement rate of secondary concentrators and postsecondary program completers.
   FY 2017 Benchmarks:[2]
   Secondary: 94.2 (Baseline FY15 – 94.1)
   FY 2016 Actual: 93.9

   Postsecondary: 95.6 (Baseline FY15 – 84.7)
   FY 2016 Actual: 95.2

[1] Federally negotiated benchmark. FY18 targets are negotiated and approved after Strategic Plan deadline.
[2] Federally negotiated benchmark. FY18 targets are negotiated and approved after Strategic Plan deadline.

(c) **Performance Measure**: The percent of secondary CTE concentrators who transition to postsecondary education.

FY 2020 Benchmark[3]: 70 (Baseline FY15 – 64)

FY 2016 Actual: 63

(d) **Performance Measure:** Placement rate of postsecondary program completers in jobs related to their training.

FY 2020 Benchmark[4]**:** 65 (Baseline FY15 – 68)

FY 2016 Actual: 58

(e) **Performance Measure:** The percentage of postsecondary students (excluding Boise State University and University of Idaho) who are enrolled in CTE programs at the six technical colleges.

Annual Benchmark: Investigate causes for decline and identify strategies for growth[5]

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

(a) **Performance Measure:** Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.

FY 2018 Benchmark: 23 programs are aligned (Baseline FY16 – 0 programs aligned)[6]

FY 2017 Actual: 9 programs aligned

(b) **Performance Measure:** The percent of secondary CTE concentrators who transition to postsecondary CTE programs.

FY 2018 Benchmark: Identify baseline data[7]

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[3] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.
[4] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.
[5] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the relevant talent pipeline. Please see Appendix A for actual data.
[6] Based on current rate of program alignment.
[7] Based on program alignment efforts: measuring the go-on rate of students in a CTE capstone course for the identified nine aligned programs who continue CTE at the postsecondary level.

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

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

   (a) **Performance Measure:** Implementation of competency-based SkillStack® microcertifications.
   FY 2018 Benchmark: 23 programs of study will be active in SkillStack®[8]
   FY 2020 Benchmark: The remaining programs of study, for which standards are available, will be active in SkillStack®[9]
   FY 2017 Actual: 9 programs

   (b) **Performance Measure:** Number of program standards and outcomes that align with industry standards.
   FY 2020 Benchmark: 100% of programs align to industry standards[10]
   FY 2017 Actual: 37 programs

   (c) **Performance Measure:** Percent of students who enter an occupation related to their workforce training (non-credit bearing training).
   FY 2018 Benchmark: Workforce Training Centers begin reporting data to SLDS for training programs on the state Eligible Training Provider list[11]

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

   (a) **Performance Measure:** The percent of ABE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).
   FY 2020 Benchmark: 47% of reportable ABE students will demonstrate a level gain[12]

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[8] Based on current rate of SkillStack® development.
[9] ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.
[10] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.
[11] Federally negotiated benchmark.
[12] Federally negotiated benchmark.

FY 2016 Actual: 33%

(b) **Performance Measure:** The percent of low-skilled adults provided with a viable alternative “entry point” for the workforce and Career Pathway system, who have a positive student placement after program exit.

FY 2019 Benchmarks: Identify baseline data for the Workforce Innovation and Opportunity Act (WIOA) performance targets in FY 2019[13]

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

(a) **Performance Measure**: Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.

Annual Benchmark: Maintain a 90% positive outcome rate or greater[14]
FY 2016 Actual: 89%

(b) **Performance Measure**: Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.

Annual Benchmark: Maintain 5,000 contact hours of institutional and community event/workshops[15]

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

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

(a) **Performance Measure**: The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.

FY 2018 Benchmark: Improve operational satisfaction levels in key areas identified by secondary and postsecondary respondents (Baseline survey results provided in April 2016 survey)[16]

[13] Federally negotiated benchmark.
[14] Based on goal of continuing current outcome rates.
[15] Based on current average number of contact hours statewide.
[16] Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. Please see Appendix B for actual data.

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

    (a) **Performance Measure:** Full implementation of Career & Technical Education Management System (C-TEMS).

    FY 2018 Benchmark: Begin analyzing data quality within new system[17]

    FY 2017 Actual: Launched C-TEMS

    (b) **Performance Measure:** Incorporation of CTE Postsecondary teacher certifications into the Secondary database system to increase automation, accuracy, and standardization.

    FY 2018 Benchmark: Transfer all archived postsecondary certifications and documents to the secondary SDE database[18]

    FY 2017 Actual: All postsecondary certifications awarded after 2012 have been loaded into SDE database.

    (c) **Performance Measure:** Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.

    FY 2018 Benchmark: 100% of programs

    FY 2017 Actual: Test data collected for each data element

8. CTE Objective: Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

    (a) **Performance Measure**: A secondary program assessment model that clearly identifies the elements of a quality program.

    FY 2017 Benchmark: Develop a plan for secondary quality program assessment[19]

    FY 2018 Benchmark: Identify strategies to increase funding for high quality secondary CTE programs[20]

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[17] Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

[18] Based on goal to improve automation, accuracy and standardization over next three fiscal years. The number of data elements included in each desk audit will increase annually as more standardized, statewide data becomes available.

[19] Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

[20] Based on ICTE goal to improve program quality and 2018 legislative request for incentive funding.

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

   (a) Performance Measure: Number of qualified teachers in every program

   FY 2020 Benchmark: 100% of all employed teachers in secondary/postsecondary CTE programs meet the appropriate endorsement standards[21]

   FY2017 Actual: 17 teachers held alternative authorizations

[21] Based on state and ICTE requirements.

University of Idaho
Strategic Plan and Process

2018 - 2025

Base 10-year plan developed in AY 2015-2016 and approved by the SBOE June 2016

Reviewed and updated March 2017 for 2018 - 2025

Our Mission

The University of Idaho ~~will~~ shapes the future through innovative thinking, community engagement and transformative education.
The University of Idaho is the state's land-grant research university. From this distinctive origin and identity, ~~comes our commitment to~~we will enhance the scientific, economic, social, legal and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, ~~our outreach activities serve~~we will ensure that our outreach activities the state and strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings ~~seek to~~will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include~~s~~ undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs ~~continually~~ will strive for excellence and ~~are~~ will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.

Our Vision

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.
Exceptional research universities such as the University of Idaho prepare their students not just with today's knowledge but also with the ability to discover new knowledge, solve novel problems, lead and construct the future. We educate students at the undergraduate, graduate, and professional levels to meet the needs of Idaho and the world. We improve lives by creating knowledge and impact through our research, scholarship and creative activity.

As Idaho's land-grant university, UI will maintain its current leadership in research and engagement with Idaho communities. Putting new knowledge into action requires persistent growth in creating and executing ideas that matter. We will continue to provide leading graduate and professional education including enhanced production of doctoral, masters and professional degrees. The University of Idaho will become a Carnegie R1 (Highest Research Activity) institution known for excellence in our areas of strength and recognized for interdisciplinary research.

UI will serve any qualified student by providing access to the unique educational experience that a research university affords. The university will enroll a mix of resident and non-resident (including international) students at the graduate and undergraduate levels. Our resident students will represent a cross-section of Idaho in ethnic, socioeconomic and demographic terms. Education at UI is not simply the transmission of knowledge, but is also the preparation for students to become problem solvers and lifelong learners. This is why we augment discipline-specific learning with a strong foundation in the liberal arts.

The university will excel in student success as measured by the transformative educational experience and the achievement of student learning outcomes; and by readily quantifiable measures such as high retention and graduation rates, employment/career outcomes for students, other measures of student engagement and learning to include the National Survey of Student Engagement (NSSE) and internal measures. The university will engage and lead across the state in an effort to help Idaho achieve its goal of 60 percent postsecondary education attainment. To achieve this goal, UI undergraduate enrollment and graduates will increase 50 percent over current levels. The university will be a purpose-driven organization, a vibrant intellectual community that attracts, retains and develops great faculty and staff. We will achieve this outcome by using our existing resources effectively, generating additional resources and improving our physical and professional environment.

Innovate

Scholarly and creative work with impact

Goal 1: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.[22]

Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Indicators: Increases in research expenditures and scholarly/creative works derived from collaborative partnerships. (Performance Measure 1.3)

Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Indicators: Increased number of terminal degrees and non-faculty scholars (e.g. post-doctoral researchers), increased number of undergraduate and graduate students supported on extramural funds, and increased percentage of undergraduates participating in research. (Performance Measures 1.1, 1.2, 1.5 and 1.6)

Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

P: Increase in above measures as well as invention disclosures. (Performance Measures 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6)

[22] Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (http://carnegieclassifications.iu.edu/).

First Waypoint Metrics 2016/17-2018/19

The leading indicator for this goal is the number of conferred "highest degrees in field" or terminal degrees. Research expenditures are typically highly correlated to advanced degrees conferred as well as other important factors (e.g. postdoctoral researchers), since funding and other factors are required to support advanced graduate student work. Our mission is knowledge production and dissemination. We choose terminal degrees as a proxy for the various measures of scholarly excellence. This measure also allows for the inclusion of applied research generated through master's degrees and creative activity generated through MFA and professional degrees. These projections are predicated on enrollment increases which bring about a faculty expansion from the current 450 tenure track faculty to nominally 650 tenure track faculty by 2025. The lead indicator and other measures are:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
1.1 Terminal degrees in given field (PhD, MFA, etc.)	275	285	300[23]	325	380	425
1.2 Number of Postdocs, and Non-faculty Research Staff with Doctorates	66	70	7523	80	100	120
1.3 Research Expenditures ($ million)	95	100	10523	115	135	160
1.4 Invention Disclosures	17	20	2523	30	40	50
1.5 Number of undergraduate and graduate students paid from sponsored projects (System wide metric)	575(UG) & 574 (GR) 1149 Total	598 (UG) & 597(GR) 1195 Total	610 (UG) & 609 (GR) 1237 Total23	622 (UG) & 621 (GR) 1268 Total	660 UG) & 659 (GR) 1320 Total	687 (UG) & 686 (GR) 1373 Total
1.6 % of students involved in undergraduate research (System wide metric)	66%	68%	69%23	71%	74%	75%

Engage

Outreach that inspires innovation and culture

<u>Goal 2</u>: Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.
Indicators: Number of University of Idaho Extension direct contacts with communities. (Performance Measure 2.1)
Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.

[23] This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement as reflected by the percentage of faculty collaboration with communities (reported in HERI survey) as well as total economic impact assessment (EMSI). (Performance Measures 2.3 and 2.6)

Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

Indicators: National Survey on Student Engagement (NSSE) service learning metric, alumni participation rate, and dual credit engagement. (Performance Measures 2.1, 2.2, 2.3, 2.4, 2.5 and 2.7)

First Waypoint Metrics 2016/17-2018/19

The State Board of Education and Governor of Idaho's Go-On Initiative outlines the first societal issue we will address and serve as the leading indicator for this goal. In parallel, we will seek input on other critical issues facing society both in Idaho and globally. The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
2.1 Go-On Impact[24]	In process					+50%
2.2 Number of Direct UI Extension Contacts	338,261	348,000	359,000[25]	370,000	375,000	380,000
2.3 % Faculty Collaboration with Communities (HERI)	57%	61%	63%[25]	65%	68%	70%
2.4 NSSE Mean Service Learning, Field Placement or Study Abroad	52%	56%	58%[25]	60%	66%	72%
2.5 Alumni Participation Rate[26]	9%	9%	10%[25]	11%	13%	15%
2.6 Economic Impact ($ Billion)	1.1	1.1	1.225	1.3	1.7	2.0
2.7 Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount	 6,002 1,178	 6,500 1,200	 6,700[25] 1,250[25]	 6,700 1,250	 6,700 1,250	 6,700 1,250

[24] Measured via survey of newly enrolled students, we will seek to estimate the number of new students that were not anticipating attending college a year earlier.
[25] Internally set standard to assure program quality.
[26] Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

Transform

Educational experiences that improve lives

<u>Goal 3</u>: Increase our educational impact.

Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Indicators: Total number of enrolled students and conferred degrees (both undergraduate and graduate). (Performance Measure 3.1)

Objective B: Foster educational excellence via curricular innovation and evolution.

Indicators: Increased retention, numbers of graduates, NSSE High Impact Practices score and reductions in remediation via curricular innovation. (Performance Measures 3.3, 3.4, 3.5, 3.6 and 3.7)

Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.

Indicators: Measures educational parity and retention rates (for new and for transfer students). (Performance Measure 3.2, 3.3 and 3.4)

First Waypoint Metrics 2016/17-2018/19

To accomplish this goal, we must grow enrollment and improve retention and persistence so we attain an increased number of graduates. We will focus on enrollment growth in the first waypoint, shifting our focus to increasing the number of graduates as the primary measure by the time we reach the final waypoint. College education is greatly enhanced when graduates have sufficient exposure to enriching experiences in college such as the NSSE high impact practices (experiences that promote contextual learning outside the classroom – see appendix). The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
3.1 Enrollment	11,372	12,000	12,50023	13,000	15,000	17,000
3.2 Equity Metric: First term GPA & Credits (% equivalent)	75%	80.0%	85%25	90%	95%	100%
3.3 Retention – New Students (System wide metric)	80.1%	82%	83% [27]	84%	87%	90%
3.4 Retention – Transfer Students (System wide metric)	77%	77%	78%25	79%	82%	85%
3.5 Graduates (All Degrees: IPEDS)[28]	2,861	2,900	2,95023	3,000	3,500	4,000
a) Undergraduate Degree (PMR)	1,767	1,800	1,80023	1,850	2,200	2,500
b) Graduate / Prof Degree (PMR)	741/123	700/130	750/130 25	800/150	850/170	1000/200

[27] Based on a review of our SBOE peer institutions.

[28] The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

c) % of enrolled UG that graduate (System wide metric) d) % of enrolled Grad students that graduate (System wide metric)	20% 29%	20% 29%	20%25 30%25	20% 31%	20% 33%	20% 35%
3.6 NSSE High Impact Practices	67%	70%	70%25	75%	80%	85%
3.7 Remediation (System wide metric) a) Number b) % of first time freshman	 150 14%	 153 14%	 15825 14%25	 142 12%	 124 10%	 103 8%

Cultivate

A valued and diverse community

<u>Goal 4</u>: Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Indicators: Increased multicultural student enrollment, international student enrollment, percent of multicultural faculty and staff. (Performance Measures 4.2, 4.3 and 4.5)

Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Indicators: Improved job satisfaction scores and reduced staff turnover rate. (Performance Measures 4.1 and 4.4)

Objective C: Improve efficiency, transparency and communication.

Indicators: Invest resources wisely to enhance end user experiences (e.g. more customer service oriented) and maintain affordability for students (cost per credit hour and SBOE efficiency measure). (Performance Measures 4.7)

First Waypoint Metrics 2016/17-2018/19

The University of Idaho is a purpose-driven organization. Our people invest their hearts and souls into providing a nurturing environment for all. We seek adjustments in culture, compensation and behavior consistent with our high aspirations. The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
4.1 Chronicle Survey Score: Job Satisfaction	Survey Avg in the 3rd Group (of 5)	Survey Avg in the 3rd Group (of 5)	Survey Avg in the 3rd Group (of 5) [29]	Survey Avg in 4th Group (of 5)	Survey Avg in 4th Group (of 5)	Survey Avg in 4th Group (of 5)
4.2 Multicultural Student Enrollment (heads)	2,605	2,922	3,130[30]	3,305	4,000	4,300
4.3 International Student Enrollment (heads)	766	800	95025	1,100	1,500	2,000
4.4 Full-time Staff Turnover Rate	17.6%	17%	16% [31]	15%	12%	10%
4.5 % Multicultural Faculty and Staff	19% & 12%	20% & 13%	21% & 14%25	22% & 15%	23% & 17%	25% & 18%
4.6 Cost per credit hour (System wide metric)	$335	$355	$366[32]	$377	$412	$450
4.7 Efficiency (graduates per $100K) (System wide metric)	1.20	1.26	1.3225	1.37	1.54	1.70

[29] Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.
[30] Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.
[31] Based on HR's examination of turnover rates of institutions nationally.
[32] Established by SBOE.

BOISE STATE UNIVERSITY

UPDATED FOR FY2018 THROUGH FY2022

MISSION
STATEMENT CORE
THEMES VISION
STRATEGIC
PLAN
MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE COMPLETE COLLEGE IDAHO PLAN
KEY EXTERNAL
FACTORS

Focus on Effectiveness

Mission Statement

Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity, and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

Vision for Strategic Plan

Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment

Focus on Effectiveness: A Strategic Plan for Boise State University
Initially developed for the years 2012-2017
Updated in this document to cover the fiscal years 2018-2022

Goal 1: Create a signature, high-quality educational experience for all students.

Objectives:

- Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience. (Performance measure A)
- Provide bountiful opportunities within and across disciplines for experiential learning. (B, C, D)
- Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education. (A, E)
- Cultivate intellectual community among students and faculty. (B, C, D)
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning. (E)

Goal 1: Key Performance Measures	Recent data				Targets “benchmarks”*	
					For FY2018	For FY2022
(A) % students achieving University Learning Outcomes >Written & oral communication (ULOs 1-2) >Critical inquiry, innovation, teamwork (ULOs 3-4) >Civic & Ethical foundations (ULOs 5-6)	Results of 2015-16 ULO assessment based on 4-point rubric applied in several lower-division courses. A score of 2 = developing and a score of 3 = good. ➢ Oral communication 2.6 ➢ Ethics 2.3 ➢ Diversity & internationalization 2.5				Initial assessment of ULO’s 2, 4, 6 in spring 2017	90% of graduates rated as “good” or “exemplary”

	2013	2014	2015	2016	For FY 2018	For FY 2021
(B) Students participating in internships and in research						
>Number of students with internship credit	847	833	876		900	1000
>Number of students with research credit[33]	-	-	-	-	No baseline	No baseline
	2008	**2010**	**2012**	**2015**	**For FY 2018**	**For FY 2021**
(C) NSSE % of students participating in internships (and similar experiences), and in research						
> % of students participating in internship and similar experiences[34]	51%	47%	43.6%	51.2%	52%	55%
>% of students participating in research[35]	15%	15%	16.4%	20.4%	22%	27%
			FY16	**FY17**	**For FY 2018**	**For FY 2022**
(D) Vertically Integrated Projects[36] (VIPs)						
>Number of students enrolled in VIP			60	61	72	180
>Number of VIP teams			6	8	9	18
	2008	**2010**	**2012**	**2015**	**For FY2018**	**For FY2021**
(E) NSSE benchmarks of student perception of quality of educational experience (% of urban peer; seniors)						
>Level of academic challenge	97.8%	98.2%	98.5%	See below		
>Active and collaborative learning	102.0%	96.5%	97.9%			
>Student-faculty interaction	96.9%	87.0%	90.8%			
>Enriching educational experience	96.7%	95.9%	93.0%			
>Supportive campus environment	90.0%	90.1%	88.3%			

*Note: Performance targets, i.e., "benchmarks," were determined as reasonable stretch goals based on a review of past trends.

33 Boise State recently created a set of university-wide course numbers to enable the tracking of numbers of students who participate in research. Because it is a new measure, there is no baseline data and any sort of performance target would be overly speculative.

34 % of seniors reporting in the NSSE survey to have participated in an internship. Note that there were slight changes in how the questions were asked in the surveys from 2008-2012 to 2015. 2012: "Practicum, internship, field experience, co-op experience, or clinical assignment." 2015: "Internship, co-op, field experience, student teaching, or clinical placement."

35 % of seniors reporting in the NSSE survey to have participated in an internship. Note that there were slight changes in how the questions were asked in the surveys from 2008-2012 to 2015. 2012:"Work on a research project with a faculty member outside of course or program requirement." 2015:"Work with faculty member on a research project."

36 Boise State University recently implemented a Vertically Integrated Projects (VIPs) initiative. VIPs unite undergraduate education with faculty research in a team-based context. Students earn credit for participation. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

	2008	2010	2012	2015	For FY2018	For FY2021
(E) Revised[37] NSSE benchmark measures (% of peer group rating; for seniors only):						
Academic Challenge						
>Higher-Order Learning				99%⇔[38]	100%	105%[39]
>Reflective & Integrative Learning				102⇔	100%	105%
>Learning Strategies				97%⇩	100%	105%
>Quantitative Reasoning				102⇔	100%	105%
Learning with Peers						
>Collaborative Learning				103%⇧	100%	105%
>Discussions with Diverse Others				94%⇩	98%	100%
Experiences with Faculty						
>Student-Faculty Interaction				90%⇩	95%	100%
>Effective Teaching Practices				96⇩	100%	100%
Campus Environment						
>Quality of Interactions				101⇔	100%	105%
>Supportive Environment				91%⇩	95%	100%

[37] The NSSE was revised in 2013 to more accurately represent the constructs of student engagement being measured

[38] ⇔ indicates that Boise State's score is statistically the same as peers; ⇩ & ⇧ indicate statistically lower and higher than peers

[39] A percentage of 105% indicates that Boise State would score 5% better than peers.

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

Objectives:

- Identify and remove barriers to graduation. (B, C, E, H)
- Bring classes to students using advanced technologies and multiple delivery formats. (D, E)
- Design and implement innovative policies and processes that facilitate student success. (A, B, F, G, J, K)
- Connect students with university services that address their individual needs. (B, H, J)
- Ensure that faculty and staff understand their roles and responsibilities in facilitating student success. (I)

Goal 2: Key Performance Measures	Recent data				Targets "bench marks"	
	FY 2013	FY 2014	FY 2015	FY 2016	For FY2018	For FY2022
(A) Number degree graduates (distinct by award level)[5]						
>Associate	165	132	166	141	150	150
>Baccalaureate	2,716	2,764	2,971	2,998	3,400	3,950
(SBOE target for baccalaureate graduates[6])	(2,413)	(2,557)	(2,700)	(2,843)	(3,130)	
>Graduate Certificate	167	192	226	173	250	300
>Master's	691	640	703	680	785	850
>Doctoral	11	34	14	18	35	44
Total distinct graduates	3,621	3,629	3,938	3,916	N/A	N/A
	F2012 cohort	F2013 cohort	F2014 cohort	F2015 cohort	F2017 cohort	F2020 cohort
(B) Retention[8]						
>Percent first-time, full-time freshmen retained to year 2	70.9%	74.5%	75.6%	78.2%	80%	81%
>Percent full-time transfers retained or graduated by year 2	74.0%	71.9%	73.5%	75.4%	78%	80%
	F2007 cohort	F2008 cohort	F2009 Cohort	F2010 Cohort	Fall 2012 Cohort	Fall 2015 Cohort
(C) 6-year graduation rate of first-time, full-time freshmen	38.2%	37.1%	37.9%	38.7%	45%	50%
	FY 2013	FY 2014	FY 2015	FY 2016	For FY2018	For FY2022
(D) Dual enrollment[9]						
># credits produced	11,607	12,111	14,820	14,279	22,250	25,000
># students served	2,624	2,699	3,586	3,597	5,000	6,200
(E) eCampus (Distance Education)						
>Student Credit Hours	60,146	66,058	73,668	81,178	99,000	120,000
>Distinct Students Enrolled	9,787	10,620	11,369	12,106	13,500	16,000
	FY 2013	FY 2014	FY 2015	FY 2016	For FY2018	For FY2022
(F) Baccalaureate graduates per 3-year average FTE[10]	18.9	19.4	21.3	21.9	22.2	22.8
(G) Graduate degree graduates per 3-year average FTE[11]	55.0	54.1	56.5	50.4	52.0	52.0

(continued on next page)

5 Distinct graduates by award level, totaled for summer, fall, and spring terms. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

6 Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3.

7 FY2021 number for SBOE target assumes the same annual rate of increase (4.4%) as previous years; SBOE specified targets only

through 2020.

8 Retention is measured as the percent of first-time, full-time baccalaureate-seeking freshmen cohort returning to enroll the subsequent year. Transfer retention reflects the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated by that time.

9 Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned. Reflects data from the annual Dual Credit report to the Board.

10 Includes the unduplicated number of annual baccalaureate degree graduates divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30.

11 Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking graduate students divided by 24

Goal 2 (*continued*)

	F2007 cohort	F2008 cohort	F2009 Cohort	F2010 Cohort	Fall 2012 Cohort	Fall 2015 Cohort
(H) Success and Progress Rate (at six years)[12] >First-time, full-time Freshmen cohort >Full-time Transfer student cohort	70% 74%	70% 77%	66% 72%	64% 74%	72% 77.5%	75% 80%
	2008	**2010**	**2012**	**2015**	**For FY2018**	**For FY2021**
(I) NSSE student rating of administrative offices (as % of urban peer average score)	94.5%	97.1%	96.9%	See below		
(I) Revised[13] NSSE measures (% of peer group rating; for seniors only; higher score indicates better interaction): >Quality of interaction with academic advisors >Quality of interaction with student services staff (career services, student activities, housing, etc.) >Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)				100.5%⇔ 97.7%⇔ 104.7%⇧	105% 100% 105%	105% 100% 105%
	FY 2013	**FY 2014**	**FY 2015**	**FY 2016**	**For FY2018**	**For FY2022**
(J) Degrees and Certificates Awarded[14] >Professional Technical Degrees & Certificates >Associate >Baccalaureate >Graduate Certificate >Master's >Doctoral	168 2,905 171 691 11	137 2,900 195 640 34	168 3,154 237 703 14	145 3,174 178 670 18	150 3,450 250 785 35	150 4,050 300 850 44
(K) Unduplicated graduates per 3-YR average FTE[15] >Undergraduate	19.8	20.2	22.3	22.9	23.5	25

12 "Success and Graduation Rate" is used by the Voluntary System of Accountability to provide a more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduated from or are still enrolled at Boise State, or graduated or still enrolled elsewhere.

13 The NSSE was revised in 2013 to more accurately represent the constructs of student engagement being measured

14 Reflects the number of awards made (first major, second major, plus certificates as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

15 Includes the unduplicated number of annual undergraduate degree graduates (Associate plus Bachelor's) divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30. Boise State focuses on the ratio pertaining to baccalaureate graduates since that is our primary mission.

Goal 3: Gain distinction as a doctoral research university.

Objectives:

- Recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds. (A, D, E)
- Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit. (A, B, C, D, E)
- Build select doctoral programs with a priority in professional and STEM disciplines. (C)
- Build infrastructure to keep pace with growing research and creative activity. (A)
- Design systems to support and reward interdisciplinary collaboration. (A, B, C)

Goal 3: Key Performance Measures	**Recent data**				**Targets "benchmarks"**	
	FY 2013	FY 2014	FY 2015	FY 2016	For FY2018	For FY2022
(A) Total Research & Development Expenditures (as reported to the National Science Foundation)	$25.7M	$26.6M	$31.3M	$35M (tentative)	$36M	$40M
(B) Number of doctoral graduates (PhD and EdD)	11	34	14	18	35	44
(C) New doctoral programs	Fall 2013 start: Doctor of Nursing Practice; PhD in Public	No new doctoral programs	No new doctoral programs	Fall 2016 start: PhD Computing	Fall 2017 start: PhD in Ecology, Evolution and Behavior	
	CY 2009-13	CY 2010-14	CY 2011-15	CY 2012-16	For CY 2014-18	For CY 2018-22
(D) Number of peer-reviewed publications over 5-year period16	1,411	1,449	1,533	1,709	1,800	2,200
	CY 2009-13	CY 2010-14	CY 2011-15	CY 2012-16	For CY 2014-18	For CY 2018-22
(E) Citations of publications by Boise State authors over five year span17	7,264	9,499	11,190	12,684	14,000	20,000

16 # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science.
17 Total citations, during the listed five year span, of peer-reviewed publications published in that same five year span, limited to those publications with Boise State listed as an address for at least one author. From Web of Science. http://library.boisestate.edu/researchindicators/index.php

Goal 4: Align university programs and activities with community needs.

Objectives:

- Include community impact in the creation and assessment of university programs and activities. (A, B)
- Leverage knowledge and expertise within the community to develop mutually beneficial partnerships. (B, C, D, E)
- Collaborate with external partners to increase Idaho students' readiness for and enrollment in
  - o higher education. (A)
- Increase student recruitment, retention, and graduation in STEM disciplines. (C)
- Evaluate our institutional impact and effectiveness on a regular basis and publicize results. (E)

Goal 4: Key Performance Measures	Recent data				Targets "benchmarks"	
	FY 2013	FY 2014	FY 2015	FY 2016	For FY2018	For FY2022
(A) Number of graduates with high impact on Idaho's college completion rate						
Baccalaureate graduates traditionally underrepresented groups [18] >from rural counties[19] >from ethnic minorities	158	157	161	142	165	195
Baccalaureate graduates who are Idaho residents	2,317	2,298	2,408	2,350	2,700	3,100
Baccalaureate graduates who are of non-traditional age (age 30 and up)	811	859	822	869	950	1,100
Baccalaureate graduates who began as transfers from Idaho community college (in transfer cohort) [20]	199	232	310	385	600	900
(B) Number of graduates in high demand disciplines (bachelor's, master's, doctoral)[21]	1,450	1,415	1,451	1,510	1,600	1,800
(C) Number of STEM graduates (bachelor's, STEM education, master's, doctoral)[22]	454	499	540	564	725	875
(D) Students Participating in Courses with Service Learning Component	2,398	2,151	2,334	2,689	3,000	3,250
(E) Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in Spring 2015				Renewal of Community Engagement Classification in 2020	

[18] Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's 10 county service area (Ada and Canyon counties are excluded) and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

[19] "Rural counties" is defined as the ten service area counties minus Ada and Canyon counties.

[20] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

[21] Defined as distinct number of graduates in those disciplines, identified by CIP code, appropriate for the top 25% of jobs listed by the Idaho Department of Labor that require at a Bachelor's degree, based on projected # of openings 2014-2024.

[22] STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both of the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates

Goal 5: Transform our operations to serve the contemporary mission of the university.

Objectives:

- Reinvent our academic and business practices to improve service and efficiency. (A, B)
- Simplify or eliminate policies and regulations that waste effort and resources. (A, B)
- Invest in faculty and staff to develop key competencies and motivate top performance. (A, B)
- Break down silos that inhibit communication, collaboration and creativity. (A, B)
- Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university. (A, B)
- Build an infrastructure to encourage and accommodate external funding, philanthropic support, private-sector relationships, and a diversity of funding models. (A, B)
- Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking. (A, B)
- Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking. (A, B)

Goal 5: Key Performance Measures		**Recent data**				**Targets "benchmarks"**	
		FY 2013	**FY 2014**	**FY 2015**	**FY 2016**	**For FY2018**	**For FY2022**
(A) Cost of education[23] (resident undergrad with 15-cr load per semester; tuition & fees	Boise State> WICHE avg> BSU as % of W>	$5,884 $7,037 83.6%	$6,292 $7,331 85.8%	$6,640 $7,558 87.9%	$6,874 $7,826 87.8%	Remain less than the WICHE state average	Remain less than the WICHE state average
(B) Cost Efficiency	CPI adjusted?	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**For FY2018**	**For FY2022**
Total Expense per EWA-resident Weighted SCH delivered: Undergrad Only[24]	***In 2011 $$>*** Unadjusted>	***$258.60*** *$267.81*	***$270.73*** *$284.92*	***$281.35*** *$296.46*	**$282.41** $301.25	No increase in Consumer Price Index (CPI) adjusted $$	No increase in CPI adjusted $$
Total Expense per EWA-resident Weighted SCH: Undergrad & Graduate	***In 2011 $$>*** Unadjusted>	***$239.40*** *$247.92*	***$248.98*** *$262.03*	***$256.83*** *$270.62*	**$256.77** $273.89	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Total Expense per EWA-Total Weighted SCH delivered: Undergrad Only[25]	***In 2011 $$>*** Unadjusted>	***$239.51*** $248.04	***$247.31*** *$260.27*	***$253.26*** *$266.86*	**$252.50** $269.34	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Total Expense per EWA-Total Weighted SCH delivered: Undergraduate and Graduate	***In 2011 $$>*** Unadjusted>	***$224.71*** $232.72	***$231.40*** $243.53	***$235.87*** $248.54	**$234.79** $250.45	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Distinct baccalaureate graduates per $100k undergraduate expense[26]	***In 2011 $$>*** Unadjusted>	***1.44*** 1.39	***1.43*** 1.36	***1.50*** 1.42	**1.49** 1.40	No decrease in CPI adjusted # per $100k	No decrease in CPI adjusted # per $100k
Distinct undergraduate degrees & certificates per $100k UG expense.	***In 2011 $$>*** Unadjusted>	***1.51*** 1.46	***1.48*** 1.41	***1.56*** 1.48	**1.56** 1.46	No decrease in CPI adjusted # per $100k	No decrease in CPI adjusted # per $100k

[23] WICHE average from Table 1a of annual Tuition and Fees report. We use the average without California. A typical report can be found at http://www.wiche.edu/pub/tf

[24] Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition.

[25] Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, resident and nonresident, weighted using
standard EWA calculation rules.

[26] Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of baccalaureate graduates for summer, fall, and spring terms.

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Mapping of Boise State University's Strategic Plan onto the SBOE Strategic Plan					
Boise State Strategic Goals→ → **↓SBOE Strategic Goals↓**	*Goal 1: Create a signature, high-quality education experience for all students*	*Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.*	*Goal 3: Gain distinction as a doctoral research university*	*Goal 4: Align university programs and activities with community needs.*	*Goal 5: Transform our operations to serve the contemporary mission of the university.*
Goal 1: A well-educated citizenry					
Objective A: Access- Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.		✓		✓	
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.		✓		✓	
Objective C: Higher level educational attainment - Increase successful progression through Idaho's educational system.		✓		✓	
Objective D: Quality education– Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.	✓	✓	✓	✓	
Objective E: Education to workforce alignment- Deliver relevant education that meets the needs of Idaho and the region.			✓	✓	
Goal 2: Innovation and economic development					
Objective A: Workforce readiness– Prepare students to efficiently and effectively enter and succeed in the workforce.	✓	✓		✓	

Objective B: Innovation and creativity - Increase creation and development of new ideas and solutions that benefit society.			✓	✓	
Goal 3: Effective and efficient educational system					
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.				✓	✓
Objective B: Quality teaching workforce- Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.	✓			✓	✓
Objective C: Alignment and coordination- Facilitate and promote the articulation and transfer of students throughout the education pipeline.	✓	✓		✓	
Objective D: Productivity and efficiency- Apply the principles of program prioritization for resource allocation and reallocation.				✓	✓
Objective E: Advocacy and communication- Educate the public and their elected representatives by advocating the value and impact of the educational system.			✓	✓	

Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan					
Boise State Strategic Goals→ → **↓Complete College Idaho Strategic Goals↓**	***Goal 1: Create a signature, high-quality education experience for all students***	***Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.***	***Goal 3: Gain distinction as a doctoral research university***	***Goal 4: Align university programs and activities with community needs.***	***Goal 5: Transform our operations to serve the contemporary mission of the university.***
STRENGTHEN THE PIPELINE					
Ensure College and Career Readiness		✓		✓	
Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers		✓			
Support Accelerated High School to Postsecondary and Career Pathways		✓			
TRANSFORM REMEDIATION					
Clarify and Implement College and Career Readiness Education and Assessments		✓			
Develop a Statewide Model for Transformation of Remedial Placement and Support		✓			
Provide three options: Co-requisite , Emporium , or Accelerated		✓			
STRUCTURE FOR SUCCESS					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
REWARD PROGRESS & COMPLETION					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
LEVERAGE PARTNERSHIPS					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	
STEM Education			✓	✓	

Mapping of Boise State University's Strategic Plan onto the Strategic Research Plan for Idaho Higher Education					
Boise State Strategic Goals→ → **↓Strategic Research Plan Strategic Research Goals↓**	***Goal 1: Create a signature, high-quality education experience for all students***	***Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.***	***Goal 3: Gain distinction as a doctoral research university***	***Goal 4: Align university programs and activities with community needs.***	***Goal 5: Transform our operations to serve the contemporary mission of the university.***
Goal 1: Increase research and collaboration among, Idaho universities and colleges to advance areas of research strength and opportunity.					
Objective 1.A: Ensure growth and sustainability of public university research efforts.	✓		✓	✓	
Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).			✓	✓	
Objective 1.C: Expand joint research ventures among the state universities.	✓		✓		
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.			✓	✓	
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.			✓	✓	✓
Objective 3.B: Increase the number of university startup companies.			✓	✓	
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.	✓	✓	✓		

Idaho State University Strategic Plan: 2018-2022

Focusing on Idaho's Future:

discover OPPORTUNITY

Idaho State University
Strategic Plan
2018-2022

Vision

ISU will be the university of choice for tomorrow's leaders, creatively connecting ideas, communities, and opportunities.

Mission

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Core Themes

CORE THEME 1: LEARNING AND DISCOVERY – Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high-quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.

CORE THEME 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.

CORE THEME 3: LEADERSHIP IN THE HEALTH SCIENCES – Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.

CORE THEME 4: COMMUNITY ENGAGEMENT AND IMPACT – As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

Strategic Plan Goals and Objectives

Goal 1: Grow Enrollment

Strategic Objective: Increase new degree-seeking students by 20% (+497) over the next five years.*

* Full-time certificate and undergraduate students and full and part-time graduate students

Performance Measure	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	Benchmark Definition
1. Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for AYs 18-22 by 20% (498).	2574	2657	2762	2873	2994	2994	Increase by 20% by AY18-22 the number of new full-time certificate and undergraduate and the number of full and part-time graduate degree-seeking students from AY 16 (2496) enrollment numbers.
1.1 Increase degree-seeking undergraduate enrollment for AYs 18-22 by 17% (380).	1978	2037	2117	2203	2296	2296	Increase new undergraduate degree-seeking students by 17% from AY 16 (1901) enrollment numbers.
1.2 Increase Graduate degree seeking student enrollment for AYs 18-22 by 20% (124).	596	620	645	670	698	698	Increase new degree seeking graduate student enrollment by 4% per year from AY 16 (573) enrollment numbers.

Goal 2: Strengthen Retention

Strategic Objective: Improve undergraduate student retention rates by 5% by 2022.

Performance Measure	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	Benchmark Definition
2. Fall-to-fall, full-time, first-time bachelor degree seeking student retention rate AYs 18-22.	70%	71%	72%	73%	74%	74%	A 5% increase in fall-to-fall full-time, first-time bachelor degree- seeking student retention rate beginning from AY 16 (68%) retention numbers (SBOE benchmark -- 80%).

<u>Goal 3</u>: Promote ISU's Identity
<u>Strategic Objective</u>: Over the next five years, promote ISU's unique identity as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.

Performance Measures	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark**	**Benchmark Definition**
3.1 Using a community survey, measure the increase in awareness of ISU's educational offerings and the opportunities it provides AYs 18-22.	##	##	##	##	##	*##	Idaho communities' express an understanding of ISU's educational role in its service regions and the awareness of its community value. *this is a new indicator and is not currently measured until the end of AY 17.
3.2 Promote the public's knowledge of ISU through owned and earned media FY 18-22.	18.559b	18.837b	19.214b	19.694b	20.236b	20.213b	The annual number of ISU owned and earned media metrics based on FY 16 data (18.375 billion (b)) (followers, engagements, circulation views and news media coverage) will increase by 10% in five years.

<u>Goal 4</u>: Strengthen Communication, Transparency, and Inclusion
<u>Strategic Objective</u>: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.

Performance Measures	FY 2018	FY 2019	FY 2020	Benchmark	Benchmark Definition
4.1 ISU achieves 60% of each of its strategic objectives at the end of the AY 2020 assessment period.	10%	20%	60%	60%	The completion of strategic goals using the objectives' AY 2020 data as a benchmark.
4.2 Internal, formal communication events between the ISU's leadership and the University Community AYs 18-20.	#	#	#	*#	The number of internal communication events hosted by ISU leadership during an AY using AY 17 data as a baseline. *this is a new indicator and is not currently measured until the end of AY 17.
4.3 Measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 18-20	#	#	#	*#	The perceived effectiveness of the communication events in 4.2 increases by ##% within the University over a three-year period (AYs18-20). *this is a new indicator and is not currently measured until the end of AY 17.

Goal 5: Enhance Community Partnerships
Strategic Objective: By 2022, ISU will establish (# TBD) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.

Performance Measures	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark**	**Benchmark Definition**
5.1 The number of activities that result in newly established, mutually beneficial ISU faculty, staff, and student/ community relationships that resolve issues within ISU's service regions and statewide program responsibilities AYs 18-22.	#	#	#	#	#	#	The number of new activities that ISU employees and students participate in that produce an increase of new relationships over a five-year period AYs 18-22.*this is a new indicator and is not currently measured until the end of AY 17.
5.2 The number of new communities ISU provides services to within its service regions and statewide program responsibilities AYs 18-22.	4	4	4	3	4	19	ISU provides 19 new communities with services within its service regions and statewide program responsibilities from AYs 18-22.
5.3 The number of new ISU/community partnerships resulting in internships and clinical opportunities for ISU students.	226	233	225	222	225	1,131	Increase the number of new community partnerships that result in internships and clinical positions by 1,131 over a five-year period (AYs 18-22).

LEWIS-CLARK STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN FY 2018-2022

March 1, 2017

VISION

Lewis-Clark State College (LCSC) will fulfill the Idaho State Board of Education's vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and will contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on effective instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application. Accordingly, LCSC will:

- Actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs, student fees, housing, textbook and lab costs, and financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student- centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the region, the state, the nation, and the world.

MISSION

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity
Expand access to higher education and lifelong learning.

Core Theme Two: Success
Ensure attainment of educational goals through excellent instruction in a supportive environment.

Core Theme Three: Partnerships
Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

Goal 1
Sustain and enhance excellence in teaching and learning.

Objective 1A.
Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.

Performance Measure(s):

Assessment submission
Benchmark: All units of the college will submit assessment documents that reflect genuine analysis and accurate reporting
Performance: 100% of units completed assessment (FY 2016)

First-time licensing/certification exam pass rates for professional programs
Benchmark: Meet or exceed national average
Performance: RN: LCSC 94%/National 86%, PN: 95%/83%, ARRT 90%/87% (FY 2016)

Percentage of responding LCSC graduates with positive placement
Benchmark: 95**%** of responding LCSC graduates will have positive placement
Performance: 95% (FY 2016)

Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition
Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90%
Note: Given the changes made to the PRAXIS II exam, we are considering adjusting this benchmark to a more realistic one for our institution. PRAXIS II scores have gone down statewide. A thorough review of general education coursework at LCSC was undertaken in early 2017 to ensure stronger alignment of the curriculum with PRAXIS testing; enhanced emphasis on advising students to complete the PRAXIS after all general education coursework has been completed, and in some cases several in-program courses, has also been implemented.
Performance: 60% (FY 2016)

Median number of credits earned at completion of certificate or degree program
Benchmark: Associate- 69 (SBOE Benchmark) Bachelor - 138 (SBOE Benchmark)
Performance: Associate 114, Bachelor 146 (FY 2016)

Objective 1B.
Ensure the General Education Core achieves its expected learning outcomes.

Performance Measure(s):

ETS Proficiency Profile critical thinking construct
Benchmark: LCSC will score at the 90^{th} percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct.
Performance: 88^{th} percentile (FY 2014)
Note: ETS Proficiency testing takes place every three years. We will update this measure with FY2017 results following test administration in spring 2017.

Objective 1C.
Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.

Performance Measure(s):

Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses
Benchmark: 10,000
Performance: 9,586 (FY 2016)

Objective 1D.
Maximize direct faculty and student interactions inside and outside the classroom.

Performance Measure(s):

Student-to-faculty ratio
Benchmark: LCSC will maintain a 16 to 1 student-to-faculty ratio
Performance: 14 to 1 (FY 2016)

Number of students participating in undergraduate research
Benchmark: 400
Performance: 338 (FY 2016)

Objective 1E.
Recruit and retain a highly qualified and diverse faculty and staff.
The college will work to provide fair and competitive compensation for faculty and staff and will support increased opportunities for faculty and staff development. All faculty and staff pay will meet or exceed the median reported from peer institutions. Faculty development opportunities will be increased. Adjunct faculty pay will be increased.

Performance Measure(s):

Classified Staff (State of Idaho Classified Staff Pay Schedule)
Benchmark: Classified Staff pay will be 100% of State of Idaho Policy
Performance: 86% of staff meet or exceed 100% of policy (October 2016)

Instructional Personnel (Integrated Postsecondary Education Data System (IPEDS), Human Resources Report)
Benchmark: Compensation for instructional personnel will be 90% of the average of peer institutions by academic rank as reported by IPEDS
Performance: Mean faculty salaries are 87% of that averaged over peer institutions

Objective 1F.
Provide a safe, healthy, and positive environment for teaching and learning.

Performance Measure(s):

ADA compliance
Benchmark: Zero ADA-related discrepancies noted in annual Division of Building Safety (DBS) campus inspection (and prompt action to respond to any such discrepancies if benchmark not achieved)
Performance: Benchmark achieved—no ADA-related write-ups in 2016 DBS inspection

Wellness Programs
Benchmark: Provide information and updates to all College employees on wellness activities at least 10 times each Fiscal Year
Performance: 16 wellness updates provided to each employee (FY 2016)

Goal 2
Optimize student enrollment and promote student success.

Objective 2A.
Marketing efforts will focus on clearly identified populations of prospective students.

Performance Measure(s):

High school students participating in concurrent enrollment programs (headcount and total credit hours)
Benchmark: Annual Enrollment – 1,000 Annual Total Credit Hours – 5,000
Performance: 837; 4,779 (FY 2016)

Scholarship dollars awarded per student FTE
Benchmark: $1,950
Performance: $3,061 (FY 2016)

Objective 2B.
Retain and graduate a diverse student body.

Performance Measures:

(SBOE system-wide performance measure)
Total degree production (undergraduate)
Benchmark: 800
Performance: 914 (FY 2016)
(SBOE system-wide performance measure)
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
Benchmark: 700; 12%
Performance: 795; 16% (FY 2016)

(SBOE system-wide performance measure)
Unduplicated headcount of graduates over rolling 3-year average degree-seeking FTE (split by undergraduate/graduate).
Benchmark: 25%
Performance: 795/2,901; 27% (FY 2016)

(SBOE system-wide performance measure)
Total full-time new and transfer degree seeking students that are retained or graduate the following year (excluding death, military service, and mission) (split by new and transfer students)
Benchmark: 70%
Performance – New Students: 283/491 = 56% (FY 2016)
Performance – Transfer Students: 161/238 = 68% (FY2016)

First-year/ full-time cohort retention rate
Benchmark: 60%
Performance: 58% (FY 2016)

The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled
Benchmark: 24
Performance: 28 (FY 2016)

First-year/ full-time cohort 150% graduation rate
Benchmark: 35%
Performance: 30% (FY 2016)

Objective 2C.
Maximize student satisfaction and engagement.

Performance Measure(s):

National Survey of Student Engagement (NSSE)
Benchmark: 90% of LCSC students will be satisfied
Performance: 89% (FY 2014)
Note: We will administer NSSE again in FY 2017.

Goal 3
Strengthen and expand collaborative relationships and partnerships.

Objective 3A.
Increase volunteer, internship, and career placement opportunities.

Performance Measure(s):

Number of students participating in internships
Benchmark: 800
Performance: 779 (FY 2016)

Objective 3B.
Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.

Performance Measure(s):

Number of adults (duplicated) enrolled in workforce training programs
Benchmark: 4,000
Performance: 2,887 (FY 2016)

Objective 3C.
Increase cooperation and engagement of alumni for the advancement of the college.

Performance Measure(s):
Number of Alumni Association members
Benchmark: 15,000
Performance: 17,115 (FY2016)

Objective 3D.
Advance the college with community members, business leaders, political leaders, and current and future donors.

Performance Measure(s):
Benchmark: Annually meet National Association of Intercollegiate Athletics (NAIA) Five Star Champions of Character criteria
Performance: Met criteria (FY 2016)

Goal 4
Leverage resources to maximize institutional strength and efficiency.

Objective 4A.
Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.

Performance Measure(s):

(SBOE system-wide performance measure)
Cost per credit hour – Financials divided by total weighted academic credit hours from the EWA report and unweighted professional-technical hours from the PSR1 (new calculation)
Benchmark: $400 (*Preliminary, reflects the SBOE strategic plan benchmark)*
Performance: $350 (FY 2016)

Objective 4B.
Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.

Performance Measure(s):

(SBOE system-wide performance measure)
Efficiency – Graduates (of at least 1-year or more) and degree completions per $100,000 of financials
Benchmark: 2
Performance: 1.7 (FY 2016)

Objective 4C.
Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.

Objective 4D.
Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place.

Objective 4E.
Identify and secure public and private funding to support strategic plan priorities.

Faculty and staff capacity to secure external funding will be strengthened by supporting grant
Performance Measure(s):

Institution funding from competitive grants
Benchmark: $2.0M
Performance: $2.5M (FY16)

LCSC Consolidated Financial Index (CFI)
Benchmark: 3.0
Performance: 5.37

Eastern Idaho Technical College

Strategic Plan 2017-2021

Re: April 10, 2017

VISION

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

MISSION

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.
(Revised EITC mission statement approved by EITC constituency groups post NWCCU Severn Year visit. This mission statement would work for both EITC as a technical college and initially as a new community college)
~~Eastern Idaho Technical College provides superior educational services in a positive learning environment that champion's student success and regional workforce needs.~~

(Original EITC Mission Statement)

CORE THEMES

(Core Themes as unchanged and will work for EITC as a technical college or a new community college)
Learning for Work and Life: EITC is a place of learning where students prepare for careers and effective citizenship. We embrace hands-on learning and provide instruction that is not only academically rigorous, but tailored to the needs of the community. Learning for work and life takes place in all areas of campus through professional-technical education, adult basic education, and workforce education.
Student Centered: EITC faculty and staff throughout the college are committed to students and their success. Well-functioning student support areas are critical to our students' success, help model outstanding workplace behaviors, and provide comprehensive student support from pre-enrollment through employment.
Community Engagement: EITC's value of community is evident in our safe, clean and inviting campus, which fosters communication and professional growth; and our broader, collaborative relationships within the local, regional, and academic communities who are key stakeholders.

GOAL 1: LEARNING FOR WORK AND LIFE

EITC is a place of learning where students prepare for careers and effective citizenship

Objective A: Degree Production (SBOE Goal 1 Objective B)

Method 1: Degree Production (SBOE Goal 1 Objective A)

- **Performance Measure:** Degree and certificate production and headcount of recipients
  (Split by undergraduate/graduate).
- **Benchmark:** Increase number of completions greater than prior year, (239 by FY2018)[40]

FY	Degrees (completions)	Headcount (completers)
FY 2013	232	231
FY 2014	240	239
FY 2015	217	216
FY 2016	287	267

- **Performance Measure:** Unduplicated number of graduates over rolling 3-year average degree seeking FTE (split by undergraduate/graduate). (SBOE Goal 1 Objective B) (CTE Objective D ii.)
- **Benchmark**: Maintain at or above 55% (annual)

FY	Degrees	3-year average degree seeking FTE	Status	Comments
FY 2013	231	513	45%	Undergraduates Only
FY 2014	239	499	48%	
FY 2015	217	450	48%	
FY 2016	217	450	48%*	

- **Performance Measure:** Pass rates on Technical Skills Assessments (SBOE Goal 2 Objective B) (CTE Objective D ii.)
- **Benchmark**: Students performance will meet the 90% of the Perkins State performance level measure. (Perkins Performance Measures Report – State performance required level is 92%)

[40] Based on institutions projected "share" to meet State Board of Education initiative

FY	EITC Performance Level	State Performance Level
FY 2013	89%	92%
FY 2014	92%	92%
FY 2015	95%	92%
FY 2016	95%	92%

Method 2: EITC Placement Office Report

- **Performance Measure:** Training Related Placement Rates (SBOE Goal 1 Objective D) (CTE Benchmark Attained Objective D vii.)
- **Benchmark**: Maintain 85% placement rate

FY	Placement Rate
FY 2012	70%
FY 2013	79%
FY 2014	76%
FY 2015	73%
FY 2016	68%

Objective B : Adult Learner Re-Integration – Improve the process and increase the options for re-integration of adult learners into the education system.

Method 1: A designed pathway to transition students from Adult Basic Education (ABE) into EITC without further remediation
Performance Measure: Percentage of student's continuing education at EITC from ABE (SBOE Goal 1 Objective C) (CTE Objective D iii.)

- **Benchmark:** 60% of ABE students entering into EITC (by FY 2021)

FY	Status	Comments
FY 2013	45%	* FY2012 NRS guidelines changed calculation
FY 2014	45%	
FY 2015	49%	
FY 2016	47%	

Method 2: Remediation - Monitor remedial needs in English and Math

- **Performance Measure:** Percentage of students successfully completing English and Math plus classes (Complete College Initiative) (SBOE Goal 1 Objective C)
- **Benchmark**: 70% of students successfully complete plus classes

FY	Status
FY 2013	70%
FY 2014	72%
FY 2015	76%
FY 2016*	76%

- **Performance Measure:** Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education –unduplicated.
- **Benchmark:** Decrease students enrolled in remedial courses by two percent (2%) annually.

FY	Freshmen	% Requiring remedial
FY 2013	13	22%
FY 2014	7	14%
FY 2015	10	23%
FY 2016*	10	23%

Objective C: Workforce Training Division will provide on-demand customized training to eastern Idaho business and industry**.**

Method 1: Respond to industry requests or identified needs. (SBOE Goal 1 Objective B) (CTE Objective C iii.)

- **Performance Measure**: Provide customized training to local industries
- **Benchmark**: Increase Workforce Training headcount annually**Error! Bookmark not defined.**

FY	Headcount
FY 2013	11,789
FY 2014	11,446
FY 2015	11,289
FY 2016	11,662

GOAL 2: STUDENT CENTERED

EITC faculty and staff throughout the college are committed to students and their success

Objective A: EITC Faculty Provides Effective and Student Centered Instruction**.** (SBOE Goal 1 Objective B for all under objective A)

Method 1: Utilization of annual Student Satisfaction Survey results for Student Centeredness (Noel Levitz Annual Survey)

- **Performance Measure:** Noel Levitz scale report gap result for Student Centeredness
- **Benchmark**: Performance gap less than our peer comparisons (annual)

FY	EITC Gap	Peer Gap	Status	Comments
FY 2013	0.39	0.61	less than peers	Annual survey administered in the FY Fall
FY 2014	0.60	0.63	less than peers	
FY 2015	0.33	0.60	less than peers	
FY 2016	0.59	0.67	less than peers	

Method 2: Fall to Fall Retention - IPEDS Fall Enrollment Report (SBOE Goal 1 Objective B)

- **Performance Measure:** Fall to Fall First-time, full-time student retention rate
- **Benchmark:** At or above 70% (by FY 2021)

FY	Status
FY 2013	62%
FY 2014	64%
FY 2015	68%
FY 2016	68%

Method 3: Utilization of results of Student Satisfaction Survey results for Financial Aid Services (Noel Levitz Annual Survey)

- **Performance Measure:** Financial Aid services meets the expectations of students
- **Benchmark:** Performance gap less than our peer comparisons (annual)

FY	EITC Gap	Peer Gap	Status	Comments
FY 2013	0.78	1.06	less than peers	Annual survey administered in the FY Fall
FY 2014	0.74	1.04	less than peers	
FY 2015	0.65	1.01	less than peers	
FY 2016	0.68	0.75	less than peers	

Method 3a: Utilization of results of Student Satisfaction Survey results for Financial Aid and the Admission Process (New Student Survey)

- **Performance Measure:** Financial Aid and Admission Processes meets the expectations of students
- **Benchmark:** Performance greater than 80% (annual)

FY	Financial Aid	Admission Process		Comments
FY 2016	93.6%	83.2		New Measure for 2016

Objective B: Tutoring center provides services to support education success (SBOE Goal 1 Objective B for all of objective C)

Method 1: Tutoring contact hours to support student needs.

- **Performance Measure:** Number of contact hours annually per unduplicated headcount
- **Benchmark:** 6 hours or more (annual)

FY	Status
FY 2013	6 hours
FY 2014	5 hours
FY 2015	4 Hours
FY 2016*	4 Hours

Objective C: EITC library services meets the expectation of students. (SBOE Goal 1 Objective B)

Method 1: Noel Levitz Survey

- **Performance Measure:** Library services meet the expectations of students
- **Benchmark:** Performance gap less than our peer comparisons (by 2021)

FY	EITC Gap	Peer Gap	Status	Comments
FY 2013	0.60	0.49	more than peers	Annual survey administered in the FY Fall
FY 2014	0.83	0.44	more than peers	
FY 2015	0.38	0.49	less than peers	
FY 2016	0.19	0.22	less than peers	

Objective D: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes. (SBOE Goal 1 Objective C for all in Objective F)

Method 1: CND Reporting
- **Performance Measure:** Number of applicants/students receiving CND services.
- **Benchmark:** Number of clients served per year, increase by at least one percent (1%). (300 by FY 2018)

FY	Clients Served
FY 2013	518
FY 2014	411
FY 2015	258
FY 2016	273

- **Performance Measure:** Number of client contact hours
- **Benchmark:** Number of contact hours per year, increase by at least one percent (1%). (annual)

GOAL 3: Community Engagement:

EITC fosters communication and professional growth, collaborative relationships within the local community, region, and academic communities who are key stakeholders.

Objective A: On Campus Community provides a safe interactive professional learning environment

Method 1: Noel Levitz Survey Safety and Security Scale Report
- **Performance Measure:** On Campus safety and security student satisfaction
- **Benchmark:** Performance gap less than our peer comparisons (annual)

FY	EITC Gap	Peer Gap	Status	Comments
FY 2013	0.84	1.00	less than peers	Annual survey administered in the FY Fall
FY 2014	0.78	0.93	less than peers	
FY 2015	0.66	0.87	less than peers	
FY 2016	0.65	0.73	less than peers	

Method 2: Professional Faculty and Staff Development (SBOE Goal 2 Objective B)
- **Performance Measure:** Faculty and staff that participate in professional development
- **Benchmark:** 98% participation (by FY2018)**Error! Bookmark not defined.**

FY	Benchmark Results
FY 2014	New Measure as of 2014
FY 2015	95% participation
FY 2016*	95% participation

Objective B: Regional Community Engagement - EITC will seek input and will provide regional community members educational opportunities (SBOE Goal 1 Objective A)

Method 1: Enrollment reports of credit and non-credit courses (SBOE Goal 1 Objective B)

- **Performance Measure**: Headcount (Unduplicated) in regional centers
- **Benchmark:** Increase headcount 1% annually at off-campus sites (annual)

FY	Headcount
FY 2013	533
FY 2014	347
FY 2015	328
FY 2016*	328

Method 2: Annual Report from the Eastern Idaho Technical College Foundation (EITCF)
(SBOE Goal 1 Objective A)

- **Performance Measure**: Percentage of students receiving EITCF scholarships
- **Benchmark**: 45% (by FY 2021)

FY	% EITC Scholarships
FY 2013	25%
FY 2014	26%
FY 2015	28%
FY 2016	32%

Eastern Idaho Technical College

IDAHO STATE BOARD OF EDUCATION OBJECTIVES AND MEASURES FOR HIGHER EDUCATION

	EITC STRATEGIC PLAN GOALS/CORE THEMES		
	Learning for work and Life	Student Centered	Community Engagement
GOAL 1: A WELL EDUCATED CITIZENRY			
Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.			✓
Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.	✓	✓	
Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system	✓	✓	✓
Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce	✓		
GOAL 2: CRITICAL THINKING AND INNOVATION			
Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.	✓		
Objective B: Quality Instruction – Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.	✓		✓
GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS			
Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness	✓		
Objective B: Data-informed Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.		✓	

✓Indicates the specific SBOE's Goals and Objectives that are supported by EITC's Strategic Plan.

Some EITC goals fit into more than one SBOE category and have been identified in a single category

COLLEGE OF SOUTHERN IDAHO
STRATEGIC PLAN 2017-2021

OUR VISION

To improve the quality of life of those impacted by our services.

OUR MISSION

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

Core Theme/Goal 1: Community Success

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

- **Objective #1: Strengthen the social fabric in the communities we serve**
- **Objective #2: Cultivate economic partnerships across the communities we serve**
- **Objective #3: Meet the workforce needs of the communities we serve**

Core Theme/Goal 1 Performance Measures

Performance Measure One: Workforce Training Headcount

Workforce: Total duplicated headcount of workforce training completers
(Source: State Workforce Training Report)

FY2013	FY2014	FY2015	FY2016	Benchmark/Target
3,368 (2012-13)	3,137 (2013-14)	4,319 (2014-15)	9,768 (2015-16)	Meet the workforce training needs of our area as determined by industry

FY 2016 Status: CSI had tremendous growth in the duplicated headcount of workforce training completers during FY 2016, fueled by the workforce development needs of emerging industries and new companies locating in the Magic Valley.
Benchmark Rationale: CSI is working with industry to determine an appropriate measure of the training needs in the region, similar to the final performance measure in Goal 1, Objective E of the Idaho State Board of Education Strategic Plan. This need will, of course, fluctuate along with the economy of the area.

Performance Measure Two: Career Technical Education Completers

CTE: Count of earned awards in CTE during the year
(Source: Voluntary Framework of Accountability)

FY2013	FY2014	FY2015	FY2016	Benchmark/Target
584	489	493	470	Meet the workforce training needs of our area as determined by industry

FY 2016 Status: While the number of degrees awarded in FY 2016 dropped slightly, the award numbers are relatively stable in spite of declining enrollment.
Benchmark Rationale: CSI is working with industry to determine an appropriate measure of the training needs in the region, similar to the final performance measure in Goal 1, Objective E of the Idaho State Board of Education Strategic Plan.

Performance Measure Three: Career Technical Education Placement

CTE: Percentage of CTE completers employed or continuing their education
(Source: Idaho CTE Follow-up)

FY2013	FY2014	FY2015	FY2016	Benchmark/Target
86.1%	93.4%	97.2%	92.6%	Maintain placement at or above the average for the previous four years (92.3%)

FY 2016 Status: The percentage dipped in FY 2016, but is still well above positive placement for 9 of 10 students.

Benchmark Rationale: This benchmark has been established based upon an average of the past four years of placement. While the benchmark is below the current placement level, forces outside of the control of the college (e.g. unemployment rate) can significantly impact achievement of this benchmark.

Core Theme/Goal 2: Student Success

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

- **Objective #1: Foster participation in post-secondary education**
- **Objective #2: Reinforce a commitment to instructional excellence**
- **Objective #3: Support student progress toward achievement of educational goals**
- **Objective #4: Provide evidence of achievement of student learning outcomes**
- **Objective #5: Offer opportunities for student engagement that go beyond the classroom**

Core Theme/Goal 2 Performance Measures

Performance Measure Four: Institutional Enrollment				
Annual Enrollment: Annual unduplicated headcount (Source: PSR Annual Enrollment Report)				
FY2013	**FY2014**	**FY2015**	**FY2016**	**Benchmark/Target**
12,042 (2012-13)	11,747 (2013-14)	10,686 (2014-15)	10,912 (2015-2016)	Match FY 2016 2% increase
FY 2016 Status: CSI met its FY 2016 benchmark by reversing the trend of post-recession declining enrollment. FY 2017 Benchmark Rationale: Matching the FY 2016 increase would put enrollment on a positive trend after several years of declines.				

Performance Measure Five: Institutional Enrollment				
Annual Enrollment: Annual FTE enrollment (Source: PSR Annual Enrollment Report)				
FY2013	**FY2014**	**FY2015**	**FY2016**	**Benchmark/Target**
4,934.83 (2012-13)	4,468.17 (2013-14)	4,153.70 (2014-15)	3,956.55 (2015-16)	Reverse trend of post-recession declining enrollment
FY 2016 Status: While CSI did meet its FY 2016 benchmark in headcount enrollment (Performance Measure Four), it did not meet its benchmark in FTE. This can be partially attributed to the large increase in dual credit students who are increasing headcount but are taking fewer credits than a traditional full-time college student. FY 2017 Benchmark Rationale: As has been the case across the nation, college enrollment has been declining. Rather than setting a benchmark for growth, the college's current goal is to reverse this trend of declining enrollment. Once that goal has been achieved, a growth benchmark will be established.				

Performance Measure Six: Dual Credit Enrollment				
Dual Credit: Total dual credit hours earned for an entire academic year and unduplicated headcount of participating students. (Statewide Performance Measure) (Source: SBOE Dual Credit Report)				
FY2013	**FY2014**	**FY2015**	**FY2016**	**Benchmark/Target**
14,218 credits 2,774 headcount (2012-13)	12,171 credits 2,486 headcount (2013-14)	16,331 credits 3,178 headcount (2014-15)	18,155 credits 3,942 headcount (2015-16)	Manage expected enrollment increases by

				increasing institutional dual credit infrastructure
FY 2016 Status: CSI continues to see explosive growth in dual credit. Some of this growth was addressed in FY 2016 with the addition of four dual credit coordinators in area high schools. This was a critical step toward managing continued growth. FY 2017 Benchmark Rationale: The CSI Office of Dual Credit is working to acknowledge growth opportunities in this area while not outpacing institutional infrastructure. This benchmark also ties to Goal 1, Objective A in the Idaho State Board of Education Strategic Plan.				

Performance Measure Seven: Tuition and Fees				
Tuition and Fees: Per credit tuition and fees (Source: CSI)				
FY2013	**FY2014**	**FY2015**	**FY2016**	**Benchmark/Target**
$110 (2012-13)	$110 (2013-14)	$115 (2014-15)	$120 (2015-16)	Maintain tuition at or below other Idaho Community Colleges
FY 2016 Status: CSI continues to have the lowest tuition of the three community college in the state. FY 2017 Benchmark Rationale: This benchmark has been established to ensure that tuition aligns with peer institutions in the state.				

Performance Measure Eight: Satisfaction Rate				
Satisfaction Rate: How would you evaluate your entire educational experience at this college? (Percentage marking “Good” or “Excellent”) (Source: Community College Survey of Student Engagement*)				
FY2013	**FY2014**	**FY2015**	**FY2016**	**Benchmark/Target**
91% (2012-13)	90% (2013-14)	87% (2014-15)	90% (2015-16)	90%
FY 2016 Status: CSI met its benchmark of 90%. FY 2017 Benchmark Rationale: While the college would like to see 100% satisfaction on this metric, 90% is a reasonable target considering that comparison schools have averaged 83%-84% during this same time period. *Source: The Community College Survey of Student Engagement (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey during the spring semester each year. In this metric, “comparison schools” consists of all other schools participating in the CCSSE during that term. Traditionally, approximately 700 schools participate in a given term.				

Performance Measure Nine: Retention Rate					
Retention Rate: Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Statewide Performance Measure) (Source: IPEDS)					
	FY2013	**FY2014**	**FY2015**	**FY2016**	**Benchmark/Target**
First-time, Full-time, degree seeking (IPEDS)	57% (574/1005) Fall 2011 Cohort	56% (574/1020) Fall 2012 Cohort	56% (441/783) Fall 2013 Cohort	57% (382/672) Fall 2014 Cohort	60%
FY 2016 Status: The college fell below its stretch benchmark of 60%. However, the college did improve slightly over the previous two years.					

Benchmark Rationale: The 60% benchmark for first-time, full-time students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

Performance Measure Ten: Retention Rate

Retention Rate: Percentage of first-time, degree seeking students retained from fall to spring. (Source: Voluntary Framework of Accountability)

	FY2013	FY2014	FY2015	FY2016	Benchmark/Target
Fall to next Term Retention First Time in College Cohort (VFA)	NA	75.6% (1,167/1,543) Fall 2011 Cohort	72.5% (1,006/1,388) Fall 2012 Cohort	74.2% (864/1164) Fall 2013 Cohort	76%

FY 2016 Status: The college fell just below its stretch benchmark of 75%. However, the college did improve over the previous year.
Benchmark Rationale: The 76% benchmark for first-time in college students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 1, Objective C of the Idaho State Board of Education Strategic Plan. To add additional context to this measure, the College of Western Idaho earned a 57.5% on this metric while North Idaho College earned a 77.5% during FY 2016.

Performance Measure Eleven: Number of degrees and certificates awarded

Degree Production: Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Statewide Performance Measure) (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE)

FY2013	FY2014	FY2015	FY2016	Benchmark/Target
28.3% (1,100/3,983) (2012-13)	22.9% (963/4,211) (2013-14)	25.1% (970/3,860) (2014-15)	30.0% (1,035/3,454) (2015-16)	31%

FY 2016 Status: This metric increased significantly in FY 2016.
Benchmark Rationale: The 31% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

Performance Measure Twelve: Remediation Success

Remediation Success—Math: Percentage of students who were referred to developmental Math and successfully completed any college level course work in Math. (Source: Voluntary Framework of Accountability)

						Benchmark/Target
Fall 2007 Cohort (through summer 2013)	41.5% 334/805	Fall 2008 Cohort (through summer 2014)	42.1% 319/757	Fall 2009 Cohort (through summer 2015)	52.0% 519/998	55%

FY 2016 Status: CSI significantly exceeded its target. Much of this improvement can be traced to remediation reforms, which lessen the amount of time students spend in pre-college level courses.
Benchmark Rationale: The 55% benchmark has been established as a stretch benchmark in light of several initiatives the college continues to refine in order to decrease the amount of time students spend in remediation and to increase their success in college-level courses.

Performance Measure Thirteen: Remediation Success						
Remediation Success—English: Percentage of students who were referred to developmental English and successfully completed any college level course work in English. (Source: Voluntary Framework of Accountability)						
Fall 2007 Cohort (through summer 2013)	38.1% 145/381	Fall 2008 Cohort (through summer 2014)	44.5% 171/384	Fall 2009 Cohort (through summer 2015)	55.3% 208/376	**Benchmark/Target** 58%
FY 2016 Status: CSI significantly exceeded its target. Much of this improvement can be traced to remediation reforms, which lessen the amount of time students spend in pre-college level courses. Benchmark Rationale: The 58% benchmark has been established as a stretch benchmark in light of several initiatives the college continues to refine in order to decrease the amount of time students spend in remediation and to increase their success in college-level courses and to increase their success in college-level courses.						

Performance Measure Fourteen: Academic Progress						
Academic Progress: Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year. (Source: Voluntary Framework of Accountability)						
Fall 2011 Cohort (through summer 2013)	46.3% 646/1394	Fall 2012 Cohort (through summer 2014)	33.5% 324/968	Fall 2013 Cohort (through summer 2015)	58.3% 813/1395	**Benchmark/Target** 47.5%
FY 2016 Status: CSI far exceeded its benchmark. This metric has shown significant fluctuation over the past three years. Benchmark Rationale: This is a new metric and the first three years of data show significant fluctuations in student progress. The current benchmark is an average of the first three years. After one more year of data, a stretch benchmark will be set in light of several college initiatives targeted at decreasing time to completion and in alignment with Goal 3, Objective D of the Idaho State Board of Education Strategic Plan.						

Performance Measure Fifteen: Graduation Rate				
Graduation Rate: Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS)				
FY2013	**FY2014**	**FY2015**	**FY2016**	**Benchmark/Target**
19% (200/1062) Fall 2009 Cohort	18% (186/1011) Fall 2010 Cohort	19% (180/966) Fall 2011 Cohort	20% (191/976) Fall 2012 Cohort	21%
FY 2016 Status: While CSI fell short of its 21% benchmark, IPEDS 150% of time graduation rates have increased by 1% per year for the past three years. Benchmark Rationale: The 21% benchmark has been established in light of the recent positive trend in this area, several initiatives the college has undertaken to increase graduation rates, and in alignment with Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.				

Performance Measure Sixteen: Academic Progress
Academic Progress: Percent of students, who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled. (Source: Voluntary Framework of Accountability)

Fall 2007 Cohort (through summer 2013)	60% 638/1,060	Fall 2008 Cohort (through summer 2014)	57.9% 525/906	Fall 2009 Cohort (through summer 2015)	60.4% 842/1,395	**Benchmark/Target** 62%
FY 2016 Status: CSI fell just short of its target of 61%. However, this academic progress metric shows significant progress has been made compared to the last fiscal year. Benchmark Rationale: The current target is a stretch benchmark. It should be noted that this measure is based on a six-year cohort. Therefore, progress on college initiatives targeted at completion may take longer to appear in this metric.						

Core Theme/Goal 3: Institutional Stability

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

- **Objective #1: Provide employees with a work environment that values employee success and satisfaction**
- **Objective #2: Ensure that the college maintains the financial resources necessary to meet its mission**
- **Objective #3: Maintain a strong relationship with the CSI Foundation**
- **Objective #4: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities**
- **Objective #5: Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment**
- **Objective #6: Improve institutional effectiveness by focusing on both internal and external communication strategies and processes**

Core Theme/Goal 3 Performance Measures

Performance Measure Seventeen: Institutional costs per credit hour				
Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual credit hours; credits are weighted (Statewide Performance Measure) **(Source: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 [including non-resident] plus PTE credits weighted at 1.0)**				
FY2013	**FY2014**	**FY2015**	**FY2016**	**Benchmark/Target**
NA	$ 299.04 ($54,200,584/ 181,270) (2012-13 year)	$ 299.70 ($50,266,494/ 167,724) (2013-14 year)	$279.18 ($44,004,146/ 157,609) (2014-15 year)	Less than $300
FY 2016 Status: CSI came in well below the $300 target. Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for FY2013. Benchmark Rationale: This benchmark is aligned with Goal 3, Objective D in the Idaho State Board of Education Strategic Plan and is currently well below the target of $400 per undergraduate weighted student credit hour.				

Performance Measure Eighteen: Institutional efficiency				
Graduates Per $100,000: Unduplicated headcount of all undergraduate degrees and certificates divided by IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions. (Statewide Performance Measure) (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C;)				
FY2013	**FY2014**	**FY2015**	**FY2016**	**Benchmark/Target**
NA	2.029 (1100/$542.01) (2012-13 year)	1.916 (963/$502.66) (2013-14 year)	2.204 (970/$440.04) (2014-15 year)	2.3
FY 2016 Status: CSI exceeded the target of 2.1. Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for FY2013. Benchmark Rationale: This benchmark is aligned with Goal 3, Objective D in the Idaho State Board of Education Strategic Plan and is currently well above the target of 1.7 graduates per $100,000.				

Performance Measure Nineteen: Grants Development				
Grants Development: Total Yearly Dollar Amounts Generated Through External Grants (Source: CSI)				
FY2013	**FY2014**	**FY2015**	**FY2016**	**Benchmark/Target**
$3,832,100 (2012-13 year)	$3,608,174 (2013-14 year)	$4,446,965 (2014-15 year)	$3,566,397 (2015-16 year)	$4 million
FY 2016 Status: CSI fell below its target of $4 million. Benchmark Rationale: This benchmark is aligned with Goal 2, Objective B of the Idaho State Board of Education Strategic Plan. The $4 million benchmark has been established as an annual target, recognizing that grant opportunities fluctuate annually.				

Performance Measure Twenty: Foundation Scholarship Awards				
Foundation Scholarship Awards: Total Dollar Amount Awarded to Students (Source: CSI)				
FY2013	**FY2014**	**FY2015**	**FY2016**	**Benchmark/Target**
$1.3 million	$1.71 million	$1.78 million	$1.76 million	$1.9 million
FY 2016 Status: The CSI Foundation awarded $1.76 million Benchmark Rationale: This benchmark establishes a target appropriation by the College of Southern Idaho Foundation.				

College of Western Idaho

Institutional Effectiveness

Strategic Plan 2018 – 2022

MISSION

The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

VISION

By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.

CORE THEMES

Student Success
Instructional Excellence
Community Connections
Organizational Stewardship
Inclusive Excellence.

STRATEGIC PRIORITIES, OBJECTIVES, and MEASURES

GOAL 1: Student Success
CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective 1	**Improving Student Retention, Persistence, and Completion**
Performance Measures	• Increase student completion of the individual courses in which they enroll ➢ *Benchmark: Course Completion rates will meet or exceed 80% by 2022* • Increase percentage of students completing the program of study in which they enrolled ➢ *Benchmark: Completion Rate within 150% of program/major requirements will meet or exceed the Community College national average of 19.6% by 2022* • Increase percent of credit students who persist from term to term ➢ *Benchmark: Term to Term persistence rates will meet or exceed 60% by 2022*
Objective 2	**Providing Support Services that Improve Student Success**
Performance Measures	• Improve gap score on Student Satisfaction Survey related to support services (Library, Tutoring, Advising) ➢ *Benchmark: Develop benchmark based on 2016 survey results* • Percent of successful interventions (students who use the services and remain enrolled) through the CARE team process ➢ *Benchmark: Develop benchmark based on 2016-17 interactions*
Objective 3	**Developing Effective Educational and Career Pathways and Transfer Opportunities**
Performance Measures	• Increase percentage of BSE students who transition to credit or WD programs ➢ *Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark* • Implement pathways for underserved / underrepresented populations ➢ *Benchmark: Identify and develop three new pathways for underserved populations by 2022* • Increase percent of CWI Dual Credit students who transition to CWI programs after high school graduation ➢ *Benchmark: Increase the number of Dual Credit students who transition to CWI by 4% annually* • Increase percent of degree-seeking students who are successful in GEM math and English courses within their first 30 credits ➢ *Benchmark: Increase to 60% successful GEM Math and English completion within first 30 credits by 2022* • Improve percentage of AA or AS degree-seeking students who enroll at a four-year institution ➢ *Benchmark: Increase credit transfer to four-year institutions to 35% by 2022* • Develop transfer agreements (2 plus 2, 3 plus 1, etc.) ➢ *Benchmark: Negotiate and implement at least one transfer agreement for each AA and AS offered by 2022*

Objective 4	**Enhancing Student Life and Culture on Campus**
Performance Measures	• Increase participation in Student Engagement ➢ *Benchmark: 35% of students will participate in student engagement by 2022* • Increase number of hours facilities are used for non-course activity (CWI Sponsored events) ➢ *Benchmark: Increase facility usage by 20% by 2022*
Objective 5	**Mirror the Diverse Communities CWI serves in CWI's student body**
Performance Measures	• Sustain or improve student representation to align with the colleges service area *Benchmark: By 2022 CWI will sustain or increase its current proportion of:* ➢ *30.04% non-white students by .75% (113 additional students)* ➢ *57.38% female students by .81% (131 additional students)*
Objective 6	**Foster a respectful community by being a model for organizational diversity**
Performance Measures	• Improve the gap score on the Student Satisfaction Survey ➢ *Benchmark: By 2022 CWI will improve the gap scores of questions 12, 13 and 20 by 10%.*

GOAL 2: Instructional Excellence
CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper

Objective 1	**Advancing Innovative Programming and Strategies**
Performance Measures	• Increase Completion rates for students participating in innovative programming ➢ *Benchmark: Completion rates will meet or exceed 75% by 2022* • Increase number of Programs that incorporate High Impact Practices (HIP's) at a level that demonstrates student success as measured by program review ➢ *Benchmark: 75 % of programs incorporate HIP's by 2022*
Objective 2	**Expanding Instructional Resources and Development**
Performance Measures	• Increase number of respondents who agree or strongly agree that they have adequate opportunities for professional development to improve their skills ➢ *Benchmark: Increase current average score of 60% for full-time and adjunct faculty to ≥ 75 % agree/strongly agree on bi-annual Employee Survey* • Increase Percentage of faculty who teach in an identified innovative instructional Model ➢ *Benchmark: ≥ 75% of faculty teach in an innovative model by 2022*
Objective 3	**Developing Co-Curricular Activities that Support Student Success**
Performance Measures	• Increase student participation in identified co-curricular activities ➢ *Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark* • Develop curriculum for co-curricular programming ➢ *Benchmark: Develop and implement five identified co-curricular programs by 2022*

GOAL 3: Community Connections
CWI will bring the College into the communities it serves in meaningful ways by providing a variety of educational and enrichment programs including partnerships for economic development and general community connections.

Objective 1	**Promoting Partnerships and Learning that lead to Career Opportunities**
Performance Measures	• Increase participation levels in internal and external events ➢ *Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark* • Increase the number of scholarships from external stakeholders ➢ *Benchmark: Increase external scholarships by 10% by 2022* • Increase the number of students and business utilizing the career services center ➢ *Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark* • Develop a sustainable process for tracking and measuring student employment after degree or program completion ➢ *Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark*
Objective 2	**Contributing to Economic Development through Customized Programs and Training**
Performance Measures	• Increase the number custom/contract/facility courses delivered by CWI ➢ *Benchmark: Increase courses delivered by 25% by 2022* • Develop comprehensive, systematic review of educational master plan (program or service) offered by the college ➢ *Benchmark: Develop and implement a formal tracking process by 2022* • Increase the number of service learning and apprenticeships offered by CWI ➢ *Benchmark: Increase opportunities by 10% by 2022*
Objective 3	**Actively Engaging with the Community as Educational Leaders and as an Expertise Resource**
Performance Measures	• Develop more robust technical advisory committees for CTE and WD Programs ➢ *Benchmark: 100% of CTE and WD programs have Technical Advisory Committees* • Increase community connections through speakers series and campus sponsored events ➢ *Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark*
Objective 4	**Developing Campus Environments and Facilities that Support Community Engagement and Interaction**
Performance Measures	• Increase use of CWI industry labs and specialized classrooms and equipment through business and industry partnerships ➢ *Benchmark: Develop and implement a program and tracking; use the results of the first measurement cycle to establish a benchmark*

GOAL 4: Organizational Stewardship
CWI finds strength through its people and viability in its operations and infrastructure; therefore, the College will continually evaluate its organizational and financial health to ensure sustainability.

Objective 1	**Identifying and Securing New and Expanded Funding Resources**
Performance Measures	• Increase state funding to be comparable with other state institutions ➢ *Benchmark: Increase to 80% of parity by 2022* • Increase operational funding through appropriate tax levy adjustments ➢ *Benchmark: Increase to 60% of parity with in-state institutions by 2022* • Increase student tuition and fees, as appropriate ➢ *Benchmark: As appropriate, request a 2% annual increase*
Objective 2	**Developing and Implementing a Strategic Enrollment Management Plan**
Performance Measures	• Measures related to this *Objective* will be developed during the annual review process in Fall 2017 ➢ *Benchmark: Develop and implement a program and tracking; use the results of the first measurement cycle to establish appropriate benchmarks*
Objective 3	**Investing in Owned Facilities**
Performance Measures	• Increase CWI Owned Space ➢ *Benchmark: Increase Owned Space as a % of CWI Gross Square Footage (GSF)*
Objective 4	**Demonstrating Efficiency in Infrastructure, Program Distribution, and Space Utilization**
Performance Measures	• Maintain Application and Network availability at ≥ 99.9% ➢ *Benchmark: Achieve an annual target of 99.99%* • Maintain net assignable square footage (NASF) ➢ *Benchmark: NASF at least 10% below defined guidelines* • Reduce printing costs ➢ *Benchmark: Reduce printing costs by 10% per employee by 2022*

GOAL 5: Inclusive Excellence
CWI will embrace the strengths created through diversity and will adopt and promote inclusiveness in its practices.

Objective 1	**Attracting and Retaining Appropriate Staffing Resources**
Performance Measures	• Maintain or decrease voluntary turnover percentage of full time employees ➢ *Benchmark:* By 2022 maintain or decrease 9.5% voluntary turnover percentage of full time employees • Increase number of programs that have full time faculty at the sustainable/quality target ➢ *Benchmark: CWI will achieve 100% of disciplines at the sustainable target level by 2022*

Objective 2	**Mirror the Diverse Communities the CWI serves in CWI's student body**
Performance Measures	• Improve employee representation to align with the colleges service area *Benchmark: By 2022 CWI will:* ➢ *Sustain or improve the current employee proportion of 7.18% non- white* ➢ *Sustain the current employee female proportion of 58.24%*
Objective 3	**Foster a respectful community by being a model for organizational diversity**
Performance Measures	• Implement specific question(s) on future Employee Satisfaction Survey ➢ *Benchmark: CWI will implement specific questions in the FA17 Employee Survey and use those results to establish a target for 2022*

North Idaho College

North Idaho College Strategic Plan 2018-2022

Mission
North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

Vision
As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

Accreditation Core Themes
The college mission is reflected in its five accreditation core themes:

- Student Success
- Educational Excellence
- Community Engagement
- Stewardship
- Diversity

Goal 1 – Student Success: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

Objectives

1) Provide innovative, progressive, and student-centered programs and services.
2) Engage and empower students to take personal responsibility and to actively participate in their educational experience.
3) Promote programs and services to enhance access and successful student transitions.

Student Success Performance Measures

- Percentage of first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
  Benchmark: Increase average of awards and transfer annually
- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers
  Benchmark: New (under development)

- Fall to Spring Persistence Rate, credit students
  Benchmark: 84% persist
- First-time, full-time, student retention rates
  Benchmark: 63%
- First-time, part-time, student retention rates
  Benchmark: 45%

Goal 2 - Educational Excellence: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Objectives

1) Evaluate, create and adapt programs that respond to the educational and training needs of the region.
2) Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.
3) Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.
4) Recognize and expand faculty and staff scholarship through professional development.

Educational Excellence Performance Measures

- Student Learning Outcomes Assessment goals are met annually
  Benchmark: 80% percent or more of annual assessment goals are consistently met over 3-year plan
- Full-time to Part-time faculty ratio
  Benchmark: Maintain above average ratio
- NIC is responsive to faculty and staff professional development needs
  Benchmark: Maintain or increase funding levels available for professional development
- Licensure pass rates at or above standardized exam rates
  Benchmark: Maintain at 85% or above
- NIC Dual Credit students that matriculate at NIC or at another postsecondary institution
  Benchmark: Sustain or increase
- All instructional programs respond annually to program review recommendations and document program changes/improvements
  Benchmark: New (under development)

Goal 3 - Community Engagement: Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Objectives

1) Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.
2) Demonstrate commitment to the economic/business development of the region.
3) Promote North Idaho College in the communities we serve.
4) Enhance community access to college facilities.

Community Engagement Performance Measures

- Distance Learning proportion of credit hours
  Benchmark: Increase annually by 2% until 25% of total student population is achieved
    - Dual Credit annual credit hours in the high schools
      Benchmark: Increase by 5% annually
    - Dual Credit annual credit hours taught via distance delivery
      Benchmark: Increase by 5% annually
    - Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
      Benchmark: 3.6%
    - Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
      Benchmark: 3.0%
- Percentage of student evaluations of community education courses reflect a satisfaction rating of above average
  Benchmark: 85% of total number score a satisfaction rating of above average

Goal 4 – Diversity: A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Objectives

1) Foster a culture of inclusion.
2) Promote a safe and respectful environment.
3) Develop culturally competent faculty, staff and students.

Diversity Performance Measures

- Number of students enrolled from diverse populations
  Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region
- Students surveyed perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds
  Benchmark: Increase by 2% annually until the national average is met or exceeded

Goal 5 – Stewardship: Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Objectives
1) Exhibit trustworthy stewardship of resources.
2) Demonstrate commitment to an inclusive and integrated planning environment.
3) Explore, adopt, and promote initiatives that help sustain the environment.

Stewardship Performance Measures
- Dollars secured through the Development Department via private donations and grants
  Benchmark: $2 million
- College-wide replacement schedule for personal computers
  Benchmark: 100% of the computers are replaced within the rotation window
- Efficiency measures and energy upgrades result in dollars saved
  Benchmark: Sustain or Increase
- Tuition and Fees for full-time, in-district students (full academic year)
  Benchmark: Maintain rank in the lowest 40% against comparator institutions

Student Success Performance Measures

- Percentage of first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years
  Benchmark: Increase average of awards and transfer annually
  Status: a) 24.2% b) 26.4% c) 3.4% d) 46.0%
- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers
  Benchmark: New (under development)
  Status: New (under development)
- Fall to Spring Persistence Rate, credit students
  Benchmark: 84% persist
  Status: 80.9%
- First-time, full-time, student retention rates
  Benchmark: 63%
  Status: 52%
- First-time, part-time, student retention rates
  Benchmark: 45%
  Status: 33%

Educational Excellence Performance Measures

- Student Learning Outcomes Assessment goals are met annually
  Benchmark: 80% percent or more of annual assessment goals are consistently met over 3-yr plan
  Status: 81%

- Full-time to Part-time faculty ratio
  Benchmark: Maintain above average ratio
  Status: 0.8:1.0 (161 full-time and 207 part-time)
- NIC is responsive to faculty and staff professional development needs
  Benchmark: Maintain or increase funding levels available for professional development
  Status: $78,000 in current funding
- Licensure pass rates at or above standardized exam rates
  Benchmark: Maintain at 85% or above
  Status: 98.61% for all programs (mean)
- NIC Dual Credit students that matriculate at NIC or at another postsecondary institution
  Benchmark: Sustain or Increase
  Status: 63%
- All instructional programs respond annually to program review recommendations and document program changes/improvements
  Benchmark: New (under development)
  Status: New (under development)

<u>Community Engagement Performance Measures</u>

- Distance Learning proportion of credit hours
  Benchmark: Increase annually by 2% until 25% of total student population is achieved
  Status: 23.9%
- Dual Credit annual credit hours in the high schools
  Benchmark: Increase by 5% annually
  Status: 3,639
- Dual Credit annual credit hours taught via distance delivery
  Benchmark: Increase by 5% annually
  Status: 3,145
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
  Benchmark: 3.6%
  Status: 3.2%
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
  Benchmark: 3.0%
  Status: 2.2%
- Percentage of student evaluations of community education courses reflect a satisfaction rating of above average
  Benchmark: 85% of total number score a satisfaction rating of above average
  Status: 98%

Diversity Performance Measures

- Number of students enrolled from diverse populations
  Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region
  Status: 78.2% White, 10.6% Other; 11.2% Unknown
- Students surveyed perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds
  Benchmark: Increase by 2% annually until the national average is met or exceeded
  Status: 39.6% (compared to national average of 53.5%)

Stewardship Performance Measures

- Dollars secured through the Development Department via private donations and grants
  Benchmark: $2 million
  Status: $3.7 million

- College-wide replacement schedule for personal computers
  Benchmark: 100% of the computers are replaced within the rotation window
  Status: ERS-A: 93.81%; ERS-B: 96.71%

- Efficiency measures and energy upgrades result in dollars saved
  Benchmark: Sustain or Increase
  Status: 12.9% overall decrease in utilities expenditures over 7 year period

- Tuition and Fees for full-time, in-district students (full academic year)
  Benchmark: Maintain rank in the lowest 40% against comparator institutions
  Status: $3,214

Idaho State Board of Education System-Wide Performance Measures

- Degree Production – Degree and certificate production and headcount of recipients
  Benchmark: Maintain graduation rate at or above the median for IPEDS peer group
  Status: 1,081 awards / 969 headcount

- Degree Production - Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE
  Benchmark: Compare favorably against Idaho peer group
  Status: 28.4%

- Retention Rate – (a) Percent of full-time new and transfer degree-seeking students that are retained or graduate the following year: first-time, full-time degree-seeking students
  Benchmark: 63%
  Status: 52%

- Retention Rate – (b) Percent of full-time new and transfer degree-seeking students that are retained or graduate the following year: transfer, degree-seeking students
  Benchmark: *65%*
  Status: *47%*

- Undergraduate cost per credit
  Benchmark: *Compare favorably against Idaho peer group*
  Status: *$314.86*

- Graduates per $100k – Graduates per $100,000 of education and related spending by institutions
  Benchmark: *Maintain rank at or above the median for IPEDS peer group*
  Status: *2.06*

- Remediation - Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional benchmarks.
  Benchmark: *This measure is an input from the K-12 system and is not benchmarkable, per ISBOE*
  Status: *58.3%*

- Dual Credit – Total annual credit hours
  Benchmark: *This measure is an input from the K-12 system and is not benchmarkable, per ISBOE*
  Status: *12,213*

- Dual Credit – Unduplicated Annual Headcount
  Benchmark: *This measure is an input from the K-12 system and is not benchmarkable, per ISBOE*
  Status: *1,165*

CONSENT AGENDA
APRIL 20, 2017

TAB	DESCRIPTION	ACTION
1	**AUDIT - APPOINTMENT OF STEPHEN SPEIDEL TO AUDIT COMMITTEE**	Motion to Approve
2	**BAHR-SECTION II - BOISE STATE UNIVERSITY AMENDMENT TO FOOD SERVICE CONTRACT - ARAMARK**	Motion to Approve
3	**BAHR-SECTION II - UNIVERSITY of IDAHO DISPOSAL OF REAL PROPERTY FOR ITD PROJECT – PARKER FARM, LATAH COUNTY**	Motion to Approve
4	**BAHR-SECTION II - UNIVERSITY of IDAHO AMENDMENT TO FOOD SERVICE CONTRACT - SODEXO**	Motion to Approve
5	**IRSA – PROGRAMS AND CHANGES APPROVED BY EXECUTIVE DIRECTOR - QUARTERLY REPORT**	Information Item
6	**IRSA – WWAMI ADMISSIONS COMMITTEE APPOINTMENT**	Motion to Approve
7	**IRSA – EPSCoR IDAHO COMMITTEE APPOINTMENT**	Motion to Approve
8	**PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS**	Information Item
9	**PPGA – STATE REHABILITATION COUNCIL APPOINTMENT**	Motion to Approve
10	**PPGA – BOISE STATE UNIVERSITY – FACILITIES NAMING**	Motion to Approve

TAB	DESCRIPTION	ACTION
11	**SDE – BSU – EDUCATOR PREPARATION PROGRAM REVIEW – CONSULTING MATH TEACHER**	Motion to Approve

BOARD ACTION
I move to approve the Consent Agenda as presented.

Moved by __________ Seconded by ___________ Carried Yes _______ No _______

SUBJECT

Appointment of Stephen Speidel to Audit Committee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures Bylaws F.4.b.
Idaho State Board of Education Governing Policies and Procedures V.H.2.a.
Audit Committee Charter, Appendix B

BACKGROUND/DISCUSSION

Board Bylaws F.4.b, "Composition," provide that the Audit Committee members shall be appointed by the Board and that the Committee 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. Members may be reappointed.

Mark Heil, who served as a non-Board Audit Committee member since 2008, recently resigned from the Committee upon accepting his current position as the Vice President and Chief Financial Officer for Boise State University.

IMPACT

The Audit Committee reviewed the candidate's credentials and met with Stephen Speidel at its March 8, 2017 meeting.

The Board Bylaws for the Audit Committee state the following:

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.

The Audit Committee charter also includes the following:

Each Committee member shall be independent and free from any relationship that would interfere with the exercise of her or his independent judgment. Committee members shall not be compensated for their service on the Committee and shall not have a financial interest in or engage in related-party transactions, or any other conflict of interest with any entity doing business with the Board, or any institution under the governance of the Board. Members, or their immediate relatives, shall not hold a salaried position with any Institution under the Board's governance nor be employed by any entity that provides services for a fee to any such Institution.

The Committee reviewed Mr. Speidel's résumé (Attachment 1) and voted unanimously to confirm his independence and recommend his appointment to the Committee.

ATTACHMENTS

Attachment 1 – Stephen Speidel Résumé	Page 3
Attachment 2 – Stephen Speidel Bio	Page 4

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the appointment of Mr. Stephen Speidel as a non-Board member of the Audit Committee.

BOARD ACTION

I move to approve the appointment of Stephen Speidel as a non-Board member of the Audit Committee, effective immediately.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

ATTACHMENT 1

STEPHEN SPEIDEL, CPA
1421 N 10th Street | Boise, ID 83702
sspeidel@idahofirstbank.com

EXPERIENCE

Idaho First Bank Boise, ID
Controller / Vice President Nov 2015 – present
Supervise the accounting operations of the bank, prepare financial and operational reports to management and regulatory agencies, coordinate external audits, develop and document financial controls, coordinate vendor management, and sit on the bank Asset Liability Committee.

Eide Bailly LLP Boise, ID
Audit Senior Associate Sep 2014 – Nov 2015
As a team leader of audit engagements, review the work product of the engagement team, evaluate the effectiveness of internal control structure, and research technical accounting issues.

BKD, LLP Louisville, KY
Senior Auditor Jan 2010 – Aug 2014
Performed a variety of assurance functions with the firm, including audits of private and publicly traded companies. Performed internal control consulting engagements.

OTHER ACTIVITIES

Boise Art Museum Boise, ID
Audit Liaison / Finance Committee June 2016 - present
Serve as a board member, review the annual financial statement audit on behalf of the museum, and participate as a member of the board finance committee.
www.boiseartmuseum.org

River Discovery Boise, ID
Treasurer July 2014 – June 2017
Serve as three year term as board member and treasurer for this local nonprofit, which provides outdoor experiences to cancer survivors. www.riverdiscovery.org

SKILLS / CERTIFICATIONS

- **Certified Public Accountant**

ATTACHMENT 2

STEPHEN SPEIDEL – BIO

Steve is a Certified Public Accountant, holding a bachelor's degree from the University of Minnesota. He began his career in public accounting, and currently serves as Vice President and Controller at Idaho First Bank. His work on charitable boards includes acting as Audit Liaison and member of the Finance Committee at the Boise Art Museum, and previously as Treasurer of River Discovery. Steve has a daughter in the Boise public school system, and his mother is a retired music teacher.

BOISE STATE UNIVERSITY

SUBJECT

Amendment Two, Food Service Contract, Aramark Educational Services

REFERENCE

August 2015	Idaho State Board of Education (Board) approved ground lease and operating agreement with EdR Boise LLC, a wholly-owned subsidiary of Education Realty Operating Partnership LP (EdR), including purchase of the rights to operate and control the dining spaces for a cost not to exceed $3,490,458
February 2016	Board delegated approval authority to the Executive Director of the Board for the food service contract with Aramark Educational Services, LLC (Aramark)
July 2016	Executive Director for the Board approved food service contract with Aramark
December 2016	Board approved Boise State University (BSU) to enter into the attached letter agreement with EdR Boise LLC, including purchase of the rights to operate and control the dining facility; and for BSU to authorize EdR to complete the buildout of the facility, including furniture, fixtures, and equipment, for an estimated additional cost of $3 million with a total project cost not to exceed $6.5 million; and to delegate authority to the Vice President for Finance and Administration to execute the agreement.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.I.6.b

BACKGROUND/DISCUSSION

<u>Original Aramark Contract</u>

On July 1, 2016, following an RFP process and award, BSU entered into a new five year contract including five optional one year renewals with Aramark. The current Board approved food service contract with Aramark expires on June 30, 2021.

The contract is estimated to generate approximately $14 million in annual sales, of which $4 million is revenue to BSU. Projections may vary due to current and future construction projects that are directly linked to food service on campus. Revenues are a combination of commissions paid by the food service vendor for retail, catering, vending, and concessions as well as net dining revenues. BSU and Aramark work collaboratively to improve projected sales, which in turn increases revenue to BSU. Revenues from the contract support many operations and programs on the campus.

Dining Services is expanding into the new Honor's College through a public-private partnership with EdR.

Dining Spaces in the Honors College

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 BSU's 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.

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.

At the December 2016 Board meeting, the Board approved a letter agreement with EDR to complete the Honors College dining hall build-out at a cost of $6.5 million. In accordance with the terms of the Ground Lease and the letter agreement, BSU intends to purchase the dining spaces "turn-key" upon substantial completion of the construction for an amount not to exceed $6.5 million as outlined in the attached Amendment Two.

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 restrooms, the food services area and a closed kitchen. The seating/dining area has been designed to be accessible 24 hours a day/7 days a week, if so desired, for studying or programming of events for the building.

BSU will fund this project utilizing a $3 million contribution from BSU's food service provider; $2 million from the original contract and $1 million from

Amendment Two, and the remainder of the funds will come from university and auxiliary dining reserves.

IMPACT

Amendment Two to the Food Services contract contains the following changes:

1. 2016 Financial Commitment adds a new $1 million commitment exclusively to the Honor's Dining Facility.
2. 2016 Financial Commitment reduces the current year capital commitment for retail from $2.9 million to $2.3 million.
3. Annual commissions guarantee shifts to an aggregate guarantee instead of for each individual retail concept. The collective amount each year will still be at least equal to the total of all "Minimum Annual Guarantees" in the current agreement.
4. Modifications to Meal Plans and the reduction to the number of meal plans from eleven to five in order to simplify meal plans for customers. This change was endorsed by the student food service advisory panel and the student government.
5. Aramark responsibility for maintenance, repair and replacement of equipment capped to not exceed $100,000 for the fiscal year 2017.
6. As part of the meal plan changes, BSU will no longer provide an estimated $470,000 in flexible spending for dining options to board dining students each year. Funds will be directed toward the payment of the Honor's Dining Facility. Aramark will fund all student flexible spending dollars.

Amendment Two further changes future capital investments from Aramark to Boise State as follows:

Capital Investment Grants: $2 million years 1-5
Capital Investment Grants: $1 million years 1-5 (Honor's Dining)
Capital Investment Grants: $2 million years 6-10
Albertson's Stadium and Taco Bell Arena Concessions: $515,000
Retail: $2.3 million years 1-5
Retail: $1 million years 6-10

The net investment is similar to the current, but restructures the timing and where the investments are made. This restructure was at Boise State's request to fit BSU's current needs.

ATTACHMENTS

Attachment 1 – Amendment Two Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to authorize Boise State University to enter Amendment Two to its original Food Service Contract with Aramark Educational Services, LLC in order to fund the remainder of the Honors College dining area construction and build-out in substantial conformance with the amendment provided in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AMENDMENT NO. TWO

This Amendment No. Two is made and entered into effective as of the ___ day of _____, 2017 by and between **BOISE STATE UNIVERSITY** ("Boise State" or "University") and **ARAMARK EDUCATIONAL SERVICES, LLC** ("Aramark," "Vendor," or "Contractor") and amends that certain Food Services Contract between the University and Aramark dated effective July 1, 2016.

WHEREAS, the University issued its Request for Proposal in respect to University Dining Service (RFP #TS15-058) (the "RFP") to establish a contract for exclusive management and operation of dining services on the University's main campus; and

WHEREAS, the University awarded the RFP to Aramark based on Aramark's Proposal in response to the RFP; and

WHEREAS, the parties subsequently entered into the Agreement incorporating the RFP, Aramark's Proposal to the RFP, including the Risk Assessment and the Q&A submitted in connection with the RFP (the "RFP Response"), and the Modified State of Idaho Terms and Conditions (collectively, the "Agreement"); and

WHEREAS, the Agreement provides for Aramark's management of certain retail venues and provides that certain final concept decisions will be mutual agreed upon based on market research outcomes; and

WHEREAS, the Agreement provides that the University is considering a public/private partnership in future building projects; and

WHEREAS, the University entered into a contract with EDR Boise LLC ("EDR") whereby EDR is constructing a residential honors college and freshman living learning community with associated food service on property owned by the University (the "Project"); and

WHEREAS, food service facilities in the Project (the "Honors College Dining Facility") will be constructed by EDR as part of the Project and the University intends to purchase the Honors College Dining Facility following substantial completion of the construction in accordance with the agreement between the University and EDR; and

WHEREAS, the parties wish to modify the Agreement to include the Honors College Dining Facility as part of the main campus of the University within the scope of the Agreement and provide the terms and conditions on which Aramark will make a financial commitment to the Honors College Dining Facility; and

WHEREAS, the addition of the Honors College Dining Facility, the new financial commitment Aramark has proposed to make for the Honors College Dining Facility as part of this Amendment, as well as the changes in services and enrollment at the University, since the RFP and resulting Agreement, constitute a substantial and material change in circumstances; and

WHEREAS, the parties seek to make certain additional non-material clarifications to the Agreement relating to the timing of the 2016 and 2017 Financial Commitments, the location of meal exchanges during the 2016-2017 school year, clarifications to the equipment replacement and repair funding provided for in the Agreement, certain provisions regarding flex amounts, and commissions relating to food truck vendors on campus; and

WHEREAS, certain changes herein are being made in accordance and as part of the annual price adjustments as provided for in Sections 5.1 and 5.2 of the Agreement, including without limitation adjustments to meal plans and rates and certain adjustment to commissions payable by Vendor and it is anticipated a further amendment will be necessary at a later date regarding retail pricing, a finalized annual plan for 2017-2018, and other matters.

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

1. **SECTION 2**, **SCOPE OF SERVICES**, Subsections 2.2.1 and 2.2.2, shall be deleted in their entirety and replaced with the following:

"**2.2.1 Retail**: The scope of the contract shall include management and operation of the retail dining locations. The Vendor shall provide and maintain a mix of proprietary brands and national/regional/local brands designed to satisfy the wide range of food preferences in the campus community. The University reserves the right (up to 3 times per year) to bring external vendors to campus for events (e.g. a food truck rally) at the sole discretion of the University. Aramark will manage the retail venues in accordance with the following tables:

Table 1: 2016-2017 Retail Concepts

Concept #	Concept	Location	Annual Sales Projection	Minimum Annual Guarantee	Commission % on Sales
1	Subway	SUB	$447,000	$37,995	10.00%
2	Chick-fil-a	SUB	$323,000	$27,455	10.00%
3	Starbucks	SUB (2017)	$87,000	$7,395	10.00%
4	Moe's	SUB	$327,000	$27,795	10.00%
5	Fresh Express	SUB	$402,000	$25,628	7.5%
6	Einstein's	ILC	$377,000	$32,045	10.00%
7	Panda Express	ILC	$408,000	$34,680	10.00%
8	Papa Johns	ILC	$79,000	$6,715	10.00%
9	Grill Works	SUB (ILC)	$69,000	$8,798	15.00%
10	C-STORE	ILC	$384,000	$24,480	7.50%
10A	Moxie	SUB	$144,756	$18,456	15.00%
11	Starbucks	Library	$596,000	$50,660	10.00%
12	Freshii Cafe	Ed Building	$89,000	$7,565	10.00%
13	JR Simplot Cafe	Micron	$189,000	$24,098	15.00%
14	WILK POD	Chaffee	$253,000	$16,129	7.50%
15	Quad POD	Library	$139,000	$8,861	7.50%
17	Moxie 11	Multi-Purpose	$60,000	$7,650	15.00%

Table 2: 2017-2018 Retail Concepts

Concept #	Concept	Location	Annual Sales Projection	Minimum Annual Guarantee	Commission % on Sales
1	Subway	SUB	$447,000	$37,995	10.00%
2	Chick-fil-a	SUB	$323,000	$27,455	10.00%
3	Starbucks	SUB (2017)	$300,000	$25,500	10.00%
4	Moe's	SUB	$327,000	$27,795	10.00%
5	Fresh Express	SUB	$402,000	$25,628	7.5%
6	Einstein's	ILC	$377,000	$32,045	10.00%
7	Panda Express	ILC	$408,000	$34,680	10.00%
8	Papa Johns	ILC	$79,000	$6,715	10.00%
9	Grill Works	SUB (ILC)	$69,000	$8,798	15.00%
10	C-STORE	ILC	$384,000	$24,480	7.50%
11	Starbucks	Library	$596,000	$50,660	10.00%
12	Freshii	Ed Building	$90,000	$7,650	10.00%
13	JR Simplot Cafe	Micron	$189,000	$24,098	15.00%
14	WILK POD	Chaffee	$253,000	$16,129	7.50%
15	Quad POD	Library	$139,000	$8,861	7.50%
16	Honor's POD	Honor's College	$243,750	$15,539	7.50%
17	Moxie 11	Multi-Purpose	$60,000	$7,650	15.00%

For the avoidance of doubt, commencing July 1, 2017, Aramark will not guarantee the commission for each retail concept individually.

NOTES/CLARIFICATIONS

1. Sales Projections and related minimum annual guarantee include additional Bronco Bucks on mandatory plans as noted in Amendment 1- Vendor Q&A {TS15-058), Question 8. Sales and guarantee do not include flex attached to the meal plan, which would be included in board plan return.

2. Any Subcontracted Concepts will have a 15.0% commission return to University on actual net sales.

3. Minimum Annual Guarantee is based on 85.0% of actual projected commissions, with preference to guarantee overall commission total as noted in Amendment 1-Vendor Q&A {TSlS-058), Question 60. Guarantee expected to increase annually throughout term. The Minimum Annual Guarantee and Annual Sales Projections shall be adjusted annually as mutually agreed.

4. Cash Door Sales at the BRC are included in Board Revenue and are commissionable sales at 15.0% with a minimum guarantee of $17,700.

5. For the 2016-2017 contract year, Vendor will not pay commissions on food truck sales, excluding events. Vendor will, however, provide the University with a report showing what the commissions from such sales would have been. Commission percentages on food trucks shall be renegotiated for subsequent years in accordance with Sections 5.1 and 5.2 of the Agreement.

6. Retail commissions are based on net sales (gross sales less sales tax).

Commencing July 1, 2017, Aramark will no longer guarantee the annual commissions for each individual retail concept. Instead, Aramark will guarantee that the total annual (June-July) commissions from all retail concepts collectively will be at least equal to the total of all Minimum Annual Guarantees for all retail concepts or as otherwise agreed to by the parties on an annual basis (the "Aggregate Minimum Annual Retail Guarantee"). The parties will mutually agree on the Aggregate Minimum Annual Retail Guarantee for future years, including 2017-2018, before June 1st of each year and memorialize such amount through an amendment. The Aggregate Minimum Annual Retail Guarantee shall be based on of the following retail concepts being fully operational for the services described herein for the entire contract year (June-July). In the event that one or more retail concepts is not fully operational for the entire contract year, then the retail commission guarantee shall be reduced in proportion to the reduction in sales.

CONCEPT #1: Subway
National brand with a fast, fresh, and healthy menu focused on made to order hot or cold sub-style sandwiches, salads, wraps, soups and sides. Breakfast menu also available. #1 retail sandwich option for college students per student surveys at BSU and other similar universities.

- LOCATION PROPOSED: Student Union Building
- MEAL EQUIVALENCY OPTION: Choice of 6" Turkey, Ham, Roast Beef, or Veggie Sandwich or Salad, and Potato Chips (1.5 oz.); includes 22 oz. Fountain Drink

CONCEPT #2: Chick-fil-A
National brand specializing in breaded and chargrilled chicken-breast sandwiches, wraps, strips, nuggets and salads. All cooking is done in 100% refined peanut oil with no trans-fat and is cholesterol free. #1 chicken brand preference based on various student surveys conducted at BSU.

- LOCATION PROPOSED: Student Union Building

CONCEPT #3: Starbucks – Student Union Building
National brand coffee retailer offering coffee and espresso beverages, including popular seasonal drinks. Variety of sandwiches, pastries and snacks made with high-quality ingredients. It is a top-rated preferred coffee brand with BSU and college students nationally.

- LOCATION PROPOSED: Student Union Building

CONCEPT #4: Moe's Southwestern Grill-Mexican
Colorado National brand specializing in made to order burritos, tacos, quesadillas, nachos and fajitas. Features gluten-free, vegetarian, low calorie items, organic tofu and hormone-free chicken and beef. Mexican is the #1 new food option BSU students would like in this neighborhood per surveys conducted in Fall 2014.

- LOCATION PROPOSED: Student Union Building

CONCEPT #5: Fresh Express- convenience store (large format)
Store offerings include a variety of freshly prepared food (sandwiches, salads, snacks, etc.) for all meal times, local produce, packaged snacks, beverages, shelf stable and frozen food products, gluten-free, healthy and vegetarian options. Every day essentials that are of quality, selection and value.

- LOCATION PROPOSED: Student Union Building
- MEAL EQUIVALENCY OPTIONS:

(1) Pre-wrapped English muffin sandwich or Seasonal Featured Item [Fresh Fruit and Yogurt Bar, Oatmeal] Select Whole Fruit; includes 20 oz. Fountain Beverage
(2) Wedge Sandwich (3 rotating options including one Vegetarian), Select Whole Fruit OR Potato Chips (1.5 oz.); includes 20 oz. Fountain Beverage
(3) Choice of Chicken Caesar, Garden, or Chef Salad; includes 20 oz. Fountain Beverage

CONCEPT #6: Einstein Bros Bagels
National brand that specializes in brewed and specialty coffee drinks, bagels, sandwiches, croissants and salads. Dessert choices include coffee cake, cookies and streusels. Menu includes vegetarian, vegan, low-fat and low-carb beverages and food. Proposing expansion of location to increase operational and customer efficiencies.

- LOCATION PROPOSED: Interactive Learning Center
- MEAL EQUIVALENCY OPTION:
  (1) 20 oz. Espresso (single shot) OR Drip coffee and any Bagel
  (2) One Bagel Sandwich (any variety)

CONCEPT #7: Panda Express
National brand specializing in freshly prepared gourmet Asian-inspired entrees, sides and accompaniments and fresh new taste creations. #1 Asian option chosen by students in Fall 2014 survey conducted at Boise State University; also top preferred national Asian fast casual brand by consumers.

- LOCATION PROPOSED: Interactive Learning Center
- MEAL EQUIVALENCY OPTION: Any Panda Bowl (entrée and side); includes 20 oz. Fountain Drink

CONCEPT #8: Papa John's Pizza
National brand of pizza that is the third largest take-out and delivery brand in the nation. Offering a variety of hot made-to-order favorites and specialty pizzas with their famous dipping sauce.

- LOCATION PROPOSED: Interactive Learning Center
- MEAL EQUIVALENCY OPTION: Individual One Topping Pizza and 20 oz. fountain beverage

CONCEPT #9: Grille Works
Proprietary brand specializing in burgers, grilled chicken sandwiches, French fries, chicken tenders, grilled cheese, Malibu burger

- LOCATION PROPOSED: Interactive Learning Center
- MEAL EQUIVALENCY OPTION: 3.2 oz beef burger or Malibu burger, French fries or whole fruit, 20 oz fountain beverage

CONCEPT #10: Modern market-style neighborhood convenience store (large format)
Offerings include a variety of freshly prepared foods (sandwiches, salads, snacks, etc.) for all meal times, local produce, packaged snacks, beverages, shelf stable and frozen food products, gluten-free, healthy and vegetarian options. Every day essentials that are of quality, selection and value.

- LOCATION PROPOSED: Interactive Learning Center
- MEAL EQUIVALENCY OPTIONS:
  (1) Pre-wrapped English muffin sandwich, Select Whole Fruit; includes 20 oz. Fountain Beverage
  (2) Wedge Sandwich (3 rotating options including one Vegetarian), Select Whole Fruit OR Potato Chips (1.5 oz); includes 20 oz. Fountain Beverage
  (3) Choice of Chicken Caesar, Garden, or Chef Salad; includes 20 oz. Fountain Drink

CONCEPT #10A: Moxie
National brand of coffee that serves specialty coffee and espresso drinks, smoothies, freezes, teas and private-label energy drink that customers can infuse with their favorite flavors. Preferred local coffee brand indicated by Fall 2014 surveys conducted at BSU.

- LOCATION PROPOSED: Student Union Building, through April 2107.

CONCEPT 11: Starbucks - Library
National brand coffee retailer offering coffee and espresso beverages, including popular seasonal drinks. Food items include sandwiches, pastries and snack; all high-quality ingredients. This existing location will be enhanced to include more space, seating, updated look, and will be more efficient operationally.

- LOCATION PROPOSED: Albertson Library

CONCEPT #12: Freshii
National brand that offers fresh made to order nutritious and healthy meals and snacks. Menu includes salads, wraps, soups, quinoa bowls and fresh juices. Lunch and dinner items. Biodegradable packaging. Fall 2014 student surveys and focus groups conducted at Boise State indicated students wanted a healthier concept on campus.

- LOCATION PROPOSED: Education Building

CONCEPT #13: J.R. Simplot Cafe
Partnership with Boise State Living Learning Community to provide students with an opportunity to gain first-hand retail business experience utilizing this concept/location. Serving Starbucks brand coffee and espresso drinks, various breakfast items, sandwiches, soups, flatbread pizzas, and local fruits; includes vegetarian, vegan and gluten-free menu options.

- LOCATION PROPOSED: Micron College of Business and Economics
- MEAL EQUIVALENCY OPTIONS:
  (1) Muffin OR Bagel, Select Whole Fruit, Choice of Drip Coffee, Hot Tea, or 20 oz. Fountain Drink
  (2) Flatbread Pizza (Cheese or Pepperoni), Select Whole Fruit OR Potato Chips (1.5 oz.); includes 20 oz. Fountain Drink

CONCEPT #14: Modern market-style convenience store (small format) with grill cooking
Store offerings include a variety of freshly prepared foods (sandwiches, salads, snacks, etc.) for all meal times, local produce, packaged snacks, beverages, shelf stable and frozen food products, gluten-free, healthy and vegetarian options. Also offer Starbucks brand coffee and espresso, and made to order grill menu.

- LOCATION PROPOSED: Wilk C-Store / Chaffee Residential
- MEAL EQUIVALENCY OPTIONS:
  (1) Pre-wrapped English muffin sandwich, Select Whole Fruit; includes 20 oz. Fountain Beverage
  (2) Wedge Sandwich (3 rotating options including one Vegetarian), Select Whole Fruit OR Potato Chips (1.5 oz); includes 20 oz. Fountain Beverage
  (3) Choice of Chicken Caesar, Garden, or Chef Salad; includes 20 oz. Fountain Drink
  (4) Fresh-Made to order Sandwich, Wrap, Panini or Flatbread, Potato Chips, 20oz Fountain Drink
  (5) Daily rotating Grill option served from 4pm-12pm, 20oz Fountain Drink.

CONCEPT #15: **Modern market-style convenience store** (small format)
Convenience store catering to students in the Quad area of campus. Offerings include: Sushi, Snacks, Beverages, Salads, Fruit, and Sandwiches

- LOCATION PROPOSED: Albertson's Library
- MEAL EQUIVALENCY OPTIONS:
  (1) Pre-wrapped English muffin sandwich, Select Whole Fruit; 20 oz. Fountain Drink
  (2) Wedge Sandwich (3 rotating options including one Vegetarian), Select Whole Fruit OR Potato Chips (1.5 oz.); includes 20 oz. Fountain Drink
  (3) Choice of Chicken Caesar, Garden, or Chef Salad; includes 20 oz. Fountain Drink

CONCEPT #16: **Modern market-style convenience store** (small format)
Convenience store catering to students in the Quad area of campus. Offerings include: Sushi, Snacks, Beverages, Salads, Fruit, and Sandwiches, brewed coffee

- LOCATION PROPOSED: Honors Complex – Opening August 2017.
- MEAL EQUIVALENCY OPTIONS:
  (1) Pre-wrapped English muffin sandwich, Select Whole Fruit; 20 oz. Fountain Drink
  (2) Wedge Sandwich (3 rotating options including one Vegetarian), Select Whole Fruit OR Potato Chips (1.5 oz.); includes 20 oz. Fountain Drink
  (3) Choice of Chicken Caesar, Garden, or Chef Salad; 20 oz. Fountain Drink
  (4) Daily rotating Grill option served from 8pm-12pm, 20oz Fountain Drink.

CONCEPT #17: Moxie II
National brand of coffee that serves specialty coffee and espresso drinks, smoothies, freezes, teas and private-label energy drink that customers can infuse with their favorite flavors. Preferred local coffee brand indicated by Fall 2014 surveys conducted at BSU.

- LOCATION PROPOSED: Multipurpose Classroom Building

Additionally, a minimum of two food trucks (location and vendor to be mutually agreed upon) to come to campus with retail offerings daily. For 2016-2017, University has agreed to waive commissions on all food truck locations; however, this is to be renegotiated annually in accordance with Section 5.1. and 5.2.

2.2.1.a. There must be a minimum of one venue open until midnight in addition to the Honors College Dining Facility, which shall also provide late night offerings. Only one meal equivalency can be used per meal period for all meal plans, including all access plans. There must be at least one meal equivalency at each meal equivalency location available per meal period. Meal equivalency locations include the following Retail Concepts: Subway, Panda Express, Grille Works, Papa John's, C-Store, POD, POD Express, JR Simplot Café and Einstein's. Meal Equivalencies for future school years shall be negotiated annually in accordance with Sections 5.1 and 5.2 of the Agreement. The Honors College Dining Facility will include two meal equivalencies at each station.

2.2.1.b. Vendor will be responsible for any and all capital improvement and equipment costs associated with a new concept or mandatory remodels due to any franchise requirements. In addition, Vendor shall be responsible for the cost of any mutually agreed equipment or upgrades requested as a result of Vendor hiring a new Executive Chef. These expenses shall not be funded from the Equipment Repair and Replacement Fund and are not subject to any cap.

Further, Vendor will be responsible for the maintenance, repair and replacement of all equipment. Such responsibility for the maintenance, repair and replacement of equipment associated with the retail, residential and catering program shall not exceed One Hundred Thousand Dollars ($100,000) (the "Equipment Repair and Replacement Fund") for the 2016-2017 school year. The amount of the Equipment Repair and Replacement Fund shall be renegotiated for subsequent years in accordance with Sections 5.1 and 5.2. The Vendor will give ownership of all equipment to the University.

2.2.1.c. Point of Sale Equipment. The Vendor shall use the University's Point of Sale Devices and pay the annual maintenance fees associated with the devices in the Vendor's operations (current fees are at $18,000). In addition, the Vendor must maintain a 5-year replacement cycle on registers and scanners by replacing 1/5 annually.

- **POS current detail:**
  - 18 POS registers on the 9700
  - Three POS registers on the 3700
  - One Micros workstation 4
  - 20 Micros workstations
- **Current cost break out:**
  - POS register $2,095
  - Stand $95
  - Pole Display $250
  - Cash Drawer $250
  - Receipt Printer $625
  - Scanner $365
  - Total $3,680 plus shipping per quote on 2/17/2015.

2.2.2 Board Dining. All traditionally aged "First Year Residents" (as defined by University) must obtain and pay for a Mandatory Meal Plan. Residents not identified as First-Year Students by University who live in a residential space without an in-unit kitchen must also obtain and pay for a Mandatory Meal plan. Residents not identified as First-Year Students by University who live in residential spaces with in-unit kitchens may select a Voluntary Meal Plan.

There have been 112 days in the Fall, 111 days in the Spring (this is reviewed each year based on the academic calendar). The parties may negotiate additional limited service days at a lower rate.

<u>2016-2017 Mandatory Meal Plans</u>

While the plans are marketed to students as having meals and flex, there is actually a portion of the "flex" that is purchased from the University as Bronco Bucks to add additional money beyond what the vendor plans included. For those dollars, the vendor bills the University as the dollars are used and pays commissions to the University based on the commissionable rates of the retail venue. The first dollars used from the student plans are considered to be the Bronco Bucks.

Flex dollars are collected by Boise State as part of the meal plan price. The portion of "flex" that is currently Bronco Bucks (see Question 8 answer) is billed monthly as used. That portion also includes commission payments based on location of use to the University. The Bronco Bucks portion is considered the first flex utilized. The flex that is not Bronco Bucks is part of the daily rate payment.

The vendor retains unused flex dollar revenue, the University retains unused Bronco Buck portion of the revenue. Since Bronco Bucks is considered the first utilized, there has not be any of that portion remaining.

The University pays the daily rate to the vendor on a weekly basis based on the number of students on plans. Menus will be in line with those proposed in the vendor RFP response and are to be submitted and mutually agreed upon each semester.

Table 8: 2016- 2017 Meal Plan and Rate Schedule

Number of Students	All access 7 days $50 Flex	All access 5 days $175 Flex	19 Meal Plan $50 Flex	14 Meal Plan $175 Flex	12 Meal Plan $225 Flex	10 Meal Plan $375 Flex
1700+	10.25	9.57	8.56	8.18	7.88	7.20
1650-1699	10.53	9.85	8.84	8.46	8.16	7.48
1600-1649	10.82	10.14	9.13	8.75	8.45	7.77
1550-1599	11.13	10.45	9.44	9.06	8.76	8.08
1500-1549	11.46	10.78	9.77	9.39	9.09	8.41
1450-1499	11.82	11.14	10.13	9.75	9.45	8.77
1400-1449	12.20	11.52	10.51	10.13	9.83	9.15
1350-1399	12.62	11.94	10.93	10.55	10.25	9.57
1300-1349	13.06	12.38	11.37	10.99	10.69	10.01
1250-1299	13.54	12.86	11.85	11.47	11.17	10.49
1200-1249	14.06	13.38	12.37	11.99	11.69	11.01
0-1199	TBN	TBN	TBN	TBN	TBN	TBN

Notes:

1. TBN- To be negotiated
2. Rates assume Add-on DB handled consistent with current Process

2017-2018 Mandatory Meal Plans

Table 9: 2017-2018 Meal Plans/Rates (also available for non-residential students)

Plan	Meals per Week	Flex Dollars	Daily Rate to University
All Access 7	All Access	$200	$12.56
14-Meal	14 meals	$200	$9.44

Notes:

1. Beginning with the 2017-2018 contract year, add-on flex dollars will no longer be issued by the University; however, meal plan patrons may continue to purchase add-on flex dollars.
2. Flex Dollars are included in the daily rate

Table 10: Mandatory Meal Plan Time Periods

	Monday-Friday		Saturday-Sunday	
	Start	End	Start	End
Breakfast	6:55	11:00	6:55	10:30
Brunch	-	-	10:31	2:00
Lunch	11:01	3:00	-	-
Mid-Day	3:01	4:00	2:01	4:00
Dinner	4:01	9:00	4:01	9:00
Late Night	9:01	11:59	9:01	11:59

Mandatory Meal Plan Rules:

- One meal can be used per meal period (except on all access plans which are unlimited).
- Each plan purchased includes 16 guest meals that can be used anytime during the semester (unlimited use per transaction).
- Guest meals may only be used at a residential dining hall (e.g. BRC or the Honors College)
- All meals (excluding guest meals) can be used at a residential dining hall (e.g. BRC or the Honors College) or for a meal equivalency at other dining venues on campus.
- All access plans can use one grab and go meal equivalency per meal period.
- Unused meals expire weekly and new week begins each Sunday.
- Flex dollars can be used at any retail location or for pizza delivery from Papa Johns or Piehole.
- Unused flex dollars for the Fall Semester will roll-over to the Spring Semester. Any flex dollars remaining at the end of the Spring semester (whether from the Fall or Spring) will expire at the end of the same Spring Semester.
- Unless changes to the meal plans are approved in accordance with Section 5.1, annual increases to mandatory and voluntary board plans shall be limited to the increases in the U.S.D.A. Regional (for the region in which Boise is located) Wholesale Food Price Index for the preceding 12-month period.

<u>Voluntary Meal Plans</u>

Annual Sales Projections: $220,000
Minimum Annual Guarantee: $28,050
Commissions % on Sales: 15.0%

Voluntary Meal Plans, excluding the all flex plan. Flex dollars commission based on concept where flex is redeemed.

Table 11: 2016-2017 Voluntary Meal Plan Type and Pricing

Block Meals	Flex Dollars	Price
45	$75.00	$435.00
45	0	$370.00
22	0	$185.00
10	0	$85.00
5	0	$45.00
0	$100.00	$90.00

Table 12: 2017-2018 Voluntary Meal Plan Type and Pricing

Type	Flex Dollars	Price
45 Meals	$75.00	$448.00
10 Meals	0	$87.50
0 Meals	$100	$90.00
14 Meals	$200	$1,700.00
Access 7 Meals	$200	$1,950.00

Voluntary Meal Plan Rules:

- Unlimited meals can be used per meal period.
- Meals can be used at any residential dining hall or for a meal equivalency at other dining venues on campus.
- Meals and flex dollars expire one year from date of purchase or upon termination of relationship with Boise State.
- Flex dollars can be used at any retail location or for pizza delivery from Papa Johns or Piehole.
- The 14 and Access 7 meals per week plans bought on a voluntary basis follow the mandatory meal plan rules.

2.2.2.a. Menu cycles must be a minimum of 3 week cycles and must change each semester. The University collects board dining retail rate from students. The Vendor will be paid based on the daily rate proposed on a weekly basis based on the number of students on the plan. The University maintains authority to determine retail rates to students.

2.2.2.b. The University will provide Vendor all kitchen smallwares, china, silver and glassware for board dining operations. Vendor will be required to take an annual inventory in conjunction with the University and replace any losses.

2.2.2.c. Vendor must allow residential students to adjust their meal plan any time within the first 2 weeks of each semester.

2.2.2.d. Unless changes to the meal plans are approved in accordance with Section 5.1, annual increases to mandatory and voluntary board plans shall be limited to the increases in the U.S.D.A. Regional (for the region in which Boise is located) Wholesale Food Price Index for the preceding 12-month period.

2.2.2.e. Each meal at the all-you-can-eat dining facility will include a sufficient number and variety of vegetarian, vegan, lactose free and gluten free options.

2. The “Commission Structure” chart in **SECTION 2**, **SCOPE OF SERVICES**, Subsection 2.2.3 shall be deleted in its entirety and replaced with the following:

Table 13: Commission Structure:

	External Groups	Internal and Non Profit Groups
Minimum Annual (July 1-June 30) Guarantee	$74,000	$302,500
Commission % on Sales	20%	15.0%

Note:
On campus/non-profit groups receive an 18% discount from catering menu prices"

3. **SECTION 2**, **SCOPE OF SERVICES**, Subsection 2.2.3.c shall be amended to add the following sentence at the end of the Subsection:

"The University agrees that, for school year 2016-2017, the University will not require remittance of $54,000 for the shared catering coordinator position."

4. **SECTION 2**, **SCOPE OF SERVICES**, Subsection 2.2.3.h shall be deleted and replaced with the following:

"Pursuant to an agreement between the University and EDR, EDR is constructing and the University intends to own and operate through a long-term annual lease upon Substantial Completion thereof, the Honors College Dining Facility. The Honors College Dining Facility shall be considered part of the University's main campus for purposes of the Agreement. Aramark shall offer two meal equivalency options at a minimum of three separate "stations" for a total of six meal exchanges available at the Honor's College Dining Facility. Two of these meal exchanges must provide an option for vegan and gluten free meals. Dependent upon actual operations once the location opens, both Aramark and Boise State will mutually agree upon any changes. Vendor shall be responsible for all costs associated with the Honors College Dining Facility listed in the Agreement under "Vendor Expenditure Responsibility" (See Page 114 of the Agreement). The University will provide Vendor all kitchen smallwares, china, silver and glassware for board dining operations. Vendor will be required to take an annual inventory in conjunction with the University and replace any losses."

5. **SECTION 2**, **SCOPE OF SERVICES**, Subsections 2.2.11.1 and 2.2.11.2, shall be deleted in their entirety and replaced with the following.

"1. <u>2016 Financial Commitment</u>. In consideration of University's agreement to enter into this Agreement under the terms set forth herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Aramark shall make a financial commitment to University between July, 2016, and June, 2017, in an amount up to Two Million Three Hundred Thirty-Three Thousand Dollars ($2,330,000) (the "2016 Retail Financial Commitment") for dining facility renovations and for the purchase and installation of dining services equipment, area treatment, signage and marketing materials and other costs associated with the retail dining services program on University's premises. Any equipment purchased by Aramark on University's behalf shall be purchased as a "sale-for resale" to University. University shall hold title to all such equipment (with the exception of those items which bear the name of Aramark, its logo, or any of its logo, service marks or trademarks or any logo, service marks or trademarks of a third party) upon such resale. University acknowledges that it is a tax-exempt entity and will provide Aramark with a copy of the appropriate tax-exempt certificate.

Aramark and University hereby agree that the 2016 Financial Commitment shall be made in various segments (each, a "2016 FC Segment") as set forth in the chart below. The parties may mutually agree upon different uses for each such segment and may reallocate funding between projects as they determine to be desirable.

Table 14: 2016 Financial Commitment by Location

Amount of Segment	Proposed Use(s)
$825,000	New Starbucks in the SUB
$383,000	Freshii Installation in Student Union Building
$105,000	Einstein Bagels Refresh/Expansion
$395,000	Moe's Southwest Grill Installation at I.L.C.
$107,000	Albertson Library POD
$515,000	Concessions Upgrades
Total = $2,330,000	

Each 2016 FC Segment shall be amortized on a straight-line basis over a period of months equivalent to the number of full months remaining until June 2026, commencing upon the complete expenditure of the applicable 2016 FC Segment. Upon completion of such expenditures, Aramark shall provide University with prompt written notice setting forth, in reasonable detail together with supporting documentation, the usage and amounts of the applicable 2016 FC Segment.

Upon expiration or termination of this Agreement by either party for any reason whatsoever prior to the complete amortization of the 2016 Financial Commitment, University shall reimburse Aramark for the unamortized balance of the 2016 Financial Commitment as of the date of expiration or termination. In the event such amounts owing to Aramark are not paid to Aramark within thirty (30) days of expiration or termination, University agrees to pay interest on such amounts at the Prime Rate plus two percentage points per annum, compounded monthly from the date of expiration or termination, until the date paid. The right of Aramark to charge interest for late payment shall not be construed as a waiver of Aramark's right to receive payment of invoices within thirty (30) days of the invoice date.

2. 2017 Financial Commitment. In consideration of University's agreement to enter into this Agreement under the terms set forth herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Aramark shall make a financial commitment to University between July, 2017, and June, 2018, in an amount up to Five Hundred Thousand Dollars ($500,000) (the "2017 Retail Financial Commitment") for retail dining facility renovations and for the purchase and installation of dining services equipment, area treatment, signage and marketing materials and other costs associated with the dining services program on University's premises. Any equipment purchased by Aramark on University's behalf shall be purchased as a "sale-for resale" to University. University shall hold title to all such equipment (with the exception of those items which bear the name of Aramark, its logo, or any of its logo, service marks or trademarks or any logo, service marks or trademarks of a third party) upon such resale. University acknowledges that it is a tax-exempt entity and will provide Aramark with a copy of the appropriate tax-exempt certificate.

Aramark and University hereby agree that the 2017 Financial Commitment shall be made in various segments (each, a "2017 FC Segment") as set forth in the chart below. The parties may mutually agree upon different uses for each such segment and may reallocate funding between projects as they determine to be desirable.

Table 15: 2017 Financial Commitment by Location

Amount of Segment	Proposed Use(s)
$75,000	Papa John's Refresh
$100,000	ILC POD Expansion
$250,000	Library Starbucks
$25,000	City Center POD (Downtown Campus)
$50,000	Grill Upgrade
Total = $500,000	

Each 2017 FC Segment shall be amortized on a straight-line basis over a period of months equivalent to the number of full months remaining until June 2026, commencing upon the complete expenditure of the applicable 2017 FC Segment. Upon completion of such expenditures, Aramark shall provide University with prompt written notice setting forth, in reasonable detail together with supporting documentation, the usage and amounts of the applicable 2017 FC Segment.

Upon expiration or termination of this Agreement by either party for any reason whatsoever prior to the complete amortization of the 2017 Financial Commitment, University shall reimburse Aramark for the unamortized balance of the 2017 Financial Commitment as of the date of expiration or termination. In the event such amounts owing to Aramark are not paid to Aramark within thirty (30) days of expiration or termination, University agrees to pay interest on such amounts at the Prime Rate plus two percentage points per annum, compounded monthly from the date of expiration or termination, until the date paid. The right of Aramark to charge interest for late payment shall not be construed as a waiver of Aramark's right to receive payment of invoices within thirty (30) days of the invoice date."

6. **SECTION 2**, **SCOPE OF SERVICES**, Subsection 2.2.11, shall be amended by adding the following Subsection 2.2.11.6 at the end of the Subsection.

"6. 2016 Honors College Financial Commitment. In consideration of University's agreement to enter into the Agreement, including this Amendment, and under the terms set forth in the Agreement and herein, the receipt and sufficiency of which is hereby acknowledged, Aramark shall make a financial commitment to the University on or before May 1, 2017, in an amount of One Million Dollars ($1,000,000) (the "Honors College FC") for dining facility construction and for the purchase and installation of dining services equipment, signage and other costs associated with the Honors College Dining Facility on the University's premises. Any equipment purchased by Aramark on University's behalf shall be purchased as a "sale-for-resale" to University. University shall hold title to all such equipment (with the exception of those items which bear the name of Aramark, its logo, or any of its logo, service marks or trademarks or any logo, service marks or trademarks of a third party) upon such resale. University acknowledges it is a tax-exempt entity and will provide Aramark with a copy of the appropriate tax-exempt certificate.

The Honors College FC shall be amortized on a straight-line basis over a period of months equivalent to the number of full months remaining until June 2021, commencing upon the complete expenditure of the Honors College FC. Upon completion expenditure of the Honors College FC, Aramark shall provide University with prompt written notice setting forth, in reasonable detail together with supporting documentation, the usage and amounts of the Honors College FC.

Upon expiration or termination of this Agreement by either party for any reason whatsoever prior to the complete amortization of the Honors College FC, University shall reimburse Aramark for the unamortized balance of the Honors College FC as of the date of expiration or termination. In the event such amounts owing to Aramark are not paid to Aramark within thirty (30) days of expiration or termination, University agrees to pay interest on such amounts at the Prime Rate plus two percentage points per annum, compounded monthly from the date of expiration or termination, until the date paid. The right of Aramark to charge interest for late payment shall not be construed as a waiver of Aramark's right to receive payment of invoices within thirty (30) days of the invoice date."

7. Miscellaneous.

a. This Amendment is subject to approval of the Idaho State Board of Education and will not be effective until approved by the Idaho State Board of Education and executed by the appropriate official of the University.

b. Any and all other terms and provisions of the Agreement are hereby amended and modified to the extent necessary to conform to the amendments set forth in the preceding paragraph. Except as expressly modified and amended hereby, all other terms and conditions of the Agreement shall continue in full force and effect.

c. This Amendment contains the entire understanding of Aramark and University and supersedes all prior oral or written understandings relating to the subject matter set forth herein.

d. This Amendment may be executed in counterparts each of which shall be deemed an original. An executed counterpart of this Amendment transmitted by facsimile shall be equally as effective as a manually executed counterpart.

e. This Amendment shall inure for the benefit of and shall be binding on each of the parties hereto and their respective successors and/or assigns.

f. Each individual executing this Amendment does thereby represent and warrant to each other person so signing (and to each other entity for which such other person may be signing) that he or she has been duly authorized to deliver this Amendment in the capacity and for the entity set forth where she or he signs.

This letter shall be attached to, and become a part of, the Agreement.

IN WITNESS WHEREOF, the Parties have executed this Amendment Agreement as of the date first written above.

ARAMARK EDUCATIONAL SERVICES, LLC ("Aramark")

By: ___________________________
Christian Dirx
Vice President

BOISE STATE UNIVERSITY ("University")

By: ___________________________
Name:
Title:

APPENDIX A
HOURS OF OPERATION

Retail Hours of Operation are outlined in the following Tables 1-5.

Table 1: Spring 2017 Hours of Operation

Location		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	MLK	Bronco Day	President's Day
Subway		11A-6P	7:30A-7P	7:30A-7P	7:30A-7P	7:30A-7P	7:30A-6P	11A-6P	7:30A-7P	9A-6P	7:30A-7P
Chick-fil-A		Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P	10:30A-7P	10:30A-6P	10:30A-7P
Starbucks - SUB*		11A-10P	7A-10P	7A-10P	7A-10P	7A-10P	7A-5P	8A-6P	Not Open	7:30-6P	Not Open
Moe's		Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P	Closed	10:30A-6P	Closed
Fresh Express		11A-9P	7A-10P	7A-10P	7A-10P	7A-10P	7A-6P	10A-5P	9a-9p	9A-5P	9a-9p
Einstein's		Closed	7A-7:00P	7A-7:00P	7A-7:00P	7A-7:00P	7A-3P	Closed	Closed	8A-3P	Closed
Panda Express		Closed	10A-7:30P	10A-7:30P	10A-7:30P	10A-7:30P	10AM-4P	Closed	Closed	10A-3:30P	Closed
Papa John's Pizza		Closed	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-2P	Closed	Closed	10:30-2P	Closed
Moxie Sub		Closed	7A-4P	7A-4P	7A-4P	7A-4P	7A-4P	8A-12P	7A-4P	Closed	7A-4P
Grille Works		6P-10P	10:30A-8P	10:30A-8P	10:30A-8P	10:30A-8P	10:30-4P	Closed	Closed	10:30-2P	Closed
C-Store-ILC		6P-10P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-4P	Closed	Closed	8-3:30P	Closed
Starbucks- Library		10:30 A-9P	7A-10P	7A-10P	7A-10P	7A-10P	7A-5P	10A-5P	10:30 A-9P	7:30-5P	10:30 A-9P
Freshii		Closed	10A-7P	10A-7P	10A-7P	10A-7P	10A-6P	Closed	Closed	10:30-2P	Closed
Simplot Café COBE		Closed	7:30A-7:30P	7:30A-7:30P	7:30A-7:30P	7:30A-7:30P	7:30A-1P	Closed	Closed	8A-2P	Closed
POD WLK		11A-12A	10A-12A	10A-12A	10A-12A	10A-12A	10A-12A	11A-12A	11A-12A	7:30-12A	11A-12A
POD QUAD		2P-9P	9A-10P	9A-10P	9A-10P	9A-10P	9A-5P	Closed	Closed	7:30-4P	Closed
Moxie II		Closed	7:30A-2P	7:30A-2P	7:30A-2P	7:30A-2P	7:30A-2P	Closed	Closed	Closed	Closed
Board	Breakfast	10:30-2P	7-10:15	7-10:15	7-10:15	7-10:15	7-10:15	10:30-2P	10:30-2P	10:30-2P	10:30-2P
	Lunch		11A-3P	11A-3P	11A-3P	11A-3P	11A-3P				
	Dinner	4P-9P	4-9P	4-9P	4-9P	4-9P	4-9P	4P-9P	4P-9P	4P-9P	4P-9P

* Hours do not take effect until Starbucks opens April 2017 and will be mutually agreed upon with Boise State.

Table 2: Spring Break 2017 Hours of Operation

Location	Sat (18 Mar)	Sun (19 Mar)	Mon (20 Mar)	Tues (21 Mar)	Wed (22 Mar)	Thur (23 Mar)	Fri (24 Mar)	Sat (25 Mar)
Subway	11A-6P	11A-6P	11A-6P	11A-6P	11A-6P	11A-6P	11A-6P	11A-6P
Chick-fil-A	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Moe's	Closed	Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P
Fresh Express	Closed	10A-6P	10A-6P	10A-6P	10A-6P	10A-6P	10A-6P	10A-5P
Einstein's	Closed	Closed	7:30A-1P	7:30A-1P	7:30A-1P	7:30A-1P	7:30A-1P	Closed
Panda Express	Closed	Closed	10A-7:30P	10A-7:30P	10A-7:30P	10A-7:30P	10AM-4P	Closed
Papa John's Pizza	Closed	Closed	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-2P	Closed
Moxie Sub	Closed	Closed	7:30-1P	7:30-1P	7:30-1P	7:30-1P	7:30-1P	8A-12P
Grille Works	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
C-Store-ILC	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Starbucks- Library	Closed	Closed	7:30A-3P	7:30A-3P	7:30A-3P	7:30A-3P	7:30A-3P	Closed
Freshii	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Simplot Café COBE	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
POD WLK	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
POD QUAD	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Moxie II	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Board	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed

Table 3: Finals/ Graduation Week 2017 Hours of Operation

Location		Sun (30 Apr)	Mon (1 May)	Tues (2 May)	Wed (3 May)	Thur (4 May)	Fri (5 May)	Sat (6 May)	Sun (7 May)
Subway		11A-6P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-8P	11A-6P	Closed
Chick-fil-A		Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P	Closed
Starbucks - SUB*		11A-10P	7A-10P	7A-10P	7A-10P	7A-10P	8A-6P	8A-4P	Closed
Moe's		Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P	Closed	Closed
Fresh Express		11A-8P	7A-9P	7A-9P	7A-9P	7A-9P	7A-6P	10A-5P	Closed
Einstein's		Closed	7A-7:00P	7A-7:00P	7A-7:00P	7A-7:00P	7A-3P	Closed	Closed
Panda Express		Closed	10A-7:30P	10A-7:30P	10A-7:30P	10A-7:30P	10AM-3P	Closed	Closed
Papa John's Pizza		Closed	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-2P	Closed	Closed
Moxie Sub		Closed	7:30-1P	7:30-1P	7:30-1P	7:30-1P	7:30-1P	Closed	Closed
Grille Works		6P-10P	10:30A-8P	10:30A-8P	10:30A-8P	10:30A-8P	10AM-3P	Closed	Closed
C-Store-ILC		6P-10P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-3P	Closed	Closed
Starbucks- Library		10:30 A-9P	7A-10P	7A-10P	7A-10P	7A-10P	7A-5P	8A-5P	Closed
Freshii		Closed	10A-7P	10A-7P	10A-7P	10A-7P	Closed	Closed	Closed
Simplot Café COBE		Closed	7:30A-7:30P	7:30A-7:30P	7:30A-7:30P	7:30A-7:30P	Closed	Closed	Closed
POD WLK		11A-1A	11A-1A	11A-1A	11A-1A	11A-1A	10A-6P	8A-3P	Closed
POD QUAD		2P-9P	9A-10P	9A-10P	9A-10P	9A-10P	9A-5P	Closed	Closed
Moxie II		Closed	7:30A-2P	7:30A-2P	7:30A-2P	7:30A-2P	Closed	Closed	Closed
Board	Breakfast	10:30-2P	7-10:15	7-10:15	7-10:15	7-10:15	7-10:15	8A:30-2P	Closed
	Lunch		11A-3P	11A-3P	11A-3P	11A-3P	11A-3P		Closed
	Dinner	4P-9P	4-9P	4-9P	4-9P	4-9P	4-9P	4P-9P	Closed

Table 4: Summer 2017 Hours of Operation

Location	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Subway	Closed	11A-2P	11A-2P	11A-2P	11A-2P	11A-2P	Closed
Chick-fil-A	Closed	11A-2P	C	11A-2P	C	11A-2P	Closed
Starbucks - SUB	Closed	7A-10P	7A-10P	7A-10P	7A-10P	7A-5P	Closed
Moe's	Closed	Closed	11A-2P	Closed	11A-2P	Closed	Closed
Fresh Express	Closed	10A-4P	10A-4P	10A-4P	10A-4P	10A-4P	Closed
Einstein's	Closed	7:30A-12P	7:30A-12P	7:30A-12P	7:30A-12P	7:30A-12P	Closed
Panda Express	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Papa John's Pizza	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Moxie Sub	Closed	7:30-1P	7:30-1P	7:30-1P	7:30-1P	7:30-1P	Closed
Grille Works	Closed	10:30A-2P	10:30A-2P	10:30A-2P	10:30A-2P	10:30A-2P	Closed
C-Store-ILC	Closed	10:30A-2P	10:30A-2P	10:30A-2P	10:30A-2P	10:30A-2P	Closed
Starbucks- Library	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Freshii	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Simplot Café COBE	Closed	Closed	Closed	Closed	Closed	Closed	Closed
POD WLK	Closed	Closed	Closed	Closed	Closed	Closed	Closed
POD QUAD	Closed	Closed	Closed	Closed	Closed	Closed	Closed
C-Store Honors	10A-12A	8A-12A	8A-12A	8A-12A	8A-12A	8A-12A	10A-12A
Moxie II	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Board	Special	Special	Special	Special	Special	Special	Special

Note 1: BRC Hours are limited to summer group needs and new orientation dates yet to be determined

Note 2: Retail times subject to change to meet the needs of orientation and large summer groups.

Note 3: All locations will be closed for Holidays on May 29 and July 4.

Table 5: Fall 2017 Hours of Operation

<table>
<tr><th colspan="2">Location</th><th>Sunday</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Saturday</th></tr>
<tr><td colspan="2">Subway</td><td>11A-6P</td><td>7:30A-7P</td><td>7:30A-7P</td><td>7:30A-7P</td><td>7:30A-7P</td><td>7:30A-6P</td><td>11A-6P</td></tr>
<tr><td colspan="2">Chick-fil-A</td><td>Closed</td><td>10:30A-7P</td><td>10:30A-7P</td><td>10:30A-7P</td><td>10:30A-7P</td><td>10:30A-6P</td><td>10:30A-6P</td></tr>
<tr><td colspan="2">Starbucks - SUB</td><td>11A-10P</td><td>7A-10P</td><td>7A-10P</td><td>7A-10P</td><td>7A-10P</td><td>7A-5P</td><td>8A-6P</td></tr>
<tr><td colspan="2">Moe's</td><td>Closed</td><td>10:30A-7P</td><td>10:30A-7P</td><td>10:30A-7P</td><td>10:30A-7P</td><td>10:30A-6P</td><td>10:30A-6P</td></tr>
<tr><td colspan="2">Fresh Express</td><td>11A-9P</td><td>7A-10P</td><td>7A-10P</td><td>7A-10P</td><td>7A-10P</td><td>7A-6P</td><td>10A-5P</td></tr>
<tr><td colspan="2">Einstein's</td><td>Closed</td><td>7A-7:00P</td><td>7A-7:00P</td><td>7A-7:00P</td><td>7A-7:00P</td><td>7A-3P</td><td>Closed</td></tr>
<tr><td colspan="2">Panda Express</td><td>Closed</td><td>10A-7:30P</td><td>10A-7:30P</td><td>10A-7:30P</td><td>10A-7:30P</td><td>10AM-4P</td><td>Closed</td></tr>
<tr><td colspan="2">Papa John's Pizza</td><td>Closed</td><td>10:30A-6P</td><td>10:30A-6P</td><td>10:30A-6P</td><td>10:30A-6P</td><td>10:30A-2P</td><td>Closed</td></tr>
<tr><td colspan="2">Moxie Sub</td><td>Closed</td><td>7A-4P</td><td>7A-4P</td><td>7A-4P</td><td>7A-4P</td><td>7A-4P</td><td>8A-12P</td></tr>
<tr><td colspan="2">Grille Works</td><td>6P-10P</td><td>10:30A-8P</td><td>10:30A-8P</td><td>10:30A-8P</td><td>10:30A-8P</td><td>10:30-4P</td><td>Closed</td></tr>
<tr><td colspan="2">C-Store-ILC</td><td>6P-10P</td><td>7:30A-8P</td><td>7:30A-8P</td><td>7:30A-8P</td><td>7:30A-8P</td><td>7:30A-4P</td><td>Closed</td></tr>
<tr><td colspan="2">Starbucks- Library</td><td>10:30 A-9P</td><td>7A-10P</td><td>7A-10P</td><td>7A-10P</td><td>7A-10P</td><td>7A-5P</td><td>10A-5P</td></tr>
<tr><td colspan="2">Freshii</td><td>Closed</td><td>10A-7P</td><td>10A-7P</td><td>10A-7P</td><td>10A-7P</td><td>10A-6P</td><td>Closed</td></tr>
<tr><td colspan="2">Simplot Café COBE</td><td>Closed</td><td>7:30A-7:30P</td><td>7:30A-7:30P</td><td>7:30A-7:30P</td><td>7:30A-7:30P</td><td>7:30A-1P</td><td>Closed</td></tr>
<tr><td colspan="2">POD WLK</td><td>11A-12A</td><td>10A-12A</td><td>10A-12A</td><td>10A-12A</td><td>10A-12A</td><td>10A-12A</td><td>11A-12A</td></tr>
<tr><td colspan="2">POD QUAD</td><td>2P-9P</td><td>9A-10A</td><td>9A-10A</td><td>9A-10A</td><td>9A-10A</td><td>9A-5P</td><td>Closed</td></tr>
<tr><td colspan="2">C-Store Honors</td><td>10:30A-12:30A</td><td>10:30A-12:30A</td><td>10:30A-12:30A</td><td>10:30A-12:30A</td><td>10:30A-12:30A</td><td>10:30A-12:30A</td><td>10:30A-12:30A</td></tr>
<tr><td colspan="2">Moxie II</td><td>Closed</td><td>7:30A-2P</td><td>7:30A-2P</td><td>7:30A-2P</td><td>7:30A-2P</td><td>7:30A-2P</td><td>Closed</td></tr>
<tr><td rowspan="3">Board</td><td>Breakfast</td><td rowspan="2">10:30-2P</td><td>7-10:15</td><td>7-10:15</td><td>7-10:15</td><td>7-10:15</td><td>7-10:15</td><td rowspan="2">10:30-2P</td></tr>
<tr><td>Lunch</td><td>11A-3P</td><td>11A-3P</td><td>11A-3P</td><td>11A-3P</td><td>11A-3P</td></tr>
<tr><td>Dinner</td><td>4P-9P</td><td>4-9P</td><td>4-9P</td><td>4-9P</td><td>4-9P</td><td>4-9P</td><td>4P-9P</td></tr>
</table>

Note: Honor’s College Food Services hours of operation to be mutually agreed upon by both parties.

UNIVERSITY OF IDAHO

SUBJECT

Disposal of Regents real property for Idaho Transportation Department (ITD) project at UI Parker Farm, Latah County.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(3).

BACKGROUND/DISCUSSION

The Idaho Transportation Department has designed a safety improvement project for Highway 8 in Latah County. The proposed improvement work includes the construction of a turn lane requiring the conveyance of 9,845 sf (0.23 acres) of Regents property adjoining the highway to ITD. The subject property (as shown In attachments) at the University of Idaho's (UI) Parker Farm is currently used for drainage. The project also requires the use of a half-acre of temporary easement to accommodate access and staging during construction. ITD has agreed to consolidate and improve the drainage area that will remain on Regents property to better function with the drainage improvements to be constructed in the new highway right of way. All of this work can be performed without impacting existing cultivated fields or field access. ITD has also agreed to improve the highway entrance to UI's Parker Farm and Pitkin Nursery (shown in attachments as Plant Science Road). The entrance is outside the project boundaries but the work proposed should improve the safety and condition of UI's main entrance onto State Highway 8.

The strip of property to be conveyed and the value of the temporary easement was appraised at $801 and ITD will compensate UI for that value in addition to providing the improvements described above.

IMPACT

No programmatic impact from the loss of this narrow strip of property is anticipated. UI land managers will benefit from the improved drainage work to be completed with the highway project and the highway entrance improvements to Plant Science Road accessing UI's facilities.

ATTACHMENTS

Attachment 1– Draft Warranty Deed and ITD ROW contract	Page 3
Attachment 2—Photo map of subject property	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to dispose of 0.23 acres of land and provide a temporary easement for the appraised value of $801; and further to authorize the Vice President for Infrastructure for the University of Idaho to execute all necessary transaction documents for conveying this real property as outlined in the materials submitted to the Board in Attachments 1 and 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

COPY

RIGHT OF WAY CONTRACT
Idaho Transportation Department

Project No.:	13513
Parcel No:	2
Parcel ID No:	50094
Key No:	13513
County:	Latah

THIS AGREEMENT, made this _____ day of _________________, 2017 between the **STATE OF IDAHO, IDAHO TRANSPORTATION BOARD, by and through the IDAHO TRANSPORTATION DEPARTMENT**, by its Division of Engineering Products and Plans Administrator or the authorized representative ("DEPPA"), herein called "STATE," and **REGENTS OF THE UNIVERSITY OF IDAHO,** herein called "GRANTOR."

NOW THEREFORE, the parties hereto agree as follows:

1. State shall pay Grantor and lienholder(s), if any, such sums of monies as are set out below. Grantor agrees to pay all taxes and assessments due and owing, including taxes owing for the year in which this transaction closes. Payment to Grantor pursuant to this Agreement is contingent upon Grantor demonstrating clear title to the property identified above through use of documents acceptable to State and the title company being utilized by State for this Project. Grantor shall execute and deliver to State a notarized instrument of conveyance corresponding to the interest being acquired.

2. This contract shall not be binding unless and until executed by the DEPPA.

3. The parties have herein set out the whole of their agreement, the performance of which constitutes the entire consideration for the grant of said right-of-way and shall relieve the State of all future claims or obligations on that account or on account of the location, grade and construction of the proposed highway.

4. Grantor represents that to the best of Grantor's knowledge no hazardous materials have been stored or spilled on the subject property during Grantor's ownership or during previous ownerships at least insofar as Grantor has observed or has been informed. In the alternative, if Grantor has knowledge of storage or spill of hazardous materials on the subject property, that information is set out below. This sale is conditional upon full disclosure of any such information.

5. Grantor hereby grants the State and/or its designated contractor a "Temporary Right-of-Entry" for unexpected and currently unforeseen incidents related to the construction of the Project. For example, the Temporary Right-of-Entry allows the State and/or its designated contractor to enter upon the remainder of Grantor's property to retrieve materials, equipment, debris, etc. related

to the construction of the Project that might encroach upon Grantor's property. The State and/or its designated contractor shall inform Grantor of the need to exercise the Temporary Right-of-Entry before entering upon the remainder of Grantor's property. Said Temporary Right-of-Entry shall terminate upon the completion of the Project.

6. Grantor, for compensation noted below, hereby grants the State and/or its designated contractor a "Temporary Easement" for the purpose of ingress and egress to enable the State and/or its designated contractor access to the portions of the subject property where construction is to occur, as indicated on the Project plans. Said Temporary Easement shall terminate upon completion of the Project.

7. The State will construct the following:

- 26' Joint Use Residential and Commercial Approach at Highway Station 131+07.21 Left

8. Grantor agrees to give the State legal and physical possession of the property herein being purchased by the State upon Closing or upon Grantor's receipt of payment, whichever is later

9. In consideration of the interests being conveyed by Grantor, State shall pay Grantor as follows:

Type	**Size**		**Amount**
	Sq. Ft.	**Acres**	
Land	9,845.000	0.226	$678.00
Temporary Construction Easement	17,860.000	0.410	$123.00
JUST COMPENSATION			$801.00
TOTAL CONSIDERATION			**$801.00**

The Parties have had sufficient opportunity to consult with legal counsel of their own choice. This Agreement may be executed in any number of counterparts, each counterpart may be delivered originally or by electronic transmission, and all such executed and delivered counterparts taken together will constitute one original agreement.

(This rest of page has been intentionally left blank. Signatures are located on the following page.)

IN WITNESS WHEREOF, the parties have executed this Agreement the day and year first above written.

STATE:

IDAHO TRANSPORTATION DEPARTMENT:
Recommended for Approval

By: ______________________________
Dave Kuisti, District Engineer

By: ______________________________
Zane Lathim, Right of Way Agent

Approved for Division of Engineering Products and Plans Administrator

On __________________________, 2017

By: ______________________________
Justin Pond
Right-of-Way Program Manager

GRANTOR:

REGENTS OF THE UNIVERSITY OF IDAHO

By: ______________________________

Its: ______________________________

Printed Name: ______________________

After recording return to:
Idaho Transportation Department
Attn: HQ RW
PO Box 7129
Boise ID 83707-1129

Project No. 13513
Key No. 13513
Parcel No. 2
Parcel ID No. 50094

WARRANTY DEED

THIS INDENTURE, made this _____ day of ______________, 2017, by and between **REGENTS OF THE UNIVERSITY OF IDAHO** ("Grantor") and the **STATE OF IDAHO, IDAHO TRANSPORTATION BOARD, by and through the IDAHO TRANSPORTATION DEPARTMENT** ("Grantee"), whose address is 3311 West State Street, Boise, Idaho 83703.

WITNESSETH: That Grantor, for value received, does, by these presents, grant, bargain, sell and convey unto Grantee the following described real property situated in the County of LATAH, State of Idaho, to-wit:

SEE **EXHIBIT A** ATTACHED HERETO
AND BY THIS REFERENCE MADE A PART HEREOF.

Together with all appurtenances, easements and rights of way.

Containing approximately 0.226 acres.

Project Reference Stations: 153+00.00 to 157+95.21.

TO HAVE AND TO HOLD the said property with its appurtenances unto said Grantee, and Grantee's successors and assigns forever. Grantor does hereby covenant to and with Grantee, that Grantor is the owner in fee simple of said property; that said property is free from all encumbrances, EXCEPT those to which this conveyance is expressly made subject and those made, suffered or done by Grantee; and subject to reservations, restrictions, dedications, easements, right of way and agreements (if any) of record, and general taxes and assessments (including irrigation and utility assessments, if any) for the current year, which are not yet due

RECORD AT THE REQUEST OF THE STATE OF IDAHO
FEE EXEMPT – I.C. 67-2301

Project No. 13513
Key No. 13513
Parcel No. 2
Parcel ID No. 50094

and payable, and that Grantor will warrant and defend the same from all lawful claims whatsoever.

IN WITNESS WHEREOF, Grantor has hereunto set its hand and seal the day and year first above written.

GRANTOR:

REGENTS OF THE UNIVERSITY OF IDAHO

By: ____

Its: ____

Printed Name: ________________________________

STATE OF IDAHO)
) ss.
County of LATAH)

On this _____ day of _____________, 2017, before me, the undersigned, a Notary Public in and for said State, personally appeared ___________________________, known or identified to me to be the person whose name is subscribed to the within instrument as the _____________________ of the REGENTS OF THE UNIVERSITY OF IDAHO, and acknowledged to me that he executed the same as such _____________________.

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 for IDAHO
Residing at ____________________________
My commission expires _________________

RECORD AT THE REQUEST OF THE STATE OF IDAHO
FEE EXEMPT – I.C. 67-2301
Page 2 of 2

Legal Description (UofI)

Project No. A013(513)
Parcel No. 2
Parcel ID. No. 50094
Key No. 13513
03/09/2015

Land situated in Latah County

A parcel of land situated in the SE¼ NW¼ of Section 15, Township 39 North, Range 5 West, Boise Meridian and being on the left side of the centerline of S.H. Highway 8, Project No. A013(513) also known as Project No. NRS 190A (1935) Highway Centerline Survey as shown on the plans thereof now on file in the office of the Idaho Transportation Department, Division of Highways, described as follows, to wit:

Commencing at the West Quarter Section Corner of Section 15,Township 39 North, Range 5 West, Boise Meridian, which point is marked by brass cap described in the Corner Perpetuation and Filing record as Instrument # 300826;

Thence along the South line of the NW¼ of Section 15, South 88°53'08" East - 472.14 feet to a point on a curve on the centerline and coincidental with Station 136+10.33 of said Idaho State Highway 8, Project No. A013(513) Highway Centerline Survey;

Thence continuing along said Highway Centerline Survey being a 1145.92 foot radius curve Right 292.51 feet, said curve subtended by a chord which bears North 84°33'42" East - 291.71 feet to centerline Station P.T. 139+02.83 of said Highway Centerline Survey;

Thence South 88°07'32" East - 1393.40 feet to centerline Station P.O.T. 153+00.00 of said Highway Centerline Survey;

Thence leaving said Highway centerline Survey, North 1°52'28" East - 40.00 feet to a point on the existing Idaho State Highway 8 Northerly Right-of-Way which bears North 1°52'28" East - 40.00 feet from Station 153+00.00 of said Highway Centerline Survey and being the **REAL POINT OF BEGINNING;**

Thence leaving said existing right-of-way, North 1°52'28" East - 20.00 feet to a point which bears North 1°52'28" East - 60.00 feet from Station 153+00.00 of said Highway Centerline Survey;

Thence South 88°07'32" East - 198.07 feet to a point on a curve which bears North 1°52'28" East - 60.00 feet from Station P.C. 154+98.07 of said Highway Centerline Survey;

Thence Southeasterly being a 5669.58 foot radius curve Left 294.03 feet, said curve subtended by a chord which bears South 89°36'41" East - 294.00 feet to a point on the existing westerly right-of-way line of Mill Road which bears North 1°05'50" West - 60.00 feet from Station 157+95.21 of said Highway Centerline Survey;

Thence continuing along said right-of-way South 0°07'34" East - 20.00 feet to a point on a curve of the existing Idaho State Highway 8 Northerly Right-of-Way which bears North 1°05'37" West - 40.00 feet from Station P.O.C. 157+94.87 of said Highway Centerline Survey;

Thence continuing along said right-of-way being a 5689.58 foot radius curve Right 294.73 feet, said curve subtended by a chord which bears North 89°36'35" West - 294.70 feet to a point which bears North 1°52'28" East - 40.00 feet from Station P.T. 154+98.07 of said Highway Centerline Survey;

Thence North 88°07'32" West - 198.07 feet to a point which bears North 1°52'28" East - 40.00 feet from Station 153+00.00 of said Highway Centerline Survey and being the **REAL POINT OF BEGINNING;**

The area above described contains approximately **0.226** acres, more or less.

Highway Station Reference: 153+00.00 to 157+95.21

The bearings as shown in the above land descriptions, unless otherwise noted, are from the NAD 83, Idaho State Plane Coordinate System, West Zone, bearings are grid bearings.

2-4-16

Ronald P. Perkins Date
Idaho Professional Land Surveyor #7878

PROFESSIONAL LAND SURVEYOR
REGISTERED
7878
2-4-16
STATE OF IDAHO
RONALD P. PERKINS

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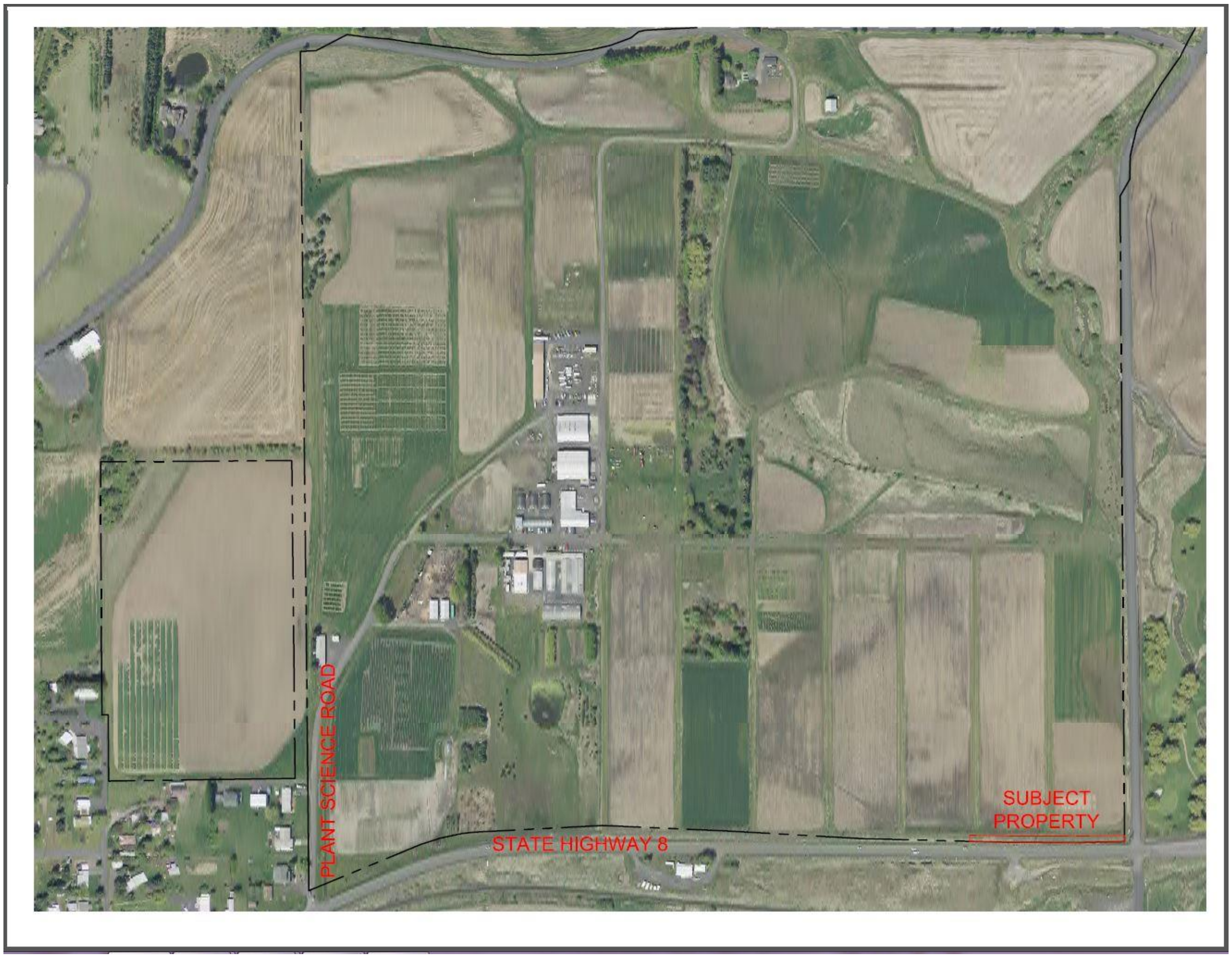
PLANT SCIENCE ROAD
STATE HIGHWAY 8
SUBJECT
PROPERTY

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UNIVERSITY OF IDAHO

SUBJECT
Dining Services Contract Revision

REFERENCE

December 1988	Idaho State Board of Education (Board) approved contract with Marriott Corporation beginning effective January 1, 1989.
February 2010	Board approved contract with Sodexo America, LLC
February 2015	Board approved contract with Sodexo America, LLC

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections V.C.2.a. and V.I.3.a.

BACKGROUND/DISCUSSION
Since 1989, the University of Idaho (UI) has been contracting with Sodexo America, LLC, or its predecessor entities, originally Marriott Management Services Corporation, for the institution's food service. The initial year of the last contract with Sodexo was 2015. This contract runs to June 30, 2020. In 2016, UI's new director of Auxiliary Services began negotiations with Sodexo to improve the contract terms with Sodexo to invite a larger capital investment in UI's food service facilities by Sodexo.

UI and Sodexo have agreed, subject to approval by the Board, to modify the terms of the current contract in the manner set out in Attachment 1 hereto. The principal modifications include a material increase in capital investment by Sodexo in the food service facilities on the Moscow campus, and a revision in the calculation of Sodexo's contract payment to UI as outlined below.

UI has worked with Sodexo and University bond counsel to ensure that the terms of this contract qualify for the safe-harbor under the Internal Revenue Service regulations governing private business operations in facilities funded with tax exempt bonds.

IMPACT
The principal modifications include:

- Substantial additional investment of approximately $2 million by Sodexo in food service facilities on the Moscow Campus.
- A revision in the calculation of the return to UI from the Sodexo contract to incorporate amortization of the Sodexo capital contribution over the balance of the contract. Attachment 2 shows actual returns to UI for FY 2016 and 2017, and projected returns for FY 2018-2020 based on the revised contract terms.

ATTACHMENTS

Attachment 1: Contract Addendum Page 3
Attachment 2: Returns on Commissions/Capital Expenditures Page 37
Attachment 3: Current UI-Sodexo Contract Page 39

STAFF COMMENTS AND RECOMMENDATIONS

The proposed addendum will not extend the lifetime of the current contract period with Sodexo. In conjunction with the expiration of the contract period in 2020, UI will issue a new Request for Proposal (RFP) for food services. The significant material changes embodied in the addendum consist of provisions for Sodexo to undertake renovations to the main dining facility ($1.225M) and satellite food facilities in the Idaho Commons ($.775M) as described in Paragraph 6.9 of the addendum. The new arrangements enable Sodexo to finance these construction projects from commission incomes, amortizing those expenses over the remaining life of the contract. These facility improvements will likely increase customer satisfaction, usage, and revenues for food service operations, to the benefit of the UI as well as Sodexo. The addendum (Paragraph 6.3) also replaces the current commission schedule, based on 19% of gross revenues, with specific commission rates for seven different service types. Finally, the addendum consolidates the key provisions of the current contract into a more concise and readable format.

Staff recommends approval.

BOARD ACTION

I move to approve the addendum agreement between the University of Idaho and Sodexo America, LLC, in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the Vice President for Finance to execute the Addendum and any necessary supporting documents.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

ADDENDUM

THE UNIVERSITY OF IDAHO

AND

SODEXO AMERICA, LLC

THIS ADDENDUM, dated ________, 2017, is between THE UNIVERSITY OF IDAHO ("Client") and SODEXO AMERICA, LLC ("Sodexo"). Sodexo and Client shall be known individually as a "Party" and collectively as the "Parties".

W I T N E S S E T H:

WHEREAS, Client and Sodexo entered into a certain Agreement Number UI-755, effective July 1, 2015, ("Agreement"), whereby Sodexo manages and operates Client's Dining Service operation in Moscow, Idaho;

WHEREAS, the parties now desire to modify and supplement the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Effective ________, 2017, Client and Sodexo have agreed that the terms and conditions of set forth on Schedule 1 shall be added to the Agreement. It is further understood it is the intent of the parties for the financial terms to reflect that Sodexo will collect and account for Gross sales and pay its operating expenses. Any profit or loss shall be for Sodexo's account.

2. In the event of a conflict between the terms and conditions of the Agreement and this Addendum the terms of this Addendum shall prevail.

[The remainder of this page has been intentionally left blank.]

3. This Addendum is effective July 1, 2017, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Addendum, as of the date indicated in the first paragraph of this Addendum.

THE UNIVERSITY OF IDAHO

By: ___________________________
Name (printed): ___________________________
Title: ___________________________

SODEXO AMERICA, LLC

By: ___________________________
Pamela L. Smith
Regional Vice President

SCHEDULE 1

ARTICLE I
DEFINITIONS

1.1 Accounting Period. Each of the eight (8) four-week periods and four (4) five-week periods ordinarily contained in Sodexo's annual accounting calendar, which accounting calendar ordinarily contains one (1) five-week and two (2) four-week Accounting Periods in each quarter of a year. Commencing September 1, 2017, this definition of Accounting Period will change and shall be defined as “A period of a calendar month, twelve (12) of which shall constitute an accounting year.

1.2 Branded Concepts. Food and beverage systems operated by Sodexo through national and regional third party license agreements or franchise agreements, subcontracts, or through Sodexo’s own in-house trademarked brands.

1.3 Catering. Food and beverage service for meetings, conferences, dinners, parties and other functions requested by Client or a third party.

1.4 Charge. A fee established by Sodexo for goods or services provided by Sodexo.

1.5 Expendable Equipment. Any expendable item used in the preparation and service of meals such as pots, pans, and cooking and serving utensils used in the Food Service.

1.6 Food Service. The preparation, service and sale of food, beverages, goods, merchandise and other items at the Premises as hereinafter set forth. Food Service shall include the following: Resident Dining Program, Retail Program, Concessions and Catering, as hereinafter described.

1.7 Gross Sales. All sales of food, beverages, goods, merchandise and services in the Food Service, including sales taxes.

1.8 Invoiced Amount. The invoiced amounts to Sodexo for goods and services, including food, beverages, merchandise, cleaning products, equipment, supplies, and other contracted services. Many of Sodexo’s manufacturers, suppliers and distributors provide rebates, allowances, and other payments to Sodexo based on Sodexo's purchasing commitments, aggregate growth incentives and other factors. Prompt payment discounts and all rebates, allowances and other payments obtained from manufacturers, suppliers and distributors, shall be retained by Sodexo.

1.9 Net Sales. Gross Sales excluding sales and other applicable taxes.

1.10 Premises. Client's Services facilities located at 875 Perimeter Drive, Moscow, ID 83844.

1.11 Services. Food Service as further defined in this Agreement.

1.12 Smallwares. Dishware, glassware, flatware, utensils and similar items used in the Food Service.

ARTICLE II
TERM AND TERMINATION

2.1 Termination for Cause.

A. If either Party breaches a material provision hereof ("Cause"), the non-breaching Party shall give the other Party written notice of such Cause. If the Cause is remedied within ten (10) days in the case of failure to make payment when due, or thirty (30) days in the case of any other Cause, the notice shall be null and void. If such Cause is not remedied within the specified period, the Party giving notice shall have the right to terminate this Agreement upon expiration of such remedy period. The rights of termination referred to in this Agreement are not intended to be exclusive and are in addition to any other rights or remedies available to either Party at law or in equity.

B. In addition to all other rights set forth herein, either Party may terminate this Agreement, without prior notice, should any of the following events occur:

1. The filing of a petition pursuant to which an adjudication of bankruptcy is entered by either Party or the parent corporation of either Party; or the entry of an order, judgment or decree by a court of competent jurisdiction, on the application of a creditor, adjudicating either Party or the parent corporation of either Party as insolvent or approving a petition seeking reorganization or appointing a receiver or an assignee for benefit of creditors, trustee or liquidator; or

2. The consent to an involuntary petition in bankruptcy or the failure to vacate, within sixty (60) days from the date of entry thereof, any order approving an involuntary petition by either Party or the parent corporation of either Party.

2.2 Termination without Cause. Either Party may terminate this Agreement, in whole or in part, at any time, without Cause, upon no less than one hundred twenty (120) days' prior written notice to the other Party.

ARTICLE III
SERVICES TO BE PERFORMED

3.1 Services. Sodexo shall provide the Services for Client as hereinafter set forth.

3.2 Resident Dining Program. The following meal plans selected by Client shall be available to resident dining, commuter and faculty patrons:

Plan
Unlimited meals per week plus $100 Flex
14 meals per week plus $250 Flex
Block 160 meals per semester plus $450 Flex
Block 130 meals per semester plus $650 Flex
Block 95 meals per semester plus $900 Flex
Block 50 meals per semester plus $250 Flex
Block 35 meals per semester plus $200 Flex
Athletic Plan Unlimited meals per week (no Flex)

Unused Flex shall roll over from the Fall semester to the Spring semester, provided that the meal plan participant purchases a meal plan for the Spring semester. Any unused Flex remaining at the end of the Spring semester shall be forfeited and shall be for Sodexo's account.

Client grants Sodexo the exclusive right to provide Client with meals related to meal plans, debit card points, and flex points for Client to resell to its students, faculty and staff at a specified rate per meal or daily rate.

A. Seconds Policy. Unlimited servings of all food and beverage items, with the exception of steak/gourmet night entrees and special event menus, shall be available to resident dining patrons under the following conditions:

1. Resident dining patrons who do not exit the dining area may return to the serving line or other designated areas for seconds.

2. All food obtained by resident dining patrons from the serving line must be consumed within the dining area.

B. Serving Style. Except for variations agreed to by both Parties, all meals served in resident dining facilities shall be served cafeteria-style. Sodexo encourages occasional variations from this style, provided that planning and implementation of variations are coordinated with Sodexo in advance.

C. Menus and Prices. Sodexo shall recommend prices to be charged for food and beverages served in the resident dining facilities, and shall prepare menus and establish quantities and portions to be served.

D. Special Diets. Sodexo shall supply any medically required special diets for resident dining patrons when prescribed and approved in writing by a medical doctor and Client.

3.3 Retail Program. Sodexo shall provide retail products at the Premises and at such other locations as Client and Sodexo shall agree.

A. Branded Concepts. Sodexo shall operate the Branded Concepts at Client's Premises under the conditions set forth below.

1. Sodexo shall control all aspects of the Branded Concepts, including menus, recipes, pricing, staffing and hours of operation.

2. Representatives of the licensor, franchisor or subcontractor of the Branded Concepts shall be allowed access to the Premises during reasonable business hours for quality assurance inspections of the Branded Concepts.

3. Sodexo shall notify Client at least twenty (20) days in advance of any termination or expiration of a license agreement, franchise agreement or subcontract related to a Branded Concept. Sodexo and Client shall mutually determine what operation, if any, will replace such Branded Concept. In any event, the Branded Concepts operation shall terminate upon termination or expiration of this Agreement.

4. Upon termination or expiration of this Agreement, Sodexo shall remove the equipment related to the Branded Concepts in accordance with the terms of the applicable license or franchise agreements.

5. At commencement of this Agreement, Sodexo shall operate or cause to be operated the following Branded Concepts:

a. Einstein’s

b. Chick-fil-A
c. SubConnection
d. Mein Bowl

C. Retail and Concession Prices. The initial prices charged by Sodexo for food and other products served by Sodexo in the retail and cafeteria operations shall be reasonable and competitive with prices charged in comparable establishments in the geographic area of the Premises for comparable products, similarly prepared and of like quality and portion. No less than annually, Sodexo shall adjust pricing to reflect the increase in the Producer Price Index for Food and Beverage Stores, as defined in Section 7.2.B.

D. Catering Functions. Prices for Catering functions, including but not limited to Client or third party functions, shall be established by mutual agreement of the parties. Client shall be responsible for collection of amounts due for Catering functions. Sodexo shall prepare and submit invoices to Client for Client sponsored event served by Sodexo, which invoices shall provide for payment to Sodexo. Sodexo shall be responsible for invoicing and collection for all third party catered events.

E. Hours of Operation. Hours of operation are detailed on Exhibit A attached hereto.

F. Semi-Annual Reviews. On a semi-annual basis the parties shall review all retail, catering and concession pricing and hours of operations and shall mutually agree upon adjustments, if any.

ARTICLE IV
EMPLOYEES

4.1 Sodexo Employees. Sodexo shall recruit, hire, train, supervise, direct, and, if necessary, discipline, transfer and discharge management and non-management employees working in the Services. All personnel employed by Sodexo shall at all times and for all purposes be solely in the employment of Sodexo. Sodexo shall provide management employees to supervise all Food Service employees.

4.2 Sodexo Non-management Employees. All non-management Food Service employees shall be Sodexo employees and shall be compensated directly by Sodexo. Sodexo shall consider Client's employee policies and practices when establishing policies and practices for Sodexo employees.

4.3 Personnel Obligations. Each Party shall be solely responsible for all personnel actions and claims arising out of injuries occurring on the job regarding employees on its respective payroll. Each Party shall withhold all applicable federal, state and local employment taxes and payroll insurance with respect to its employees, insurance premiums, contributions to benefit and deferred compensation plans, licensing fees, and workers' compensation, and shall file all required documents and forms. Each Party shall indemnify, defend and hold the other harmless from and against any claims, liabilities and expenses related to or arising out of the indemnifying Party's responsibilities set forth in this Section.

4.4 Agreement Not To Hire. Client acknowledges that Sodexo's salaried employees are essential to Sodexo's core business of providing management services and are familiar with Sodexo's operating procedures and other information proprietary to Sodexo. Therefore, Client shall not, without Sodexo's prior written consent, solicit for employment, hire, make any agreement with, or permit the employment (including employment by any successor contractor) in any facility owned or controlled by Client, of any person who is or has been a Sodexo salaried employee assigned to the Services at the Premises, within the earlier of one (1) year after such employee terminates employment with Sodexo or within one (1) year after termination of this Agreement. If Client hires, makes any agreement with or permits employment of any such employee in any Client operation providing food service within the restricted period, it is agreed by Client that Sodexo shall suffer damages and Client shall pay Sodexo as liquidated damages, and not as a penalty, an amount equal to two (2) times the then-current annual salary of each employee hired by Client. This sum has been determined to be reasonable by both parties after due consideration of all relevant circumstances. This provision shall survive termination of this Agreement.

4.5 Equal Opportunity and Affirmative Action Employer. Neither Party shall discriminate because of race, color, religion, sex, age, national origin, disability, sexual orientation, genetic information, veteran status, or any other basis protected by applicable law, in the recruitment, selection, training, utilization, promotion, termination, or other employment related activities concerning the Services employees. Each Party affirms that it is an equal opportunity employer. The staffing, promotion, placement or assignment of employees who work on this account must be done without any preference or limitation based on race, color, religion, sex, age, national origin, disability, sexual orientation, genetic information, veteran status, or any other basis protected by applicable law. This obligation applies to the recruitment, selection, training, utilization, promotion, termination or other employment-related activities concerning Sodexo's employees. Under no circumstances shall Sodexo permit a request or suggestion by a client to place a particular employee in an account to override Sodexo's non-discrimination policy.

In addition, Sodexo affirms that it is an affirmative action employer. With respect to this Section 5.5, Sodexo shall comply with all applicable federal, state and local laws and regulations, including, but not limited to, Executive Order 11246; Rehabilitation Act of 1973; Vietnam Era Veterans Readjustment Assistance Act of 1974; Civil Rights Act of 1964; Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967; Immigration Reform and Control Act of 1986; Public Law 95-507; the Americans With Disabilities Act; and any additions or amendments thereto.

ARTICLE V
PREMISES, SANITATION, EQUIPMENT, MAINTENANCE AND INVENTORIES

5.1 Client's Facility Obligations. Client shall be responsible to provide Premises and equipment for the Services, including but not limited to, kitchen equipment, suitably furnished office space, fire extinguishing equipment, and a safe for the temporary holding of funds. Client shall also be responsible to provide at the Premises: electricity, gas, water and other utilities, ventilation, security service, telephone service (including installation and local telephone billings), broadband internet access, window cleaning (including power washing as necessary), new equipment, replacement of inoperable or worn equipment, maintenance and repairs (infrastructure), refuse removal and painting. Client shall also be responsible for payment of real and personal property taxes on all Clients' property. Notwithstanding the foregoing, Sodexo shall (i) reimburse Client for its local and long distance telephone billings.

5.2 Sanitation. Client shall be responsible for any costs involved in setting up and cleaning the Premises for functions not managed by Sodexo. The responsibilities of the Parties with respect to the usual and customary cleaning and sanitation of the Services areas of the Premises shall be as follows:

A. Food Preparation, Storage and Serving Areas. Sodexo shall be responsible for housekeeping and sanitation in food preparation, storage and serving areas, including equipment in such areas. Client shall clean ceilings, ceiling fixtures, air ducts and hood vent systems (per local ordinance).

B. Customer Dining and Traffic Areas. Sodexo shall clean the floors, tops of tables and seats of chairs and wipe up spillage and breakage that occurs in dining areas during serving periods. Unless otherwise provided in this Section, Client shall be responsible for housekeeping and sanitation in customer traffic areas, including, but not limited to, dining areas and floors in front of serving counters, except Bob’s, which shall include stripping and waxing of floors at least once per year.

C. Refuse. Sodexo shall transport refuse to designated collection areas.

5.3 Equipment.

A. Food Service Equipment. Sodexo and Client have inventoried Client's Food Service equipment. Client and Sodexo shall execute a written inventory of all such equipment, which inventory shall be attached hereto as Exhibit B. Upon termination of this Agreement, Sodexo shall surrender such inventory of equipment to Client.

B. Capital Equipment. Client shall provide capital equipment as required for the Services. In the event Client requests Sodexo to purchase equipment on Client's behalf for Client's facility, any equipment purchases made pursuant to this Section shall be billed at the price quoted by Sodexo and paid by Client separate from the financial arrangement detailed in Section 6.5.

C. Equipment Failure. If Client's dishmachine equipment becomes inoperative, requiring substituted use of disposables in lieu of reusable items, Client shall reimburse Sodexo for such disposables, at Invoiced Amount, until such time as the dishmachine equipment is again operative. If electrical or equipment failure causes loss of refrigerated or frozen products, Client shall reimburse Sodexo for such loss, based on Invoiced Amount.

5.4 Maintenance. Client shall, at Client's expense, provide maintenance personnel and outside maintenance services, parts and supplies required to properly maintain the Premises and Client-owned equipment.

5.5 Inventory of Smallwares and Expendable Equipment. Client and Sodexo have jointly inventoried all Smallwares and Expendable Equipment, if any, owned by Client and have agreed as to required inventory levels. The Smallwares inventory is attached hereto as Exhibit C. Any inventories below agreed upon levels shall be brought up to such levels at Sodexo expense. If at any time Sodexo is to provide additional Service(s), Client shall be responsible to increase, at Client's expense, inventories required for the additional Service. Sodexo shall maintain required inventory levels and charge the expense of replacements as an operating expense at Invoiced Amount. All inventories, including replacements, shall be owned by Client.

5.6 Inventories of Food, Beverages, Goods and Supplies. Sodexo shall purchase and own inventories of food, beverages, goods, merchandise and supplies. Upon termination or expiration of this Agreement, Client shall purchase from Sodexo, or shall cause the successor contractor to purchase from Sodexo, any remaining inventory at Invoiced Amount.

5.7 Vehicle. Sodexo shall provide a vehicle for use in the Food Service. Sodexo shall be responsible for the vehicle's gas, oil, maintenance and repair, and automobile liability insurance This provision shall survive termination of this Agreement.

5.8 Meal Program Identification System. Client shall be responsible for all costs related to the electronic meal program identification system, including hardware, software, and on-going supplies.

ARTICLE VI
FINANCIAL ARRANGEMENTS

6.1 Unit Fund. Sodexo shall provide and own a reasonable amount as a petty cash fund. Any amounts remaining in such fund upon termination or expiration of this Agreement shall be retained by Sodexo.

6.2 Resident Dining Program.

A. Resident Dining Rates. The following resident dining rates shall be in effect in accordance with the resident dining calendar attached as Exhibit E:

Plan	Cost	Daily Rate
Unlimited Meals +100	$2,050	$18.022
14 Meals per Week +250	$1,950	$17.143
160 Block Meals + 450	$1,850	$16.264
130 Block Meals + $650	$1,850	$16.264
95 Block Meals +900	$1,850	$16.264
50 Block Meals + $250	$675	$6.154
35 Block Meals + $200	$525	$4.615
Athletic Plan	$1,950	$17.143

Client shall be invoiced for the actual number of meal plan participants or the required minimum number of meal plan participants, whichever is greater, based on the required minimum number of meal plan days.

1. Rates for the above Meal Plans are for each meal plan participant for each semester with a minimum number of two-hundred-twenty six (226) days required each academic year.

2. Sodexo shall invoice Client weekly for any Meal Plan Vandal Dollars or Flex Dollars redeemed in the Food Service operation and payments shall be due in accordance with Section 6.4.

B. Partial Service Days. Charges for partial service days at the beginning or end of an academic term or vacation period shall be based on a fraction of the daily resident dining rate as follows:

Breakfast:	1/6 of rate
Breakfast & Lunch:	1/2 of rate
Lunch & Dinner:	5/6 of rate
Lunch:	1/3 of rate
Dinner:	1/3 of rate
Brunch:	1/3 of rate

C. Guest Meals In Resident Dining Facilities. Prices for guest meals purchased in resident dining facilities shall be as follows:

Breakfast:	$8.00 plus tax, if applicable
Lunch:	$9.00 plus tax, if applicable
Dinner:	$10.00 plus tax, if applicable
Steak/Gourmet Dinner:	$dependent on event plus tax, if applicable
Brunch:	$9.00 plus tax, if applicable

D. Unscheduled Service Charges. For services not included in the resident dining rate, such as service on Freshmen Days, between semesters, commencement and the summer session, Sodexo shall provide Food Service at mutually agreed upon times and rates.

E. Preseason Meals. Preseason meals for athletic teams shall be charged to Client at Twenty Four Dollars ($24.00) for each person each day.

F. Summer Camp/Conference Rates. For Client-sponsored and third-party summer camps and conferences, Sodexo shall provide Food Service at the following rates:

2017 Summer Rate $24.00 per person per day

6.3 Retail Program.

A. Cash Collection. Sodexo shall retain all cash receipts realized from the retail program and shall pay all expenses associated with the retail program. Any profit or loss shall be for Sodexo's account.

B. Commission. Sodexo shall pay Client a commission as follows:

Guest Meal Sales	10% of Net Sales
Concession Sales	19% of Net Sales
Catered Functions	15% of Net Sales
Third Party Functions	10% of Net Sales
Client-Sponsored Conferences	10% of Net Sales
Third Party Conferences	10% of Net Sales
Branded Concepts	10% of Net Sales

6.4 Invoicing Procedures.

A. Advance Resident Dining Billing (Pre-Bill and Prepayment). Sodexo shall submit invoices to Client prior to each semester for the estimated amount due for the resident dining program meal plan portion only ("Pre-Bill"). Such Pre-payment being due on or before 21 days prior to each academic semester.

B. At the end of each biweekly period, Sodexo shall invoice Client for all Client sponsored Catering functions and any other non-resident dining program meals and services provided during such period. Payment shall be due within fifteen (15) days after date of invoice.

C. Client agrees that all third party Catering events shall be administered in accordance with Sodexo's policies for payment and collection. If Client requests that Sodexo deviate from such policies, Client shall be liable to Sodexo for any outstanding receivables related thereto. Client shall pay any such outstanding amounts within fifteen (15) days after date of invoice.

D. All payments shall be made by electronic funds transfer into a bank account designated by Sodexo Client shall pay interest on any unpaid amount not paid when due at the lesser of one and one-half percent (1.5%) per month or the highest interest rate allowed by applicable state law. Upon termination of this Agreement, all outstanding amounts, including all accrued and unpaid interest, shall become immediately due and payable.

E. Sodexo shall have the right to apply all payments made by Client under this Agreement as Sodexo deems appropriate.

Sixty (60) days immediately after the date of invoice, all amounts invoiced shall be considered final and each Party waives its right to contest said invoice and the Services covered by any such invoice.

6.5 Right of Offset. At any time when Client is past due on any payment obligations to Sodexo, Sodexo shall have the right to offset all or any portion of such outstanding receivables or any other sums due Sodexo from Client, from any amounts owed by Sodexo to Client [or from any Client funds being held by Sodexo.

6.6 Sodexo's Compensation.

A. For the 2017 contract year, the total compensation ("Total Compensation") received or retained by Sodexo pursuant to this Agreement shall not be less than Five Million One Hundred Thousand Dollars ($5,100,000.00) ("Fixed Compensation") and shall not exceed Ten Million Two Hundred Thousand Dollars ($10,200,000.00) ("Maximum Compensation"), subject in each case to adjustment as provided in subsection (B) below. If the Total Compensation received or retained by Sodexo for any year under this Agreement is less than Fixed Compensation for that year, Client shall pay the amount of any such shortfall to Sodexo within thirty (30) days of the end of such year, and if the Total Compensation received or retained by Sodexo for any year under this Agreement is more than Maximum Compensation for that year, Sodexo shall refund the amount of any such excess to the Client within thirty (30) days of the end of such year. The rates used to calculate Fixed and Maximum Compensation shall be as set forth in this Addendum.

B. The calculation for total annual compensation shall be based on the period commencing July 1st through June 30th annually.

C. The current and projected Fixed Compensation and Maximum compensation projections for future contract years shall be as follows:

YEAR	FIXED COMPENSATION	MAX COMPENSATION	PROJECTED SALES
FY2016	$ 4,600,000	$ 9,200,000	$ 8,669,287
FY2017	$ 4,850,000	$ 9,700,000	$ 9,167,080
FY2018	$ 5,100,000	$ 10,200,000	$ 9,686,292
FY2019	$ 5,350,000	$ 10,700,000	$ 10,194,157
FY2020	$ 5,650,000	$ 11,300,000	$ 10,723,106

6.7 Maintenance and Repair Fund. Sodexo shall establish and maintain a maintenance and repair fund in an amount equal to two percent (2%) of Net Sales. Such funds shall be used for maintenance, repair of non-infrastructure equipment. Any unused funds at the end of each year shall roll over to the following year. Any unused funds upon termination of the Agreement shall be for Sodexo's account.

6.8 Statements and Records. Sodexo shall submit operating statements to Client for each Accounting Period and shall maintain books and records in accordance with generally accepted accounting principles. The operating statements submitted by Sodexo may reflect certain internal Charges and allocations which are applied on a consistent basis to Sodexo's campus services accounts including, but not limited to, Charges for workers' compensation and general liability insurance based on the average manual rates for such insurance in the geographic area of the Premises, a General Support Services Allowance equal to three and a half percent (3.5%) of Net Sales, and food and supplies at Invoiced Amount with Sodexo retaining allowances negotiated in its national and regional procurement contracts].

6.9 Investment.

A. Sodexo has provided for the renovation of the Food Service area of the premises in an amount not to exceed Five Hundred Fifty Thousand Dollars ($550,000.00) ("Investment"). Sodexo commenced amortizing the Investment in a straight line basis in July of 2015. Such amortization shall be charged as an operating expense of the Food Service. Sodexo shall continue to amortize the Investment through June 30, 2020. Client shall own the Investment, excluding proprietary equipment and signage utilized in the Branded Concepts operation.

If prior to the complete amortization of the Investment any of the following events occur:

(i) this Agreement expires or is terminated in whole or in part;
(ii) this Agreement is amended and such modification has an adverse economic impact on Sodexo; or
(iii) Sodexo's procurement programs are no longer utilized for the purchase of goods in connection with the Services provided under this Agreement;

then Client shall reimburse Sodexo, on the expiration date, or within five (5) days after receipt by either Party of any notice of termination under this Agreement or within ten (10) days after the occurrence of (ii) or (iii) above, the unamortized portion. Client agrees to de-identify and, if applicable, remove any proprietary elements of the Investment as directed by Sodexo. Client shall, within five (5) days after Sodexo's request, execute a U.C.C. financing statement and Sodexo may put the same of record to secure its lien on the unamortized portion of the Investment.

B. Sodexo shall renovate and purchase equipment for Bob's Servery and Dining Room Food Service operation in an amount not to exceed One Million Two Hundred Twenty-Five Thousand Dollars ($1,225,000.00) ("Investment-2"). Such amount shall include a Charge for the services of Sodexo's Design and Development Department and Equipment Procurement Department not to exceed twelve percent (12%) of the Investment-2. Sodexo shall amortize the Investment-2 on a straight-line basis commencing with the date the Investment-2 is placed in service and continuing through June 30, 2020. Such amortization shall be charged as an operating expense of the Food Service. Client shall own the Investment-2, excluding proprietary equipment and signage utilized in the Branded Concepts operation.

If prior to the complete amortization of the Investment-2 any of the following events occur:

(i) this Agreement expires or is terminated in whole or in part;
(ii) this Agreement is amended and such modification has an adverse economic impact on Sodexo; or
(iii) Sodexo's procurement programs are no longer utilized for the purchase of goods in connection with the Services provided under this Agreement;

then Client shall reimburse Sodexo, on the expiration date, or within five (5) days after receipt by either Party of any notice of termination under this Agreement or within ten (10) days after the occurrence of (ii) o r (iii) above, the unamortized portion. Client agrees to de-identify and, if applicable, remove any proprietary elements of the Investment-2 as directed by Sodexo. Client shall, within five (5) days after Sodexo's request, execute a U.C.C. financing statement and Sodexo may put the same of record to secure its lien on the unamortized portion of the Investment-2.

The foregoing Investment is subject to the assumptions and other specifications set forth in Exhibit D, attached hereto and incorporated herein.

C. Sodexo shall provide funds to the Client for renovation of the Food Service operation in an amount equal to Seven Hundred Seventy-Five Thousand Dollars ($775,000.00) ("Investment-3"). Investment-3 shall be used for the following projects:

- Qdoba to replace Sub-Connection
- Re-image Commons C-store
- Dunkin Donuts to replace Joe's Cheesy Grill

The foregoing projects shall be completed by commencement of the 2018-2019 academic year and shall be performed by Sodexo's Design and Development Department and Equipment Procurement Department. Sodexo shall amortize the Investment-3 on a straight-line basis commencing with the date the Investment-3 is provided to Client and continuing through June 30, 2020. Such amortization shall be charged as an operating expense of the Food Service. Client shall own the Investment-3, excluding proprietary equipment and signage utilized in the Branded Concepts operation.

If prior to the complete amortization of the Investment-3 any of the following events occur:

(iv) this Agreement expires or is terminated in whole or in part;
(v) this Agreement is amended and such modification has an adverse economic impact on Sodexo; or
(vi) Sodexo's procurement programs are no longer utilized for the purchase of goods in connection with the Services provided under this Agreement;

then Client shall reimburse Sodexo, on the expiration date, or within five (5) days after receipt by either Party of any notice of termination under this Agreement or within ten (10) days after the occurrence of (ii) o r (iii) above, the unamortized portion. Client agrees to de-identify and, if applicable, remove any proprietary elements of the Investment-3 as directed by Sodexo. Client shall, within five (5) days after Sodexo's request, execute a U.C.C. financing statement and Sodexo may put the same of record to secure its lien on the unamortized portion of the Investment-3.

ARTICLE VII
FINANCIAL ADJUSTMENTS

7.1 Change in Conditions and/or Service Requirements.

B. Service Requirements. If Client (i) requires expansion of or reduction in the scope of Services, (ii) changes the use of Sodexo's procurement program and/or (iii) requests (a) any change in the use of disposables (i.e., from non-biodegradable products to biodegradable products); (b) use of specialty products (e.g., use of locally produced products or supplies, organic products, etc.); or (c) additional management/resource personnel to conduct a specific function unrelated to the Services, and such change or request results in an increase or decrease in costs, Charges or expenses to Sodexo, Sodexo's compensation shall be adjusted by an amount equal to the projected change in costs, Charges or expenses plus a mutually agreed upon amount for contribution to supporting overhead and profit from the date at which the change or request took effect.

7.2 Adjustments.

A. The financial arrangement set forth in this Agreement shall be adjusted to reflect additional costs incurred by Sodexo (i) in connection with the implementation of legislation or other legal requirements, including, but not limited to, the implementation of the Patient Protection and Affordable Care Act and Health Care and Education Reconciliation Act of 2010, which comprise the health care reform of 2010, or other health care rules and regulations, or any modifications thereto or (ii) increases in benefit costs paid by Sodexo on behalf of covered employees. The adjustment to the financial arrangement shall be effective from the date the events of (i) and/or (ii) occur.

B. Commencing on July 1, 2018, and annually thereafter, the meal plan rates, other meal rate(s) and Fixed and Maximum Compensation shall be increased by a minimum of the percentage increase in the Producer Price Index, Foods Mfg, Series Id: PCU311 – 311, averaged for the prior twelve (12) month period.

ARTICLE VIII
GENERAL TERMS AND CONDITIONS

8.1 Taxes

A. Sodexo and Client shall each bill, collect and remit sales taxes, if applicable, on all meals and services for which each respectively collects revenue from customers. Client shall be responsible for remittance of any taxes collected by Sodexo and given to Client. Sodexo shall bill and collect sales and use taxes, if applicable, on purchases or fees billed to Client.

B. If additional sales or use or any other types of taxes are assessed against the Services operation, Client shall reimburse Sodexo for such assessment and any interest and penalties, and for attorneys' fees or other costs incurred by Sodexo related to such assessment upon receipt of an invoice from Sodexo; except that Client shall not be responsible for any assessment attributable to Sodexo's negligent failure to timely submit any known tax filing or report. Sodexo shall be responsible for its city, state or federal income taxes including any tax burdens or benefits arising from its operations hereunder. This provision shall survive termination of this Agreement.

8.2 Compliance with Law.

A. Each Party shall comply with all applicable laws, ordinances, rules and regulations relating to Services sanitation, safety and health and, as applicable to a Party, obtain and maintain required licenses and permits as necessary. Each Party shall cooperate with the other to accomplish the foregoing.

B. Sodexo shall process credit/debit card transactions using Client's technology systems. Client represents and warrants that it shall adhere to and maintain its network and data security practices in compliance with PCI DSS (Payment Card Industry Data Security Standard (http://www.pcisecuritystandards.org)) and shall assist Sodexo with completing necessary documentation. Sodexo shall be responsible for any losses and liabilities that occur on Sodexo's POS at Client's Premises and Client shall be responsible for any losses and liabilities that occur through Client's facilities, servers, and computer networks. Each Party shall hold the other harmless from any claims, liabilities, or expenses arising out of any such losses and/or liabilities. Client further agrees to allow Sodexo to conduct a vulnerability scan or provide a copy of its own vulnerability scan for the purpose of fulfilling compliance with PCI DSS.

8.3 Notice. Any notice or communication required or permitted to be given under this Agreement shall be in writing and served personally, delivered by courier or a nationally recognized overnight delivery service, or sent by United States certified mail, postage prepaid with return receipt requested, addressed to the other Party as follows:

To Client: University of Idaho
Contracts and Purchasing Services
Attention: Julia R. McIlroy
Director
875 Perimeter Drive MS2006
Moscow, Idaho 83844-2006

To Sodexo: Sodexo America, LLC
Attention: Barry O. Telford
Chief Executive Officer, Universities-West
5420 North Service Road, Suite 501
Burlington, ON L7L 6C7

and: Sodexo America, LLC
Attention: Law Department
9801 Washingtonian Boulevard
Gaithersburg, Maryland 20878

and/or to such other persons or places as either of the Parties may hereafter designate in writing. All such notices shall be effective when received or refused except in the case of overnight delivery by a nationally recognized delivery service in which case notice shall be effective the day after deposit with the delivery service.

8.4 Catastrophe. Neither Sodexo nor Client shall be liable for failure to perform its respective obligations under this Agreement when such failure is caused by fire, explosion, water, act of God, civil disorder or disturbance, strike, vandalism, war, riot, sabotage, weather and energy related closing, governmental rules or regulations, failure of third parties to perform their obligations with respect to the Services, or like causes beyond the reasonable control of either Party, or for real or personal property destroyed or damaged due to such causes.

Notwithstanding the foregoing, Sodexo shall continue to provide the Services during a catastrophe as described above, as such Services may be modified by mutual agreement of the Parties based on existing conditions or the nature of the catastrophe, and to the extent that the safety and welfare of Sodexo's employees are not jeopardized. Client shall reimburse Sodexo for any Client-approved additional costs, Charges, and expenses incurred by Sodexo in providing the Services, or modified Services, for the duration of the catastrophe, in accordance with the terms of this Agreement.

8.5 Recovery Fees. In the event that any action is taken by either Party to enforce any term, covenant or condition of this Agreement, the prevailing Party (or in the case of failure to make payment when due, the initiating Party) shall be entitled to recover reasonable attorneys' fees, collection service expenses, court costs and related expenses.

8.6 Confidentiality. Subject to applicable law, the terms and conditions of this Agreement are confidential. Client and Sodexo represent and warrant to each other that each

Party shall maintain the confidentiality of the terms and conditions of this Agreement, however, such restriction shall not prohibit either Party from disclosing the existence of the relationship, term of this Agreement or the projected sales volume related to the terms of this Agreement.

6.7 Electronic Signatures. The Parties agree that this Agreement may be executed using electronic contracting technology using symbols or other data in digital form and agree that such electronic signature is the legal equivalent of a manual signature binding the parties to the terms and conditions stated herein.

University Of Idaho
Vandals Dining
Hours of Operation

Operation	Hours	
	Bob's Place	
Mon - Friday	Breakfast	7am - 10:30am
	Continental Breakfast	10:30am - 11:00am
	Lunch	11:00am - 2:00pm
	Afternoon Lunch	2:00pm - 5:00pm
	Dinner	5:00pm - 7:30pm
Weekends and Holidays	Continental Breakfast	8:00am - 10:30am
	Brunch	10:30am - 2:00pm
	Dinner	4:30pm - 7:30pm
	The Grid	
Monday - Sunday		8:00am - 12:00am
	Joe's Cheesy Grill	
Monday - Sunday		10:00am - 12:00am
	Einstein Bros Bagels	
Monday - Friday		10:00am - 3:00pm
	Mein Bowl	
Monday - Friday		10:00am - 3:00pm
	SubConnection	
Monday - Friday		10:00am - 3:00pm
	Jamba Juice	
Monday - Friday		10:00am - 3:00pm
	Chick-fil-A	
Monday - Friday		8:00am - 5:00pm
	Stover's	
Monday - Friday		8:00am - 3:00pm
	One World Café - Admin Building & J.E.B.	
Monday - Friday		8:00am - 3:00pm

EXHIBIT B

KITCHEN EQUIPMENT INVENTORY

EXHIBIT C
SMALLWARES INVENTORY

Wallace-Bobs Smallware Inventory

Item	#	Location
Large Soup Bowls	384	Wallace Basement
Oval Platters	216	Wallace Basement
Bullion Cups	36	Wallace Basement
10 5/8 Dinner Plates	96	Wallace Basement
Coffee Mugs	120	Wallace Basement
Dinner Forks	624	Wallace Basement
Dinner Knives	1068	Wallace Basement
Dinner Teaspoons	3264	Wallace Basement
Dinner Large Spoons	41	Wallace Basement
Bread Pans	76	Wallace Bakery
2x6 Muffin Pans	10	Wallace Bakery
4x6 2"Muffin Pans	20	Wallace Bakery
4x6 1" Muffin Pans	5	Wallace Bakery
6x8 1" Muffin Pan	3	Wallace Bakery
Cake Pans	12	Wallace Bakery
3x4 Muffin Pans	41	Wallace Bakery
3x5 Muffin Pans	12	Wallace Bakery
3x8 Muffin Pans	45	Wallace Bakery
5 Compartment Bread Pans	12	Wallace Bakery
Mini Bundt Pans	5	Wallace Bakery
Regular Bundt Cake Pans	28	Wallace Bakery
5 Compartment Sub Roll Pans	6	Wallace Bakery
6in Round Cake Pans	49	Wallace Bakery
8in Round Cake Pans	31	Wallace Bakery
Specialty Bread Pan	12	Wallace Bakery
6 Compartment Mini Loaf Pan	7	Wallace Bakery
Angel Cake Pans	13	Wallace Bakery
Angel Cake Pan w/ Hole	47	Wallace Bakery
Swirl Cups	31	Wallace Bakery
Large White Rectangular Cater Trays	4	Wallace Bakery
Plastic Sheet Trays	102	Wallace Kitchen
Metal Sheet Trays	363	Wallace Kitchen
Lexan Tubs 6"	5	Wallace Kitchen
Lexan Tubs 4"	7	Wallace Kitchen
Lexan Tubs 2"	5	Wallace Kitchen
Lexan Tubs Lids	33	Wallace Kitchen
Half Lexans 2"	5	Wallace Kitchen
Half Lexans 4"	20	Wallace Kitchen

Half Lexan 6"	13	Wallace Kitchen
Half Size Metal Sheet Pan	15	Wallace Kitchen
Pizza Screens	133	Wallace Kitchen
Snowshoe Pizza Screens	15	Wallace Kitchen
2" Hotel Pan	120	Wallace Kitchen
4" Hotel Pan	49	Wallace Kitchen
6' Hotel Pan	12	Wallace Kitchen
2" Half Pan	68	Wallace Kitchen
4" Half Pan	47	Wallace Kitchen
6" Half Pan	6	Wallace Kitchen
4" Steamer Pan	8	Wallace Kitchen
4in Half Steamer Pan	6	Wallace Kitchen
2" Steamer Pan	17	Wallace Kitchen
2" Half Steamer Pan		Wallace Kitchen
Idaho 4" Half Pans	19	Wallace Kitchen
2" Shotgun Pans	124	Wallace Kitchen
4" Shotgun Pan	51	Wallace Kitchen
1/3 Metal Pan	80	Wallace Kitchen
1/4 Metal Pan	1	Wallace Kitchen
1/6 Metal Pan	71	Wallace Kitchen
1/8 Metal Pan	3	Wallace Kitchen
Metal Jello Pans	9	Wallace Kitchen
Large Metal Soup Pots	9	Wallace Kitchen
Small Metal Soup Pots	5	Wallace Kitchen
Large Metal Soup Lids	7	Wallace Kitchen
Small Metal Soup Lids	2	Wallace Kitchen
Metal Mixing Bowls	1	Wallace Kitchen
Metal Cone Colander	1	Wallace Kitchen
Round Metal Sink Colander	1	Wallace Kitchen
Silicon Sub Dough Bake Tray	2	Wallace Kitchen
Fry Baskets	6	Wallace Kitchen
Square Plastic Prep Tub on Wheels	3	Wallace Kitchen
6qt Plastic Storage Container	2	Wallace Kitchen
Green Cutting Boards	5	Wallace Kitchen
White Cutting Boards	1	Wallace Kitchen
Red Cutting Boards	5	Wallace Kitchen

Pizza Trees	10	Wallace Kitchen
Pancake Makers	2	Wallace Kitchen
Metal Risers	18	Wallace Kitchen
10 5/8 Dinner Plates	285	Dish Room/Servery
9" Dinner Plates	361	Dish Room/Servery
Oval Plates	576	Dish Room/Servery
Large Chine Bowls	595	Dish Room/Servery
Large Soup Bowls	68	Dish Room/Servery
Coffee Cups	97	Dish Room/Servery
Plastic Drink Cups	881	Dish Room/Servery
Small Soup Bowls	224	Dish Room/Servery
6" Dessert Plates	425	Dish Room/Servery
Cassoulets	182	Dish Room/Servery
Plastic Swirl Cups	191	Dish Room/Servery
1oz Metal Ladle	5	Wallace Kitchen/Servery
4oz Metal Ladle	10	Wallace Kitchen/Servery
6oz Metal Ladles	14	Wallace Kitchen/Servery
Deli Spreaders	5	Wallace Kitchen/Servery
Large Metal Tongs	8	Wallace Kitchen/Servery
Large Plastic Tongs		Wallace Kitchen/Servery
Medium Metal Tongs	35	Wallace Kitchen/Servery
Medium Plastic Tongs	12	Wallace Kitchen/Servery
Small Metal Tongs	24	Wallace Kitchen/Servery
Small Plastic Tongs		Wallace Kitchen/Servery
6in Metal Whip	8	Wallace Kitchen/Servery
8in Metal Whip	7	Wallace Kitchen/Servery
Large Kettle Whips	2	Wallace Kitchen/Servery
Metal Spatulas	6	Wallace Kitchen/Servery
Serving Spatulas	12	Wallace Kitchen/Servery
Metal Meat Mallets	2	Wallace Kitchen/Servery
Large Metal Serving Spoons	37	Wallace Kitchen/Servery
Medium Metal Serving Spoons	81	Wallace Kitchen/Servery
Small Salad Bar Spoons	7	Wallace Kitchen/Servery
Plastic Serving Cafeteria Trays	212	Back Dishroom Room
High Heat Rubber Spatulas	12	Wallace Kitchen
Pastry Brushes	6	Wallace Kitchen
Grill Mops	4	Wallace Kitchen

Assorted Ice-cream Scoops	25	Wallace Kitchen
Small Plastic Ice Scoops	5	Wallace Kitchen
Large Ice Scoops	6	Wallace Kitchen
Circle Metal Biscuit Cutters	6	Wallace Kitchen
Assorted Hammered Metal Cater Trays	25	Behind Dishroom
Metal Salad Bowls	6	Behind Dishroom
Assorted Plastic Catering Trays	12	Behind Dishroom
Assorted Oval Bussing Trays	9	Behind Dishroom
Square Octagonal Catering Cont.	4	Behind Dishroom
Sm Stainless Rounds	14	Behind Dishroom
Med. Stainless Rounds	9	Behind Dishroom
Large Stainless Rounds	8	Behind Dishroom
Sm Stainless Square	1	Behind Dishroom
Med. Stainless Square	15	Behind Dishroom
Large Stainless Square	11	Behind Dishroom
Bussing Tubs	4	Behind Dishroom
Plastic Deep Ovals	5	Behind Dishroom
Large Ovals	7	Behind Dishroom
Shallow Ovals	3	Behind Dishroom
Sm Shallow Bowls	20	Behind Dishroom
Large Shallow Bowls	38	Behind Dishroom
Round with Handles	12	Behind Dishroom
Glass Punch Bowl	2	Behind Dishroom
Metal Punch Bowl	3	Behind Dishroom
Black Square catering Container	5	Behind Dishroom
Carving Board Sets	5	Behind Dishroom
5.7oz Martini Glasses	72	Behind Dishroom

Commons Smallware Inventory

Item	**#**	**Location**
Wine Glasses	150	Upstairs 4th Floor Kitchen
Coffee Cups	60	Upstairs 4th Floor Kitchen
6in Dessert Plates China	310	Upstairs 4th Floor Kitchen
9in Dessert Plates China	208	Upstairs 4th Floor Kitchen
Metal Serrated Spoons	16	Upstairs 4th Floor Kitchen
Tongs	35	Upstairs 4th Floor Kitchen

Serving Spoons	21	Upstairs 4th Floor Kitchen
Large Serving Forks	6	Upstairs 4th Floor Kitchen
Med Scoop Spoons	13	Upstairs 4th Floor Kitchen
Assorted Ladles	48	Upstairs 4th Floor Kitchen
High Temp Rubber Spatulas	2	Upstairs 4th Floor Kitchen
Assorted Ice-cream Scoops	10	Upstairs 4th Floor Kitchen
Coffee Creamers	12	Upstairs 4th Floor Kitchen
Pie Servers	3	Upstairs 4th Floor Kitchen
Punch Can opener	1	Upstairs 4th Floor Kitchen
Ice scoop	1	Upstairs 4th Floor Kitchen
Chafing Rack Sets (Frame/pan/lid)	10	Upstairs 4th Floor Kitchen
4qt Cam Container	2	Upstairs 4th Floor Kitchen
6qt Cam Container	1	Upstairs 4th Floor Kitchen
8qt Cam Container	4	Upstairs 4th Floor Kitchen
12qt Cam Container	2	Upstairs 4th Floor Kitchen
Small white Cutting Board	1	Upstairs 4th Floor Kitchen
Metal Punch Bowls	10	Upstairs 4th Floor Kitchen
Water Towers	8	Upstairs 4th Floor Kitchen
Small Pump Pots	6	Upstairs 4th Floor Kitchen
Large Plastic Black Bowls	3	Upstairs 4th Floor Kitchen
1.5gal Coffee Dispensers	6	Upstairs 4th Floor Kitchen
Forks (Silverware)	160	Upstairs 4th Floor Kitchen
Butter Knife (Silverware)	100	Upstairs 4th Floor Kitchen
Soup Spoon (Silverware)	30	Upstairs 4th Floor Kitchen
Dessert Spoon (Silverware)	50	Upstairs 4th Floor Kitchen
Spreaders (Silverware)	90	Upstairs 4th Floor Kitchen
Red Cutting Boards	4	Commons Main Kitchen/Food Court
Green Cutting Boards	7	Commons Main Kitchen/Food Court
White Cutting Boards	7	Commons Main Kitchen/Food Court
EBB Cutting Boards (Tan)	4	Commons Main Kitchen/Food Court
Yellow Cutting Board (Chick fil-a)	1	Commons Main Kitchen/Food Court
Yellow Serving Trays (Chick fil-a)	47	Commons Main Kitchen/Food Court
22qt Rounds + Lids	3	Commons Main Kitchen/Food Court
1qt Cam Containers + lids	7	Commons Main Kitchen/Food Court
2qt Cam Containers + lids	9	Commons Main Kitchen/Food Court
4qt Cam Containers + lids	8	Commons Main Kitchen/Food Court
6qt Cam Containers + lids	10	Commons Main Kitchen/Food Court
8qt Cam Containers + lids	12	Commons Main Kitchen/Food Court
12qt Cam Containers + lids	15	Commons Main Kitchen/Food Court
5gal Cam Containers + lids	8	Commons Main Kitchen/Food Court

Big White Round Salad Bowls	4	Commons Main Kitchen/Food Court
Assorted Catering Trays (White)	2	Commons Main Kitchen/Food Court
Assorted Catering Ovals (White)	4	Commons Main Kitchen/Food Court
Assorted Metal Small Mixing Bowls	15	Commons Main Kitchen/Food Court
Half N Half Creamer Pitchers	3	Commons Main Kitchen/Food Court
Full Size Metal Sheet Tray	105	Commons Main Kitchen/Food Court
Half Size Metal Sheet Tray	23	Commons Main Kitchen/Food Court
Full Size Plastic Sheet Tray	11	Commons Main Kitchen/Food Court
Metal Colanders	5	Commons Main Kitchen/Food Court
Large Pot Wisk	1	Commons Main Kitchen/Food Court
Small whisk	8	Commons Main Kitchen/Food Court
Metal Pot Paddle	1	Commons Main Kitchen/Food Court
Metal 2" Full Pan	23	Commons Main Kitchen/Food Court
Metal 4" Full Pan	3	Commons Main Kitchen/Food Court
Metal 6" Full Pan	3	Commons Main Kitchen/Food Court
Metal 1/3 pan	25	Commons Main Kitchen/Food Court
Metal 1/6 pan	48	Commons Main Kitchen/Food Court
Metal 1/8 pan	2	Commons Main Kitchen/Food Court
Metal 2" half pan	9	Commons Main Kitchen/Food Court
Metal 4" half pan	17	Commons Main Kitchen/Food Court
Metal 6" half pan	4	Commons Main Kitchen/Food Court
Metal Shot Gun Pan	9	Commons Main Kitchen/Food Court
Pizza Serve Pans	6	Commons Main Kitchen/Food Court
Plastic 1/3 pan	3	Commons Main Kitchen/Food Court
Plastic 1/6 pan	50	Commons Main Kitchen/Food Court
Plastic 1/8 pan	16	Commons Main Kitchen/Food Court
Plastic EBB Egg Containers/Lids	55	Commons Main Kitchen/Food Court
Pump Pots	6	Commons Main Kitchen/Food Court
Full Size Clear Lexan Containers/lids	5	Commons Main Kitchen/Food Court
Half Size Clear Lexan Containers/Lids	6	Commons Main Kitchen/Food Court
Sour Cream Guns	2	Commons Main Kitchen/Food Court
Sour Cream Gun Containers	48	Commons Main Kitchen/Food Court
Assorted Measuring Cups	8	Commons Main Kitchen/Food Court
16oz Squeeze bottles	42	Commons Main Kitchen/Food Court
Stove Stock Pots	3	Commons Main Kitchen/Food Court
1 gal soup pot	4	Commons Main Kitchen/Food Court
3 gal soup pot	2	Commons Main Kitchen/Food Court
Coffee Creamer Pitchers	4	Einstein Store
Water Towers	3	Einstein Store
Egg Containers and Lids	30	Einstein Store

3gal Cam Container/lid	2	Einstein Store
2qt Cam container/lid	4	
Plastic 1/3 pan	3	Einstein Store
Plastic 1/6 pan	28	Einstein Store
Plastic 1/8 pan	3	Einstein Store
Cream Cheese Spreader	15	Einstein Store
Ice Scoop	2	Einstein Store
Ice Bucket	1	Einstein Store
4" Metal Half pan	4	Einstein Store
2" Metal Full pan	2	Einstein Store
1qt Cam Containers + lids		Mein Bowl
2qt Cam Containers + lids	2	Mein Bowl
4qt Cam Containers + lids	16	Mein Bowl
6qt Cam Containers + lids	31	Mein Bowl
8qt Cam Containers + lids		Mein Bowl
12qt Cam Containers + lids		Mein Bowl
5gal Cam Containers + lids	1	Mein Bowl
Spoodles Serving Spoons	18	Mein Bowl
Serving Spoons	2	Mein Bowl
Serrated Spoons	2	Mein Bowl
Metal Tongs	13	Mein Bowl
Metal Ladles	15	Mein Bowl
Half Metal Sheet Trays	15	Mein Bowl
Full Size Metal Sheet Tray	21	Mein Bowl
Melamie Plates	231	Mein Bowl
Rice Tubs	3	Mein Bowl
Metal Colander	3	Mein Bowl
White Cutting Board	1	Mein Bowl
Green Cutting Board	1	Mein Bowl
Red Cutting Board	1	Mein Bowl
Metal Mixing Bowl	6	Mein Bowl
Miniature Soup Pots	4	Mein Bowl
Wok Serving Bowls	14	Mein Bowl
Metal 2" Full Pan	7	Mein Bowl
Metal 4" Full Pan	6	Mein Bowl
Metal 6" Full Pan	4	Mein Bowl
Metal 1/3 pan	17	Mein Bowl

Metal 1/6 pan	16	Mein Bowl
Metal 1/8 pan	2	Mein Bowl
Metal 2" half pan	12	Mein Bowl
Metal 4" half pan	8	Mein Bowl
Metal 6" half pan	2	Mein Bowl
Plastic 1/3 pan	18	Mein Bowl
Plastic 1/6 pan	2	Mein Bowl
Plastic 1/8 pan	4	Mein Bowl
Half Plastic Lexans /Lids	11	Mein Bowl
Chef Knives	11	Commons Kitchen
Serrated Bread Knife	2	Commons Kitchen
Paring Knives	12	Commons Kitchen
Carving Knives	3	Commons Kitchen

LLC Smallware Inventory

Item	#	Location
Metal 2" Full Pan	4	Denny's/The Grid
Metal 4" Full Pan	25	Denny's/The Grid
Metal 6" Full Pan	1	Denny's/The Grid
Metal 1/3 pan	31	Denny's/The Grid
Metal 1/6 pan	31	Denny's/The Grid
Metal 1/8 pan	8	Denny's/The Grid
Metal 2" half pan	2	Denny's/The Grid
Metal 4" half pan	27	Denny's/The Grid
Metal 6" half pan	4	Denny's/The Grid
Large Mix Bowl	7	Denny's/The Grid
Small Mix Bowl	9	Denny's/The Grid
Soup Pot/lid	2	Denny's/The Grid
1 gal Measuring Cup	1	Denny's/The Grid
1 pint measuring cup	1	Denny's/The Grid
1 quart measuring cup	2	Denny's/The Grid
Plastic 1/6 pan	12	Denny's/The Grid
Half size plastic lexan with lid	6	Denny's/The Grid
1qt Cam Containers + lids	6	Denny's/The Grid
2qt Cam Containers + lids	13	Denny's/The Grid
Assorted Ladles	30	Denny's/The Grid

Ice-cream scoops	11	Denny's/The Grid
Pie Servers	2	Denny's/The Grid
Burger Press	2	Denny's/The Grid
Pizza Cutter	1	Denny's/The Grid
Serving Spoons	8	Denny's/The Grid
Mini Pizza Screens	12	Denny's/The Grid
Small Whisks	4	Denny's/The Grid
Assorted Tongs	6	Denny's/The Grid
Drip Cut Bottles	6	Denny's/The Grid
16oz Squeeze Bottles	18	Denny's/The Grid
Green Cutting Board	2	Denny's/The Grid
White Cutting Board	2	Denny's/The Grid
Red Cutting Board	1	Denny's/The Grid
Burger Spatulas	6	Denny's/The Grid
Measuring Scale	2	Denny's/The Grid
Chef Knife	5	Denny's/The Grid
Paring Knife	3	Denny's/The Grid

Stovers Smallware Inventory

Item	#	Location
Pastry Serving Platters	5	Stovers Unit
Square White Serving Containers	7	Stovers Unit
Plastic 1/3 pan w/ lids	5	Stovers Unit
Plastic 1/6 pan w/lids	39	Stovers Unit
Plastic 1/8 pan w/ lids	1	Stovers Unit
Metal 1/3 pan	2	Stovers Unit
Metal 1/6 pan	6	Stovers Unit
Display baskets	7	Stovers Unit
Ice Cream Scoops	9	Stovers Unit
Hand held Can opener	1	Stovers Unit
White Cutting Board	2	Stovers Unit
Green Cutting Board	1	Stovers Unit
Spreaders	3	Stovers Unit
Full size clear lexan w/ lid	1	Stovers Unit
Plastic Bus Tub	2	Stovers Unit
Assorted Tongs	8	Stovers Unit
Chef Knife	2	Stovers Unit

Paring Knife	3	Stovers Unit

Student Union(SUB) Smallware Inventory

Item	#	Location
Plastic Bus Tubs	7	SUB Kitchen
Half Size Plastic Lexans	3	SUB Kitchen
Assorted Ice-cream Scoops	19	SUB Kitchen
4qt Cam Containers + lids	3	SUB Kitchen
6qt Cam Containers + lids	5	SUB Kitchen
8qt Cam Containers + lids		SUB Kitchen
12qt Cam Containers + lids	12	SUB Kitchen
5gal Cam Containers + lids	10	SUB Kitchen
Metal Punch Bowls	15	SUB Kitchen
Plastic Water Towers	8	SUB Kitchen
Half N Half Creamer Pitchers	11	SUB Kitchen
Display Baskets	2	SUB Kitchen
Display Stands	20	SUB Kitchen
Metal Drink Barrel	1	SUB Kitchen
Water Pitchers	6	SUB Kitchen
Water Bottles	36	SUB Kitchen
5gal Drink Cambros	41	SUB Kitchen
10gal Drink Cambros	2	SUB Kitchen
Metal Spatula	2	SUB Kitchen
Serrated Serving Spoons	20	SUB Kitchen
Serving Spoodles	46	SUB Kitchen
Small Ice Scoop	3	SUB Kitchen
Rubber Spatula	5	SUB Kitchen
small whisk	1	SUB Kitchen
Metal Tongs	145	SUB Kitchen
Plastic Tongs	36	SUB Kitchen
Metal Serving Spoons	46	SUB Kitchen
Assorted Metal Ladles	88	SUB Kitchen
Black Plastic Coffee servers	31	SUB Kitchen
White Plastic Coffee Servers	36	SUB Kitchen
Stainless Coffee Dispensers	10	SUB Kitchen
Pie Servers	25	SUB Kitchen
Wicker Baskets	25	SUB Kitchen

Roll Top Chafer Sets	4	SUB Kitchen
Round Chafer Sets	4	SUB Kitchen
Regular Chafer Sets	21	SUB Kitchen
Full Size Metal Sheet Trays	7	SUB Kitchen
Ice Caddies	3	SUB Kitchen
Hand Held Can Opener	1	SUB Kitchen
Carving Fork	1	SUB Kitchen
Chef Knives	8	SUB Kitchen
Carving Board Set	1	SUB Kitchen
Long Spreaders	2	SUB Kitchen
Gold Charger Plates	193	SUB Kitchen

EXHIBIT D

INVESTMENT DESCRIPTION & ASSUMPTIONS

1.1 Description and Specifications of Investment. Pursuant to Schedule 1, Section 6.9.B of this Addendum, Sodexo's Investment includes the following:

A. Ex D 1.1.A - LIST OF EQUIPMENT RENOVATIONS

B. Ex D 1.1B - INVESTMENT TIMELINE/MILESTONES

1.2 Investment Assumptions. Sodexo's Investment set forth in Section 1.1 above was determined based on certain assumptions specified below. Any deviation from the assumptions shall result in a corresponding adjustment [to the terms and conditions of the Investment] [and/or other financial arrangements] as more particularly set forth below.

A. Investment Budget. The Investment amount is based on current information [provided by Client,] represents a project estimate for budgeting purposes, and shall not be considered a guaranteed amount. The Investment budget is subject to the following:

1. The budget estimate shall be adjusted in the event of any one or more of the following occurrences, any of which may delay the project, increase the cost of the project and/or require an adjustment to the project scope:

a. Design development modifications based on input from Client per Client's specific preferences and/or requirements;

b. Hidden, latent and/or unknown conditions such as the discovery of asbestos, mold(s) or other hazardous materials (the estimated budget does not include costs for testing for and/or abatement of the foregoing conditions);

c. Local jurisdictional requirements, including the permitting process and code compliance; and/or

d. Force majeure events.

2. After all of the foregoing have been evaluated and investigated, and prior to the commencement of construction/renovations, Sodexo shall prepare a final budget for the project. Sodexo shall be authorized to modify the scope of work in order to maintain the agreed upon project budget.

EXHIBIT D 1.1 A LIST OF EQUIPMENT RENOVATIONS

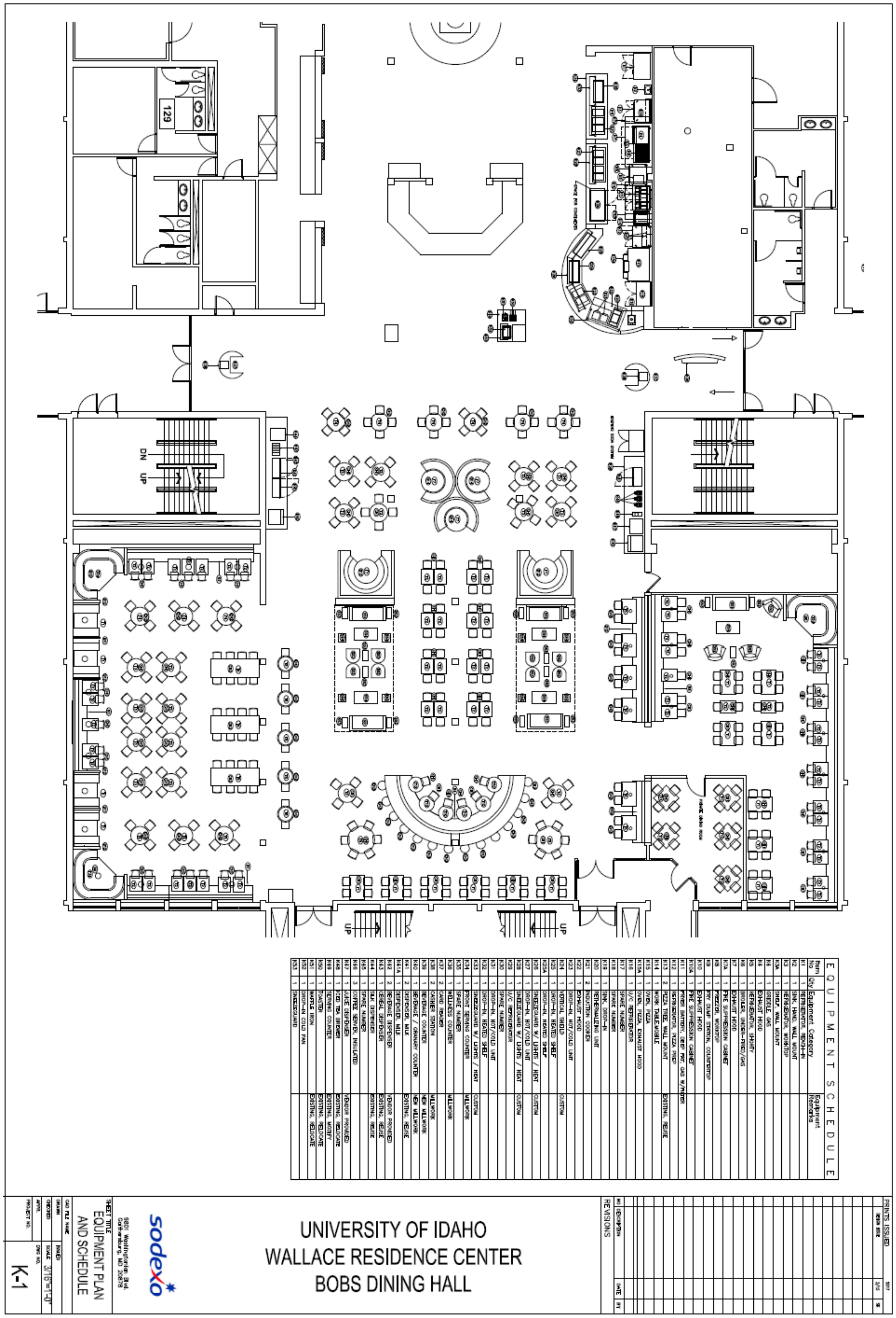

Exhibit D 1.1B Investment Timeline/Milestones

LOCATION	SUMMER 2017	FALL 2017	SPRING 2018	SUMMER 2018	FALL 2018	SPRING 2019	SUMMER 2019	FALL 2019
Bob's	Remodel Bob's Dining Room and Servery, Grill and Pasta Station							
Joe's Cheesy Grill							Introduce Dunkin' Donuts Brand	
The Grid		Evaluate and adjust product mix, pricing, and refine traffic flow						
SubConnection				Install Qdoba				
Mein Bowl	Evaluate menu and service quality monthly							
Jamba Juice				Install Qdoba				
Chick-Fil-A	Advertise and Promote Catering Ongoing							
Einsteins								
Commons C-Store	Take over the Store. Implement Grid Concept.							
Stover's	Develop Student Manager Program with Business School and Offer Internships to Business Students							
One World Café	Revamp Concept							
Lounge 12		Revisit Pricing and Product Mix						

EXHIBIT E
RESIDENT DINING CALENDAR

[CALENDAR ON NEXT PAGE]

2017-2018		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Board Days	
Board Days	Aug	Summer Break																1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	15.00	
Board Days	Sep	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00		30.00	
Board Days	Oct	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	31.00	
Board Days	Nov	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.50	Fall Break								0.50	1.00	1.00	1.00	1.00		21.00	
Board Days	Dec	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.50	Winter Break																14.50	111.50
Board Days	Jan	Winter Break						0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	24.50	
Board Days	Feb	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00				28.00	
Board Days	Mar	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.50	Spring Break								0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	22.00	
Board Days	Apr	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00		30.00	
Board Days	May	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	Summer Break																				11.00	115.50
																																		227.00

The following is a tabulation of total return to the University of Idaho over the five years of the current contract (actual* and projected).

University of Idaho
Return on Commissions and Capital Expenditures

YEAR	Return
FY2016*	$ 1,508,402
FY2017*	$ 1,574,572
FY2018	$ 1,936,814
FY2019	$ 1,958,240
FY2020	$ 1,980,095

Current Contract:

FY2016 – Actual Figure
FY2017 – Projected

Addendum to Current Contract:

FY2018 thru FY2020 – Projected based upon Depreciations for Equipment, Amortization for Capital Investment, Fixed Commissions, Percentage of Sales Commissions

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UNIVERSITY OF IDAHO
AGREEMENT NUMBER UI-755

The University of Idaho (the "University") hereby awards to Sodexo America, LLC, Agreement number UI-755 to furnish Campus Dining and Food Services to the University, as specified in University of Idaho Request for Proposals Number 15-01M, in accordance with the terms and conditions of the Request for Proposals.

This Agreement is supplemented by a) University of Idaho Request for Proposals Number 15-01M; b) Sodexo America, LLC's proposal dated September 26, 2014; and c) Sodexo America, LLC's exceptions list, 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-755; 2) University of Idaho Request for Proposals Number 15-01M; 3) Sodexo America, LLC's proposal dated September 26, 2014; and 4) Sodexo America, LLC's exceptions list (which list modifies the corresponding portions of the Request for Proposals #15-01M).

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 Fax: (208) 885-6060 Email: juliam@uidaho.edu
the Contractor:	Sodexo America, LLC 283 Cranes Roost Blvd., Suite 260 Altamonte Springs, Florida 32701 Attn: Tim Salley, Senior Director Phone: (407) 339-3230 Fax: (407) 479-3618 Email: tim.salley@sodexo.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 on the Bid Form 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.

1.4 TERM OF AGREEMENT

The initial term of this Agreement shall be five (5) years, with no renewal options.

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 July 1, 2015.

For the Regents of the UNIVERSITY OF IDAHO		SODEXO AMERICA, LLC	
SIGN	_____________________________	SIGN	_____________________________
PRINT	_____________________________	PRINT	_____________________________
TITLE	_____________________________	TITLE	_____________________________
DATE	_____________________________	DATE	_____________________________

University of Idaho

Purchasing Services
1028 West Sixth Street
Moscow, Idaho 83844-2006

REQUEST FOR PROPOSALS NO. 15-01M

FOR

Campus Dining Services

For Additional Information, Please Contact:
Julia McIlroy, Director
Phone (208) 885-6123
Fax (208) 885-6060
juliam@uidaho.edu
www.uidaho.edu/controller/purchasing

Date Issued: July 15, 2014

Proposals Due: September 26, 2014

UNIVERSITY OF IDAHO REQUEST FOR PROPOSALS NO. 15-01M

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 and Fax 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 – SCOPE OF WORK

1.1 BACKGROUND

The University of Idaho (herein referred to as the University) is soliciting proposals for the management and operation of dining services at the University of Idaho Moscow campus. The University shall only consider proposals from financially responsible firms presently engaged in the business of providing dining services. Each Vendor (proposer/firm) shall furnish the required documents in the required format as outlined in this RFP to be considered responsive.

The University expects to award this project to the best value Vendor based on the requirements in this solicitation. The Vendor selected for award will be the Vendor whose proposal is responsive, responsible, and is the most advantageous to the University, as determined by the University in its sole discretion.

1.2 CURRENT CONDITIONS

Best efforts have been made to obtain detailed information on the current conditions at the University. This information should not be assumed to be 100% complete or accurate. Information of all known current conditions can be found in Exhibit 1. The University is looking to secure services equal to, or better than, the level of service currently provided.

1.3 SCOPE OF SERVICES

It is the University's desire to maintain the current financial approach utilizing a Five-Year Safe Harbor due to the financing of University facilities (through tax exempt bonds).

The University's goals of this RFP are to:

1. Increase Financial Return to the University
2. Increase Satisfaction (University and Student)
3. Emphasis on Student Retention
4. Sustainability of Dining Services environmentally, economically, and socially

The scope of work and expectations for the dining service provider are identified in Exhibit 2.

SECTION 2 – SCHEDULE AND CRITICAL DATES

2.1 SCHEDULE OF EVENTS AND CRITICAL DATES

The following are the critical dates for this project. Please be advised that these dates are subject to change as deemed by the University.

2.2 PRE PROPOSAL MEETING AND SITE VISIT

July 15, 2014	Project Announcement
September 12, 2014	Pre Proposal Meeting (*see Section 2.2 for details)
September 15, 2014	Last Day For Questions
September 26, 2014	Proposals Due [4:00 PM PST]
October 8, 2014	Notification of Shortlisted Finalist (If Applicable)
October 20-24, 2014	Interview of Shortlisted Finalist
October 28, 2014	Identification of Potential Best Value
November 5, 2014	Clarification Kick Off Meeting
November 19, 2014	Clarification Meeting
February 2015	Anticipated Date of Award
March – June 2015	Transition Period Begins
July 1, 2015	Start of Service

Vendors are highly encouraged to attend the pre-proposal / educational meeting. Understanding the best value process will significantly increase a vendor's competitiveness. The meeting will be held:

Date: September 12, 2014
Time: 9:00am – 11:00am
Location: Wallace Residence Complex 1st Floor
Quiet Room in Bob's dining hall
1080 West 6th Street
Moscow, Idaho

An optional site visit will also be conducted on 09/12/2014. The tour will be approximately 3 miles, and is scheduled to occur at 1pm-5pm. Please contact Gwen Miller no later than September 1st if you have any mobility requirements (gmiller@uidaho.edu).

SECTION 3 – PROPOSAL REQUIREMENTS AND EVALUATION CRITERIA

Proposals will be evaluated based on the criteria outlined in this section. The University reserves the right to add/delete/modify any criteria or requirement if the University deems it to be in their best interest (at the University's sole discretion). It is imperative that each Proposer realize that what is written in the proposals, financials, and discussed in the interview will become part of the winning Proposer's final contract.

3.1 RESPONSIVENESS (PASS/FAIL)

The University shall only consider Proposals from financially responsible firms presently engaged in the business of providing dining services. The Vendor selected for award will be the Vendor whose proposal is responsive, responsible, and the most advantageous to the University, as determined by the University in its sole discretion. The University reserves the right to contact a Vendor to clarify any information in their proposal.

Only responsive proposals will be evaluated and considered for award. Vendors must prepare proposals that follow the format and sequence specified in this RFP. This includes adherence to the format of any attachments. The following conditions/criteria MUST be met in order to be considered responsive:

1. The Vendor must attend all mandatory meetings / site walks
2. The Vendor will complete and provide all information in Attachment A
3. The Vendor will complete and provide all information in Attachment B
4. The Vendor will complete and provide all information in Attachment C
5. The Vendor will complete and provide all information in Attachment D
6. The Vendor will complete and provide all information in Attachment E
7. The Vendor will complete and provide all information in Attachment F
8. The Vendor will complete and provide all information in Attachment G

3.2 EVALUATION CRITERIA & WEIGHTS

Only responsive proposals will be evaluated and considered for award. The University reserves the right to request supplementary information to assure the University that the Vendor's competence, business organization, and financial resources are adequate to successfully perform the specified service. Proposals will be evaluated on the criteria listed in the table below.

15 Points	Project Capability (PC)	Refer to Section 3.6
10 Points	Risk Assessment Plan (RA)	Refer to Section 3.7
10 Points	Value Added (VA)	Refer to Section 3.8
15 Points	Financial Information	Refer to Section 3.9
50 Points	Interview	Refer to Attachment B and C

3.3 EVALUATION COMMITTEE

An Evaluation Committee will be used to evaluate specific portions of the proposals (as described in this RFP). The University expects the committee to consist of 3-7 individuals.

3.4 PROPOSAL FORM (Attachment B)

The Vendor will prepare and submit a Proposal Form (Attachment B). The Proposal Form requires the following information:

1. Identify the critical individuals that the Vendor will use for the duration of this service.
2. Identify the financial information (price) for a 5-Year, 50% Variable Fee and 50% Fixed Fee structure

3.5 FIVE YEAR FINANCIAL PRO FORMA (Attachment C)

Utilizing the worksheet provided in Attachment C, provide a summary of financial Pro Forma projections of revenue and expense for the five years of the contract term. List all assumptions regarding enrollment, board counts, cost escalators, etc. When developing your projections, you must follow these guidelines:

- You must submit your projections using the electronic workbook provided. Provide both electronic and paper copies of projections. Direct Costs must be separately identified from Indirect Costs, and each type of Indirect Cost must be listed as a separate line item. As per the template, provide a detailed schedule of any one-time transition or start up costs identified for Year 1.
- Identify the basis for your projections as identified and required on the spreadsheet, and note any other factors that influence your projection.
- Insure that all formulas are correct.

3.6 PROJECT CAPABILITY (Attachment D)

The Project Capability Plan is to allow the Vendor to differentiate themselves based on their technical capability. Vendors should identify high performance claims based on their expertise and experience supported by verifiable performance metrics. All financial impacts associated with technical capabilities listed below must be included in your base financials.

In order to minimize any bias, the Project Capability must NOT contain any names that can be used to identify who the vendor is (such as company names, personnel names, project names, or product names). A Project Capability template is provided in this document and must be used by all vendors. Vendors are NOT allowed to re-create, re-format, or modify the template (cannot alter font size, font type, font color, add colors, pictures, diagrams, etc). An electronic copy of this document is available for download and must be used.

The Project Capability must <u>NOT</u> exceed <u>2 pages</u> (front side of page only). Any plan that contains names, or fails to meet all of the formatting requirements mentioned above, shall be marked as unresponsive and eliminated from the evaluation process.

An evaluation committee will review and rate each Project Capability submittal. They will be rated on a scale of 1-10. It is the vendor's responsibility to prove to the University that they have more expertise and can differentiate themselves from their competitors.

3.7 RISK ASSESSMENT PLAN (Attachment E)

Objective of the Risk Assessment Plan

The Vendor should list and prioritize major risk items on this service that could cause the Vendor's "vision" or "plan" to deviate or not meet the expectations of the University (i.e. risks that the Vendor does not control). This includes sources, causes or actions that are beyond the scope of the contract that may cause cost increases, delays, change orders, or dissatisfaction to the University. Do not include in this submittal any risks caused by a lack of the Vendor's technical competency. The risks should be described in simple and clear terms so that non-technical personnel can understand the risk. The Vendor must also explain how they will mitigate, manage, and/or minimize the risk from occurring. A mitigation / management plan solution with supporting documented performance (references, performance measurements of services when the risk mitigation was used etc) is required for a high rating from the selection committee. The backup performance information can include how many times the mitigation plan was previously used, and the impact on performance in terms of customer satisfaction.

Risk Assessment Plan Format
The Risk Assessment Plan must NOT exceed 2 pages (front side of page only). In order to minimize any bias, the Risk Assessment Plan must NOT contain any names that can be used to identify who the vendor is (such as company names, personnel names, project names, or product names).

A Risk Assessment Plan template is provided in this document and must be used by all vendors. Vendors are NOT allowed to re-create, re-format, or modify the template (cannot alter font size, font type, font color, add colors, pictures, diagrams, etc). An electronic copy of this document is available for download and must be used.

Any plan that contains names, or fails to meet all of the formatting requirements mentioned above, shall be marked as unresponsive and eliminated from the evaluation process.

3.8 VALUE ADDED (Attachment 3)
The purpose of the Value Added Plan is to provide Vendors with an opportunity to identify any value added options or ideas that may benefit the University at a change in cost or scope. These options or ideas may also be referred to as additional or optional services. Where applicable, the Vendor should identify: 1) what the University may have excluded or omitted from its scope; and 2) how these options or ideas have been successful through verifiable performance information and/or best value practices. The Proposer should list the cost and time impact of its options or ideas. All items should be listed in terms of a percentage of the service cost. The ideas identified in the VA Plan must NOT be included in the Vendor's service cost. The value added plan is only used when cost is a major factor in the selection. The Vendor should identify and briefly describe any options, ideas, alternatives, or suggestions to add value to this service, and indicate how the items will increase or decrease cost (note: a Value Added option must impact cost). All cost impacts associated with these Value Added options must NOT be included in your base cost.

Value Added Format
The Value Added submittal must NOT exceed 2 pages (front side of page only). In order to minimize any bias, the Value Added submittal must NOT contain any names that can be used to

identify who the vendor is (such as company names, personnel names, project names, or product names).

A Value Added template is provided in this document and must be used by all vendors. Vendors are NOT allowed to re-create, re-format, or modify the template (cannot alter font size, font type, font color, add colors, pictures, diagrams, etc). An electronic copy of this document is available for download and must be used.

Any plan that contains names, or fails to meet all of the formatting requirements mentioned above, shall be marked as unresponsive and eliminated from the evaluation process.

3.9 INTERVIEW

The University shall shortlist Vendors (if necessary) based on all of the submitted information (Financials, Project Capability, Risk Mitigation Plan, and Value Added). The highest ranking Vendors will be invited to participate in the interview process. Only the On-Site General Manager will be rated. The University will interview all of the critical team components from each of the shortlisted firms, including (but not limited to):

1. On-Site General Manager
2. On- Site Manager of Catering
3. On-Site Executive Chef
4. On-Site Retail Operations Manager
5. On-Site Board Operations Manager

The University may also request to interview additional personnel. The University will interview individuals separately (but also reserves the right to interview as a group). The University may request additional information prior to interviews (such as a list of similar past projects, a detailed cost breakdown, a detailed project schedule, etc). No other individuals (from the Vendors organization) will be allowed to sit in or participate during the interviews.

Important Note: All proposed team members must be available in person for interviews on the date specified in this solicitation. No substitutes, proxies, phone interviews, or electronic interviews will be allowed. Individuals who fail to attend the interview will not be given a score which may jeopardize the firm’s competitiveness.

SECTION 4 – SELECTION PROCESS

4.1 ANALYSIS OF PROPOSALS

All responsive proposals will be evaluated based on the criteria and weights outlined in Section 3. The University shall use a decision making tool(s) to assist in analyzing and prioritizing the proposals based on the submitted information.

The University will determine the potential best-valued vendor who, in the sole judgment of the University, best meets the RFP requirements. The University reserves the right to clarify or seek additional information on any proposal. The University also reserves the right to re-scope the service, and/or cancel and reject all proposals.

4.2 CLARIFICATION PHASE

The University will identify the potential best-value Vendor (as outlined in Section 4.1). The potential best-valued Vendor will be required to perform the Clarification Phase functions as outlined in Exhibit 3. The intent of this period is to allow the Vendor an opportunity to clarify:

1. The proposal in terms of “what is in” and “what is out” of the service scope of work.
2. Simplify the proposal so all parties can clearly understand what will be done and how it will be accomplished including dominant measures.
3. Identify if the vendor’s proposal is acceptable to the University.
4. Get a clearer definition of University expectations by having the University identify areas of risk (which is not the responsibility of the vendor, but where the vendor is responsible to identify, mitigate, minimize and document the risk) that the vendor has not communicated adequately to the University.
5. Finalize an offer that is acceptable to the University.

The Clarification Phase is not a negotiation period. The Vendor will not be permitted to modify their cost/fee/financial rates, service durations, or service team. The potential best value Vendor will be required to conduct Clarification Meeting(s). If the University is not satisfied upon completion of the Clarification Meeting(s), the University may consider another Vendor for potential award (this Vendor would also have to conduct a Clarification Meeting). If the University is satisfied with the potential best value, they will proceed to issue an Award and Notice to Proceed.

SECTION 5 – POST AWARD PROCEDURES

5.1 WEEKLY RISK REPORTING SYSTEM

The awarded Vendor will be required to submit weekly reports documenting risks on the service, as outlined in Exhibit 4. The content and performance measures in the Weekly Risk Report should be finalized in the Clarification Phase and prior to award. The reports are due every Thursday, once a notice to proceed is issued, until the project/service is 100% completed. It is in the vendor's best interest to start the Weekly Risk Report during the Clarification Phase and continue until the end of the contract. It is the vendor's responsibility to submit accurate reports on time. The accuracy and on-time submittal of the reports will impact the vendor's final rating.

5.2 PERFORMANCE REPORTS

The Vendor will be required to document the performance of their services in the Weekly Risk Report. Additionally, as a contract provider of service located within Auxiliary Services, the vendor is required to develop and summit information and reports consistent with all Auxiliary Services departments. These reports include monthly P&L statements, quarterly reports, annual report, annual budget, and annual capital plan plus any additional reports the University requires from time to time.

5.3 MANDATORY EDUCATIONAL FEE

The University shall require the Vendor to partner with Kashiwagi Solution Model Inc, to receive education and training on Best Value PIPS and supporting documentation guidelines. The fee for this education is $35,000 per year. The University will require this education for a minimum of 2 years.

5.4 POST SERVICE EVALUATION

Upon completion of the service, the Vendor will be evaluated based on their performance on the service. This includes (but is not limited to): overall quality, ability to manage the service, ability to minimize complaints, ability to minimize University efforts, ability to service the students, submission of accurate weekly reports, and submission of accurate monthly and yearly reports.

SECTION 6 – SUBMITTAL FORMAT

6.1 SUBMITTAL FORMAT

All submittal documents must be on standard 8½" x 11" paper. The proposal should be stapled (and not bound) to facilitate easy handling, photocopying, and reading by the evaluation committee. No faxed or emailed proposals will be considered. **The proposal must be received by 4pm Pacific Standard Time on the date listed in Section 2.1.** Late submittals will not be considered. The proposal must be mailed or delivered in a sealed envelope or package. The package must contain the following information on the outside of the package:

1. Vendors Name
2. Vendors Address
3. RFP Project Name
4. RFP Number

Mail or deliver one (1) signed package and five (5) copies to:
You are strongly encouraged to utilize FedEx to guarantee desktop delivery

Julia R. McIlroy, Director
University of Idaho
Contracts and Purchasing Services
1028 W. 6th Street
Moscow, Idaho 83844-2006

6.2 QUESTIONS AND INQUIRIES

The person designated below shall be the only contact for all inquiries regarding any aspect of this RFP process and its requirements. Questions are due no later than 4:00 PM PST on Monday September 15, 2014.

Julia R. McIlroy, Director
Contracts and Purchasing Services
juliam@uidaho.edu

Please E-mail all questions to the person listed above by the date noted in the tentative schedule. No phone calls will be accepted. Responses to questions which involve an interpretation or change to this Request will be issued in writing by addendum. All such addenda issued by University shall be considered part of this RFP.

If a Vendor fails to notify the University prior to the Proposal due date of a known error in the RFP or an error that reasonably should have been known to the Vendor, and if a Contract is awarded to that Vendor, the Vendor shall not be entitled to additional compensation or time by reason of the error or its correction.

Only formal written addenda shall be binding. Oral and other interpretations or clarifications, including those occurring at the pre proposal meeting, site visits, etc. will be without legal effect. Do not contact any University employee, representative, or student regarding this RFP.

SECTION 7 – GENERAL INFORMATION

7.1 DISQUALIFICATION

Carefully read the information contained in this solicitation and submit a complete response to all requirements specifications, and directions as directed. Please be advised that failure to comply with all of the requirements in this solicitation will be grounds for disqualification.

7.2 TERMS AND CONDITIONS

The Vendors Proposal is a valid, firm, and irrevocable offer which the University may accept within 120 days from the Proposal's Due Date as stated in Section 2.1. The Proposal, if accepted, shall remain valid for the life of the contract.

7.3 CONTRACT EXTENSION / RENEWAL

This is a safe harbor contract. The base contract shall be a period of three (3) years. Based on the satisfaction of the University, the University may renew the service for two (2) additional one-year terms for a maximum total of five (5) years. The University shall provide written notice to the Vendor of its intent to extend this contract at least 120 days prior to the end of the Initial Term. If the Vendor does not desire to extend the contract, the Vendor shall so notify the University in writing no later than ten days after the date of the University's notice of intent under this paragraph. Any renewal shall be under the same terms and conditions as the final year of the Initial Term of the Contract unless otherwise negotiated and agreed to by the parties.

7.4 OWNERSHIP OF PROPOSALS

All submittal contents become the property of the University, and may become a part of any resulting contract. Award or rejection of a proposal does not affect this right.

7.5 PROPOSAL EXPENSE

Under no circumstances shall the University be responsible for any proposal preparation expenses, submission costs, or any other expenses, costs, or damages of whatever nature incurred as the result of a Vendors participation in this process.

7.6 CLARIFICATION

The University reserves the right to clarify, or seek clarification, on any submittal (this includes, but is not limited to, contacting past clients to verify performance, interviewing key personnel, performing additional investigating on the firms performance history, and requiring additional documentation or information to respond to any performance findings).

7.7 CONSIDERATION OF PROPOSAL

The Vendor selected for an award will be the vendor whose proposal is responsive, responsible, and is the most advantageous to the University, as determined by the University in its sole discretion. The University anticipates that all Vendors will have a fair and reasonable opportunity to provide service.

The University intends to award a contract, subject to the terms of this solicitation, to the best valued Vendor. The University may add, delete, or modify any requirement or statement in this solicitation if the University deems that it is in the best interest of the University.

The University reserves the right to reject any or all proposals and to reject a proposal not accompanied by any required data, or to reject a proposal that is in any way incomplete or irregular. The University shall reject all submittals from Vendors where there has been collusion among the Vendors.

Any final analysis or weighted point score does not imply that one Vendor is superior to another, but simply that in our judgment the Vendor selected appears to offer the best overall solution for our current and anticipated needs.

The University shall have the right to waive any informality or irregularity in any proposal received and to advertise for new proposals where the acceptance, rejection, waiving, or re-advertising is determined by the University to be in its own best interest. The successful Vendor shall comply with all employment laws and regulations.

7.8 CONFLICT OF INTEREST

No employee, officer or agent of University shall participate in the selection, the award, or administration, of the contract if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when one of the following has a financial or other interest in any firm proposing on or selected for the award:

1) The employee, or an officer or agent of the employee;
2) Any member of the employee's immediate family;
3) The employee's business partner; or
4) An organization which employs, or is about to employ any of the above.

University officers, employees, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from responders, potential responders, sub-Vendors, or other parties to sub-agreements whereby the intent could reasonably be inferred as influencing the employee in the performance of his or her duties or was intended as a reward for any official act on his or her part.

7.9 ACCEPTANCE OF RFP TERMS

All terms and conditions contained herein shall become part of any subsequent contract that is awarded from this RFP. A proposal submitted in response to the RFP shall constitute a binding offer.

7.10 MODIFICATION TO TERMS

All additional or different terms propose by the Vendor are objected to and are hereby rejected (unless otherwise provided for in writing by the purchasing manager of the University of Idaho). 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.

7.11 HOLD HARMLESS

Vendor 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 Vendor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Vendor, or any of its agents, sub-vendors, employees, invitees or guests. Vendor, upon notice from the University, shall defend the University at Vendor's expense by counsel reasonably satisfactory to the University. Vendor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

7.12 CERTIFICATION OF INDEPENDENT OFFER

By submitting a Proposal, the Vendor certifies that in connection with this RFP:

a The Proposal has been arrived at independently, without consultation, communication or agreement with any competitor for the purpose of restricting competition.

b Unless otherwise required by law, the offer cited in this RFP has not been and will not be knowingly disclosed by the Vendor prior to opening directly or indirectly to any other Vendor.

c No attempt has been made nor will be made by the Vendor to induce another person or firm to submit or not submit a Proposal for the purpose of restricting competition.

7.13 TERMINATION

The University may terminate the Contract by providing the Vendor with written notice 30 calendar days prior to such date. In the event of a breach by Vendor 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 Vendor. Vendor shall be liable for damages suffered by the University of Idaho resulting from Vendor's breach of Agreement.

7.14 NEWS RELEASE

The Vendor shall not in any way or in any form publicize or advertise any part of the RFP, contract, or services provided to the University without the written approval from the University. However, the Vendor shall be allowed to list the University on its routine client list for matters of reference.

7.15 PRICE WARRANTY

Vendor warrants that prices charged to the University of Idaho are based on Vendor'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 Vendor to other customers purchasing the same item in like or comparable quantities.

7.16 PROPOSAL SIGNATORY AUTHORITY

Each person signing this Proposal certifies that they are the person in the Vendor's firm authorized to make the decision to make the offer.

7.17 PROMOTIONS

Vendor 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.

7.18 LAWS, REGULATIONS AND PERMITS

The Vendor 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 Vendor shall be liable for all violations of the law in connection with work furnished by the Vendor, including the Vendor's sub-Vendors. Vendor guarantees all items, or services, meet or exceed those requirements and guidelines established by the Occupational Safety and Health Act. All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Vendor warrants that neither supplier nor its principals is presently debarred, suspended or proposed for debarment by the Federal Government.

7.19 RECORD OF PURCHASES

Vendor will provide Purchasing Services a detailed usage report of items/services ordered, quantities, and pricing under this Agreement upon request.

7.20 APPEAL OF AWARD

A Proposer aggrieved by the award of an Agreement may file an appeal by writing to the Director of Purchasing Services. The appeal must be received by the Director of Purchasing Services within five working days after the award is made, must describe the basis for the appeal, and must include all argument and evidence the Proposer wishes the Director of Purchasing Services to consider. Keeping track of the date an award is made is the responsibility of the Proposer.

7.21 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 Vendor agrees to submit to the jurisdiction of such courts.

7.22 ASSIGNMENTS

No Agreement, order, or any interest therein shall be transferred by Vendor 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 recession of the transferred Agreement at the option of the University of Idaho.

7.23 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.

7.24 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, Vendor and its sub-vendors 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 Vendor. Vendors shall require its sub-vendors of any tier to bear the same risk of loss.

7.25 WARRANTY

Vendor 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 Vendor upon notification by the

University of Idaho. All costs of replacement, including shipping charges, are to be borne by the Vendor.

7.26 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.

7.27 LIENS, CLAIMS AND ENCUMBRANCES

Vendor warrants and represents that all the goods and materials delivered herein are free and clear of all liens, claims or encumbrances of any kind.

7.28 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 Vendor. If Vendor 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 Vendor is performing public works construction, it shall be responsible for payment of all sales and use taxes.

7.29 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.

7.30 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.

7.31 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.

7.32 JOINT VENTURE

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or employment or agency relationship between the parties.

7.33 NONDISCRIMINATION

Vendor 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.

7.34 INSURANCE REQUIREMENTS

Vendor and its sub-vendors of any tier are required to carry the types and limits of insurance required by law. By requiring insurance herein, University does not represent that coverage and limits will necessarily be adequate to protect Vendor and its sub-vendor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Vendor and its sub-vendor(s) of any tier under the indemnities granted to University in this Agreement.

The Vendor is required to provide University with a Certificate of Insurance ("certificate") to extent indemnified. All certificates shall be coordinated by the Vendor and provided to the University within seven (7) days of the signing of the contract by the Vendor. 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. 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.
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.

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, 875 Perimeter Drive MS 3162, ID 83844-3162.

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 Vendor and its sub-vendor(s) of any tier to maintain such insurance.

Should any of the above described policies be cancelled before the expiration date thereof, the issuing insurer will endeavor to mail 30 days written notice to the certificate holder named to the left, but failure to do so shall impose no obligation or liability of any kind upon the insurer, its agents or representatives.

Vendor 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.

Vendor and its sub-vendor(s) of any tier shall at its own expense obtain and maintain:

- Commercial General and Umbrella / Excess Liability Insurance. Vendor and its sub-Vendor(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 Vendors, products-completed operations, personal injury and advertising injury, liquor legal liability, food borne illness and contamination, and liability assumed under a contract including the tort liability of another assumed in a business contract. 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. Vendor and its sub-Vendor(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..

- Business Personal Property. Vendor and its sub-Vendor(s) of any tier shall purchase insurance to cover Business Personal Property of Vendor and its sub-Vendor(s) of any tier. In no event shall University be liable for any damage to or loss of personal property sustained by Vendor, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Workers' Compensation. Vendor and its sub-Vendor(s) of any tier shall maintain all coverage statutorily required of the Vendor and its sub-Vendor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Vendor and its sub-Vendor(s) of any tier shall maintain Employer's Liability with limits of not less than $100,000 / $500,000 / $100,000.

- Professional Liability. If professional services are supplied to Institution, Vendor and its sub-Vendor(s) of any tier, Vendor and its sub-Vendor(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).

7.35 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.

7.36 **ATTACHMENTS AND EXHIBITS**

Attachment A	RFP Cover Page and Checklist
Attachment B	Proposal Form
Attachment C	Financial Pro Forma Worksheet
Attachment D	Project Capability Submittal
Attachment E	Risk Assessment /Value Added Submittal
Attachment F	Scope of Work Expectations
Attachment G	Milestone Schedule

Exhibit 1	Current Conditions
Exhibit 2	Scope of Work and Expectations
Exhibit 3	Clarification Phase Guide
Exhibit 4	Weekly Reporting System Guide

ATTACHMENT A

RFP COVER PAGE & CHECKLIST

The Vendor must complete and submit this Attachment. This Attachment shall be the cover page for the Vendors Proposal. DO NOT MODIFY THE FORMAT OF ANY OF THE REQUIRED ATTACHMENTS. Please staple all Attachments together (do not bind in any other way).

Project Number:	**RFP 15-001J**
Project Name:	**University of Idaho Dining Services**

Vendors Name:	
Address:	
City:	
State:	
Zip Code:	
Point of Contact for this RFP:	
Phone:	
Fax:	
Email:	

The following documents are required for this proposal (please mark off each document to acknowledge that you have submitted the document in the proper format):

- ☐ Attachment A – Complete and staple as cover page in your proposal
- ☐ Attachment B – Fill in all required information on Proposal Form
- ☐ Attachment C – Complete and submit Financial Pro Forma Worksheet
- ☐ Attachment D – Complete and submit Project Capability
- ☐ Attachment E – Complete and submit Risk Assessment /Value Added Submittal
- ☐ Attachment F – Complete and submit Scope of Work Expectations
- ☐ Attachment G – Complete and submit Milestone Schedule

The following checklist must also be completed. Failing to answer, or answering "No" to any of the questions below will result in disqualification.

- ☐ Yes ☐ No Is your entire proposal stapled together (not bound in any other way)?
- ☐ Yes ☐ No Is your Project Capability 2 pages or less?
- ☐ Yes ☐ No Is your Risk Mitigation 2 pages or less?
- ☐ Yes ☐ No Is your Value Added submittal 2 pages or less?
- ☐ Yes ☐ No Do you understand that your Project Capability and Risk Assessment can NOT contain any names, past projects, or information that may used to identify who your firm is?
- ☐ Yes ☐ No Do you understand that you cannot re-create the Project Capability and Risk Assessment template (you must download it online)?
- ☐ Yes ☐ No Do you understand that you are <u>NOT</u> allowed to alter font size, add colors, or add pictures, to the Project Capability and Risk Assessment?
- ☐ Yes ☐ No Do you understand that your proposal will be disqualified if you fail to meet any of the formatting requirements of the Project Capability and Risk Assessment?
- ☐ Yes ☐ No Do you understand that the contents of Project Capability and Risk Assessment will become part of the final contract (if you awarded the project)?

ATTACHMENT B

PROPOSAL FORM

SECTION 1 - CRITICAL TEAM MEMBERS

Name of Firm: ______________________

Name of Regional Vice President: ______________________

Name of On-Site General Manager: ______________________

Name of Executive Chef: ______________________

Name of Catering Director: ______________________

SECTION 2 – ADDENDA ACKNOWLEDGEMENT

Vendor acknowledges receipt of the following addenda, and has incorporated the requirements of such addenda into the proposal (*List All Addenda Issued For This Project*):

No.	Date	No.	Date	No.	Date
No.	Date	No.	Date	No.	Date

SECTION 3 – FIRM QUALIFICATIONS

No	Criteria	Response
1	How many years has your firm been continuously active in dining services (under the current business name)?	
2	Identify the number of citations received in the past three years from any government agency, regardless of the nature of alleged violations and outcome:	**2011 =** **2012 =** **2013 =**
3	Is your firm currently licensed to provide dining services in the State of Idaho?	☐ **Yes** ☐ **No**
4	Is your firm current disqualified, de-listed or barred from doing business with the State of Idaho or the University of Idaho?	☐ **Yes** ☐ **No**
5	Is your firm current disqualified, de-listed or barred from doing business with any federal or state agency?	☐ **Yes** ☐ **No**

SECTION 5 - FINANCIAL EVALUATION 5-YEAR TERM

Provide the financial information below for the five-year safe harbor option. Under this option, the Vendor will have compensation that is at least fifty percent (50%) fixed fee, and the remainder a variable fee compensation (50%) not to exceed the fixed fee. Please provide information (if any) on any capital investment, other investment, or sponsorship that is included in your proposal (to be amortized over the base term of the contract plus contract extensions). Price per dollar of gross sales can be a sliding scale. If offering a sliding scale or tiered pricing structure, please submit and attach proposed structure on spate page. Safe harbor contracts shall have a three-year base term and two one-year contract extensions up to a maximum of five years total.

YEAR	GROSS SALES ($)	PRICE PER DOLLAR OF GROSS SALES ($)	MAJOR CAPITAL INVESTMENTS ($)	OTHER INVESTMENT OR SPONSORSHIP ($)
FY 2015-16	$	$	$	$
FY 2016-17	$	$	$	$
FY 2017-18	$	$	$	$
FY 2018-19	$	$	$	$
FY 2019-20	$	$	$	$
TOTAL:	**$**	**$**	**$**	**$**

SECTION 6 - SIGNATURE

Name of Company

Printed Name of Firm Representative

Signature of Firm Representative Date

Email Phone Fax

ATTACHMENT C

FINANCIAL PRO FORMA WORKSHEET

University Expenditure Responsibility
Facility Rental
Utilities
Vandal Card Support
Utility Infrastructure Maintenance
Trash Collection from designated area
Internet Access

Contractor Expenditure Responsibility
All other costs not listed above, for example:
Labor Expenses
Food Costs
Paper Supplies
Cleaning Supplies
Office Supplies (supplies, postage, printing)
Telephone
Hiring Costs & Background Checks
Parking Permits
Vehicle Expenses
Equipment Rental
Linens and Uniforms
Flowers / Decorations
Utilities
Equipment Repairs and Maintenance
Training / Professional Development
Marketing and Advertising
Credit Card Fees
Banking and Professional Fees
Courier Expense
Workers' Compensation Insurance
Business Insurance
Brand Licensing/Franchise Fees
Taxes and Licenses (do not include sales tax)
Student Organization Event Funding Support
Small wares Replacement
Small Equipment Replacement
Pest Control
Light Bulbs
Painting
Plumbing clogs
Tools
Signage

ATTACHMENT C

FINANCIAL PRO FORMA WORKSHEET

UNIVERSITY OF IDAHO
PRO FORMA PROJECTIONS (7/1/2015 – 6/30/2020)

REVENUE: (Net of Sales Tax)	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20
Meal Plan	$	$	$	$	$
Retail	$	$	$	$	$
Concessions	$	$	$	$	$
Catering	$	$	$	$	$
Summer Conference	$	$	$	$	$
Other (specify)	$	$	$	$	$
Total Revenue:	**$**	**$**	**$**	**$**	**$**

OPERATING EXPENSES:					
Wages/Benefits	$	$	$	$	$
Food/Beverage	$	$	$	$	$
Services and Supplies	$	$	$	$	$
Repair and Maintenance	$	$	$	$	$
Capital Contribution	$	$	$	$	$
Other Expenses:	$	$	$	$	$
	$	$	$	$	$
	$	$	$	$	$
	$	$	$	$	$
Net Income	**$**	**$**	**$**	**$**	**$**

ATTACHMENT D

PROJECT CAPABILITY (PC) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional claims and performance, but do not exceed the 2-page limit. Do not list any names/information that can be used to identify your firm.

Project Capability #1 Claim: ______________________________

Documented Performance: ______________________________

Project Capability #2 Claim: ______________________________

Documented Performance: ______________________________

Project Capability #3 Claim: ______________________________

Documented Performance: ______________________________

Project Capability #4 Claim: ______________________________

Documented Performance: ______________________________

Project Capability #5 Claim: ______________________________

Documented Performance: ______________________________

Project Capability #6 Claim: ______________________________

Documented Performance: ______________________________

Project Capability #7 Claim: ______________________________

Documented Performance: ______________________________

Project Capability #8 Claim: ______________________________

Documented Performance: ______________________________

ATTACHMENT E

RISK ASSESSMENT (RA) / VALUE ADDED (VA) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional risks, solutions, and value added options, but do not exceed the 2-page limit.

SECTION 1 – MAJOR RISKS

All cost impacts associated with these risks/solutions must be included in your proposed premium

Risk 1: ____________________

Why it is a Risk: ____________________

Solution: ____________________

Documented Performance: ____________________

Risk 2: ____________________

Why it is a Risk: ____________________

Solution: ____________________

Documented Performance: ____________________

Risk 3: ____________________

Why it is a Risk: ____________________

Solution: ____________________

Documented Performance: ____________________

Risk 4: ____________________

Why it is a Risk: ____________________

Solution: ____________________

Documented Performance: ____________________

SECTION 2 – VALUE ADDED OPTIONS

All cost impacts associated with these value added options must NOT be included in your premium.

Item 1 Claim: ______________________________

How will this add value? ______________________________

Documented performance: ______________________________

Impact: Cost ($) ____________ Time ________________

Item 2 Claim: ______________________________

How will this add value? ______________________________

Documented performance: ______________________________

Impact: Cost ($) ____________ Time ________________

Item 3 Claim: ______________________________

How will this add value? ______________________________

Documented performance: ______________________________

Impact: Cost ($) ____________ Time ________________

Item 4 Claim: ______________________________

How will this add value? ______________________________

Documented performance: ______________________________

Impact: Cost ($) ____________ Time ________________

Item 5 Claim: ______________________________

How will this add value? ______________________________

Documented performance: ______________________________

Impact: Cost ($) ____________ Time ________________

ATTACHMENT F

SCOPE OF WORK EXPECTATIONS

Please respond here to the requests found in Exhibit 2. This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.).

Base Scope:

Base scope items should be included in the price of the contract and are considered essential to the contract. Please provide us with your performance claim and proposed dominant measures for all base scope items.

Financial Return

1a. $1,660,000 return to University to cover operating expenses on behalf of the Vendor.

1b. Provide for all operating maintenance of all spaces occupied by vendor to include but not limited to: clogged sinks & toilets, light bulbs, refuse removal, deep cleaning carpets, painting walls, signage, small wares, tools, and equipment with values <$5,000 per item.

Sustainability

2a. 15% food purchases from locally produced/raised sources (Latah & Adjoining Counties).

2b.70% food purchases from regionally produced/raised sources (Eastern Washington, Idaho, Northeast Oregon, Western Montana).

2c. Minimize Food Waste by 90%

2d. Transparent Reporting System on food purchases in keeping with intent of 2a. & 2b.

Student Success/Satisfaction

3a**.** Work with registered dietitian to meet dietary needs

3b. Provide affordable retail and board options

3c. Provide vegan and vegetarian options in retail and dining hall.

3d. EBI of 5.0 or Greater

3e. Sanitation and cleanliness

3f. Friendly student oriented employees

Catering Excellence

4a. Zero tolerance for errors

4b. High level responsiveness to each college and department needs

4c. At University's discretion, executive residence excluded from contract.

Add Alternate:

Add Alternate items are in addition to the base contract. Please respond to each of the Add Alternate options, explaining your performance claim, proposed dominant measures and any addition cost associated with the item, all cost impacts associated with these options must NOT be included in your premium.

Financial Return

1a. Capital Improvement to Wallace Dining Facility

1b. Retail Capital Improvement

1c. Other Capital Improvements (Vendor Identifies)

Sustainability

2a. Commit to direct purchase contract with all student produced / raised food, possibly including: Soil Stewards, Vandal Meats, UI Dairy

2b. Zero Waste Catering

2c. Point of decision nutrition information as outlined in USDA Guideline

Student Success/Satisfaction

3a. Gluten free options

3b. In Kind sponsorship of RHA

3c. Expanded hours in Resident Dining to 9pm nightly

3d. Expanded weekend hours in Resident Dining

3e. Coffee/espresso drink option other than dining hall close to residence halls

3f. Kitchen and staff available for supervision of student organization food preparations.

3g. Fast Food Chain(s)

3h. Ability to offer Athletic meal plan that provides the closest to 3 meals a day, 7 days a week.

Catering Excellence

4a. Dedicated Executive chef to executive residence

4b. Dedicated catering supervisor for College of Business & Economics catered events

4c. Value Catering menu for students

Corporate Sponsorship/Athletic Naming Opportunity

5a. Vandal Athletic Scholarship Fund

5b. Athletic Venues (i.e. Naming Rights)

5c. Student Scholarships

5d. Other Opportunities (Vendor Identifies)

ATTACHMENT G

MILESTONE SCHEDULE

Please add your milestone schedule for your proposal here. You can use whatever form that works best. Please label your submittal Attachment G Milestone Schedule. This is a high level overview of the project outlining the major milestones and dates. One page limit.

EXHIBIT 1

CURRENT CONDITIONS

Best efforts have been made to obtain detailed information on the current conditions at the University. This information should not be assumed to be 100% complete or accurate. The University is looking to secure services equal to, or better than, the level of service currently provided.

1.1 QUICK FACTS ABOUT THE UNIVERSITY *(Based on Academic year 2013-2014)*

- Student Enrollment (Moscow campus): 11,143
- Undergraduate Enrollment (Moscow campus): 9,555
- Graduate Enrollment (Moscow campus): 1,670
- Student population is 53 percent male and 47 percent women
- Number of Freshman in Fall 2012: 1,586
- Freshman living in residence halls: 57 percent
- International students: 480
- Faculty: 535
- Staff: 1,530

A student who is enrolled in two program levels within the same college, e.g., Undergraduate and Graduate, at the same point of time in a given semester is counted once in each Undergraduate and Graduate program level.

1.2 HISTORIC COUNTS AND GROSS SALES

The following outlines boarder counts, transaction counts and gross sales from the current contract.

	Actual	Actual	Actual	Estimate	Budget
	2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Boarders Fall / Spring	1958 / 1725	1981 / 1748	1675 / 1460	1620 / 1537	1642 / 1557
Mandatory Residence Hall Meal Plans	1773	1760	1225	1315	1315
Board Gross Sales	$5,431,764	$5,768,661	$5,035,892.48	$5,584,703	$5,696,278
Retail Transactions	590,700	624,908	482,806	490,640	500,000
Retail Revenue	$1,526,772	$1,511,986	$1,546,896	$1,550,609	$1,601,646
Catering Events	1601	1,534	1,351	1350	1350
Internal Catering Revenue	$734,045	$791,094	$694,437	$619,483	$631,872
External Catering Revenue	$105,802	$136,516	$97,171	$98,000	$99,960
Concessions Revenue	$201,773	$177,666	$143,291	$166,784	$170,120
Conference Revenue	$211,833	$279,613	$221,701	$250,000	$255,000
Grand Total	**$8,211,989**	**$8,665,536**	**$7,739,391**	**$7,987,133**	**$8,129,945**

1.3 HISTORIC MEAL PLAN PRICING

Management of the campus's meal plan program, including the marketing and sale of meal plans. The current meal plan program has been structured as follows. Plan pricing is subject to approval by the University President and is reviewed by the State Board of Education.

Current policy requires all first-year students living in Wallace Residence Center, Theophilus Tower, Targhee, McConnell, LLC-Upham and LLC-CNR residence halls are required to choose a meal plan option. Students living in McConnell or Targhee do have reduced meal plan options available to them. Upper-level and Transfer students who choose to live in an upper-level LLC building are not required to purchase a meal plan.

Please note, the "flex" program is being eliminated starting with fiscal year 2015-2016. As such, the cost of each plan will be reduced by the cost of the "flex" attributed to that plan. This is to provide competitive mandatory board plan price points. Management will support the Vandal Dollar program that can be used anywhere on campus and is not pre-captured dollars by the vendor.

Note that in years 2012-13 an effort was made to simplify the number of mandatory meal plans available. This effort led to the three tier plan structure seen below. The University wishes to continue using a simple meal plan structure.

Management also desires potential contractors to develop a meal plan strategy for summer term students in conjunction with available summer housing options. This strategy should be distinctly different than the summer camp/conference plans.

Meal Plan Pricing History

Updated February 7, 2014

Meal Plans	2010-11	2011-12	2012-13	2013-14	2014-15
Mandatory Meal Plans					
All Access + $230 Flex	$1,728 + Tax	$1,801 + Tax			
19 Meals Per Week + $200 Flex	$1,533 + Tax	$1,597 + Tax			
14 Meals Per Week + $395 Flex	$1,533 + Tax	$1,597 + Tax			
19 Meals Per Week + $445 Flex	$1,708 + Tax	$1,772 + Tax			
14 Meals Per Week + $590 Flex	$1,683 + Tax	$1,747 + Tax			
All Access + $500 Flex	$1,903 + Tax	$1,976 + Tax			
Unlimited Meals + $75 Flex + 10 Guest Passes			$1,925 + Tax	$2,045 + Tax	$2,100 + Tax
14 Meals Per Week + $250 Flex			$1,705 + Tax	$1,810 + Tax	$1,860 + Tax
140 Meals Per Semester + $300 Flex			$1,595 + Tax	$1,695 + Tax	$1,740 + Tax

Voluntary Meal Plans					
10 Meals Per Week + $550 Flex	$1,533 + Tax	$1,597 + Tax			
5 Meals Per Week + $525 Flex	$1,168+ Tax	$1,238 + Tax			
10 Meals Per Week + $700 Flex	$1,658 + Tax	$1,722 + Tax			
5 Meals Per Week + $665 Flex	$1,293 + Tax	$1,342 + Tax			
Freedom First Plan	$200 + Tax	$200 + Tax			
Freedom Forward	$600 + Tax	$600 + Tax			
Freedom Rings	$400 + Tax	$400 + Tax			
$500 Flex (Targhee Residents only)	$500 + Tax	$500 + Tax	$500 + Tax	$500 + Tax	$500 + Tax
100 Meals Per Semester + $500 Flex			$1,247 + Tax	$1,325 + Tax	$1,360 + Tax
50 Block Meals + $250 Flex			$600 + Tax	$640 + Tax	$660 + Tax
$250 Flex			$250 + Tax	$250 + Tax	$250 + Tax

Costs are for each semester / no tax has been added to the prices

1.4 SUMMER CAMPS/SUMMER CONFERENCES

Summer Conferences serves as one-stop-shop point of contact for all lodging, catering, food service, and facility needs. Summer Conferences offers all-you-can eat cafeteria style dining to all conference groups in the Wallace Food Court on a per meal basis. The pricing structure for all of dining options is set by campus dining, working in conjunction with University Housing. The 2013 cafeteria rates were:
Breakfast $4.65
Lunch $5.80
Dinner $7.05
Daily Total $17.50

Summer Conference generates, on average, over $225K in gross revenue for campus dining and serves between 1,800-2,500 guests during the period from late May to mid-August.

1.5 CONCESSIONS

The University has permanent concession locations at the Kibbie Dome venue. Traditionally, concessions have been provided for major sporting events and large scale campus events from this location. Additionally, mobile concession stands have been used to supplement concession needs in the Kibbie Dome or to support concessions at other campus locations such as Memorial Gym.

1.6 EXCLUDED FOOD SERVICES

The following Moscow campus dining locations and/or services are excluded from the contract, unless otherwise determined by the University at its sole discretion:

- Food Service offered by VandalStore
- Campus Pouring Rights
- Vending
- Non-exclusive rights to retail operations or concessions upon sole discretion of Auxiliary Services.

1.7 ACADEMIC YEAR BOARD CALENDAR

Following is the board operation calendar for the FY2013-14 academic year:

8/22/13	Open (Beginning of Academic Year)
11/23-11/30/13	Closed for Thanksgiving Break
12/21-1/12/14	Closed for Winter Break
3/15-3/22/14	Closed for Spring Break
5/16/14	Closed (End of Academic Year)

1.8 HOURS OF OPERATIONS

Following are current hours of operation by venue for the FY2013-14 academic year.

		Hours of Operation						
No.	Venue	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	Denny's AllNighter	10am - 12am	10am - 12am	10am - 12am	10am - 12am	10am - 2am	10am - 12am	
2	Traders Market	8am - 12am	8am - 12am	8am - 12am	8am - 12am	8am - 2am	8am - 2am	8am - 2am
3	Joe's Cafe	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	Closed	
4	Sister's Brew JEB	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	Closed	
5	Sister's Brew Admin Building	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	Closed	
6	Stover's	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
7	Einstein Bros	7am - 6pm	7am - 6pm	7am - 6pm	7am - 6pm	7am - 6pm	Closed	
8	"I" of the Commons	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
9	Mein Bowl	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
10	Sub Connection	8am - 4pm	8am - 4pm	8am - 4pm	8am - 4pm	8am - 4pm	Closed	
11	Vandals Grill	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
12	Jamba Juice	7am - 4pm	7am - 4pm	7am - 4pm	7am - 4pm	7am - 4pm	Closed	
13	JV's Pizzaria	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
14	Bogey's Grill *(seasonal)*	11am – 2pm	11am – 2pm	11am – 2pm	11am – 2pm	11am – 2pm	11am – 2pm	

1.9 VANDAL CARD

1. Microsoft OS / Oracle 11g DB
2. CBORD CSGold 6.0.16
3. Installed in 1994, last updated in October 2013
4. Campuswide there are 529 end point locations which include things like vending machines, card access swipes, door alarm points, etc.
5. From 11/1/2012 to 11/1/2013 there were approximately 276,000 purchase transactions for $1.2 million, as well as 415,000 meal transactions.
6. We currently have 42 direct point-of-sale locations, plus we interface with the UI Bookstore's and Starbuck's point-of-sale systems.
7. The basic POS equipment is owned by Vandal Card, but cash registers are owned by The Vendor. CSGold is compatible with Micros and perhaps other cash register terminals, and Vandal Card will work with The Vendor with regards to those. There will be no charges for staff assistance in getting Micros or other CSGold compatible systems working with the card system but contractor will be responsible for any additional equipment or software needed to do that.
8. Vandal Card will maintain the basic POS equipment.
9. We have no plans to change the existing system beyond keeping the software version current and replacing readers with current versions as they become available. That said, Vandal Card regards The Vendor as a customer, and so our future plans with regards to Campus Dining are contingent on their needs.

Services include the provision and support of point-of-sale devices as requested by The Vendor, and any reports that The Vendor requires. There are no transaction fees. There are no Dining Services venues that do not accept Vandal Card.

1.10 UNIVERSITY PROVIDED CAPITAL EQUIPMENT

All University-owned food service equipment shall be provided for use by the Contractor. Additional capital equipment required to execute Contractor's proposed concepts and programs must be provided at Contractor expense, to be amortized over the base term of the contract. Upon full amortization of Contractor provided capital equipment, ownership shall reside with the University.

Upon request and prior to proposal submission, a University representative will provide tours of all dining locations in order to discuss existing capital equipment. Upon selection of the preferred Proposer, the preferred Proposer and the University will jointly assess equipment needs and develop an addition/replacement schedule as part of the Negotiation/Pre-Planning & Quality Control period.

Contractor will provide facility and equipment preventative and ongoing maintenance programs that result in good stewardship of University owned resources.

1.11 UNIVERSITY PROVIDED SMALLWARES

The University owned small wares, including kitchen utensils, china, glass, silverware and service pieces currently associated with those aspects of the dining program to will be provided to the contractor. The contractor agrees to maintain all small wares at mutually agreed upon levels as a course of regular dining operations as an operating expense by the contractor. It is agreed that the University retains ownership of all small wares and replacements and additions made during the term of the vendor's contract.

1.12 WASTE REDUCTION/COMPOSTING

Food waste/compostable material from dining services locations including Bob's, Commons Food Court, Einstein's, and Denny's is picked up by the Campus Food and Farm Composting program and taken to a composting facility each Monday, Wednesday, and Friday. Recycling facilities are provided at Bob's and the Common's for cardboard, plastic, glass and tin.

1.13 ALCOHOL POLICY

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

a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.

(1) An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An

extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.

(2) The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

(3) Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.

(4) A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

(5) Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.

(6) No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

(7) An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the

general public, or to access by persons other than those properly participating in the Permitted Event.

(8) Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.

(9) The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

(10) The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public, or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

(11) The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than $500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.

(12) The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

(13) These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

c. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another roommate or roommates) as their individual living space.

EXHIBIT 2

SCOPE OF WORK & EXPECTATIONS

Base Scope:

1) **Financial Return**
    a. $1,660,000 return to University to cover operating expenses on behalf of the Vendor
    b. Provide for all operating maintenance of all spaces occupied by vendor to include but not limited to: clogged sinks & toilets, light bulbs, refuse removal, deep cleaning carpets, painting walls, signage, smallwares, tools, and equipment with values <$5,000 per item.
2) **Sustainability**
    a. 15% food purchases from locally produced/raised sources (Latah and adjoining counties).
    b. 70% food purchases from regionally produced/raised sources (Eastern Washington, Idaho, Northeast Oregon, and Western Montana).
    c. Minimize Food Waste by 90%
    d. Transparent Reporting System on food purchases in keeping with intent of 2a & 2b.
3) **Student Success/Satisfaction**
    a. Work with registered dietitian to meet dietary needs
    b. Provide affordable retail and board options
    c. Provide vegan and vegetarian options in retail and dining hall.
    d. EBI of 5.0 or Greater
    e. Sanitation and cleanliness
    f. Friendly student oriented employees
4) **Catering Excellence**
    a. Zero tolerance for errors
    b. High level responsiveness to each college and department needs
    c. At University's discretion, executive residence excluded from contract.

Add Alternate:

1) **Financial Return**
    a. Capital Improvement to Wallace Dining Facility
    b. Retail Capital Improvement
    c. Other Capital Improvements(Vendor Identifies)

2) **Sustainability**
    a. Commit to direct purchase contract with all student produced / raised food, Possibly including: Soil Stewards, Vandal Meats, UI Dairy
    b. Zero Waste Catering
    c. Point of decision nutrition information as outlined in USDA Guidline

3) **Student Success/Satisfaction**
    a. Gluten free options
    b. In Kind sponsorship of RHA
    c. Expanded hours in Resident Dining to 9pm nightly
    d. Expanded weekend hours in Resident Dining
    e. Coffee/espresso drink option other than dining hall close to residence halls
    f. Kitchen and staff available for supervision of student organization food preparations.
    g. Fast Food Chain(s)

h. Ability to offer Athletic meal plan that provides the closest to 3 meals a day, 7 days a week.

4) Catering Excellence

a. Dedicated Executive chef to executive residence
b. Dedicated catering supervisor for College of Business & Economics catered events
c. Value Catering menu for students

5) Corporate Sponsorship/Athletic Naming Opportunity

a. Vandal Athletic Scholarship Fund
b. Athletic Venues(i.e. Naming Rights)
c. Student Scholarships
d. Other Opportunities(vendor identifies)

EXHIBIT 3

CLARIFICATION PHASE GUIDE

OVERVIEW

The Clarification Phase is carried out prior to the signing of the contract. The University's objective is to have the project/service completed on time, without any cost increases, and with high customer satisfaction. At the end of the service, the University will evaluate the performance of the Vendor based on these factors, so it is very important that the Vendor preplans the service to ensure there are no surprises.

It is the Vendor's responsibility to ensure he understands the University's subjective expectations. It is not the University's responsibility to ensure that the Vendor understands what their expectations are. The Vendor is at risk, and part of the risk is understanding the University's expectations.

The Clarification Phase provides the Vendor with a final opportunity to protect itself, by allowing the Vendor to carefully pre-plan the service before an award is made. The pre-planning should include all coordination and identification of all risks that cannot be controlled by the Vendor.

In many cases, one of the Vendor's biggest risks (in terms of delivering the service with high satisfaction) is the University themselves. Therefore, it is in the Vendor's best interest to identify any issues or concerns ahead of time during the Clarification Phase. The Vendor should minimize their risk by creating documentation that puts them in control and eliminates any outside interference that could hinder them from performing.

PRE PLANNING AND COORDINATION

The University requires that the Vendor attend a Kick Off Meeting to discuss the objectives of the Clarification Phase.

- Re-visit the site to do any additional investigating.
- Coordinate with all parties that will be involved with the service. Identify what concerns they have and determine solutions to resolve their concerns. This may include consultants, sub-vendors, and suppliers (to ensure that there are no inconsistencies with the requirements or delivery schedules.)
- Identify where the risk lies on the service and make sure that all identified risks can be minimized.
- Identify any actions required by the University or University's representatives.
- Identify all risks that you (the vendor) do not control with a plan to mitigate the risks

CLARIFICATION DOCUMENT

The objective of the Vendor's Clarification Document is to identify risk that the Vendor does not control or risk that is impacted by factors that the Vendor does not control. The Vendor must also identify how they will attempt to minimize the risk. If the Vendor does not identify the risk that they do not control, then the Vendor is stating the risk (stated or not stated) is under their control and a part of their contract to meet the intent of the University.

After the Vendor provides the University with his plan they will be provided the risks from all the other Vendors to ensure that they are identifying all the risks that they do not control. This forces the Vendor to do what a best value Vendor would do, to think in the best interest of the University.

The Clarification Document should address the concerns of the University. The identification of these concerns is a clarification of the understanding of the University's intent in the best value process. It in no way changes the technical scope or amount of work of the Vendor, but merely confirms that the Vendor has understood the intent of the University. The objective of these clarifications are to confirm that the Vendor who is being hired understands the University's intent. The Clarification Document must include the following items as a minimum:

1. A service financial summary
2. A summary of accepted/rejected value added options
3. A complete service schedule including a transition milestones schedule.
4. A list of all risks identified by other vendors along with solutions to the risks.
5. A complete list of factors/risks which are outside the control of the Vendor.
6. Risk Mitigation Plan (RMP): A list of all risks with a plan of preventative actions and reactive actions upon occurrence. Action plans should be defined in terms of metrics.
7. Performance Measurements: A detailed list of monthly, quarterly, and yearly performance metrics and benchmarks that must consider financial performance, quality and customer satisfaction performance, and other necessary benchmarks of the received level of service.
8. A detailed summary of proposal assumptions.
9. Weekly Risk Report (Exhibit 4)
10. A one page executive summary which summarizes the scope of work being delivered.

CLARIFICATION MEETING

The clarification meeting is held at the end of the clarification phase and is used to present a summary of what was developed and agreed upon during the clarification phase. The clarification meeting is not a question and answer session. The Vendor must not wait for the meeting to ask questions. All coordination and planning with the University should be done prior to the meeting.

The Vendor should give a presentation, which walks the University through the entire service and summarizes all of the coordination/planning done during the clarification period. The Vendor should bring their team and all the documents specified in the Clarification Document. The Vendor should come with documents explaining what the University is responsible for in this service and should identify exactly what they want from the University with due dates. The Vendor must convince the University that they have minimized all risks and will not be surprised once the service begins. The clarification meeting presentation (and meeting minutes, if applicable) will become part of the contract along with the other documents stated in the Clarification Document.

If, upon presentation of the Clarification Document, the University deems it to be demonstrably non-responsive to any of the University's stated expectations, the University may elect to immediately cease clarifications with the top ranked Proposer and invite the next highest ranked Proposer into this period.

REMEMBER: The Clarification Phase provides the Vendor with a final opportunity to protect itself, by allowing the Vendor to carefully pre-plan the service before an award is made. If the Vendor does not identify a risk or risks that they do not control, then the Vendor is stating the risk (stated or not stated) is under their control and a part of their contract to meet the intent of the University.

EXHIBIT 4

WEEKLY RISK REPORTING SYSTEM GUIDE

OVERVIEW

The Weekly Risk Reporting System (WRRS) is a tool for the University in analyzing the performance of the service based on risk. The WRRS is expected to take minimal effort (approximately 5 minutes per week). The WRRS does not substitute or eliminate weekly progress reports or any other traditional reporting systems or meetings (that the Vendor may do).

The purpose of the WRRS is to allow the Vendor to manage and document all risks that occur throughout a project. Risk is defined as anything that impacts service cost or service schedule. This includes risks that are caused by the Vendor (or entities contracted by the Vendor), and risks that are caused by the University (scope changes, unforeseen conditions, etc). The University Project Manager may also require the Vendor to document risks that may impact customer or University satisfaction.

SUBMISSION

The weekly report is an excel file that must be submitted on the Friday of every week. The report is due every week once the Notice To Proceed is issued, and must be submitted every week throughout the duration of the service. Please contact the University PM if you have not received an electronic version of the spreadsheet (once the Notice To Proceed has been issued). The report must be emailed to:

Email: juliam@uidaho.edu
Email: tyroneb@uidaho.edu
Email: gmiller@uidaho.edu

The completed report must be saved using the date and name of the project given by the University (Format: **YYMMDD_ProjectName_Project ID**; For example, 'Polk Project' for the week ending Friday, March 1, 2005, should be labeled '050301_PolkProject_01-123-45-6789'). This will facilitate the UNIVERSITY in analyzing all projects on a weekly basis. Weekly Reports are to be emailed (by midnight C.S.T. of each Friday).

The weekly report consists of scope changes or unforeseen events that are risks to the service in terms of cost, schedule, or University satisfaction including any issues that could potentially develop into a risk. When a new issue is identified, it is added to the service risks, along with the following: Identification date (date the risk was identified), plan to minimize the risk, resolution due date, impact to critical path or schedule (in days), and impact to final cost (in dollars).

Prior to submitting the report, the Vendor must contact the University Project Manager if there are any risks or potential risks identified. The University Project Manager is required to provide a satisfaction rating based on the identified risk and the Vendors plan to mitigate the risk. The rating is based on a scale of 1-10 (10 being completely satisfied and 1 being completely dissatisfied). The University Project Manager may modify their satisfaction ratings at any time throughout the service. When a risk is resolved, the actual date of resolution must be listed.

The Vendor is also required to submit a detailed service schedule (including the Notice To Proceed date, Substantial completion date, and Final completion date) in the weekly report. The schedule report must contain the Vendors original schedule along with the current estimated schedule.

Note: The Weekly Reports will be analyzed for accuracy and timely submittals by the University Project Manager. Upon completion of the project, the Vendor will be evaluated based on their performance on the project. This includes (but is not limited to): overall quality, on-time completion, no cost change orders, no complaints, and submission of accurate weekly reports. The final rating will be used to modify the Vendors Teams PPI scores by up to 50%. The modified rating will be used for competition on future projects.

UNIVERSITY OF IDAHO REQUEST FOR PROPOSALS NO. 15-01M

PROPOSAL RESPONSE CERTIFICATION

September 26, 2014
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.

Sodexo America, LLC
Name

Tim Salley
Signature

Senior Director of Business Development
Title

Sodexo
Company

283 Cranes Roost Blvd, Suite 260
Street Address

Altamonte Springs, FL 32701
City, State, Zip

407-339-3230 and 407-479-3618
Telephone Number and Fax Number

425-785-7471
Cell Phone Number

Tim.salley@sodexo.com
E-mail Address

Delaware
State of Incorporation

52-2208632
Tax ID Number

Business Classification Type (Please check mark if applicable): N/A

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.

ATTACHMENT A

RFP COVER PAGE & CHECKLIST

The Vendor must complete and submit this Attachment. This Attachment shall be the cover page for the Vendors Proposal. DO NOT MODIFY THE FORMAT OF ANY OF THE REQUIRED ATTACHMENTS. Please staple all Attachments together (do not bind in any other way).

Project Number:	**RFP 15-001J**
Project Name:	**University of Idaho Dining Services**

Vendors Name:	Sodexo America, LLC
Address:	283 Cranes Roost Blvd, Suite 260
City:	Altamonte Springs
State:	FL
Zip Code:	32701
Point of Contact for this RFP:	Tim Salley
Phone:	425-785-7471
Fax:	407-479-3618
Email:	Tim.Salley@sodexo.com

The following documents are required for this proposal (please mark off each document to acknowledge that you have submitted the document in the proper format):

- ☑ Attachment A – Complete and staple as cover page in your proposal
- ☑ Attachment B – Fill in all required information on Proposal Form
- ☑ Attachment C – Complete and submit Financial Pro Forma Worksheet
- ☑ Attachment D – Complete and submit Project Capability
- ☑ Attachment E – Complete and submit Risk Assessment /Value Added Submittal
- ☑ Attachment F – Complete and submit Scope of Work Expectations
- ☑ Attachment G – Complete and submit Milestone Schedule

The following checklist must also be completed. Failing to answer, or answering "No" to any of the questions below will result in disqualification.

- ☑ Yes ☐ No — Is your entire proposal stapled together (not bound in any other way)?
- ☑ Yes ☐ No — Is your Project Capability 2 pages or less?
- ☑ Yes ☐ No — Is your Risk Mitigation 2 pages or less?
- ☑ Yes ☐ No — Is your Value Added submittal 2 pages or less?
- ☑ Yes ☐ No — Do you understand that your Project Capability and Risk Assessment can NOT contain any names, past projects, or information that may used to identify who your firm is?
- ☑ Yes ☐ No — Do you understand that you cannot re-create the Project Capability and Risk Assessment template (you must download it online)?
- ☑ Yes ☐ No — Do you understand that you are NOT allowed to alter font size, add colors, or add pictures, to the Project Capability and Risk Assessment?
- ☑ Yes ☐ No — Do you understand that your proposal will be disqualified if you fail to meet any of the formatting requirements of the Project Capability and Risk Assessment?
- ☑ Yes ☐ No — Do you understand that the contents of Project Capability and Risk Assessment will become part of the final contract (if you awarded the project)?

ATTACHMENT B
PROPOSAL FORM

SECTION 1 - CRITICAL TEAM MEMBERS

Name of Firm: Sodexo America, LLC
Name of Regional Vice President: Pam Smith
Name of On-Site General Manager: Pat Clelland
Name of Executive Chef: Justin Fuchs
Name of Catering Director: Kristen Raasch

SECTION 2 – ADDENDA ACKNOWLEDGEMENT

Vendor acknowledges receipt of the following addenda, and has incorporated the requirements of such addenda into the proposal (*List All Addenda Issued For This Project*):

No.	Date	No.	Date	No.	Date
No.	Date	No.	Date	No.	Date

SECTION 3 – FIRM QUALIFICATIONS

No	Criteria	Response
1	How many years has your firm been continuously active in dining services (under the current business name)?	14 years
2	Identify the number of citations received in the past three years from any government agency, regardless of the nature of alleged violations and outcome:	**2011 = *** **2012 = *** **2013 = ***
3	Is your firm currently licensed to provide dining services in the State of Idaho?	☑ Yes ☐ No
4	Is your firm current disqualified, de-listed or barred from doing business with the State of Idaho or the University of Idaho?	☐ Yes ☑ No
5	Is your firm current disqualified, de-listed or barred from doing business with any federal or state agency?	☐ Yes ☑ No

*As with all large companies, Vendor has on occasion, during its normal course of business, received citations from government agencies including citations related to health and safety matters. Vendor does not believe that any citations received within the past three years from any government agency had or will have a material adverse impact on the Vendor's operations, including its ability to perform any obligations pursuant to this Request for Proposal.

SECTION 5 - FINANCIAL EVALUATION 5-YEAR TERM

Provide the financial information below for the five-year safe harbor option. Under this option, the Vendor will have compensation that is at least fifty percent (50%) fixed fee, and the remainder a variable fee compensation (50%) not to exceed the fixed fee. Please provide information (if any) on any capital investment, other investment, or sponsorship that is included in your proposal (to be amortized over the base term of the contract plus contract extensions). Price per dollar of gross sales can be a sliding scale. If offering a sliding scale or tiered pricing structure, please submit and attach proposed structure on spate page. Safe harbor contracts shall have a three-year base term and two one-year contract extensions up to a maximum of five years total.

YEAR	GROSS SALES ($)	PRICE PER DOLLAR OF GROSS SALES ($)	MAJOR CAPITAL INVESTMENTS ($)	OTHER INVESTMENT OR SPONSORSHIP ($)
FY 2015-16	$ 8,669,287	$ 0.81	$ 550,000	$ 85,000
FY 2016-17	$ 9,167,080	$ 0.81	$	$ 85,000
FY 2017-18	$ 9,686,292	$ 0.81	$	$ 50,000
FY 2018-19	$ 10,194,157	$ 0.82	$	$ 50,000
FY 2019-20	$ 10,723,106	$ 0.82	$	$ 50,000
TOTAL:	**$ 48,439,921**	**$ 0.81**	**$ $ 550,000**	**$ 320,000**

SECTION 6 - SIGNATURE

Sodexo America, LLC
Name of Company

Pam Smith
Printed Name of Firm Representative

Pam Smith
Signature of Firm Representative

September 26, 2014
Date

Pamela.smith2@sodexo.com
Email

509-979-4166
Phone

407-479-3618
Fax

Section 5 – Financial Evaluation – Page 23 of response

1. **Please list out the projects and amount dedicated to each proposed under the $550,000 Major Capital Investments.**

   Sodexo will invest up to $550,000 in the following Major Capital Investments:
   - Build out of Chic-fil-A replacing the Pizza Station in the Commons - $500,000
   - Mein Bowl refresh to include new menu, enhanced signage and new image package - $50,000
2. **Please list the sponsorships and the amount of each is proposed for each year under the $320,000 Other Investment or Sponsorship.**

   The Investment and Sponsorships proposed are listed in the two tables below. Sodexo proposes to allocate $85,000 annually years one and two (listed in table 1) and $50,000 annually years three through five (listed in table 2).

   Table 1

   Sodexo will designate $85,000 in sponsorships to the following groups annually year's one and two of the agreement:
   - **$10,000-** Food Donations to Support Vandal Food Pantry and Food Recovery Network Program
   - **$10**,000**-** College of Food and Nutrition Dietetic Degree - Scholarship to support continuous development and collaboration on Health and Wellness Initiatives in Campus Dining Program
   - **$10,000 –** Athletic Department – Food Donations to support Athletic "Fueling Station"
   - $10**,000** – Towards paid internship for support of food tracking system development and implementation- internship participants to be paid by Sodexo.
   - **$25,000** -in kind to support Community and Student Related events - amounts determined by Sodexo on case by case basis- Groups to include but not limited to: Sustainability Center, RHA, and ASUI.
   - **$20,000** Presidential "In-Kind" fund to be used at Presidents office discretion to support food related events or meal plan awards.

   Table 2

   Sodexo will designate $50,000 in sponsorships to the following groups annually year's three through five of the agreement:
   - **$5,000-** Food Donations to Support Vandal Food Pantry and Food Recovery Network Program
   - $**5,000-** College of Food and Nutrition Dietetic Degree - Scholarship to support continuous development and collaboration on Health and Wellness Initiatives in Campus Dining Program
   - **$10,000 –** Athletic Department – Food Donations to support Athletic "Fueling Station"

- $**5,000** – Towards paid internship for support of food tracking system development and implementation- internship participants to be paid by Sodexo.
- **$15,000** -in kind to support Community and Student Related events - amounts determined by Sodexo on case by case basis- Groups to include but not limited to: Sustainability Center, RHA, and ASUI.
- **$10,000** Presidential "In-Kind" fund to be used at Presidents office discretion to support food related events or meal plan awards.

3c. Expanded Hours in Resident Dining to 9pm nightly;

Hours of Operation will be adjusted to business needs.

Bob's Resident Dining Hall Hours

Monday- Friday

Breakfast: 7:00am - 10:30am

Lunch (All Stations): 11:00am - 1:30pm

Lunch (Deli, Grill, & Salad): 1:30pm - 5:00pm

Dinner: 5:00 - 7:30

Saturday - Sunday

Limited Continental Breakfast 8:00am - 10:30am

Brunch: 10:30am - 2:00pm

Dinner: 5:00pm - 6:30pm

Community Store Meal Swipe Hours of Operation

Monday – Friday: 7:30pm – 9:00pm

ATTACHMENT C

FINANCIAL PRO FORMA WORKSHEET

UNIVERSITY OF IDAHO
PRO FORMA PROJECTIONS (7/1/2015 – 6/30/2020)

REVENUE: (Net of Sales Tax)	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20
Meal Plan	$5,440,740	$5,777,105	$6,128,756	$ 6,496,306	$ 6,880,393
Retail	$2,036,886	$2,138,730	$2,244,445	$ 2,332,970	$ 2,424,363
Concessions	$ 175,224	$ 183,985	$ 193,079	$ 200,695	$ 208,557
Catering	$ 753,787	$ 791,476	$ 830,598	$ 863,358	$ 897,180
Summer Conference	$ 262,650	$ 275,783	$ 289,414	$ 300,829	$ 312,614
Other (specify)	$ -	$ -	$ -	$ -	$ -
Total Revenue:	**$8,669,287**	**$9,167,080**	**$9,686,292**	**$10,194,157**	**$10,723,106**
OPERATING EXPENSES:					
Wages/Benefits	$2,649,757	$2,783,032	$2,922,462	$ 3,060,074	$ 3,196,941
Food/Beverage	$2,620,241	$2,768,067	$2,920,761	$ 3,067,225	$ 3,218,196
Services and Supplies	$ 659,408	$ 697,272	$ 736,764	$ 775,394	$ 815,627
Repair and Maintenance	$ 104,522	$ 110,524	$ 116,784	$ 122,907	$ 129,284
Capital Contribution	$ 110,000	$ 110,000	$ 110,000	$ 110,000	$ 110,000
Other Expenses: Return to University of Idaho	$1,745,000	$1,815,000	$1,850,000	$ 1,920,000	$ 1,990,000
Other Expenses: Brand Commissions	$ 297,027	$ 305,938	$ 315,116	$ 324,569	$ 334,306
Other Expenses: WC & GL Insurance	$ 118,022	$ 123,952	$ 130,156	$ 135,998	$ 142,080
	$ -	$ -	$ -	$ -	$ -
Net Income	**$ 365,310**	**$ 453,296**	**$ 584,249**	**$ 677,990**	**$ 786,671**

Attachment C – Financial Pro Forma Worksheet

3. **Please list major assumptions which correspond to the Total Revenue projections provided. Specifically list all revenue detail associated with proposed projects, value added, or add alternate that are included in these projections.**

The primary drivers of total revenue growth are the mix shift in meal plan participation and the introduction of the new Chick-fil-A. The value added or add alternative is not included our revenue projections.

Sodexo's meal plan participation projection assumes the total number will remain the same in year one compared to the current trend; however, the University will realize an increase in the number of Vandal Pride meal plans sold with the elimination of the McConnell plan. In addition, the out-years assume the total number of meal plans sold will increase by fifty participants annually as a result of the University's growth strategy.

Proposed Meal Plan Options:

Meal Plan Options	# Students	Retail Price	Total Revenue
Current			
Vandal Premiere $50	340	1900	$1,292,000
Vandal Presitage $200	809	1900	$3,074,200
Vandal Pride $200	422	1700	$1,434,800
Revenue Projections			**$5,801,000**

Meal Plan Assumptions:

- The meal plan options are part of the mandatory meal plan for all students.

Voluntary Meal Plans

The Voluntary Meal Plan is designed to entice students in purchasing a meal plan and the overhead is built into the base plans.

Idaho Freedom:

Cost per semester - $673.00+tax / includes the following:

- 50 block meals per semester to be used at Bob's Place. Block meals do not carry over and expire at the end of the semester.
- The Idaho Freedom Plan also includes $250.00 worth of Vandal Dollar's to be used anywhere on campus.

Greekend:

Cost per semester - $255.00 / includes the following:

- 2 meals per week to be used at Bob's Place..

ATTACHMENT D

PROJECT CAPABILITY (PC) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional claims and performance, but do not exceed the 2-page limit. Do not list any names/information that can be used to identify your firm.

Project Capability #1 Claim: Consistently maximize financial return to the University

Documented Performance: A strategic mix of local vendors, national brands and our own brands will increase sales, satisfaction and income as part of our retail strategy. We work with local and small vendors in our partners' communities, fifteen national brands and seven of our own brands to drive revenues and return to the University. Thirteen of our regional accounts have used this approach and have experienced a sales growth of over 6% to 159.7% over that last five years.
Financial Stewardship: Developing strong financial returns for our partners and for us is critical for long-term partnerships. We are a customer-satisfaction driven organization, which has consistently earned over 10% organic growth with our universities in the region—even in these challenging times.

Project Capability #2 Claim: Maximize student, faculty and staff satisfaction of the dining services to improve student retention levels and increase student recruitment to the University

Documented Performance:

1. 42% growth in Voluntary Meal Plan growth at major university competitor utilizing standards and systems one year after assuming contract from competitors
2. 27% capture rate of student engagement special meal event in resident dining
3. Increased year-over-year client satisfaction scores with on-site management teams
4. National Coalition of Students contributing to the continuous improvement of dining programs, offers and events. An initiative created by students for students.
5. Approximately 21% of meal plans are voluntarily purchased by students living in non-mandatory resident housing facilities.
6. In-place collaboration with dietitians to ensure special dietary needs and requirements are met in dining program for this demographic trending higher year-over-year
7. 388,860 Voluntary Meal Plans sold nationally during last academic year

Project Capability #3 Claim: Industry leader in sustainability

Document Performance:

1. Named Global Sustainability Industry Leader in its sector for the 10th year in a row

2. The company earned a perfect (100) score for the positive local impact of its business operations around the world. The Company also earned the highest score in its industry in the social pillar.
3. Ranked as the best-performing company for social, environmental and economic performance in the benchmark RobecoSAM Sustainability Yearbook 2014
4. Achieved the highest overall score in its peer group, 80 percent (compared to a sector average of 48) and was the only company in the sector named Gold Class
5. The United Nation's Global Compact recognized Vendor at their highest (Advanced) level
6. Vendor is the only company to have been in the top two of the DiversityInc Top 50 for five years in a row

Project Capability #4 Claim: High-performing general manager in RFP that can minimize inefficiency and maximize capability of dining management and workers

Documented Performance:

1. 34 years of foodservice experience, 24 years with current vendor in higher education
2. Held the following positions with the current organization: student manager, retail manager, production manager, executive chef, culinary trainer, general manager, support roles for account openings, regional sustainability board member
3. Utilized/implemented successful Student Employee Program capturing at least 40% of the campus workforce
4. Graduated from Emerging Leaders Masters Level Leadership program 2014, ranking top 10% of managers nationally
5. Reduced complaints to client by 99%
6. Maximized return of students' investment in their dining program and stabilized financial model by middle page reduction of 20%
7. 100% response to administration of students' concerns
8. Recipient of two regional recognition awards for best in class
9. Established and utilized extensive regional and national network acquiring resources for students and clients to support account
10. Nominated for Spirit of Teamwork award for Regional Sustainability Board membership in 2014

Project Capability #7 Claim: Best value-trained organization

Documented Performance:

1. General manager certified in Best Value Process
2. Retained Best-value Consultant in the past five years
3. 11 executive and unit-level certified managers in Best Value
4. Vendor has implemented and continues to evolve Best Value weekly risk reporting system at Best Value Account
5. General manager and operations managers attend Best Value Weekly Risk Report Meeting to ensure sustainability of process

Attachment D – Project Capability (PC) Submittal

4. **PC #1 relates to increasing top line sales. Please lay out the retail strategies being proposed and the expected annual sales growth for each strategy over the next five years for our University.**

   The attached revenue bridge table illustrates our expected growth for each proposed retail strategy for the next five years.

University of Idaho
Revenue Bridge

	Current	Yr1 Projected	Growth		Yr2 Projected	Growth		Yr3 Projected	Growth		Yr4 Projected	Growth		Yr5 Projected	Growth	
	Revenue	Revenue	$ B/(W)	% B/(W)	Revenue	$ B/(W)	% B/(W)	Revenue	$ B/(W)	% B/(W)	Revenue	$ B/(W)	% B/(W)	Revenue	$ B/(W)	% B/(W)
Meal Plans	5,043,090	5,440,740	397,650	7.9%	5,777,105	336,365	6.2%	6,128,756	351,651	6.1%	6,496,306	367,550	6.0%	6,880,393	384,087	5.9%
Vandal Dollars	781,935	367,388	(414,547)	-53.0%	385,757	18,369	5.0%	404,825	19,068	4.9%	420,792	15,967	3.9%	437,276	16,484	3.9%
Mein Bowl	261,401	245,393	(16,008)	-6.1%	257,663	12,270	5.0%	270,399	12,736	4.9%	281,064	10,665	3.9%	292,074	11,011	3.9%
Sub Connection	74,675	96,472	21,797	29.2%	101,296	4,824	5.0%	106,303	5,007	4.9%	110,495	4,193	3.9%	114,824	4,329	3.9%
Chick-fil-A	-	348,192	348,192	-	365,602	17,410	5.0%	383,673	18,071	4.9%	398,806	15,133	3.9%	414,429	15,623	3.9%
Cabrizo	-	107,728	107,728	-	113,114	5,386	5.0%	118,706	5,591	4.9%	123,387	4,682	3.9%	128,221	4,834	3.9%
Jamba Juice	53,401	55,473	2,072	3.9%	58,247	2,774	5.0%	61,126	2,879	4.9%	63,537	2,411	3.9%	66,026	2,489	3.9%
Einstein Bros	439,913	332,314	(107,599)	-24.5%	348,930	16,616	5.0%	366,177	17,247	4.9%	380,620	14,443	3.9%	395,530	14,911	3.9%
The Den	176,228	218,870	42,642	24.2%	229,814	10,944	5.0%	241,173	11,359	4.9%	250,685	9,512	3.9%	260,506	9,820	3.9%
The Grid	129,105	160,676	31,571	24.5%	168,710	8,034	5.0%	177,049	8,339	4.9%	184,032	6,983	3.9%	191,241	7,209	3.9%
Stover's	63,286	56,548	(6,738)	-10.6%	59,375	2,827	5.0%	62,310	2,935	4.9%	64,768	2,458	3.9%	67,305	2,537	3.9%
Bogey's Grill	19,936	20,530	594	3.0%	21,557	1,027	5.0%	22,622	1,066	4.9%	23,514	892	3.9%	24,435	921	3.9%
Sister's Brew (Admin)	12,708	13,040	333	2.6%	13,692	652	5.0%	14,369	677	4.9%	14,936	567	3.9%	15,521	585	3.9%
Sister's Brew (JEB)	13,970	14,262	292	2.1%	14,975	713	5.0%	15,715	740	4.9%	16,335	620	3.9%	16,975	640	3.9%
Concessions	133,964	175,224	41,260	30.8%	183,985	8,761	5.0%	193,079	9,094	4.9%	200,695	7,615	3.9%	208,557	7,862	3.9%
Catering	718,183	753,787	35,604	5.0%	791,476	37,689	5.0%	830,598	39,122	4.9%	863,359	32,760	3.9%	897,180	33,822	3.9%
Summer Conference	237,261	262,650	25,389	10.7%	275,783	13,133	5.0%	289,414	13,632	4.9%	300,829	11,415	3.9%	312,614	11,785	3.9%
Total	**8,159,055**	**8,669,287**	**510,232**	**6.3%**	**9,167,079**	**497,792**	**5.7%**	**9,686,293**	**519,214**	**5.7%**	**10,194,159**	**507,866**	**5.2%**	**10,723,108**	**528,948**	**5.2%**
Assumptions: Board Growth: ===========> Catering/Concession/Summer Retail Growth: ===========>		Meal plan mix shift in participants Increased Base/Off Campus Growth New Chick-fil-A, Grid & Den Branding			50 new boarders/vmp's = $175,000 Increased Base/Off Campus Growth New Growth /Vandal $$'s/Mktg			50 new boarders/VMP's = $180,000 Increased Base/Off Campus Growth New Growth /Vandal $$'s/Mktg			50 new boarders/VMP's = $185,000 Increased Base/Off Campus Growth New Growth /Vandal $$'s/Mktg			50 new boarders/VMP's = $190,000 Increased Base/Off Campus Growth New growth through marketing. New Growth / Vandal $$'s		

ATTACHMENT E

RISK ASSESSMENT (RA) / VALUE ADDED (VA) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional risks, solutions, and value added options, but do not exceed the 2-page limit.

SECTION 1 – MAJOR RISKS

All cost impacts associated with these risks/solutions must be included in your proposed premium

Risk:	Decline in student enrollment
Why it is a Risk:	Overall University finance, community and delivery of student program impacted
Solution:	Maintain high level of engagement with Auxiliary Services and be an active partner in Client's strategic plan and the University's master plan, engagement with RHA, student government and Housing Department and educate the dining program for recruitment purposes, promote student intern and student employment program, maintain high level of student engagement events and work closely with RHA/Student Life to have exciting and memorable dining experiences, sponsorship of resident dining passes to visitors to showcase resident dining, allergen-free format and campus dietitian collaboration for those students with diet restrictions
Documented Performance:	Engaged GM with 100% participation in Client quarterly reports, annual reports, strategic planning and continuous improvement participation, provided annual funding to support recruitment and retention events with students, National Marketing "Best Practice" Awards of current marketing team, increasing recruitment and retention results, documented successful student counseling and navigation of dining options with campus dietitian/students/culinary team/national dietitian and nationally recognized and awarded allergen-free/health and wellness format, documented growth in Voluntary Meal Plan purchases, indicating retention and quality program offer, solid student employment record providing financial support, work opportunity, internships, and career employment opportunity upon graduation plus 99 registered student interns for Fall 2014
Risk:	University departments budgets are reduced/frozen
Why it is a Risk:	Reduced funding for peripheral events and activities that contribute to the University's mission of student success, reduced ability for departments to entertain and solicit development funds, poor departmental morale
Solution:	Summer Conference Solutions Service, including no-cost marketing of University website link to potential conference groups/trade show exposure, personal catering budget and planning service, face-to-face resources/consultants to meet budgetary restrictions, introduce faculty and staff to customer loyalty price for departments to utilize resident dining meeting room location and food formats for their events/meetings, offsetting catering costs of 60% on average, continued focus on student catering guide with "student sensitive" pricing
Documented Performance:	All events currently include a personal service, meetings and price adjustments to meet the financial boundaries and expectations of our customer base on campus. University departments utilize resident dining department Shoestring Offer and save an average of 60% on all events if catered otherwise
Risk:	Foodborne Illness Allegation/Allergic Reaction/Anaphylactic Shock
Why it is a Risk:	Possible death/injury to students/customers, negative impact on students' psyche, decreased credibility, decreased customer satisfaction, recruitment and retention decline, negative media coverage
Solution:	Approved credible vendor supply chain, documented HACCP Program/documented Safety Program, NSF International - Annual 3rd Party Audit to validate standards, working partnership with State Department of Health, collaborative partnership

	and protocol with campus and national dietitian, clearly identified ingredient information in resident dining/retail operations/catering events, independent Allergen Free Format in Resident Dining operation,
Documented Performance:	Consistent passing of 3rd party National Safety Federation Scores, 100% State Health Department Scores, over 30 hourly on-site staff ServSafe Certified, all managers in T/O ServSafe Certified, zero foodborne illness incidents, 100% concerns and allegations addressed with dean, client, students, Health Department – all cases closed with satisfaction, zero episodes and documented collaborative cases with campus dietitian
Risk:	**Natural disaster/Local emergency preventing vendor delivery or customer satisfaction**
Why it is a Risk:	Inability to provide residents sustenance and decreased Customer Satisfaction
Solution:	Vendor has current Disaster Plan and Emergency Evacuation Plan in place, vendor has local, regional, national and international team dedicated to emergency relief efforts for units and community units, maintain emergency supply of food and disposable service items to provide for seven days of meals/service for emergency situations, enact "Disaster Event Plan" designed with our marketing/Student Engagement Team
Documented Performance:	Vendor has national and regional Emergency Disaster Plan and team in place to respond and mitigate emergencies Current management team has experienced delays in delivery/staffing and has enacted menu/service adjustment to support services seamlessly without reduction in customer satisfaction
Risk:	**The two parties don't agree to the contractual language and exhibits as part of agreement**
Why it is a Risk:	There could be expectations of the hiring party that can't be met
Solution:	Each party is willing to discuss the variances
Documented Performance:	We manage multiple agreements nationwide where contractual terms of the agreement meet both parties' needs through collaboration.

SECTION 2 – VALUE ADDED OPTIONS

All cost impacts associated with these value added options must NOT be included in your premium.

Item 1 Claim: Installation of a 360 degree gas grill in resident dining will improve student satisfaction and meal plan retention.

How will this add value? The grill will add more variety to the menu and meet the needs of our international students

Documented performance: The schools that have installed the 360 degree grill have seen an increase in satisfaction by 12% and retention in meal plans by 8%.

Impact: Cost ($) $70,000 Time Two-year ROI

Item 2 Claim: The installation of energy efficient lighting, cooler thermostats and smart exhaust fans

How will this add value? Will reduce energy

Documented performance: These technologies have a documented payback of three to four years

Impact: Cost ($) $60,000 Time

Item 3 Claim: Conversion from electric to natural gas will reduce utility expense

How will this add value? Natural gas is more efficient than electric and speeds cooking time and recovery time of equipment

Documented performance: Each natural gas oven and steamer will each save $5,000 annually if converted to gas. Each fryer and griddle will save $1,000 annually. Total kitchen savings could be from $15,000 to $20,000 annually. Converting Hot water heaters also offer a substantial savings opportunity.

Impact: Cost ($) Cost $30,000 to install gas lines Time Two-year payback

Attachment E – Risk Assessment (RA)/ Value Added (VA) Submittal

5. **Under natural disaster/local emergency risk, there is reference to a current Disaster Plan and Emergency Evacuation Plan being in place. Please provide a copy of these plans.**

   We have included a copy of our Emergency Preparedness Plan in an attachment.

6. **Value Added Option #1 relates to installing a 360 deg gas grill. Please detail out the installation timeline and milestone schedule for this option. Also, provide sample menu items for this concept, expected first and second year increases in retention expressed as a number of additional students retained, and how the increase in satisfaction will be measured. Please detail out the calculations used to provide a two year ROI.**
   360 Grill and new Captive Aire hood
   All labor, materials, equipment, and installation
   $100,956.00
   Add/Optional new 72" Charbroiler (per Tyrone's request) includes equipment, install,
   $13,000.00

   The University has accepted option #1.

7. **Value Added Option #2 relating to the installation of energy efficient lighting. Please provide detail with regards to which lighting fixtures would be upgraded and with what they are upgraded with/to. Please also do the same for cooler thermostats and smart exhaust fans. Also, provide a project timeline and milestone schedule.**
   Lighting Upgrade to all LED
   Includes dinning, kitchen, dish room, restrooms, storage, and quiet room
   $44,730.00

   The University has declined option #2.

8. **Value Added Option #3 relating to the installation of natural gas lines. Please list where the gas lines would be installed, which specific pieces of equipment, and the expectation for replacement of each piece of equipment to take advantage of natural gas. Please provide detail as to the ROI calculation and a detailed timeline and milestone schedule for the proposed project.**
   New Gas Line
   Includes new line from main at the road,
   connection to the 360 Grill, new 72" Char Broiler, and make up air for the
   360 Grill
   27,149.00

   The University has accepted option #3.

9. **For the value added options, please state payment terms expected if the University accepts each.**

   Payment terms due at time of service. The terms will be determined upon the decision around the value-added options #1 through 3..

ATTACHMENT F

SCOPE OF WORK EXPECTATIONS

Please respond here to the requests found in Exhibit 2. This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.).

Base Scope:

Base scope items should be included in the price of the contract and are considered essential to the contract.
Please provide us with your performance claim and proposed dominant measures for all base scope items.

Financial Return

1a. $1,660,000 return to University to cover operating expenses on behalf of the Vendor.

Dining services estimates $1,660,000 annually based on our proposed financial proforma. There will be no risk to the University in meeting the financial goal of expected return to the University.

1b. Provide for all operating maintenance of all spaces occupied by vendor to include but not limited to: clogged sinks & toilets, light bulbs, refuse removal, deep cleaning carpets, painting walls, signage, small wares, tools, and equipment with values <$5,000 per item.

Dining services subcontracts to general contractors to dispatch emergency maintenance personnel, perform routine preventive maintenance and support small to large projects involving infrastructure.

Sustainability

2a. 15% food purchases from locally produced/raised sources (Latah & Adjoining Counties).

As an organization, we are committed to increasing food purchased in our clients' communities from local producers or small businesses to 30% by 2015. As part of this commitment, we require our produce vendors to purchase local produce whenever possible. Furthermore, we increased our purchase of local foods to more than $45 million in FY13, supporting more than 1,400 farmers and farmer co-ops.

2b.70% food purchases from regionally produced/raised sources (Eastern Washington, Idaho, Northeast Oregon, Western Montana).

The vendor general manager maintains high levels of farm-to-fork and local food systems initiatives and seeks to maintain high levels of education and awareness. Collaborative partnerships and opportunity discussions with produce vendor supply chain and local producers are the foremost mission of the local food purchases initiative. The GM works as a liaison between the producer and vendor supply chain, innovating solutions and navigating the chain of custody liabilities and G.A.P. process that meet University of Idaho risk mitigation expectations and foodservice organization requirements.
The vendor organization continues to foster intentional partnerships between vendors and producers regionally and bio-regionally.

2c. Minimize Food Waste by 90%

With LeanPath, waste characterization studies, reusable china in retail operations, new food pulper/mulcher in resident dining dishroom, zero waste events and Food Recovery Network, dining services will maintain and grow the average of 37 tons of food waste diversion from landfills. Our student sustainability intern will drive the process and keep records to track progress and transparently communicate efforts to the Sustainability Center.

2d. Transparent Reporting System on food purchases in keeping with intent of 2a. & 2b.

Dining services will adopt "Real Food Challenge" practices as Real Food Challenge is not being pursued by University of Idaho.
Through the signing of an agreement of confidentiality regarding vendor pricing and tracking each invoice, with the help of interested student volunteers led by a dining services paid intern, transparent tracking of purchases may commence. In the spirit of education, dining services will also propose to the School of Business and Economics curriculum the opportunity of autonomy for the life of contract and to provide this as a training opportunity for students each semester. All data will be shared with the University, in particular the Sustainability Center.

Student Success/Satisfaction

3a. Work with registered dietitian to meet dietary needs

Campus dietitian actively advises and collaborates with dining team to ensure program meets standards. Campus dietitian is granted access to National Dietetic Network Conference Calls, Dietary Resources and Direct Consultation from National Dietitian upon request.
In addition to working with the campus dietitian, dining services works directly with University of Idaho dietetic curriculum creating a dietetic internship to support student success and credit toward graduation and a classroom rotation in quantity food production venues. Dietetic students also create a Quantity Meal (Etiquette Dinner) of which dining serves collaborates to support up to 50% cost in an effort to participate in education of students in a social dining setting.

3b. Provide affordable retail and board options

Tier pricing to meet financial needs and sensitivities are offered in resident dining. Price sensitivity and value were considered when developing meal plans. Meal Plans will have the ability to attach Vandal Dollars (University owned), and a high-value unlimited access Premiere Plan will be made available for student to access the dining hall any time during the day from open to close.
A "Prestige" Meal Plan will include unlimited access after the hours of 11am and until close. A Block Meal Plan will include 150 transferable meals per semester at any time in resident dining.

See Attachment H.

3c. Provide vegan and vegetarian options in retail and dining hall.

Resident dining operation offers vegan and vegetarian formats during meal periods. These will include: a full salad bar with proteins derived from vegetables, legumes and grains; a vegetarian and/or vegan entrée at Classics; vegan meatless "meat-type" sandwich items upon request; and a deli format that provides vegetarian and vegan sandwiches.
Our retail options will all offer vegetarian options and we will identify vegan options to complement that demographic.
Dining services will accept direction and collaboration at all levels in order to identify continuous improvement opportunities that reasonably accommodate the need and desire of the customer base.

3d. EBI of 5.0 or Greater

Our marketing team has one primary focus: to increase the awareness of campus dining. It is time to conduct another thorough evaluation of your campus utilizing our expansive resources. We will create an integrated marketing campaign based on the goal to achieve an EBI score of 5.0 or greater focused on the following five objectives:

- Communication with target markets
- Optimization of dining experiences to drive participation and increase satisfaction
- Delivery of programs that promote meal plan retention and stimulate new sales
- Enhanced life learning and personal growth opportunities for the University of Idaho community
- Program offerings that represent our corporate social responsibility initiatives

3e. Sanitation and cleanliness

Cleaning schedules and self-inspections that follow daily checklists cover everything from the dining room and kitchen to the restrooms and loading dock to ensure an immaculate dining facility. Preventive maintenance plans are meticulously followed to keep equipment and facilities in safe working condition. Managers follow up aggressively on areas cited for improvement, as does your regional Vice President.
In addition, unannounced, random food safety audits conducted by registered third party food safety auditors effectively maintain our strict standards and the University is welcome to inspect the results of all evaluations and audits, join in these audits or conduct your own.

3f. Friendly student oriented employees

We will engage hourly employees on the Dining Services Committee in order to create a direct line of feedback to foster a collaborative system of continuous improvement and engagement at the front line level. This process will ensure bottom-up implementation and autonomy, which is the core of best value.
Exceptional service and student engagement is assured by our company Employee Experience program. The program builds ever-growing customer loyalty and enjoyment because it is built on the three key elements of a successful experience.

Catering Excellence

4a. Zero tolerance for errors

A team comprised of catering manager, catering coordinator, catering supervisor, chef manager and catering production team meet Tuesday of each week for 1.5 hours to outline, update, plan and discuss all events and the Catering department's continuous improvement opportunities.
A high level of communication with all customers is also maintained and clearly outlines expectations of event on a BEO form that is confirmed by signature of customer prior to event to ensure customers' needs have been clearly understood, documented and will be executed as ordered.

4b. High level responsiveness to each college and department needs

Dining services recognizes the importance of catering as a support mechanism for University department development initiatives, social performance and business needs. Dining services catering team is available on a 24/7 basis for emergency and last minute catering needs. Catering has an online ordering system to initiate catering request from all customers. This offer will notify the catering coordinator of a customer's intentions and initiate follow-up communication and personalized service as well. This offer will enable tracking of billing information and historical data/post mortems for continuous improvement to further meet the needs and exceed expectations of customers

4c. At University's discretion, executive residence excluded from contract.

University may reserve the right to exclude executive residence from contract for special events as necessary and mutually agreed upon between the President's Office and dining services.

Add Alternate:

Add Alternate items are in addition to the base contract. Please respond to each of the Add Alternate options, explaining your performance claim, proposed dominant measures and any addition cost associated with the item, all cost impacts associated with these options must NOT be included in your premium.

Financial Return

1a. Capital Improvement to Wallace Dining Facility

An annual fund of $100,000 funded by the client will be used to enhance dining hall seating/ tables/dining space. Additional booths, stub walls and fixture costs will be assessed and collaboratively assessed with housing and student groups.

1b. Retail Capital Improvement

Last spring, we assembled a team to conduct a comprehensive account review of the retail locations on campus. We held student, faculty and staff focus groups and surveyed the entire campus testing current food and beverage purchasing behavior.
The team identified Chick-fil-A, a national brand that will match the food and spending, environmental and service needs of the population. We also recommend upgrading the Mein Bowl brand with new signage and service ware.

Total Investment will be $550,000.

1c. Other Capital Improvements (Vendor Identifies)

Sustainability

2a. Commit to direct purchase contract with all student produced / raised food, possibly including: Soil Stewards, Vandal Meats, UI Dairy

Currently, dining services is committed and remains committed to purchasing From Soil Stewards and Vandal Meats as they continue to meet University risk mitigation requirements, Vendor requirements and FDA guidelines and is competitively priced for the product line they provide. Should the U of Idaho dairy meet these guidelines and is competitively priced, vendor will commit to the purchase milk and dairy products from them.
We update our commitment in writing to Soil Stewards annually, have solicited funding for and received funding for a fence, supported and consulted on the "Dinner at the Greenhouse" event to raise awareness, and fully embraces the product line in resident dining and catered events when it is available.

2b. Zero Waste Catering

To help eliminate waste we use the following systems:
1. CaterTrax system
2. Reduction in counts communicated in timely manner
3. Overall proper planning and communication in conjunction with recipe compliance based on actual counts
These systems will reduce and/or eliminate waste.

2c. Point of decision nutrition information as outlined in USDA Guideline

All retail and resident dining have available nutrition information; website has resident dining menu with nutrition information; nutrition guides are available at most retail locations at POS locations. Dining services offers distinct icons and signage to identify vegetarian, vegan, local, gluten free and My Fitness Pal.
Additional assistance in finding the right types of foods is always available from our servers, chefs, and most importantly, from our campus dietitian who works closely with dining services and is available for no cost consultations to help navigate healthy eating on campus and support student success.

Student Success/Satisfaction

3a. Gluten free options

Dining services and our "Simple Servings" format offers a gluten free refrigerator with gluten-free items as well as an entire format free of allergens to include wheat, gluten, fin fish, milk, eggs, peanuts and tree nuts. The format is served to students to prevent possible cross contact with allergens from other formats in the dining hall. In addition to this format and offer, most options on our full salad bar are gluten-free.
Gluten-free options are also available in our on-campus Community Store located in the LLC center. This product line continues to evolve as we endeavor to exceed the expectations of a gluten free offer and dietary restrictions.

3b. In Kind sponsorship of RHA

Dining services has a budget to support RHA efforts and events. The dollar figure is indicated in RFP response under "corporate sponsorships."
Dining services also works collaboratively to offset expenses of student engagement events in resident dining. This effort is tied in with meals and adds little expense to RHA budgets if planned correctly.
Dining Services will continue to support "Paint the Palouse" free hot dog and beverage at concession stands during the "Paint the Palouse" Day.

3c. Expanded hours in Resident Dining to 9pm nightly

Dining services will offer a Meal Swipe Menu in the Community Store located in the LLC building after closing in the resident dining hall and up to 10:30pm nightly Monday - Friday. This option will meet the needs of students who, due to class and schedule conflicts, may not have the ability to eat at resident dining.
This offer will be determined and continuously developed by using data such as product movement and customer feedback.
The LLC Community Store and Den location have been selected for this option as dining space is available to meet the demographic need and social setting, while allowing an appropriate close and next day reset of resident dining under a fiscally responsible schedule and design.

3d. Expanded weekend hours in Resident Dining

Dining services opens at 8am Saturday and Sunday for continental breakfast, serves a complete brunch from 10am until 1:30pm, has expanded weekend menu offer and is open again from 4:30pm until 7:30pm for dinner.

3e. Coffee/espresso drink option other than dining hall close to residence halls

A self-service, high-quality, espresso/cappuccino/latte machine is in place at the Community Convenience Store strategically located in the LLC complex adjacent to the Denny's Late Night offer. This machine is receiving great feedback from the students as relayed to the president of RHA. It also is available until the late hours of the evening to service students who study late or wish to gather in the evenings on campus as opposed to the "downtown or Greek House scene." The coffee/espresso offer is complemented by multiple food items for sale in the retail setting as well as seating for meetings and social gathering.

3f. Kitchen and staff available for supervision of student organization food preparations.

All food can be purchased through the vendor and prepared by the students with oversight by a dining services supervisor who is trained in food safety. In most cases the dining services employee is paid for by the dining services as a value add. There are limited instances in which a waiver is written to indemnify dining services and University if food from an "unapproved vendor" is requested to be brought in for production. Dining services works closely with University Risk Management to identify and mitigate risks in such instances.
Dining services also fully supports student clubs and organizations ability to raise funds through food sales such as concessions and Commons tabling events.

3g. Fast Food Chain(s)

Chick-fil-A, Denny's (The Den), Jamba Juice and Einstein Bros Bagels are nationally and regionally recognized brands that complement our in-house SubConnection Sandwich Shop, Cobrizo Mexican Concept, Mein Bowl Chinese food format, Community Convenience Store and Stover Café pita concept.

3h. Ability to offer Athletic meal plan that provides the closest to 3 meals a day, 7 days a week.

Athletic meal plan price will reflect that of the "Premium All Access" plan which will meet the requirements of the 21 meals requested in the RFP. Vandal Dollars may be added to meal plans.

Catering Excellence

4a. Dedicated Executive chef to executive residence

A qualified chef manager will be available for service at the executive residence. The chef will be an integral part of the menu planning and design of the events. In addition, the catering manager is also a chef to add value and back up should an emergency arise with the chef manager.

4b. Dedicated catering supervisor for College of Business & Economics catered events

A qualified and proven supervisor is available for the College of Business & Economics. This individual has years of experience in the location and understands the client's needs. In addition there are two other supervisors who back up the main supervisor in this location. This location also has a dedicated coordinator who books the events one-on-one with the University's administrative assistant and also has a secession plan in place for employees to train and develop to meet the expectations of the client.

4c. Value Catering menu for students

A menu is developed for a student that is tailored to meet or exceed the expectations of the students as well as their budgets. In addition, a budget has been set aside for in-kind donations that will support the costs of the event. All student events (and catered events) have a "personal catering budget and planning service" resource. Furthermore, a Catering Staff Table of Organization Manager and Booking Coordinator are assigned as personal, face-to-face resources/consultants to meet budgetary restrictions while achieving expectations that contribute to success of the event and meet the available budget. All current pricing is highly competitive with area competition.

Corporate Sponsorship/Athletic Naming Opportunity

5a. Vandal Athletic Scholarship Fund

To address section 5a. through 5d. Scholarships and Athletic Naming Rights, the vendor will commit $50,000 in annual support to University departments and scholarships. The University will determine at their discretion how funds are allocated. The vendor will be made aware of allocations and be provided with naming rights in locations where appropriate.

5b. Athletic Venues (i.e. Naming Rights)

See response in 5a.

5c. Student Scholarships

See response in 5a.

5d. Other Opportunities (Vendor Identifies)

See response in 5a.

Attachment F – Scope of Work Expectations

10. **Base Scope 2a. - Please give a detailed procurement action plan to achieve 30% of food purchases from locally produced/raised sources from Latah and adjoining counties by 2015. Also, provide the methodology to collect data and calculate these purchases so that the University can track the progress of this commitment. How often and when will the report be made to the University regarding this claim? The second part of this item also lists local food purchases of more than$45 million in FY2013. Please provide the data to substantiate this claim.**

11. **Base Scope 2b. – Please explain what this response means relative to the state goal of 70% food purchases from regionally produced/raised sources as defined in the proposal.**

Base Scope 2a & 2b:

Sodexo makes no claim that the goal of 30% and will not commit to a percentage regarding food purchases from locally produced/raised sources from Latah and adjoining counties by 2015, or regionally produced/raised sources as defined in the proposal.

Sodexo will commit sponsorship funds listed in tables 1 and 2 of question 3 – towards a paid internship to develop and manage the tracking of our purchases for quarterly reporting to the University. The intern will be interviewed, hire and paid by Sodexo.

Sodexo will commit to purchase locally produced/raised sources from Latah and adjoining counties or regionally produced/raised sources as defined in the proposal.
*This purchase commitment does not apply to Retail Brands or Concepts where purchase from an identified Vendor Supply Chain is a Brand Requirement per contract.

Local categories and products, that meet Sodexo's Quality Assurance standards and requirements, will include and not be limited to:

- Soil Stewards: Sodexo will purchase 100% of available produce
- Vandal Meats: Sodexo will purchase 100% of available whole muscle and other meats
- Milk and Dairy: Sodexo will purchase 100% local rBST free milk
- Flour: Sodexo will purchase flour from Shepherd's Grain, a sustainable and local group of 60 growers who raise wheat in our community.
- Bread: Purchase through Franz Bakery, made with grains from the Great Falls/Helena area of Montana, Eastern WA/OR. Product is milled in Spokane and Portland.
- LINC, A Local Inland Northwest Cooperative: A new farmer-owned co-op, supported by Sodexo. Sodexo has already developed a relationship with LINC for University of Idaho and will begin order products from them in early December 2014. LINC member-farmers are committed to environmentally sustainable, socially just growing practices. They do not use synthetic pesticides or fertilizers and they follow standardized food safety protocol, ensuring top-quality local and safe products.
- Additional locally and regionally produced/raised vendor sources: Sodexo is committed to incorporating additional local and regional products and farmers that

can be connected via LINC or elsewhere in our vendor network or as independent vendors.

Sodexo makes no claim that the goal of 70% local purchases will be met within the confines of this agreement and will continue to source through current supply chain partners and those that meet the definition of locally/regionally/ produced/raised sources as defined in the proposal, providing said sources meet Sodexo's Quality Assurance standards and requirements.

12. Base Scope 2c. – Please provide methodology and copies of forms/reports the University can expect to see in calculating the diversion of 37 tons or more of food waste from landfills. Also, what will be the reporting time periods with expected dates to receive the reports?

Vandals Dining will conduct waste studies once a semester as a way to track changes in the amount of waste being produced. Sodexo commits to a reduction up to 90% of food waste diverted from landfills. We will use our initial reported waste at the beginning of the academic year as a baseline. The sustainability intern will oversee the implementation of these waste studies and will handle analysis of the results. The results will be available November and April. Outside of the time periods encompassing the waste studies, the sustainability intern will manage the compost program and provide coaching to staff members to ensure that all food waste is being captured by the program and contamination is reduced. The sustainability intern will examine compost and trash bins on a regular basis to ensure that staff members are following proper waste disposal protocols. The sustainability intern will also stay in communication with staff members from the UI dairy so that any of their concerns can be addressed in a timely manner.

Baseline will be updated in Quarterly Reports to Auxiliaries Services Team.

13. Base Scope 2d. – Please provide the detail action plan and timeline to achieve this commitment.

In consideration to Local Food commitment Sodexo will sponsor a paid internship for support of development and implementation of a food tracking system. With Regional Sustainability Coordinator Support- internship participants will be paid by Sodexo and will engage University Colleges and / or Student Organizations in the planning and development along with the execution of the action plan. Results will be shared quarterly.

14. Base Scope 3d. – Please provide an outline of the integrated marketing plan with timeline and milestones.

Vandals Dining uses an ever-changing calendar of events and promotions created by Marketing Manager, Katlyne Clark. This planner contains the following:

- Dates for a wide range of events
- Promotions throughout the campus including categories such as: retail, resident dining, catering, meal plans, sustainability and other university events.
- The resident dining calendar with holiday events and quarterly promotions
- Retail dining promotions throughout the year

- The catering limited-time offers
- The meal plan calendar includes orientation, festivals and many other university events.

We have included a Marketing Plan for FY15 in an attachment

15. **Base Scope 3e. – Please provide the daily checklists and work plans referred to in response.**

    We have included the daily checklists and plans in an attachment.

16. **Base Scope 3f. – Please provide a copy of the Employee Experience program that will be used for this account.**

    We have included Sodexo's Employee Experience program in an attachment.

17. **Add Alternates - Will there be any addition cost to the client for any of the add alternate options? As submitted, there is only one item (1a.) that carries an additional cost to the client.**

    The capital improvement to the Wallace Dining Facility will be funded by the client up to the annual $100,000 improvement fund which can, upon agreement of vendor and client, be rolled over from one year into the next. Capital improvements will be determined by client and may be Sourced and / or Managed by Sodexo.

    The Retail Capital Improvement listed in section 5 will be funded by Sodexo up to $550,000.

    The Wallace Dining Facility capital improvement plan includes:
    - Installation of the 360 grill
    - Installation of natural gas into the facility

18. **Add Alternate 1b. - Please detail the proposed improvements under this section with expected net increase in retail sales, project timelines, milestone schedule, and measures of success. Please indicate if the total investment number of $550,000 is related to the number reported in Section 5 on page 23 or if this is an additional cost proposed by the vendor for the client to cover.**

    The total investment of $550,000 is related to the number reported in Section 5 on page 23 and is not an additional cost proposed by Sodexo for the client to cover.

    The proposed improvements include Chic-fil-A and a brand refresh of the Mein Bowl. We expect a net increase in retail sales of 11.5% the first year and 2% growth in subsequent years. We will measure success by comparing same store sales year over year.

    We have included a rendering, project timeline and milestone schedule in an attachment.

19. **Add Alternate 2b. - Will you offer Zero Waste Catering to include options for composting /recycling waste and only reusable/compostable containers, service ware, and dinnerware?**

    Vandal Dining will offer zero waste catering to include options for composting, recycling waste and reusable/compostable containers, service ware and dinnerware.

All Zero Waste Events will be assessed a surcharge based on the number of guests (see table below).

Each Zero Waste Event will be documented and results will be shared with the customer.

<u>Zero Waste Event Surcharge</u>
0-100 = $25.00
101 – 200 = $50.00
201 – 300 = $75.00
301 and up = $100.00

20. **Add Alternate 3b. – Please indicate the annual amount to be dedicated for RHA event sponsorship.**

Of the annual “<u>In kind” to support Community and Student Related events</u> fund as described in answer 3 of the clarification document, the distribution will be as follows:

- **$5,000 RHA**
- **$5,000 ASUI**
- **Remainder at Sodexo Discretion**

21. **Add Alternate 3h. – The client reads this offer as: the vendor will provide an athletic meal plan using the Wallace dining hall location at a price equal to the “Premium All Access” price less amount of Vandal Dollars included. This equals a price of $1,850 per student under the proposed meal plan offerings. Is this correct? If not, please clarify the offer.**

The “Vandal Premier” unlimited access from open to close in resident dining is offered to the Athletic department at a $1,900.00 cost. This includes $50 Vandal Dollars. Vandal Dollars can be added to the plan as they have been in the past under a separate account.

The Meal Plan cost is $1,900.00; however, there is flexibility to modify the terms (not the cost) of the meal plan to meet the needs of the athletes – this is also why the “Prestige”unlimited access from 11:00am to close plan with $200.00 Vandal Dollars was created.

RISK MIDIGATION PLAN for the Athletic Meal Plan is in the weekly risk report dated 11/20/14.

22. **Add Alternate 4c. – Please explain how the in-kind donations will be accounted for if at all. Also, provide an example of the Value Catering Menu for students.**

Any in-kind donations are tracked internally by our unit controller for transparency and audit purposes. The in-kind dollar amount is $50,000 annually. The University may acquire a copy of our tracking tool upon request.

We have attached the Catering Shoestring Menu which is our Value Catering Menu for Students.

ATTACHMENT G

MILESTONE SCHEDULE

Please add your milestone schedule for your proposal here. You can use whatever form that works best. Please label your submittal Attachment G Milestone Schedule. This is a high level overview of the project outlining the major milestones and dates. One page limit.

	Item		Due Date		Actual Completion Date
Contract					
	Clarification / Kick Off Meeting		11/5/2015		
	Clarification Meeting		11/15/2015		
3	State and University Approval - Sign Contract		Feb 2015		
4	Provide University with Certificate of Insurance		2/15/15		
5	Inventory of China and Small Wares -		2/15/15		
6	Joint Inventory of University Owned Food Service Equip. -		2/3015		
Communication					
14	WRR		Ongoing Thursdays		
15	Present Meal Plans To RHA		10/2014		
16	Catering Education Meeting with U Of Idaho Admin		10/2014		
	Graduation Catering Orders E-Mail Notice		2/17/2015		
Retail Chick Filet					
17	Designer Identified and Contacted		11/25/2014		
18	Designer Site Visit		12/14/2014		
19					
20	Design Work - Initial Plan Submitted		1/14/2015		
21	Architectural and Engineering Site Work plan		2/14/2015		
22	Health Department -Initial Plan Review		2./25./2015		
23	Design Work - Final Plan Submitted		3/30/2015		
24	Materials Ordered - Millwork, Equipment		4/1/2010		
27	Construction Bid Completed		4/15/2015		
28	Construction Bids Submitted		4/21/2015		
29	General Contractor Identified and Bid Awarded		4/30/2015		
30	Obtain Parking Permits and Campus Access Approval		5/15/2015		
31	Schedule Opening Training Sessions		5/15/2015		
32	Pre-Construction Preparation		5/19/2015		
	Construction				
34	Construction Substantially Completed		7/14/2015		
35	Punch List Walk Through		7/20/2015		
36	IT Equipment Installed		7/18/2015		
37	Opening Order for Operation Placed		7/18/2015		
38	Signage In Place		7/18/2015		
39	Set Up Operation		7/25/2015		
40	Health Department Inspection		7/28/2015		
41	Hold Opening Training for Key Employees		8/11/2015		
42	Open Operation		8/14/2015		
Value Add Project Milestone / Schedule Completion Deadline					
	Project Plan Submission for Summer 2015		3/15/2015		
	Gas Line Project review / Plan		1/24/2015	Based on value Add Acceptance	
	360 Wok Plan		1/24/2015	Based on value Add Acceptance	
	Roth Roofing Plan		1/24/2015	Based on value Add Acceptance	

Attachment H

Meal Plans are priced as follows FY 2015-2016 and are subject to annual increases based upon inflationary influencers and program costs.

Meal Plans Per Semester	Student Price Per Semester Without Flex Dollars	Suggested Added Vandal Dollars	Plan Price with Vandal Dollars
Vandal Premiere – Unlimited Open to Close	$1850.00	**$50.00**	$1900.00
Vandal Prestige – Unlimited 11am - Close	$1700.00	**$200.00**	$1900.00
Vandal Pride – 150 Meals and Transferable	$1500.00	**$200.00**	$1700.00

Attachment H

23. **Please indicate what the inflationary influencers and program cost are based upon for future board plan increases. Will this be offered as 6 separate plans or 3 plans with the option to add any amount of vandal$ to those plans?**

The tool we use to identify the "inflationary influencers and program costs" is below.
Attachment – Annual Rate Tool

UNIV OF IDAHO-WALLACE : 70-58413				
	Cost Categories Subject to Inflation	Ann'l avg Inflation Index	$ Inflation	Notes
Board Sales	4,517,156	0.00%	-	N/A
Retail Sales	2,397,798	0.00%	-	N/A
Catering Sales	794,612	0.00%	-	N/A
Camp/Conference Sales	397,831	0.00%	-	N/A
Annual Revenue/Rate increase	8,107,398		-	
Food Cost	2,362,705	3.34%	78,818	Producer Price Index for Finished Consumer Foods (WPUSOP3110)
Labor:				
Avg Hourly Rate	10.18	2.00%	10.38	Employment Cost Index (ECI) - Accommodation and food services
Total Hourly Labor $	1,490,991	0	29,861	
Outside Labor	358	2.00%	7	Employment Cost Index (ECI) - Accommodation and food services
Management Wages	448,426	2.00%	8,969	Sodexo Compensation guidelines
Taxes	221,816	2.00%	4,442	Employment Cost Index (ECI) - Accommodation and food services
Benefits	199,730	14.00%	27,962	Sodexo Compensation guidelines
Paper Expense	147,867	4.80%	7,101	PPI Series– 09150336. It Includes Products Used for Dry and Wet Food Handling
All "other" controllable Exp. subject to inflation	750,365	1.60%	12,034	PPI Series "SOP 3400 Finished Goods Excluding Food"
Total Non-Controllable Exp - subject to inflation	154,932	1.60%	2,485	PPI Series "SOP 3400 Finished Goods Excluding Food"
Projected Annual Cost Increases			171,680	
Annual Revenue/Rate increase			-	
Net Cost Subject to Inflation (before Adj)			171,680	
			3.80%	
Program Adjustments				Financial impact of program adjustments.
Net Cost Subject to Inflation			171,680	
Client Board Rate increase needed to offset Inflation			3.80%	

Current Payment Terms for the Fee

On Friday of every other calendar week the University will submit to the contractor a report of the gross revenue collected in the immediately preceding two calendar weeks (14 days). Contractor will prepare and submit an invoice to the University for Contractors "Fee" calculated from the gross sales. All Payments owed by the University to the Contractor shall be due within fifteen (15) days after the receipt of an invoice.

RFP 15-01M - EXCEPTIONS LIST

Sodexo America, LLC ("Contractor") has reviewed the Request for Proposal for Food Services for University of Idaho ("University") and is submitting its Proposal conditioned upon the incorporation of the following modifications:

1. Contractor requests the addition of the following to Section 7.11, Hold Harmless:

   "Except as otherwise expressly provided in this Agreement, Contractor and University shall defend, indemnify and hold each other harmless from and against all claims, liability, loss and expense, including reasonable collection expenses, attorneys' fees and court costs which may arise because of the sole negligence, misconduct, or other fault of the indemnifying party, its agents or employees in the performance of its obligations under the Agreement. Notwithstanding the foregoing, with respect to property damage, for which the parties maintain a system of coverage on their respective property, and based on the representations contained in Section 9.3 above, each party hereto waives its rights, and the rights of its subsidiaries and affiliates, to recover from the other party hereto and its subsidiaries and affiliates for loss or damage to such party's building, equipment, improvements and other property of every kind and description resulting from fire, explosion or other cause normally covered in standard broad form property insurance policies. This clause shall survive termination of the Agreement."

2. Contractor requests replaced of Section 7.13 with the following:

   "If either party breaches a material provision hereof ("Cause"), the non-breaching party shall give the other party notice of such Cause. If the Cause is remedied within ten (10) days in the case of failure to make payment when due or sixty (60) days in the case of any other Cause, the notice shall be null and void. If such Cause is not remedied within the specific period, the party giving notice shall have the right to terminate this Agreement upon expiration of such remedy period. The rights of termination referred to in this Agreement are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.

   Either party may terminate this Agreement at any time upon sixty (60) days' prior written notice to the other party."

3. Contractor requests the following changes to Section 7.34 on pages 17 and 18

   Second paragraph modified to read as follows:

   "The Vendor is required to provide University with a Certificate of Insurance ("certificate") to extent indemnified. All certificates shall be coordinated by the Vendor and provided to the University within seven (7) days of the signing of the contract by the Vendor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All **required policies of insurance** shall provide for thirty (30) days' written notice to **Vendor** prior to cancellation, non-renewal, or other material change of any insurance referred to therein. **<u>Upon Vendors receipt of such notice Vendor shall provide University notice of the same.</u>**

Sixth paragraph deleted in its entirety in that Contractors insures are only obligated to provide note to Contractor.

4. Contractor requests clarification to exhibit 2, Base Scope, Section 2) on page 48, in that the following shall apply:

   "<u>Non-Contractor Approved Vendors</u>. University understands that Contractor has entered into agreements with many vendors and suppliers of products which (i) give Contractor the right to inspect such vendors' and suppliers' plants and/or storage facilities and (ii) require such vendors and suppliers to adhere to standards to ensure the quality of the products purchased by Contractor for or on behalf of University. University shall not require Contractor to use products from non-Contractor approved vendors.

5. Contractor requests the following provisions included in the resultant Agreement:

   <u>Condition of Premises and Equipment.</u> The Premises and equipment provided by University for use in the Food Service operation shall be in good condition and maintained by University to ensure compliance with applicable laws concerning building conditions, sanitation, safety and health (including, without limitation, OSHA regulations). University agrees to indemnify Contractor against any liability or assessment, including related interest and penalties, arising from University's breach of the aforementioned obligations, and University shall pay reasonable collection expenses, attorneys' fees and court costs incurred in connection with the enforcement of such indemnity. University further agrees that any modifications or alterations to the workplace or the Premises (whether structural or non-structural) necessary to comply with any statute or governmental regulation shall be the responsibility of University and shall be at the University's expense. This provision shall survive the termination of this Agreement.

   <u>Property Insurance.</u> University shall maintain a system of coverage (either through purchased insurance, self insurance, or a combination thereof) to keep University's buildings, including the Premises, and all property contained therein insured against loss or damage by fire, explosion or other cause normally covered by standard broad form property insurance.

   <u>Trade Secrets and Proprietary Information</u>. During the term of the Agreement, Contractor may grant to University a nonexclusive right to access certain proprietary materials of Contractor, including menus, signage, Food Service survey forms, software (both owned by and licensed to Contractor), and similar items regularly used in Contractor's business operations ("Proprietary Materials"). In addition, University may have access to certain non-public information of Contractor, including, but not limited to, recipes, management guidelines and procedures, operating manuals, personnel information, purchasing and distribution practices, pricing and bidding information, financial information, surveys and studies, and similar compilations regularly used in Contractor's business operations ("Trade Secrets"). Trade Secrets shall not include (i) any information which at the time of disclosure or discovery or thereafter is generally

available to and known by the public or the relevant industry (other than as a result of a disclosure directly or indirectly by University), or (ii) any information which was available to University on a non-confidential basis from a source other than Contractor, provided that such source was not bound by an agreement prohibiting the transmission of such information, or (iii) any information independently developed or previously known without reference to any information provided by Contractor.

University shall not disseminate any Proprietary Materials or disclose any of Contractor's Trade Secrets, directly or indirectly, during or after the term of the Agreement. University shall not photocopy or otherwise duplicate any such material without the prior written consent of Contractor. All Proprietary Materials and Trade Secrets shall remain the exclusive property of Contractor and shall be returned to Contractor immediately upon termination of the Agreement. Without limiting the foregoing, University specifically agrees that all software associated with the operation of the Food Service, including without limitation, menu systems, food production systems, accounting systems, and other software, are owned by or licensed to Contractor and not University. Furthermore, University's access or use of such software shall not create any right, title interest, or copyright in such software, and University shall not retain such software beyond the termination of the Agreement. Any signage, servicemark or trademark proprietary to Contractor shall remain the exclusive property of Contractor and shall be returned to Contractor immediately upon termination of this Agreement. In the event of any breach of this provision, Contractor shall be entitled to equitable relief, including an injunction or specific performance, in addition to all other remedies otherwise available. This provision shall survive termination of the Agreement.

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE

December 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.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public postsecondary institutions that were approved between December 2016 and March 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.

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Academic Programs

Approved by Executive Director
December 2016 and March 2016

<table>
<tr><th>Institution</th><th>Program Changes</th></tr>
<tr><td>UI</td><td>Reorganization of the College of Agricultural and Life Sciences:

Bifurcate existing Department of Plant, Soil, and Entomological Sciences and create two departments to include program changes as follows:

✓ Department of Entomology, Plant Pathology and Nematology

Convert existing Insects and Society emphasis to a major in Entomology
Move to new department:
Plant Protection minor
Entomology (M.S.)
Entomology (Ph.D.)

✓ Department of Plant Sciences

Convert three existing emphases to majors and renaming as follows:
Sustainable Cropping Systems to Crop Science
Environmental Horticulture to Horticulture and Urban Agriculture
Plant Biotechnology to Biotechnology and Plant Genomics
Create new major in Crop Management
Crop Science Minor moved to new department
Horticulture Minor moved to new department

✓ Rename the existing Department of Biological & Agricultural Engineering to Department of Soil and Water Systems and program changes:

Create new BS, Soil and Water Systems
Convert one emphasis to a major in Environmental Soil Science
Create new major in Water Science and Management
Change degree title to Agricultural Systems Management (B.S.S.W.S.) – formerly a B.S.Ag.L.S.
Move to renamed department:
Soil and Land Resources (M.S.)
Soil and Land Resources (Ph.D.)

</td></tr>
<tr><td>CWI</td><td>New transfer programs:

AA, Agriculture Business, Leadership, and Education
AS, Animal Veterinary Science
AS, Biology-Microbiological, Molecular, and Biomedical Sciences
AS, Chemistry
AS, Health Science
AA, Media Arts
AA, Philosophy
AA, Public Health
AS, Secondary Education STEM emphasis
AA, Sign Language Studies
AA, Spanish
AA, Studio Art
</td></tr>
</table>

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	New certificates: • Certificate in Habilitative Services • Certificate in Early Childhood Intervention Services • Certificate in Special Education Services • Online certificate in Applied Leadership: Growing into a High-Impact Leader • Certificate in Nonprofit Management
BSU	New graduate certificates: • Graduate certificate in Habilitative Services and Supports • Graduate certificate in Early Childhood Intervention Services and Supports • Graduate certificate in Special Education Services and Supports • Graduate certificate in Behavioral Interventions and Supports
BSU	Reorganization: • Move existing BA/BS in Interdisciplinary Studies from Honors College to College of Arts and Sciences • Move existing minor in Addiction Studies to the School of Social Work from the Department of Community and Environmental Health
BSU	Discontinue Internal Audit option and Internal Auditing minor
BSU	Discontinue the following emphases and replace with two new emphases within the B.S. in Biology: • Emphasis in Botany • Emphasis in Ecology • Emphasis in Environmental Biology • Emphasis in Human Biology • Emphasis in Microbiology • Emphasis in Molecular and Cell Biology • Emphasis in Zoology New emphases: • Emphasis in Cellular, Molecular, and Biomedical • Emphasis in Ecology, Evolution and Behavioral
ISU	Move the existing Shoshoni Language Associate degree from the Department of Global Studies and Languages to the Department of Anthropology
ISU	Add Athletic Administration emphasis to the existing Educational Administration program
ISU	Add Educational Leadership emphasis to the Master of Education
ISU	CIP Code Changes: • Change Certificate in Geotechnology – CIP code 40.0699 to 45.0702 • Change MS in Geographic Information Science – CIP code 40.0699 to 45.0702 • Change BA in Earth/Environmental Systems – CIP code 40.0699 to 03.0104 • Change BS in Earth/Environmental Systems – CIP code 40.0699 to 03.0104

Career and Technical Education Programs

Approved by Executive Director

Institution	Program Changes
CSI	Discontinue the AAS in Auto Body Technology
CSI	Add Basic Technical Certificate to the Applied Automation Engineering Technology program
CSI	Add Basic Technical Certificate to the Food Processing Technology program
CSI	Discontinue Advanced Technical Certificate, Emergency Medical Technician
CWI	Discontinue AAS in Registered Nursing
NIC	Discontinue Intermediate Technical Certificate, Outdoor Power/Recreational Vehicle Technology Program
NIC	Add new AAS, Dental Hygiene program
LCSC	Add new AAS, Advanced Technical Certificate in Industrial Maintenance/Millwright program
LCSC	Add new AAS, Advanced Technical Certificate in Instrument Mechanics

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SUBJECT

WWAMI Admissions Committee Appointment

REFERENCE

December 2-3, 2003	A schedule of rotating terms of membership was created to allow the medical community greater opportunities to be involved in this activity. The Board approved the three-year rotating terms for the WWAMI Admissions Committee.
August 10-11, 2006	The Board approved three-year rotating terms for the University of Washington School of Medicine Committee on Admissions and appointed Dr. Roger Boe, Dr. David Anderson and Dr. Peter Kozisek as Idaho members of the Committee, with Dr. Boe serving for one year.
June 13-14, 2007	The Board approved increasing the Committee to a four-member committee; and, appointed Dr. David Anderson, Dr. Peter Kozisek, Dr. Jennifer Garwick, and Dr. Mary Barinaga as Idaho members of the Committee.
February 17, 2011	The Board approved a three year appointment for Dr. Glenn Jefferson as an Idaho member of the WWAMI Admissions Committee and also approved a two year appointment for Dr. Leanne Rousseau.
February 15, 2012	The Board approved three-year appointment of Dr. Rodde Cox and Dr. Kelly Anderson.
June 18, 2015	The Board approved three-year appointment of Dr. Lance Hansen.

BACKGROUND/DISCUSSION

The WWAMI Contract dated October 14, 1975 reads, "The University of Washington's Admissions Committee which reviews Idaho candidates shall include at least one member from Idaho who is mutually acceptable to the Idaho Board and to the University of Washington. The University of Washington will have final authority for acceptance or rejection of Idaho program candidates."

The Idaho WWAMI Admissions Committee consists of four physicians from Idaho who interview Idaho students interested in attending the University of Washington School Of Medicine. The members of the Idaho WWAMI Admissions Committee serve three-year terms which are renewable once for an additional three years. The terms of the members are staggered so there are always senior members on the committee. Idaho physicians currently serving on the committee are: Dr. Leanne Rousseau of Post Falls, Dr. Glenn Jefferson of Lewiston, Dr. Rodde Cox of Boise, and Dr. Lance Hansen of Montpelier. See committee member terms and rotation schedule in Attachment 2.

Dr. Leanne Rousseau of Post Falls will be replaced by Dr. Robert McFarland of Coeur d'Alene and Dr. Glenn Jefferson of Lewiston will be replaced by Dr. Jennifer Gray of McCall.

The Idaho Admissions Oversight Nominating Committee consisting of the first-year Idaho WWAMI Director, the Idaho WWAMI Assistant Dean, Idaho State Board of Education Chief Academic Officer, the Idaho Admissions Committee Chair and a member of the Idaho Medical Association Committee on Medical Education Affairs, reviewed the CV's of Dr. McFarland and Dr. Gray, taking into consideration, among other things, the desire for a geographically diverse committee membership, and a goal of not having more than one sub-specialist on the committee and unanimously support both appointments as a new members of the Idaho Admissions Committee.

IMPACT

Admissions interviews take place in Boise over two separate weeks January – March. It is imperative that the committee have the full four person membership in place by July 2017 to allow Dr. McFarland and Dr. Gray time to orient and train prior to the beginning of interview season in January, 2018.

ATTACHMENTS

Attachment 1 – Nomination Letter to Board	Page 3
Attachment 2 – Idaho WWAMI Admissions Committee Rotation Schedule	Page 5
Attachment 3 – Robert McFarland CV	Page 7
Attachment 4 – Jennifer Gray CV	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho WWAMI Medical Education Program/University of Washington School of Medicine to appoint Dr. Robert McFarland and Dr. Jennifer Gray to the Idaho WWAMI Admissions Committee effective July 1, 2017 through June 30, 2020.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

UW Medicine

UW SCHOOL OF MEDICINE

December 30, 2016

Matt Freemam
Executive Director
Idaho State Board of Education
650 W. State Street
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Freeman,

The Idaho Admissions Oversight Nominating Committee, consisting of the first-year Idaho WWAMI Director, Idaho WWAMI Assistant Clinical Dean, Idaho Admissions Committee Chair, Idaho State Board of Education's Chief Academic Officer, and a member of the Idaho Medical Association Committee on Medical Education Affairs, have identified the following Idaho Physicians to serve on the Idaho Admissions Committee for the University of Washington School of Medicine for Entering Year 2018.

Dr. Robert McFarland is a family medicine physician practicing in Coeur d'Alene, Idaho who will be replacing Dr. Leanne Rousseau. Dr. Jennifer Gray is a family medicine physician practicing in McCall, Idaho who will be replacing Dr. Glenn Jefferson. Their terms will begin July 2017 through June 2020 with a second term from July 2020 through June 2023. Attached, for your review are the CV's of both physicians.

Thank you for your serious consideration of these nominations and support of the Idaho Admissions Oversight Nominating Committee.

Should you have any questions, please feel free to contact me.

Sincerely,

Mary Barinaga MD

Mary E. Barinaga, M.D.

Mary E. Barinaga, MD, .Assistant Dean, Office of Regional Affairs
Idaho WWAMI Medical Education Program
University of Washington School of Medicine
322 E. Front Street, Suite 590, Boise, Idaho 83702
e-Mail barinm@uw.edu Office (208) 364-4544 Fax (208) 334-2344

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Idaho WWAMI Admissions Committee Membership Rotation Schedule

Interview E-2012			***Interview E-2013***			***Interview E-2014***			***Interview E-2015***			***Interview E-2016***		
Name	***Term***	***Year***	***Name***	***Term***	***Year***	***Name***	***Term***	***Year***	***Name***	***Term***	***Year***	***Name***	***Term***	***Year***
Kozisek, ***Chair, ExCom***	**Final**	**Final**	Jefferson **ExCom**	1st	2nd	Jefferson **ExCom**	1st	3rd	Jefferson **ExCom**	2nd	1st	Jefferson **ExCom**	2nd	2nd
Garwick **ExCom**	**Final**	**Final**	Rousseau ***Chair,*** **Excom**	1st	2nd	Rousseau **ExCom**	1st	3rd	Rousseau **ExCom**	2nd	1st	Rousseau **ExCom**	2nd	2nd
Jefferson	1st	1st	New: Cox	1st	1st	Cox	1st	2nd	Cox	1st	3rd	Cox	2nd	1st
Rousseau	1st	1st	New: Anderson	1st	1st	Anderson	1st	2nd	Anderson	1st	3rd	Hansen	1st	1st

Interview E-2017			***Interview E-2018***			***Interview E-2019***			***Interview E-2020***			***Interview E-2021***		
Name	***Term***	***Year***	***Name***	***Term***	***Year***	***Name***	***Term***	***Year***	***Name***	***Term***	***Year***	***Name***	***Term***	***Year***
Jefferson ***ExCom***	**Final**	**Final**	Cox **ExCom**	2nd	**Final**	Hansen **ExCom**	2nd	1st	Hansen **ExCom**	2nd	2nd	Hansen **ExCom**	2nd	**Final**
Rousseau **ExCom**	**Final**	**Final**	Hansen **Excom**	1st	3rd	McFarland **ExCom**	1st	2nd	McFarland **ExCom**	1st	3rd	McFarland **ExCom**	2nd	1st
Cox	2nd	2nd	McFarland	1st	1st	Gray	1st	2nd	Gray	1st	3rd	Gray	2nd	1st
Hansen	1st	2nd	Gray	1st	1st	New: TBD	1st	1st	New: TBD	1st	2nd	New: TBD	1st	3rd

Interview E-2022			***Interview E-2023***		
Name	***Term***	***Year***	***Name***	***Term***	***Year***
McFarland ***ExCom***	2nd	2nd	McFarland **ExCom**	2nd	**Final**
Gray **ExCom**	2nd	2nd	Gray **Excom**	2nd	**Final**
New: TBD	2nd	1st	New: TBD	2nd	2nd
New: TBD	1st	1st	New: TBD	1st	2nd

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CURRICULUM VITAE
ROBERT M. MCFARLAND, M.D.

Premedical:
Born and reared in Coeur d'Alene, Idaho
A.B. "Cum Laude," Harvard College, 1971

Medical School:
M.D. from the University of Washington, 1977
Entered in 1973 in the second matriculated WWAMI class at U of Idaho
Elected to Alpha Omega Alpha honor society
Moll Prize for highest performance in the field of Pediatrics
Mosby Scholarship Award

Post Graduate:
Internship and Residency in Family Medicine at Family Medicine Spokane, 1977-1980
Board Certification in Family Practice, 1980
Recertified, 1986, 1993, 2000, 2007

Professional Experience:
Private practice in Port Angeles, Washington, 1980-1986
President, Clallam County Medical Society, 1984
Chief of Medicine, Olympic Memorial Hospital, 1985-86
Physician Advisor to Clallam County Board of Health, 1985-86
Founder, Sudden Infant Death Support Group of Olympic Peninsula
Delegate to Washington Academy of Family Physicians, 1984-86

Private practice in Coeur d'Alene, Idaho 1986 to 2013
Faculty member, Family Medicine Coeur d'Alene Residency, 2013-present
Active staff member, Kootenai Medical Center, 1986 to present
Chairman, Department of Family Practice, Kootenai Medical Center, 1989
Chief of Staff, Kootenai Medical Center, 1994
Member and chair of Special Investigative Committee (Peer Discipline), repeatedly
Ethics Committee of hospital, 1990 to present
Quality Improvement Committee, Qual-Med Insurance, 1996-2000
Medical Education Committee of Idaho Board of Education, 1996, 2009-2013
Medical Advisory Committee, Regence Blue Shield, 1997-2000
Preceptor, Gonzaga University Nurse Practioner Program

Professional Societies, Awards, Offices

Washington Academy of Family Physicians, 1980-1986
Kootenai-Benewah Medical Society, 1986 to present
Idaho Medical Association, 1986 to present
Trustee, Idaho Medical Association Board of Directors, 1996 to 2014
Idaho Medical Association President, 2012-13
Idaho Medical Political Action Committee, 1995-present
Reference Committee Chairman, IMA House of Delegates, 2007, 2011, 2015
American Academy of Family Physicians, 1980 to present
Fellow, American Academy of Family Physicians
Idaho Academy of Family Physicians, 1986 to present
Member of Board of Directors, Idaho Academy of Family Physicians, 1992-2000
President, Idaho Academy of Family Physicians, 1996-97
Alternate Delegate to AAFP from Idaho, 1992-95
Delegate to AAFP, 1996-2000 Served on Reference Committees: Education, 1997; Public Policy, 1998; Organization and Finance, 1999; Bylaws, 2000
President, Idaho Academy of Family Physicians Foundation, 1996-2000
Member of Idaho WWAMI Advisory Board, 2015-present
Idaho Family Physician of the Year, 2016

Community Service

Board of Directors of United Way of Kootenai County, 1991-93
Citizens' Advisory Committee drafting Kootenai County Comprehensive Plan, 1992
Prototypical School Design Committee, School District 271, 1990-91
Long Range Planning Committee, SD 271, 1991-94; Chairman, 1994
Adolescent Pregnancy Prevention Committee, Kootenai County, 1997-2000
Founding Board member, Coeur d'Alene Charter Academy, 1998-2005 Board Chairman, 2000-2005
Rotary Club of Coeur d'Alene, 1993 to present

Publications

Change comes to Idaho **On the role of managed care in the traditional and rural medical structure of the state <u>Idaho Family Physician</u> Vol. 18, No.2, August, 95**
Cost vs. Care? **Explored the economics and ethics of cost-conscious medicine <u>Idaho Family Physician</u> Vol. 19, No. 1 March, 1996**
What's Around the Corner? **A look at new developments in the organization of medicine <u>Idaho Family Physician</u> Vol. 19, No.3 November, 1996**
Division in the House of Medicine **Discussed the threat to collegiality involved in the evolution of care systems, and methods to preserve harmony <u>Idaho Family Physician</u> Vol. 20, No. 1 April, 1997**

Jennifer Leigh Gray MD
1044 Valley Rim Road
McCall, ID 83638
justjengray@gmail.com

EDUCATION:

07/95 - 06/98 Resident, The Family Practice Residency of Idaho, Boise
Chief Resident, 1998

08/91 - 05/95 Case Western Reserve University School of Medicine, M.D. 05/95
Graduated with Distinction in Family Medicine

08/84 - 05/88 Kenyon College, B.S. with Distinction in Biology 05/88
magna cum laude

09/86 - 06/87 Junior Year Abroad, University of Lancaster, United Kingdom

AWARDS/HONORS:

President's Award, St. Luke's Health System, 2011
National Health Service Corps Scholar, 07/92 - 07/95
Award for Outstanding Summer Fellowship Project, Dept. of Family Medicine, 1992
Phi Beta Kappa, Kenyon College, 05/88
Kenyon College Scholarship, 08/84 - 05/88

EXPERIENCE: Emergency Department Physician, St. Luke's McCall Hospital, McCall Idaho, 08/2010-present

-Chief of Staff, 2011 to 2013
-Chair, Peer Review Committee
-Member, St. Luke's Health System Clinical Leadership Committee, 2012-present

Clinical Supervisor, Community-Based Integrated Surveillance. 04/07 – 06/10
Universidad del Valle CES collaboration with CDC Central America and Panama/ International Emerging Infections Program

- supervised data collection and staff of a large acute infection surveillance system in 10 sites around Guatemala
- worked in Spanish (verbal, written, read)
- outbreak investigations (norovirus/diarrhea 2009, *Klebsiella* nosocomial sepsis 2009 - lead
- started up hospital-based nosocomial surveillance in 2 hospital sites
- established, trained and implemented blood culture phlebotomy teams in 2 hospital sites
- designed and led a workshop for radiologists in standardized Chest Radiograph interpretation

Family Physician, Payette Lakes Medical Center 08/02 - 08/07
- rural medicine including outpatient, inpatient, OB (incl. operative),

Pediatrics, Internal Medicine, high acuity Emergency Medicine, designed shared hospital call program

- Chief of Staff, McCall Memorial Hospital 12/05 - 12/06
- Clinical Instructor of Family Medicine (University of Washington rural training site) 2002-present
- Committee Chair, OB Joint Practice 08/02 - 08/07

Family, Physician, Valley Family Health Care (FQHC), Ontario OR 11/98 to 06/02

- rural preceptor, The Family Practice Residency of Idaho/U.W.
- Holy Rosary hospital medical executive committee and ethics committee appointee

Faculty, The Family Practice Residency of Idaho, 07/95 - 11/95

Research Assistant, Mass. General Hospital, Boston, 08/90 - 08/91

HOSPITAL AND COMMUNITY ACTIVITIES:

McCall-Donnelly School District Wellness Committee appointee, McCall, ID

Board of Directors Payette Lakes Ski Club (community service organization)

Advisory Panel to Child Abuse Prevention project, Ontario, OR

Advisory Panel to depression Prevention Group, Ontario, OR

LICENSURE AND CERTIFICATION:

Idaho State Board of Medicine (current)

Oregon State Board of Medicine (98 - 03)

American Board of Family Practice (1998 to present)

VOLUNTEER WORK:

Volunteer work: US Peace Corps Volunteer/Phillippines 1998-90

Physician Volunteer at Common Hope, The Hospitalito, Santiago Atitlan, San Lucas Mission (intermittent 2007-current)

Founding board member and volunteer clinician, Free clinic, 2004 to 2015

Chair, Complex Care Committee 2015 to present (oversees clinical programming and grant support acquisition for indigent patients)

SPECIAL SKILLS AND TRAINING:

Epidemiology in Action course, Emory University 04/09-05/09

Colposcopy/ Women's Health

ACLS, ATLS

Language: Fluent spoken Spanish, previously fluent in Tagalog

PUBLICATIONS: last updated 2010

JL Gray., W.Arvelo, J McCracken, B Lopez, B., F. Lessa, B Kitchel,

B Wong, L Ryes, K Lindblade. An outbreak of Klebsiella pneumoniae late-onset sepsis in a neonatal intensive care unit in Guatemala American Journal of Infection Control 2010 ; 40: 516-20.

JM Wortham, J Gray, J Verani, CL Contreras, C BErnart, F Moscoso, JC Moir, ELR Marroquin, R Castellan, W Arvelo, K lindblade, JP McCracken. Using Standardized Interpretation of Chest Radiographs to Identify Dults with Bacterial Pneumonia-Guatemala, 2007-2012. PLOS One. 2015; 10 (7): e0133257.

JP McCracken, W Arvelo, J Ortiz, L Reyes, J Gray, A Estevez, O Castaneda, G Langley, KA Lindblade. Comparative epidemiology of human metapneumovirus-and respiratory synciytial virus-associated hospitalizations in Guatemala. Influenza Other Respir Viruses. 2014 Jul; 8(4): 414-421.

JR Verani, J McCracken, W Arvelo, A Estevez, MR Lopez, L Reyes, JC Moir, C Bernart, F Moscosos, J Gray, SJ Olsen, KA Lindblade. Surveillance for Hospitalized Acute Respiratory Infection in Guatemala. Plos One.2013; 8 (12); e83600.

KA Lindblade, W Arvelo, J Gray, A Estevez, G Frenkel, L Reyes, F Moscoso, JC Moir, AM Fry, SJ Olsen. A comparison of the Epidemiology and Clinical Presentation of Seasonal Influenza A and 2009 Pandemic Influenza A (H1N1) in Guatemala. PLOS One. 2010; 5(12): e15826.

L Reyes, W Arvelo, A Estevez, J Gray, JC Moir, B Gordillo, G Frenkel, F Ardon, F MOscoso, S J Olsen, AM Fry, S Lindstrom, KA Lindblade. Population-based surveillance for 2009 pandemic influenza A (H1N1) virus in Guatemala, 2009. Influenza Other Respir Viruses. 2010 May ;4(3): 129-140.

Reyes, L., Arvelo, W., Estevez, A., Gray, J.L., Moir, J.C., Gordillo B., Frenkel, G. Ardón, F., Moscoso, F., Olsen, S.J., Fry, A.M., Lindstrom, S., Lindblade, K.A. (2010) Population-based surveillance for 2009 pandemic influenza A (H1N1) virus in Guatemala, 2009. *Influenza and Other Respiratory Viruses DOI: 10.1111/j.175902659.2010.00138.x.*, p.1-12.

DB Greenberg, JL Gray, CM Mannix, S Eisenthal, and M Carey: Treatment-Related fatigue and Serum Interleukin - 1 Levels in Patients During External Beam Irradiation for Prostate Cancer. J Pain Symptom Management*(4): 196-200, 1993

DB Greenberg, JL Gray, WU Shipley, S Eisenthal, M Carey, V Cooley, BV Treadwell: Treatment-Related Fatigue: Prostate Radiation and Interleukin-1 (IL-1). ASCO Annual Meeting. San Diego, 1992

JL Gray, W. Lin, “Analysis of Well Child Care Study” (internal report, Indian Health Service, Shiprock, NM) 1993.

SUBJECT

Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Appointment

REFERENCE

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 committee (replacing Todd Allen)
December 2016	Board reappointed Laird Noh, and appointed Dr. David Hill, and Skip Oppenheimer to the committee.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board 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 who serve as ex-officio members. Members are allowed to serve up to three (3) consecutive terms. Ex-officio members serve without terms.

The Idaho EPSCoR Committee is requesting the appointment of Senator Mark Nye to the Committee. Senator Nye would replace the vacancy previously held by Senator Roy Lacey.

ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Mark Nye – Letter of Interest	Page 4

STAFF COMMENTS AND RECOMMENDATIONS

If appointed, Senator Nye would serve the remainder of Senator Roy Lacey's term.

Staff recommends approval.

BOARD ACTION

I move to appoint Senator Mark Nye to the Experimental Program to Stimulate Competitive Research Idaho Committee as a representative of the state legislature effective immediately and expiring on June 30, 2020.

Moved by____________ Seconded by____________ Carried Yes_____ No_____

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	10/22/2015		6/30/2020	Senate	State Senate
Nelson, Janet	12/15/2016		Ex-officio	VPR	UI - VPR
Noh, Laird	12/13/2006	12/13/20110 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
Oppenheimer, Skip	12/15/2016	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
David Hill	12/15/2016		Ex-officio		Idaho State Board Members

W. MARCUS W. NYE

P.O. Box 'N'

Pocatello, Idaho 83201

March 27, 2017

Dr. Laird Noh

Chair, Idaho EPSoR

P.O. Box 44039

Moscow, Idaho 83844-3029

Dear Laird,

Thank you for contacting me about this exciting program. This letter is my letter of interest and please contact me with any questions. My resume is enclosed, and

With best regards,

Mark

Mark Nye

SUBJECT

President Approved Alcohol Permits Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

The last update presented to the Board was at the February 16, 2017 Board meeting. Since that meeting, Board staff has received twenty-eight (28) permits from Boise State University, eight (8) permits from Idaho State University, and fifteen (15) permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution Page 3

BOARD ACTION

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

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY February 2017 – May 2017

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Winter Repertory	Morrison Center	x		2/10/17-2/11/17
Jeremy Calvin Birthday Party	Stueckle Sky Center		x	2/11/17
Irish Rovers-Broadway in Boise	Morrison Center	x		2/13/17
State Board Dinner	Stueckle Sky Center	x		2/15/17
Idaho Perinatal Project 2017 Winter Conference	Stueckle Sky Center		x	2/16/17
Idea of Nature	Student Union Building	x		2/16/17 3/16/17 4/20/17
Elvis Lives!	Morrison Center	x		2/17/17
College of Arts & Sciences Awards Mixer	Student Union Building	x		2/17/17
Philharmonic Classic 6	Morrison Center	x		2/18/17
Tosca - Opera Idaho	Morrison Center	x		2/24/17-2/26/17
Hewlett-Packard Briefing Experience	Gene Bleymeir Football Complex		x	2/28/17
Family of Woman Film Festival	Morrison Center	x		3/3/17
Be Inspired Dinner	Stueckle Sky Center		x	3/4/17
Dirty Dancing	Morrison Center		x	3/4/17-3/5/17
Solo Speaker and Poetry Reading	Morrison Center	x		3/10/17
Idaho Dance Theater Interface	Student Union Building		x	3/10/17-3/11/17
Boise Philharmonic Classic 7	Morrison Center	x		3/11/17
Concordia Law Barrister's Ball	Stueckle Sky Center		x	3/11/17
School of Rock	Stueckle Sky Center		x	3/13/17
Catsino	Student Union Building		x	3/17/17
2017 Annual North American Meeting of the Association for Symbolic Logic	Stueckle Sky Center	x		3/20/17–3/21/17

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Meeting for Faculty and Community Partners	College of Business and Economics Building – Imagination Lab		x	3/22/17
Why Public Land Matters	Student Union Building		x	3/28/17
Broadway in Boise	Morrison Center	x		3/30/17
Distinguished Professor Event	Office of the Provost	x		4/4/17
Dinner for past Football Alumni	Stueckle Sky Center	x		4/7/17
Idaho Regional Ballet	Student Union Building		x	4/15/17
Daniel Tosh Show	Taco Bell Arena	x		5/3/17

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY
March 2017 – May 2017

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Idaho Business Leader of the Year	Stephens Performing Arts Center	x		3/16/17
Lincoln Say Banquet	SUB Ballroom		x	3/18/17
ISU CLI Annual Meeting	SUB - Salmon River Room	x		3/22/17
ASCLS Idaho Spring Convention	Idaho Falls Multipurpose Room		x	4/20/17
ASCLS of Idaho Spring Convention	Idaho Falls Multipurpose Room		x	4/21/17
Outstanding Student Awards	Stephens Performing Arts Center	x		4/26/17
Susan Swetnam Award Ceremony	Stephens Performing Arts Center	x		3/29/17
Spring Celebration	Frazier Hall	x		5/5/17

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO February 2017 – April 2017

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Idaho Wheat Commission Endowment Naming Ceremony	UI - Boise	x		2/21/17
Priscilla's Retirement Celebration	UI - Boise	x		2/21/17
Lionel Hampton Jazz Festival	Kibbie Dome	x		2/25/17
Global Chef Reception	Commons	x		3/2/17
CAA Advisory Council Reception	Prichard Art Gallery	x		3/3/17
RMEF Dessert Live Auction Event	Bruce Pitman Center		x	3/18/17
Rocky Mountain Elk Foundation Auction Set-up Committee Dinner	Bruce Pitman Center		x	3/18/17
27th Annual Big Game Banquet	Bruce Pitman Center		x	3/18/17
State of the College – Engineering	UI - Boise	x		3/22/17
Lucia Atwood Lecture	UI - Boise	x		3/31/17
CLASS Spring 2017 VIP Music Event	IRIC Atrium	x		3/31/17
Latah County Silver & Gold	Bruce Pitman Center	x		4/6/17
VIP Mixer #4	Commons	x		4/7/17
College of Science Research Presentation and Alumni Reception	UI – Boise	x		4/20/17
Moms' Weekend Dueling Pianos	Bruce Pitman Center	x		4/22/17

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership

REFERENCE

December 2016	Board appointed Robert Atkins to the Council as a representative for business/industry and labor for at term of three years.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

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

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

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

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

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

The Council currently has five (5) nominations for Board consideration. Janice Carson and Ron Oberleitner would be new appointments, while the remaining three nominations would be reappointments. Janice Carson would be appointed as a representative of disability advocacy groups while Ron Oberleitner would be appointed as a representative of business, industry and labor. Of the three reappointments: Molly Sherpa is a representative of disability advocacy groups, her first term expired March 31, 2017; Lucas Rose's term will expires June 30, 2017; he serves as a representative of business, industry and labor; and Kendrick Lester serves as a representative of the Department of Education, his term will expire June 30, 2017. The Council has one (1) resignation; Judith James resigned her position as a representative of business, industry and labor as of January 17, 2017.

IMPACT

The above two (2)appointments, three (3) re-appointments and one (1) resignation will bring the Council membership to a total of seventeen (17) with one vacancy on the council for a representative of a former applicant or recipient of vocational rehabilitation services. Minimum composition for the council is 15 members.

ATTACHMENTS

Attachment 1 – Current Council Membership	Page 5
Attachment 2 – Janice Carson Resume	Page 7
Attachment 3 – Ron Oberleitner Resume	Page 10
Attachment 4 – Molly Sherpa Letter of Interest for Reappointment	Page 14
Attachment 5 – Lucas Rose Letter of Interest for Reappointment	Page 15
Attachment 6 – Kendrick Lester Letter of Interest for Reappointment	Page 16

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointments and reappointments meet the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable federal regulations.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Janice Carson to the State Rehabilitation Council as a representative for disability advocacy groups for a term of three years effective immediately and ending March 31, 2020.

Moved by ___________ Seconded by __________ Carried Yes_____ No_____

I move to approve the appointment of Ron Oberleitner to the State Rehabilitation Council as a representative for business/industry and labor for a term of three years effective immediately and ending March 31, 2020.

Moved by ___________ Seconded by __________ Carried Yes_____ No_____

I move to approve the re-appointment of Molly Sherpa to the State Rehabilitation Council as a representative for disability advocacy groups for a second term of three years effective immediately and ending March 31, 2020.

Moved by ___________ Seconded by __________ Carried Yes_____ No_____

I move to approve the re-appointment of Lucas Rose to the State Rehabilitation Council as a representative for business, industry and labor for a second term of three years effective July 1, 2017 and ending June 30, 2020.

Moved by ___________ Seconded by __________ Carried Yes_____ No_____

I move to approve the re-appointment of Kendrick Lester to the State Rehabilitation Council as a representative for the Department of Education for a second term of three years effective July 1, 2017 and ending June 30, 2020.

Moved by ___________ Seconded by __________ Carried Yes_____ No_____

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Members Shall Represent:	Number of Representatives Required	Name	Term Ends	Serving Term # (maximum 2)
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
		Robert Atkins	12/31/2020	1
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
				Total Members 16

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CURRICULUM VITAE
University of Idaho

NAME: Janice D. Carson **DATE:** January 2017

RANK OR TITLE: Director Idaho Assistive Technology Project/Associate-Director Idaho Special Education State Technical Assistance/ Affiliate Faculty University of Idaho

DEPARTMENT: Curriculum and Instruction

OFFICE LOCATION AND CAMPUS ZIP:
1187 Alturas Drive, Moscow Idaho 83844-4061
OFFICE PHONE: (208) 885-6104
FAX: (208) 885-6188
EMAIL: janicec@uidaho.edu

DATE OF FIRST EMPLOYMENT AT UI: June 2011

DATE OF PRESENT RANK OR TITLE: June 2012

EDUCATION BEYOND HIGH SCHOOL:

Degrees:
Ed. D., Idaho State University, Pocatello, Idaho, 2015, Education Leadership/Emphasis Instructional Systems Design,
M.Ed., Idaho State University, Pocatello, Idaho, 2004, Instructional Design
B.A., Idaho State University, Pocatello, Idaho, 1995, Elementary Education/Special Education

Certificates and Licenses:
Idaho Teaching Certificate; Elementary (K-8)/Special Education Generalist (K-12)

PROFESSIONAL EXPERIENCE:

July 2016 - Present- Associate Director Idaho Special Education State Technical Assistance
June 2015- Present-Administration Center on Disability and Human Development Executive Team
June 2011-Present – Affiliate Faculty College of Education, University of Idaho, Moscow, Idaho
June 2011-Present- Director, Idaho Assistive Technology Project-Center on Disabilities and Human Development, University of Idaho, Moscow, Idaho
August 2007-2011- Coordinator of Special Education, Idaho State Department of Education, Boise, Idaho
August 2004-2007- Special Education Teacher, Twin Falls School District, Twin Falls, Idaho
August 2005-2007 – Adjunct Instructor College of Education, Idaho State University, Pocatello, Idaho
August 1998-2004- Special/General Education Teacher, Lighthouse School, Kimberly, Idaho
August 1995-1998- Elementary Education Teacher, Kimberly School District, Kimberly, Idaho

Courses Taught:
Fall 2016 EDSP 530 Assistive Technology, UDL & AIM for K12; U of I, Moscow, Idaho
Fall 2015 EDSP 530 Assistive Technology, UDL & AIM for K12; U of I, Moscow, Idaho
Fall 2015 EDSP 504 Orientation of Autism Spectrum Disorder U of I, Moscow, Idaho
Fall 2014 EDSP 530 Assistive Technology, UDL & AIM for K12; U of I, Moscow, Idaho
Fall 2013 EDSP 530 Assistive Technology, UDL & AIM for K12; U of I, Moscow, Idaho
Fall 2011 EDSP 504 Alternative and Augmentative Communication Strategies for Persons with Moderate or Severe Disabilities; U of I, Moscow, Idaho
Spring 2007 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho
Fall 2007 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho
Spring 2006 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho

Fall 2006 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho
Spring 2006 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho
Fall 2005 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho

STATE & NATIONAL CONFERENCES

- Idaho Federal Directors Conference (2016)
- Assistive Technology Industrial Association (2016)
- Association of University Centers on Disabilities (2015)
- Assistive Technology Industrial Association (2014)
- Assistive Technology Director's Conference (2013)
- National Division of Learning Disabilities (2013)

SERVICE

- **STATE BOARDS AND COUNCILS**
  Member of the Emergency Preparedness State Planning Committee C-MIST (2015-Present).
  Member of the Idaho Education Services for the Deaf/Blind Board: Work Group (2015-Present).
  Member Association of Assistive Technology Act Programs (2014-Present)
  Member of the Idaho Commission on Aging State Plan Steering Committee (2012-Present).
  Member of the State Independent Living Council (2011-Present).
  Member of the Idaho Assistive Technology Council (2007-Present).
  Member of the Interagency Council on Secondary Transition (2007-Present).
- **UNIVERSITY COMMITTEES**
  Instructional Materials Technology Center Advisory Committee (2011 -Present).
- **PROFESSIONAL AND SCHOLARLY ORGANIZATIONS**
  Council for Exceptional Childhood (2003-Present)
  Association of Assistive Technology Act Programs (2011 – Present)

ACADEMIC ACCOMPLISHMENTS

- Areas of Specialization: Assistive Technology, Instructional Design, Systems Analysis, Special Education; Universal Design for Learning; School Improvement

Selected 3 of 4 Curriculum Chapters and Instructional Materials

- Assistive Technology and UDL Professional Development (Six Online Modules).
- Assistive Technology and Universal Design for Learning Course (Online Curriculum).
- Accessible Educational Materials (Learning Community).

Selected 2 of 4 Papers and Presentations

Carson, J. (November, 2015). Poster. A Structured Approach to Online Professional Development. Association of University Centers (AUCD) International Conference, Washington, DC.

Zaballa, J., **Carson, J.**, McNulty, D., Diedrich, J., & Breslin-Larson, J. (January, 2014). Paper. Accessible Instructional Materials. Assistive Technology Industry Association Conference. Orlando, Florida.

Publications

Carson, J. (manuscript in progress). A Structure Approach to Online Assistive Technology Professional Development. To be submitted to the Journal of Online Learning Research.

Carson, J. (manuscript in progress). Considering Assistive Technology: Professional Development for Education Leaders. To be submitted to the Journal of the American Academy of Special Education Professionals.

Selected 2 out of 15 Workshops and Presentations

Carson, J. (October, 2014). Assistive Technology for Students with Low Incidence Disabilities. Idaho Council for Exceptional Children. Boise, Idaho.

Carson, J. (October, 2013.) Assistive Technology to Support Literacy for Students who Struggle to Read. National Division of Learning Disabilities, Sun Valley, Idaho.

Select 7 out of 24 Grants

Carson, J. (2014- 2017) Assistive Technology Three Year Grant. Administration for Community Living. $411,000- $475,000, per year.

Carson, J. (2013) Tools for Life Funding. Idaho Department of Health and Welfare. $15,000.

Wappett, M. & Carson, J. (2011). Idaho Assistive Technology Program: Alternative Finance Program. U.S. Department of Education. $590,609.

Carson, J. (2011- 2014) Assistive Technology Three Year Grant. U.S. Department of Education. $411,000-$475,000, per year.

Carson, J. & Wappett, M. (2011- on going). Idaho Deaf/Blind Equipment Distribution Program. $89,000.

Wappett, M., & Carson, J. (2011) Think College Mini-Grant. $15,000.

OMB No. 0925-0001 and 0925-00020002 (Rev. 01/16 Approved Through 10/31/2018)

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Ronald M. Oberleitner

eRA COMMONS USER NAME: Oberleitner

POSITION TITLE: Chairman and CEO

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
University of Notre Dame, South Bend, IN	B.S.	05/1985	Pre-Med (Biology)
George Fox University, Newberg, OR	MBA	04/2014	Marketing / Leadership
Colorado State University, Fort Collins, CO	HIT (Cert.)	05/2004	Health IT

A. Personal Statement

I am excited to use my passion, and relevant expertise guiding leaders in the clinical field of autism health services toward the use of new technology-enabled health services. I have been a leader in advocating for solutions for health communities in behavioral and mental health, including new delivery services for autism, PTSD and dementia. I have also successfully commercialized numerous award-winning innovations for the autism community, including Behavior Imaging®, TalkAutism™ and AutismCares™. I have published on the uses of health informatics and telemedicine for individuals with special needs, and have more than 25 years of executive-level management experience leading product development in large medical device companies. I have a proven track record of bringing helpful technologies to market for improved clinical operations and treatment of various medical conditions, autism and other developmental disabilities. Some of my experience and expertise in this area derive from having a son who has low-functioning autism.

I also have been a Principal Investigator on several projects, including two recent large Small Business Innovative Research (SBIR) studies supported by the NIH. These NIH-funded projects, former large Operational Assessment done for the US Air Force, and an Innovation grant funded by Autism Speaks have each focused on improving ways for clinicians to observe behaviors of children with autism and to manage their behaviors through a technology-enabled process that utilizes their time and the time of subjects and their families much more efficiently than currently accepted procedures. We have adapted hi-tech tools and methods and instruments to accomplish these goals. My current project supported by NIH is highly relevant to the proposed study in that I am employing novel telehealth procedures to significantly improve health services to families with autistic children who live in rural areas. In all of my projects, especially those supported by NIH, I have used quantitative methods to demonstrate the improvements that may be obtained with innovative technologies and procedures.

Like many other families, I bring personal experience having spent countless resources and sleepless nights trying to find health solutions for my son Robby, who is a 23 year old young man still with low-functioning autism. I can relate to the burden besetting families and caring doctors & researchers who all need better, more cost-effective ways of assessing disability in at-risk children, to diagnose them as early as possible to set them on helpful treatment that can save their own life, and indirectly, lives of their families. Tests like RAPiD™, deployed correctly, can be transformative in improving health assessments for children earlier.

Some of my related topics of interest include:

1. Smith CJ, Rozga A, Matthews N, **Oberleitner R**, Nazneen N, Abowd G , Investigating the Accuracy of a Novel Telehealth Diagnostic Approach for Autism Spectrum Disorder, *Psychological Assessment*, May, 2016. NIHMSID: NIHMS788222 PMID: 27196689 PMCID: PMC5116282

2. **Oberleitner, R.,** Elison-Bowers, P., Reischl, U., & Ball, J. (2007). Optimizing the personal health record with special video capture for the treatment of autism. *Journal of Developmental and Physical Disabilities*, *19*(5), 513-518.

3. Reischl, U., **Oberleitner, R**. Telehealth Technology Enabling Medication Management of Children with Autism, *Advances in Human Aspects of Healthcare, AHFE* 2014: Krakow, Poland, July 12-15, 2014

4. Nazneen, N., Rozga, A., Smith, C. J., **Oberleitner, R.**, Abowd, G. D., & Arriaga, R. I. (2015). A novel system for supporting autism diagnosis using home videos: Iterative development and evaluation of system design. *JMIR mHealth and uHealth*, *3*(2). PMID: 26085230 PMCID: PMC4526946

B. Positions and Honors

Positions and Employment

1992-1998 Vice President, Marketing and Product Development, HOWMEDICA LEIBINGER, INC. (Pfizer), Rutherford, NJ
- o Oversaw product development and medical education for physicians and allied health professionals
- o Led market and product development of new surgical technologies
- o Founded first web-based medical forum and distance learning platform for craniofacial surgeons

1998-1999 Vice President, Strategic Development, STRYKER LEIBINGER, INC. Princeton, NJ

1999-2007 President, E-MERGE MEDICAL TECHNOLOGIES, LLC, Princeton, NJ and Boise, ID
- o Founded TalkAutism
- o Founded AutismCares Coalition Relief Initiative
- o Led market development to 3-D imaging, image guided surgery and online medical education for market-leading medical device companies incl. Stryker, Panasonic, Stratasys, and Minolta

2005-present CEO, BEHAVIOR IMAGING SOLUTIONS (aka Caring Technologies, Inc.), Boise, ID
- o Company dedicated to health IT solutions for autism and brain disorders
- o Product portfolio includes one patent, one registered trademark, > 13 trade secrets
- o Principal Investigator – multiple NIH Small Business Innovative Research grants > $5 million
- o Partners included State Departments of Education, Military, National and International Autism & Alzheimer's Research Centers
- o Successfully commercialized several technologies via SBIR & Private Foundation grants
- o Distinctions included 'Most Innovative Tech Company' (2008), OAR Natl Service Award (2005), SBA Natl Tibbetts 'White House' Award (2015), and Google / Autism Speaks Business Pitch Award (2015)

Other Experience and Professional Memberships

1996-1999 NJ Cure Autism Now, Co-founder and Board Member
2001-2003 Chairperson of UMDNJ's Committee to Research Telemedicine for Autism
2001 ASAF Cycle USA National Cyclist – rode bicycle 6,700 miles across US for autism
- with 2 other Fathers with children > 200 events to raise awareness and $1 million for autism research
2001-2004 Board member – Ride-4-Autism
2002-2007 Cofounder / Chief Technology Advisor – Princeton Autism Technology Inc.

2002-2009	Founder of TalkAutism communication portal
2005	2005 IEEE Professional Activities Committee for Engineers (PACE) Chairman
2006	Delegate to National IEEE Leadership Conference
2006-present	Chairman (2015-)- Idaho Assistive Technology Project Advisory Board
2006-2009	Interactive Autism Network (IAN) Industry Advisory Board – 2006-2009

Keynote and Guest Speaker in multiple international autism conferences and Medical Device Conferences – Health Technology Possibilities to Assist the Autism Community, and Telehealth

Honors

1981-85	Notre Dame Scholar
2004	Forbes Best-of-the-Web for Support Services (TalkAutism)
2006	Top Ten Faces of Autism – Spectrum Magazine
2006	Organization of Autism Research J Davis Memorial Service Person of the Year Award

C. Contribution to Science

1. Inspired by the improved health care and former career success introducing imaging and Information Technology solutions for Medical Technology companies, I have devoted one aspect of my research to develop and then demonstrate efficacy of health IT technologies to improve early access to better treatment of behavior and mental disorders. The following publications reflect this focus of my research:
   a. Oberleitner, R., Ball, J., Gillette, D., Naseef, R., & Stamm, B. H. (2006). Technologies to lessen the distress of autism. *Journal of Aggression, Maltreatment & Trauma, 12*(1-2), 221-242.
   b. Oberleitner R., Laxminarayan S. (2004). Information technology and behavioral medicine: impact on autism treatment. Studies in Health Technology and Informatics, 103, 215-22. PMID: 15747924
   c. Oberleitner, R., Reischl, U., Lacy, T., Goodwin, M., & Spitalnick, J. S. (2011). Emerging use of Behavior Imaging for autism and beyond. In L. Bos, D. Carroll, L. Kun, A. Marsh, & L. M. Roa (Eds.), *Future Visions on* Biomedicine *and Bioinformatics 1* (pp. 93-104). Berlin: Springer.
   d. Lang MJ, Oberleitner R. (2014). Asynchronous Telehealth Technology for Autism Spectrum Disorder. In Lyons, T & Siri, K (Eds.).*Cutting-Edge Therapies for Autism: Fourth Edition* (pp. 376-383). Skyhorse Publishing, New York, NY.
   e. Oberleitner, R., Reischl, U, Gasieva, K, Use of Behavior Imaging® to Assess Inter-Rater Reliability in a Multi-Site Pharmaceutical Trial, International Meeting for Autism Research, Salt Lake City, UT, May 13, 2015.
2. Collaborating with other like-minded researchers and clinicians to develop Behavior Imaging's method of supporting parents in their home to collect and share behavior examples to help underserved families have faster option for a diagnostic assessment for autism. Recent publications include:
   a. Nazneen, Matthews, N., Smith, CJ Agata Rozga, Gregory D. Abowd, Ron Oberleitner (**presenter)**, Uwe Reischl, Rosa Arriaga. Use of a Novel Imaging Technology for Remote Diagnosis of Autism: A Reflection on Experience of Stakeholders. 6th International Conference on Applied Human Factors and Ergonomics (AHFE 2015), July 2015, Las Vegas, USA.
   b. Oberleitner, R., Abowd, G., & Suri, J. S. (2013). Behavior Imaging®'s Assessment Technology: A Mobile Infrastructure to Transform Autism Diagnosis and Treatment. In M. F. Casanova, A. S. El-Baz, & J. S. Suri (Eds.), *Imaging the Brain in Autism* (pp. 371-380). New York: Springer.
   c. Christopher Smith, Agata Rozga, Nicole Matthews, Nazneen, Gregory Abowd, Ron Oberleitner, Rosa Arriaga. Comparing Remote Diagnosis of ASD to Gold Standard, in-Person Assessment. Presented at the International Meeting for Autism Research, May 2015, Salt Lake City, UT
   d. Nazneen, Rozga, A., Smith, C.J., Oberleitner, R., Abowd, G., Arriaga, R. A Novel System for Supporting Autism Diagnosis using Home Videos: Iterative Development and Evaluation of System Design, JMIR mHealth and uHealth, 2015; 3(2): e68

Complete List of Published Work in MyBibliography:

http://www.ncbi.nlm.nih.gov/sites/myncbi/1Lkkw4J4caB5O/bibliography/49535489/public/?sort=date&direction=descending

D. Research Support

Ongoing Research Support
National Institutes of Mental Health Oberleitner (PI) 9/1/2015 – 8/31/2018
Increasing Access to Earlier Diagnostic Assessment for Autism in Rural Idaho and Beyond
The goals of this study are (1) To introduce proprietary video capture on commodity smartphones with novel features to help underserved families get earlier diagnostic assessments from rural communities in the Northwest; and (2) To evaluate effectiveness via a proposed Accountable Care model.
Role: PI

Completed Research Support

National Institutes of Mental Health Oberleitner (PI) 8/1/2012 – 7/31/2015
Intelligent Data Capture and Assessment Technology for Developmental Disabilities
The goals of this study were (1) To introduce proprietary video capture on commodity smartphones with novel interactive features, including tags for target behaviors and the ability to flag examples of appropriate recordings; (2) To improve clinicians' experience with the online Behavior Connect telehealth system through the design of modules that optimize their workflow and reduce the need for training; and (3) To conduct two clinical studies to demonstrate how the technology innovations impact clinical decision-making in 'autism diagnosis' and 'behavior assessment.'
Role: PI

National Institutes of Mental Health Oberleitner (PI) 8/1/2012 – 7/31/2015
NODA for Research: Pharmaceutical Trial Research
The goals of this study were (1) To conduct multi-site research studies to improve reliability checks between sites during a clinical trial, comparison of multiple scoring protocols (clinician versus semi-automated), and ease-of centralized secondary scoring (as well as post hoc "microanalysis"); and (2) To assess how behavioral research data can be collected and shared from natural environments.
Role: PI

Autism Speaks Innovative Business Grant Oberleitner (PI) 3/1/2013 – 1/31/2014
Telehealth Technology for Medication Management for Autism
The goals of this study were (1) To develop and evaluate 'Med SmartCapture™, Behavior Imaging's *beta* telehealth system to improve the medication management of patients with autism remotely; (2) To enable physicians to observe their patient's true behavioral health status at home and in other natural settings; and (3) To provide a secure online health record method for the clinicians to interact with the child's caregivers and monitor progress.
Role: PI

Feb. 22, 2017

State Board of Education

Re: State Rehabilitation Council continued participation

As of March 31st my term will come to an end on the State Rehabilitation Council and I would like to be considered for another three-year term. During the time on the board, I have gained knowledge about WIAO, funding, and changes related to VR, which has only enhanced my interest in advocating for people with disabilities. As both a person with a disability and a parent of a child with a disability, I feel being on the State Rehabilitation Council is another way for me to enhance advocacy in the State of Idaho.

I have worked with individuals with disabilities for the past ten years in the State of Idaho as an employment specialist and as an independent living specialist. Specific professional qualifications include focusing on transitioning youth, independent living, advocacy and vocational inspiration. Other board memberships include the State Independent Living Council, Nez Perce Tribal Vocational Rehabilitation and the Area Agency on Aging Committee.

Personal experience has included advocating for myself, as well as my daughter to make sure we have received services and accommodations needed to succeed. I feel my professional and personal experience make me an ideal candidate to continue on the State Rehabilitation Council.

Thank you,

Mollynnae Sherpa
Independent Living Specialist
Disability Action Center NW

March 10, 2017

SRC Letter of Interest

To whom it mat concern,

I would like to pursue a second three year term on the SRC.

I am the father of two developmentally disabled young men. My sons, Spencer (24) and Xan (21) both have Trisomy 9p and are involved in the VR program. Spencer is currently employed at North Forty Outfitters in Coeur d A'lene. Xan is now starting his evaluation process. I have found the VR program to be extremely valuable and fulfilling for our family and wish to help other families in similar situations.

I am a Business and Industry representative on the Council and have had very good attendance over the past two and a half years.

Lucas J. Rose

Kendrick Lester
227 S State Street
Nampa, Idaho 83686
klester@sde.idaho.gov

March 10, 2017

Idaho State Rehabilitation Council
650 W State Street, Room 150
PO Box 83720
Boise, Idaho 83720-0096

Dear Membership Chair,

The purpose of this letter is to express to you my interest in continuing to serve as a member of the Idaho State Rehabilitation Council; beyond my current term's expiration in June 2017.

My current role as Statewide Coordinator of Secondary Special Education and Transition with the Idaho State Department of Education (SDE) allows me to share valuable information with the council related to public school students in Idaho with disabilities, SDE efforts on behalf of students and their teachers, and information related to any partnerships between the SDE and the Idaho Division of Vocational Rehabilitation that serves these same students. My role as a member also benefits the SRC as I can communicate SRC needs and efforts back to the SDE in order to improve interagency outcomes.

Thank you for your consideration,

Kendrick Lester
Secondary Special Education &
Transition Coordinator
Idaho State Department of Education
208.332.6918

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BOISE STATE UNIVERSITY

SUBJECT

Facility Naming - The Charles P. Ruch Engineering Building

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.K Naming/Memorializing Buildings and Facilities

BACKGROUND/DISCUSSION

Boise State University (BSU) is requesting permission to name the College of Engineering Building the Charles P. Ruch Engineering Building. President Charles P. Ruch served as the president of Boise State University from 1993-2003. President Ruch was at the helm of the university when the College of Engineering was created and played a pinnacle role in securing the funding and support needed for the newly formed College.

The Engineering Building was built in 1989 and originally provided space for the College of Applied Technology programs. It was repurposed in the mid-1990s to house the College of Engineering. Today, it is one of nine sites that support BSU's growing Engineering programs.

As BSU prepares to celebrate the 20th anniversary of the College of Engineering, it provides a nice moment to acknowledge not only Dr. Ruch's commitment to the development of the College of Engineering, but also his many years of devoted service to Boise State University as President.

IMPACT

Naming the Engineering Building the Charles P. Ruch Engineering Building will honor President Ruch's service to Boise State University as President. No substantive costs related to the naming will be required other than what is needed for new signage.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.K. facilities may be named for a former employee of Idaho's public higher education system in consideration of the employee's service to education in the state of Idaho. Significant factors must include, but are not limited to:

1) Recommendation of the chief executive officer of the institution and the institution community; and
2) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to name the Engineering Building the “Charles P. Ruch Engineering Building.”

Moved by __________ Seconded by __________ Carried Yes _____ No _____

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University – Idaho State Program Approval Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02 Section 100 – Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked by the Board with conducting a full unit review of all Board approved teacher preparation programs in Idaho on a seven (7) year cycle. The PSC convened a State Review Team containing content experts, and conducted the full unit review of Boise State University's approved teacher preparation programs on March 5 - 8, 2016. The State Review Team collaborated with the Council for Accreditation of Educator Preparation (CAEP) (Board approved accrediting body) review team for the full unit review. The PSC reviewed the final report submitted by the State Review Team and voted to recommend that the Board adopt the State Team Report as written.

The State Review Team expressed concerns with Boise State University's Mathematics Consulting Teacher program. Boise State University submitted additional documentation to the PSC at its January 2017 meeting, presenting documentation indicating that Boise State University has already addressed the concerns with the Mathematics Consulting Teacher program in which the State Review Team voted to not approve. The PSC felt that the documentation brought forth by Boise State University for their Mathematics Consulting Teacher program provided sufficient evidence to merit a recommendation of conditional approval for this program.

IMPACT

The adoption of the recommendations in this report will enable Boise State University to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 – Boise State University Final State Review Team Report and Boise State University Rejoinder — Page 3
Attachment 2 – CAEP Final Report and Boise State University Rejoinder and Response — Page 261

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.

The current Board approved accrediting body for teacher preparation programs is the Council for the Accreditation of Education Preparation (CAEP). CAEP was formed in 2013 with the consolidation of National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). NCATE was the previously recognized accrediting body for approved teacher preparation programs in Idaho. On-site teacher preparation program reviews are conducted in partnership with CAEP based on a partnership agreement. During a concurrent visit, the CAEP team and the state team collaborate to conduct the review, however each team generates their own reports. New programs are reviewed at the time of application for consideration as an approved teacher preparation program. Current practice is for the PSC to review new programs and make recommendations to the Board regarding program approval. The PSC review process, reviews whether or not the programs meet the approved teacher preparation standards for the applicable area.

BOARD ACTION

I move to approve the recommendation by the Professional Standards Commission to accept the State Review Team Report, and continue approval, for Boise State University's identified teacher preparation programs as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to approve the recommendation by the Professional Standards Commission and to grant conditional approval for Boise State University's Mathematics Consulting Teacher program, as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

STATE TEAM REPORT
Boise State University
March 5-8, 2016

ON-SITE STATE TEAM:

Amy Cox Chair, Ken Cox, Co-Chair

Meghan Fay-Olswagner
Esther Henry
Rick Jordan
Paula Kellerer
Ralph Kern
Karla LaOrange
Micah Lauer
Alissa Metzler
Lori Sanchez
Gary Slee
Heather VanMullem

Professional Standards Commission

Idaho State Board of Education

STATE OBSERVERS:

Lisa Colón
Annette Schwab

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INTRODUCTION

Boise State University is a public research institution founded in 1932 by the Episcopal Church, it became an independent junior college in 1934, and has been awarding baccalaureate and master's degrees since 1965. With nearly 23,000 students. Boise State offers 201 degrees in 190 fields of study and has more than 100 graduate programs, including the MBA and MAcc programs in the College of Business and Economics; Masters, PhD, and EdD programs in the Colleges of Engineering, Arts & Sciences, and Education; and PhD and MPA programs in the School of Public Service.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Boise State University meet state standards for initial certification. The review was conducted by a thirteen member state program approval team, accompanied by two state observers. The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Core standards as well as individual program foundation and enhancement standards were reviewed. Core standards and program foundation standards are not subject to approval.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. These evidences included but were not limited to: course syllabi, class assignment descriptions, assignment grading rubrics, candidate evaluations and letters of support, additional evaluations both formal and informal, program course requirement lists, actual class assignments, Praxis II test results, and electronic portfolio entry evidence. Some observations of candidates teaching through PreK-12 site visits and video presentations were also used. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, college faculty, PreK-12 principals and cooperating teachers.

To assist the reader, the report includes language recommended by the Council for the Accreditation of Educator Preparation, a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

Candidate – a student enrolled at an Idaho university
Student – an individual enrolled in an Idaho PreK-12 public school
Unit – the institution's teacher preparation program
CAEP - Council for the Accreditation of Educator Preparation

Program Approval Recommendations

Program	Approved	Conditionally Approved	Not Approved	Notes (See program rubric section for more specifics regarding recommendations.)
Core Standards				Core standards are individually reviewed but are not subject to approval
Bilingual/ English as a New Language	X			
Blended Early Childhood	X			
Computer Science		X		Recommendation for conditional approval due to lack of completers
Elementary Education	X			
Engineering		X		Recommendation for conditional approval due to lack of completers
English	X			
Mathematics	X			
Mathematics Consulting Teacher			X	Recommendation for not approved based on evidence not meeting the Teacher Leader Standards
Music	X			
Online Teacher	X			
Physical Education	X			
Reading/ Literacy	X			

Science Foundation				Foundation standards are individually reviewed but not approved
Biology	X			
Earth and Space Science	X			
Chemistry	X			
Physics	X			
School Administrator	X			
School Superintendent		X		Recommendation for conditional approval due to lack of completers
Social Studies Foundation				Foundation standards are individually reviewed but not approved
Economics	X			
Government and Civics	X			
History	X			
Special Education Generalist	X			
Visual and Performing Arts Foundation				Foundation standards are individually reviewed but not approved
Drama	X			
Visual Arts	X			
World Languages	X			

Rubrics for the Idaho Core Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. *The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.*
2. *The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.*
3. *The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.*
4. *The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Learner Development		X	

1.1 Syllabi, coursework, the S-PAT, and professional year assessment scores provide evidence that teacher candidates demonstrate adequate knowledge of how students learn and develop.

Performance

1. *The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.*
2. *The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.*
3. *The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Learner Development		**X**	

1.2 Coursework, portfolios, S-PAT instructional units, and professional year assessment scores provide evidence that teacher candidates create learning experiences that make the content taught meaningful to students.

Disposition

1. *The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development*
2. *The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.*
3. *The teacher takes responsibility for promoting learners' growth and development.*
4. *The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.*

Element	Unacceptable	Acceptable	Target
1.3 Disposition Learner Development		**X**	

1.3 Coursework, the S-PAT, and candidate interviews provide evidence that teacher candidates have the disposition to understand and create learning experiences for learner development.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. *The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.*

2. *The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.*
3. *The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.*
4. *The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.*
5. *The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Learning Differences		X	

2.1 Syllabi, coursework, and the S-PAT provide evidence that teacher candidates in the traditional programs demonstrate adequate knowledge of learning differences. However, IDo Teach programs provide little evidence of purposeful effort to systematically train teacher candidates to demonstrate adequate knowledge of learning differences.

Performance

1. *The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.*
2. *The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.*
3. *The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.*
4. *The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.*
5. *The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.*
6. *The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Learning Differences	X		

2.2 Evidence that documents candidate growth throughout programs would strengthen this element. Candidate and cooperating teacher interviews revealed concern about inconsistent preparation of candidates across programs to work with ELL students. An additional area noted for improvement is systematic, purposeful field experience placements.

Disposition

1. *The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.*
2. *The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.*
3. *The teacher makes learners feel valued and helps them learn to value each other.*
4. *The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.*

Element	Unacceptable	Acceptable	Target
2.3 Disposition Learning Differences		**X**	

2.3 Candidate interviews, professional year assessment scores, and candidate reflection provide evidence that teacher candidates have the disposition to understand and accommodate learning differences.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.*
2. *The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.*
3. *The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.*
4. *The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.*
5. *The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Learning Environments		**X**	

3.1 Syllabi, coursework, and candidate portfolios provide evidence that teacher candidates demonstrate adequate knowledge of learning environments.

Performance

1. *The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.*
2. *The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.*
3. *The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.*
4. *The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.*
5. *The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.*
6. *The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.*
7. *The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.*
8. *The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Learning Environments		X	

3.2 The S-PAT, professional year assessment scores, professional logs, and candidate portfolios provide evidence that teacher candidates demonstrate adequate ability to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Disposition

1. *The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.*
2. *The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.*
3. *The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.*
4. *The teacher seeks to foster respectful communication among all members of the learning community.*
5. *The teacher is a thoughtful and responsive listener and observer.*

Element	Unacceptable	Acceptable	Target

3.3 Disposition Learning Environments		X	

3.3 Candidate interviews, professional year assessment scores, candidate reflection, and candidate portfolios provide evidence that teacher candidates have the disposition to understand and create individual and collaborative learning environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. *The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.*
2. *The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.*
3. *The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.*
4. *The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.*
5. *The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Content Knowledge		X	

4.1 Praxis II exam scores, GPA information, and the S-PAT provide evidence that teacher candidates demonstrate adequate content knowledge.

Performance

1. *The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.*
2. *The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.*
3. *The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.*
4. *The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.*
5. *The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.*

6. *The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.*
7. *The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.*
8. *The teacher creates opportunities for students to learn, practice, and master academic language in their content.*
9. *The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Content Knowledge		X	

4.2 Professional year assessment scores, formative observations, and the S-PAT provide evidence that teacher candidates demonstrate adequate ability to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.

Disposition

1. *The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.*
2. *The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.*
3. *The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.*
4. *The teacher is committed to work toward each learner's mastery of disciplinary content and skills.*

Element	Unacceptable	Acceptable	Target
4.3 Disposition Content Knowledge		X	

4.3 Candidate interviews, candidate reflection, and coursework provide evidence that teacher candidates have the disposition to understand and work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues*.*

Knowledge

1. *The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.*
2. *The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.*
3. *The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.*
4. *The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.*

5. *The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.*
6. *The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.*
7. *The teacher understands creative thinking processes and how to engage learners in producing original work.*
8. *The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		**X**	

5.1 Syllabi, the S-PAT, and coursework provide evidence that teacher candidates demonstrate adequate application of content.

Performance

1. *The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).*
2. *The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).*
3. *The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.*
4. *The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.*
5. *The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.*
6. *The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.*
7. *The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.*
8. *The teacher develops and implements supports for learner literacy development across content areas.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content		**X**	

5.2 The S-PAT, candidate interviews, formative observations, and professional year assessment scores provide evidence that teacher candidates demonstrate adequate ability to engage learners in critical thinking, creativity, and collaborative problem solving.

Disposition

1. *The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.*
2. *The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.*
3. *The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.*

Element	Unacceptable	Acceptable	Target
5.3 Disposition Application of Content		X	

5.3 Candidate interviews, candidate portfolios, and the S-PAT provide evidence that teacher candidates have the disposition to understand and use disciplinary knowledge to enhance student learning.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. *The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.*
2. *The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.*
3. *The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.*
4. *The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.*
5. *The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.*
6. *The teacher knows when and how to evaluate and report learner progress against standards.*
7. *The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Assessment		X	

6.1 Syllabi, seminar content, coursework, and the S-PAT provide evidence that teacher candidates demonstrate adequate understanding of assessment.

Performance

1. *The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.*
2. *The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.*
3. *The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.*
4. *The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.*
5. *The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.*
6. *The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.*
7. *The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.*
8. *The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.*
9. *The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Assessment		**X**	

6.2 Professional year assessment scores, S-PAT assessment analysis, and S-PAT instructional units provide evidence that teacher candidates demonstrate adequate ability to use 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.

Disposition

1. *The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.*
2. *The teacher takes responsibility for aligning instruction and assessment with learning goals.*
3. *The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.*
4. *The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.*
5. *The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.*

6. *The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.*

Element	Unacceptable	Acceptable	Target
6.3 Disposition Assessment		**X**	

6.3 Candidate interviews, the S-PAT, candidate reflections, and case studies provide evidence that teacher candidates have the disposition to understand and utilize assessments to promote learner growth.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. *The teacher understands content and content standards and how these are organized in the curriculum.*
2. *The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.*
3. *The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.*
4. *The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.*
5. *The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.*
6. *The teacher knows when and how to adjust plans based on assessment information and learner responses.*
7. *The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		**X**	

7.1 S-PAT instructional units, candidate interviews, cooperating teacher interviews, and coursework provide evidence that teacher candidates demonstrate adequate understanding of instructional planning skills.

Performance

1. *The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.*

2. *The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.*
3. *The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.*
4. *The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.*
5. *The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.*
6. *The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills		**X**	

7.2 S-PAT instructional units, candidate interviews, cooperating teacher interviews, and professional year assessment scores provide evidence that teacher candidates demonstrate adequate ability to plan instruction.

Disposition

1. *The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.*
2. *The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.*
3. *The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.*
4. *The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.*

Element	Unacceptable	Acceptable	Target
7.3 Disposition Instructional Planning Skills		**X**	

7.3 Candidate interviews, mentor teacher interviews, use of IPLP's, and S-PAT instructional units provide evidence that teacher candidates have the disposition to understand and develop effective instruction.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. *The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.*
2. *The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.*
3. *The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.*
4. *The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.*
5. *The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.*
6. *The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Instructional Strategies		X	

8.1 Syllabi, coursework, and seminars provide evidence that candidates demonstrate adequate understanding of instructional strategies.

Performance

1. *The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.*
2. *The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.*
3. *The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.*
4. *The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.*
5. *The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.*
6. *The teacher engages all learners in developing higher order questioning skills and metacognitive processes.*
7. *The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.*
8. *The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.*
9. *The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).*

Element	Unacceptable	Acceptable	Target

8.2 Performance Instructional Strategies		X	

8.2 S-PAT instructional units, professional year assessment scores, and formative observations provide evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

Disposition

1. *The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.*
2. *The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.*
3. *The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.*
4. *The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.*

Element	Unacceptable	Acceptable	Target
8.3 Disposition Instructional Strategies		X	

8.3 Candidate interviews, mentor teacher interviews, and formative observations provide evidence that teacher candidates have the disposition to understand and develop instructional strategies.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. *The teacher understands and knows how to use a variety of self-assessment and problem solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.*
2. *The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.*
3. *The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.*
4. *The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).*
5. *The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Learning and Ethical Practice		X	

9.1 Syllabi, required coursework, use of IPLP's, and candidate interviews provide evidence that teacher candidates demonstrate adequate understanding of professional learning and ethical practice.

Performance

1. *The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.*
2. *The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.*
3. *Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.*
4. *The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.*
5. *The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.*
6. *The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Professional Learning and Ethical Practice		X	

9.2 Use of IPLP's, professional logs, professional year assessment scores, portfolios, and the S-PAT provide evidence that teacher candidates demonstrate adequate ability to engage in ongoing professional learning and continual evaluation of practice. Candidate and mentor teacher interviews provide evidence that reflection appears strong across programs.

Disposition

1. *The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.*
2. *The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.*
3. *The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.*

4. *The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.*

Element	Unacceptable	Acceptable	Target
9.3 Disposition Professional Learning and Ethical Practice		**X**	

9.3 Candidate interviews, principal interviews, use of IPLP's, and candidate reflections provide evidence that teacher candidates have the disposition to understand and develop professional learning and ethical practice.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. *The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.*
2. *The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.*
3. *The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.*
4. *The teacher knows how to contribute to a common culture that supports high expectations for student learning.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Leadership and Collaboration		**X**	

10.1 Syllabi, coursework, portfolios, candidate interviews, and mentor teacher feedback provide evidence that teacher candidates demonstrate adequate understanding of leadership and collaboration.

Performance

1. *The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.*
2. *The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.*
3. *The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.*

4. *The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.*
5. *Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.*
6. *The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.*
7. *The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.*
8. *The teacher uses and generates meaningful research on education issues and policies.*
9. *The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.*
10. *The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.*
11. *The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Leadership and Collaboration		X	

10.2 Use of IPLP's, professional year assessment scores, professional logs, and candidate and mentor teacher interviews provide evidence that teacher candidates demonstrate adequate ability to seek appropriate leadership roles and opportunities and collaborate with learners, families, colleagues, and other school professionals to facilitate learner growth.

Disposition

1. *The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.*
2. *The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.*
3. *The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.*
4. *The teacher takes responsibility for contributing to and advancing the profession.*
5. *The teacher embraces the challenge of continuous improvement and change.*

Element	Unacceptable	Acceptable	Target
10.3 Disposition Leadership and Collaboration		X	

10.3 Candidate interviews, principal interviews, use of IPLP's, candidate reflections, and professional logs provide evidence that teacher candidates have the disposition to understand and develop leadership and collaboration skills.

Rubrics for the Idaho Standards for Bilingual Education and ENL (English as a New Language) Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.*
2. *The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.*
3. *The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.*
4. *(Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).*
5. *(ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).*
6. *(Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.*
7. *(ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Review of multiple course syllabi (ED 511, ED LLC 503, ED LTCY 548, ED LLC 502, BL ESL 508) show the program provides evidence that teacher candidates demonstrate adequate knowledge of understanding subject matter.

Performance

1. *(Bilingual only) The teacher is articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.*
2. *(ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.*
3. *The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.*
4. *The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.*
5. *The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Candidate papers, Praxis II Scores, as well as interviews of program completers and employers shows the program provides evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.*
2. *The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge **Understanding how Students Learn and Develop**		X	

2.1 Multiple syllabi review (ED BL ESL 200, ED LLC 501, BL ESL 503) and corresponding course calendars indicate the program provides evidence that teacher candidates demonstrate adequate knowledge of how students learn and develop.

Performance

1. *The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.*
2. *The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.*
3. *The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.*
4. *The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.*

Element	Unacceptable	Acceptable	Target
2.2 Performance **Provide Opportunities for Development**		X	

2.2 Clinical year documentation, completer and candidate interviews, and candidate papers show the program provides evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development.

Standard 3: Modifying Instruction for Individual Needs- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. *The teacher understands the nuances of culture in structuring academic experiences.*
2. *The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).*
3. *The teacher understands there is a distinction between learning disabilities/giftedness and second language development.*
4. *The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge **Understanding How Students Differ in Their Approaches to Learning**		X	

3.1 Syllabi, lesson plan review, and completer observation shows the program provides evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

Performance

1. *The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.*
2. *The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.*
3. *The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.*
4. *The teacher provides appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
3.2 Performance **Accommodating Individual Learning Needs**		X	

3.2 Clinical year documentation, completer and candidate interviews, and candidate papers show the program provides evidence that teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. *The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.*
2. *The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge **Understanding and Using a Variety of Instructional Strategies**		X	

4.1 Syllabi review and completer/employer/mentor interviews shows there is enough evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies. Knowledge evidence could be strengthened with more documentation.

Performance

1. *The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.*
2. *The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.*

Element	Unacceptable	Acceptable	Target
4.2 Performance **Understanding and Using a Variety of Instructional Strategies**		**X**	

4.2 Clinical year documentation, completer observation, as well as interviews with employers show the program provides evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands the influence of culture on student motivation and classroom management.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge **Understanding of Classroom Motivation and Management Skills**		X	

5.1 Syllabi review (ED LLC 200, ED LLC 501) and clinical year documentation shows the program provides evidence that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills.

Performance

1. *The teacher demonstrates a culturally responsive approach to classroom management.*

Element	Unacceptable	Acceptable	Target
5.2 Performance **Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.**		X	

5.2 Clinical year documentation from candidates' professional year, candidate observation, as well as interviews with employers shows the program provides evidence that teacher candidates demonstrate an adequate ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. *The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.*
2. *The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.*
3. *The teacher understands the extent of time and effort required for language acquisition.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge **Understanding of a Variety of Communication Techniques**		X	

6.1 Syllabi review (ED LLC 331, ED LLC 300) and a completer interview show the program provides enough evidence that teacher candidates demonstrate an adequate understanding of a variety of communication techniques. Knowledge evidence could be strengthened with more documentation.

Performance

1. *The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.*
2. *The teacher uses active and interactive activities that promote proficiency in the four domains of language.*
3. *The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.*

Element	Unacceptable	Acceptable	Target
6.2 Performance **Using a Variety of Communication Techniques**		X	

6.2 Syllabi review, candidate performance year documentation, and employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. *The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge **Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals**		X	

7.1 PY documentation, a completer interview, and mentor teacher interviews indicate the program provides evidence that teacher candidates demonstrate an adequate knowledge of instructional planning skills in connection with knowledge of subject matter and curriculum goals.

Performance

1. *The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.*

Element	Unacceptable	Acceptable	Target
7.2 Performance **Instructional Planning Skills in Connection with Students' Needs and Community Contexts**		**X**	

7.2 Clinical year performance along with interviews with a completer, employers, and mentor teachers show the program provides evidence that teacher candidates demonstrate an adequate ability to plan in connection with students' needs and community contexts**.**

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. *The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.*
2. *(Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.*
3. *(ENL only) The teacher understands how to measure the level of English language proficiency.*
4. *The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.*
5. *The teacher is familiar with the state English language proficiency assessment.*
6. *The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.*
7. *The teacher understands appropriate accommodations for language learners being tested in the content areas.*
8. *The teacher understands how to use data to make informed decisions about program effectiveness.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge **Assessment of Student Learning**		**X**	

8.1 Syllabi review (ED LLC 331), an instructor interview, and resources used for instruction show the program provides evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning. As is noted in the rationale of evidence, Idaho is early in the adoption process of the WIDA ACCESS English language proficiency assessment; therefore, additional information will be forthcoming as additional training is provided to the state and all educators in the future.

Performance

1. *The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.*
2. *The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.*
3. *The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.*
4. *The teacher uses appropriate accommodations for language learners being tested in the content areas.*
5. *The teacher uses data to make informed decisions about program effectiveness.*

Element	Unacceptable	Acceptable	Target
8.2 Performance **Using and Interpreting Program and Student Assessment Strategies**		**X**	

8.2 Clinical year documentation review along with employer and mentor teacher interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge **Professional Commitment and Responsibility as Reflective Practitioners**		**X**	

9.1 Syllabi (ED LLC 305), lesson plans, and additional course requirements/documents (ED-LLC 460) show the program provides evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

Performance

1. *The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.*

Element	Unacceptable	Acceptable	Target
9.2 Performance **Continuously Engages in Purposeful Mastery of the Art and Science of Teaching**		**X**	

9.2 Professional log documentation, completer interviews/observation, and professional year documentation show the program provides evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. *The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.*
2. *The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge **Interacting in a Professional, Effective Manner**			**X**

10.1 Syllabi (ED LLC 507, ED LLC 33) and field guide review (ED LLC 460/461/462) show the program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to interact in a professional, effective manner. The program is to be commended that that there is an entire course devoted to the importance of content of this standard.

Performance

1. *The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.*
2. *The teacher collaborates with colleagues to promote opportunities for language learners.*
3. *The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.*

Element	Unacceptable	Acceptable	Target
10.2 Performance **Continuously Engages in Purposeful Mastery of the Art and Science of Teaching**		**X**	

10.2 Clinical year documentation, completer interviews, and community partnership interviews show the program provides evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Areas for Improvement:

The option of obtaining an ENL endorsement alone, not tied with an expectation of receiving a bilingual endorsement, was just recently added to the course catalogue. The department is listening to the community, employers, and partners to offer and promote the ENL endorsement for all teachers in order to meet the needs of English language learners. Mentor teacher interviews documented that candidates were so well informed in WIDA assessments and standards that the candidates are serving as advocates and teaching their in-service colleagues and what they have learned.

Recommended Action on English as a New Language:

__X__ Approved
_____ Approved Conditionally
_____ Not Approved

Rubrics for the Idaho Standards for Blended Early Childhood Education/ Early Childhood Special Education Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. *The educator knows how young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).*
2. *The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.*
3. *The educator understands the process of self-regulation that assists young children to identify and cope with emotions.*
4. *The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.*
5. *The educator understands the elements of play and how play assists children in learning.*
6. *The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.*
7. *The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.*
8. *The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).*

9. *The educator understands the comprehensive nature of children's well-being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Review of syllabi, assigned readings, creation of an integrated center, implementation of the center in a practicum setting, presentation of center to other teacher candidates, rubrics associated with assignments, outcome activity matrix, task analysis, discussion boards, review of the Harvard Center, and S-PAT samples provide evidence teacher candidates demonstrate in-depth knowledge and understanding of content areas appropriate to young children. Samples are augmented by interviews with cooperating teachers and Praxis II results. Evidence includes a variety of approaches to content areas.

Performance

1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.

2. The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Assigned readings, quizzes, concept maps, and in-class theory activities demonstrate candidates understand the central concepts, structures of a given discipline, and application of theories, including the tools of inquiry, to create developmentally appropriate learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The educator knows that family systems are inextricably tied to child development.*
2. *The educator understands the typical and atypical development of infants' and young children's attachments and relationships with primary caregivers.*
3. *The educator understands how learning occurs and that young children's development influences learning and instructional decisions.*

4. *The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.*
5. *The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.*

Element	Unacceptable	Acceptable	Target
2.1 Performance Human Development and Learning		**X**	

2.1 Interviews of mentor teachers and faculty, analysis case study responses, review of syllabi and course assignments that included discussion boards, quizzes, and teacher candidate generated IEP goals, and concept maps, provide evidence that teacher candidates demonstrate an ability to use resources and learning activities, and develop curriculum goals that support the intellectual, social, and personal development of young children.

Performance
1. *The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.*
2. *The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Observation of teacher candidates in natural settings, interviews of faculty and mentor teachers, analysis of teacher candidate created presentations for expectant mothers regarding pre-, peri-, and postnatal development factors, strategies for inclusion, and reviewing course reading assignments provide evidence that teacher candidates demonstrate adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practices in a classroom setting.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge
1. *The educator knows aspects of medical care for premature development, low birth weight, young children who are medically fragile, and children with special health care needs, and knows the*

concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2. *The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.*
3. *The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.*
4. *The educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, and service delivery).*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		**X**	

3.1 Teacher candidates develop activity plans and embedding plans that demonstrate their ability to adapt instruction based on the individual needs of students. Additionally, teacher candidates complete readings, discussion boards, and class activities to develop and demonstrate knowledge of adaption of instruction for individual needs. The program provides evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

Performance

1. *The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		X	

3.2 Observation and evaluation of IFSP meetings, development of IEP goals, presentations to parents, and interviews of mentor teachers demonstrate the program provides evidence teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		**X**	

4.1 Teacher candidates demonstrate knowledge of the characteristics of physical environments to support the learning of young children through activity plans, readings and discussion boards, modification/adaptation of a physical environment, and peer evaluation of adaptation activities. The program provides evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

Performance

1. *The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).*
2. *The educator uses instructional strategies that support both child-initiated and adult-directed activities.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies		**X**	

4. Teacher candidates demonstrate an ability to implement developmentally appropriate methods to help young students through activity planning, embedding schedules, and design of instructional centers. Observation of teaching in a natural environment demonstrates teacher candidates and implement these strategies in an instructional environment. The program provides evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance

1. *The educator promotes opportunities for young children in natural and inclusive settings.*
2. *The educator embeds learning objectives within everyday routines and activities.*
3. *The educator creates an accessible learning environment, including the use of assistive technology.*
4. *The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.*
5. *The educator creates an environment that encourages self-advocacy and increased independence.*

6. *The educator implements the least intrusive and intensive intervention consistent with the needs of children.*
7. *The educator conducts functional behavior assessments and develops positive behavior supports.*

Element	Unacceptable	Acceptable	Target
5.2 Performance **Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.**		X	

5.2 Teacher candidates demonstrate an ability to understand individual and group motivation and behavior, and create positive learning environments through the following evidence points: intervention guides, embedding schedules, activity plans, task analysis, administration and evaluation of primary, secondary and tertiary assessments, observation of teacher candidates and analysis of observation documents. The program provides evidence that teacher candidates demonstrate an adequate ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Performance

1. *The educator adjusts language and communication strategies for the developmental age and stage of the child.*

Element	Unacceptable	Acceptable	Target
6.2 Performance **Using a Variety of Communication Techniques**		X	

6.2 Teacher candidates demonstrate evidence of developmentally appropriate communication techniques to foster learning and communication skills through observation of teacher candidates working with students in a classroom setting, lesson plans, Professional Year Assessment documents, and interviews with mentor teachers. The program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. *The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Students' Needs and Community Contexts		**X**	

7.1 Teacher candidates demonstrate evidence of instructional planning based on knowledge of subject matter, student needs, and curriculum goals through readings, quizzes, class discussions, development of a personal philosophy statement, lesson plans, and the S-PAT. The program provides evidence that teacher candidates demonstrate an adequate understanding of how to plan in connection with students' needs and community contexts.

Performance

1. *The educator designs meaningful play experiences and integrated learning opportunities for development of young children.*
2. *The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).*
3. *The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).*
4. *The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.*
5. *The educator evaluates and links children's skill development to that of same age peers.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts		**X**	

7.2 Teacher candidates demonstrate evidence of developmentally appropriate learning experiences, progress monitoring and family involvement in the educational program of the child through observation and evaluation of IFSP meetings, case study analysis, developmental appropriate design of learning centers, development of IEP goals, progress monitoring including data collection and analysis, and S-PAT. The program provides evidence that teacher candidates demonstrate an adequate ability to plan in connection with students' needs and community contexts.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. *The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.*
2. *The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.*
3. *The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.*
4. *The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Teacher candidates demonstrate understanding, use, and interpretation of for formal and informal assessment strategies to determine program effectiveness through readings, Praxis II passage rates, disability matrices, and S-PAT. Syllabi evidence demonstrated integration of knowledge regarding legal and ethical guidelines related to assessment are integrated throughout several courses. The program provides evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Performance

1. *The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).*
2. *The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.*
3. *The educator collaborates with families and professionals involved in the assessment of children.*
4. *The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program		X	

and Student Assessment Strategies			

8.2 Teacher candidates demonstrate evidence of their ability to use, interpret and share assessment information through observation and reflection of an IFSP meeting, administration of the following assessments: AEPS, screener, social emotional, and diagnostic assessments. Additional evidence demonstrates teacher candidates have the ability to share the assessment information with families, and use assessment information to modify instruction and integrate children into an educational setting. The program provides evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. *The educator understands NAEYC Licensure and DEC Personnel Standards.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Teacher candidates demonstrate understanding of NAEYC licensure and DEC Personnel standards through required readings. The program provides evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

Performance

1. *The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching		**X**	

9.2 Teacher candidates demonstrate evidence of continuous professional growth in the art and science of teaching through mentor teacher evaluations, Professional Year Assessments, and interviews of mentor teachers. The program provides evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Knowledge

1. *The educator knows the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Code of Ethics.*
2. *The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.*
3. *The educator knows community, state, and national resources available for young children and their families.*
4. *The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.*
5. *The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).*
6. *The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.*
7. *The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Partnerships		X	

10.1 Teacher candidates demonstrate the ability to interact professionally and effectively to support student learning as evidenced by course syllabi, readings, case study activities, concept mapping, discussion boards, completion of education program evaluations, the development of a personal philosophy statement that demonstrate cultural sensitivity, and class discussions. The program provided evidence to support professionalism through the Internship Handbook. The program provides evidence that teacher candidates demonstrate an adequate understanding of effective partnerships.

Performance

1. *The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics.*
2. *The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child's development and learning.*
3. *The educator identifies and accesses community, state, and national resources for young children and families.*
4. *The educator advocates for young children and their families.*
5. *The educator creates a manageable system to maintain all program and legal records for children.*

6. *The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.*
7. *The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Partnerships		**X**	

10.2 Teacher candidates demonstrate their ability to interact in a professional and effective manner by conducting interviews of agency staff members, reflecting on interviews, development of a strategy paper, methods portfolio, sharing developmental screener information, the Professional Year Assessment, internship observations. Additional evidence was provided through mentor teacher interviews**.** The program provides evidence that teacher candidates demonstrate an adequate ability to interact in a professional and effective manner to support student's learning and well-being.

Areas for Improvement:

Recommended Action on Blended Early Childhood/Early Childhood Special Education:

__X__ Approved
_____ Approved Conditionally
_____ Not Approved

Rubrics for the Idaho Standards for Computer Science Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. *The teacher understands digital citizenship.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Learner Development		X	

1.1 Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

Performance

1. *The teacher promotes and models digital citizenship.*
2. *The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Learner Development	**X**		

1.2 Due to lack of completers, the program provides little or no evidence that teacher candidates create learning experiences that make the content taught meaningful to students.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. *The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Learning Differences		**X**	

2.1 Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

Performance

1. *The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.*
2. *The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Learning Differences	**X**		

2.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Learning Environments		X	

3.1 Syllabi, candidate lesson plans, and a faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Performance

1. *The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.*
2. *The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Learning Environments	X		

3.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. *The teacher understands data representation and abstraction.*
2. *The teacher understands how to effectively design, develop, and test algorithms.*
3. *The teacher understands the software development process.*
4. *The teacher understands digital devices, systems, and networks.*
5. *The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.*
6. *The teacher understands the role computer science plays and its impact in the modern world.*
7. *The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.*
8. *The teacher understands the many and varied career and education paths that exist in Computer Science.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Content Knowledge		X	

4.1 Syllabi, candidate lesson plans, and a faculty interview provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered.

Performance

1. *The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:*
   i. *Effectively uses primitive data types.*
   ii. *Demonstrates an understanding of static and dynamic data structures.*
   iii. *Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.*
   iv. *Effectively uses modeling and simulation to solve real-world problems*
2. *The teacher effectively designs, develops, and tests algorithms. The teacher:*
   i. *Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.*
   ii. *Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.*
   iii. *Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.*
   iv. *Effectively uses two or more development environments.*
   v. *Demonstrates knowledge of varied software development models and project management strategies.*
   vi. *Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation.*
3. *The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:*
   i. *Demonstrates an understanding of data representation at the machine level.*
   ii. *Demonstrates an understanding of machine level components and related issues of complexity.*
   iii. *Demonstrates an understanding of operating systems and networking in a structured computing system.*
   iv. *Demonstrates an understanding of the operation of computer networks and mobile computing devices.*
4. *The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:*
   i. *Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.*
   ii. *Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.*
   5. *The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Content Knowledge	X		

4.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. *The teacher understands the academic language and conventions of computer science and how to make them accessible to students.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		X	

5.1 Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic and global issues.

Performance

1. *The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.*
2. *The teacher develops student understanding of online safety and effectively communicating in online environments.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content	X		

5.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the creation and implementation of multiple forms of assessment using data.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Assessment		X	

6.1 Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate students.

Performance

1. The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.

Element	Unacceptable	Acceptable	Target
6.2 Performance Assessment	X		

6.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 Syllabi, candidate lesson plans, and faculty interview provide in-depth evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. *The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.*
2. *The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.*
3. *The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills	X		

7.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. *The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Instructional Strategies		X	

8.1 Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies.

Performance

1. *The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.*
2. *The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Instructional Strategies	X		

8.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. *The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Learning and Ethical Practice		X	

9.1 Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate ability to engage in ongoing professional learning and use evidence to continually evaluate his/her practice.

Performance

1. *The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.*
2. *The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.*
3. *The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Professional Learning and Ethical Practice	X		

9.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands the process and value of partnerships with industry and other organizations.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Leadership and Collaboration		**X**	

10.1 Syllabi, candidate lesson plans, and faculty interview provide in-depth evidence that teacher candidates understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being.

Performance

1. The teacher is active in the professional computer science and industrial community.

Element	Unacceptable	Acceptable	Target
10.2 Performance Leadership and Collaboration	**X**		

10.2 Due to the lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate understanding of leadership and collaboration.

<u>Areas for Improvement:</u>

Recommended Action on Computer Science:

______Approved
_X____Approved Conditionally
______Not Approved

Rubrics for the Idaho Standards for Elementary Education Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Elementary Teachers.

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.*
2. *The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.*
3. *The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.*
4. *The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space* ***S****ciences,* ***T****echnology,* ***E****ngineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.*
5. *The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.*
6. *The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.*

7. *The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.*
8. *The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.*
9. *The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.*
10. *The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.*
11. *The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

1.1 Artifacts Reviewed:

a. Course Syllabi (ED-LLC 330, 340, 345, 440; ED CIFS 203, 330, 333; MATH 157, 257; ART 321, MUSIC 372, KIN 355, Foundations 201, Ed Tech 202)
b. Lesson plan assignment descriptions (ED LLC340), Lesson Design Exemplars and Models (Lesson Design Seminar, ED LLC 345), Lesson Plan Templates, checklist assessment (Lesson Design Seminar), writing across the curriculum guidelines (ED LLC 345)
c. Candidate presentations and professor feedback (ED LLC 440, ED CIFS 333)
d. Course Quizzes/Tests (ED LLC 345, ED CIFS 331)
e. Candidate Reflections /Journals (ED LLC 345, ED CIFS 203)
f. Student Profile Assessment description, exemplar and rubric (ED LLC 340)
g. Student writing profile guidelines, exemplar and guidelines (ED LLC 345)
h. ICLC Competencies and Praxis II competencies
i. Course Activity Descriptions (ED CIFS 330)
j. Lesson Plans with feedback (ED LLC 330)
k. Disposition Assessment (Foundations 201)
l. Philosophy Paper by Candidate (Foundations 201)
m. Candidate, Mentor Teacher and Faculty Interviews
n. Site Visits
o. S-PAT

Conclusion/Rationale:

Reviewing the artifacts listed above demonstrates the Unit is effectively preparing elementary education candidates in understanding the importance of integrated curriculum and the relationship between inquiry and the development of thinking and reasoning. Inquiry based lessons seem to be common in science as indicated by the syllabi. Mathematical inquiry was confirmed through candidate interviews. The program is particularly strong in its literacy content preparation.

Performance

1. *The teacher models the appropriate and accurate use of language arts.*
2. *The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.*
3. *The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.*
4. *The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.*
5. *Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.*
6. *The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Evidence reviewed:

a. Application to Teacher Education Interview Rubric
b. Differentiation Fair posters and Presentation exemplars
c. PYA 3A and 4C scores
d. Field Placement Evaluations (ED LLC 340)
e. Integrated Lesson Sequence (ED LLC 440)
f. Lessons Plans (ED CIFS 331, 333; Music 372, KIN 355, ED LTCY 340)
g. Unit Plans (ED CIFS 330, 333, 345; ART 321,)
h. Student interview (ED CIFS 331)
i. Candidate Tech Portfolio (ED TECH 202)
j. Candidate Reflection on Lesson (KIN 355)
k. S-PAT Units (including video and reflection)
l. Formative Observations – Domains 2, 3
m. PYA Domains 1,3
n. Learning Environment Portfolio (ED CIFS 332)

Conclusion/Rationale:

Observing video tapes elementary teacher candidates teaching language arts lessons, analyzing teacher lesson plans, and interviewing university liaisons, mentor teachers and candidates provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect language arts content.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher understands that young children's and early adolescents' literacy and language development influence learning and instructional decisions.*
2. *The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

2.1 Evidence Reviewed:

a. Course Syllabi (ED LLX 340, 345; ED CIFS 203)
b. ICLC competency
c. Journals (ED CIFS 203)
d. Motivation Plan (ED CIFS 203)
e. Course Activities (ED CIFS 203)
f. Faculty, mentor teacher and Candidate interviews

Conclusion/Rationale:

Reviewing the artifacts listed above indicates the program is effectively preparing candidates in the knowledge of English language arts and the influence of literacy and language development on learning and instructional decisions. The program provides evidence that candidates understand the role of cognition, inquiry and exploration in learning.

Performance

1. *The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.*

Element	Unacceptable	Acceptable	Target
2.2 Performance: Provide Opportunities for Development		**X**	

2.2 Evidence Reviewed:

a. Lesson Plans (ED CIFS 333)
b. Unit Plans (ED CIFS 333)
c. Candidate and university liaisons

Conclusion/Rationale:

Analyzing teacher lesson plans, unit plans, and interviewing candidates, mentor teachers and university liaisons provide evidence that teacher candidates demonstrate adequate knowledge of how young children and early adolescents learn. The program provides evidence that candidates design instruction and provide opportunities for students to learn through inquiry and exploration.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. *The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.*
2. *The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs		X	

3.1 Evidenced Reviewed:

a. Barriers and Solutions (ED SPED 250)
b. Philosophy Papers (if we get samples)
c. S-PAT seminars 1 and 2
d. Course Syllabi (ED SPED 250, ED CIFS 332, ED LLC 340, ESP 250)
e. Candidate, mentor teacher and faculty interviews.

Conclusion/Rationale:

After reviewing the artifacts listed above, the Unit provides evidence that candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Candidate interviews clearly indicated that they process the needs of students and work to differentiate learning.

Performance

1. *The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.*
2. *The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.*

Element	Unacceptable	Acceptable	Target
3.2 Performance **Modifying Instruction for Individual Learning Needs**		X	

3.2 Evidence Reviewed:

a. Professional Year Logs
b. Student Profile Assignment Exemplars
c. ESP 250 Field Experience Portfolio?
d. Hierarchy of Interventions Exemplars (ED CIFS 332)
e. Learner Profile Exemplars (ED LLC 340)
f. Case Study Exemplars (ED CIFS 332)
g. S-PAT Analysis of Three Learners exemplar
h. Candidate and mentor teacher interviews

Conclusion/Rationale:

After reviewing the artifacts listed above, the Unit demonstrates that candidates work to modify instructional opportunities to support students with diverse needs. Early experiences work to build pieces and skills (Hierarchy, learner profile, etc.) necessary to differentiate learning and are evidenced through candidate interviews in practice.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands the importance of teaching and re-teaching classroom expectations.*
2. *The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge **Understanding of Classroom Motivation and Management Skills**		X	

5.1 Evidence Reviewed

a. Course Syllabus (ED CIFS 332)
b. LEP portfolio (Tab 2C: Routines and Procedures and Tabs 2D, 2B, 2A)
c. Interviews with administrators, mentor teachers, completers and candidates

Conclusion/Rationale:

After reviewing the evidence listed above, the program provides evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. In particular, candidates and completers confirm resources that enable them to adjust their approach in the classroom.

Performance

1. *The teacher consistently models and teaches classroom expectations.*
2. *The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.2 Evidence Reviewed:

a. Formative Observation Reports 2C and 2D
b. PYA results 2C, 2D
c. Interviews with candidates, mentor teachers, completers and faculty

Conclusion/Rationale:

After reviewing the evidence listed above, the program provides evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. In particular, candidates and completers confirm resources that enable them to adjust their approach in the classroom. Candidates and completers can share specific examples. Administrators confirm proficient practice in the classroom.

Areas for Improvement:

None noted. The Unit has provided detailed evidence that it purposefully prepares candidates, has thoughtfully aligned coursework and outcomes to the relevant standards and is now working on providing a consistent experience.

Recommended Action on the Elementary Education Program:

__X__ Approved
_____ Approved Conditionally
_____ Not Approved

Rubrics for the Idaho Standards for Engineering Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

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Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. *The teacher understands how to design developmentally appropriate engineering activities and assignments.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Learner Development		**X**	

1.1 Syllabi, candidate lesson plans, candidate instructional units, faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

Performance

1. *The teacher designs and implements developmentally appropriate engineering activities and assignments.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Learner Development		X	

1.2 Through analyzing teacher lesson plans, interviewing university liaisons, and Praxis II scores the program provides evidence that teacher candidates demonstrate an adequate knowledge of learning differences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. *The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.*
2. *The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Learning Differences		X	

2.1 Syllabi, required coursework, course assignments, **c**andidate lesson plans, and instructional units, provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

Performance

1. *The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.*
2. *The teacher provides appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Learning Differences		X	

2.2 Through analyzing teacher lesson plans, interviewing university liaisons, and Praxis II scores the program provides evidence that teacher candidates demonstrate an adequate ability to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).*
2. *The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.*
3. *The teacher knows the components of an effective classroom management plan.*
4. *The teacher understands how social groups function and influence individuals, and how individuals influence groups.*
5. *The teacher understands how participation, structure, and leadership promote democratic values in the classroom.*
6. *The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Learning Environments		X	

3.1 Course syllabi and assignments, faculty interviews, and instructional units provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Performance

1. *The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.*
2. *The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.*
3. *The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities, as well as clearly communicating curriculum goals and learning objectives.*
4. *The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.*
5. *The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.*
6. *The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.*
7. *The teacher engages students in individual and cooperative learning activities that helps the students develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).*
8. *The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Learning Environments		X	

3.2 Analyzing teacher lesson plans, interviewing university liaisons, and Praxis II scores provide evidence that teacher candidates create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. *The teacher understands the principles and concepts of engineering design.*
2. *The teacher understands the role of mathematics in engineering design and analysis.*
3. *The teacher understands the role of natural and physical sciences in engineering design and analysis.*
4. *The teacher understands the ethical issues and practices of the engineering profession.*
5. *The teacher understands the importance of team dynamics and project management in engineering projects.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Content Knowledge		X	

4.1 Praxis II exam scores, candidate assignments, lesson plans, instructional units, provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered.

Performance
1. *The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.*
2. *The teacher can demonstrate the effects engineering has on the society, the environment and the global community.*
3. *The teacher is able to work in a learning community/project team.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Content Knowledge	X		

4.2 Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. *The teacher understands the communication needs of diverse learners.*
2. *The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.*
3. *The teacher understands strategies for promoting student communication skills.*
4. *The teacher knows the symbols, terminology, and notations specific to engineering.*
5. *The teacher recognizes the importance of oral and written communication in the engineering discipline.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		X	

5.1 Praxis II exam scores, candidate assignments, lesson plans, instructional units, provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and demonstrate adequate application of content.

Performance

1. *The teacher is a thoughtful and responsive listener.*
2. *The teacher adjusts communication so that it is developmentally and individually appropriate.*
3. *The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.*
4. *The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.*
5. *The teacher demonstrates the ability to communicate effectively orally and in writing.*
6. *The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).*
7. *The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.*
8. *The teacher uses the symbols, terminology, and notations specific to engineering.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content	X		

5.2 Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. *The teacher understands the purposes of formative and summative assessment and evaluation.*
2. *The teacher knows how to use multiple strategies to assess individual student progress.*
3. *The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.*
4. *The teacher knows how to use assessments in designing and modifying instruction.*
5. *The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.*
6. *The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.*
7. *The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders.*
8. *The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Assessment		X	

6.1 Faculty interviews, completer interviews, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate students.

Performance

1. *The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.*
2. *The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.*
3. *The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.*
4. *The teacher monitors student assessment data and adjusts instruction accordingly.*
5. *The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Assessment		X	

6.2 Through analyzing teacher lesson plans, and interviewing university liaisons, and Praxis II scores the program provides evidence that teacher candidates demonstrate adequate ability to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. *The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.*
2. *The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.*
3. *The teacher knows when and how to adjust plans to maximize student learning.*
4. *The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 Candidate instructional units, lesson plans, and candidate interviews provide in-depth evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. *The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula.*
2. *The teacher designs curriculum to meet community and industry expectations.*
3. *The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.*
4. *The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.*
5. *The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.*

6. *The teacher develops and utilizes student assessments that align with curriculum goals and objectives.*
7. *The teacher modifies instructional plans based on student assessment and performance data.*
8. *The teacher integrates multiple perspectives into instructional planning, with attention to students' personal, family, and community experiences and cultural norms.*
9. *The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills	X		

7.2 Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. *The teacher understands how instructional strategies impact processes associated with various kinds of learning.*
2. *The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).*
3. *The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.*
4. *The teacher knows how to apply integrative STEM pedagogy.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Instructional Strategies		X	

8.1 Candidate instructional units, lesson plans, as well as interviews with and candidates, provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies.

Performance

1. *The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.*
2. *The teacher uses multiple teaching and learning strategies to engage students in learning.*
3. *The teacher uses a variety of instructional tools and resources.*

4. *The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.*
5. *The teacher uses practitioners from industry and the public sector as appropriate for the content area.*
6. *The teacher develops a scope and sequence of instruction related to the students' prior knowledge.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Instructional Strategies	X		

8.2 Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. *The teacher is knowledgeable about the different career opportunities for engineering.*
2. *The teacher knows the Code of Ethics for Idaho Professional Educators.*
3. *The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.*
4. *The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.*
5. *The teacher knows where to find and how to access professional resources on teaching and subject matter.*
6. *The teacher understands the need for professional activity and collaboration beyond the school.*
7. *The teacher knows about professional organizations within education and his/her discipline.*
8. *The teacher understands the dynamics of change and recognizes that the field of education is not static.*
9. *The teacher knows how to use educational technology to enhance productivity and professionalism.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Learning and Ethical Practice		X	

9.1 Syllabi, required coursework, faculty and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to engage in ongoing professional learning and use evidence to continually evaluate his/her practice.

Performance

1. *The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.*

2. *The teacher adheres to local, state, and federal laws.*
3. *The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).*
4. *The teacher uses self-reflection as a means of improving instruction.*
5. *The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.*
6. *The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.*
7. *The teacher engages in professional discourse about subject matter knowledge and pedagogy.*
8. *The teacher uses educational technology to enhance productivity and professionalism.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Professional Learning and Ethical Practice	X		

9.2 Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. *The teacher is aware of community issues and needs for design opportunities.*
2. *The teacher is aware of the importance of professional learning communities.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Leadership and Collaboration		X	

10.1 Engagement in Professional Learning Community activities, candidate interviews, and mentor teacher feedback provide in-depth evidence that teacher candidates understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being.

Performance

1. *The teacher is able to adapt lessons to address community needs using the engineering design process.*
2. *The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.*

3. *The teacher collaborates with other teachers across disciplines, as well as community partners.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Leadership and Collaboration	X		

10.2 Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate understanding of leadership and collaboration.

Areas for Improvement:
At this point in time, the Engineering IDoTeach/STEM program is doing a proper job of preparing candidates for service. The conditional approval is based solely on a lack of completers. In the future, with additional completer data the determination of full approval will be able to be considered.

Recommended Action on Engineering:
______Approved
__X___Approved Conditionally
______Not Approved

Rubrics for the Idaho Standards for English Language Arts Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.*
2. *The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.*
3. *The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.*
4. *The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).*
5. *The teacher understands how literature functions as artistic expression and as a reflection of human experience.*
6. *The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.*
7. *The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.*
8. *The teacher understands the social and historical implications of print and nonprint media.*
9. *The teacher understands the history of the English language.*
10. *The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.*
11. *The teacher understands reading as a developmental process.*
12. *The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.*

13. *The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.*
14. *The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.*
15. *The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Interviews with cooperating mentor teachers, Praxis II scores, GPAs, perusing candidate work samples, and reviewing syllabi and course catalog outlines provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

Performance
1. *The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.*
2. *The teacher integrates reading, writing, speaking, listening, viewing, and language study.*
3. *The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.*
4. *The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.*
5. *The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.*
6. *The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.*
7. *The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.*
8. *The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.*
9. *The teacher demonstrates the writing process as a recursive and developmental process.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviews with language arts teacher graduates and mentor teachers, and analyzing teacher lesson plans, provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher understands the processes, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		X	

2.1 Analyzing teacher lesson plans, and reviewing professor comments on candidate work provide evidence that teacher candidates demonstrate an adequate understanding of human development and learning. In addition, the teacher candidates are prepared to be sensitive to community standards in selection of teaching materials, which is an important consideration when a teacher is working in the field.

Performance

1. *The teacher identifies levels of development in reading, writing, listening, viewing, and speaking and plans for developmental stages and diverse ways of learning.*
2. *The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Interviewing language arts teacher graduates, analyzing teacher lesson plans, and reviewing university professors' comments on candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. *The teacher knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).*
2. *The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.*
3. *The teacher is familiar with a variety of strategies for promoting student growth in writing.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge **Understanding of Multiple Instructional Strategies**			X

4.1 Interviews with language arts teacher graduates, analyzing teacher lesson plans, reviewing course syllabi, professor comments on student work, and student work samples and provide evidence that teacher candidates demonstrate a superior understanding of multiple instructional strategies.

Performance

1. *The teacher effectively uses comprehension strategies.*
2. *The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.*
3. *The teacher monitors and adjusts strategies in response to individual literacy levels.*
4. *The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.*
5. *The teacher uses students' creations and responses as part of the instructional program.*
6. *The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).*
7. *The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.*
8. *The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.*

Element	Unacceptable	Acceptable	Target
4.2 Performance **Application of Multiple Instructional Strategies**		X	

4.2 Analysis of many teacher candidate lesson plans on multiple proficiency levels provides evidence that teacher candidates demonstrate an adequate ability to apply multiple instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. *The teacher knows methods of assessing students' written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge **Assessment of Student Learning**		**X**	

8.1 Analyzing teacher lesson plans, reviewing syllabi, and perusing candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Performance

1. *The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.*

Element	Unacceptable	Acceptable	Target
8.2 Performance **Using and Interpreting Program and Student Assessment Strategies**		**X**	

8.2 Performance: Analyzing teacher lesson plans and work samples provide evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance

1. *The teacher engages in reading and writing for professional growth and satisfaction.*
2. *The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.*

Element	Unacceptable	Acceptable	Target
9.2 Performance **Developing in the Art and Science of Teaching**		**X**	

9.2 Reviewing S-PAC and PYA examples shows a focus on reflection and professional development as a practitioner. Unit plan samples and student teaching logs also demonstrate teacher stimulation of student enthusiasm for literature, writing, and literacy. These artifacts and evidence provide evidence that teacher candidates demonstrate an ability to develop in the art and science of teaching.

Areas for Improvement:
Though the university program is very strong overall, the reviewer noticed a weakness in grammar teaching preparation. The syllabi of Eng 301 and 381 reference the teaching of grammar, but interviews with teacher graduates express a lack of knowledge in adequately understanding grammar in order to teach it to adolescent students. The syllabi state that most college students come to these classes quite proficient in grammar usage, so focused grammar instruction isn't instructed in the course work. However, students in secondary ed. classrooms usually do not have an inherently proficient level of grammar, so methods of teaching grammar to grades 6-12 students should be emphasized in undergraduate preparation, as required in Standard 1.3 Knowledge of Subject Matter. The Description of Evidence and Rationale given for Standard 1.3 suggest that this grammar instruction is done through the writing courses, but interviews with graduates who are teaching in the field express a lack of preparation in order to teach grammar to secondary level students.

Recommended Action on English Language Arts:
__X__ Approved
______ Approved Conditionally
______ Not Approved

Rubrics for the Idaho Standards for Mathematics Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for students.

Knowledge

1. *The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.*
2. *The teacher understands concepts of algebra.*
3. *The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.*
4. *The teacher understands basic concepts of number theory and number systems.*
5. *The teacher understands concepts of measurement.*
6. *The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.*
7. *The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).*
8. *The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.*
9. *The teacher understands the historical and cultural significance of mathematics and the changing way individuals learn, teach, and do mathematics.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Mathematics		X	

1.1 Interviews with mentor teachers, candidates, completers, and faculty, Praxis II scores, and review of candidate work samples and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of mathematics, as delineated in the Idaho Standards for Mathematics Teachers.

Performance

1. *The teacher incorporates the historical perspective and current development of mathematics in teaching students.*
2. *The teacher applies appropriate and correct mathematical concepts in creating learning experiences.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Mathematics Meaningful		X	

1.2 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.*
2. *The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		X	

2.1 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop, as delineated in the Idaho Standards for Mathematics Teachers*

Performance

1. *The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.*

2. *The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promote positive mathematical dispositions.*

Element	Unacceptable	Acceptable	Target
2.2 Performance **Provide Opportunities for Development**		X	

2.2 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.

Knowledge

1. *The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge **Understanding of Individual Learning Needs**		X	

3.1 Interviews with mentor teachers, candidates, completers, and faculty, in addition to review of candidate work samples and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of individual learning needs as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Performance

1. *The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.*

Element	Unacceptable	Acceptable	Target
3.2 Performance **Modifying Instruction for Individual Learning Needs**		X	

3.2 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to modify instruction for individual learning needs as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. *The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.*
2. *The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem solving approaches.*
3. *The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.*
4. *The teacher knows how to frame mathematical questions and conjectures.*
5. *The teacher knows how to make mathematical language meaningful to students.*
6. *The teacher understands inquiry-based learning in mathematics.*
7. *The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).*
8. *The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Mathematical Learning Strategies		X	

4.1 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples and course syllabi provide evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical instructional strategies as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

Performance

1. *The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.*
2. *The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem solving approaches.*
3. *The teacher uses and involves students in both formal proofs and intuitive, informal exploration.*
4. *The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.*
5. *The teacher uses and encourages the students to use a variety of representations to communicate mathematically.*

6. *The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.*
7. *The teacher uses and involves students in appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).*

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		X	

4.2 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge
1. *The teacher knows and uses appropriate mathematical vocabulary/terminology.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate adequate understanding of communication skills as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

Performance
1. *The teacher encourages students to use appropriate mathematical vocabulary/terminology.*
2. *The teacher fosters mathematical discourse.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills		X	

6.2 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to apply communication skills as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher knows how to assess students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge **Understanding of how to Assess Students' Mathematical Reasoning**		X	

8.1 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of how to assess students' mathematical reasoning.

Performance
1. The teacher assesses students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.2 Performance **Assessing Students' Mathematical Reasoning**		X	

8.2 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and the~~ir~~ applications~~s~~ of those ideas within mathematics, as well as to other disciplines.

Knowledge
1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematics.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge **Significant Mathematical Connections**		X	

11.1 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of significant mathematical connections.

Performance

1. *The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).*
2. *The teacher encourages students to identify connections between mathematical strands.*
3. *The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.*

Element	Unacceptable	Acceptable	Target
11.2 Performance **Application of Mathematical Connections**		X	

11.2 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to ability to apply mathematical connections

Areas for Improvement:

Recommended Action on Mathematics:

__X__Approved
______Approved Conditionally
______Not Approved

Rubrics for the Idaho Standards for Teacher Leaders

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. *The differences in knowledge acquisition and transfer for children and adults*
2. *Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development*
3. *Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution*
4. *Effective listening, oral communication, presentation skills, and expression in written communication*
5. *Research and exemplary practice on "organizational change and innovation"*
6. *The process of development of group goals and objectives*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge **Understanding Adults as Learners to Support Professional Learning Communities**		X	

1.1 Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of adults as learners, as delineated in the Idaho Standards for Teacher Leaders.

Performance: The teacher leader. . .

1. *Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning*
2. *Improves colleagues' acquisition and application of knowledge and skills*
3. *Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives*
4. *Uses effective communication skills and processes*
5. *Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process*
6. *Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice*

Element	Unacceptable	Acceptable	Target
1.2 Performance Understanding Adults as Learners to Support Professional Learning Communities		X	

1.2 Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences for adults, as delineated in the Idaho Standards for Teacher Leaders.

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. *Action research methodology*
2. *Analysis of research data and development of a data-driven action plan that reflects relevance and rigor*
3. *Implementation strategies for research-based change and for dissemination of findings for programmatic changes*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge **Accessing and Using Research to Improve Practice and Student Achievement**		X	

2.1 Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to access and use research to improve practice and student achievement, as delineated in the Idaho Standards for Teacher Leaders.

Performance: The teacher leader. . .

1. *Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes*
2. *Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability*
3. *Assists with application and supports dissemination of action research findings to improve educational outcomes*

Element	Unacceptable	Acceptable	Target
2.2 Performance **Accessing and Using Research to Improve Practice and Student Achievement**		X	

2.2 Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities to use research to improve educational outcomes, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. *The standards of high quality professional development and their relevance to improved learning*
2. *Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.*
3. *The role of 21st century skills and technologies in educational practice*
4. *The role of shifting cultural demographics in educational practice*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge **Promoting Professional Learning for Continuous Improvement**		X	

3.1 Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of the need for continuous improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

Performance: The teacher leader.

1. *Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education*
2. *Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals*
3. *Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate*
4. *Continually assesses the effectiveness of professional development activities and adjusts appropriately*

Element	Unacceptable	Acceptable	Target
3.2 Performance **Promoting Professional Learning for Continuous Improvement**		X	

3.2 Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate ability to promote professional learning for continuous improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. *Research-based curriculum, instruction, and assessment and their alignment with desired outcomes*
2. *The Framework for Teaching, effective observation and strategies for providing instructional feedback*
3. *Role and use of critical reflection in improving professional practice*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Facilitating Improvements in Instruction and Student Learning		X	

4.1 Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate adequate understanding of facilitating improvement in instruction and student learning, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

Performance: The teacher leader.

1. *Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices*
2. *Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment*
3. *Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment*
4. *Develops, leads and promotes a culture of self-reflection and reflective dialogue*

Element	Unacceptable	Acceptable	Target
4.2 Performance Facilitating Improvements in Instruction and Student Learning	X		

4.2 Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to facilitate improvements in instruction based upon the Framework for Teaching (S4, P1). Evidence did not support candidates' ability to recognize, analyze, and work toward improving the quality of colleagues' professional and instructional practices (S4,P1), as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. *Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes*

2. *Use of formative and summative data to inform the continuous improvement process*
3. *Analysis and interpretation of data from multiple sources*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge **Using Assessments and Data for School and District Improvement**	X		

5.1 Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate adequate understanding of using assessments and data for school and district improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders. No evidence was found to support standard 5 knowledge elements 1, 2, or 3.

Performance: The teacher leader. . .

1. *Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement*
2. *Models use of formative and summative data to inform the continuous improvement process*
3. *Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other*

Element	Unacceptable	Acceptable	Target
5.2 Performance **Using Assessments and Data for School and District Improvement**	X		

5.2 Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to use data and assessments for school and district improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders. Only minimal evidence was found that demonstrated a candidate's ability to use formative and summative data to inform the continuous improvement process.

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. *Child development and conditions in the home, culture and community and their influence on educational processes*

2. *Contextual considerations of the family, school, and community and their interaction with educational processes*
3. *Effective strategies for involvement of families and other stakeholders as part of a responsive culture*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Improving Outreach and Collaboration with Families and Community	X		

6.1 Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate adequate understanding of improving outreach and collaboration with families and community, as delineated by the indicators in the Idaho Standards for Teacher Leaders. No evidence was found to support standard 6 knowledge elements 1, 2, or 3.

Performance: The teacher leader. . .

1. *Develops colleagues' abilities to form effective relationships with families and other stakeholders*
2. *Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools*
3. *Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process*

Element	Unacceptable	Acceptable	Target
6.2 Performance Improving Outreach and Collaboration with Families and Community	X		

6.2 Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to improve outreach and collaboration with families and community, as delineated by the indicators in the Idaho Standards for Teacher Leaders. No evidence was found to support standard 6 performance elements 1, 2, or 3.

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. *Effective identification and interpretation of data, research findings, and exemplary practices*

2. *Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement*
3. *Local, state and national policy decisions and their influence on instruction*
4. *The process to impact policy and to advocate on behalf of students and the community*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Advocating for Student Learning and the Profession	X		

7.1 Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate adequate understanding of advocating for student learning and the profession, as delineated by the indicators in the Idaho Standards for Teacher Leaders. Evidence was not seen to support standard 7, knowledge elements 2, 3, and 4.

Performance: The teacher leader.

1. *Identifies and evaluates needs and opportunities*
2. *Generates ideas to effectively address solutions/needs*
3. *Analyzes feasibility of potential solutions and relevant policy context*
4. *Advocates effectively and responsibly to relevant audiences for realization of opportunities*

Element	Unacceptable	Acceptable	Target
7.2 Performance Advocating for Student Learning and the Profession	X		

7.2 **Performance:** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to advocate for student learning and the profession, as delineated by the indicators in the Idaho Standards for Teacher Leaders. Evidence was not seen to support standard 7, performance elements 3 and 4.

Areas for Improvement: Listed below are the areas which need to be improved to meet the Teacher Leader Standards.

- Standard 4
  - Knowledge 2
  - Performance 1
  - Performance 2
- Standard 5
  - Knowledge 1
  - Knowledge 2
  - Knowledge 3

- Performance 1
- Performance 3

Standard 6
- Knowledge 1
- Knowledge 2
- Knowledge 3
- Performance 1
- Performance 2
- Performance 3

Standard 7
- Knowledge 2
- Knowledge 3
- Knowledge 4
- Performance 3
- Performance 4

Recommended Action on Mathematics Consulting Teacher:

______Approved
______Approved Conditionally
__X___Not Approved

Idaho Standards for Music Teachers

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge: The teacher understands and knows how to teach:
1. *Singing, alone and with others, a varied repertoire of music.*
2. *Performing on instruments, alone and with others, a varied repertoire of music.*
3. *Improvising melodies, variations, and accompaniments.*
4. *Composing and arranging music within specified guidelines.*
5. *Reading and notating music.*
6. *Listening to, analyzing, and describing music.*
7. *Evaluating music and music performances.*
8. *Understanding relationships between music, the other arts, and disciplines outside the arts.*
9. *Understanding music in relation to history and culture.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 A review of Praxis II scores, multiple course syllabi, course assignments, candidate work samples, and video recordings provides evidence that teacher candidates demonstrate adequate knowledge of subject matter.

Performance: The teacher is able to demonstrate and teaches:
1. *Singing, alone and with others, a varied repertoire of music.*
2. *Performing on instruments, alone and with others, a varied repertoire of music.*
3. *Improvising melodies, variations, and accompaniments.*
4. *Composing and arranging music within specified guidelines.*

5. *Reading and notating music.*
6. *Listening to, analyzing, and describing music.*
7. *Evaluating music and music performances.*
8. *Understanding relationships between music, the other arts, and disciplines outside the arts.*
9. *Understanding music in relation to history and culture.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 A review of concert/recital program videos, arrangements and compositions, candidate work samples, student work samples, candidate reflections, teaching videos, lesson and unit plans, and interviews with candidates and faculty demonstrates that teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. *The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Understanding Subject Matter		X	

7.1 A review of the department lesson plan template, course syllabi, interviews with faculty and candidates provide evidence that teacher candidates demonstrate adequate knowledge of the subject matter.

Performance

1. *The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education*

Element	Unacceptable	Acceptable	Target
7.2 Performance Making Subject Matter Meaningful		X	

7.2 A review of S-PAT unit plans, videos of lessons, and interviews with faculty and candidates demonstrates that teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Areas for Improvement:

Regarding 1.2: Sufficient evidence was found for this standard, however, the following areas could use more evidence (e.g. lesson plans, teaching videos, student work samples, etc.) in the future:

4. *Composing and arranging music within specified guidelines.*
7. *Evaluating music and music performances.*
9. *Understanding music in relation to history and culture.*

Recommended Action on Music:

__**X**__ Approved
______ Approved Conditionally
______ Not Approved

Rubrics for the Idaho Standards for Online Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

1. *The online teacher understands the current standards for best practices in online teaching and learning.*
2. *The online teacher understands the role of online teaching in preparing students for the global community of the future.*
3. *The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.*
4. *The online teacher understands the relationship between online education and other subject areas and real life situations.*
5. *The online teacher understands the relationship between online teaching and advancing technologies.*
6. *The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.*
7. *The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Course syllabi, instructor feedback, candidate lesson plans, candidate produced syllabi and candidate self-evaluations provide evidence that teacher candidates demonstrate adequate knowledge of understanding subject matter.

Performance

1. *The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.*
2. *The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).*
3. *The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).*
4. *The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).*
5. *The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.*
6. *The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Candidate unit and lesson plans, candidate created assessment and task analysis provide evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. *The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).*
2. *The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).*
3. *The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.*
4. *The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e. Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Candidate produced Lesson Plans, Assessments, Reflections, Work Samples and Projects provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development.

Standard 3: Modifying Instruction for Individual Needs- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. *The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		X	

3.1 Syllabi, Instructor Feedback, Lesson and Unit plans created by Candidates, work samples and Projects provide evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

Performance

1. *The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.*
2. *The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).*
3. *The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		X	

3.2 Candidate Lesson Plans, Rubrics, Work Samples, and Projects provide evidence that teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

Standard 4: Multiple Instructional Strategies- The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. *The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).*

2. *The online teacher understands appropriate uses of learning and/or content management systems for student learning.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		**X**	

4.1 Course Syllabi, Candidate Lesson Plans, Instructor Feedback and Candidate created Projects and Assignments provide evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

Performance

1. *The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).*
2. *The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)*
3. *The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).*

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies		**X**	

4.2 Candidate created Evaluation Plans, Student Surveys, Candidate Course Design Plans, and Lesson Plans provide evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance

1. *The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).*
2. *The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).*
3. *The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).*

Element	Unacceptable	Acceptable	Target
5.2 Performance **Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.**		**X**	

5.2 Candidate produced lesson plans, candidate feedback to students, evaluation plans, and candidate produced syllabi provide evidence that teacher candidates demonstrate an adequate ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge **Understanding of a Variety of Communication Techniques**		**X**	

6.1 Course syllabi, candidate lesson plans, and instructor feedback provide evidence that teacher candidates demonstrate an adequate understanding of a variety of communication techniques.

Performance

1. *The online teacher is a thoughtful and responsive communicator.*
2. *The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).*
3. *The online teacher demonstrates the ability to communicate effectively using a variety of mediums.*
4. *The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).*

Element	Unacceptable	Acceptable	Target
6.2 Performance **Using a Variety of Communication Techniques**		**X**	

6.2 Candidate communication with parents, candidate feedback to students, candidate created lesson and communication plans, provide evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. *The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.*
2. *The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.*
3. *The online teacher designs and develops subject-specific online content.*
4. *The online teacher uses multiple forms of media to design course content.*
5. *The online teacher designs course content to facilitate interaction and discussion.*
6. *The online teacher designs course content that complies with intellectual property rights and fair use standards.*

Element	Unacceptable	Acceptable	Target
7.2 Performance **Instructional Planning Skills in Connection with Students' Needs and Community Contexts**		**X**	

7.2 Candidate created Lessons, Design Plans, and Assessments provide evidence that teacher candidates demonstrate an adequate ability to plan in connection with students' needs and community contexts.

Standard 8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. *The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.*
2. *The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies		X	

8.2 Candidate created Lessons, Design Plans, and Assessments provide evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Standard 9: Professional Commitment and Responsibility- The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. *The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).*
2. *The online teacher knows how educational standards and curriculum align with 21st century skills.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Candidate created Lessons, Design Plans, Assessments, Couse Syllabi, Instructor Feedback and Candidate Reflection provide evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

Performance

1. *The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).*
2. *The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.*
3. *The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.*

Element	Unacceptable	Acceptable	Target
9.2 Performance **Continuously Engages in Purposeful Mastery of the Art and Science of Teaching**		**X**	

9.2 Candidate Portfolios, Work Samples, and Candidate created projects provide evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Areas for Improvement:

Recommended Action on Online Teacher:

__**X**__ Approved
____ Approved Conditionally
____ Not Approved

Rubrics for the Idaho Standards for Physical Education Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.
2. The teacher understands the sequencing of motor skills (K-12).
3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles
4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.
6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).
7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of the Discipline		X	

1.1 Course syllabi, Praxis II scores, candidate lesson plans, instructor feedback, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

Performance

1. *The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.*
2. *The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).*
3. *The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).*
4. *The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Candidate lesson plans, case studies, observation of candidate teaching, and candidate interviews and instructor feedback provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. *The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.*
2. *The teacher promotes physical activities that contribute to good health.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Candidate interviews, lesson and unit plans, and observation of candidate teaching and instructor feedback provide evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

Standard 3: Modifying instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs and experiences.

Performance

1. *The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		X	

3.2 Candidate work samples, lesson plans, interviews and reflections provide evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.*
2. *The teacher knows strategies to help students become self-motivated in physical education.*
3. *The teacher understands that individual performance is affected by anxiety.*
4. *The teacher understands principles of effective management in indoor and outdoor movement settings.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills		X	

5.1 Course syllabi, Praxis II scores, candidate interviews and school administrator interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

Performance

1. *The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation).*
2. *The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.*
3. *The teacher utilizes principles of effective management in indoor and outdoor movement settings.*

Element	Unacceptable	Acceptable	Target
5.2 Performance **Creating, Managing, and Modifying for Safe and Positive Learning Environments**		**X**	

5.2 Candidate lesson and unit plans, observation of candidate teaching, and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. *The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.*
2. *The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge **Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals**			**X**

7.1 Course syllabi, Praxis II scores, lesson plans, teacher observation, candidate interviews, and candidate produced curriculum design (Curriculum Design portfolio covers the community history, demographics and is an in depth too to help guide instruction) (Candidate Interviews supported this knowledge and performance) provide evidence that teacher candidates demonstrate an in-depth understanding of strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

Performance

1. *The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts			**X**

7.2 Candidate teaching observation, candidate lesson plans, candidate reflection, candidate produced curriculum design portfolio, and interviews with candidates and school administrators (Curriculum Design portfolio covers the community history, demographics and is an in depth too to help guide instruction) (Candidate Interviews supported this knowledge and performance) provide evidence that teacher candidates demonstrate an in-depth ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. *The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning			**X**

8.1 Course syllabi, candidate interviews, Praxis II scores, candidate lesson plans, candidate and instructor assessment rubrics and observation of candidate teaching, provide evidence that teacher candidates demonstrate an in-depth understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional)(Candidates exhibit knowledge and performance of the 3 congruent with physical education activity, movement, and fitness goals.

Performance

1. *The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies			**X**

8.2 Candidate work samples, observation of candidate teaching, lesson and unit plans, assessment rubrics created by candidates, and candidate interviews (Numerous in-depth pieces of evidence throughout the program, and candidate interviews which anecdotally find that the candidate assesses more than the mentor teacher) and evidence that teacher candidates demonstrate an in-depth ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. *The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		**X**	

9.1 Praxis II Scores, Course Syllabi, Candidate Interviews, School Administrator Interviews, provide evidence that teacher candidates demonstrate an adequate understanding of how his/her personal physical fitness and activity levels may impact teaching and student motivation.

Standard 11: Safety – The teacher provides for a safe learning environment.

Knowledge

1. *The teacher understands the inherent dangers involved in physical education activities.*
2. *The teacher understands the need to consider safety when planning and providing instruction.*

3. *The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).*
4. *The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).*
5. *The teacher understands school policies regarding student injury and medical treatment.*
6. *The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.*
7. *The teacher understands the appropriate steps when responding to safety situations.*
8. *The teacher knows cardiopulmonary resuscitation (CPR) and first aid.*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Understanding of Student and Facility Safety		**X**	

11.1 Course syllabi, course assignments, Praxis II scores, and candidate and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required.

Performance

1. *The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.*
2. *The teacher informs students of the risks associated with physical education activities.*
3. *The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.*
4. *The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.*
5. *The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.*
6. *The teacher identifies safety situations and responds appropriately.*
7. *The teacher maintains CPR and first aid certification.*

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating a Safe Learning Environment		**X**	

11.2 Candidate lesson and unit plans, candidate observations and candidate and instructor interviews provide evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities.

Areas for Improvement:

Recommended Action on Physical Education:

__X__ Approved
_____ Approved Conditionally
_____ Not Approved

Rubrics for the Idaho Standards for Reading/Literacy Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher understands the relationships and roles of the components of a balanced literacy program, which encompasses:*
   a. *oral language development and its role in the emergence of writing and reading;*
   b. *phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes;*
   c. *language patterns, vocabulary, comprehension and critical thinking; and*
   d. *development of fluency (rate and accuracy).*
2. *The teacher knows the methods of literacy instruction congruent with a balanced literacy program.*
3. *The teacher understands that reading is a process of constructing meaning.*
4. *The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).*
5. *The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide-reading, direct vocabulary instruction, and systematic word analysis: etymology, morphology, orthography.*
6. *The teacher understands the relationships between reading, writing, speaking, listening, and viewing.*
7. *The teacher understands why it is important for developing literacy skills to read aloud to students.*
8. *The teacher is familiar with a wide range of children's literature encompassing all genres.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Interview with department chair, Praxis II scores, GPAs, syllabi review, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

Performance

1. *The teacher applies the components of pre-reading and reading instruction in authentic classroom settings in accordance with individual student performance.*
2. *The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, and analogy-based).*
3. *The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).*
4. *The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g., wide-reading, direct vocabulary instruction, systematic word analysis - etymology, morphology, orthography).*
5. *The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.*
6. *The teacher provides literacy lessons and opportunities congruent with best research practices.*
7. *The teacher reads aloud to children.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Analyzing teacher lesson plans, reviewing a plethora of work samples, and interviewing the university liaison provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher knows historical and current research as it relates to reading.*
2. *The teacher understands the significance of home language and culture on the development of literacy in the classroom.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

2.1 Reviewing many course syllabi, analyzing teacher lesson plans, and interviewing the university liaison provide evidence that teacher candidates demonstrate an excellent understanding of human development and learning.

Performance

1. *The teachers implements cognitively compatible strategies in developing reading instruction.*
2. *The teacher utilizes the home language and culture of students to foster the development of literacy in the classroom.*
3. *The teacher encourages learner reflection and teaches students to evaluate and be responsible for their own literacy learning.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Reviewing case studies, analyzing teacher lesson plans, and candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.

Knowledge

1. *The teacher understands research-based best practices in prevention identification, intervention, and remediation of reading difficulties.*
2. *The teacher understands methods for accelerating and scaffolding the students' development of reading strategies.*
3. *The teacher understands the impact of learning disabilities, giftedness, and language histories on literacy development.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Modifying Instruction for Individual Needs		X	

3.1 Reviewing course syllabi, class schedules, depth of research-based practices taught, and a university liaison interview provide evidence that teacher candidates demonstrate an adequate understanding of human development and learning.

Performance

1. *The teacher articulates and demonstrates knowledge of structured, sequential, multi-sensory reading instruction.*
2. *The teacher differentiates reading instruction and utilizes flexible grouping in response to student performance.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Modifying Instruction for Individual Needs			X

3.2 Reviewing many case study notes, capstone projects, classroom observations, and written papers provide outstanding evidence that teacher candidates demonstrate superior ability to provide opportunities for development in struggling readers.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. *The teacher understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Instructional Strategies			X

4.1 Perusal of multiple course syllabi, case studies, candidate work samples, lesson plans, and client reviews provide evidence that teacher candidates demonstrate superior understanding of multiple instructional strategies.

Performance

1. *The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Instructional Strategies		X	

4.2 Case studies, candidate work samples, and capstone reflections provide evidence that teacher candidates demonstrate an adequate ability to apply multiple instructional strategies.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands the power of literacy as it relates to academic success and life-long learning.*
2. *The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Multiple Instructional Strategies		X	

5.1 Reviewing multiple course syllabi, class schedules, course work, and interviewing a university liaison provide evidence that teacher candidates demonstrate an adequate understanding of multiple instructional strategies.

Performance

1. *The teacher advocates extensive reading for information and for pleasure.*
2. *The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Multiple Instructional Strategies		X	

5.2 Reviewing course work samples and analyzing teacher lesson plans provide evidence that teacher candidates demonstrate an adequate ability to apply multiple instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. *The teacher understands the use of assessment for different literacy purposes (e.g. monitoring reading development, assessing reading achievement and performance, enabling students to self-assess their reading strengths and needs, and diagnosing reading difficulties to adjust reading instruction).*
2. *The teacher understands how to use assessment for attitude and motivation as related to reading.*
3. *The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading (e.g. language proficiency, concepts of print, phonemic awareness, phonological awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency, and oral and silent reading comprehension).*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		**X**	

8.1 Reviewing multiple course syllabi, research articles, and candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Performance

1. *The teacher gathers and interprets data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history.*
2. *The teacher collects and utilizes data from multiple sources to inform instruction.*
3. *The teacher uses assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.*
4. *The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.*
5. *The teacher advocates that the needs of every student are accurately represented in assessment data.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies		**X**	

8.2 Reviewing case studies, client reviews, candidate work samples, and unit plans provide evidence that teacher candidates demonstrate an adequate ability to use and interpret multiple student assessment strategies to improve student ability in reading.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. *The teacher knows sources and programs that promote family literacy.*
2. *The teacher knows community-based programs that promote literacy development.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting in a Professional, Effective Manner		X	

10.1 Reviewing case studies and candidate work samples provide evidence that teacher candidates are aware of various community-based programs that promote literacy development and family literacy involvement.

Knowledge

1. *The teacher engages with colleagues, community, other professionals, and parents to improve the literacy-learning environment.*
2. *The teacher fosters parental support for family literacy activities.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting in a Professional, Effective Manner		X	

10.2 A review of case studies and teacher work samples provide evidence that teacher candidates demonstrate an adequate understanding of the necessity of forming partnerships to successfully build students' literacy development.

Areas for Improvement:

Recommended Action on Reading/Literacy:

__X__Approved
______Approved Conditionally
______Not Approved

Rubrics for the Idaho Foundation Standards for Science Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher knows the history and nature of science and scientific theories.*
2. *The teacher understands the science content with in the context of the Idaho Science Content Standards within their appropriate certification.*
3. *The teacher understands the concepts of form and function.*
4. *The teacher understands the interconnectedness among the science disciplines.*
5. *The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.*
6. *The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.*
7. *The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge **Subject Matter and Structure of Science**			X

1.1 Science content course syllabi (e.g. BIOL 191, 192, 301, 323, 343, 400, 415; BOT 305, 330; ZOOL 305, 401, 405; CHEM 111, 112, 211, 307, 308, 309, 310, 321, 322, 324, 401, 431, 495; GEOG 213; GEOS 100, 101, 200, 212, 300, 314, 425, 426; GEOPH 201; PHYS 211, 212, 309, 311, 325, 341, 381, 432, 499), *completers earn full content science degrees*, STEM-ED course syllabi (STEM-ED 102, 220, 310, 350, 410, 480), candidate lesson plans, candidate unit plans, candidate GPA (3.00+), Praxis II scores (all pass first try), consistent and systematic approach by program provide evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

Performance

1. *The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.*
2. *The teacher continually adjusts curriculum and activities to align them with new scientific data.*
3. *The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.*
4. *The teacher helps students build scientific knowledge and develop scientific habits of mind.*
5. *The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.*
6. *The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.*
7. *The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.*
8. *The teacher engages in scientific inquiry in science coursework.*

Element	Unacceptable	Acceptable	Target
1.2 Performance **Making Science Meaningful**			X

1.2 Candidate lesson plans (STEM-ED 102, 220, 310, 350), candidate project-based unit plans (STEM-ED 410), candidate S-PAT units (STEM-ED 480), completed evaluation forms for S-PAT unit plans, interviews with program faculty, interviews with mentor teachers, STEM-ED 220 historical perspective/research assignment provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. *The teacher knows how students construct scientific knowledge and develop scientific habits of mind.*
2. *The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning			X

2.1 Course syllabi (STEM-ED 210, 310, 410), interview with program faculty, inclusion of misconceptions on lesson plan templates (5E lesson plan template), sequence of methods/planning coursework (STEM-ED 101/102, 310, 410), examples of activities/projects requiring candidates to identify/respond to the conceptions/misconceptions that students are likely to bring into the classroom, consistent and systematic approach by program

Performance
1. *The teacher identifies students' conceptions and misconceptions about the natural world.*
2. *The teacher engages students in constructing deeper understandings of the natural world.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development			X

2.2 Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), S-PAT units (STEM-ED 480), S-PAT reflection pieces, interviews with program faculty, candidate research projects, candidate 5E format lesson plans (STEM-ED 101, 102), focus on formative assessments and formative assessment data provide evidence that teacher candidates demonstrate an ability to carry out activities that facilitate students' conceptual development in science.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. *The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.*
2. *The teacher understands how to implement scientific inquiry.*
3. *The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.*
4. *The teacher understands how to use research based best practices to engage students in learning science*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding Multiple Learning Strategies			X

4.1 Course syllabi (STEM-ED 102, 210, 310, 350, 410, 480), candidate STEM-ED 350 content-based inquiry work samples, candidate S-PAT unit plan work samples, interviews with program faculty, sequence of inquiry-based learning instruction in university coursework, consistent and systematic approach by program provide evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

Performance

1. *The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.*
2. *The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.*
3. *The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies			X

4.2 Candidate lesson plans (STEM-ED 102. 310, 480), candidate unit plans (STEM-ED 410), candidate S-PAT unit (STEM-ED 480) work sample, candidate STEM-ED 210 clinical interview work sample, candidate STEM-ED content-based inquiry work sample, interviews with program faculty, sequence of inquiry-based learning instruction, candidate lesson plans address ISTE standards, interviews with mentor teachers demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. *The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.*
2. *The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.*
3. *The teacher understands technical writing as a way to communicate science concepts and processes.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Course syllabi (STEM-ED 102, 310, 350, 480), candidate STEM-ED 350 content-based inquiry work samples, candidate STEM-ED 102 lesson plans, interviews with program faculty, technology requirements on lesson/unit plan templates, technology grant writing workshop with school district staff provide evidence that candidates possess adequate communication skills.

Performance

1. *The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.*
2. *The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.*
3. *The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.*
4. *The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Thinking and Communication Skills		X	

6.2 Candidate STEM-ED 102 & 310 lesson plans, Candidate STEM-ED 350 content-based inquiry work samples, candidate STEM-ED 480 S-PAT unit plan work samples provide evidence that teacher candidates demonstrate an adequate ability to engage students in the practical application of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. *The teacher understands the importance of keeping current on research related to how students learn science.*
2. *The teacher understands the importance of keeping current on scientific research findings.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Course syllabi (STEM-ED 210, 220, 350); Professional Leadership, Collaboration and Communication Log; candidate S-PAT units and student learning outcomes; S-PAT video teaching reflections; interviews with program faculty program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Performance

1. *The teacher incorporates current research related to student learning of science into science curriculum and instruction.*
2. *The teacher incorporates current scientific research findings into science curriculum and instruction.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		X	

9.2 STEM-ED 310 video analysis project; STEM-ED 480 unit plan (genetics); candidate S-PAT student learning outcomes; S-PAT video teaching reflections; STEM-ED 350 & 410 assignments demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Knowledge

1. *The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.*

2. *The teacher is aware of available resources and standard protocol for proper disposal of waste materials.*
3. *The teacher knows how to properly care for, inventory, and maintain materials and equipment.*
4. *The teacher is aware of legal responsibilities associated with safety.*
5. *The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.*
6. *The teacher knows how to procure and use Material Safety Data Sheets (MSDS).*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating a Safe Learning Environment		X	

11.1 Course syllabi (STEM-ED 350, 480), candidate lesson plans (STEM-ED 310), candidate unit plans (STEM-ED 410), S-PAT units (STEM-ED 480), STEM-ED 350 safety training assessment, and a STEM-ED 480 teacher interview provide evidence that teacher candidates demonstrate an adequate knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of Material Safety Data Sheets (MSDS).

Performance

1. *The teacher develops instruction that uses appropriate materials and ensures a safe environment.*
2. *The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.*
3. *The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.*
4. *The teacher models safety at all times.*
5. *The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.*
6. *The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.*
7. *The teacher evaluates lab and field activities for safety.*
8. *The teacher evaluates a facility for compliance to safety regulations.*
9. *The teacher uses safety procedures and documents safety instruction.*
10. *The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.*
11. *The teacher implements laboratory, field, and demonstration safety techniques.*

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating a Safe Learning Environment		X	

11.2 Candidate lesson plans (STEM-ED 310) work samples, candidate unit plans (STEM-ED 410) work samples, candidate S-PAT unit (STEM-ED 480) work samples provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.

Knowledge

1. *The teacher knows a broad range of laboratory and field techniques.*
2. *The teacher knows strategies to develop students' laboratory and field skills.*

Element	Unacceptable	Acceptable	Target
12.1 Knowledge **Understanding of Laboratory and Field Experiences**			X

12.1 Course syllabi in individual science content areas (extensive lab work), course syllabi (STEM-ED 102, 310, 410, 480) in methods courses, candidate STEM-ED 310 lesson plan work samples, candidate STEM-ED 410 project-based unit plan work samples, candidate STEM-ED 480 S-PAT unit plan work samples, interviews with program faculty provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

Performance

1. *The teacher engages students in a variety of laboratory and field techniques.*
2. *The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.*

Element	Unacceptable	Acceptable	Target
12.2 Performance **Effective Use of Laboratory and Field Experiences**			X

12.2 Candidate STEM-ED 310 lesson plan work samples, candidate STEM-ED 410 project-based unit plan work samples, candidate STEM-ED 480 S-PAT unit plan work samples, consistent emphasis on candidates using hands-on approaches in planning & teaching

Biology

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.*
2. *The teacher knows the currently accepted taxonomy systems used to classify living things.*
3. *The teacher understands scientifically accepted theories of how living systems evolve through time.*
4. *The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.*
5. *The teacher knows biochemical processes that are involved in life functions.*
6. *The teacher knows that living systems interact with their environment and are interdependent with other systems.*
7. *The teacher understands that systems in living organisms maintain conditions necessary for life to continue.*
8. *The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.*
9. *The teacher understands how matter and energy flow through living and non-living systems.*
10. *The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Biology			X

1.1 Course syllabi (BIOL 191, 192, 301, 323, 343, 400, 415; BOT 305, 330; ZOOL 305, 401, 405), program advising sheet/course sequence, candidate lesson plans, candidate unit plans, candidate GPA (3.00+), Praxis II scores, provide evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge.

Performance

1. *The teacher prepares lessons that help students understand the flow of matter and energy through living systems.*
2. *The teacher assists students in gaining an understanding of the ways living things are interdependent.*
3. *The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.*
4. *The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.*
5. *The teacher helps students understand how genetic "information" is translated into living tissue and chemical compounds necessary for life.*
6. *The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.*

7. *The teacher helps students understand the ways living organisms are adapted to their environments.*
8. *The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.*
9. *The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.*
10. *The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.*
11. *The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).*
12. *The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Biology Meaningful			X

1.2 Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), candidate S-PAT units (STEM-ED 480), completed evaluation/scoring rubrics for S-PAT units, interviews with mentor teachers provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals; and the use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

Areas for Improvement:

Recommended Action on Biology:
__X__ Approved
____ Approved Conditionally
____ Not Approved

Chemistry

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.*
2. *The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.*
3. *The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.*
4. *The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.*
5. *The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.*
6. *The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).*
7. *The teacher can identify and quantify changes in energy and structure.*
8. *The teacher understands the historical development of atomic and molecular theory.*
9. *The teacher knows basic chemical synthesis to create new molecules from prec? Molecules*
10. *The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.*
11. *The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.*
12. *The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.*
13. *The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).*
14. *The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.*
15. *The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.*
16. *The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Chemistry			X

1.1 Course syllabi (CHEM 111, 112, 211, 307, 308, 309, 310, 321, 322, 324, 401, 431, 495), CHEM 112 exams, CHEM 323 lab assignment samples, candidate lesson & unit plans, candidate GPA (3.00+), Praxis II scores, completed evaluation/scoring rubrics for S-PAT units provide evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

Performance

1. *The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.*
2. *The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).*
3. *The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.*
4. *The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.*
5. *The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.*
6. *The teacher helps the student understand the composition of neutral and ionic atoms and molecules.*
7. *The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.*
8. *The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.*
9. *The teacher helps the student begin to categorize and identify a variety of chemical reaction types.*
10. *The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.*
11. *The teacher helps the student understand and apply modern atomic, electronic and bonding theories.*
12. *The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.*
13. *The teacher helps the student understand the quantitative behavior of gases.*
14. *The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.*
15. *The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.*
16. *The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.*
17. *The teacher helps the student understand and predict the properties and reactions of acids and bases.*
18. *The teacher helps the student understand chemical equilibrium in solutions.*
19. *The teacher helps the student understand and use chemical kinetics.*
20. *The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.*
21. *The teacher helps the student learn the basic organizing principles of organic chemistry.*
22. *The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.*
23. *The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.*
24. *The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.*
25. *The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.*
26. *The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.*
27. *The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Chemistry Meaningful			X

1.2 Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), candidate lesson plans (STEM-ED 102), candidate S-PAT unit plan (STEM-ED 480) provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Areas for Improvement:

Recommended Action on Chemistry:
__X__ Approved
_____ Approved Conditionally
_____ Not Approved

Earth and Space Science

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher knows how local events can potentially impact local, regional, and global conditions.*
2. *The teacher understands the rock cycle and the classification systems for rocks and minerals.*
3. *The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.*
4. *The teacher understands the sun, moon and earth system and the resulting phenomena.*
5. *The teacher knows earth history as interpreted using scientific evidence.*
6. *The teacher understands the composition of the earth and its atmosphere.*
7. *The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).*
8. *The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.*
9. *The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.*
10. *The teacher understands the flow of energy and matter through earth and astronomic systems.*
11. *The teacher knows the concepts of weather and climate.*
12. *The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge **Subject Matter and Structure of Earth and Space Science**			X

1.1 Course syllabi (GEOG 213; GEOS 100, 101, 200, 212, 300, 314, 425, 426; GEOPH 201; PHYS 104, 105), candidate lesson & unit plans, candidate GPA (3.00+), completed evaluations of S-PAT lesson/unit plans provide evidence that teacher candidates demonstrate an adequate understanding of earth and space science content.

Performance

1. *The teacher helps students understand the flow of energy and matter through earth and space systems.*
2. *The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.*
3. *The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.*
4. *The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.*

5. *The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.*
6. *The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.*
7. *The teacher helps students understand how accepted scientific theories about prehistoric life are developed.*
8. *The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.*
9. *The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.*

Element	Unacceptable	Acceptable	Target
1.2 Performance **Making Earth and Space Science Meaningful**			X

1.2 Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), work samples, candidate S-PAT unit (STEM-ED 480) work samples provide evidence that teacher candidates demonstrate adequate ability to create learning experiences that make the central concepts of earth and space science, tools of inquiry, structure of physics knowledge, and the processes of earth and space science meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

Areas for Improvement:

Recommended Action on Earth and Space Science:
__X__ Approved
_____ Approved Conditionally
_____ Not Approved

Physics

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.*
2. *The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.*
3. *The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.*
4. *The teacher understands contemporary physics events, research, and applications.*
5. *The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.*
6. *The teacher knows the historical development of models used to explain physical phenomena.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge **Subject Matter and Structure of Physics**			X

1.1 Couse syllabi (PHYS 211, 212, 309, 311, 325, 341, 381, 432, 499; STEM-ED 220), candidate lesson & unit plans, candidate GPA (3.00+), provide evidence that teacher candidates demonstrate an adequate understanding of physics content.

Performance

1. *The teacher engages students in developing and applying conceptual models to describe the natural world.*
2. *The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.*
3. *The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.*
4. *The teacher engages student in the examination and consideration of the models used to explain the physical world.*

Element	Unacceptable	Acceptable	Target
1.2 Performance **Making Physics Meaningful**			X

1.2 Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), S-PAT units (STEM-ED 480), completed evaluation/feedback forms from S-PAT unit plans provide evidence that teacher candidates demonstrate adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

Areas for Improvement:

Recommended Action on Physics:
__X__ Approved
_____ Approved Conditionally
_____ Not Approved

Rubrics for the Idaho Foundation Standards for School Administrators

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

All School Administrators, including Principals, Special Education Directors, and Superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the “acceptable” level or above.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare administrators who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., School Administrator, School District Superintendent, and Special Education Director).

Consistent with CAEP accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for School Administrators (and Idaho Standards for specific preparation areas, e.g., School District Superintendent, Special Education Director).

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of each students and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge

1. *The administrator understands that each student can learn and that varied and data-informed learning goals are an important part of the process.*
2. *The administrator understands the principles of developing and implementing strategic plans.*
3. *The administrator understands systems theory and its application to educational settings.*
4. *The administrator knows effective individual and group communication skills.*
5. *The administrator knows group leadership and decision-making skills.*
6. *The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership			X

1.1 Based on the review of the course syllabi, candidates' portfolios, assigned readings, candidates' reflection assignments, interviews with instructors and scheduled retreats, clear evidence was presented that candidates had a clear and in-depth knowledge and understanding of visionary and strategic leadership.

Performance

1. *The administrator facilitates processes and engages in activities that create a shared vision and mission with all stakeholders.*
2. *The administrator uses effective individual and group communication skills.*
3. *The administrator engages others to ensure that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.*
4. *The administrator acknowledges the contributions of the school community to the realizations of the vision and mission.*
5. *The administrator seeks and allocates resources to support the strategic plan.*
6. *The administrator models professional growth, and supports the professional growth of the community of learners.*
7. *The administrator makes decisions through the application of systems theory.*
8. *The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.*
9. *The administrator demonstrates and encourages strategies to facilitate the improved learning of each student.*
10. *The administrator ensures that each student is educated in an appropriate and the least restrictive learning environment.*
11. *The administrator practices team building, coaching, mediation, negotiation, and consensus building.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership			X

1.2 Candidates were required to develop a strategic plan (Ed-CIFS 692, Page 3). Analysis of the candidate's portfolio, candidates' response and participation to problem based learning projects (PBL's), and instructor directed activities (change game) provided evidence that candidates have the in-depth ability to perform visionary and strategic leadership.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. *The administrator understands how to enhance school culture and instructional programs through research, best practice, and curriculum design.*
2. *The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.*

3. *The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.*
4. *The administrator understands student growth and development.*
5. *The administrator understands the effective use of assessment and evaluation.*
6. *The administrator understands adult learning and professional development.*
7. *The administrator understands the change process for systems, organizations, and individuals.*
8. *The administrator knows how to effectively use instructional supervision, evaluation, and due process.*
9. *The administrator understands community diversity and its influence on education.*
10. *The administrator understands the essential role of technology in education.*
11. *The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding of Instructional Leadership			X

2.1 Based on the candidates' reflection papers, instructor's syllabi, assigned readings, the candidates' participation in problem based learning projects and the review of the candidates' portfolios, evidence was presented to establish that candidates had an in-depth knowledge concerning student academic achievement and instructional supervision.

Performance

1. *The school administrator oversees the development, implementation, evaluation, and refinement of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.*
2. *The administrator promotes a culture of high expectations and life-long learning for self, students, and staff.*
3. *The administrator promotes a school environment in which the responsibilities and contributions of students, parents/guardians, and staff members are valued.*
4. *The administrator promotes effective and innovative research-based instructional strategies.*
5. *The administrator researches a variety of information sources to make decisions that organize and align the school for success.*
6. *The administrator reduces barriers through proactive identification, clarification, and resolution of problems.*
7. *The administrator uses data to monitor student achievement.*
8. *The administrator supervises, evaluates, and assists teachers.*
9. *The administrator creates a learning environment that recognizes diversity.*
10. *The administrator uses and promotes technology to advance student learning, accommodate student needs, professional development, and overall school success.*
11. *The administrator participates in professional organizations.*
12. *The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.*

Element	Unacceptable	Acceptable	Target
2.2 Performance **Application of Instructional Leadership**			X

2.2 Based on the candidates' signature assignments, examination of candidates' portfolios and review of their internship experience in which formal staff evaluations were conducted, evidence was clearly established that the candidates have the ability to sustain a successful instructional program that meets the needs of students and staff.

Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.

Knowledge

1. *The administrator understands organizational theories.*
2. *The administrator understands operational policies and procedures.*
3. *The administrator knows school safety and security principles and issues.*
4. *The administrator understands human resources management.*
5. *The administrator knows sound fiscal operations principles and issues.*
6. *The administrator knows school facilities and use of space principles and issues.*
7. *The administrator understands legal issues impacting personnel, management, and operations.*
8. *The administrator understands current technologies that effectively support management functions.*
9. *The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge **Understanding of Management and Organizational Leadership**			X

3.1 Interviews with instructors, candidates' reflection papers, major assignment papers, candidate responses to problem based projects, assigned readings and the instructor's syllabi provided evidence that candidates have the in-depth knowledge to manage a safe and effective learning and working environment for students and faculty.

Performance

1. *The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.*
2. *The administrator designs and manages operational and organizational procedures to maximize opportunities for successful learning.*

3. *The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive educational outcomes.*
4. *The administrator uses knowledge of collective bargaining and other contractual agreements.*
5. *The administrator implements and monitors high-quality standards related to management performances.*
6. *The administrator manages the operations school facilities, equipment, and support services to provide an environment conducive to learning.*
7. *The administrator involves stakeholders in shared decision-making.*
8. *The administrator recognizes potential problems and opportunities and acts on them in a timely manner.*
9. *The administrator uses effective communication skills.*
10. *The administrator aligns all resources, using appropriate technology available to maximize attainment of school and organizational goals.*
11. *The administrator implements records management that meets confidentiality and documentation requirements.*
12. *The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to accomplish goals of the school and district.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Application of Management and Organizational Leadership			X

3.2 Review of the candidates' portfolios and internship experiences provided evidence that the candidates had successfully performed several tasks that maintained a safe and organized building environment for students and staff.

Standard 4: Family and Community Partnerships—A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

1. *The administrator understands emerging issues and trends impacting families, school, and community.*
2. *The administrator knows resources available in the community.*
3. *The administrator understands public relations, successful partnerships, and marketing strategies.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Family and Community Partnerships			X

4.1 Candidate reflection papers of their internship experiences and their portfolio logs, completion of major assigned papers, involvement with problem based learning projects, assigned readings and course syllabi are all supporting evidence of candidates having an in-depth knowledge of how to foster community resources and collaborate with families.

Performance

1. *The administrator develops relationships with community leaders through visibility and involvement within the larger community.*
2. *The administrator uses relevant information about family and community concerns, expectations, and needs.*
3. *The administrator facilitates opportunities between the school and community to share resources.*
4. *The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.*
5. *The administrator integrates community and youth/family services with school programs.*
6. *The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.*
7. *The administrator develops and maintains a comprehensive network of community and media connections.*
8. *The administrator models and supports the use of collaborative skills.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Family and Community Partnerships			X

4.2 Candidate portfolios that were shared were exemplary in working with families and communities. Specific performances included helping families of diversity understand the common core report card and working in the community with single mothers and children from broken homes.

Standard 5: Professional and Ethical Leadership—the school administrator is a professional who demonstrates personal and professional values, ethics, and integrity.

Knowledge

1. *The administrator understands the purposes of education.*
2. *The administrator understands the roles of leadership.*
3. *The administrator understands ethical frameworks and perspectives.*
4. *The administrator understands the diverse values of a community.*
5. *The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge **Understanding of Professional and Ethical Leadership**			X

5.1 Candidate responses to problem based learning projects (PBLs), which focused upon ethical behavior, candidate reflective papers, course syllabi, assigned reading ("The Fred Factor" (Sanborn, 2004), "Learning from Lincoln: Leadership practices for school success" and interviews provided evidence of the candidates in-depth knowledge of professional ethical behavior.

Performance

1. *The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.*
2. *The administrator demonstrates responsibility for the learning of each student.*
3. *The administrator demonstrates sensitivity regarding the impact of administrative practices on others.*
4. *The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.*
5. *The administrator adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.*
6. *The administrator requires ethical, professional behavior in others.*
7. *The administrator interacts with all individuals with consistency, fairness, dignity, and respect.*
8. *The administrator implements appropriate policies and facilitates procedures to protect individual rights.*

Element	Unacceptable	Acceptable	Target
5.2 Performance **Application of Professional and Ethical Leadership**		X	

5.2 Reviewing candidates' portfolios (clinical experience), Critical Inquiry Research Projects, internship log sheets, and completers and instructor interviews, provided evidence that candidates demonstrate adequate ability to apply professional and ethical values to promote the success of each student.

Standard 6: Governance and Legal Leadership—A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

Knowledge

1. *The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.*
2. *The administrator knows principles of representative governance that underpin the system of American education.*

3. *The administrator understands the political, social, cultural, and economic systems and processes that support and impact education.*
4. *The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.*
5. *The administrator understands global issues affecting teaching and learning.*
6. *The administrator understands the dynamics of policy development and advocacy under a democratic political system.*
7. *The administrator understands the importance of diversity and equity in a democratic society.*
8. *The administrator knows the law as related to education.*
9. *The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of Governance and Legal Leadership			X

6.1 After reviewing course syllabi, instructor lesson plans, candidate responses to problem based learning projects, assigned readings, candidate reflection papers, Critical Learning Projects and guest lectures (Dr. Dave Lachiondo) on school law, the evidence reflected the candidates in-depth knowledge of the political, legal, economic and social context to promote the success of all students.

Performance

1. *The administrator facilitates and engages in activities to shape public policy in order to enhance education.*
2. *The administrator facilitates communication with the school community concerning trends, issues, and potential forces affecting education.*
3. *The administrator engages representatives of diverse community groups in ongoing dialogue.*
4. *The administrator develops lines of communication with decision-makers outside of the school community.*
5. *The administrator facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.*
6. *The administrator adheres to the law and district policies.*
7. *The administrator implements appropriate policies and facilitates to protect student rights and improve student opportunities for success.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Governance and Legal Leadership		X	

6.2 Analyzing candidates' portfolios, internship performances (master contract with the district), clinical experience reflection papers, candidates' responses to problem based learning projects and interview with instructors and completers, evidence was established that candidates demonstrated an ability to respond to and influence the larger political, social, economic, legal and cultural context to promote the success of each student.

Areas for Improvement:

Boise State University is to be recognized for providing an in-depth, integrated and rigorous school leadership program for potential building administrators.

The use of cohort groups, retreats, class structured modules, featured speakers, knowledgeable practicing administrators/mentors, clinical internship experiences, assigned readings, problem solving learning projects, critical inquiry research projects and candidate portfolios provide the substance and evidence for this commendation.

The following are suggested areas for improvement:

- Align all course syllabus and candidate portfolio organization to the current Idaho Foundation Standards for School Administrators.
- Even though all training modules/classes are face-to-face instruction, more technology needs to be implemented and imbedded into the leadership program.
- A strategy needs to be developed so the leadership program continues to be in contact with completers. This is necessary to collect data on how successful the candidates are in the field after graduation and what adjustments need to be made to the program to insure their continued success.
- Consistency for the success of the program is critical. Turnovers in practicing administrators/mentors and instructional staff need to be held to a minimum. All syllabi, assigned readings, problem based learning projects and requirements for candidate portfolios need to be reviewed annually and kept up to date.
- Organization of the candidate's portfolio needs to be reviewed and clarified. In some cases the candidate placed their performance entry into a standard that did not meet that specific criteria. For example one candidate placed preforming staff evaluations and other instructional activities into the standard for building management and organization and placed conducting student discipline into instructional leadership. This creates the question of the candidate's depth of comprehension and understanding of the language in a specific standard. It is also suggested that the candidates reduce the length of their entry artifacts when constructing their portfolio. For example, placing an entire master contract into the portfolio or several pages of a company's technology product, when a less voluminous version would suffice. The candidate should be encouraged to write more text in describing and explaining their performance entries that were generated from their internship experience. The internship and portfolio are critical components of any leadership program because they imbed all of the standards required by the state of Idaho.

Recommended Action on School Administrator:

__X__ Approved
_____ Approved Conditionally
_____ Not Approved

Rubric for the Idaho Standards for School Superintendents

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1. *The superintendent understands the dynamics of systemic change within school districts.*
2. *The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.*
3. *The superintendent knows the breadth of P-12 curriculum and instructional programs.*
4. *The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.*
5. *The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.*
6. *The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.*
7. *The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.*
8. *The superintendent understands the organizational complexity of school districts.*
9. *The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.*
10. *The superintendent knows the importance of districtwide policy development and effective implementation.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership	.		X

1.1 An interview with an instructor, review of the course syllabi, field trips to different school districts and legislature, incorporating problem based learning projects, requiring critical inquiry research projects, a gap analysis of instructional leadership theory, featured speakers (Dr. Wiley Dobbs), assigned readings and major class projects (example: contrast and compare two different school districts strategic plan) gave conclusive evidence that the candidates have an in-depth comprehension and understanding of the dynamics of system change, creating new educational cultures, maximizing system effectiveness, managing curriculum and instruction programs, budgetary procedures, governance relations with the school board, effective collective bargaining and policy development and implementation.

Performance

1. *The superintendent promotes districtwide innovation and change through the application of a systems approach.*

2. *The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.*
3. *The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.*
4. *The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.*
5. *The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.*
6. *The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.*
7. *The superintendent advises the board of trustees on legal, ethical, and current educational issues.*
8. *The superintendent works effectively within the organizational complexity of school districts.*
9. *The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership		X	

1.2 Analyzing candidates clinical experience, reviewing intern reflection sheets, reading candidates' responses to class assignments, candidates involvement with problem based learning projects, and an interview with the instructor provided evidence that school superintendent candidates demonstrate an adequate ability to promote district wide innovation and change through the application of a systems approach, accept responsibility and promote strategies for continuous reassessment and improved performance for each student, school and the district. Based on the documented evidence these candidates had an adequate ability to prepare a district budget, maintain school facilities, supervise personnel services and instructional programs, engage in activities that promote an effective governance structure, develop partnerships in and outside the state, create a fair and equitable system of opportunity for all employees, advise the board of trustees on all issues pertaining to education and work within the organizational complexity of a school district involving policy development and implementation.

<u>Areas for Improvement:</u>
Boise State University's education specialist program for superintendent certification mirrors the university's education building leadership program at the master's level.

It has five class modules that is blended with face to face instruction and technology and has integrated course subjects such as school finance, school law, policies and politics, theory change, systems management, negotiations, etc. into it's curriculum.

Instructional strategies that drive this program are established cohort groups with a maximum of fifteen candidates, educational retreats, featured speakers, clinical internships, candidate portfolios, assigned readings, problem solving learning projects, critical inquiry research projects and candidate reflection papers. The success of this program is exemplified by the fact the second cohort group is already full at 15 candidates.

The following are suggested areas for improvement:

- Align all course syllabus and candidate portfolio organization to the recently adopted Idaho Standards for School Superintendents.
- Increase the number of internship hours from 250 to a number that would justify a target rating for performance in rubric 1.2.
- All syllabi, assigned readings, problem based learning projects and requirements for candidate portfolios need to prepare the candidates for employment in rural school districts as well as urban.
- A strategy needs to be developed so the leadership program continues to be in contact with completers.

Recommended Action on Superintendent:

______ Approved
___X__ Approved Conditionally
______ Not Approved

Note: This rating was changed from approved to approve conditionally because according to state policy a program cannot receive an approved rating until they have graduated candidates. Boise State University is in the second year of their first cohort class for the Superintendent program.

Rubrics for the Idaho Foundation Standards for Social Studies Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).*
2. *The teacher understands the ways various governments and societies have changed over time.*
3. *The teacher understands ways in which independent and interdependent systems of trade and production develop.*
4. *The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.*
5. *The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.*
6. *The teacher understands geography affects relationships between people, and environments over time.*
7. *The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Interviews with Completers, Praxis II scores, checking student files, course syllabi, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of Social Studies disciplines (i.e., history, economics, geography, and political science).

Performance

1. *The teacher demonstrates chronological historical thinking*
2. *The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.*
3. *The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.*
4. *The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.*
5. *The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Teacher lesson plans, interviewing university liaisons, and Liaison and Mentor teacher summative evaluations provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect Social Studies content.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher understands the influences that contribute to intellectual, social, and personal development.*
2. *The teacher understands the impact of student environment on student learning,*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		X	

2.1 Interviews with completers, Praxis II scores, checking student files and transcripts, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of teaching and learning fundamentals and an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.

Performance

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2. Interviews with completers, analyzing teacher lesson plans, and interviewing university liaison provide evidence that teacher candidates demonstrate an adequate ability to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences.

Economics

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, supply and demand credit/debt, market incentives, interest rate, and imports/exports).*
2. *The teacher understands the functions of money.*
3. *The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).*
4. *The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, stock markets, banking institutions, and labor unions).*
5. *The teacher understands how economic institutions shaped history and influence current economic practices.*
6. *The teacher understands the principles of sound personal finance and entrepreneurship.*
7. *The teacher understands fiscal and monetary policy.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Interviews with completers and professors, Praxis II scores, checking student files, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of basic economic concepts and models; the influences on economic systems; different types of economic institutions and how they differ from one another; and the principles of sound personal finance.

Performance

1. *The teacher demonstrates comprehension and analysis of economic principles and concepts.*
2. *The teacher engages students in the application of economic concepts in their roles as consumers, producers, and workers.*
3. *The teacher uses graphs, models, and equations to illustrate economic concepts.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Completer interviews, professor interviews, analyzing teacher lesson plans, Liaison and Mentor teacher summative evaluations, and interviewing university liaisons provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately teach economics content.

Areas for Improvement:

Recommended Action on Economics:

__X__ Approved
____ Approved Conditionally
____ Not Approved

Government and Civics

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher understands the relationships between civic life, politics, and government.*
2. *The teacher understands the foundations of government and constitutional and principles of the United States political system.*
3. *The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.*
4. *The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).*
5. *The teacher understands the role of public policy in shaping the United States political system.*
6. *The teacher understands the civic responsibilities and rights of all individuals in the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).*
7. *The teacher understands the characteristics of effective leadership.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Interviews with completers and professors, Praxis II scores, checking candidate files, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of government and civics, political systems, structures of the United States Government, foreign policy, and global perspectives.

Performance

1. *The teacher promotes student engagement in civic life, politics, and government.*
2. *The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.*
3. *The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.*
4. *The teacher integrates global perspectives into the study of civics and government.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	.

1.2 Completer interviews, professor interviews, analyzing teacher lesson plans, Liaison and Mentor teacher summative evaluations, and interviewing university liaisons provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately teach Government and Civics.

Areas for Improvement:

Recommended Action on Government and Civics:

__X__ Approved
_____ Approved Conditionally
_____ Not Approved

History

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).*
2. *The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.*
3. *The teacher understands how international relations impacted the development of the United States.*
4. *The teacher understands how significant compromises and conflicts defined and continue to define the United States.*
5. *The teacher understands the political, social, cultural, and economic development of the United States.*
6. *The teacher understands the political, social, cultural, and economic development of the peoples of the world.*
7. *The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.*
8. *The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Interviews with completers and professors, Praxis II scores, checking candidate files, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of world and United States History, and the impacts of political, social, religious, gender, and cultural themes.

Performance

1. *The teacher makes connections between political, social, cultural, and economic themes and concepts.*
2. *The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.*
3. *The teacher facilitates student inquiry on how international relationships impact the United States.*
4. *The teacher relates the role of conflicts to continuity and change across time.*
5. *The teacher demonstrates an ability to research, analyze, and interpret history.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Completer interviews, professor interviews, analyzing teacher lesson plans, Liaison and Mentor teacher summative evaluations, and interviewing university liaisons provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately teach History. Additionally, candidates demonstrate an ability to make connections and provide opportunity for inquiry.

Areas for Improvement:

Recommended Action on History:

__X__ Approved
______ Approved Conditionally
______ Not Approved

Rubrics for the Idaho Standards for Special Education Generalists

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

In addition to the standards listed here, special education teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Special Education Generalist Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.*
2. *The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.*
3. *The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of the Discipline			X

1.1 Perusing course syllabi, candidate work samples, and interviews with candidates, completers and mentor teachers provide evidence that candidates demonstrate an in-depth understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.

Performance
1. The teacher demonstrates the application of theories and research-based educational models in special education practice.
2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans provided evidence that teacher candidates demonstrate an adequate ability to apply the theories and educational models of special education practice.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		X	

2.1 Interviews with mentor teachers, student teachers, and program completers, as well as reviews of course syllabi and candidate work samples provide evidence that teacher candidates strongly demonstrate adequate understanding of how the learning patterns of students with disabilities may differ from the norm.

Performance
1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/

manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to apply the research-supported instructional strategies and practices to provide effective instructions in academic and nonacademic areas for students with disabilities.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. *The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.*
2. *The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).*
3. *The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs			X

3.1 Course syllabi and candidate work samples, as well as interviews with mentor teachers, student teachers, and program completers provided evidence that teacher candidates demonstrate an in-depth understanding of educational implications of exceptional conditions and strategies for accommodating and adapting curriculum and instruction for students with disabilities.

Performance

1. *The teacher individualizes instruction to support student learning and behavior in various settings.*
2. *The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.*

3. *The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		X	

3.2 Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to individualize instruction and provide support for student learning.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. *The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)*
2. *The teacher understands the developmental nature of social skills.*
3. *The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.*
4. *The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of multiple learning strategies		X	

4.1 Interviews with mentor teachers, student teachers, and program completers, as well as reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate understanding of how to design and implement instructional programs to support academic and social development of students with disabilities.

Performance

1. *The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.*
2. *The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.*
3. *The teacher advocates for and models the use of appropriate social skills.*

4. *The teacher provides social skills instruction that enhances student success.*
5. *The teacher creates an accessible learning environment through the use of assistive technology.*
6. *The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.*

Element	Unacceptable	Acceptable	Target
4.2 Performance **Application of multiple learning strategies**		X	

4.2 Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provide evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support academic and social development of students with disabilities. In particular, the candidate who was interviewed enthusiastically listed multiple academic support approaches and social development techniques he planned to use with students during the day. He also spoke of learning to interact with parents.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.*
2. *The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).*
3. *The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).*
4. *The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.*
5. *The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge **Understanding of Classroom Motivation and Management Skills**		X	

5.1 Interviews with mentor teachers and a student teacher, as well as reviews of course syllabi and candidate work samples evidence is provided that teacher candidates demonstrate adequate knowledge of theories of behavior concerning students with disabilities.

Performance

1. *The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.*
2. *The teacher coordinates the implementation of behavior plans with all members of the educational team.*
3. *The teacher creates an environment that encourages self-advocacy and increased independence.*
4. *The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.*
5. *The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.*

Element	Unacceptable	Acceptable	Target
5.2 Performance **Creating, Managing, and Modifying for Safe and Positive Learning Environments**		X	

5.2 Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. *The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.*
2. *The teacher knows strategies and techniques that facilitate communication for students with disabilities.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge **Communication Skills**		X	

6.1 Interviews with mentor teachers and a student teacher, reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate knowledge of a variety of verbal and non-verbal communication techniques that expand the communication skills of students with disabilities.

Performance

1. *The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.*
2. *The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Thinking and Communication Skills		X	

6.2 Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a cooperating teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to use a variety of verbal communication techniques that expand the communication skills of students with disabilities.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.
2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.
3. The teacher understands the general education curriculum and state standards developed for student achievement.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	

7.1 Interviews with mentor teachers and a student teacher, reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate knowledge of curricular and instructional practices used in the development of skills for students with disabilities.

Performance

1. *The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.*
2. *The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.*
3. *The teacher evaluates and links the student's skill development to the general education curriculum.*
4. *The teacher develops and uses procedures for monitoring student progress toward individual learning goals.*
5. *The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.*
6. *The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.*
7. *The teacher develops opportunities for career exploration and skill development in community-based settings.*
8. *The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.*
9. *The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.2 Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that candidates demonstrate an adequate ability to design and implement individualized instructional programs for students with disabilities.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. *The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.*
2. *The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.*
3. *The teacher understands how to assist colleagues in designing adapted assessments.*
4. *The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.*

5. *The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.*
6. *The teacher knows the appropriate accommodations and adaptations for state and district assessments.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Interviews with mentor teachers and a student teacher, as well as reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate understanding of instruments and procedures that comply with legal and ethical concerns regarding the assessment of students with disabilities.

Performance

1. *The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.*
2. *The teacher collaborates with families and professionals involved in the assessment of students with disabilities.*
3. *The teacher gathers background information regarding academic, medical, and social history.*
4. *The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.*
5. *The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.*
6. *The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies		X	

8.2 Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to facilitate and/or conduct assessments that comply with legal and ethical concerns regarding students with disabilities.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Generalist Rubrics).

Performance

1. *The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and science of Teaching		X	

9.2 Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to practice within the Council for Exceptional Children Code of Ethics and other standards and policies of the professions.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. *The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.*
2. *The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.*
3. *The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.*
4. *The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.*
5. *The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.*
6. *The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.*
7. *The teacher knows how to train or access training for paraprofessionals.*
8. *The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge **Understanding the Roles of Students, Colleagues, Parents/Guardians, and Community in Partnerships**		X	

10.1 Interviews with mentor teachers and a student teacher, reviews of course syllabi and candidate work samples provided evidence that teacher candidates demonstrate adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Performance

1. *The teacher facilitates communication between the educational team, students, their families, and other caregivers.*
2. *The teacher trains or accesses training for paraprofessionals.*
3. *The teacher collaborates with team members to develop effective student schedules.*
4. *The teacher communicates the benefits, strengths, and constraints of special education services.*
5. *The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.*
6. *The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).*
7. *The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.*
8. *The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.*
9. *The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.*

Element	Unacceptable	Acceptable	Target
10.2 Performance **Interacting with Students, Interacting in with Colleagues, Parents/Guardians, and Community in Partnerships**		X	

10.2 Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to interact and collaborate with students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Areas for Improvement:

1. Perhaps a more implicit lesson/focus on the Council for Exceptional Children Code of Ethics would be in order to tie together the pieces and parts taught throughout the program.
2. Working with paraprofessionals is an area that could use more development.

Recommended Action on Special Education Generalist:

__X__ Approved
_____ Approved Conditionally
_____ Not Approved

Rubrics for the Idaho Foundation Standards for Visual and Performing Arts Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher understands the history and foundation of arts education.*
2. *The teacher understands the processes and content of the arts discipline being taught.*
3. *The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.*
4. *The teacher understands how to interpret, critique, and assess the arts discipline being taught.*
5. *The teacher understands the cultural and historical contexts surrounding works of art.*
6. *The teacher understands that the arts communicate, challenge, and influence cultural and societal values.*
7. *The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).*
8. *The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 A review of multiple course syllabi in Music, Art and Theatre, Praxis II scores, completer interviews, professor interviews, mentor teacher interviews and GPA analysis show that the program provides evidence that teacher candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a particular area of the visual and performing arts.

Performance

1. *The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.*
2. *The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.*
3. *The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.*
4. *The teacher helps students identify relationships between the arts and a comprehensive curriculum.*
5. *The teacher provides instruction to make a broad range of art genres and relevant to students.*
6. *The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.*
7. *The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 A review of lesson plans, unit plans, photographs of candidates in action, formative observations, syllabi, and I-PLPs shows that the program provides evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and participate in the traditional, popular, folk and contemporary arts as relevant to the students' interests and experiences and an ability to instruct students in interpreting and judging their own artworks, as well as the works of others.

7.1 Knowledge of Instructional Planning Skills – Teacher plans and prepares instruction based on knowledge of subject matter, students, the community and curriculum goals.

Knowledge

1. *The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.*
2. *The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		**X**	

7.1 The education core and arts education curricula provide numerous opportunities for candidates to plan and prepare instruction based on knowledge of subject matter. Evidence reviewed in S-PAT information, multiple syllabi for Art, Theatre and Music and I-PLP also indicates that candidates understand that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative in nature.

Performance

1. *The teacher incorporates state standards for the arts discipline in his or her instructional planning.*
2. *The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning		**X**	

7.2 A review of Music, Art and Theatre candidate lesson plans, Professional Year Long Plans within the Professional Year Assessment (PYA), and interviews with candidates and completers indicate that candidates are able to refer to the appropriate standards, as well as demonstrate sequential instruction, knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. *The teacher understands assessment strategies specific to the creative process.*
2. *The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.*
3. *The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, and performance/presentation).*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		**X**	

8.1 A review of candidate created quizzes, candidate created thematic unit, Lesson plans, completer interviews and class syllabi provide ample opportunities for arts education candidates to understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Performance

1. *The teacher assesses students' learning and creative processes as well as finished products.*
2. *The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.*
3. *The teacher provides a variety of arts assessments to evaluate student performance.*

Element	Unacceptable	Acceptable	Target
8.2 Performance **Using and Interpreting Program and Student Assessment Strategies**		X	

8.2 A review of Music, Art and Theatre lesson plans, PYPs, completer interviews, photos of teaching in action, candidate created quizzes, note fact sheets and power point presentations show adequate evidence that candidates demonstrate the ability to assesses students' learning and creative processes as well as finished products, provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts, and provides a variety of arts assessments to evaluate student performance.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. *The teacher understands the importance of continued professional growth in his or her discipline.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge **Professional Commitment and Responsibility as Reflective Practitioners**			**X**

9.1 A review of S-PAT analysis of candidates and candidate self-reflections, professor comments on observations, completer and professor interviews, multiple class syllabi in Art, Music and Theatre, and unit plans on community involvement provides evidence that teacher candidates demonstrate a broad, in-depth knowledge of professional commitment and responsibility as a reflective practitioner.

Performance

1. *The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).*

Element	Unacceptable	Acceptable	Target
9.2 Performance **Developing in the Art and Science of Teaching**			**X**

9.2 A review of multiple syllabi in Art, Music and Theatre, completer and professor interviews, candidate lesson plan samples of unit plans, information provided from candidates and completers about professional association memberships and evidence of candidate created videos and handouts of presentations at professional conferences shows that the program provides evidence that the teacher candidates contribute to his or her discipline (e.g., exhibits, performances, publications, and presentations) with a broad, in-depth ability to develop in the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. *The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.*
2. *The teacher understands the unique relationships between the arts and their audiences.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge **Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships**		X	

10.1 A review of candidate created lesson plan units, completer interviews, and professor interviews show that the program provides evidence that teacher candidates have an adequate knowledge of how to promote the arts for the enhancement of the school and the community.

Performance

1. *The teacher promotes the arts for the enhancement of the school and the community.*
2. *The teacher selects and creates art exhibits and performances that are appropriate for different audiences.*

Element	Unacceptable	Acceptable	Target
10.2 Performance **Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships**		X	

10.2 A review of candidate lessons in theatre units and art units, completer interviews and professor interviews show that the program provides evidence that teacher candidates demonstrate adequate knowledge of how to promote the arts for the enhancement of the school and the community.

Standard 11: Learning Environments - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. *The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.*
2. *The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge **Creating and Managing a Safe, Productive Learning Environment**		X	

11.1 A review of completer interviews information on Theatre tech class and stage management class, candidate created quizzes, and safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate an adequate knowledge of creating and managing a safe, productive learning environment.

Performance

1. *The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.*
2. *The teacher manages the simultaneous activities that take place daily in the arts classroom.*
3. *The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.*

Element	Unacceptable	Acceptable	Target
11.2 Performance **Creating and Managing a Safe, Productive Learning Environment**		**X**	

11.2 A review of completer interviews, information on Theatre technology class and stage management class, candidate created quizzes, a tools safety check off assignment, safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate an adequate ability to create and manage a safe, productive learning environment.

Drama

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher knows the history of theater as a form of entertainment and as a societal influence.*
2. *The teacher knows the basic theories and processes of play writing.*
3. *The teacher understands the history and process of acting and its various styles.*
4. *The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).*
5. *The teacher understands the theory and process of directing theater.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter			**X**

1.1 A review of lesson plans, videos, project rubrics, advising checklists, midterm exams, and multiple syllabi in Theater demonstrates that the candidates demonstrate an in-depth knowledge of the history of theater as a form of entertainment and as a societal influence, the basic theories and processes of play writing, the history and process of acting and its various styles, the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound), and the theory and process of directing theater.

Performance

1. *The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright's intent.*
2. *The teacher supports individual interpretation of character, design, and other elements inherent to theater.*
3. *The teacher demonstrates proficiency in all aspects of technical theatre.*
4. *The teacher is able to direct shows for public performance.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful			**X**

1.2 A review of lesson plans in pantomime, improve, stage craft, playwriting and voice, candidate generated presentations, video regarding prop usages, completer and professor interviews and candidate generated substitute lessons plans provides evidence that teacher candidates demonstrate an in-depth ability to incorporates various styles of acting techniques to communicate character and to honor the playwright's intent, support individual interpretation of character, design, and other elements inherent to theater, direct shows for public performance, and demonstrates proficiency in all aspects of technical theatre.

Standards 11: Learning Environment- The teacher creates and manages a safe, productive learning environment.

Knowledge
1. *The teacher understands how to safely operate and maintain the theatre facility.*
2. *The teacher understands how to safely operate and maintain technical theatre equipment.*
3. *The teacher understands OSHA and State Safety standards specific to the discipline.*
4. *The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creates and Manages a Safe, Productive Learning Environment		X	

11.1 A review of completer interviews information on Theatre tech class and stage management class, candidate created quizzes, and safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate adequate knowledge of creating and managing a safe, productive learning environment

Performance
1. *The teacher can safely operate and maintain the theatre facility.*
2. *The teacher can safely operate and maintain technical theatre equipment.*
3. *The teacher employs OSHA and State Safety standards specific to the discipline.*
4. *The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creates and Manages a Safe, Productive Learning Environment		X	

11.1 A review of Completer interviews information on Theatre tech class and stage management class, Candidate created quizzes, a tools safety check off assignment, safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate an adequate ability to create and manage a safe, productive learning environment.

Areas for Improvement:

Recommended Action on Drama:
_X___ Approved
_____ Approved Conditionally
_____ Not Approved

Visual Arts

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for student.

Knowledge

1. *The teacher understands a variety of media, styles, and techniques in multiple art forms.*
2. *The teacher has knowledge of individual artists' styles and understands the historical movements and cultural contexts of those works.*
3. *The teacher understands the elements and principles of art and how they relate to quality in works of art.*
4. *The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.*
5. *The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist's statement.*
6. *The teacher understands the value of visual art as an expression of our culture and possible career choices.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 A review of multiple course syllabi in Art, Praxis II scores, GPA data and S-PAT information shows the program provides evidence that the teacher candidates demonstrate an adequate understanding of formal, and expressive aesthetic qualities of the visual arts; a variety of media, styles, and techniques in multiple art forms; and the historical and contemporary meanings of visual culture.

Performance

1. *The teacher applies a variety of media, styles, and techniques in multiple art forms.*
2. *The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work*
3. *The teacher applies the elements and principles of art and how they relate to quality in works of art.*
4. *The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum*
5. *The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.*
6. *The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.*
7. *The teacher makes reasoned and insightful selections of works of art to support teaching goals.*
8. *The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.*
9. *The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 A review of multiple Art lesson plans dealing with assessment, vocab instruction and a variety of art forms, S-PAT information, and syllabi shows the program provides evidence that the teacher candidates apply adequate knowledge of formal and expressive aesthetic qualities to communicate ideas and instructs students in the historical and contemporary meanings of visual culture.

Areas for Improvement:

Recommended Action on Visual Arts:
_X__ Approved
____ Approved Conditionally
____ Not Approved

Rubrics for the Idaho Standards for World Languages Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. *The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.*
2. *The teacher knows the target culture(s) in which the language is used.*
3. *The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.*
4. *The teacher knows the history, arts, and literature of the target culture(s).*
5. *The teacher knows the current social, political, and economic realities of the countries related to the target language.*
6. *The teacher understands how the U.S. culture perceives the target language and culture(s).*
7. *The teacher understands how the U.S. is perceived by the target language culture(s).*
8. *The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Syllabi review (multiple syllabi from foreign language courses in French, Spanish, and German) and an ACTFL Presentation show the program provides evidence that teacher candidates demonstrate adequate understanding of state and national foreign language standards, language skills, and target cultures.

Performance

1. *The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.*
2. *The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.*
3. *The teacher promotes the value and benefits of world language learning to students, educators, and the community.*
4. *The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.*
5. *The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.*
6. *The teacher systematically incorporates culture into instruction.*
7. *The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.*
8. *The teacher encourages students to understand that culture and language are intrinsically tied.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful			X

1.1 Audio evidence, classroom observation, along with both completer and employer interviews provides evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a language and cultural learning experience in the target language.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.*
2. *The teacher understands that cultural knowledge is essential for the development of second language acquisition.*
3. *The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.*
4. *The teacher knows the methodologies and theories specific to second language acquisition.*

5. *The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		X	

2.1 Syllabi, course content, and interviews show the program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills. Knowledge evidence could be strengthened with more documentation.

Performance

1. *The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.*
2. *The teacher integrates cultural knowledge into language instruction.*
3. *The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.*
4. *The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.*
5. *The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Video evidence, a candidate ePortfolio, and interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long- range, and continuous experiences in the target language.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. *The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.*
2. *The teacher understands that students' diverse learning styles affect the process of second-language acquisition.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs		X	

3.1 Document review (syllabi for two courses and course calendars) shows the program provides evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others. Knowledge evidence could be strengthened with more documentation.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.
2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		X	

3.1 Portfolios, video, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. *The teacher understands that world languages methodologies continues to change in response to emerging research.*

2. *The teacher understands instructional practices that balances content-focused and form-focused learning.*
3. *The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge **Understanding of multiple learning strategies**		X	language instruction.

4.1 Syllabi review, course calendars, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate adequate understanding of how to use and adapt authentic materials for foreign language instruction. Knowledge evidence could be strengthened with more documentation**.**

Performance
1. The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.
3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Element	Unacceptable	Acceptable	Target
4.2 Performance **Application of multiple learning strategies**		X	

4.2 Video, portfolio, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction. Knowledge evidence could be strengthened with more documentation.

Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.

Knowledge
1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.
2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Classroom Motivation and Management Skills		X	

5.1 Syllabi, video samples, and PYA documentation show the program provides evidence that teacher candidates demonstrate adequate understanding of classroom motivation and management skills. Knowledge evidence could be strengthened with more documentation**.**

Performance
1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

Element	Unacceptable	Acceptable	Target
5.2 Performance Classroom Motivation and Management Skills		X	

5.2 Video, PYA documentation, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge
1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Course syllabus content, course calendar, and observations of completers show the program provides evidence that teacher candidates demonstrate an adequate understanding of communication skills. Knowledge evidence could be strengthened with more documentation.

Performance
1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Element	Unacceptable	Acceptable	Target
6.2 Performance Communication Skills		X	

6.2 Videos, clinical year performance documentation, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
1. *The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.*
2. *The teacher knows how to design lesson plans, based on ACTFL Standards, research-based practices and a variety of proficiency guidelines, that enhance student understanding of the target language and culture.*
3. *The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge **Instructional Planning Skills**		X	

7.1 Course syllabi, course content, and lesson plan guidelines documentation show the program provides evidence that teacher candidates demonstrate an adequate understanding of how to incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

Performance

1. *The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.*
2. *The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.*
3. *The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.*

Element	Unacceptable	Acceptable	Target
7.2 Performance **Instructional Planning**			

7.2 Portfolio, professional year performance documentation, and completer/employer interviews show the program provides evidence that teacher candidates incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. *The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.*
2. *The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.*
3. *The teacher understands the importance of assessing the content and the form of communication.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Course syllabi, teacher candidates' ePortfolio, and PYA show the program provides evidence that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.

Performance

1. *The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.*
2. *The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.*
3. *The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.*
4. *The teacher appropriately assesses for both the content and form of communication.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and interpreting program and student assessment strategies		X	

8.2 Portfolios, PYA documentation, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning strategies.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.
2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.
4. The teacher understands the effects of second language study on first language.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge **Interacting with Colleagues, Parents, and Community in Partnerships**		X	

10.1 Interviews with employers, syllabi review, and lesson content show the program provides evidence that teacher candidates demonstrate an adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.

Performance
1. *The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.*
2. *The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.*
3. *The teacher encourages students to participate in community experiences related to the target culture.*
4. *The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.*

Element	Unacceptable	Acceptable	Target
10.2 Performance **Utilization of community resources.**		X	

10.2 Candidate PYA, candidate work reflections, and candidate ePortfolios show the program provides evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.

Areas for Improvement:

It is evident that the FORLNG 410 course "Approaches to Foreign Language Education" is well designed, implemented, and is received well by candidates, but appears to carry the load of responsibility for all methods and content specific to teaching a foreign language.

Recommended Action on World Languages:

X Approved
___ Approved Conditionally
___ Not Approved

Interview Participants

Boise State Faculty/Administrators

Keith Allred
Sarah Anderson
Kelly Arispe
Leslie Atkins
Young Baek
Ken Bell
Lisa Beymer
John Bieter
Jonathan Brendefur
Meredith Bronson
Kathleen Budge
Michele Carney
Deb Carter
Wanchen Chang
Maggie Chase
Yu-hui Ching
Brad Coats
Clay Cox
Kelly Cross
Sherry Dismuke
Diana Doumas
Diana Esbensen
Timothy Fahlen
Lori Pierce French
Karen Finch
Wayne Fischer
David Gabbard

Patricia Hampshire
Sara Hagenah
Chris Haskell
Serena Hicks
Michael Humphrey
Adam Johnson
Brent Jons
Lori Conlon Kahn
Phil Kelly
Kathleen Keys
Dick Kinney
Richard Klautsch
Carolyn Loffer
Patrick Lowenthal
Susan Martin
Greg Martinez
Dan Massimino
Shannon McCormick
Kris Messler
Margaret Mulhern
Rich Osguthorpe
Claudia Peralta
Elisa Pharris
Juli Pool
Marv Quinton
Russ Redmon
Kerry Rice

Tony Roark
Bruce Robbins
Arturo Rodriguez
Olga Salinas
Martin Schimpf
Carl Seibert
Marcel Serpe
Carrie Semmelroth
Jane Shimon
Barb Smith
Jan Smith
Chareen Snelson
Jennifer Snow
Roger Stewart
Keith Thiede
Tatia Tortorica
Jesus Trespalacios
Lee Ann Tysseling
Diana Walsh
Julianne Wenner
Matt Wigglesworth
Karen Viskupic
Dazhi Yang
Jyh-haw Yeh
A.J. Zenkert

Program Completers

Clarisa Babauta
Claudia Beltran
Dani Daw
Bailey Folwell
Christine Chang Gillespie
Hali Goodrich
Amy Griffin

Matt Hampton
Danielle Hooper
Katie Ilg
Jennifer Jarvis
Jasmine Flemming Locke
Lauren Lucas
Natalie McLachlan

Gracie Nelson
Luigi Nova
Courtney Poncia
Jesse Randolph
Robin Stroup
Greg Tovey
Delanie Williams

Current Candidates

Madison Altorfer
Ashley Bates
Katie Downs
Zachary Hauseman
Paige Holloway
Katrina Johnson
Nate Lowery
Kendra Medera
Angel Miraya
Adam Nunez
Zak Porter
Kailee Quinn
Anthony Ramos
McCall Shearer
Karlie Standley
Yule Stimpson
Sofia Soto
Kayden Tague
David Wacker
Zach Wheaton

Employers/Principals/Mentor Teachers/Partnership School Personnel

Joan Bigelow
Linda Buczynski
Maggie Chase
Cathy Condon
Micah Doramus
Stefanie Duby
Michelle Dunstan
Lindsay Durkin
Meghan Eliaison
Karen Finch
Jennifer Foster
Sonia Galavaiz
Sara Grebe
Eian Harm
Bret Heller
Phil Hiller
Mike Hirano
Kelly Holder
Andy Horning
Jeff Hultberg
Mark Jones
Terance King
Herbie Kojima
Rob Lamb
Jean Lovelace
Tim Lowe
Rachel Maderios
Alison Messersmith
Melissa Moreno
Margaret Mulhern
Shannon Murdoch
Mimi Newstadt
Tamara O'hara
Joe Peterson
Elisa Pharris
Heidi Rahn
Robin Sly
Barb Smith
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Anita Wilson
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CAEP Team Members

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Boise State University

Idaho Professional Standards Commission

State Team Report for Review of

Teacher Education Programs

REJOINDER

Respectfully Submitted: July 5, 2016

Dean Richard Osguthorpe
Associate Deans Jennifer Snow and Keith Thiede

Introduction

It was an honor and a wonderful growth experience for Boise State teacher education programs to participate in an "early adopter" CAEP accreditation site visit alongside the state program review process in March 2016. All teacher education faculty and administrators appreciate the careful review and feedback provided. We recognize the time and expertise necessary to conduct a meaningful program review, and we would like to note the dedication of state department and Professional Standards Commission oversight in this process.

We also appreciate the opportunity in this process to respond to the State Team Report submitted to Boise State University on June 6, 2016. In this rejoinder, Boise State representatives share program coordinator and teacher education unit responses to items in the final state visitor's report. Factual corrections were submitted to the State Team Chair and State Department Certification Director in May 2016.

As a part of the entire State review and CAEP accreditation process, Boise State teacher educators have joined in collaborative teams and engendered a culture of continuous improvement across programs. It has been an excellent outcome to see so many stakeholders – internal and external – involved in the review and deliberate improvement of Boise State teacher education programs. Toward that end, as an initial step in the rejoinder process, all program coordinators were invited to read the State Team Report and provide feedback to be included in this rejoinder. Therefore, this document includes unit-wide responses to the State Team Report.

This document is organized in the order of programs according to the State Team Report and provides general responses and information for all approved and conditionally approved programs. For the one program not approved, Graduate Certificate in Mathematics Consulting Teacher Endorsement, **Boise State requests conditional approval from the Professional Standards Commission based on the revisions proposed in the Revised Program for Certification Approval Request template included in the rejoinder (see Appendix A)**. Overall, this rejoinder addresses some general comments, in particular with regard to Core Standard 2 Performance. This rejoinder will then focus on individual program coordinator responses and include the request for conditional approval of the revised program proposal aligned with the Mathematics Consulting Teacher standards (Appendix A).

Thank you again for this opportunity and careful consideration of Boise State University teacher education programs.

Idaho Core Teacher Standards

Boise State University would like to maintain the position that there is a preponderance of evidence for an Acceptable rating on Idaho Core Teacher **Standard 2.2 Performance Learner Differences**. In particular, it should be noted that no other program in performance surrounding learner differences is scored as unacceptable. This leads Boise State teacher educators to assert the preponderance of evidence for an Acceptable rating of this performance standard should be identified.

The statement indicating the Unacceptable rating for Core Teacher Standard 2.2 includes, "Evidence that documents candidate growth throughout programs would strengthen this element. Candidate and cooperating teacher interviews revealed concern about inconsistent preparation of candidates across programs to work with ELL students. An additional area noted for improvement is systematic, purposeful field experience placements."

Boise State appreciates this feedback and has been working to have more purposeful field experience placements. However, this feedback does not appear in line with the Standard 2 Language and Performance Indicators.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. *The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.*
2. *The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.*
3. *The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.*
4. *The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.*
5. *The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.*
6. *The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.*

The evidence provided, largely through the Taskstream data management system, included the Standard Performance Assessment of Teaching (S-PAT), which is evaluated in all teacher education programs. This performance assessment pays particular attention to differentiation of instruction (both planning and implemented) for all learners. It also includes attention to language development standards in the unit planning template, Student Learning Outcome reflection requirement, and in observation templates. This documents performance at acceptable levels. Likewise, the performance standard for attention to diverse learners is included in multiple aspects of Idaho's Common Summative Assessment (Boise State's Professional Year Assessment). For the PYA alignment with Core Standard 2.2 Performance, see the CAEP Rejoinder submitted to the national accreditation team in May 2016 (Appendix B).

With respect to the specific information included in the State Team Report, it is important to note here the following:

- Core Standard 6.2 highlights: "Professional year assessment scores, S-PAT assessment analysis, and S-PAT instructional units provide evidence that teacher candidates demonstrate adequate ability to use 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" (p. 17, State Team Report). Acknowledging that this standard focuses on assessment, it is also important to note the connection here to Core Standard 2.2 indicators, including knowledge of individual learners and monitoring learner progress to guide decision-making. This evidence does include the monitoring of *all learners* progress.

- Bilingual/ENL review (pp. 26 – 36) includes acceptable ratings (with Target in 10.1) for all standards, including attention to individual learner needs and learning differences. This review includes smaller programs; however, faculty in these programs work closely with faculty across programs (as demonstrated in the S-PAT workshop Core Standard evidence provided) to support diverse learner needs, in particular English Learner needs.

- The largest Boise State teacher education program, Elementary Education, review indicates "candidate interviews clearly indicated that they process the needs of students and work to differentiate learning" (p. 61, State Team Report) and "that candidates work to modify instructional opportunities to support students with diverse needs. Early experiences work to build pieces and skills (hierarchy, learner profile, etc.) necessary to differentiate learning and are evidenced through candidate interviews in practice" (p. 62, State Team Report).

- Page 125 indicates **TARGET** ratings for Foundational Science Standards for Core Standard 2, including Performance (2.2).

- Overall, candidates appear to "demonstrate an adequate ability to provide opportunities for development as delineated by the performance indicators" (p. 83, State Team Report). This is noted in Mathematics, another key Boise State teacher education program.

The remainder of this rejoinder focuses on individual program coordinator comments.

Bilingual/ENL

Boise State University program coordinators appreciate the feedback and scores for these programs.

Early Childhood Education/Special Education

Program coordinators expressed that the feedback and evidence described in the State Team Report appeared to indicate more Target ratings compared to the descriptions in other programs. It is a potential point of discussion for program reviewers to determine how to make such distinctions within and across programs when presented in a unified report.

Program coordinators also indicated a particular strength of the ECI program not represented here is the way information and practice opportunities are introduced at multiple points and scaffolded over time. Field experiences across the programs (200 level through program completion) provide opportunities for application and evaluation in a supported context and with professional year experiences providing opportunities to synthesize information and apply knowledge and skills independently. For example, early courses introduce assessment and different uses of assessment while upper division courses require knowledge of different types of assessment and how to use them. Conducting assessment and determining goal development and interventions with data-based decision-making are included in field experiences. Boise State has designed programs in such a way to honor practice-centered teacher education and clinical experiences as evidenced in teacher education scholarship. A renewed emphasis will be placed on documenting and providing evidence for such programming.

Likewise, early childhood and special education teacher educators would like to see evidence more fully considered that teacher candidate identification and implementation of the least intrusive interventions within a multi-tiered system of support, developing intervention strategies focused on prevention, targeted interventions and individualized supports as needed. More evidence for teacher candidates working with families will also be identified in future. Teacher candidates conduct family interviews and develop individualized family service plan goals that reflect family priorities, concerns, and resources. Finally, it should be noted that the CEC Code of Ethics data was addressed through the signature on the application forms (for all programs) where candidates sign “agreement” to the InTASC standards or CEC Code of Ethics.

IDoTeach – Computer Science, Engineering, Mathematics, Sciences: Biology, Chemistry, Earth and Space Science, Physics

Computer Science and Engineering programs are conditionally approved due to low completer numbers. Boise State looks forward to deeper feedback for these programs after another review in three years.

Mathematics/Science (Biology, Chemistry, Earth and Space Science, Physics) program coordinators appreciate the feedback and scores for these programs.

Elementary Education

Boise State University program coordinators appreciate the feedback and scores for this program. Elementary Education program coordinators were also hoping for a more clear distinction between “effectively preparing candidates” and “adequately preparing candidates.” How are these distinctions made for Target and Acceptable ratings, for example?

English Language Arts

Boise State University program coordinators appreciate the feedback and scores for this program.

Mathematics Consulting Teacher

See Appendix A with the Revised Program for Certification Approval Request template and syllabi/required assignments attachments.

Music

Boise State University program coordinators appreciate the feedback and scores for this program.

Online Teacher Endorsement

Boise State University program coordinators appreciate the feedback and scores for this program.

Physical Education

Boise State University program coordinators appreciate the feedback and scores for this program. Please also note the Revised Program for **Health** Certification Approval Request template provided for Professional Standards Commission review at its June 2016 meeting. The knowledge standards were considered adequate, and the performance standards will be further reviewed at the September 2016 PSC meeting.

Reading/Literacy

Boise State University program coordinators appreciate the feedback and scores for this program.

School Administrators

School Superintendent

Boise State University program coordinators appreciate the feedback and scores for this program. In particular, the additional comments in the areas for improvement (p. 148 and 150 - 151) indicate careful attention to the program evidence provided. This feedback within the Acceptable and Target ratings was welcomed and appreciated by program coordinators.

Social Studies

Boise State University program coordinators appreciate the feedback and scores for these programs. Additionally, Boise State did indicate Geography as a “minor endorsement area” for its unit. As this program was not reviewed, it is not considered approved (not reviewed) and is unable to be included in institutional recommendations. Boise State program coordinators would like to note that in a climate of teacher shortages, it may be prudent for approval of endorsement areas that do not merit program approval due to low numbers, enrollment, or completers.

Visual and Performing Arts

Boise State University program coordinators appreciate the feedback and scores for these programs.

World Languages

Boise State University program coordinators appreciate the feedback and scores for these programs. **Please note: Standard 7.2 does not indicate a rating on the rubric.** It is assumed acceptable due to the rationale included.

Conclusion

Boise State University representatives would like to reiterate our appreciation for this process and the time, dedication, and expertise of the state team reviewers and those involved in the entire review process. Overall, we are pleased with the review and feedback from reviewers. We do note a desire for more specific continuous improvement feedback in line with the new national CAEP accreditation guidelines.

We look forward to a further review of those programs conditionally approved. **We also seek conditional approval of the Graduate Certificate in Mathematics Thinking Initiative/Consulting Teacher in Mathematics endorsement area at this time.** Boise State University representatives would also like to offer continued collaboration and support in the program review processes for the state of Idaho. If any further information or comment is desired, we are happy to comply. Thank you for your time and consideration.

APPENDIX A

REVISED PROGRAM FOR CERTIFICATION REQUEST

Institution:___Boise State University____Date of Submission__June 2016____

Program Name:______Math Consulting Teacher___Certification/Endorsement________Math Consulting Teacher__________

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.

Is this new program for certification request from a public institution?
Yes____________No_____**X REVISED PROGRAM**

If yes, on what date was Proposal Form submitted to the State Board of Education?_________________________

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.

The table below 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.*

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1: Understanding Adults as Learners to Support Professional Learning Communities	**K**1.1 The differences in knowledge acquisition and transfer for children and adults	546_Syllabus: In ED-CIFS 546, candidates engage in strategies with individuals and groups of teachers of mathematics. They focus on effective professional development, modeling, observation, collaboration, unit study, and best practices as informed by current research. They investigative approaches involving problem solving, reasoning, connections, representations, and communication across ages.

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		546_Final: In ED-CIFS 546, candidates have choices to address multiple scenarios that can occur as a math teacher leader. Scenarios includes situations involving different age students struggling in mathematics, how to conduct professional development with teachers who struggle with the mathematics and have varying beliefs about what mathematic is, and how to observe teachers' mathematics practices and provide feedback. The purpose is to provide candidates with multiple experiences throughout the class and then evaluate them on addressing these situations.
	K1.2 Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development	546_Syllabus: In ED-CIFS 546, Candidates engage in strategies with individuals and groups of teachers of mathematics. They focus on effective modeling, observation, collaboration, unit study, and best practices as informed by current research. They investigative approaches involving problem solving, reasoning, connections, representations, and communication across ages. 546_Presentation: In ED-CIFS 546, Candidates study teachers' beliefs and knowledge about mathematics and mathematics pedagogy and how to best address these through professional development. They incorporate their knowledge of students' thinking on different mathematical topics they learned in previous MCTE courses. They then develop a workshop, deliver it to a group of teachers, and then present the results to the class.
	K1.3 Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution	546_Observation: In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.
	K1.4 Effective listening, oral communication,	549_Syllabus: In ED-CIFS 549, Candidates engage in practical application of research to the mathematics classroom. They

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	presentation skills, and expression in written communication	identify a research question, conduct a literature review, prepare a research proposal, conduct research, analyze the data and write up and present the results from the perspective of informing their own practice and the practice of others. 548_Assign_3_OnlineCoaching: In ED-CIFS 548, Candidates moderate an online discussion and provide feedback to peers on their assignments. The purpose is to provide candidates with experience in providing written feedback to peers, approximating the experiences of a leadership or coaching role. We have provided the assignment description and rubric.
	K1.5 Research and exemplary practice on "organizational change and innovation"	546_Reflections: In ED-CIFS 546, Candidates focus on understanding how to make systemic and organizational changes. They learn about mathematical knowledge, pedagogical approaches, worthwhile tasks, formative and summative assessments, lesson and unit studies and how and when to address each of these components within a school and school district over time.
	K1.6 The process of development of group goals and objectives	547_Case_Study_Moderator In ED-CIFS 547, Candidates read all other candidates' reflections on the study task and then summarize their ideas and provide specific feedback on the elements from the research articles and the standards.
	P 1.1 Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning	548_Evid_4_ReflectProfLearn: In ED-CIFS 548, Candidates reflect upon using student work samples as a tool to facilitate professional learning. The evidence provided represents a wide-range of responses.
	P 1.2 Improves colleagues' acquisition and application of knowledge and skills	549_Assign_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided the overall assignment description that details the various steps along the project timeline.

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	P 1.3 Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives	546_Final_Presentation: In ED-CIFS 546, Candidates must study how teachers best learn how to teach mathematics through workshop facilitation in small and large group settings. And they develop a workshop to be implemented.
	P 1.4 Uses effective communication skills and processes	548_Evid_3_OnlineCoaching: In ED-CIFS 548, Candidates moderate an online discussion and provide feedback to peers on their assignments. The purpose is to provide candidates with experience in providing written feedback to peers, approximating the experiences of a leadership or coaching role. We have provided three pieces of evidence related to this assignment.
	P 1.5 Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process	546_Observation: In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.
	P1.6 Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice	547_Case_Study_Reflection: In ED-CIFS 547, Candidates perform a measurement and geometry task, read articles about the content and then discuss the standards and student thinking in regards to the task. Teacher leader candidates will have to review other teachers' plans and understanding of the literature and provide feedback.
Standard 2: Accessing and Using Research to Improve Practice and Student Achievement	**K** 2.1 Action research methodology	549_Syllabus: In ED-CIFS 549, Candidates engage in practical application of research to the mathematics classroom. They identify a research question, conduct a literature review, prepare a research proposal, conduct research, analyze the data and write up and present the results from the perspective of informing their own practice and the practice of others.
	K 2.2 Analysis of research data and development of a	549_Assign_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	data-driven action plan that reflects relevance and rigor	the analysis and presentation of results. We have provided the overall assignment description that details the various steps along the project timeline.
	K 2.3 Implementation strategies for research-based change and for dissemination of findings for programmatic changes	542_A&R_1_PaperStudThink: The final assignment in ED-CIFS 542 is a research paper investigating three major components around a relevant grade 4-8 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided the assignment description and rubric. 544_A&R_1_PaperStudThink: The final assignment in ED-CIFS 544 is a research paper investigating three major components around a relevant grade 6-12 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided the assignment description and rubric.
	P 2.1 Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions , designing and conducting action research to improve educational outcomes	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.
	P 2.2 Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment. 544_Evid_1_PaperStudThink: The final assignment in ED-CIFS 544 is a research paper investigating three major components around a grades 6-12 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided three pieces of evidence related to this assignment.
	P 2.3 Assists with application and supports dissemination of action research findings to improve educational outcomes	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		pieces of evidence related to this assignment.
Standard 3: Promoting Professional Learning for Continuous Improvement	**K**3.1 The standards of high quality professional development and their relevance to improved learning	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.
	K 3.2 Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum	In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.
	K 3.3 The role of 21st century skills and technologies in educational practice	548_A&R_2_StudThinkEval: In ED-CIFS 548, Candidates conduct an open-ended data analysis investigation with students, analyze and categorize the resulting student responses, and present their findings, including next steps in instruction, using an online asynchronous technology - VoiceThread. We have provided the assignment description and rubric. 545_A_1_Technology: In ED-CIFS 545, Candidates use is a free online graphing calculator that was developed for educational purposes with the intention of being highly intuitive and flexible. We utilize Desmos and the associated teaching modules both as a pedagogical tool for teaching content and in order to model how such technology can be integrated into a classroom.
	K 3.4 The role of shifting cultural demographics in educational practice	546_Reflections: In ED-CIFS 546, Candidates focus on understanding how to make systemic and organizational changes. They learn about mathematical knowledge, pedagogical approaches, worthwhile tasks, formative and summative assessments, lesson and unit studies and how and when to address each of these components within a school and school district over time.

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	P 3.1 Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.
	P 3.2 Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals	546_Presentation: In ED-CIFS 546, Candidates study teachers' beliefs and knowledge about mathematics and mathematics pedagogy and how to best address these through professional development. They incorporate their knowledge of students' thinking on different mathematical topics they learned in previous MCTE courses. They then develop a workshop, deliver it to a group of teachers, and then present the results to the class.
	P 3.3 Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.
	P 3.4 Continually assesses the effectiveness of professional development activities and adjusts appropriately	546_Presentation: In ED-CIFS 546, Candidates study teachers' beliefs and knowledge about mathematics and mathematics pedagogy and how to best address these through professional development. They incorporate their knowledge of students' thinking on different mathematical topics they learned in previous MCTE courses. They then develop a workshop, deliver it to a group of teachers, and then present the results to the class.
Standard 4: Facilitating Improvements in Instruction and Student Learning	**K** 4.1 Research-based curriculum, instruction, and assessment and their alignment with desired outcomes	**546 Syllabus: Opening activity with fowls and linear and exponential functions. (See attachments)** **546: Assignment 1 (DMT Framework); candidates read about the DMT research based framework for instruction, curriculum and assessment and related research articles.** 545_A&R_2_LessonEval: In ED-CIFS 545, Candidates evaluate and modify a lesson or set of lessons around algebra structural components. The purpose is to relate mathematical ideas from the course to classroom practice in relation to grade-level standards. As schools and districts implement the Idaho Core Standards for Mathematics, teachers need to alter resources to

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		meet both the content and practice standards, and they need first-hand experience in doing so in order to lead this type of work in their buildings or districts. We have provided the assignment description and rubric. 543_A&R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4 item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	K 4.2 The Framework for Teaching, effective observation and strategies for providing instructional feedback	**546: Assignment 2 (Observation); candidates will learn about the Framework for Teaching and the DMT instructional framework in regards to effective observations and then will examine two mathematics feedback frameworks by West and Knight. (See attachments)**
	K 4.3 Role and use of critical reflection in improving professional practice	546_Syllabus: In ED-CIFS 546, Candidates engage in strategies with individuals and groups of teachers of mathematics. They focus on effective professional development, modeling, observation, collaboration, unit study, and best practices as informed by current research. They investigative approaches involving problem solving, reasoning, connections, representations, and communication across ages. 546_Observation: In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	P 4.1 Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices	**546: Assignment 1 (DMT Framework); candidates write a research paper on one of the DMT five dimensions.** 543_A&R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4 item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	P 4.2 Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment	**546: Assignment 2 (Observation); candidates rate others' instructional practice using the Danielson and DMT observation tools.**
	P 4.3 Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment	**546: Assignment 2 (Observation); candidates rate others' instructional practice using the Danielson and DMT observation tools.**
	P 4.4 Develops, leads and promotes a culture of self-reflection and reflective dialogue	548_Evid_3_OnlineCoaching: In ED-CIFS 548, Candidates moderate an online discussion and provided feedback to peers on their assignments. The purpose is to provide candidates with experience in providing written feedback to peers, approximating the experiences of a leadership or coaching role. We have provide three pieces of evidence related to this assignment.
Standard 5: Using Assessments and Data for School and District Improvement	K 5.1 Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes	**546: Assignment 3 (Assessment); candidates learn about the DMT assessment matrix, Webb's Depth of Knowledge levels and de Lange's assessment pyramid.** 543_A&R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4-item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	K 5.2 Use of formative and summative data to inform the continuous improvement process	**546: Assignment 3 (Assessment); candidates learn about the differences between classroom formative and summative assessments and the psychometrics of district level tests.** 548_A&R_2_StudThinkEval: In ED-CIFS 548, Candidates conduct an open-ended data analysis investigation with students, analyze and categorize the resulting student responses, and present their findings, including next steps in instruction, using an online asynchronous technology - VoiceThread. We have provided the assignment description and rubric. 543_A&R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4-item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	K 5.3 Analysis and interpretation of data from multiple sources	**546: Assignment 3 (Assessment); candidates examine question types from different assessments used in a district.** 540_A&R_1_PaperStudThink: The final assignment in ED-CIFS 540 is a research paper investigating three major components around a relevant grades K-3 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided the assignment description and rubric.
	P 5.1 Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement	**546: Assignment 3 (Assessment); candidates select, analyze, revise, and recommend a district common assessment.** 543_Evid_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4 item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided three pieces of evidence related to this assignment.
	P 5.2 Models use of formative and summative data to inform the continuous improvement process	**546: Assignment 3 (Assessment); candidates write a recommendation of their assessment procedures to their district.** 548_Evid_2_StudThinkEval: In ED-CIFS 548, Candidates conduct an open-ended data analysis investigation with students, analyze and categorize the resulting student responses, and present their findings, including next steps in instruction, using an online asynchronous technology - VoiceThread. We have provided three pieces of evidence related to this assignment.
	P 5.3 Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other	**546: Assignment 3 (Assessment); candidates write the pros and cons of the use of different types of assessments.** 540_A&R_1_PaperStudThink: The final assignment in ED-CIFS 540 is a research paper investigating three major components around a relevant grades K-3 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provide three pieces of evidence related to this assignment.
Standard 6: Improving Outreach and Collaboration with Families and Community	**K** 6.1 Child development and conditions in the home, culture and community and their influence on educational processes	**546: Initial Activity; candidates will examine their school and district policies on family and community and the relationship to schools.**
	K 6.2 Contextual considerations of the family, school, and community and their interaction with educational processes	**546: Initial Activity; candidates will examine their school and district policies on family and community and the relationship to schools.**
	K 6.3 Effective strategies for involvement of families and other stakeholders as part of a responsive culture	**46: Assignment 4 (Final project); candidates will research best practices to deliver a family or community math workshops.**

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	P 6.1 Develops colleagues' abilities to form effective relationships with families and other stakeholders	**546: Initial Activity; candidates will present in the next class what they found out about their school and district policies on family and community.** **546: Assignment 4 (Final project); candidates will design and deliver family math workshops and family math nights for their schools.**
	P 6.2 Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools	**546: Initial Activity; candidates will present in the next class what they found out about their school and district policies on family and community.** **546: Assignment 4 (Final project); candidates will design and deliver family math workshops and family math nights for their schools.**
	P 6.3 Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process	**546: Assignment 4 (Final project); candidates will design and deliver family math workshops for their schools.**
Standard 7: Advocating for Student Learning and the Profession	**K** 7.1 Effective identification and interpretation of data, research findings, and exemplary practices	543_Syllabus: In ED-CIFS 543, Candidates extend their investigation of rational numbers, proportional reasoning, and algebraic modeling. Participants in this course will explore topics foundational to the mathematical experiences of 4-8 grade students. An investigative approach including representations, problem solving, reasoning and communication is emphasized with an emphasis on classroom practice and facilitating conversations with peers in professional learning situations. 544_Syllabus: In ED-CIFS 544, Candidates investigate number and operation and the structures of algebraic thinking. Topics include modeling with rational numbers and algebraic expressions, developing proportional reasoning, and modeling with functions. Participants in this course will explore topics foundational to the mathematical experiences of grades 6-12 students. An investigative approach including representations, problem solving, reasoning and communication is emphasized. 545_Syllabus: In ED-CIFS 545, Candidates extend their investigation of algebraic reasoning and functions. Participants in

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		this course will explore topics foundational to the mathematical experiences of grade 6-12 students. An investigative approach including representations, problem solving, reasoning and communication is emphasized with an emphasis on classroom practice and facilitating conversations with peers in professional learning situations.
	K 7.2 Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement	541_A&R_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	K 7.3 Local, state and national policy decisions and their influence on instruction	548_A&R_1_CC_Standards: The final assignment in ED-CIFS 548 is an assessment of candidates understanding of the data analysis and probability standards in the Idaho Core in conjunction with mathematics tasks that can be used to facilitate student and teacher understanding of these standards.
	K 7.4 The process to impact policy and to advocate on behalf of students and the community	541_A&R_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	P 7.1 Identifies and evaluates needs and opportunities	549_Evid_1_ActRes_Paper: In ED-CIFS 549, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	P 7.2 Generates ideas to effectively address solutions/needs	541_Evid_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	P 7.3 Analyzes feasibility of potential solutions and relevant policy context	548_Evid_4_ReflectProfLearn: In ED-CIFS 548, Candidates reflect upon using student work samples as a tool to facilitate professional learning. The evidence provided represents a wide-range of responses.
	P 7.4 Advocates effectively and responsibly to relevant audiences for realization of opportunities	541_Evid_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.

Section II: Describe below how candidate data will be collected and used to verify candidate competence, as well as informing program improvement decisions.

All performance assignments will be collected and held on an external hard drive. Examples of each assignment will be placed in Taskstream to be analyzed for quality and improvement during review processes. A separate Taskstream template is used for signature assignments and data analysis and reporting within the unit for continuous improvement across all programs.

College Dean (Institution): Date: 6/28/16

Graduate Dean or other official (Institution; as applicable): Christopher L. Hill Date: 6/28/16

APPENDIX A ATTACHMENTS

Graduate Certificate in Mathematics Teaching for Instruction (GC-MTI)

Select a minimum of one of the following general Mathematical Thinking for Instruction courses:

ED-CIFS 540 Mathematical Thinking for Instruction: Number and Operations K-3 (3 cr)

ED-CIFS 542 Mathematical Thinking for Instruction: Number and Operations 4-8 (3 cr)

ED-CIFS 544 Mathematical Thinking for Instruction: Number and Operations 6-12 (3 cr)

Select a minimum of two of the following advanced Mathematical Thinking for Instruction courses:

ED-CIFS 541 Early Numeracy and Operations K-3 (3 cr)

ED-CIFS 543 Applications of Rational Numbers and Proportional Reasoning 4-8 (3 cr)

ED-CIFS 545 Applications of Algebra Topics 6-12 (3 cr)

Required Courses

ED-CIFS 547 Measurement and Geometry

ED-CIFS 548 Data Analysis, Statistics, and Probability

ED-CIFS 549 Action Research and Its Implications in the Mathematics Classroom

Select one pathway:

Required Course for the Mathematics Specialist K-8 (MS) Pathway:

ED-CIFS 551 MTI: Study of Practice in Mathematics (3 cr)

Required Course for the Mathematics Consulting Teacher Endorsement (MCTE) Pathway:

ED-CIFS 546 MTI: Building Teacher Leaders of Mathematics (3 cr)

ED-CIFS 546: Building Mathematics Teacher Leaders

Spring 2017

Instructors

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Keith Krone, MAE
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Course

ED-CIFS 546 – 3 credits. Class No. 1160 (13903). Class will meet at BSU Meridian Center (2950 Magic View Dr, Meridian, ID 83642) on Monday evenings from 4:30 pm to 8:30 pm and on Saturdays from 8:30 am to 4:30 pm.

Office Hours

By appointment

Required Texts

Your current district policy manual (or online access) and demographic information is required for this course.

Other Sources

Throughout the course there will be several research articles assigned. These articles will be available to course participants via the course BlackBoard website.

The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learner to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description

ED-CIFS 546 BUILDING TEACHER LEADERS (3-0-3)(on demand).

This course will examine foundational topics of effective professional development and coaching strategies with individuals and groups of teachers of mathematics. We will explore topics such as effective modeling, observation, collaboration, unit study, assessments and best practices as informed by current research. In addition, we will examine and create school and district improvements through outreach with teachers, families and community.

Your class attendance and participation will contribute to the success of the class. Everyone benefits from the sharing of ideas. You will have opportunities to lead the class individually and with others, to work on your own and in small groups, and to engage in a variety of tasks. To make your experiences in this class a productive one, you will want to complete the readings and assignments on time, reflect on what you have learned, and share your ideas with your classmates.

Course Goals

1. Investigate methods of mathematics professional development from one-on-one coaching to large-scale professional development to facilitate improvements in instruction and student learning
2. Plan, facilitate and reflect upon professional development with inservice teachers utilizing the frameworks discussed in the course.
3. Create materials to further cultivate teachers understanding and implementation of mathematics instruction focused on developing students' mathematical understanding and evaluating assessments to use to gather formative and summative data for continuous school and district improvement.
4. Create materials to further cultivate parent and community understanding of mathematics instruction focused on developing students' mathematical understanding to improve outreach and collaboration with families and community.

Grading

	+	**Grade**	-
A	100 – 98	97 – 93	92 – 90
B	89 – 88	87 – 83	82 – 80
C	79 – 78	77 – 73	72 – 70
D	69 – 68	67 – 63	62 – 60
F		59 –	

In Addition

We wish to fully include persons with disabilities in this class. Please let us know whether you need any special accommodations in assignments, instruction, or assessments to enable you to participate fully in class. We will try to maintain the confidentiality of any information regarding a disability that you share.

Course Schedule

Date	Topics	Activity	Readings and Written Assignments (complete prior to the class in which it is listed)
Monday Jan 9 4:30-8:30 pm	Facilitating Improvements in Instruction and Student Learning District Policies and Demographics	Linear and exponential functions – recognize, analyze, and improve the quality of your colleagues' professional and instructional practices Explain Final Project (Assignment 4) - Improving Outreach and Collaboration with Families and Community	
Jan 10 – 22	***No class meeting*** ***Start Final Project (Assignment 4)***	Research your district policies on improving outreach and collaboration with families and community (for Assignment 4), equity and diversity (for Assignment 4), and assessments (for Assignment 3) Research: Your district demographic information (for Assignments 1 and 4)	Use this time to find, read, and have readily available the information you will need in this course – be prepared to share the demographic items you found, what you couldn't find, etc. at our next class
Monday Jan 23 4:30-8:30 pm	DMT Framework	Short reports on district policies and demographics. How will these impact your Final Project (Assignment 4)? Scenario (PD: Professionalism) DMT Framework and Cognitive–Social–Behaviorism Framework	Read: Brendefur et al (2015 - Draft) DMT Framework and Classroom Structure
Jan 24 – Feb 10	***No class meeting*** ***DMT Framework Assignment (Assignment 1)***	Work on Assignment 1	Use this time to complete Assignment 1, any research not completed earlier about your district, and be prepared to

	Continue Final Project (Assignment 4)		share how you will be using your district information within your Final Project
Saturday Feb 11 8:30 am – 4:30 pm	DMT Framework Research Danielson and DMT Framework Observation Tools to Facilitate Improvements in Instruction and Student Learning Coaching Models	5 minute presentations on each DMT component (Assignment 1) and debrief DMT Framework Scenario (PD: Pedagogy) Observation frameworks and practice with two videos Explain Assignment 2 and Coaching Model connection Final Project (Assignment 4) Updates – Each group reports their progress on their project AND how they are using their district policies and demographics in the planning and delivery of the professional development	Assignment 1 Be prepared to share an update on your Final Project (Assignment 4) to the class Read: Knight (2007) AND West (2006)
Feb 12 – Mar 5	***No class meeting*** ***Danielson and DMT Frameworks Observation (Assignment 2)*** ***Continue Final Project (Assignment 4)***	Work on Assignment 2 Continue Final Project (Assignment 4)	In addition to Assignment 2, use this time to continue your Final Project (Assignment 4) and be prepared to share your progress at our next class.
Monday Mar 6 4:30-8:30 pm	Lesson vs. Unit Study Using an Assessment Framework and Data for School and District Improvement	Feedback on Assignment 2 Groups share progress on Final Project (Assignment 4) and get feedback from the class Lesson vs. Unit Study and Scenario (Small Group) Assessment Framework and Explain Assignment 3	Assignment 2 Read: Lewis et al (2009) OR Inoue (2011) Read: de Lange (1999) OR Webb (2002) OR Wiggins (1993)
Mar 7 – Apr 2	***No class meeting*** ***Assessment Framework***	Work on Assignment 3 Continue Final Project (Assignment 4)	In addition to Assignment 3, use this time to continue your Final Project

	(Assignment 3) ***Continue Final Project (Assignment 4)***		(Assignment 4) and be prepared to share your progress at our next class.
Monday Apr 3 4:30-8:30 pm	Using an Assessment Framework and Data for School and District Improvement Pedagogical Content Knowledge	Assignment 3 Presentations Pedagogical Content Knowledge (2 articles) Final Project Updates	Read: Ball, Thames, Phelps (2008) OR Shulman (1986) Read: DePaepe et al (2001) OR An, Kulm, Wu (2004)
Monday Apr 10 4:30-8:30 pm	Professional Development	Professional Development Scenarios (discuss and present in groups of 3 to 4) Work time on Final Project Presentations	Read: Kazemi & Franke (2004) OR Kennedy (2005) OR Linder (2011)
Saturday Apr 22 8:30 am – 4:30 pm	Final Project Presentations	Presentations of Final Projects - Improving Outreach and Collaboration with Families and Community	
DUE MAY 1	***No class meeting***	Final	

Assignments (outside of class)

1. DMT Framework (group presentation)
2. Danielson and DMT Frameworks Observation (individual assignment)
3. Assessment Framework (group assignment)
4. Final Project (group presentation in class)
5. Final (individual assessment)

Participation

Due to the nature of this class, your attendance and participation are vital to your learning. I expect you to come to class regularly and on time and to complete each assignment thoroughly, thoughtfully, and timely. If you must miss class, please contact me as soon as possible and then get the notes from a classmate. Each class missed is 5% of your grade.

Assignment 1 – DMT Framework – ED-CIFS 546
Facilitating Improvements in Instruction and Student Learning

As a group, you will research one component of the DMT Framework (Taking Students' Ideas Seriously, Pressing Students Conceptually, Encouraging Multiple Strategies and Models, Addressing Misconceptions, or Focusing on the Structure of Mathematics). Your group will be assigned one of the components.

Individually, read the Brendefur et al (2015) STEM Book Chapter AND three readings on your DMT component (you will need to skim the abstracts of the articles provided – several can be used for different components, so find the three articles that make the most sense to you and your group). You can all read three of your own or decide the three as a group.

You will then meet as a group (in person or virtually – your choice) and incorporate all of your readings into your group activity presentation on the DMT Framework.

For Assignment 1, you will need to present the following in class as a group:

A 5-minute presentation that:

1. Summarizes the research behind your assigned DMT component to include a general summary of the STEM Chapter and your three articles

2. Explains how your assigned component appears in settings involving teaching, small group coaching, and large group professional development (give an example of each)

3. Shares what you need to consider about your district demographics and your DMT component for your final project

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Your final grade on this assignment is based on your presentation for items 1-3 above.

Assignment 2 – Observations – ED-CIFS 546
Facilitating Improvements in Instruction and Student Learning

Individually, you will observe one (or two consecutive) mathematics lesson(s) (at least 30-45 minutes) and rate the lesson(s) with BOTH the Danielson Framework for Teaching AND the DMT Observation Framework.

You will reflect on the process and both instruments.

You will write a narrative of what you would say to the teacher in a post-conference meeting, based upon the Danielson Framework of Teaching AND the DMT Framework

You will provide feedback on the Danielson and DMT Frameworks.

For Assignment 2, you will need to complete the following:

1. Your observation notes on both framework instruments to include evidence in recognizing effective teaching.

2. A one page reflection to include evidence of using effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.

3. A one page narrative of what you would say to the teacher in a post-conference meeting, based upon the Danielson Framework of Teaching AND the DMT Framework, to provide evidence of your observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment. This narrative should reflect your thoughts on the coaching models we have discussed in class.

4. Be prepared to discuss your reflections and feedback at the next class

Your final grade on this assignment is based on the evidence you provide for items 1-3 above.

Assignment 3 – Assessment Framework – ED-CIFS 546
Using Assessments and Data for School and District Improvement

As a group, you will evaluate a common district assessment with the DMT Assessment Framework Matrix to practice the evaluation of assessments to guide the design and selection of suitable evaluation instruments and effective assessment practices in your district.

The assessment needs to consist of at least six items (for longer assessments, feel free to select six of the items to evaluate). Place each of the items in the matrix and write a short rationale to justify placing each item in that location of the matrix based upon our class readings and discussion.

You will also report on your previously researched district policies on assessment and how the assessment you evaluated corresponds to the district vision to analyze and interpret student data from multiple sources.

Finally, you will write a recommendation to your school/district on how the assessment you evaluated with the use of the DMT Assessment Framework Matrix could inform and facilitate the selection or design of district assessments to generate data that will inform instructional improvement (e.g., the alignment to 30% of the questions being Claim 3 items and how students communicate those ideas). The recommendation also needs to include how the matrix could be used to portray formative and summative data over time to inform the continuous improvement process in the district.

For Assignment 3, your group will present the following:

1. The six items (at least) evaluated AND placed on the DMT Assessment Framework Matrix

2. Your rationale for the placement of the item (this can be on the matrix with the item or on a separate slide)

3. A short report of how the district's policies on assessment, using this specific evaluated assessment as an example, can inform and facilitate the interpretation of data and how it can apply with other findings from multiple sources, especially given the different demographics within most districts.

4. Share a recommendation you would give to the district of the use of formative and summative data to inform the continuous improvement process with the DMT Assessment Matrix.

Your final grade on this assignment is based on the evidence you provide for items 1-4 above in your group presentation.

Assignment 4 – Final Project – ED-CIFS 546
Improving Outreach and Collaboration with Families and Community

You will design a professional development activity to be delivered to a group of teachers to improve their outreach and collaboration with their school's families and community OR you will develop a family math night or workshop to improve this outreach and collaboration directly.

You must deliver your final project to teachers or families by mid-April so you can present your project and findings to the class at our last meeting at the end of April.

Your final project is a semester long project you will begin during our first class.

Your project must include the following:

1. Evidence you have researched your district policies on outreach and collaboration with families and the community and used this information to plan and deliver your final project so the contextual considerations of how the family, school, and community interact with educational processes are taken into account.

2. Evidence you have researched your district's demographics and used this information to plan and deliver your final project so how all conditions in the home, culture, and community of your district influence the educational processes are taken into account.

3. Evidence you have researched your district policies on equity and diversity to plan and deliver your final project so that you recognize, respond, and adapt to any contextual considerations to create effective interactions among the families, community, and school/district.

4. The 5 DMT components and how they can be utilized as effective strategies for the involvement of families and other stakeholders as part of a responsive culture (e.g., Taking Students' Ideas Seriously).

5. Evidence you collected post-project data on what teachers and families learned (e.g., did your research and project help develop your colleagues' abilities to form effective relationships with families and other stakeholders during the course of your project?)

6. Evidence you shared your findings with the administration of your school/district so they can continue the work to improve the educational outcomes by promoting effective and interaction and involvement of teachers, families, and stakeholders in the educational process

You will give regular updates on the progress of your project during the semester. Be prepared to do so!

Your Final Project presentation must include the materials used to plan and deliver the professional development as well as your results. Your group will have about 30 minutes to conduct a shortened version of your professional development to the class and provide all evidence required.

Your final grade on this assignment is based on the presentation and evidence of all 6 items mentioned above.

APPENDIX B: CAEP Rejoinder

Boise State University
CAEP Site Visit (March 6 – 8, 2016) Final Report Rejoinder
Submitted May 3, 2016

EPP Framework

Boise State University education preparation provider (EPP) leaders enthusiastically agreed to engage the early adoption process for CAEP review and accreditation. With a self-study report due in the summer of 2015, this EPP had one year from when initial program CAEP standards were adopted to demonstrate sufficiency in meeting standards. EPP faculty at all levels embraced the continuous improvement spirit and deepened the culture of inquiry from which its work had been based since the last NCATE review in 2009. Key reasons for the early-adopter decision were the established culture of inquiry based in evidence, strong clinical partnerships and stakeholder participation, and emphasis on shared leadership for coherence across programs.

A unique and significant contextual factor in Idaho is the adoption of Charlotte Danielson's (2013) Framework for Teaching (FFT) as the evaluation model for every district in the state along with every institution of higher education preparing teachers in the state. All Idaho EPP's, public and private, have agreed to a common summative assessment grounded in the FFT. As the Idaho Director of Teacher Certification and Professional Standards indicated during the site visit, "Per Idaho Administrative Rule IDAPA 08.02.02.120, each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching" (email communication, 3/7/2016). Therefore, this rejoinder will begin with a deeper, holistic look at how the FFT influences all parts of preparation programs, as well as final summative assessments at exit. This focus spans specific areas for improvement noted in the site report such as meeting the needs of diverse learners and establishing valid and reliable measures for assessment.

Most notably, EPP faculty members have passed the proficiency assessment (Teachscape Focus) for FFT observation. All candidates in the EPP are evaluated by a trained observer. And only those faculty members who have passed the Danielson Group proficiency assessment enter final Professional Year Assessment (PYA based on the FFT) scores in Taskstream, the unit's data management system. The state of Idaho supported the online certification of district administrators and EPP evaluators as it implemented Idaho administrative rule noted above. This focus on the FFT provides unification of preservice to inservice teacher evaluation.

This rejoinder will begin with evidence addressing how the FFT includes specific focus on meeting needs of diverse learners with a holistic perspective on comments noted in the site report. The FFT has also been the framework for multiple measures across the EPP assessment system, building trustworthiness for reliable evaluation and attention to levels of performance. Appendix G of the CAEP Accreditation Handbook (which was released after the Boise State site visit) highlights areas for relevancy, actionability, and reliability. Much of the EPPs work connected to the FFT speaks to relevance, actionability, and reliability. After a more holistic presentation of the FFT influence on EPP work and assessment, this rejoinder will address specific areas and comments in the final Site Visit Report uploaded into AIMS.

Framework for Teaching Performance Levels

The final Site Visit Report notes "Even though the instrument itself (Evidence Items 4 and 50) does not provide rubrics that specify candidate behaviors for each of the three levels of performance, mentor teachers and liaisons utilize the performance levels in Danielson's (2013) Framework for Teaching document" (pp. 2-3). As demonstrated in Evidence Item 55, the evidence and descriptors of performance levels are indicated throughout the 109-page FFT document. All observers (and candidates) engage in professional development and education courses based on the language in this document. Each level and indicator has been updated in the 2013 edition to included: "tighter rubric language;" "critical attributes" for each level of performance for each component; and possible examples for each level of performance for each component. Danielson (2013) cautions these examples serve as illustration, not as exclusive possibilities.

Developing all EPP rubrics around this language and FFT contributes to "judgments that are more accurate and more worthy of confidence" (Danielson, 2013, p. 5). Also due to the enactment, study, and use of Danielson's FFT in the Measures of Effective Teaching Study (http://k12education.gatesfoundation.org/teacher-supports/teacher-development/measuring-effective-teaching/), this framework has been investigated for its practical use, validity, and rater proficiency, enhancing its usefulness in EPP evaluation focused on valid and reliable measures. The FFT has high relevance for Idaho EPPs, and it has provided a framework for feedback and actionable items. This connects to AFI 1 in Standard 5, citing "inconsistent evidence that the EPP has established reliability and validity for EPP assessments" (p. 16).

Noting this foundational FFT for all assessment measures used in this EPP, the specific area of meeting the needs of diverse learners in connection to the FFT is merited. AFI 1 in Standard 1 states "there is little evidence that all candidates are prepared to advance the learning of all P-12 students" (p. 6). This statement appears contradictory to evidence from other statements throughout the final Site Visit Report such as "the data from three semesters reveal that all candidates score above a 2.0 (the level needed to be recommended for certification) in all areas of the PYA, presenting evidence together with scores on the S-PAT, Praxis, and the IPLP that candidates demonstrate an understanding of the 10 InTASC standards" (p. 4).

As the scores for all PYA data were provided and disaggregated by program in Evidence Item 49 and the levels of performance, including indicators was included in Evidence item 55, an argument supporting Boise State candidates are prepared to meet the needs of all diverse learners may be further emphasized through specific attention the following areas of the FFT. The specific area of "The Learner and Learning" in the InTASC Standards will also be addressed with survey data following the FFT emphasis. The FFT evidences attention to meeting the needs of diverse learners in several areas. These areas demonstrate the capacity of the EPP and its graduates along with a sufficiently met area in CAEP Standard 1.

FFT Language and Performance Levels

FFT 1b Demonstrating knowledge of students:
Domain 1 of the FFT highlights components connected to planning and preparation.

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

Demonstrating knowledge of students, in particular, mentions areas where candidates are assessed on preparation for meeting the needs of diverse learners. Specifically, "students whose first language is not English" are mentioned in this part of the FFT critical attributes. The FFT document includes, "… students have lives beyond school – lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn" (p. 13). Elements of component 1b are "knowledge of students' skills, knowledge, and language proficiency; knowledge of students' interests and cultural heritage; knowledge of students' special needs." FFT indicators include teacher participation in community cultural events and teacher-designed opportunities for families to share their heritages. Level 3 (Proficient) rubric states "…varied approaches to learning, knowledge, and skills, special needs, and interests and cultural heritage" (p. 15). One of the critical attributes includes "the teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning." An example provided includes "The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America…" (p. 15).

Following each description of how Boise State's PYA evaluation instrument includes language attending to diversity, the PYA scores for the entire EPP in those areas are demonstrated over three cycles. It is important to note student teacher scores are higher than interns and there is growth over time (e.g., Fall 14 interns to Spring 15 student teachers.) A score of 2.0 on the 1.0 – 3.0 was agreed upon by the state of Idaho as meeting novice teacher preparation. A candidate cannot receive a score higher than a 3.0.

PYA Scores for 1b

Fall 14 Interns (n=84)	**Spring 15 Interns (n=47)**	**Fall 15 Interns (n= 78)**
2.5	2.7	2.72

Fall 14 Student Teachers (n=51)	**Spring 15 Student Teachers (n=98)**	**Fall 15 Student Teachers (n=59)**
2.8	2.72	2.89

1c Setting Instructional Outcomes:
This component includes "their suitability for diverse learners…" in the rubric language, critical attributes and examples. The indicators include "outcomes differentiated for students of varied ability" (p. 17). These areas include additional assessment on the preparation of Boise State candidates to meet the needs of diverse learners.

PYA Scores for 1c

Fall 14 Interns (n=84)	**Spring 15 Interns (n=47)**	**Fall 15 Interns (n= 78)**
2.48	2.39	2.57

Fall 14 Student Teachers (n=51)	**Spring 15 Student Teachers (n=98)**	**Fall 15 Student Teachers (n=59)**
2.7	2.79	2.78

1e Designing coherent Instruction:
This component includes the following in FFT rubric language: "It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning…" (p. 25). Element description includes Instructional materials and resources defined as "aids to instruction are appropriate to the learning needs of the students" and "teacher intentionally organize instructional groups to support student learning." For a Proficient rating on component 1e, the following example is provided: "The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style" (p. 27).

PYA Scores for 1e

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.51	2.55	2.64

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.65	2.75	2.78

1f Designing Student Assessments:

This component includes indicators of “modified assessments available for individual students as needed.” For a Proficient rating on component 1f, rubric language includes “assessment methodologies may have been adapted for groups of students” and includes “Employing the formative assessment of the previous morning’s project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning’s concept” as an example.

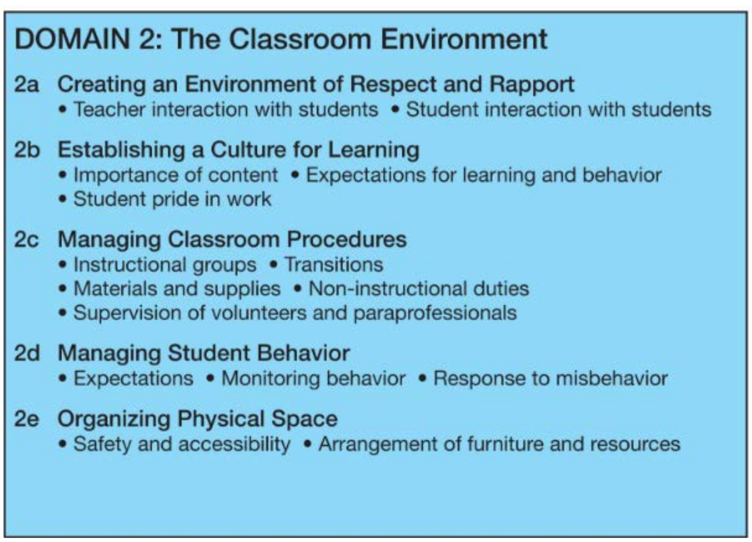
PYA Scores for 1f

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.18	2.24	2.37

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.55	2.59	2.64

Domain 1 is not characterized as an “observable domain” and therefore does not have ratings on the formative observation forms.

2a Creating an Environment of Respect and Rapport:


DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and behavior
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

In Domain 2, which focuses on Classroom Learning Environments, Component 2a has a Proficient rubric description that includes "such interactions are appropriate to the ages, cultures and developmental levels of the students." Each rubric level in 2a includes language about cultural sensitivity.

PYA Scores for 2a

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.71	2.8	2.85

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.94	2.89	2.92

Domain 2 is considered an "observable domain" in the Danielson teaching and observation proficiency framework. Therefore, with the new formative observation form implemented in Fall 15 (see Evidence Item 58), evaluation scores for the moment-in-time observations conducted during Fall 2015 are also included here. Taskstream includes four places to upload these observations each semester even though liaisons conduct more formative observations and assessments over the course of the semester. In order to measure candidate growth more sensitively, the formative observation rating scale maintains alignment with the FFT rubric, but with 'half point' designations (see the scale below). "Unsatisfactory" can be scored as 1.0 or 1.5, "Basic" can be scored as 2.0 or 2.5, and "Proficient" can be scored as 3.0, which creates a 5-point scale.

Formative Observation Scores for 2a
(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.75	4.16	4.27	4.66
Student Teachers (n=50)	4.29	4.31	4.46	4.76

3a Communicating with Students:

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

This component includes, "And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students" (p. 59). This emphasis on modeling appropriate language is emphasized with candidate preparation to teach English Learners. Elements from this component include "directions" that are oral, written, and modeled and "use of oral and written language" with models to "enable students to emulate such language, making their own more precise and expressive" (p. 59).

In rubric language for Unsatisfactory, it states, "the teacher's vocabulary is inappropriate to the age or culture of the students" in critical attributes (p. 60). The Proficient rubric uses a Venn Diagram as an example. Boise State has emphasized graphic organizers as an example of an instructional support for language learners. This description is included because the Site Visit Report indicates insufficient evidence for all candidates meeting the needs of English Learners.

As with Domain 2, formative observations are included to measure candidate growth and performance for Domain 3. The rating scale maintains alignment with the FFT rubric, but with 'half point' designations (see the scale below). "Unsatisfactory" can be scored as 1.0 or 1.5, "Basic" can be scored as 2.0 or 2.5, and "Proficient" can be scored as 3.0, which creates a 5-point scale.

PYA Scores for 3a

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.56	2.71	2.73

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.74	2.8	2.81

Formative Observation Scores for 3a

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.5	3.98	4.05	4.42
Student Teachers (n=50)	3.69	4.19	4.23	4.68

3b Using Questioning and Discussion Techniques:

This component is described with the element of Discussion Techniques where a "teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another…" (p. 64). This description attends to the idea of all perspectives and views to be heard and welcomed in a classroom.

PYA Scores for 3b

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.39	2.37	2.46

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.54	2.55	2.69

Formative Observation Scores for 3b

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.03	3.51	3.7	4.08
Student Teachers (n=50)	3.52	3.92	4.02	4.28

3d Using Assessment in Instruction:

This component includes "to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class"(p. 75) in its rubric description. Again the emphasis is on differentiating and meeting assessment and learning needs of each individual student. Rubric language includes "Questions and assessments are used regularly to diagnose evidence of learning by individual students" (p. 79) and for Distinguished rating on the rubric, "The teacher successfully differentiates instruction to address individual students' misunderstandings" (p. 79).

PYA Scores for 3d

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.23	2.28	2.32

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.55	2.62	2.75

Formative Observation Scores for 3d

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	2.99	3.54	3.71	4.15
Student Teachers (n=50)	3.45	3.92	4.06	4.39

4c Communicating with families:

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

This component includes "it is the responsibility of teachers to provide opportunities for [families] to understand both the instructional program and their child's progress" (p. 95). The rubric also emphasized importance of regular communication with children and adolescents. Indicators include "frequent and culturally appropriate information sent home regarding the instructional program and student progress" (p. 97). Proficient rubric language states, "…conveys information about the individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program." And critical attributes for 4c include "most of the teachers' communications are appropriate to families' cultural norms" (p. 97).

PYA Scores for 4c

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.31	2.2	2.37

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.71	2.63	2.83

4f Showing Professionalism:
This component includes the following language: "Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student" (p. 107). Proficient rubric language includes "active in serving students, working to ensure that all students receive a fair opportunity to succeed" (p. 109). Critical attributes include "actively addresses student needs" and "actively works to provide opportunities for student success."

PYA Scores for 4f

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.75	2.81	2.83

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.84	2.9	2.95

Domain 4 is not characterized as an "observable domain" and therefore does not have ratings on the formative observation forms.

Meeting the Needs of Diverse Learners: Coursework and Field Experiences

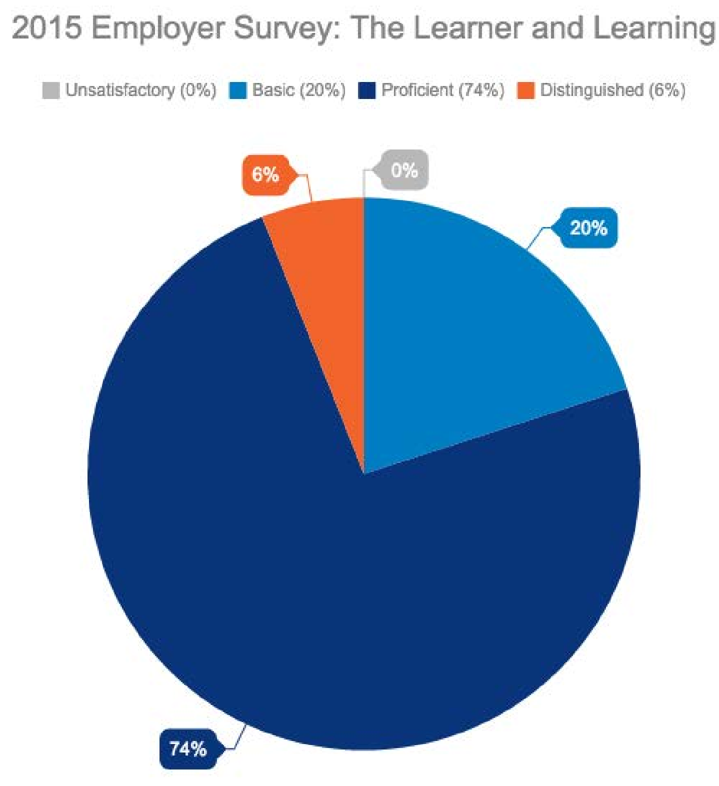
Evidence Item 74: *Boise State Preparation for Diverse Learners* includes information on specific course syllabi and field experiences in courses where candidates work with diverse learners and communities. Not only do candidates have multiple experiences addressing individual intervention for assessing and supporting learning (see Evidence Item 57 with Case Study examples), but also candidates have field experiences where they engage in service learning in the community or specific field experiences to work with diverse learners and meet their needs. Evidence Item 74 includes specific readings and reflective experiences for candidates connected to their Professional Year Internship. The examples included in this evidence item highlight attention to a "culture of poverty" and how candidates view that description and respond to it, both in their own lives and in their classrooms. Likewise, ED-CIFS 201 includes a link to an example of a syllabus where candidates are required to engage in a community experience and reflective response where they connect theory and practice. This is an initial course for any teacher education major considering pursuing a professional licensure program. The ED-CIFS 301 Field Experience has candidates working with individual learners, often in an AVID program experience where they are supporting candidates who need additional support in their education. ESP 350 also includes an early field experience through service learning so that *all candidates have field experiences and service learning components where they work with diverse learners* (see AFI 1 in Standard 2).

Surveys Demonstrating Competency Meeting Diverse Learner Needs

Each year, Boise State distributes surveys to employers and alumni (Alumni surveys are distributed in the fall for graduates from one year or more prior – ie., Fall 15 respondents graduated in Spring 14 or earlier.) Timing in the distribution of surveys or measurement instruments is an important criteria in Appendix G discussing assessment rubrics for validity and reliability (see AFI 1 in Standard 5).

Certain areas of the survey focus specifically on meeting the needs of diverse learners. The survey is aligned with the Danielson FFT and the InTASC standards. *Validation of the survey was conducted among Institutions of Higher Education in Idaho and through focus groups including trained evaluators, district administrators and superintendents, and The Danielson Group facilitators* (see AFI 1 in Standard 5). With attention to our individual completer placement lists and contact information, all Idaho EPPs agreed to send the same employer survey. The first iteration of this validated instrument was distributed in October 2015. Boise State had the following results for InTASC area two, The Learner and Learning, where meeting the needs of diverse learners is emphasized. The 2015 survey had 83 employers complete and submit full responses. The Learner and Learning was ranked higher from the employers of completers than the same questions/area on the Alumni Survey distributed to the same cohort of completers.

Fall 2015 Employer Survey



Note that there are no responses marked as "Unsatisfactory" for questions addressing meeting the needs of diverse and individual learners. Additionally 80% of respondents rated Boise State completers as Proficient *or higher* in this area. Narrative comments in the survey also addressed specific ways employers thought the Boise State programs were successful and where they may continue to grow. These respondents are also community stakeholders with an active voice in reviewing EPP data and contributing to programmatic decisions for continuous improvement (see Evidence Item 16, Sage Focus Groups and Evidence Item 17, Stakeholder Steering Committees).

Respondents answered questions on the 2015 Employer Survey based on a four-point scale aligned with the Danielson framework: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4). Some of the employer survey questions in this area include:

Question	Mean
The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow. (n=76)	3.09
The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction. (n=76)	3.03
The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs. (n=72)	3.08
The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs. (n=76)	2.96
The teacher/employee uses strategies that support new English language learners. (n=69)	3.00
The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources. (n=76)	2.95

The following survey comments were included when asked to indicate strengths of the EPP:

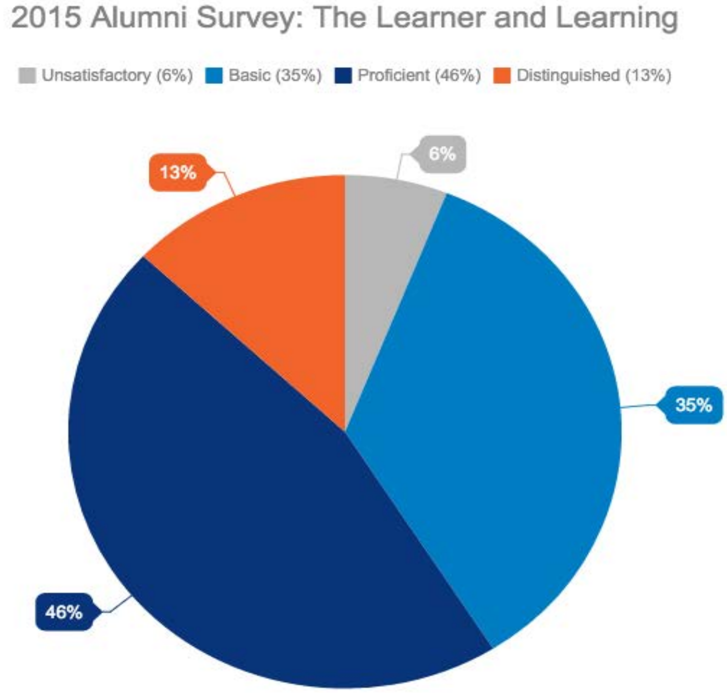
> Teachers come in with a broad understanding of the state standards and with MTI practices. Bilingual program teachers come with a strong sense of cultural diversity and responsiveness.
>
> The variety of experiences student teachers are able to have *[see AFI 1 in Standard 2]*. The opportunities for collaboration with peers and other administrators during training.

> I believe some of our new teachers understand the idea of differentiated instruction. They seem to be willing to try various methods to teach kids. This is so important. Also, they seem very proficient in content areas.
>
> Enthusiastic, focused on student learning.
>
> Overall the students come into the schools with a good background knowledge of the Common Core and strategies to teach lessons. They have an overall awareness of formative and summative assessment and skills to build lesson plans to support learning targets. They are also good about jumping in and working with collaborative teams, sharing ideas, and being flexible in their days.
> Sound instructional strategies for all learners.
>
> I am enjoying the partnerships our district is starting to have with BSU. I look forward to strengthening those partnerships, especially in producing teachers of ELL, SPED and Computer Science.
>
> Students are coming solidly prepared to teach all students, with multiple strategies. [the same respondent said:] Providing additional support for students to work with ELL, students with special needs is an area to improve and grow in.

From the comments, it is important to note that the culture of inquiry cultivated within the EPP and its community stakeholders is one of progress. Employers note strengths and areas of growth that may be similar (as in the last comment). Discussions of data with program stakeholders include similar notes. These distinctions help us and program reviewers to identify that while Boise State *is sufficiently preparing candidates to meet the needs of all learners*, we also hope to continue to grow and enrich this aspect of our programs, with particular attention to linguistic diversity.

The 2015 Alumni Survey data also went through alignment and cross-walk processes with the Danielson FFT and InTASC standards. Groups reviewed the survey questions and validated the alignment process. Again, all EPPs in the state have agreed to administer the same Alumni survey across graduates. The following display highlights InTASC area, The Learning and Learning, category data from Fall 2015 alumni survey responses.

Fall 2015 Alumni Survey



Compared to the 2015 Employer Survey results, the Fall 2015 Alumni Survey results demonstrate that employers rank alumni higher than they rank themselves. Just like the 2015 Employer survey, alumni respondents answered questions on the 2015 Alumni Survey based on a four-point scale aligned with the Danielson framework: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4). Some of the alumni survey questions in this area include:

As a result of my professional preparation, I feel prepared to:	Mean
Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn (n=84)	3.09
Evaluate the effects of my actions and modify plans accordingly (n=84)	3.13
Honor diverse cultures and incorporate culturally responsive curriculum (n=86)	2.79
Have a positive effect on student achievement according to state assessments (n=83)	2.93
Understand value of working with colleagues, families, community agencies in meeting student needs (n=84)	3.07
Use self-reflection as a means of improving instruction (n=84)	3.26

Additionally, narrative comments from completers on this survey included the following:

> I felt prepared for reaching the diverse needs of each student. My student teaching experience helped prepare me for reaching all levels of learners and being able to do so while maintaining student integrity. I also felt really prepared to handle my classroom management routines.
>
> The strengths that my program effectively prepared me on were working and adjusting lesson plans to accommodate IEP and 504 students.
>
> I feel that the University really helped me be able to record and analyze data. My courses encouraged me to reflect on my experiences. I feel that this was a huge thing for me. I learned so much more through my own analysis of myself and who I am as a teacher.
>
> I loved Boise State's education department because of the constant focus on reflecting and improving using clear goals based on high expectations. This is the premise of very day as an elementary teacher. I was given an experience with a diverse population and innovative staff during student teaching that has helped me immensely teaching in Arizona the last two years. I miss that school and my mentors from Boise State! I have felt ready everyday to take whatever comes. Boise state has also set me apart from other teachers' reluctance to approach common core with a positive and proactive attitude. I know how to create anything and everything and use research/my understanding of the material to back it up.
>
> I gained a lot of experience working in different schools.
>
> Very relevant. I teach in a dual language environment, and working with ELL students helped a lot.
>
> Because I had a unique experience in being placed in two extremely different settings as far as schools go, I felt I was prepared for any school setting.

Several of the narrative comments on the alumni survey referenced the diverse clinical field experiences and their impact on completer preparation. Again, this is an area where there is data to identify *sufficiency in meeting the standard* (AFI 1 in Standard 2) while at the same time a desire to do more to ensure all candidates have the best clinical experiences to meet their preparation needs.

SLO Data Tables

The Student Learning Outcome (SLO) assessment in the S-PAT provides evidence to support candidate preparation to meet diverse learner needs. As noted in the final Site Visit Report, Boise State was working to identify valid and reliable measures for demonstrating the multiple ways in which diversity is a cross-cutting theme. Through continuous improvement efforts, Boise State found the S-PAT concluding reflections did not include specific reference to CAEP language addressing diversity.

It is important to note this was not an intention of the S-PAT concluding reflections, nor was such an evaluation measure shared or designed to guide candidate reflection. What this evidence highlighted was the lack of a purposeful way to collect evidence identifying areas of diversity and meeting diverse learner needs within the S-PAT. Therefore, in Fall 2015, multiple seminars and workshops addressing SLOs and instructional supports for diverse learners were added to the Student Teaching seminar schedule. (see Appendix A in the Rejoinder Evidence Attachment.) A new form was added to Taskstream in the S-PAT section where candidates enter data on meeting individual needs and using instructional support strategies. The formative observation form was also initiated as evidence in Taskstream. With the additional emphasis on SLOs and instructional supports for diverse learners in Fall 2015, another review of S-PAT concluding reflections with the same rubric indicated sufficiently addressing diversity (81% Basic or Proficient) according to the CAEP language. This was an internal assessment for the EPP, not something used to assess candidates or guide candidate learning. It would appear the emphasis on SLOs, differentiation in the unit design templates, and instructional supports for diverse learners had candidates thinking and reflecting more purposefully with language connected to diversity. In the future, Boise State will continue to use the SLO data and Taskstream data collection to store and analyze evidence. The S-PAT rubrics are also a large part of the Measurement Plan (see Appendix B in the Rejoinder Evidence Attachment) referenced in the section on Standard 5 and valid and reliable measures.

As alluded to in the Site Visit Report, Evidence Item 72, Boise State SLO Data, indicated 8 out of the 59 S-PAT SLO data rated their initial instruction as "ineffective" with less than 60% of students meeting learning targets. This data included one candidate from Biology; one candidate from Economics, one of two candidates from Mathematics; and five of 25 Elementary candidates. The secondary candidates included here do not mention the effort to meet the needs of English learners in their reflections or SLO data. The one math candidate retaught the concepts from her unit when she realized there were several students who did not meet learning targets on her post-assessment. This experience was more of a learning experience for her *and her students* than not. It evidenced an address of meeting diverse learning needs that would not have been attended to without the SLO process included in the S-PAT. This teacher identified where and which students needed more information or instruction from her assessment data and analysis of SLO targets, and she differentiated more fully based on the post-test data. In this sense, the S-PAT did not end with her post-test but became renewed. Recognizing the importance of meeting the learner needs before moving on was an important part of her unit instruction and reflection.

Likewise, with the five elementary candidates, three were from one school doing a unit across their three 1st grade classrooms. In their reflections, they identified they had set goals too high to have an effective learning target (e.g., all students will reach a 90% or better). They reflected together on this process, retaught concepts in their individual classrooms, and extended instruction by two weeks to meet learning targets (indicating a highly effective S-PAT in the end). These candidates also noted that all students showed growth in the initial time period of the unit. This experience turned into an important learning experience on setting better class learning targets. There were no English Learners in these three classrooms. In the two other elementary contexts, only one had an English Learner involved in the unit. All reflections indicate re-teaching after having set inappropriate learning targets. As identified in Evidence Item 72, 37 of the 59 S-PAT units were highly effective (90-100% of students met learning targets) or effective (75 – 89% of students met learning targets set by student teachers). This data indicates deep learning on the process of meeting diverse learner needs. Liaisons have also begun focusing more explicitly on the setting of learning targets in the unit plan design of the S-PATs.

Notably, the three Bilingual Education candidates (who would have been the only candidates necessarily working with language learners) had three highly effective S-PATS with 90 – 100% of students meeting learning targets. Also on the SLO form in Taskstream, candidates indicate how many language learners were in their classrooms. In 59 S-PATS, 33 candidates indicated “no supports necessary” for language learners. In an identification of how often instructional supports were included in the units, a table was created onsite to highlight when graphic supports, sensory supports, or interactive supports were included. These instructional supports were connected to language learners in the seminars and workshops. The “Ineffective” S-PATs identified by initial SLO evidence give little indication the ineffective SLO targets were due to linguistic diversity.

Table Highlighting SLO Strategies Connected to Language Learning

Program Total	**Graphic Supports**	**Sensory Supports**	**Interactive Supports**	**No supports necessary**
EPP (n=59)	30	20	21	33
Bilingual (n=3)	3	2	2	0
Economics (n=1)	1	0	0	1
Biology (n=1)	1	1	1	0
Mathematics (n=2) *1 ineffective SLO*	0	0	0	2
Elementary (n=25) *5 ineffective SLO*	13	6	8	13

Clinical Placement Diversity

In Standard 2, the final Site Visit Report includes an area for improvement: “Not all candidates have clinical experiences with diverse P-12 learners” (p.9). As noted in the above section discussing Evidence Item 74, there are several opportunities for experiences with diverse p-12 learners and/or their families and communities. The rationale for the AFI includes the fact most candidates stay in the same clinical setting for their Professional Year. While this is true about the Professional Year, candidates are not necessarily in the same classroom, and more importantly, it is not the case that a candidate would spend every field experience in one context.

This AFI also alludes to Evidence item 64 and an identified need for more certified teachers for "language instruction" in the next five years. Boise School District, a key placement area for clinical experiences, identified an estimated need for 18 certified language instructors. West Ada, Boise State's next most common placement district and the largest in the state, indicated an estimate of hiring five teachers. Two districts about 30 miles west of Boise State's main campus identified an estimate of hiring 20 teachers over the next five years. Boise State's discussion in the prior sections on addressing evidence to meet the needs of diverse learners, with particular attention to supporting and documenting instructional supports for language learners, addresses the work already in place to more purposefully address this programmatic need. Likewise, placements attend purposefully to diverse contexts by engaging in service learning in the community as well as tutoring programs in area schools (e.g., the AVID program) for early field experiences. Boise State also places Professional Year candidates in schools in the valley where there are diverse populations. A key point that would have been made on the school site visits was the partnerships among liaisons and "liaisons-in-residence" where more affluent schools (see Adams Elementary in the table below) have candidates who spend one semester of their Professional Year in a Title I school or a school with a larger refugee population (see Jefferson Elementary in the table below).

The statement in the rationale for the Standard 2 AFI claims "… despite the existing diversity of P-12 students in the surrounding schools." With consideration of the demographics of Idaho and the local area, Boise State teacher educators are making the most of every opportunity within area school districts to provide for diverse clinical field experiences. The following table includes the demographics by ethnicity enrollment for the state of Idaho and area districts and schools where Boise State candidates are placed.

Partner School Enrollment Ethnicity Table

School * **indicates a Title I school**	Enrollment percentage (White)	Enrollment percentage (other ethnicity, including Black, Hispanic, Native American, Asian, Pacific Islander, Multiracial)
State of Idaho Demographics	77%	23%
Boise District Totals	76%	24%
Elementary Partner Schools		
Adams	87%	13%
Amity	88%	12%
Garfield*	64%	36%
Grace Jordan*	88%	12%
Jefferson*	60%	40%
Liberty	85%	15%

Maple Grove	86%	14%
Morley Nelson*	59%	41%
Riverside	82%	18%
Shadow Hills	86%	14%
Taft*	60%	40%
Trail Wind	82%	18%
Valley View*	72%	28%
Whitney*	61%	39%
Whittier*	48%	52%
Junior High Schools		
East JHS	79%	21%
Fairmont JHS	63%	37%
North JHS	84%	16%
South JHS	71%	29%
West JHS	78%	22%
High Schools		
Boise	83%	17%
Borah	75%	25%
Frank Church* (Alternative HS)	74%	26%
Kuna School District		
Crimson Point Elementary	90%	10%
Reed Elementary	70%	30%
Hubbard Elementary	88%	12%
Kuna Middle School	87%	13%
Kuna High School	85%	15%
Middleton School District		
Mill Creek Elementary	87%	13%
Middleton Heights Elementary	84%	16%
Middleton High School	84%	16%
Nampa School District		
Central Elementary School	55%	45%
Nampa High School	60%	40%
Vallivue Middle School	59%	41%
West Ada School District		
Andrus Elementary	84%	16%
Lake Hazel Elementary	85%	15%
Prospect Elementary	82%	18%
Silver Sage Elementary	74%	26%
Heritage Middle School	85%	15%
Lake Hazel Middle School	81%	19%
Rocky Mountain High School	87%	13%

The Idaho State Department of Education website (www.isde.gov), reports demographics of Idaho pk-12 school enrollment by ethnicity and includes about 77% white residents. This percentage holds steady from 2010 to 2015. The following table identifies Idaho pk-12 school enrollment by ethnicity.

State of Idaho School Enrollment

Ethnicity	2010	2011	2012	2013	2014	2015
Asian	1.37%	1.3%	1.32%	1.31%	1.28%	1.24%
Black/African American	1.17%	1.02%	1.02%	1.06%	1.02%	.99%
Hawaiin/Pacific Islander	.42%	.36%	.35%	.34%	.32%	.31%
Hispanic/Latino	14.97%	15.92%	16.25%	16.76%	16.96%	17.24%
Native American	1.67%	1.4%	1.34%	1.31%	1.23%	1.22%
White	80.39%	78.48%	78.05%	77.37%	77.19%	76.84%
Two or more races	Not used in 2010	1.51%	1.66%	1.85%	2%	2.15%
Total Students	276,322	281,590	281,841	299,013	288,069	292,488

As can be noted from the enrollment tables by ethnicity, the schools where Boise State places candidates have similar enrollments in terms of ethnic diversity when compared with the state of Idaho overall. The total pk-12 enrollment in the state of Idaho has decreased from 80% to nearly 77% over six years. A percentage of white ethnic enrollment for the partner schools with whom Boise State places teacher candidates is 84% or higher. Many partner schools have considerably more diverse ethnicity when compared to the state or regional demographics. Quite importantly is the consideration of the Title I schools with whom our candidates work and the school populations with 70% or lower enrollment by ethnicity as White. Working across these types of partner schools, Boise State has diverse placements for all candidates. Not all candidates are placed in Title I or schools with high refugee populations for their entire Professional Year as there are not enough of those placements within a 50-mile radius of the university. Candidates do have multiple early field experiences, including community and service learning opportunities where diverse populations are also emphasized. The tables including enrollment by ethnicity indicate *Boise State is meeting the need of diverse placements for candidates*, in particular when compared to the state pk-12 learner population.

When receiving the estimated need for language instructors from the Idaho State Department of Education, Boise State made a concerted effort to gather more purposeful data on preparation of candidates to meet diverse learner need, in particular the needs of language learners. More purposeful partnerships among Title I and non-title I schools for elementary placements have also been forged. It was a surprise to see that attending to this on our own as an EPP and moving toward more intentional data collection also generated the rationale for adding an area for improvement that was not discussed on-site.

Valid and Reliable Measures

In an evidence item shared during the site visit, Boise State faculty outlined how they have been engaging in the establishment of valid and reliable measures across signature assignments. The following information was shared with the site team.

Quality Assurance – S-PAT rater reliability processes.

In fall 2015, elementary liaisons met to score a random sample of S-PATs from Spring 2015 semester. Elementary Education Liaison Group (EELG) agenda for one of the review meetings and powerpoint slides identifying the sharing of data and impetus for further S-PAT rubric review were included in appendices for this evidence. (Appendices available upon request for the rejoinder as well.) Secondary education liaisons, course program coordinators, and faculty also met and followed a similar process after the EELG review.

Secondary liaisons and instructors met with a random sample of S-PATs from Spring 2015 (one selected from each content area) to score and discuss. The process included:

1) All participants read through one component of the same S-PAT individually, with a rubric beside him or her, and took notes. (Participants started with the "Assessment of Student Work" section because this was an area that stakeholders reported our teachers were least prepared. This “Assessment of Student Work” section has a focus on differentiating instruction for the purpose of meeting diverse needs of all learners.)

2) Participants discussed their notes and scores with partners.

3) The whole group discussed their scores and rationale for assigning a score.

This was repeated with three S-PAT samples ("Assessment of Student Work") from three different content areas.

Seven attendees representing English, STEM, and liaisons who supervise PE, World Languages, English, History/SS, Art, Theater Arts, Music, and STEM, as well as elementary supervision participated. All scorers scored within .5 of one another on a 0, .5, 1, 1.5, 2, 2.5, 3 scale.

The next time this group met (November 2015), participants repeated the process with two more S-PAT samples. This time evaluators looked at the S-PATs holistically (by the end of this meeting, participants had viewed an earth science, English, PE, social studies, and math S-PAT). This process was preferred due to the attention to context of the learning environment and learning targets. Attention to rubric clarity was also identified and will be pursued through the 2016-2017 Measurement Plan for Reliability outlined in Appendix B. Again, all scorers (9 participants this round) were within .5 of one another on a 0. .5, 1, 1.5, 2, 2.5, 3 scale.

The 2016-2017 Measurement Plan for Reliability outlined in Appendix B highlights the timeline and tasks for working toward valid and reliable measures on the S-PAT along with the interview rubrics and formative observation form assessment.

Measurement Plan

Page 16 of the final Site Visit Report included an area for improvement: “There is inconsistent evidence that the EPP has established reliability and validity for EPP assessments.” A measurement plan for reliability has been established with a 2016-2017 timeline for completion of tasks. (see Appendix B of the Rejoinder Evidence Attachment). A measurement plan for validity with a 2017-2018 timeline will be developed in early 2017 based on preliminary reliability results.

The measurement plan for reliability includes both rater training and calibration to master criteria, and the reporting of reliability coefficients, which are criteria listed as “examples of attributes above sufficient level” on Version III-March 2016 “Appendix G - Assessment Rubric.” The measurement plan highlights and augments work already described in the Selected Improvement Plan.

Boise State’s 2015-2022 Selected Improvement Plan identified Standard 3.3 as a goal:

By 2022, reliable and valid measures of dispositions beyond academic ability will be used as a meaningful source of data on candidates before and during the preparation program.

The goal for Standard 3.3 area of improvement is centered on the first half of the standard: *Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.* In order to “establish” and “monitor” dispositions at admissions and during the program, all measures to collect and analyze data must be reliable and valid. The data collection and analysis plans in the SIP for 3.3 includes the reporting of validity coefficients, content validity, and predictive validity analyses which are criteria listed as “examples of attributes above sufficient level” on Version III-March 2016 “Appendix G - Assessment Rubric.”

Extra comments and notes

A few other comments may be noted to add clarification and context to the final Site Visit Report.

(1) On page 4, the report states "As a result of the Formative Feedback Report, the EPP provided aggregated data for the EPP, disaggregated data by individual program, number of candidates participating in each assessment, and three cycles of data for most assessments. The EPP provided little additional analysis of the data in the Addendum once the data were aggregated for the EPP and disaggregated by program." It is important to re-clarify the process by which data was shared. The self-study included analysis of data and grouped data among "elementary and dual degree" programs and "secondary and k-12" programs. This is where comparisons were made due to small numbers in any of the data sets. The aggregate and disaggregate tables provided in the Addendum were the same data analyzed by the EPP to generate the self-study analysis. In this sense, we provided the analysis without the raw data in the self-study and then added the raw data as requested in the Addendum.

(2) On page 4 it also states "the exception are candidates in Early Childhood Studies program who had a first time pass rate of 60 and 50% in Praxis I for fall 2013 and spring 2014 respectively and a first time pass rate of 40 and 75 percent in the Praxis II exam for fall 2013 and spring 2014 respectively." Again, as re-emphasized in Evidence Item 56, the Early Childhood candidates passed the appropriate praxis assessment. In fall 2013 two of the six candidates did not pass the assessment *on their first attempt*. In spring 2014 one of four candidates did not pass the assessment the first attempt. This candidate was within one point of the passing score and persisted until passing. Likewise, the fall 2013 candidates were near the cut score (175). The clarification would be that it is not an "exception" that "Praxis I and Praxis II scores demonstrate that candidates possess content knowledge in their subject areas." These candidates did demonstrate possessing content knowledge through their passing scores. The small numbers of candidates in these programs also make the percentages appear potentially larger in number of candidates not passing the first time.

(3) On page five, the Site Visit Report mentions case study data were documented but not aggregated for the EPP. The following tables include the case study data that were available during the site visit.

Case Study for Early Program Students in Fall 2014							
	Rubric Criterion Scores						
Program	**Purpose**	**Scope**	**Observation**	**Ideas for Change**	**Test Solutions**	**Conclusion**	**Share Knowledge**
Teacher Education (n=75)	N/A	2.70	2.76	2.72	N/A	N/A	2.74

Case Study for Mid Program Students in Fall 2014							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=96)	2.68	2.51	2.60	2.69	2.65	2.50	2.72

Case Study for Early Program Students in Spring 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=61)	N/A	2.80	2.91	2.50	N/A	N/A	2.94

Case Study for Mid Program Students in Spring 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=53)	2.85	2.67	2.65	2.83	2.85	2.76	2.69

Case Study for Early Program Students in Fall 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=68)	N/A	2.68	2.78	2.49	N/A	N/A	2.68

Case Study for Mid Program Students in Fall 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=73)	2.90	2.68	2.78	2.71	2.67	2.66	2.63

(4) On page five of the Site Visit Report, it notes that one program was not approved by the state: "The program not approved, Math Consulting Teachers, is an advanced program under the category of teacher leader endorsement. As an advanced level program, the Math Consulting Teacher does not fall under the purview of the CAEP visitor team during this accreditation cycle." It is important to clarify that Boise State has not received a final report from the State Department of Education outlining program approvals or disapprovals. Based on the verbal feedback at the Exit Interview, Boise State faculty prepared a response with evidence of how the program meets the state standards. The Graduate Certificate in Mathematics Consulting Teacher Endorsement was approved by the Idaho State Board of Education *prior* to the adoption of Teacher Leader standards, under which the program fell for this review. Upon presentation to the Professional Standards Commission in June 2016, the program coordinators expect a conditional approval based on the outline of how the Teacher Leader standards are being met within the Mathematical Thinking for Instruction program. (See Appendix C in the Rejoinder Evidence Attachment for the proposed revisions.)

(5) On page 15, it is inappropriate to include the "Diversity Rubric" as a part of the measurement system as it has not been used to measure candidate performance. It would not even be considered a rubric by the EPP. It was a framework adopted from CAEP language to determine if the unit was collecting evidence inclusive of the CAEP cross-cutting theme of diversity. It would be inappropriate to suggest that this framework should be validated or tested for reliability for "performance against the standard." The Measurement Plan for Reliability (see response to AFI 1 Standard 5 and Appendix B in the Rejoinder Evidence Attachment) should be the basis of evidence for this determination.

Future Opportunities

Most importantly, Boise State has greatly appreciated the opportunity to engage in the early adoption of the CAEP standards. We believe the entire EPP has been re-cultured as one of continuous improvement and inquiry. The reporting and sharing of data is prevalent and systemic in the EPP. Our early adoption stance has allowed us as colleagues to enact principles of continuous improvement that were already in place. The Continuous Improvement Team has identified areas for growth from the initiation of the S-PAT, the PYA (shared state common summative assessment), Case Studies of Individual Learners, and the collection of data in the Taskstream platform. Marked efforts over time have demonstrated growth over just three semesters, or cycles, of data. Therefore, the EPP has already indicated its emphasis on systems and continuous improvement. We have a demonstrated track record for continuous improvement and growth. This opportunity may not have been realized without the adoption of CAEP standards and the prospect of becoming an early adopter for our review period. Thank you for this opportunity for programmatic growth.

Additionally, maintaining the cycle of site visits with the self-study, formative feedback, and addendum process is quite helpful in allowing professionals to engage in collegial conversations about the transformation of educator preparation. Engaging in continuous improvement with accountability structures attached may be a cautious consideration for EPPs. However, with an accrediting body that embraces the formative feedback task and allows for true inquiry and improvement, EPPs may take responsibility for the preparation of educators via transparent and evidence-based decisions that could inform education policy and the field at large.

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Council for the Accreditation of Educator Preparation

Site Visit Report

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Continuous Improvement Pathway

BOISE STATE UNIVERSITY

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1910 University Drive
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CONFIDENTIAL

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Site Visit Report Continuous Improvement Pathway

Section I Introduction

Overview of the EPP and program offerings: (focus on differences between what was stated in the Formative Feedback Report and what was verified onsite.)

The on-site visitor team verified that the College of Education (COED) at Boise State University (BSU) is comprised of five departments: Counselor Education; Curriculum, Instruction, and Foundational Studies; Early and Special Education; Educational Technology; and Literacy, Language and Culture. The Dean, the chief administrative officer for all professional education programs at BSU, is assisted by an Associate Dean for Teacher Education and an Associate Dean for Research. These three administrators, along with department chairs and center directors form the COED Leadership Team. The on-site visit provided information regarding the number of faculty employed by the unit: 55 tenure-track; 11 full-time, non-tenure track clinical; and ten adjunct faculty members. In addition, the team verified that the EPP enrolls 2,121 candidates: 1,105 undergraduate and 1,016 graduate students, a decrease of about 400 candidates since 2009.

The visitor team verified that the EPP offers 24 initial programs at the undergraduate level leading to a B.A., B.S. or B.F.A. degree. There are two Master in Teaching initial programs are offered on-line while the graduate certificate program and all undergraduate programs are offered face-to-face. There are no programs offered at other sites. Having adopted the State review option, all programs leading to licensure/endorsement (including advanced programs) were reviewed during this visit by a state team working concurrently with the CAEP team.

As this was an early adopter visit, the EPP's self-study did not consider or list the advanced programs offered. Because the assessment system of advanced programs was cited as an AFI in the previous accreditation review, the Addendum listed 13 advanced programs (10 masters', one doctorate, one Specialist level programs and one graduate certificate program) in responding to this AFI.

Summary of state partnership that guided the visit (i.e., joint visit, concurrent visit, or a CAEP-only visit)

This was a Selected Improvement (SI) pathway early adopter visit utilizing the CAEP standards. It was a concurrent visit with the state of Idaho. The two teams worked side by side and collaborated and discussed findings at meal times.

Special circumstances of the onsite review, if any. (Example: No unusual circumstances affected the visit.)

There were no special circumstances that affected the on-site review.

Section II CAEP Standards, Assessments and Evidence

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
Task 1: a. Rubrics for the PYA describing the behaviors for each level of performance b. Rubric for the Case Studies used in the beginning and mid- point of the programs c. Observation Instrument for the Idaho Core Standards shifts d. Rubric or scoring guide for the IPLP	The evidence was verified: a. For the PYA instrument (Evidence 50) levels of performance are not provided in the instrument, however levels of performance that are used for evaluation are part of the 2013 Framework for Teaching Evaluation document that is given to all mentor teachers and liaisons. b. The Addendum provided rubrics for Case Studies (evidence 57) c. The Addendum provided rubrics for the Observation Instrument for the Idaho Core Standards Shifts (Evidence 58) d. The Addendum provided rubrics for the IPLP (Evidence 52)
Task 2: a. Number of administrations for each assessment b. Number of candidates evaluated by program using the PYA, S-PAT, Case Studies, and IPLP c. Disaggregated data for each licensure area (Music, Art, PE, English, Mathematics, etc.) d. Aggregated data for the EPP for use as a comparison point for all assessments e. Data for Early Childhood and Special Education candidates	The evidence was verified: a. Each signature assessment has been administered three times, with the exception of Observation checklist for the Idaho Core Standards "shifts" b. Data has been disaggregated by licensure area c. The number of candidates taking each assessment has been provided d. Data for the EPP as a whole has been made available. No comparisons and very little analysis of the data were provided once the data for the entire EPP was obtained and the data were disaggregated by individual programs e. Data for Early Childhood and Special Education candidates have been provided
Task 3: a. Evidence of changes in the Early Childhood Studies program as a result of the low pass rates in the Praxis I and Praxis II exam	The evidence was verified: a. Evidence was provided regarding changes in the Early Childhood program based on Praxis I and II results.

2. Summary regarding completeness and accuracy of evidence related to Standard 1 :

a. Summary of findings

The College of Education at Boise State University presented evidence that candidates at the initial level of teacher preparation develop an understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of P-12 students.

Candidates demonstrate an understanding of the 10 inTASC standards through data from the following signature assessments: the Professional Year Assessment (PYA); the Standard Performance Assessment for Teaching(S-PAT); Case Studies (Analysis of Instructional Practices) and the Individualized Professional Learning Plan. In addition, Praxis I and Praxis II scores are provided as evidence of candidate content knowledge. Data provided documentation that all candidates assessed scored at acceptable levels in all instruments with the exception of Early Childhood first time test takers on Praxis I and II.

The Professional Year Assessment (PYA), BSU's name for the required state assessment, is aligned with the four domains of Danielson Framework for Teaching and the inTASC standards and used statewide to evaluate preservice and in-service teachers on important elements of effective teaching. Danielson certified university liaisons complete the PYA at midterm and at the end of each professional year term. Even though the instrument itself (Evidence 50 and Evidence 4) does not provide rubrics that specify candidate behaviors for each of the three levels of performance, mentor teachers and liaisons utilize the performance levels in Danielson' Framework for Teaching document (2013). The data, disaggregated by licensure area elementary, K-12, and secondary education, reveal that all candidates score above a 2.0 (the level needed to be recommended for certification) in all areas of the PYA in spring 2015.

The S-PAT is a performance assessment developed by the EPP modeled upon and containing many elements of the edTPA. The S-PAT requires candidates to develop and implement a unit of study, engage in analysis of impact on whole class learning, and provide analysis of three students with diverse learning needs. The EPP states in the Self-Study Report that inter-rater reliability for the S-PAT will be established once a study is conducted (Evidence # 5, page 3). The team received documentation on site that work to do this began in August 2015 and had not been completed as of the time of the visit. The S-PAT is scored by university liaisons on several rubric items and is administered during the candidates' professional year. The S-PAT is aligned with Danielson's domains and InTASC standards. Candidates scored near or above a 2.5 (the identified target for success) in all areas of the S-PAT.

Case Studies/ Inquiries into Practice and P-12 learning: EPP candidates engage in case studies of student learning with stair-stepping complexity as they move through the program: one at early program for elementary, at mid program for all candidates, and at exit within the S-PAT. The EPP adopted a rubric from another institution for the early and mid-program case studies.

The Individualized Professional Learning Plan (IPLP): The Idaho Higher Education Coalition (IHEC) consisting of BSU and seven other institutions of higher education, the state department of education, and other stakeholders implemented a Common Summative Assessment (CSA) for teacher candidates (the EPP's PYA) and an Individualized Professional Learning Plan (IPLP) to accompany completers into their professional careers. Boise State has adopted the IPLP for all candidates at the end of the internship semester and at exit.

The signature assessments described above, together with Praxis I and II and interviews conducted on site provide evidence that BSU candidates demonstrate an understanding of the four inTASC categories: the learner and learning (PYA, S-PAT, Case Studies); content (PYA, S-PAT, Praxis I and II); instructional practice (PYA and S-PAT); and professional responsibility (PYA and IPLP).

Data from the Inquiries into Practice Case Studies (see above) provide evidence that candidates understand the Learner and Learning InTASC category and that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure P-12 student progress and their own professional practice. Interviews with employers on site documented candidates' inquiry skills.

The EPP demonstrates evidence for Standard 1.3 through the state program approval. At this visit, 28 programs were reviewed by the state team working concurrently with the CAEP team.

The EPP cites the Observation checklist for the Idaho Core Standards "shifts" as evidence that candidates have the ability to demonstrate skills and commitment that afford P-12 students access to college- and career ready standards (CAEP 1.4) Pilot data for spring 2015 (Evidence #10) included nine shift observations in Math and 10 shift observations in language arts. The EPP concluded from this pilot that candidates need more support in using digital resources & multi-modal presentation formats. In Evidence # 58 shifts counts for the EPP (no disaggregation by program) are given for spring 2015 and fall 2015.

Data presented from signature assessments is not adequate to determine the ability of candidates to advance the learning of all students. As stated in the Formative Feedback Report, an analysis of a random sample of reflections on the diversity rubric revealed that in spring 2015, 42% of the candidates were rated Unsatisfactory. In the fall 2015, 18% were rated Unsatisfactory, 54% Basic, and 27%

Proficient. The EPP noted that this rubric is not used to assess or give feedback to candidates.

Interviews with completers, candidates, employers, and faculty seem to indicate that candidates are prepared to work with P-12 students with exceptionalities, however interviewees expressed the need for more focused attention to the area of English Language Learners (ELLs).

Candidates are required to take one special education course; however, no such requirement exists for ELLs. Faculty are aware of the need in this area and have begun discussions on how to best incorporate this concern into the regular curriculum.

The document given to the visitor team on site entitled Further Support for CAEP 1.4. And Meeting Diverse Learner Needs acknowledges that data from prior S-PATs and employer/alumni feedback included attention to linguistic diversity as a more specific focus for meeting needs of diverse learners. The EPP has begun to address this concern through seminars for candidates and professional development for faculty and liaisons on the WIDA Instructional Supports. Utilizing a checklist, initial data (one cycle) has been collected on the S-PAT Student Learning Outcome (SLO) form along with the Formative Observation Forms. The data demonstrate gains in candidate performance based on these new supports.

Data from the required technology class portfolio and the S-PAT as well as interviews with program completers and employers provide evidence that candidates model and apply technology standards (CAEP 1.5). The analysis of portfolios demonstrated that all candidates showed evidence of connecting to all five ISTE standards. An analysis of a random sample of S-PAT units found evidence that candidates use technology to teach content and engage students. In addition, employers and program completers spoke of the excellent preparation candidates receive in this area.

b. Analysis of Program-Level data

As a result of the Formative Feedback Report, the EPP provided aggregated data for the EPP, disaggregated data by individual program, number of candidates participating in each assessment, and three cycles of data for most assessments. The EPP provided little additional analysis of the data in the Addendum once the data were aggregated for the EPP and disaggregated by program.

The data from three semesters reveal that all candidates score above a 2.0 (the level needed to be recommended for certification) in all areas of the PYA, presenting evidence together with scores on the S-PAT, Praxis, and the IPLP that candidates demonstrate an understanding of the 10 inTASC standards.

In the Learner and Learning InTASC category, the average scores for all measures were above the identified target score for success. Data for elementary and secondary education candidates (not disaggregated by individual program) for fall 2014 and spring 2015 for the PYA and the S-PAT combined indicate that elementary candidates score high in their knowledge of students and lowest in their ability to use summative assessments. Secondary candidates scored lowest on their knowledge of students.

Praxis I and Praxis II scores demonstrate that candidates possess content knowledge in their subject areas. The exception are candidates in Early Childhood Studies program who had a first time pass rate of 60 and 50 % in Praxis I for fall 2013 and spring 2014 respectively and a first time pass rate of 40 and 75 percent in the Praxis II exam for fall 2013 and spring 2014 respectively.

Instructional Practice category. PYA and S-PAT averages aligned to this category were above the Basic level demonstrating designing effective instruction, clear communication of content, and engaging students in learning. The K-12 (Art, Music and Physical Education) seem to score lower than Elementary and Secondary candidates in most categories. In particular these candidates seem to need more instruction in classroom management, although managing student behavior receives the lowest scores for all candidates. Classroom management was also cited as an area for improvement by the employees interviewed on site.

Candidates score high at exit when evaluated on the PYA and other assessments on the components of professional responsibility, scoring close to the highest score of "3" for this InTASC category.

Candidates scored near or above a 2.5 (the identified target for success) in all areas of the S-PAT. Candidates in K-12 education scored lower than those in elementary and secondary education in all areas with the exception of Assessment Analysis and Video Refection.

All candidates seem to score the lowest across the three cycles of S-PAT data provided on the concluding reflection. Interviews with employers, however, indicate that graduates of the programs are strong in their ability to reflect.

Three levels of Case Studies or inquiry assignments (Early program, Mid-program and End) were presented as evidence for CAEP 1.2. The early (Elementary education only) and mid-program case studies share a common rubric that measures candidate performance in six areas of inquiry. Evidence # 11 presented two cycles of data for the early, mid-, and end of program case studies for the entire EPP, but data were not disaggregated by program. The addendum, Evidence #57 (Table 1) presented data for the Early case studies for Elementary candidates only; mid-program case studies data were documented for elementary and secondary candidates, but were not aggregated for the EPP. There were no data for the end of program case studies in Addendum Evidence # 57 and no analysis of the new data.

Data from fall 2014 and spring 2015 presented in Evidence #11, Figure 3, although not disaggregated by program suggest that candidates as a whole demonstrate proficiency at end of program in their ability to use research and evidence to develop an understanding of the teaching profession to measure P-12 student progress and their own practice.

The state of Idaho does not require program submission to the Specialized Professional Associations (SPAs). The site visit was conducted together with a state team that examined 28 individual programs at the initial and advanced levels leading to certification/endorsement for state approval. Of the 28 programs reviewed, 24 were fully approved; three were conditionally approved due only to the lack of completers (two initial: computer science and engineering, and one advanced: School Superintendent); and one was not approved. The program that was not approved, Math Consulting Teacher, is an advanced program under the category of teacher leader endorsement. As an advanced level program, the Math Consulting Teacher does not fall under the purview of the CAEP visitor team during this accreditation cycle. The state team found inconsistencies among and between programs with candidate placement and the ability of candidates to adapt instruction to ELLs under the Learner Differences standard. This finding is corroborated by the CAEP site visit team.

The EPP cites the Observation checklist for the Idaho Core Standards "shifts" as evidence that candidates have the ability to demonstrate skills and commitment that afford P-12 students access to college-and career ready standards. At program exit, all candidates have completed a Standard Performance Assessment (S-PAT) where they must plan and address College- and Career-Readiness shifts in their unit template and across lesson design and reflection. In Evidence # 58 shifts counts are given for spring 2015 for the EPP as a whole. Disaggregated data by program for one cycle (fall 2005) for the Idaho Core Standard shifts was provided on site through tables that identify the shifts evidenced in each candidate's unit. Additional tables identify the shifts for College-and Career standards that were observed during the formative observations of language arts and mathematics during lessons of interns and student teachers in fall 2015. The EPP provided little analysis of the data presented. Although there is evidence that candidates are demonstrating these shifts, it is difficult to draw conclusions regarding individual program candidates' skills and commitment that afford all P-12 students access to career-and college standards.

c. Evidence that is consistent with meeting the standard

The EPP provides evidence that it has developed a culture of assessment and that faculty, staff, candidates work collaboratively with their P-12 partners in the spirit of continuous improvement. The EPP has adopted, developed, and implemented multiple assessments/measures (S-PAT, PYA, case studies, and IPLP) and utilized them to provide evidence of candidate performance. Data have been triangulated and analyzed across assessments to demonstrate evidence for CAEP Standard 1. Data have been disaggregated by individual programs.

All initial candidates meet acceptable levels of success in all signature assignments demonstrating an understanding of the InTASC standards, the ability to use research and evidence, the skills to afford P-12 students access to college-and career standards, and the competence to model and apply technology standards.

c. Evidence that is inconsistent with meeting the standard

The EPP provided little evidence to demonstrate candidates' skills and commitment to advance the learning of all P-12 students, in particular English Language Learners. Data from signature assessments, surveys and interviews on site strongly suggested that candidates need more instruction on how to meet the needs of the increasing ELL population in the schools.

The EPP provided no documentation of the validity and little documentation of the reliability of the majority of the instruments.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement

Area for Improvement	Rationale
There is little evidence that all candidates are prepared to advance the learning of all P-12 students	Although some new initiatives have recently begun, there is inconsistent evidence that all candidates are prepared to serve the needs of the increasing English Language Learners in the schools.

Stipulation:

Stipulation	Rationale
N.A.	

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task:	Evidence was or was not verified:
Review plan for English learner's partnership	Tasks were verified by committee minutes, interviews, meetings with external stakeholders.
Review IDOTEACH completer's evidence	Tasks were verified by review of documents, interviews and committee meeting records.
Identify all EPP school partnerships	Tasks were verified by interviews, visits and meeting with EPP school partners.
Review ECE Special Education and discipline-specific program completer's evidence.	Tasks were verified by meetings, interviews, EPP documents.

2. Summary regarding completeness and accuracy of evidence related to Standard 2 :

a. Summary of findings

Evidence documents that P-12 schools and the EPP have both benefited from the partnership. Clinical partnerships include a PDS, Sage, Garfield STEM, Nampa district, Boise districts, ELD standards pilot and the Liaison-in Residence Program. Clinical partners have memorandums of agreement with the EPP that are in place to share the responsibility for continuous improvement of candidate preparation. Interviews with school site administrators indicate that the agreements are not at the school site but in the district offices in order to meet the legal requirements of the partnership.

The clinical partners have a shared model of responsibility that includes evaluation, key assignments and curriculum revision. The Mentor Teachers, Liaisons and administrators are involved in on-going decision making and meet on a regular basis to enhance the clinical preparation of candidates. A series of monthly meetings and professional development activities is central to the success of providing high quality clinical experiences for the candidates

The Path to Proficiency documents that the clinical experiences are sequential, progressive, and linked to coursework. Educators and administrators are involved in the selection and evaluation of clinical educators. The evidence indicates that there are different implementation models of selection that include individual administrator interviews, panels consisting of the administrator, Mentor, Cooperating Teachers and the Liaison. The results of the evaluations are shared with the candidates and clinical educators. The Mentor Teachers and Liaisons are involved in the preparation and active evaluation of the candidates with tasks, activities, and assignments that cultivate and develop proficiency.

Resources are available on-line to ensure access to all of the clinical educators through the use of Google docs. The Mentor Teachers and the Liaisons receive professional development in the use of the Danielson program, evaluation instruments, dispositions and evaluation of the candidates. Feedback to the candidate about the clinical experience is a major part of the work of the Liaison and the Mentor Teacher. The ongoing collection of data is used by the EPP to refine criteria for the candidates. The use of taskstream for assessment planning, evidence collection, signature and capstone assignments, portfolio assessments, performance assessments and lesson planning are key to the demonstration of multiple forms of proficiency as referred to in the The Path to Proficiency document.

There are inconsistencies among and between programs and individual candidates regarding clinical placements with diverse P-12 learners. Interviews revealed that few but not all candidates have experiences that include different social classes, migrants, refugees and English language learners.The candidates' attributes are demonstrated in more than one clinical experience, and through formative and summative assessments as evidenced with the use of Taskstream and purposeful clinical experiences that include: service learning, an internship and student teaching. Candidates have used technology to enhance instruction and assessment in their clinical assignments as evidenced by documents, interviews and meetings. The candidates from the EPP utilize technology at their clinical school sites and share their knowledge with their Mentor Teacher, Liaison, and administrators. In meetings and interviews with candidates, stakeholders, Mentor Teachers and Liaisons confirmation of the use of technology was important and success reflected through candidate coursework, practicum, activities and faculty of the EPP. The Path to Proficiency document indicates that the EPP provides each candidate with proficiency-building activities that are aligned with InTASC and Idaho standards and the Danielson Framework for Teaching. These activities begin before acceptance into Teacher Education as a candidate, and continue after graduation as a completer. There is evidence of candidate competency using performance-based criteria, sequence along with clinical experiences that are focused purposeful and varied with specific goals for each experience.

b. Evidence that is consistent with meeting the standard

The EPP provided distinct evidence that included: group meetings, records of meetings, candidate documents: PYA, SPAT, IPLP, Mentor Teacher interviews, Liaison meetings and interviews, meetings with candidates, school visits, policy documents, external stakeholder meetings and records, policy handbooks, Danielson Framework for Teaching (adopted state-wide by all EPPs and by the Idaho State Department of Education), faculty advocates and faculty.

Evidence 16: Sage Community Focus Group; Evidence 17: Stakeholders Steering Committee Meetings; Evidence 18 Elementary Professional Year Field Guide; Evidence 19: Sample CIPY Seminars; Evidence 20: Mentor Teacher Professional Development Handbook; Evidence 21: Liaison Structure Policy; Evidence 22: Supervision Team Observations;Evidence 62 Boise State Partner School Matrix

Early Field Experience: The Extended Professional Year: A presentation for the NAPDS Conference -- March 3-6,2016
A Professional Development School: Lake Hazel Middle School, Secondary Certification Internship Handbook.
Block II Internship Field Experience Handbook
-ED-CIFS 301 Learning and Instruction Field Guide
Block I Early Field Observation Questions
Mentor Lines of Development Handbook

c. Evidence that is inconsistent with meeting the standard

There are inconsistencies among and between programs and individual candidates regarding clinical placements with diverse P-12 learners. Interviews revealed that few but not all candidates have experiences that include different socio-economic levels, migrants, refugees and English language learners.

3. Recommendations for new areas for improvement and/or stipulations including a rationale

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for each

Area for Improvement:

Area for Improvement	Rationale
Not all candidates have clinical experiences with diverse P-12 learners	Interviews with candidates and principals revealed inconsistencies in the placements of candidates with diverse student populations. Many candidates stay in the same setting for most of their clinical work and may not have opportunities to experience clinical placements with sufficient diversity despite the existing diversity of P-12 students in the surrounding schools.

Stipulation

Stipulation	Rationale
N.A.	

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task:	Evidence was or was not verified:
1. A sample of S-PAT submissions. 2. Training materials for liaisons. 3. Examine the professional year assessment (PYA) and results.	The evidence was verified. S-PAT submissions, training materials for liaisons and mentor teachers, and the PYA were all examined and verified.

2. Summary regarding completeness and accuracy of evidence related to Standard 3:

a. Summary of findings

Based on analysis of the self-study, the EPP clearly has provided evidence of candidate quality, recruitment, and selectivity. The EPP has provided a description of a recruitment plan that targets non-traditional students as well as targeting areas of need: STEM and special education. The EPP works closely with the Center for Multicultural Education Opportunities, which has a wide array of outreach initiatives for students who come from underrepresented populations and first generation students. Considerable human and financial resources are devoted to these efforts, and this has resulted in increasing diversity of teacher candidates at a level that exceeds the demographics for the area from which students are recruited (the state of Idaho). The EPP has procedures that allow for employment in shortage areas prior to graduation with strong support provided to the provisional teacher. Admissions standards are high, and students' average test scores and GPA are above the required admission level for CAEP and are also above the average for non-education majors in secondary licensure areas (e.g., science). The EPP has mechanisms in place for ensuring that candidates' progress is monitored throughout the program. Candidates who are not meeting the minimum requirements for the next level of the program are counseled out or choose another major; this process is a collaborative effort among faculty advocates, university clinical educators, and site-based clinical educators. The EPP also has in place selectivity criteria that include measures of dispositions important to effective teaching. These criteria are a critical part of the admissions process and are measured during the candidate interview; dispositions are also measured in written reflections that occur at admissions and again before admission to the professional year.

The admissions standards are selective. The average GPA at admission of the 2013-2014 cohort was 3.35 and of the 2014-2015 cohort was 3.39. The ACT and SAT scores of all teacher candidates meets the CAEP minima (above the 50th percentile). The EPP intends to examine the Praxis II pass rates of their elementary and early childhood teacher candidates, and they have identified writing as an area for investigation for the Praxis I Core for elementary teacher candidates.

Dispositions are an additional selectivity factor. Students write responses to scenarios as an admissions writing sample and then write reflections at two additional times (mid-point and at completion) that are scored using a rubric that was developed by faculty and is based upon the research addressing dispositions. Students are evaluated using this rubric prior to advancing to their professional year (during which student teaching occurs).

Candidates' ability to teach career- and college-ready standards is addressed through the Standard Performance Assessment of Teaching (S-PAT), Praxis, and scores on the PYA. The teacher candidates take an educational technology course or pass a state level technology test.

The EPP provided strong evidence regarding GPA and Praxis II scores. All students must pass the Praxis II for their content before student teaching, which provides assurance that the candidates have the content knowledge required. In addition, the PYA and the S-PAT rubrics also address content knowledge. The students complete case studies as part of the S-PAT for which they must demonstrate positive impact on student learning.

Teacher candidates are also provided with a faculty advocate to help them develop the dispositions of character, intellect, and care. Professionalism is also measured using the Professional Year Assessment, which is based on Danielson's Framework for Teaching (adopted state-wide by all EPPs and by the Idaho State Department of Education. Danielson FFT Domain 4 highlights six areas of professionalism: (4a) Reflecting on teaching; (4b) Maintaining accurate records; (4c) Communicating with families; (4d) Participating in professional community; (4e) Growing and developing professionally; (4f) Showing professionalism.

Boise State has chosen Standard 3 as the focus of their Selected Improvement Plan going forward.

b. Evidence that is consistent with meeting the standard

The EPP has recruitment plans for a master's in special education that leads to licensure, STEM teaching, and general teacher education including dual degree programs (Evidence #25). Because of the collaboration with the Center for Multicultural Education Opportunities, they are able to recruit from underrepresented populations and from first-generation college students in ways that not only bring students into the program but also provide academic, financial, and social support along the way. The percentage of minority students in the EPP was 17% in 2015; the percentage of non-white minorities in Idaho is 11.9%. (See 3.1 Diversity of candidates document uploaded as additional evidence, which was provided onsite.)

The interview process at admission involves stakeholders and provides assurance of selectivity at admission based on GPA, Praxis I, and dispositions. This was verified through conversations with stakeholders onsite as well as with EPP faculty.

Scores from ACT and SAT indicate that students are scoring above the CAEP minima of the 50th percentile for ACT and SAT (See 3.2 ACT_SAT performance comparisons uploaded as additional evidence). For the Praxis I, it is notable that the students who identify as Mexican, Mexican-American, or Chicano score higher than the national average of the writing portion of Praxis I. All students must pass the Praxis II test for their content before student teaching. (Evidence #9, 28, 29)

Students' dispositions and ability to teach are monitored as they advance from admissions through completion using the S-PAT and the PYA as well as the Reflection signature assessment. Professionalism and ethics are taught during coursework (e.g., required special education course for all students seeking licensure), emphasized during the student teaching seminars, and are documented through the PYA. (Evidence #30 and 32).

c. Evidence that is inconsistent with meeting the standard

N/A

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
N/A	

Stipulation

Stipulation	Rationale
N/A	

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task:	Evidence was or was not verified:
Meet with completers who participated in the case study to determine how they believe it impacted their teaching and growth	The evidence was verified: Met with 5 completers all of whom stated that they had experienced significant professional growth during the Case Study of Completers project. Participants in the current

and whether they would participate again.	program shared their enthusiasm for the project.
Interview principals who had completers in the Case Study to determine how well they support this kind of investigation.	The evidence was verified: Principals have been supportive of program, however on middle school principal did mention that the requirement to video a class session raised problems in his school.
To be clarified from the SSR: How were the thirteen participants selected from the pool of volunteers and why only Elementary Education completers were considered for this study.	The evidence was verified: During the initial orientation for the visit it was explained that this was a pilot project and the selection was based on proximity of the completers as well as the completers being in schools where the EEP had strong relationships with administrators and faculty.

2. Summary regarding completeness and accuracy of evidence related to Standard 4 :

a. Summary of findings

The EPP piloted a comprehensive Case Study of Completers in the 2014-15 academic year. Thirteen program completers (December 2012 through May 2014) all teachers in grades 1 through 6, and teaching within a fifty mile radius of BSU participated in the study. During the current academic year (2015-2016) a second Case Study of Completers is in progress with a larger and more representative sample of nineteen first and second year completers teaching in the areas of elementary education (11), middle school math (2), chemistry, history, government, physical science, special education, and bilingual education.

The completer case study includes planning and enacting a unit plan from within the completer's current curriculum, analysis of student assessment data, and measures of student perceptions (Tri-Pod Survey). Six classroom observations are conducted by Danielson Framework for Teaching (FFT) certified observers using observational field notes and the FFT Evaluation. Additionally, teachers participate in the statewide Alumni Survey and in two focus groups that are recorded, transcribed, and coded.

Twelve participants in the pilot study submitted unit plans. In each classroom 3 students who would require differentiation of instruction were identified and their level of achievement was reported with the class and then separately by special need. Completers submitted student learning data for the units they taught. Teaching success for the unit was described as follows; If 90 to 100% of the students Met or Exceeded the Target goal, teaching was Highly Effective. When 75 to 89% of the students Met or Exceeded the target, teaching was Effective. If 60-74% Met or Exceeded the target, teaching was described as Developing. If fewer than 60% of the students in the class Met the target, then teaching was described as Ineffective. A review of the student learning outcomes for the twelve completers that submitted a unit study shows that 83% of the teaching was at the Highly Effective or Effective level. When ELL students were considered separately, 60%, of the teaching was Effective. With below grade level students, 75% of the teaching was rated Highly Effective or Effective. All students improved from the pre-test to the post test.

Evaluation of the activity in completer classrooms demonstrated that these completers effectively apply the professional knowledge, skills and dispositions that were part of their preparation experiences. Effective teaching strategies were evaluated by Danielson certified evaluators on two of the Danielson domains (Classroom Learning and Environment and Instruction) and a checklist based on Marzano's high yield practices. Most EPP completers scored at the Proficient or Distinguished levels on all Danielson components that were measured. Observers found that the use of high yield strategies was frequently enacted in completer classrooms. When available, comparison was made between the candidate's preservice evaluations and those of this completer study. In all cases, growth was documented.

The Tripod Survey is a proprietary instrument used to measure student perception of the teacher on seven constructs. This survey was administered to students in the completers' classrooms. Results indicate that Boise completers ranked high in the areas of Challenge, Care and Confer and lowest (but within acceptable range) in Control. Findings from this survey of students are corroborated by the observations of FFT trained observers on the Danielson domains and the observations reported on the high yield checklist mentioned above.

Several surveys of employers show that principals are satisfied with the performance of EPP completers. The Idaho Institutions of Higher Education (IHE) Coalition developed and validated an employer survey to inform the continuous improvement of Idaho EPPs. Principals, building administrators, and direct supervisors of IHE alumni were surveyed on employee performance and results were disaggregated by preparing EPP. Data were collected in October and November, 2015. Completers were in the first through third years of teaching. There were a total of 45 respondents who employed BSU completers; twenty-one elementary and twenty-four middle and high school principals. The descriptors were Unsatisfactory, Basic, Proficient, and Distinguished. EPP completers were described as Proficient on the majority of items across all program levels.

As part of the Case Study of Completers, principals conducted one formal and one informal observation using the Danielson FFT. Completers were uniformly rated as Proficient or Distinguished. In follow up interviews, principals expressed satisfaction with completers' preparation.

In 2014, twenty-four principals (32% return) of BSU completers for the prior three years responded to a survey developed by the EPP and aligned with the Danielson FTT and InTASC standards. Nine principals evaluated completers in initial degree programs. Most completers were rated as Proficient in all four areas of the Danielson model, however 20% were placed at the Basic level, resulting in some curricular changes which were not specifically identified in the document provided.

On site interviews with principals from the local area confirmed that Boise State University completers are held in high regard because of the excellent preparation delivered by the EPP.

Two surveys, the results of focus group discussions during the Case Study of Completers, and on site interviews address the satisfaction of completers regarding their pre-service preparation. The EPP developed and validated an alumni survey based on the FFT and cross walked with InTASC standards. Eighty-seven EPP completers who were no more than three years from completion responded to this survey. They rated their satisfaction with their preparation on sixteen items. The survey was administered in October and November of 2015. In all areas except for strategies to teach in ways that support English Language Learners most completers ranked their professional preparation at Proficient or Distinguished.

As part of the Case Study of Completers, participants engaged in two focus groups sessions. The conversations were recorded and coded. Discussion regarding their preparation for their current teaching positions indicated that they were satisfied with their preparation and were encouraged to be able to continue their connection to EPP faculty.

In on-site interviews, completers indicated that they were well pleased with their preparation and believed it to be superior to that of their colleagues from neighboring institutions. They cited the amount of time in P-12 classrooms as well as the rigor of the methods courses as particular strengths. Some indicated that they would have liked more opportunity "to learn how to deal with the increasing population of English Language Learners in their classrooms".

b. Evidence that is consistent with meeting the standard

Analysis provided as part of the unit study as well as the data available from the MAP report indicates that completers can positively affect student learning. Proficient ratings during six observations of each participant in the completer study and results from the Tripod study indicate that completers effectively apply professional knowledge, skills and dispositions to positively affect student learning. Employer surveys and results of principal interviews reveal that employers are well satisfied with the preparation and professional performance of completers. Alumni survey responses and on site interviews demonstrate that completers are satisfied with their preparation.

c. Evidence that is inconsistent with meeting the standard

N/A

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
N.A.	

Stipulation

Stipulation	Rationale
N.A.	

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task:	Evidence was or was not verified:
Few or no specific program examples for continuous improvement.	The evidence was verified: A chart was created at the on site review that shows the assessment, data, and actionable measures as a result of the data.
More information regarding trends or differences across programs.	The evidence was verified:Data disaggregated by program were provided in Standard 1.

2. Summary regarding completeness and accuracy of evidence related to Standard 5:

There are three primary measures that monitor candidate progress. PYA, SPAT, (IPLP, and SPAT)- these assessments are analyzed by faculty within designated groups (elementary liaison group, continuous improvement team, secondary liaison group) and changes are made to programs.

Evidence from faculty and candidates indicate that multiple measures are used to monitor candidate progress and make decisions for program improvement. Interviews support the use of the EPP in engaging in data-based decision making for program improvement. Data from the EPP-created measures are reviewed at College faculty meetings, within existing committee structures, and coordinated by the Teacher Education Coordinating Council (TECC).

The TECC governs all actions that impact teacher education programs. The TECC requires data to support any curricular change before approving an item. Representatives from across teacher education programs include representatives from Arts and Sciences participate in the TECC. Representatives on the TECC participate in other committee structures that review data as well. For example, the Director of Assessment participates on the TECC and the Continuous Improvement Team (CIT). The elementary program coordinator participates in the Elementary liaison group, the CIT, and the Coherence Task Force. All of these groups analyze data and offer suggestions for program improvement.

The EPP documents multiple measures that provide evidence of a coherent system that assesses performance as it relates to CAEP standards. Evidence indicates that the EPP's quality assurance system monitors candidate progress, completer achievements, and EPP operational effectiveness. In support of 5.1 and 5.3 the EPP provides evidence that data are reviewed and includes stakeholders including P-12 partners. Interviews confirmed that feedback about effectiveness of programs is provided both formally and informally to faculty and stakeholders and used for program improvement. Principals indicate that feedback on candidate performance is provided to liaisons and in stakeholder meetings that occur annually in the Spring. The electronic assessment system is fully operational at both the initial and advanced levels. Faculty enter assessment information into Taskstream and these assessment data are aggregated, reviewed, and disseminated to multiple groups inconsistently. These groups include the Continuous Improvement Team (CIT), liaison groups and department faculty.

While the PYA is based on the Danielson Framework for Teaching and has demonstrated content validity through research as stated in the addendum other assessment instruments are in the early stages of validation by the EPP. The EPP recognizes through interviews and the Continuous Improvement Goal list that an area of focus is on the reliability and validity of current rubrics and using data for program improvement. There is limited evidence that all measures are valid and reliable across all preparation program. Many rubrics contain multiple performance criteria within each category. Evidence of this is in the diversity rubric in the category of Proficient, "Candidates demonstrates most of these,)" many attributes are undefined and vague as to what would qualify as Proficient. Therefore there is limited evidence that the EPP is able to disaggregate the data based on performance against the standard.

The EPP provides evidence that stakeholders (stakeholder meeting minutes) are involved in program evaluation and improvement. Stakeholder groups meet on a consistent basis with program faculty to discuss data, provide feedback, and evaluate performance of candidates and completers. There is strong evidence that there are multiple structures in place that review data for program improvement.

b. Evidence that is consistent with meeting the standard

The following evidence has been provided that supports meeting the standard: Pathway to Proficiency document, results of employer satisfaction survey, disaggregated S-PAT data by program, the Continuous Improvement Goal list. A chart that outlines actionable steps following the analysis of data was provided on site.

c. Evidence that is inconsistent with meeting the standard

Current rubrics (SPAT, interview/disposition, case study methods) do not have a research-based validity established. There are multiple performance indicators described within categories of rubrics (case study methods). Categories within rubrics are do not explicitly describe performance criteria.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement

Area for Improvement	Rationale
There is inconsistent evidence that the EPP has established reliability and validity for EPP assessments.	Rationale: There is evidence of preliminary work on establishing reliability and validity of assessments. However, there is no reliablity and validity of current assessments used to evaluate program effectiveness. This applies to the following assessments; S-PAT rubrics Interview/disposition rubric, Early and mid- program case study rubric, Diversity rubric, Idaho Core Standards Shift Observation Instrument, Reflection Rubric.

Stipulation

Stipulation	Rationale
N.A.	

Section 3: Cross-cutting Themes of Diversity and Technology

1. DIVERSITY

a. Summary regarding adequately and accurately of evidence related to diversity

The EPP addresses diversity through course work. All initial candidates are required to take courses specifically designated by BSU as "Diversity Courses." Elementary education candidates take a diversity foundations course: ED-LLC 200 Cultural Diversity in the School; secondary candidates can take this course as an elective. All candidates take a course in special education: ED-ESP 250 Exceptionality in the Schools is required for elementary education students while ED-ESP 350 Teaching Students with Exceptional Needs at the Secondary Level is a requirement for those pursuing secondary education. No specific required courses address the needs of English Language Learners (ELLs), but rather the topic is integrated in the required literacy courses and in seminars. In addition, there has been professional development on the ELL WIDA standards for faculty and liaisons.

Some of candidates' field work takes place in Title 1 schools and in schools with ELL, refugees, and low-socioeconomic students, but not all candidates have clinical experiences with diverse P-12 learners.

The EPP also addresses diversity through its recruitment efforts in collaboration with the Center for Multicultural Education Opportunities, which has a wide array of outreach initiatives for students who come from underrepresented populations and first generation students. The efforts have resulted in increasing diversity of teacher candidates.

diversity

The EPP requires course work on special education for all initial candidates and integrates the theme of diversity in the required literacy courses.

Data from the S-PAT, employer and alumni surveys have been used to begin to address the needs of English learners and the local refugee population. Seminars for candidates, faculty development on the WIDA standards, and the Observation Checklist that records the instances of candidate supports on the WIDA standards are in place.

The EPP has attempted to analyze candidates' S-PAT reflections utilizing a diversity rubric. Recruitment efforts in collaboration with the Center for Multicultural Education Opportunities have yielded positive results.

The EPP has developed a new degree: Elementary Education, TESOL/ENL. This degree targets teacher candidates who want to serve as elementary teachers in classrooms that are not bilingual but serve many speakers of English as a new language.

c. Evidence that inadequately demonstrates integration of cross-cutting theme of diversity

Data from signature assessments provided to the team do not demonstrate candidates' ability to teach diverse students effectively, particularly second language learners. Employer and alumni surveys point to the need for additional instruction in this area. As the EPP states in a document provided on site, "data from prior S-PATs and employer and alumni feedback included attention to linguistic diversity as a more specific focus for meeting needs of diverse learners". The need for candidates to have additional instruction on how to serve ELLs was corroborated through on site interviews and by the state team findings.

The SSR states that in an analysis of a random sample of 33 S-PAT concluding artifacts using a rubric built from CAEP standard language, nine percent of candidates scored at the Proficient level, 48 % at the Basic level, and 42 % were Unsatisfactory. Candidates scoring at the unsatisfactory level did not speak at all or mention briefly meeting student needs, or they articulated views about diversity through a deficit lens. After analyzing candidates work samples and feedback, a series of seminars were planned for candidates and faculty. In the fall 2015, 18% were rated Unsatisfactory, 54% Basic, and 27% Proficient. The EPP noted that this rubric is not used to assess or give feedback to candidates.

A review of the student learning outcomes for the unit study submitted by twelve completers who were part of the Case Study of Completers shows that 83% of the teaching was at the highly effective or effective level. When ELL students were considered separately, 60%, of the teaching was effective.The thirteen completers participating in three focus group sessions during the spring 2015 reported that they needed more preparation for working with diverse learners.

Interviews with candidates and employers revealed that not all candidates have clinical experiences with diverse P-12 learners. Site visitors' conclusions regarding ELLs and clinical experiences were validated by the state team's findings. The state team found inconsistencies among and between programs in candidate placements and noted the lack of ability of candidates to adapt instruction to ELLs (under the core standard Learner Differences).

Note: Recommendations for new areas for improvement and/or stipulations including a rationale for each are cited under the relevant standard(s)

2. TECHNOLOGY

a. Summary regarding adequately and accurately of evidence related to technology

Technology is one of the core standards of the EPP. There is a page on the Teacher Education website that provides links to the International Society for Technology in Education (ISTE) standards where the candidate can complete a self-evaluation. There is also a link to a page for P-12 teachers to use in teaching digital issues to students. All candidates are required to take an introductory technology class. The ISTE standards are introduced and discussed in this course. They reviewed and applied in all education classes throughout a candidate's program. Interviews with faculty indicate that the EPP is very supportive in terms of providing hardware, software and in-service opportunities to enable the instructors to model the best uses of technology in their courses. In all methods courses at least assigned project must feature the use of technology. On surveys and in interviews, candidates and recent completers identify training in the use of technology for education is a strength of the program at BSU. Preparation to use technology was also noted as a strength by principals on employer surveys.

b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of technology.

All candidates are required to take an introductory technology class (ED TECH 202) at the beginning of the program. One requirement of the class is a portfolio containing the artifacts from this class.
Candidates are required to include the use of technology in several assignments during methods classes.
On satisfaction surveys and in interviews, employers rate completers highly regarding use of available technology in their classrooms.
In interviews with recent completers, training for the use of technology was mentioned as a strength of the program.
Several candidates and completers gave examples of how instructors model the use of technology in their own instruction.
640/3500

c. Evidence that inadequately demonstrates integration of cross-cutting theme of technology.

None

Note: Recommendations for new areas for improvement and/or stipulations including a rationale for each are cited under the relevant standard(s)

Section 4: Area(s) for Improvement cited from previous accreditation review, if any

Area(s) for Improvement cited from previous accreditation review, if any

Area for Improvement:	Rationale:
AFI 1: The unit has not fully implemented an assessment system that collects, summarizes, and aggregates data. (ADV) (Standard 2)	There is evidence that advanced programs have implemented a system that collects, summarizes, and aggregates data. Advanced programs have assessments that evaluate candidate performance and the data is currently collected, summarized, and aggregated using TASKSTREAM.
AFI 2: Candidates have limited opportunities to work with peers from diverse populations. (Standard 4)	The percentage of diverse candidates at both the initial and advanced levels has increased since the last accreditation visit in 2009. The percentage of candidates from under-represented groups at the initial level increased from 11.6 % in 2009 to 17% in 2015 and from 11.7% to 18.5 % at the advanced level during the same period. The EPP works closely with the Center for Multicultural Education Opportunities, which has a wide array of outreach initiatives for students who come from underrepresented populations and first generation students. Considerable human and financial resources are devoted to these efforts, and this has resulted in increasing diversity

	of teacher candidates at a level that exceeds the area from which students are recruited (the state of Idaho).

Section 5: Response to the Continuous Improvement Plan (CIP)

(Use the Rubric for Evaluating the Capacity and Potential in the CIP)

1. Summary of findings and overall evaluation of Continuous Improvement Plan

The CIP is a result of the self study conducted in preparation for CAEP accreditation. Specific goals have been established to address areas for focus. Resources have been identified to support the implementation of the plan. All components of the CIP are in progress and well defined. There are no indicators that are undefined.

a. The EPP's capacity for initiating, implementing and complete the CIP.

Specific goals have been developed to address Standard 3 within the CIP. Resources are identified to help meet the goals and objectives of the CIP. A Director of Assessment and Communication has been hired to oversee much of the work. A timetable with goals, objectives, and activities is described within the plan. Detailed information on the EPP's commitment are indicated in the plan. A detailed timetable is provided for year by year activities with personnel responsible. In addition, the EPP has a impressive array of outreach efforts and supports available to first generation and students from underrepresented populations through the Center for Multicultual Educational Opportunities.

b. The potential of the CIP to have a positive impact on the EPP and its candidates.

The CIP focuses on the goal of increasing enrollment of diverse candidates and candidates in shortage areas. The potential to have a positive impact on the EPP or its candidates appears to be strong.

c. The proposed use of data and evidence.

Evidence supports using data from norm-referenced tests and other academic factors (GPA, ACT, Core tests in reading, writing, and math). The development of a valid and reliable rubric to assess non academic factors is in the preliminary stages.

d. The potential of the EPP to demonstrate a higher level of excellence beyond what is required in the standards

A statement and evidence is provided of how the CIP will lead to a higher level of excellence beyond what is required for most of the CIP's focus areas. See Standard 3 feedback for a more detailed description of the recruitment plan for diverse candidates.

Evaluation of the Continuous Improvement Plan (CIP)

This rubric is intended to be used as a tool by the site visit team to provide feedback to an EPP on the Continuous Improvement plan and its progress, including (a) its capacity for initiating, implementing, and completing a Continuous Improvement Plan (CIP); (b) the potential of the CIP to have a positive impact on the EPP and its candidates; (c) the proposed use of data and evidence; (d) the potential of the EPP to demonstrate a higher level of excellence beyond what is required in the standards. An overall evaluation of the CIP is also provided.

Click here to open the rubric in a new window.

List of interviews and participants

Sunday, March 6: Interview Sessions, 5:00 - 6:00 pm

Recent Graduates
Lauren Lucas (Elementary)
Courtney Poncia (Elementary)
Hali Goodrich (English middle school)
Katie Ilg (Elementary)
Natalie McLachlan (Theatre secondary)
Matt Hampton (History/SS secondary)
Delanie Williams (Elementary SPED)
Gracie Nelson (Elementary)
Dani Daw (Middle School Math)
Claudia Beltran (Secondary Spanish) Employers
Michelle Dunstan (K-8 Charter Principal)
Eian Harm (Research and Data Analysis Coordinator - West Ada District)
Anita Wilson (Caldwell HS Principal)
Rob Lamb (Sawtooth Middle Principal)
Deb Watts (RiverGlen Junior HS Principal)
Meghan Eliaison (Mill Creek Elementary Principal)
Joe Peterson (Lake Hazel MS Science Teacher - PDS Coordinator)
Mark Jones (Adams Elementary Principal)
Time Lowe (Amity Elementary Principal)
Jean Lovelace (Whitney Elementary Principal)
Bret Heller (LHMS (PDS) Principal)
Andy Horning (Middleton Middle School)
Mentor Teachers
Dani Zwolfer (Elementary)
Phil Hiller (English JHS)
Tatia Totorica (IDoTeach Master Teacher)
Elisa Pharris (Elementary and Liaison in Residence)
Kelly Holder (Elementary)
Rachel Maderios (Elementary)
Alison Messersmith (Elementary)
Barb Smith (Elementary and Liaison in Residence)
Herbie Kojima (Secondary Speech/Communications)
Karen Finch (Former Mentor and Liaison)

Monday, March 7: Interview Sessions, 9:00am-5:15pm (Education Building)

Time Session 1 Title/Location Session 2 Title/Location Session 3 Title/Location
9:00-9:45am Quality Assurance Team (Std. 5)

Brad Coats
Jennifer Snow
Phil Kelly
Carolyn Loffer

Wayne Fischer
Greg Martinez
Michael Humphrey (Discover, interviews)
Carrie Semmelroth
Shannon McCormick
Olga Salinas IDoTeach Coordinating Council
Wallace Conference Room (E709)

Michele Carney
Sara Hagenah
Adam Johnson
Jyh-haw Yeh
Matt Wigglesworth
Jan Smith
Tatia Tortorica
Karen Viskupic
Clay Cox
Marcel Serpe
10:00-10:45am Diversity (Cross-cutting theme)

Margaret Mulhern
Michael Humphrey
Arturo Rodriguez
Meredith Bronson Monitoring, Advising and Program Completion (Std. 3)
E331
Brad Coats
Carolyn Loffer
Shannon McCormick
Olga Salinas

Program Faculty (Std. 1)

Sherry Dismuke

Sara Hagenah
Matt Wigglesworth
Jonathan Brendefur
Julianne Wenner
Susan Martin
11:00-11:45am Advanced Programs (previous AFI 1)

Chareen Snelson
Arturo Rodriguez
Kelly Cross
Diana Doumas
Juli Pool
Michele Carney
Phil Kelly
Michael Humphrey Diverse Candidates (previous AFI 2)
Wallace Conference Room (E709)

Keith Thiede
Wayne Fischer
Greg Martinez
TECC/COED Leadership (Std. 5)
E224

Maggie Chase
Richard Klautsch
Sherry Dismuke
Diana Esbensen
Provost Martin Schimpf
John Bieter
Lori Conlon Kahn
Dick Kinney
Dan Massimino
Kathleen Budge
Kelly Arispe
Bruce Robbins
Carrie Semmelroth
Tony Roark
Ken Bell
Rich Osguthorpe
12:00-12:45pm Lunch
Wallace Room (E709)
1:00-1:45pm Technology (Cross-cutting theme)
E331

Brent Jons
Kris Messler
Kerry Rice
Russ Redmon
Chris Haskell
Carrie Semmelroth
A.J. Zenkert

Lee Ann Tysseling Early and Special Education Faculty
Wallace Conference Room (E709)

Michael Humphrey
Marv Quinton
Lisa Beymer
Juli Pool
Deb Carter
Keith Allred
Patricia Hampshire Field Placements (Std. 2)
Jennifer's Office (E706)

Jennifer Snow
Sherry Dismuke
Lori Pierce French
Shannon McCormick
2:00-2:45pm Initial Program Candidates
Wallace Conference Room (E709)

Katie Downs (PreProgram SpEd/ECI)
Paige Holloway (Elementary Candidate)
Yule Stimpson (PreProgram Elementary)
Kailee Quinn (SpEd/Elem Candidate)
David Wacker (PreProgram English)
Kendra Medera (PreProgram Elementary)
Angel Miraya (Elementary Program)
Kayden Tague (Elementary Student Teacher)
Nate Lowery (English Candidate)
Ashley Bates (Elementary
Candidate)
Zachary Hauseman (Elementary Candidate)
Allison Checkitts (SpEd/Elem Candidate) Elementary Education Faculty
E416

Lori Conlon Kahn
Susan Martin
Jonathan Brendefur
Sarah Ander

List of exhibits reviewed /List additional sources consulted (website, etc.)

All exhibits included in the self-study and addendum. Other documents requested on-site.

Please upload sources of evidence and the list of persons interviewed.

Boise State University
CAEP Site Visit (March 6 – 8, 2016) Final Report Rejoinder
Submitted May 3, 2016

EPP Framework

Boise State University education preparation provider (EPP) leaders enthusiastically agreed to engage the early adoption process for CAEP review and accreditation. With a self-study report due in the summer of 2015, this EPP had one year from when initial program CAEP standards were adopted to demonstrate sufficiency in meeting standards. EPP faculty at all levels embraced the continuous improvement spirit and deepened the culture of inquiry from which its work had been based since the last NCATE review in 2009. Key reasons for the early-adopter decision were the established culture of inquiry based in evidence, strong clinical partnerships and stakeholder participation, and emphasis on shared leadership for coherence across programs.

A unique and significant contextual factor in Idaho is the adoption of Charlotte Danielson's (2013) Framework for Teaching (FFT) as the evaluation model for every district in the state along with every institution of higher education preparing teachers in the state. All Idaho EPP's, public and private, have agreed to a common summative assessment grounded in the FFT. As the Idaho Director of Teacher Certification and Professional Standards indicated during the site visit, "Per Idaho Administrative Rule IDAPA 08.02.02.120, each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching" (email communication, 3/7/2016). Therefore, this rejoinder will begin with a deeper, holistic look at how the FFT influences all parts of preparation programs, as well as final summative assessments at exit. This focus spans specific areas for improvement noted in the site report such as meeting the needs of diverse learners and establishing valid and reliable measures for assessment.

Most notably, EPP faculty members have passed the proficiency assessment (Teachscape Focus) for FFT observation. All candidates in the EPP are evaluated by a trained observer. And only those faculty members who have passed the Danielson Group proficiency assessment enter final Professional Year Assessment (PYA based on the FFT) scores in Taskstream, the unit's data management system. The state of Idaho supported the online certification of district administrators and EPP evaluators as it implemented Idaho administrative rule noted above. This focus on the FFT provides unification of preservice to inservice teacher evaluation.

This rejoinder will begin with evidence addressing how the FFT includes specific focus on meeting needs of diverse learners with a holistic perspective on comments noted in the site report. The FFT has also been the framework for multiple measures across the EPP assessment system, building trustworthiness for reliable evaluation and attention to levels of performance. Appendix G of the CAEP Accreditation Handbook (which was released after the Boise State site visit) highlights areas for relevancy, actionability, and reliability. Much of the EPPs work connected to the FFT speaks to relevance, actionability, and reliability. After a more holistic presentation of the FFT influence on EPP work and assessment, this rejoinder will address specific areas and comments in the final Site Visit Report uploaded into AIMS.

Framework for Teaching Performance Levels

The final Site Visit Report notes "Even though the instrument itself (Evidence Items 4 and 50) does not provide rubrics that specify candidate behaviors for each of the three levels of performance, mentor teachers and liaisons utilize the performance levels in Danielson's (2013) Framework for Teaching document" (pp. 2-3). As demonstrated in Evidence Item 55, the evidence and descriptors of performance levels are indicated throughout the 109-page FFT document. All observers (and candidates) engage in professional development and education courses based on the language in this document. Each level and indicator has been updated in the 2013 edition to included: "tighter rubric language;" "critical attributes" for each level of performance for each component; and possible examples for each level of performance for each component. Danielson (2013) cautions these examples serve as illustration, not as exclusive possibilities.

Developing all EPP rubrics around this language and FFT contributes to "judgments that are more accurate and more worthy of confidence" (Danielson, 2013, p. 5). Also due to the enactment, study, and use of Danielson's FFT in the Measures of Effective Teaching Study (http://k12education.gatesfoundation.org/teacher-supports/teacher-development/measuring-effective-teaching/), this framework has been investigated for its practical use, validity, and rater proficiency, enhancing its usefulness in EPP evaluation focused on valid and reliable measures. The FFT has high relevance for Idaho EPPs, and it has provided a framework for feedback and actionable items. This connects to AFI 1 in Standard 5, citing "inconsistent evidence that the EPP has established reliability and validity for EPP assessments" (p. 16).

Noting this foundational FFT for all assessment measures used in this EPP, the specific area of meeting the needs of diverse learners in connection to the FFT is merited. AFI 1 in Standard 1 states "there is little evidence that all candidates are prepared to advance the learning of all P-12 students" (p. 6). This statement appears contradictory to evidence from other statements throughout the final Site Visit Report such as "the data from three semesters reveal that all candidates score above a 2.0 (the level needed to be recommended for certification) in all areas of the PYA, presenting evidence together with scores on the S-PAT, Praxis, and the IPLP that candidates demonstrate an understanding of the 10 InTASC standards" (p. 4).

As the scores for all PYA data were provided and disaggregated by program in Evidence Item 49 and the levels of performance, including indicators was included in Evidence item 55, an argument supporting Boise State candidates are prepared to meet the needs of all diverse learners may be further emphasized through specific attention the following areas of the FFT. The specific area of "The Learner and Learning" in the InTASC Standards will also be addressed with survey data following the FFT emphasis. The FFT evidences attention to meeting the needs of diverse learners in several areas. These areas demonstrate the capacity of the EPP and its graduates along with a sufficiently met area in CAEP Standard 1.

FFT Language and Performance Levels

FFT 1b Demonstrating knowledge of students:
Domain 1 of the FFT highlights components connected to planning and preparation.

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

Demonstrating knowledge of students, in particular, mentions areas where candidates are assessed on preparation for meeting the needs of diverse learners. Specifically, "students whose first language is not English" are mentioned in this part of the FFT critical attributes. The FFT document includes, "… students have lives beyond school – lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn" (p. 13). Elements of component 1b are "knowledge of students' skills, knowledge, and language proficiency; knowledge of students' interests and cultural heritage; knowledge of students' special needs." FFT indicators include teacher participation in community cultural events and teacher-designed opportunities for families to share their heritages. Level 3 (Proficient) rubric states "…varied approaches to learning, knowledge, and skills, special needs, and interests and cultural heritage" (p. 15). One of the critical attributes includes "the teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning." An example provided includes "The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America…" (p. 15).

Following each description of how Boise State's PYA evaluation instrument includes language attending to diversity, the PYA scores for the entire EPP in those areas are demonstrated over three cycles. It is important to note student teacher scores are higher than interns and there is growth over time (e.g., Fall 14 interns to Spring 15 student teachers.) A score of 2.0 on the 1.0 – 3.0 was agreed upon by the state of Idaho as meeting novice teacher preparation. A candidate cannot receive a score higher than a 3.0.

PYA Scores for 1b

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.5	2.7	2.72

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.8	2.72	2.89

1c Setting Instructional Outcomes:

This component includes "their suitability for diverse learners…" in the rubric language, critical attributes and examples. The indicators include "outcomes differentiated for students of varied ability" (p. 17). These areas include additional assessment on the preparation of Boise State candidates to meet the needs of diverse learners.

PYA Scores for 1c

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.48	2.39	2.57

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.7	2.79	2.78

1e Designing coherent Instruction:

This component includes the following in FFT rubric language: "It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning…" (p. 25). Element description includes Instructional materials and resources defined as "aids to instruction are appropriate to the learning needs of the students" and "teacher intentionally organize instructional groups to support student learning." For a Proficient rating on component 1e, the following example is provided: "The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style" (p. 27).

PYA Scores for 1e

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.51	2.55	2.64

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.65	2.75	2.78

1f Designing Student Assessments:

This component includes indicators of "modified assessments available for individual students as needed." For a Proficient rating on component 1f, rubric language includes "assessment methodologies may have been adapted for groups of students" and includes "Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept" as an example.

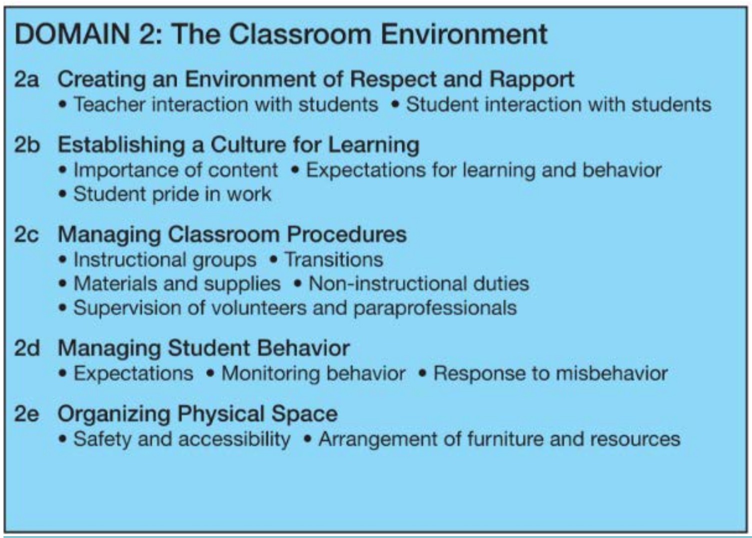
PYA Scores for 1f

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.18	2.24	2.37

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.55	2.59	2.64

Domain 1 is not characterized as an "observable domain" and therefore does not have ratings on the formative observation forms.

2a Creating an Environment of Respect and Rapport:


DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction with students

2b Establishing a Culture for Learning
- Importance of content
- Expectations for learning and behavior
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups
- Transitions
- Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations
- Monitoring behavior
- Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and resources

In Domain 2, which focuses on Classroom Learning Environments, Component 2a has a Proficient rubric description that includes "such interactions are appropriate to the ages, cultures and developmental levels of the students." Each rubric level in 2a includes language about cultural sensitivity.

PYA Scores for 2a

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.71	2.8	2.85

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.94	2.89	2.92

Domain 2 is considered an "observable domain" in the Danielson teaching and observation proficiency framework. Therefore, with the new formative observation form implemented in Fall 15 (see Evidence Item 58), evaluation scores for the moment-in-time observations conducted during Fall 2015 are also included here. Taskstream includes four places to upload these observations each semester even though liaisons conduct more formative observations and assessments over the course of the semester. In order to measure candidate growth more sensitively, the formative observation rating scale maintains alignment with the FFT rubric, but with 'half point' designations (see the scale below).

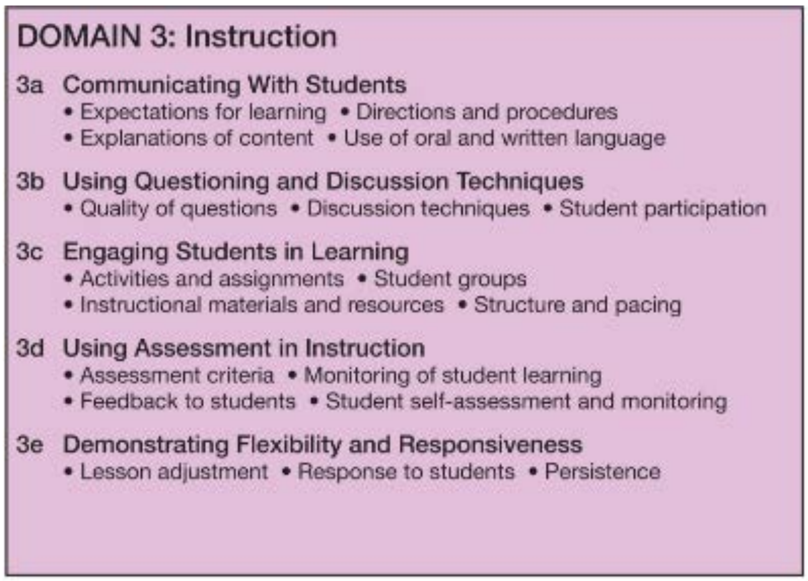
"Unsatisfactory" can be scored as 1.0 or 1.5, "Basic" can be scored as 2.0 or 2.5, and "Proficient" can be scored as 3.0, which creates a 5-point scale.

Formative Observation Scores for 2a

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.75	4.16	4.27	4.66
Student Teachers (n=50)	4.29	4.31	4.46	4.76

3a Communicating with Students:


DOMAIN 3: Instruction

3a Communicating With Students
• Expectations for learning • Directions and procedures
• Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
• Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
• Activities and assignments • Student groups
• Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
• Assessment criteria • Monitoring of student learning
• Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
• Lesson adjustment • Response to students • Persistence

This component includes, "And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students" (p. 59). This emphasis on modeling appropriate language is emphasized with candidate preparation to teach English Learners. Elements from this component include "directions" that are oral, written, and modeled and "use of oral and written language" with models to "enable students to emulate such language, making their own more precise and expressive" (p. 59).

In rubric language for Unsatisfactory, it states, "the teacher's vocabulary is inappropriate to the age or culture of the students" in critical attributes (p. 60). The Proficient rubric uses a Venn Diagram as an example. Boise State has emphasized graphic organizers as an example of an instructional support for language learners. This description is included because the Site Visit Report indicates insufficient evidence for all candidates meeting the needs of English Learners.

As with Domain 2, formative observations are included to measure candidate growth and performance for Domain 3. The rating scale maintains alignment with the FFT rubric, but with 'half point' designations (see the scale below). "Unsatisfactory" can be scored as 1.0 or

1.5, "Basic" can be scored as 2.0 or 2.5, and "Proficient" can be scored as 3.0, which creates a 5-point scale.

PYA Scores for 3a

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.56	2.71	2.73

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.74	2.8	2.81

Formative Observation Scores for 3a
(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.5	3.98	4.05	4.42
Student Teachers (n=50)	3.69	4.19	4.23	4.68

3b Using Questioning and Discussion Techniques:
This component is described with the element of Discussion Techniques where a "teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another…" (p. 64). This description attends to the idea of all perspectives and views to be heard and welcomed in a classroom.

PYA Scores for 3b

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.39	2.37	2.46

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.54	2.55	2.69

Formative Observation Scores for 3b
(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.03	3.51	3.7	4.08
Student Teachers (n=50)	3.52	3.92	4.02	4.28

3d Using Assessment in Instruction:
This component includes "to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class"(p. 75) in its rubric description. Again the emphasis is on differentiating and meeting assessment and learning needs of each individual student. Rubric language includes "Questions and assessments are used regularly to diagnose evidence of learning by individual students" (p. 79) and for Distinguished rating on the rubric, "The teacher successfully differentiates instruction to address individual students' misunderstandings" (p. 79).

PYA Scores for 3d

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.23	2.28	2.32

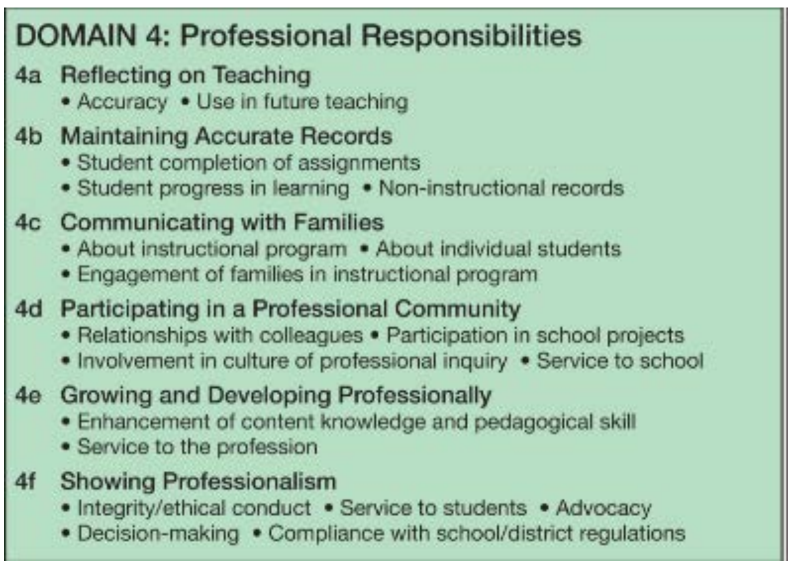
Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.55	2.62	2.75

Formative Observation Scores for 3d

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	2.99	3.54	3.71	4.15
Student Teachers (n=50)	3.45	3.92	4.06	4.39

4c Communicating with families:


DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

This component includes "it is the responsibility of teachers to provide opportunities for [families] to understand both the instructional program and their child's progress" (p. 95). The rubric also emphasized importance of regular communication with children and adolescents. Indicators include "frequent and culturally appropriate information sent home regarding the instructional program and student progress" (p. 97). Proficient rubric language states, "…conveys information about the individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program." And critical attributes for 4c include "most of the teachers' communications are appropriate to families' cultural norms" (p. 97).

PYA Scores for 4c

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.31	2.2	2.37

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.71	2.63	2.83

4f Showing Professionalism:
This component includes the following language: "Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student" (p. 107). Proficient rubric language includes "active in serving students, working to ensure that all students receive a fair opportunity to succeed" (p. 109). Critical attributes include "actively addresses student needs" and "actively works to provide opportunities for student success."

PYA Scores for 4f

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.75	2.81	2.83

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.84	2.9	2.95

Domain 4 is not characterized as an "observable domain" and therefore does not have ratings on the formative observation forms.

Meeting the Needs of Diverse Learners: Coursework and Field Experiences

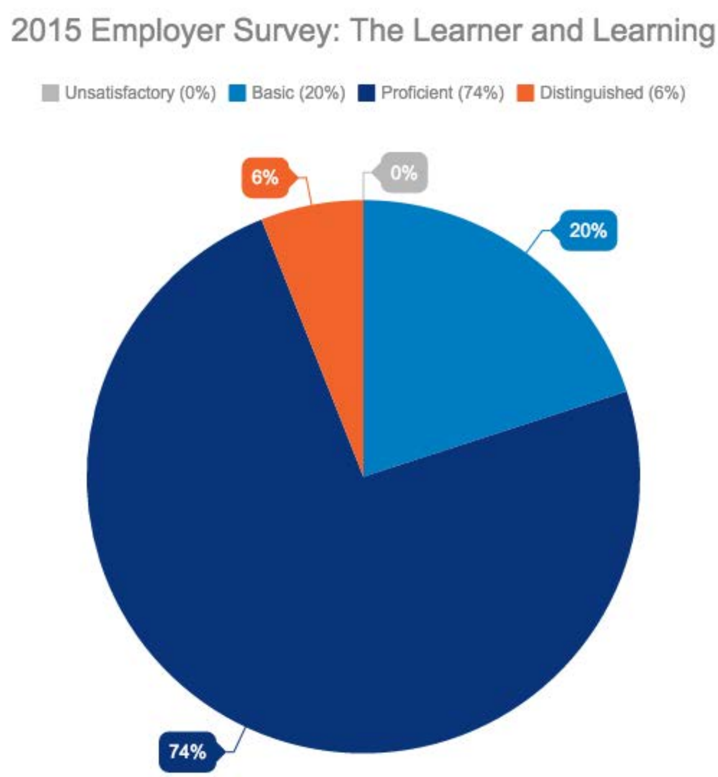
Evidence Item 74: *Boise State Preparation for Diverse Learners* includes information on specific course syllabi and field experiences in courses where candidates work with diverse learners and communities. Not only do candidates have multiple experiences addressing individual intervention for assessing and supporting learning (see Evidence Item 57 with Case Study examples), but also candidates have field experiences where they engage in service learning in the community or specific field experiences to work with diverse learners and meet their needs. Evidence Item 74 includes specific readings and reflective experiences for candidates connected to their Professional Year Internship. The examples included in this evidence item highlight attention to a "culture of poverty" and how candidates view that description and respond to it, both in their own lives and in their classrooms. Likewise, ED-CIFS 201 includes a link to an example of a syllabus where candidates are required to engage in a community experience and reflective response where they connect theory and practice. This is an initial course for any teacher education major considering pursuing a professional licensure program. The ED-CIFS 301 Field Experience has candidates working with individual learners, often in an AVID program experience where they are supporting candidates who need additional support in their education. ESP 350 also includes an early field experience through service learning so that *all candidates have field experiences and service learning components where they work with diverse learners* (see AFI 1 in Standard 2).

Surveys Demonstrating Competency Meeting Diverse Learner Needs

Each year, Boise State distributes surveys to employers and alumni (Alumni surveys are distributed in the fall for graduates from one year or more prior – ie., Fall 15 respondents graduated in Spring 14 or earlier.) Timing in the distribution of surveys or measurement instruments is an important criteria in Appendix G discussing assessment rubrics for validity and reliability (see AFI 1 in Standard 5).

Certain areas of the survey focus specifically on meeting the needs of diverse learners. The survey is aligned with the Danielson FFT and the InTASC standards. *Validation of the survey was conducted among Institutions of Higher Education in Idaho and through focus groups including trained evaluators, district administrators and superintendents, and The Danielson Group facilitators* (see AFI 1 in Standard 5). With attention to our individual completer placement lists and contact information, all Idaho EPPs agreed to send the same employer survey. The first iteration of this validated instrument was distributed in October 2015. Boise State had the following results for InTASC area two, The Learner and Learning, where meeting the needs of diverse learners is emphasized. The 2015 survey had 83 employers complete and submit full responses. The Learner and Learning was ranked higher from the employers of completers than the same questions/area on the Alumni Survey distributed to the same cohort of completers.

Fall 2015 Employer Survey



Note that there are no responses marked as "Unsatisfactory" for questions addressing meeting the needs of diverse and individual learners. Additionally 80% of respondents rated Boise State completers as Proficient *or higher* in this area. Narrative comments in the survey also addressed specific ways employers thought the Boise State programs were successful and where they may continue to grow. These respondents are also community stakeholders with an active voice in reviewing EPP data and contributing to programmatic decisions for continuous improvement (see Evidence Item 16, Sage Focus Groups and Evidence Item 17, Stakeholder Steering Committees).

Respondents answered questions on the 2015 Employer Survey based on a four-point scale aligned with the Danielson framework: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4). Some of the employer survey questions in this area include:

Question	Mean
The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow. (n=76)	3.09
The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction. (n=76)	3.03
The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs. (n=72)	3.08
The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs. (n=76)	2.96
The teacher/employee uses strategies that support new English language learners. (n=69)	3.00
The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources. (n=76)	2.95

The following survey comments were included when asked to indicate strengths of the EPP:

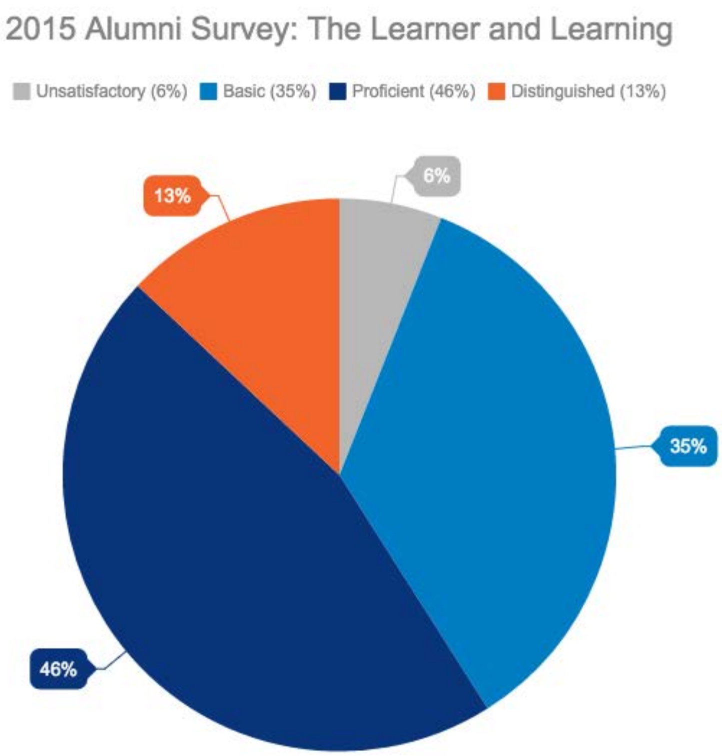
> Teachers come in with a broad understanding of the state standards and with MTI practices. Bilingual program teachers come with a strong sense of cultural diversity and responsiveness.
>
> The variety of experiences student teachers are able to have *[see AFI 1 in Standard 2]*. The opportunities for collaboration with peers and other administrators during training.
>
> I believe some of our new teachers understand the idea of differentiated instruction. They seem to be willing to try various methods to teach kids. This is so important. Also, they seem very proficient in content areas.
>
> Enthusiastic, focused on student learning.
>
> Overall the students come into the schools with a good background knowledge of the Common Core and strategies to teach lessons. They have an overall awareness of formative and summative assessment and skills to build lesson plans to support learning targets. They are also good about jumping in and working with collaborative teams, sharing ideas, and being flexible in their days.
> Sound instructional strategies for all learners.

> I am enjoying the partnerships our district is starting to have with BSU. I look forward to strengthening those partnerships, especially in producing teachers of ELL, SPED and Computer Science.
>
> Students are coming solidly prepared to teach all students, with multiple strategies. [the same respondent said:] Providing additional support for students to work with ELL, students with special needs is an area to improve and grow in.

From the comments, it is important to note that the culture of inquiry cultivated within the EPP and its community stakeholders is one of progress. Employers note strengths and areas of growth that may be similar (as in the last comment). Discussions of data with program stakeholders include similar notes. These distinctions help us and program reviewers to identify that while Boise State *is sufficiently preparing candidates to meet the needs of all learners*, we also hope to continue to grow and enrich this aspect of our programs, with particular attention to linguistic diversity.

The 2015 Alumni Survey data also went through alignment and cross-walk processes with the Danielson FFT and InTASC standards. Groups reviewed the survey questions and validated the alignment process. Again, all EPPs in the state have agreed to administer the same Alumni survey across graduates. The following display highlights InTASC area, The Learning and Learning, category data from Fall 2015 alumni survey responses.

Fall 2015 Alumni Survey



Compared to the 2015 Employer Survey results, the Fall 2015 Alumni Survey results demonstrate that employers rank alumni higher than they rank themselves. Just like the

2015 Employer survey, alumni respondents answered questions on the 2015 Alumni Survey based on a four-point scale aligned with the Danielson framework: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4). Some of the alumni survey questions in this area include:

As a result of my professional preparation, I feel prepared to:	Mean
Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn (n=84)	3.09
Evaluate the effects of my actions and modify plans accordingly (n=84)	3.13
Honor diverse cultures and incorporate culturally responsive curriculum (n=86)	2.79
Have a positive effect on student achievement according to state assessments (n=83)	2.93
Understand value of working with colleagues, families, community agencies in meeting student needs (n=84)	3.07
Use self-reflection as a means of improving instruction (n=84)	3.26

Additionally, narrative comments from completers on this survey included the following:

> I felt prepared for reaching the diverse needs of each student. My student teaching experience helped prepare me for reaching all levels of learners and being able to do so while maintaining student integrity. I also felt really prepared to handle my classroom management routines.
>
> The strengths that my program effectively prepared me on were working and adjusting lesson plans to accommodate IEP and 504 students.
>
> I feel that the University really helped me be able to record and analyze data. My courses encouraged me to reflect on my experiences. I feel that this was a huge thing for me. I learned so much more through my own analysis of myself and who I am as a teacher.
>
> I loved Boise State's education department because of the constant focus on reflecting and improving using clear goals based on high expectations. This is the premise of very day as an elementary teacher. I was given an experience with a diverse population and innovative staff during student teaching that has helped me immensely teaching in Arizona the last two years. I miss that school and my mentors from Boise State! I have felt ready everyday to take whatever comes. Boise state has also set me apart from other teachers' reluctance to approach common core with a positive and proactive attitude. I know how to create anything and everything and use research/my understanding of the material to back it up.
>
> I gained a lot of experience working in different schools.
>
> Very relevant. I teach in a dual language environment, and working with ELL students helped a lot.

> Because I had a unique experience in being placed in two extremely different settings as far as schools go, I felt I was prepared for any school setting.

Several of the narrative comments on the alumni survey referenced the diverse clinical field experiences and their impact on completer preparation. Again, this is an area where there is data to identify *sufficiency in meeting the standard* (AFI 1 in Standard 2) while at the same time a desire to do more to ensure all candidates have the best clinical experiences to meet their preparation needs.

SLO Data Tables

The Student Learning Outcome (SLO) assessment in the S-PAT provides evidence to support candidate preparation to meet diverse learner needs. As noted in the final Site Visit Report, Boise State was working to identify valid and reliable measures for demonstrating the multiple ways in which diversity is a cross-cutting theme. Through continuous improvement efforts, Boise State found the S-PAT concluding reflections did not include specific reference to CAEP language addressing diversity. It is important to note this was not an intention of the S-PAT concluding reflections, nor was such an evaluation measure shared or designed to guide candidate reflection. What this evidence highlighted was the lack of a purposeful way to collect evidence identifying areas of diversity and meeting diverse learner needs within the S-PAT. Therefore, in Fall 2015, multiple seminars and workshops addressing SLOs and instructional supports for diverse learners were added to the Student Teaching seminar schedule. (see Appendix A in the Rejoinder Evidence Attachment.) A new form was added to Taskstream in the S-PAT section where candidates enter data on meeting individual needs and using instructional support strategies. The formative observation form was also initiated as evidence in Taskstream. With the additional emphasis on SLOs and instructional supports for diverse learners in Fall 2015, another review of S-PAT concluding reflections with the same rubric indicated sufficiently addressing diversity (81% Basic or Proficient) according to the CAEP language. This was an internal assessment for the EPP, not something used to assess candidates or guide candidate learning. It would appear the emphasis on SLOs, differentiation in the unit design templates, and instructional supports for diverse learners had candidates thinking and reflecting more purposefully with language connected to diversity. In the future, Boise State will continue to use the SLO data and Taskstream data collection to store and analyze evidence. The S-PAT rubrics are also a large part of the Measurement Plan (see Appendix B in the Rejoinder Evidence Attachment) referenced in the section on Standard 5 and valid and reliable measures.

As alluded to in the Site Visit Report, Evidence Item 72, Boise State SLO Data, indicated 8 out of the 59 S-PAT SLO data rated their initial instruction as "ineffective" with less than 60% of students meeting learning targets. This data included one candidate from Biology; one candidate from Economics, one of two candidates from Mathematics; and five of 25 Elementary candidates. The secondary candidates included here do not mention the effort to meet the needs of English learners in their reflections or SLO data. The one math candidate retaught the concepts from her unit when she realized there were several students who did not meet learning targets on her post-assessment. This experience was more of a learning experience for her *and her students* than not. It evidenced an address of meeting diverse learning needs that would not have been attended to without the SLO process included in the S-PAT. This teacher identified where and which students needed more information or instruction from her assessment data and analysis of SLO targets, and she differentiated more fully based on the post-test data. In this sense, the S-PAT did not end with her post-test but became renewed. Recognizing the importance of meeting the learner needs before moving on was an important part of her unit instruction and reflection.

Likewise, with the five elementary candidates, three were from one school doing a unit across their three 1st grade classrooms. In their reflections, they identified they had set goals too high to have an effective learning target (e.g., all students will reach a 90% or better). They reflected together on this process, retaught concepts in their individual classrooms, and extended instruction by two weeks to meet learning targets (indicating a highly effective S-PAT in the end). These candidates also noted that all students showed growth in the initial time period of the unit. This experience turned into an important learning experience on setting better class learning targets. There were no English Learners in these three classrooms. In the two other elementary contexts, only one had an English Learner involved in the unit. All reflections indicate re-teaching after having set inappropriate learning targets. As identified in Evidence Item 72, 37 of the 59 S-PAT units were highly effective (90-100% of students met learning targets) or effective (75 – 89% of students met learning targets set by student teachers). This data indicates deep learning on the process of meeting diverse learner needs. Liaisons have also begun focusing more explicitly on the setting of learning targets in the unit plan design of the S-PATs.

Notably, the three Bilingual Education candidates (who would have been the only candidates necessarily working with language learners) had three highly effective S-PATS with 90 – 100% of students meeting learning targets. Also on the SLO form in Taskstream, candidates indicate how many language learners were in their classrooms. In 59 S-PATS, 33 candidates indicated "no supports necessary" for language learners. In an identification of how often instructional supports were included in the units, a table was created onsite to highlight when graphic supports, sensory supports, or interactive supports were included. These instructional supports were connected to language learners in the seminars and workshops. The "Ineffective" S-PATs identified by initial SLO evidence give little indication the ineffective SLO targets were due to linguistic diversity.

Table Highlighting SLO Strategies Connected to Language Learning

Program Total	**Graphic Supports**	**Sensory Supports**	**Interactive Supports**	**No supports necessary**
EPP (n=59)	30	20	21	33
Bilingual (n=3)	3	2	2	0
Economics (n=1)	1	0	0	1
Biology (n=1)	1	1	1	0
Mathematics (n=2) *1 ineffective SLO*	0	0	0	2
Elementary (n=25) *5 ineffective SLO*	13	6	8	13

Clinical Placement Diversity

In Standard 2, the final Site Visit Report includes an area for improvement: “Not all candidates have clinical experiences with diverse P-12 learners” (p.9). As noted in the above section discussing Evidence Item 74, there are several opportunities for experiences with diverse p-12 learners and/or their families and communities. The rationale for the AFI includes the fact most candidates stay in the same clinical setting for their Professional Year. While this is true about the Professional Year, candidates are not necessarily in the same classroom, and more importantly, it is not the case that a candidate would spend every field experience in one context.

This AFI also alludes to Evidence item 64 and an identified need for more certified teachers for “language instruction” in the next five years. Boise School District, a key placement area for clinical experiences, identified an estimated need for 18 certified language instructors. West Ada, Boise State’s next most common placement district and the largest in the state, indicated an estimate of hiring five teachers. Two districts about 30 miles west of Boise State’s main campus identified an estimate of hiring 20 teachers over the next five years. Boise State’s discussion in the prior sections on addressing evidence to meet the needs of diverse learners, with particular attention to supporting and documenting instructional supports for language learners, addresses the work already in place to more purposefully address this programmatic need. Likewise, placements attend purposefully to diverse contexts by engaging in service learning in the community as well as tutoring programs in area schools (e.g., the AVID program) for early field experiences. Boise State also places Professional Year candidates in schools in the valley where there are diverse populations. A key point that would have been made on the school site visits was the partnerships among liaisons and “liaisons-in-residence” where more affluent schools (see Adams Elementary in the table below) have candidates who spend one semester of their Professional Year in a Title I school or a school with a larger refugee population (see Jefferson Elementary in the table below).

The statement in the rationale for the Standard 2 AFI claims “… despite the existing diversity of P-12 students in the surrounding schools.” With consideration of the demographics of Idaho and the local area, Boise State teacher educators are making the most of every opportunity within area school districts to provide for diverse clinical field experiences. The following table includes the demographics by ethnicity enrollment for the state of Idaho and area districts and schools where Boise State candidates are placed.

Partner School Enrollment Ethnicity Table

School *** indicates a Title I school**	Enrollment percentage (White)	Enrollment percentage (other ethnicity, including Black, Hispanic, Native American, Asian, Pacific Islander, Multiracial)
State of Idaho Demographics	77%	23%
Boise District Totals	76%	24%
Elementary Partner Schools		
Adams	87%	13%
Amity	88%	12%
Garfield*	64%	36%
Grace Jordan*	88%	12%
Jefferson*	60%	40%

Liberty	85%	15%
Maple Grove	86%	14%
Morley Nelson*	59%	41%
Riverside	82%	18%
Shadow Hills	86%	14%
Taft*	60%	40%
Trail Wind	82%	18%
Valley View*	72%	28%
Whitney*	61%	39%
Whittier*	48%	52%
Junior High Schools		
East JHS	79%	21%
Fairmont JHS	63%	37%
North JHS	84%	16%
South JHS	71%	29%
West JHS	78%	22%
High Schools		
Boise	83%	17%
Borah	75%	25%
Frank Church* (Alternative HS)	74%	26%
Kuna School District		
Crimson Point Elementary	90%	10%
Reed Elementary	70%	30%
Hubbard Elementary	88%	12%
Kuna Middle School	87%	13%
Kuna High School	85%	15%
Middleton School District		
Mill Creek Elementary	87%	13%
Middleton Heights Elementary	84%	16%
Middleton High School	84%	16%
Nampa School District		
Central Elementary School	55%	45%
Nampa High School	60%	40%
Vallivue Middle School	59%	41%
West Ada School District		
Andrus Elementary	84%	16%
Lake Hazel Elementary	85%	15%
Prospect Elementary	82%	18%
Silver Sage Elementary	74%	26%
Heritage Middle School	85%	15%
Lake Hazel Middle School	81%	19%
Rocky Mountain High School	87%	13%

The Idaho State Department of Education website (www.isde.gov), reports demographics of Idaho pk-12 school enrollment by ethnicity and includes about 77% white residents. This percentage holds steady from 2010 to 2015. The following table identifies Idaho pk-12 school enrollment by ethnicity.

State of Idaho School Enrollment

Ethnicity	2010	2011	2012	2013	2014	2015
Asian	1.37%	1.3%	1.32%	1.31%	1.28%	1.24%
Black/African American	1.17%	1.02%	1.02%	1.06%	1.02%	.99%
Hawaiin/Pacific Islander	.42%	.36%	.35%	.34%	.32%	.31%
Hispanic/Latino	14.97%	15.92%	16.25%	16.76%	16.96%	17.24%
Native American	1.67%	1.4%	1.34%	1.31%	1.23%	1.22%
White	80.39%	78.48%	78.05%	77.37%	77.19%	76.84%
Two or more races	Not used in 2010	1.51%	1.66%	1.85%	2%	2.15%
Total Students	276,322	281,590	281,841	299,013	288,069	292,488

As can be noted from the enrollment tables by ethnicity, the schools where Boise State places candidates have similar enrollments in terms of ethnic diversity when compared with the state of Idaho overall. The total pk-12 enrollment in the state of Idaho has decreased from 80% to nearly 77% over six years. A percentage of white ethnic enrollment for the partner schools with whom Boise State places teacher candidates is 84% or higher. Many partner schools have considerably more diverse ethnicity when compared to the state or regional demographics. Quite importantly is the consideration of the Title I schools with whom our candidates work and the school populations with 70% or lower enrollment by ethnicity as White. Working across these types of partner schools, Boise State has diverse placements for all candidates. Not all candidates are placed in Title I or schools with high refugee populations for their entire Professional Year as there are not enough of those placements within a 50-mile radius of the university. Candidates do have multiple early field experiences, including community and service learning opportunities where diverse populations are also emphasized. The tables including enrollment by ethnicity indicate *Boise State is meeting the need of diverse placements for candidates*, in particular when compared to the state pk-12 learner population.

When receiving the estimated need for language instructors from the Idaho State Department of Education, Boise State made a concerted effort to gather more purposeful data on preparation of candidates to meet diverse learner need, in particular the needs of language learners. More purposeful partnerships among Title I and non-title I schools for elementary placements have also been forged. It was a surprise to see that attending to this on our own as an EPP and moving toward more intentional data collection also generated the rationale for adding an area for improvement that was not discussed on-site.

Valid and Reliable Measures

In an evidence item shared during the site visit, Boise State faculty outlined how they have been engaging in the establishment of valid and reliable measures across signature assignments. The following information was shared with the site team.

Quality Assurance – S-PAT rater reliability processes.

In fall 2015, elementary liaisons met to score a random sample of S-PATs from Spring 2015 semester. Elementary Education Liaison Group (EELG) agenda for one of the review meetings and powerpoint slides identifying the sharing of data and impetus for further S-PAT rubric review were included in appendices for this evidence. (Appendices available upon request for the rejoinder as well.) Secondary education liaisons, course program coordinators, and faculty also met and followed a similar process after the EELG review.

Secondary liaisons and instructors met with a random sample of S-PATs from Spring 2015 (one selected from each content area) to score and discuss. The process included:

1) All participants read through one component of the same S-PAT individually, with a rubric beside him or her, and took notes. (Participants started with the "Assessment of Student Work" section because this was an area that stakeholders reported our teachers were least prepared. This “Assessment of Student Work” section has a focus on differentiating instruction for the purpose of meeting diverse needs of all learners.)

2) Participants discussed their notes and scores with partners.

3) The whole group discussed their scores and rationale for assigning a score.

This was repeated with three S-PAT samples ("Assessment of Student Work") from three different content areas.

Seven attendees representing English, STEM, and liaisons who supervise PE, World Languages, English, History/SS, Art, Theater Arts, Music, and STEM, as well as elementary supervision participated. All scorers scored within .5 of one another on a 0, .5, 1, 1.5, 2, 2.5, 3 scale.

The next time this group met (November 2015), participants repeated the process with two more S-PAT samples. This time evaluators looked at the S-PATs holistically (by the end of this meeting, participants had viewed an earth science, English, PE, social studies, and math S-PAT). This process was preferred due to the attention to context of the learning environment and learning targets. Attention to rubric clarity was also identified and will be pursued through the 2016-2017 Measurement Plan for Reliability outlined in Appendix B. Again, all scorers (9 participants this round) were within .5 of one another on a 0. .5, 1, 1.5, 2, 2.5, 3 scale.

The 2016-2017 Measurement Plan for Reliability outlined in Appendix B highlights the timeline and tasks for working toward valid and reliable measures on the S-PAT along with the interview rubrics and formative observation form assessment.

Measurement Plan

Page 16 of the final Site Visit Report included an area for improvement: “There is inconsistent evidence that the EPP has established reliability and validity for EPP assessments.” A measurement plan for reliability has been established with a 2016-2017 timeline for completion of tasks. (see Appendix B of the Rejoinder Evidence Attachment). A measurement plan for validity with a 2017-2018 timeline will be developed in early 2017 based on preliminary reliability results.

The measurement plan for reliability includes both rater training and calibration to master criteria, and the reporting of reliability coefficients, which are criteria listed as “examples of attributes above sufficient level” on Version III-March 2016 “Appendix G - Assessment Rubric.” The measurement plan highlights and augments work already described in the Selected Improvement Plan.

Boise State’s 2015-2022 Selected Improvement Plan identified Standard 3.3 as a goal:

By 2022, reliable and valid measures of dispositions beyond academic ability will be used as a meaningful source of data on candidates before and during the preparation program.

The goal for Standard 3.3 area of improvement is centered on the first half of the standard: *Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.* In order to “establish” and “monitor” dispositions at admissions and during the program, all measures to collect and analyze data must be reliable and valid. The data collection and analysis plans in the SIP for 3.3 includes the reporting of validity coefficients, content validity, and predictive validity analyses which are criteria listed as “examples of attributes above sufficient level” on Version III-March 2016 “Appendix G - Assessment Rubric.”

Extra comments and notes

A few other comments may be noted to add clarification and context to the final Site Visit Report.

(1) On page 4, the report states “As a result of the Formative Feedback Report, the EPP provided aggregated data for the EPP, disaggregated data by individual program, number of candidates participating in each assessment, and three cycles of data for most assessments. The EPP provided little additional analysis of the data in the Addendum once the data were aggregated for the EPP and disaggregated by program.” It is important to re-clarify the process by which data was shared. The self-study included analysis of data and grouped data among “elementary and dual degree” programs and “secondary and k-12” programs. This is where comparisons were made due to small numbers in any of the data sets. The aggregate and disaggregate tables provided in the Addendum were the same data analyzed by the EPP to generate the self-study analysis. In this sense, we provided the analysis without the raw data in the self-study and then added the raw data as requested in the Addendum.

(2) On page 4 it also states "the exception are candidates in Early Childhood Studies program who had a first time pass rate of 60 and 50% in Praxis I for fall 2013 and spring 2014 respectively and a first time pass rate of 40 and 75 percent in the Praxis II exam for fall 2013 and spring 2014 respectively." Again, as re-emphasized in Evidence Item 56, the Early Childhood candidates passed the appropriate praxis assessment. In fall 2013 two of the six candidates did not pass the assessment *on their first attempt*. In spring 2014 one of four candidates did not pass the assessment the first attempt. This candidate was within one point of the passing score and persisted until passing. Likewise, the fall 2013 candidates were near the cut score (175). The clarification would be that it is not an "exception" that "Praxis I and Praxis II scores demonstrate that candidates possess content knowledge in their subject areas." These candidates did demonstrate possessing content knowledge through their passing scores. The small numbers of candidates in these programs also make the percentages appear potentially larger in number of candidates not passing the first time.

(3) On page five, the Site Visit Report mentions case study data were documented but not aggregated for the EPP. The following tables include the case study data that were available during the site visit.

Case Study for Early Program Students in Fall 2014							
	Rubric Criterion Scores						
Program	**Purpose**	**Scope**	**Observation**	**Ideas for Change**	**Test Solutions**	**Conclusion**	**Share Knowledge**
Teacher Education (n=75)	N/A	2.70	2.76	2.72	N/A	N/A	2.74

Case Study for Mid Program Students in Fall 2014							
	Rubric Criterion Scores						
Program	**Purpose**	**Scope**	**Observation**	**Ideas for Change**	**Test Solutions**	**Conclusion**	**Share Knowledge**
Teacher Education (n=96)	2.68	2.51	2.60	2.69	2.65	2.50	2.72

Case Study for Early Program Students in Spring 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=61)	N/A	2.80	2.91	2.50	N/A	N/A	2.94

Case Study for Mid Program Students in Spring 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=53)	2.85	2.67	2.65	2.83	2.85	2.76	2.69

Case Study for Early Program Students in Fall 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=68)	N/A	2.68	2.78	2.49	N/A	N/A	2.68

Case Study for Mid Program Students in Fall 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=73)	2.90	2.68	2.78	2.71	2.67	2.66	2.63

(4) On page five of the Site Visit Report, it notes that one program was not approved by the state: “The program not approved, Math Consulting Teachers, is an advanced program under the category of teacher leader endorsement. As an advanced level program, the Math Consulting Teacher does not fall under the purview of the CAEP visitor team during this accreditation cycle.” It is important to clarify that Boise State has not received a final report from the State Department of Education outlining program approvals or disapprovals. Based on the verbal feedback at the Exit Interview, Boise State faculty prepared a response with evidence of how the program meets the state standards. The Graduate Certificate in Mathematics Consulting Teacher Endorsement was approved by the Idaho State Board of Education *prior* to the adoption of Teacher Leader standards, under which the program fell for this review. Upon presentation to the Professional Standards Commission in June 2016, the program coordinators expect a conditional approval based on the outline of how the Teacher Leader standards are being met within the Mathematical Thinking for Instruction program. (See Appendix C in the Rejoinder Evidence Attachment for the proposed revisions.)

(5) On page 15, it is inappropriate to include the “Diversity Rubric” as a part of the measurement system as it has not been used to measure candidate performance. It would not even be considered a rubric by the EPP. It was a framework adopted from CAEP language to determine if the unit was collecting evidence inclusive of the CAEP cross-cutting theme of diversity. It would be inappropriate to suggest that this framework should be validated or tested for reliability for “performance against the standard.” The Measurement Plan for Reliability (see response to AFI 1 Standard 5 and Appendix B in the Rejoinder Evidence Attachment) should be the basis of evidence for this determination.

Future Opportunities

Most importantly, Boise State has greatly appreciated the opportunity to engage in the early adoption of the CAEP standards. We believe the entire EPP has been re-cultured as one of continuous improvement and inquiry. The reporting and sharing of data is prevalent and systemic in the EPP. Our early adoption stance has allowed us as colleagues to enact principles of continuous improvement that were already in place. The Continuous Improvement Team has identified areas for growth from the initiation of the S-PAT, the PYA (shared state common summative assessment), Case Studies of Individual Learners, and the collection of data in the Taskstream platform. Marked efforts over time have demonstrated growth over just three semesters, or cycles, of data. Therefore, the EPP has already indicated its emphasis on systems and continuous improvement. We have a demonstrated track record for continuous improvement and growth. This opportunity may not have been realized without the adoption of CAEP standards and the prospect of becoming an early adopter for our review period. Thank you for this opportunity for programmatic growth.

Additionally, maintaining the cycle of site visits with the self-study, formative feedback, and addendum process is quite helpful in allowing professionals to engage in collegial conversations about the transformation of educator preparation. Engaging in continuous improvement with accountability structures attached may be a cautious consideration for EPPs. However, with an accreditating body that embraces the formative feedback task and allows for true inquiry and improvement, EPPs may take responsibility for the preparation of educators via transparent and evidence-based decisions that could inform education policy and the field at large.

Team Leader's Response to Rejoinder

Boise State University

The Site Visitor team that visited Boise State University (BSU) on March 6-8, 2016 appreciates the opportunity to respond to the rejoinder from the institution.

The team thanks the EPP for the enthusiasm and dedication it demonstrated as they engaged in the early adoption of the CAEP standards. We take this opportunity to extend our gratitude to the BSU administration and faculty for the hospitality, hard work, and collaboration shown before and during the visit. It was evident that the EPP labored extremely hard and these efforts resulted in a most positive review and an excellent experience for the team.

It is obvious that the EPP has put a lot of thought and effort into this rejoinder and the team is grateful for the importance given to the report and the thorough manner in which the unit has considered our findings. The team stands by its recommendations in the spirit of continuous improvement.

The team recommended three Areas for Improvement (AFIs) and no Stipulations based on the evidence presented in the Self-Study, Addendum to the Self-Study, exhibits, documentation provided onsite, and interviews of administrators, faculty, staff, candidates, alumni, and school partners.

Standard 1 AFI: *There is little evidence that all candidates are prepared to advance the learning of all P-12 students*

The EPP provided little evidence to demonstrate candidates' skills and commitment to advance the learning of all P-12 students, in particular English Language Learners (ELLs). The visitor team found that data presented from signature assessments was not adequate to determine the ability of candidates to advance the learning students for whom English is a second language. For example, a review of the student learning outcomes for the unit study submitted by twelve completers who were part of the Case Study of Completers shows that 83% of the teaching was at the highly effective or effective level. When ELL students were considered separately, 60%, of the teaching was effective. The thirteen completers participating in three focus group sessions during the spring 2015 reported that they needed more preparation for working with diverse learners.

Interviews with completers, candidates, employers, and faculty indicated that although most candidates are prepared to work with P-12 students with exceptionalities, there is a great need for more focused attention to the area of English Language Learners (ELLs).

The document given to the visitor team on site entitled *Further Support for CAEP 1.4. And Meeting Diverse Learner Needs* acknowledges that data from S-PATs and employer/alumni feedback included attention to linguistic diversity as a more specific focus for meeting needs of diverse learners. The EPP has begun to address this concern through seminars for candidates and professional development for faculty and liaisons on the WIDA Instructional Supports. Utilizing a checklist, initial data (one cycle) has been collected on the S-PAT Student Learning Outcome (SLO) form along with the Formative Observation Forms. The data demonstrate gains in candidate performance based on these new supports, but one cycle of data are not sufficient evidence to eliminate this finding.

The need for the EPP to prepare candidates to work with ELLs was corroborated by the state team at the exit interview.

Standard 2 AFI: *Not all candidates have clinical experiences with diverse P-12 learners*

The team found that there are inconsistencies among and between programs and individual candidates regarding clinical placements with diverse P-12 learners. Interviews revealed that few but not all candidates have experiences that include different socio-economic levels, migrants, refugees and English language learners.

Interviews with staff, faculty, candidates, and alumni revealed that many candidates stay in the same setting for most of their clinical work and may not have opportunities to experience clinical placements with sufficient diversity despite the existing diversity of P-12 students in the surrounding schools.

Site visitors' conclusions regarding ELLs and clinical experiences were validated by the state team's findings at the exit interview. The state team found inconsistencies among and between programs in candidate placements and noted the lack of ability of candidates to adapt instruction to ELLs.

Standard 5 AFI: *There is inconsistent evidence that the EPP has established reliability and validity for EPP assessments*

The EPP rejoinder places emphasis on the adoption in Idaho of Charlotte Danielson Framework for Teaching (FFT).

The EPP has demonstrated content validity for the Professional Year Assessment (PYA). The team had no concerns with this instrument which is based on Danielson’s FFF and used statewide to evaluate preservice and in-service teachers on important elements of effective teaching. Other assessment instruments not based on Danielson’s FFF are in the very early stages of validation by the EPP. The rejoinder states that “developing all EPP rubrics around this language and FFF contributes to judgments that are more accurate and worthy of confidence”. Not all rubrics utilized by the EPP are based on Danielson’s FFF, however. The S-PAT, a major signature assessment, although aligned with the FFF, is a performance assessment developed by the EPP modeled upon and containing elements of the edTPA. The Case Studies assessment, as part of the S-PAT, has been also developed by the EPP.

The EPP recognizes through interviews and the Continuous Improvement Goal list that an area of focus is on the reliability and validity of current rubrics and using data for program improvement. There is limited evidence that all measures are valid and reliable across all preparation programs. Many rubrics contain multiple performance criteria within each category. Many attributes are undefined and vague as to what would qualify as Proficient. Therefore there is limited evidence that the EPP is able to disaggregate the data based on performance against the standard.

In summary, there is evidence of preliminary work on establishing reliability and validity of assessments. However, there is no reliability and validity of current assessments used to evaluate program effectiveness. This applies to the following assessments; S-PAT rubrics, Interview/disposition rubric, early and mid- program case study rubric, Diversity rubric, Idaho Core Standards Shift Observation Instrument, and the Reflection Rubric.

The team commends the EPP for its efforts towards continuous improvement and wishes the administrators, faculty, staff, and candidates at BSU the very best as they continue to advance the education and lives of children and youth in the state of Idaho.

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TAB	DESCRIPTION	ACTION
1	**UNIVERSITY OF IDAHO – ANNUAL REPORT AND CAMPUS TOUR**	Information Item
2	**COEUR D'ALENE TRIBE EDUCATION PIPELINE**	Information Item
3	**2017 LEGISLATIVE UPDATE**	Information Item
4	**COLLEGE AND CAREER READY DEFINITION**	Information Item
5	**EDUCATOR PIPELINE WORKGROUP UPDATE**	Information Item
6	**MATH WORK GROUP UPDATE – MATH ISAT PERFORMANCE DATA**	Information Item

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SUBJECT

University of Idaho (UI) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

IMPACT

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

ATTACHMENT

Attachment 1 – 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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Progress Report

April, 2017

Strategic Plan Implementation (The institutions as well as progress toward moving the Board's strategic plan forward)

- Details of implementation

  - The final plan was developed and an annual report based on the prior years' guiding pillars was produced.

  - The Institutional Planning and Effectiveness (IPE) committee was formed and charged with developing a structure to collect, implement and monitor unit and program cascading plans that will create linkages at all levels of the organization. The unit cascaded plans are currently in review.

  - By next cycle, the budget cycle and program prioritization/ process improvement efforts will be fully integrated to the overarching strategic plan. These efforts for the Board also serve to meet the requirements of accreditation through NWCCU.

  - Concurrently, the institution has made significant progress towards robust centralized data collection and analysis that will support data-driven decision making and strong monitoring and reporting capabilities.

  - Moving forward, progress (and need for mid-course corrections) will be monitored through an internal annual report cycle shared with the Board and the general public.

- Status of goals and objectives

  Last year the UI community worked very hard to move our university forward and to further define what the future looks like for our students, our university community, our state and our world. While the new strategic plan was reviewed and approved, we continued to use the foundational pillars as our guide to progress in strategic areas now reflected in the completed plan. Going forward, we will remain dedicated to these ideals but will use different words as outlined in our new Strategic Plan to keep us on track and to more specifically measure our success.

  The foundational pillars embodies what UI has done for many years, perhaps since our founding. We used the words "transformative education," "ideas that matter" and "building our team" to describe strategic areas of focus. Some of these achievements are listed here.

IDEAS THAT MATTER

As Idaho's land-grant university, UI is a leader in research and engagement with Idaho communities. UI researchers, scholars and artists are dedicated to exploring, creating and executing ideas that matter to Idaho, the Northwest and the rest of the world. Some of our key achievements in this area are highlighted below. We:

- Established an Office of Undergraduate Research to support student engagement and opportunities in research, scholarly and creative activities across disciplines.

- Invested in our own excellence with the launch of the Vandal Ideas Project, a university-wide grant program that puts competitively awarded internal funding toward interdisciplinary research, creative work and scholarship. Last year, the program awarded a total of $300,000 to five projects.

- Surpassed $100 million in research expenditures for the first time in university history and experienced a 14.1% percent increase in research awards from $71.95 million in FY15 to $82.11 million in FY16.

- Demonstrated excellence in faculty research: two faculty members won the National Science Foundation Faculty Early Career Development, or CAREER, award. Tara Hudiburg (College of Natural Resources) will use the award to explore the effects of thinning practices on forests. Craig McGowan (College of Science) will study how anatomy and function inform each other in animals.

BUILDING OUR TEAM

The University of Idaho is a purpose-driven organization with a vibrant intellectual community that attracts, retains and develops great faculty and staff. We aim to create a professional environment that recognizes excellence, uses our resources wisely, and responds quickly and effectively to trends, challenges and opportunities. In our efforts to build a stronger team, we:

- Committed to developing and deploying a market-based compensation system with the goal of increasing salaries to 100 percent of market (on average) by 2025.

- Welcomed new leadership to the university and made strategic human resources decisions and staff changes, including the addition of a new human resources director, internal hiring changes and improved faculty diversity.

- Enhanced budget transparency by revitalizing the University Budget and Finance Committee (UBFC) and improving and incentivizing the budget request process.

- Increased employee recognition with improved faculty and staff award events.

TRANSFORMATIVE EDUCATION

The University of Idaho serves every qualified student with a unique educational experience. We prepare students to become problem solvers and lifelong learners with the skills, perspectives and experiences to foster shared prosperity in an increasingly knowledge-based global economy. We achieved the following:

- Initiated and led the state's Direct Admissions program, which proactively admits Idaho high school seniors into college based on GPAs and college entrance exam scores. In support of the program, we held Enroll Idaho events at 43 locations across the state. More than 400 students and 300 families attended these events. As a result of these and other strategic efforts, our fall 2016 student enrollment increased 3.6 percent over fall 2015. This accomplishment positions UI for continued success in this area as envisioned in the Strategic Plan.

- Completed a $1.3 million remodel that transformed UI Library's first floor into a modern, collaborative and interdisciplinary learning space with the latest technologies.

- Addressed Idaho's doctor shortage by expanding the WWAMI medical education program to 40 students per year and implemented a major curriculum change that keeps medical students on the Palouse their first two years in the program.

- Launched seven fully online degrees within the College of Letters, Arts and Social Sciences, to include five undergraduate programs and two master's programs.

- Participated in the 2016 Idaho Indian Education Summit in Boise, where staff from the Idaho Water Resources Research Institute co-presented to educators on the impact of federal Indian policy on the education of American Indian students.

- Issued a Go On study, by UI's James A. and Louise McClure Center for Public Policy Research, that explored factors in Idaho's high school students' decisions to pursue postsecondary education. The McClure Center also partnered with the Idaho Commission on Hispanic Affairs to study demographic, labor force, and education characteristics of Idaho's Hispanic population.

- Held the 2016 University of Idaho Cultural Literacy and Competence Symposium, where students, faculty, staff and guests gathered to focus on building inclusive communities.

- Completed a $19 million makeover of the College of Education which modernized the facility and increased student access to cutting-edge tools used in the teaching environment.

- Completed a multimillion dollar residence hall remodel, updating every living space in the Wallace Residence Center and enhancing technology capabilities in all residence halls.

- Established the Tribal Excellence Scholarship to waive out-of-state tuition for students who are members of the tribes with which the UI has a Memorandum of Understanding (MOU).

- Made a difficult decision to move from the National Collegiate Athletic Association's Football Bowl Subdivision (FBS) to the Big Sky, a Football Championship Subdivision (FCS) league, positioning UI for exciting regional competition.

Enrollment Numbers (As reported in the performance measure report (FY16)

- Total Enrollment 10,997 (Unduplicated Annual Headcount) (headcount); FTE of 9,843
  - Undergraduate 8,574 from FY16 PMR
  - Graduate 2,033 from FY16 PMR
  - Professional 390 from FY16 PMR

Retention Rates (As reported in the performance measure report (FY16)

- Retention Rate:
  - First-Time Full-time: 80% from FY16 PMR
  - New Transfer: 77% from FY16 PMR
  - Part-Time: 53% from FY16 PMR

Graduation Rates (As reported in the performance measure report (FY16)

- Six Year Graduation Rate for full-time new freshmen, 56%
- Degrees Awarded:
  - Bachelors 1,759
  - Masters, Specialists, and Doctorates 600
  - Professional (M.S.A.T, J.D., EdD, D.A.T) 144
  - Certificates 89

Research and Economic Development

- Research expenditures reported to NSF for 2016 exceeded $102M
- Classified in The Carnegie Classification of Institutions of Higher Education (2016) as Doctoral: Higher Research
- Tara Hudiburg, an assistant professor of Forest Science in the UI College of Natural Resources, and Craig McGowan, an assistant professor of Biological Sciences in the UI College of Science and the WWAMI medical education program, earned Faculty Early Career Development (CAREER) awards, and through them a combined $1.7 million in research funding.
- Contributes approximately $1.1 billion to Idaho's economy through the combined activities of the University and its alumni which is nearly 2 percent of the state's economy (2015 EMSI Study).
- Vandal Ideas Project: Research - Five teams of scholars and researchers from across colleges and disciplines have been awarded grants of between $40,000 and $80,000 through VIP, a competitive, university-wide grant program aimed at stimulating new research, creativity and scholarship.
  - "Visualizing Science" brought together seven teams of outstanding UI artists, designers and scientists to create visual interpretations of scientific issues important to the state, region and world. The works are displayed in the Prichard Gallery in downtown Moscow.
  - "Hydrodynamic Simulator for Brain Therapeutic Development" created an anatomically realistic 3D model and computer visualization system of the fluid spaces that surround the brain and spinal cord, a region occupied by the cerebrospinal fluid. This model will help researchers and clinicians understand solute transport within the cerebrospinal fluid system and ways to use it for delivery of therapeutics to the central nervous system to treat neurological disorders such as amyotrophic lateral sclerosis (ALS), Alzheimer's disease, brain cancer and others.
  - "Center for Digital Inquiry and Learning (CDIL): Building Capacity Through Collaboration" provided space, technology and support to help faculty develop new understandings and techniques for analyzing data, understanding and interpreting the resulting information and knowledge, and distributing these understandings in ways that take advantage of digital connectedness.
  - "Polymorphic Games – An Interdisciplinary Game Design Studio for Vandals" created a studio that brings together teams of students from science, engineering, humanities and education to develop video games based on principals of evolutionary science.
- "Theory, Practice and Social Aspects of Reproducible Science uses research, education and outreach to promote the practice of reproducible research and to inform research practices by advancing a theory of non-reproducibility.
- University of Idaho students, faculty and alumni in programs across campus shoot for the stars with NASA projects and partnerships.
  - Associate physics professor Jason Barnes also works on Cassini, studying Saturn's moon Titan. His discoveries include waves on the moon's methane seas.

- The College of Education's Silver Valley Upward Bound program focused on astronomy and included a visit to Space Camp in 2015.
- A team of College of Art and Architecture students have studied sustainable design techniques at NASA's Ames Sustainability Base research facility.
- Students and faculty participate in Idaho Space Grant Consortium and Idaho NASA Experimental Program to Stimulate Competitive Research (EPSCoR) projects, such as Idaho RISE, a high-altitude scientific balloon program for college and high-school students.
- Teams in the College of Engineering's senior design program frequently work on NASA-sponsored projects.
- Electrical engineering professor David Atkinson in the College of Engineering is part of multiple NASA projects, including Saturn and Venus probe mission proposal teams, the NASA Jet Propulsion Laboratory Ice Giants mission study and the UI Robotic Lunar Exploration Program.
- Mechanical engineering alumna Sophie Milam participated in NASA HI-SEAS Mission 3, a long-duration Mars seclusion simulation mission in Hawaii.
- College of Natural Resources graduate student Troy Magney studied remote-sensing technology, leading to a postdoctoral position at NASA
-

Highlight Any College Standouts

- UI awarded more than $11 million in scholarship support to over 4,000 Idaho residents for the 2016-17 academic year and more than $25 million in scholarship support to over 5,500 students from 47 states. UI students will receive an additional $100 million dollars in financial assistance through state and federal programs. Through a combination of scholarships, state and federal financial assistance, the University of Idaho will provide over $125 million dollars to students and families to help pay for college for 2016-17.
- National Merit Scholars – Most in the Northwest at 81 total; also, has had 28 Goldwater recipients since 1991.
- Library: Five faculty members were selected for the inaugural Think Open Fellowship program intended to increase student success by reducing the cost of course materials through training in open and affordable alternatives.
- Natural Resources: Fire science collaboration resulted in review article: *The Science of Firescapes Achieving Fire-Resilient Communities,* Bioscience 66, 130-146 (2016) authors are from U of Idaho, UC Berkley, U of Montana, South Dakota State University, University of Tasmania, US Forest Service, Utah State University, Colorado State University, Woods Hole Research Center, National Park Service and the Desert Research Institute; Named #1 value for Natural Resources by USA Today
- Letters, Arts & Social Sciences: Hands-on journalism training will be made available in Boise this May during the University of Idaho's School of Journalism and Mass Media's annual High School Journalism Workshop. Also, Professor

Kelly Quinnett, head of performance at UI theatre Arts, was awarded the Golden Medallion, considered one of the greatest honors in theater education during the Region 7 Kennedy Center American College Theatre Festival.

- Agricultural & Life Sciences: Extension developed Sustainable Farm Law 101 workshop geared toward farmers, ranchers and landowners to empower participants to move forward on legal issues of greatest importance to their operation, including business organization, workers, food safety, land matters, sales and contract, and insurance.
- Science: Dr. Ginger Carney has been named as the dean of the College of Science. Carney is a member of the Interdisciplinary Faculty of Neuroscience and Faculty of Ecology and Evolutionary Biology and has won numerous awards, including the Women's Faculty Network Outstanding Service and Leadership Award, the College of Science and Association of Former Students Distinguished Teaching Award, and the Center for Teaching Excellence 25th Anniversary W Course Teaching Award. She was named an SEC Academic Leadership Development Program (SEC-ALDP) Fellow for 2015-2016. She serves on grant review panels for the National Science Foundation (NSF) and National Institute of Health (NIH), and also serves as an ad hoc reviewer for NSF, NIH and numerous journals, including Proceedings of the National Academy of Science USA, PLoS Biology, the Journal of Insect Physiology, Evolution, and Proceedings of the Royal Society.
- Law: College of Law was recently ranked No. 18 for employment outcomes for its graduate by the American Bar Association. The data — based on the Class of 2015 — makes UI's College of Law one of the top law schools west of the Mississippi River, behind only the University of California, Berkeley, and Stanford.
- Engineering: The University of Idaho's National Institute for Advanced Transportation Technology (NIATT) was awarded $4 million by the U.S. Department of Transportation to conduct collaborative research over the next five years as a member of two University Transportation Center consortiums. Also, in its 23rd year, the college has offered Women in Engineering Day as a one-day workshop for high school women in grades 11-12 designed to introduce students to academic and career options in engineering and computer science.
- Education: The College of Education was ranked among the Best Online Graduate Education Programs for 2017 by U.S. News and World Report. U.S. News ranked online programs on five categories: Student engagement, student services and technology, admissions selectivity, faculty credentials, and training and peer reputation. More than 1,300 online programs were assessed, and the College of Education was 185th among the Top 200 in the U.S.
- Business: Awarded $3,500 in prize money to four teams during the fall 2016 Idaho Pitch competition where approximately 120 students pitched their business ideas to 40 judges during the annual competition. The contest allows student entrepreneurs to meet multiple judges, pitch their business or product idea, and have a conversation about how to move their ideas forward to market. The cash prizes are sponsored by *Idaho Entrepreneur Challenge*.

- Art & Architecture: Three University of Idaho architecture students were awarded top honors in a “Best Use of Idaho Wood” competition to design a marketplace along the Snake River in Lewiston. The projects were judged on how the designs demonstrated a creative solution and knowledgeable application of integrated design and an innovative use of wood.
- Athletics: Won the Idaho Potato Bowl while also correcting past APR issues; men’s and women’s basketball success leads to post-season tournament play;

Collaborations with Other Institutions or Industry

- Joined with the Nature Conservancy, Wood River Land Trust in collaboration on Rock Creek Ranch project. The 10,400-acre Rock Creek Ranch near Hailey is owned by The Nature Conservancy and the Wood River Land Trust, and is managed to conserve the area’s grasslands and to prevent future development. The UI joined the two landowners this summer as the research and outreach arm of the three-pronged collaboration. The first project is the Rock Creek Restoration and Reconnection Project, intended to improve water quality, stream function and provide fish passage between Rock Creek and the lower Big Wood River
- In an ongoing effort to support high-tech business growth in North Idaho, the University of Idaho Coeur d’Alene has established a two-year strategic partnership with Protelligent, Inc., a cybersecurity management company.
- Ongoing statewide collaboration on the Idaho Regional Optical Network (IRON) for high speed statewide broadband connectivity enabling research, education and outreach
- Begun to inventory and assess multiple collaborative efforts we have with Washington State University for further efficiencies that can be achieved with a regional university holding the same land grant mission
- Clearwater Economic Development Association/Lewis Clark State College/Idaho Department of Labor/Valley Vision/North Central Idaho manufacturers/North Central Idaho high schools/UI are working together on several workforce development initiatives
- Ongoing collaborations with the Idaho National Laboratory for graduate education and joint facility use
- Center for Advanced Energy Studies
- Urban Design Center work with industry, Boise community
- Engineering is key collaborator in Tech Help

Capital Campaign

We are in the planning stages for the next capital campaign. For 2016, fundraising exceeded $14M in gifts and bequests.

Community Partnerships

- Cities of Moscow and Pullman/Latah and Whitman counties/ Moscow and Pullman Chambers of Commerce/Southeastern Washington Economic Development Association/Washington State University/Latah and Whitman County businesses/UI work together as the Palouse Knowledge Corridor to help companies in the Palouse region succeed by matching them with resources through the Spring and Fall Business Showcases and the Be the Entrepreneur Bootcamp
- Participation in Community-University Strategic Partnership (CUSP) for the City of Moscow branding initiative
- Participation in Partnership for Economic Prosperity (PEP) between City, County and UI

New Buildings (including major renovations)

- IRIC – completed and online Jan 2017
- College of Education – completed July 2016
- WWAMI Building renovation begun
- Ongoing classroom renovations

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SUBJECT

Coeur d'Alene Tribe Education Pipeline

REFERENCE

April 2016	Board received information and update on the State Tribal Education Partnership (STEP) grants with the Nez Perce Tribe and the Coeur d'Alene Tribe.

BACKGROUND/DISCUSSION

The Coeur d'Alene Tribe has developed a comprehensive education pipeline that acknowledges and seeks to understand the areas where students are lost in the pipeline and provide supports to those areas. Developed in 2007 and updated and refined regularly since that time, the education pipeline provides a visual illustration of the tribe's existing state of affairs regarding education and workforce development. The pipeline features 15 sequenced educational groupings: early childhood, primary education (K-2), elementary education (3-6), middle (7-8), high school (9-12), adult education, undergraduate education, graduate education and career.

IMPACT

The presentation and subsequent discussion will provide an update of successes the Coeur d'Alene Tribe Department of Education have had in developing a comprehensive education pipeline for students starting in early childhood and ending with graduate and professional degrees.

ATTACHMENTS

Attachment 1 – Handout – Coeur d'Alene Tribal Pipeline Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The work the Coeur d'Alene Tribe has done on their education pipeline is an example of how targeted supports and continued focus by the community as a whole can show measurable improvements in outcomes for students. The model used by the Coeur d'Alene tribe provides for examples that could be replicated in other parts of the state for providing targeted supports to students.

BOARD ACTION

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

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COEUR D'ALENE TRIBE DEPARTMENT OF EDUCATION PIPELINE SPRING 2016

EHS 40
CDA 32
CDA Desc. 4
Other Native 3
Non-Native 1

Head Start 36
CDA 33
CDA Desc. 1
Other Native 1
Non-Native 1

ITF 16
CDA 8
CDA Desc. 4
Other Native 3
Non-Native 1

Toddler 8
CDA 7
CDA Desc. 0
Other Native 0
Non-Native 1

PreSchool 12
CDA 10
CDA Desc. 0
Other Native 1
Non-Native 1

Pre K 11
CDA 2
Other Native 1
Non-Native 8

Kindergarten 36
CDA 26
Other Native 4
Non-Native 6

Grade 1 23
CDA 19
Other Native 2
Non-Native 2

Grade 2 23
CDA 14
Other Native 2
Non-Native 7

Grade 3 26
CDA 16
Native 4
Non-Native 6

Grade 4 32
CDA 21
Other Native 7
Non-Native 4

Grade 5 14
CDA 9
Other Native 3
Non-Native 2

Grade 6 30
CDA 15
Other Native 6
Non-Native 9

Grade 7 17
CDA 9
Other Native 4
Non-Native 4

Grade 8 31
CDA 13
Other Native 7
Non-Native 11

Grade 9 30
CDA 17
Other Native 7
Non-Native 6

Grade 10 31
CDA 18
Other Native 1
Non-Native 12

Grade 11 19
CDA 8
Other Native 2
Non-Native 9

Grade 12 18
CDA 8
Other Native 3
Non-Native 7
Graduates 12

GED Youth 10
CDA 6
CDA Desc. 2
Male 4
Female 6

GED Adult 83
Tribal 49
Male 41
Female 42

Pre – College 13
CDA 2
Male 8
Female 5

NACTEP Degrees 51
CDA 28
Dual Credit 3
CDA Desc. 3
Other 5
Dual Credit 1
Non-Native 10

NACTEP Cert. 1
CDA 0
CDA Desc 0
Other 0
Non-Native 1

HED 2-Yr. 15
CDA 15
Male 2
Female 13

HED 4-Yr. 34
CDA 34
Male 15
Female 19

HED Master's 3
CDA 3
Male 3
Female 0

HED PhD 3
CDA 3
Male 0
Female 3

Other PhD 6
CDA 2
CDA Desc. 1
Non-Native 3

- Early Head Start
- Head Start
- Child Care Program
- Imagine The Future
- First Steps

- K1 Kids (K-1)
- Success Center After School (Gr. 2-5) Program
- U of Idaho 4-H Extension (Gr. 2-5)

- Success Center After School Program (Gr. 2-5)
- U of Idaho NSF Grant Back To The Earth (BTTE) (Gr. 4-6)

- BPA Grant
- U of I NSF Grant BTTE (Gr. 4-6)
- WSU Leadership Camp
- Natural Resources Camp
- Johnson O'Malley Program
- NACTEP Summer Internship

- Johnson O'Malley Program
- Imagine the Future
- GEAR-UP
- Dual Credit Program
- Credit Retrieval Program
- Upward Bound
- Native American Career and Technical Education Program:
  - Summer Youth Internship
  - Summer Youth College Classes
- Career Awareness Program
  - Pre-Employment Program
  - Natural Resource Camp
  - WSU Leadership Camp
- College Preparation Program
  - College Campus Visits
- Success Program:
  - Tutoring Program
  - Advising Program
- Workforce Investment Act (Youth)
- Community Partners:
  - U of I Extension
  - BMC Wellness Center
  - Rock'n the Rez Program
  - Hnqhesnet (It is our well-being) Program

- Adult Education
- Pre-College Program:
  - Pre-college Reading/Writing
  - Precollege Math
  - Math 108
  - Keyboarding
- Native American Career and Technical Education Scholarship Program:
  - Adult Apprenticeships
  - Business Leadership AAS Degree
  - Hospitality AAS Degree
  - Child Development Cert/Degree
- Partnerships:
  - ECLC
  - North Idaho College
  - Idaho Dept. of Labor
  - U of I Moscow
  - U of I CDA
  - Lewis Clark State College
  - WSU Pullman
  - WSU Spokane (Health Sciences)

92 TOTAL

- Adult Vocational Training Program (AVT)
- Native American Career and Technical Education Scholarship Program
- Workforce Investment Act (Adult)
- Tribal Scholarship Program
- HED Program College Partnerships:
  - Community Colleges of Spokane
  - Gonzaga
  - LCSC Lewiston/LCSC Coeur d'Alene
  - North Idaho College
  - U of I Coeur d'Alene
  - U of I Moscow
  - WSU Pullman
  - WSU Spokane (Health Sciences)
-

- Intercollege MOU's
  - North Idaho College
  - NW Indian College
  - University of Idaho
  - Lewis-Clark State College
  - Washington State University

SUBJECT

2017 Legislative Update

REFERENCE

June 2016	The Board approved legislative ideas for the 2017 legislative session.
September 23, 2016	The Board approved 2017 legislation
December 2016	The Board approved two additional pieces of legislation (STEM School Designation and Adult Postsecondary Completion Scholarship) and authorized Board staff to collaborate with the Governor's staff to support the legislation as it moves through the legislative process.
February 16, 2017	The Board received and update regarding progress of Board sponsored legislation. The Board also approved one additional piece of legislation regarding waiving minimum K-12 instructional hours.

BACKGROUND/DISCUSSION

This item is to provide the Board with an update on Board approved legislation and other education related bills considered during the 2017 legislative session. The Board approved twenty-two (22) bills and one (1) concurrent resolution for introduction and supported two (2) pieces of legislation related to the Governor's education initiatives for the 2017 legislative session.

The following list provides the status of legislation submitted or endorsed by the Board as of April 10, 2017:

Board Submitted Bills:

H36: Repeals existing law to remove an obsolete provision of law prohibiting fraternities, sororities, and secret societies in elementary and secondary schools. Status: Signed by Governor

H37: Repeals existing law to remove an obsolete provision of law allowing school property to be used as senior citizen centers. Status: Signed by Governor

H58: Repeals existing law to remove an obsolete provision of law relating to teaching certificates obtained during or prior to 1947. Status: Signed by Governor

H73: Amends existing law to provide that upper division courses and programs are allowable at a public community college if the taxing district meets certain requirements regarding population and total taxable property value. Status: Signed by Governor

H74: Amends existing law to clarify the sequence of appointments to the Public Charter School Commission. Status: Signed by Governor

H75: Removes obsolete provisions relating to the education of expectant mothers; and to remove the funding provision for such programs. Status: Signed by Governor

H105: Amends existing law to provide that a teacher preparation assessment may consist of multiple measures for the demonstration of literacy instructional skills by the teacher prep candidate. Status: Signed by Governor

H106: Amends existing law to require accredited residential schools to remain under the jurisdiction of the Department of Health and Welfare. Status: Passed House, Failed in Senate

H107: Amends existing law regarding the WICHE compact to clarify that references to the territories of Alaska and Hawaii shall mean the states of Alaska and Hawaii. Status: Signed by Governor

H113: Amends existing law to provide that a teacher or administrator who retires at age 60+ years and who again becomes employed may continue receiving benefits and not accrue additional years of service, under certain conditions. Status: Signed by Governor

H242: Amends existing law to authorize a waiver of minimum instructional hours after a disaster declaration under certain conditions. Status: Transmitted to Governor for Signature

H252: Amends existing law to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system. Status: Reported Printed and Referred to House Education

H253: Amends existing law to revise the definitions of “instructional staff,” “measurable student achievement,” and “performance criteria.” Status: Transmitted to Governor for Signature

S1014: Amends existing law to require each school district and public charter school to submit a technology plan to the State Department of Education. Status: Held, Senate Education Committee

S1015: Amends existing law to revise the definitions of “instructional staff,” “measurable student achievement,” and “performance criteria” for the career ladder. Status: Passed Senate, Replaced with H253

S1018: Repeals existing law relating to school accountability report cards. Status: Signed by Governor

S1019: Repeals existing law to provide for school safety patrols, and adds to existing law to provide that it is unlawful for a vehicle operator to disregard directions from a school safety patrol member, and to provide for the reporting of violations. Status: Signed by Governor

S1029: Amends existing law to provide for a technical correction that clarifies that a school district shall provide counseling services regarding the granting of postsecondary credit for career technical courses; and authorizes the school districts to grant credit for career technical courses. Status: Signed by Governor

S1030: Amends existing law to provide for the dual enrollment of a nonpublic or public charter school student in a public charter school or public school district school. Status: Signed by Governor

S1033: Amends existing law to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system. Status: Passed Senate, Replaced by H252

S1059: Amends existing law to extend eligibility for master teacher premiums to pupil service staff employees under certain conditions. Status: Signed by Governor

SCR105: Stating findings of the Legislature and authorizing the State Board of Education to enter into agreements with the Idaho State Building Authority to finance construction of the Idaho Cybercore Integration Center and the Idaho Collaborative Computing Center. Status: Adopted, delivered to Secretary of State.

Board Supported Bills:
H190: Adds to existing law to provide for the Adult Postsecondary Completion Scholarship. Status: Passed House Education Committee; Held on House Third Reading Calendar, returned to committee

H70: Adds to existing law to provide legislative intent and to provide for the award of a science, technology, engineering and mathematics (STEM) school or STEM program designation. Status: Signed by Governor

General Fund Appropriations
The FY 2018 General Fund appropriations to all major education spending categories increased compared to FY 2017 levels.

K-12	$1.67 billion (+7.4%)
Community Colleges	$39.4 million (+6.7%)
Four-Year Institutions	$287.1 million (+2.7%)

Career Technical Education $65.4 million (+5.3%)

Additional Education Legislation Highlights
HCR12 – Stating findings of the Legislature and authorizing the Legislative Council to appoint a committee to conduct a study of the public school funding formula and to make recommendations.

S1147 – Amends and adds to existing law to provide for the transfer of college credits at full value from one Idaho public college or university to another. Status: Held in Senate Education Committee

The attached summary provides the final status of each Board bill, as well as other education-related legislation.

IMPACT

Board action through rulemaking may be necessary dependent upon passage of several pieces of legislation.

ATTACHMENTS

Attachment 1 – Idaho Legislature - 2017 Legislative Session Education Legislation Page 5
Attachment 2 – College and University Budget Highlights Page 20
Attachment 3 – Community College Budget Highlights Page 21
Attachment 4 – Public Schools Budget Highlights Page 22

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will be prepared to renew specific legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system.

BOARD ACTION

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

Idaho Legislature - 2017 Legislative Session

Education Legislation

Bill No	Description	Last Action	Note
H0035	Scholarship/adult postsec complet	01/24/2017 House - Reported Printed and Referred to Education	Adds to existing law to provide for the Adult Postsecondary Completion Scholarship.
H0036	Ed, frat/soror restrictns repealed	02/22/2017 House - Reported Signed by Governor on February 22, 2017	Repeals existing law relating to certain restrictions regarding fraternities, sororities, and secret societies.
H0037	School prop/senior centers repealed	02/22/2017 House - Reported Signed by Governor on February 22, 2017	Repeals existing law to remove an obsolete provision of law allowing school property to be used as senior citizen centers.
H0053	State/school lands, oil/gas develop	03/24/2017 House - Reported Signed by Governor on March 24, 2017	Amends existing law to authorize the State Board of Land Commissioners to lease state and school lands for oil and gas development for a term of up to ten years.
H0058	Teaching certs/prior to 1947/repeal	02/22/2017 House - Reported Signed by Governor on February 22, 2017	Repeals existing law relating to teaching certificates obtained during or prior to 1947.
H0070	STEM school designation	03/20/2017 House - Reported Signed by Governor on March 20, 2017	SCHOOLS – Adds to existing law to provide legislative intent and to provide for the award of STEM (science, technology, engineering and mathematics) school or STEM program designation.
H0073	Cmty colleges, upper div courses	03/20/2017 House - Reported Signed by Governor on March 20, 2017	COMMUNITY COLLEGES – Amends existing law to provide correct terminology and to provide that upper division courses and programs are subject to certain approval.
H0074	Pub charter school cmsn, appts	02/28/2017 House - Reported Signed by Governor on February 28, 2017	PUBLIC CHARTER SCHOOL COMMISSION – Amends existing law to clarify the sequence of appointments to the commission.

H0075	Ed, expectant mothers, repeal prov	02/28/2017 House - Reported Signed by Governor on February 28, 2017	EDUCATION OF EXPECTANT MOTHERS – Repeals and amends existing law to remove an obsolete provision relating to the education of expectant mothers; and to remove the funding provision for such programs.
H0105	Teacher prep, mult measures assess	03/20/2017 House - Reported Signed by Governor on March 20, 2017	TEACHER PREPARATION – Amends existing law to provide that a teacher preparation assessment may consist of multiple measures for the demonstration of skills by the student.
H0106	Residential schools, reports	03/20/2017 House - Returned from Senate Failed; Filed in the office of the Chief Clerk	RESIDENTIAL SCHOOLS – Amends existing law to require accredited residential schools to make reports required by the Department of Education and to retain them under the jurisdiction of the Department of Health and Welfare.
H0107	Ed, WICHE compact, Alaska, Hawaii	03/20/2017 House - Reported Signed by Governor on March 20, 2017	HIGHER EDUCATION – Amends existing law regarding the WICHE compact to clarify that references to the territories of Alaska and Hawaii shall mean the states of Alaska and Hawaii.
H0108	Proprietary schools, yoga	03/24/2017 House - Reported Signed by Governor on March 24, 2017	PROPRIETARY SCHOOLS – Amends existing law to provide an exemption from proprietary school registration provisions for an individual or entity that offers a program, school or course regarding the instruction or practice of yoga.
H0113	Teachers/retiremnt benefit, 60+ yrs	03/20/2017 House - Reported Signed by Governor on March 20, 2017	TEACHERS – Amends existing law to provide that a teacher or administrator who retires at age 60+ years and who again becomes employed may continue receiving benefits and not accrue additional services, under certain conditions.
H0142	State procurement, higher ed	03/22/2017 House - Delivered to Governor at 10:15 a.m. on March 22, 2017	STATE PROCUREMENT – Amends existing law to provide that state institutions of higher education must procure property from an open contract except under certain circumstances.
H0185	Tax adjust, college savings program	03/20/2017 House - Reported Signed	Amends existing law to increase the amount that may be deducted annually

		by Governor on March 20, 2017	for contributions to a college savings program.
H0186	Ed opp resource act/wireless servic	03/24/2017 House - Reported Signed by Governor on March 24, 2017	Amends existing law to add wireless LAN services to the scope of the Education Opportunity Resource Act.
H0190	Scholarships, adults	03/27/2017 House - U.C. to place at bottom of third reading calendar one legislative day	Adds to existing law to provide for the Adult Postsecondary Completion Scholarship.
H0196	Schools, election dates/instruction	02/20/2017 House - Reported Printed and Referred to Education	Amends existing law to provide that no student instruction in public schools shall take place on election days.
H0199	Ed, pay for success contract reqs	03/21/2017 House - Delivered to Governor at 9:50 a.m. on March 21, 2017	Amends existing law to revise requirements for a Pay for Success contract, to withhold funds until the contract terms have been met, and to provide for the funding of contracts.
H0223	Rural ed support network project	03/08/2017 Senate - Introduced, read first time; referred to: Education	Adds to existing law to establish Rural Education Support Networks.
H0228	Schools, adult ed online portal	03/22/2017 House - Delivered to Governor at 10:15 a.m. on March 22, 2017	Amends existing law to authorize the development and maintenance of online portals for adult education and parent resources.
H0234	Tax credit rate/certn scholarships	03/02/2017 House - Reported Printed and Referred to Revenue & Taxation	Amends existing law to establish a tax credit rate for contributions to certain scholarships.
H0240	Ed, firearms safety ed/sec schools	03/02/2017 House - Reported Printed and Referred to Education	Adds to existing law to authorize a board of school trustees to offer a firearms safety course to secondary school students.

H0241	Schools, pub charter school reqs	03/14/2017 House - U.C. to be returned to Education Committee	Amends existing law to revise the requirements for public charter schools.
H0242	Schools, minimum hours	03/24/2017 House - Delivered to Governor at 9:20 a.m. on March 24, 2017	Amends existing law to authorize a waiver of minimum instructional hours for after a disaster declaration under certain conditions.
H0247	Approp, edu bd, hlth ed prgrm, orig	03/06/2017 House - U.C. to be returned to Appropriations Committee	Appropriates $15,905,800 to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for fiscal year 2018; limits the number of authorized full-time equivalent positions to 25.8; provides a lump sum appropriation for dedicated funds; and reappropriates unexpended and unencumbered dedicated fund balances for the Dental Education Programs.
H0252	Ed data system security	03/07/2017 House - Reported Printed and Referred to Education	Amends existing law to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system.
H0253	Education, terms defined/revised	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Amends existing law to revise the definitions of “instructional staff,” “measurable student achievement,” and “performance criteria.”
H0254	Charter school cmsn, term limits	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Amends existing law to remove term limits for public charter school commissioners.

H0257	Postsecondary credit scholarship	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Amends existing law to revise requirements for the source matching funds for the Postsecondary Credit Scholarship Program.
H0258	Charter schools, teach cert exemptn	03/07/2017 House - Reported Printed and Referred to Education	Amends existing law to provide a certification exemption for certain teachers at certain charter schools.
H0260	Approp, edu bd, special prgrm, orig	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Appropriates $19,686,600 to Special Programs under the State Board of Education for fiscal year 2018; and limits the number of authorized full-time equivalent positions to 43.13.
H0261	Approp, edu bd, career tech, add'l	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Appropriates an additional $35,100 to the Division of Career Technical Education for the State Leadership and Technical Assistance Program for fiscal year 2017; appropriates an additional $503,500 to General Programs for fiscal year 2017; and reduces the appropriation by $538,600 to General Programs for fiscal year 2017.
H0262	Schools, college career advising	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Amends existing law to increase the public school funding formula for college and career advisors.
H0263	Tax credits, med res placement orgs	03/20/2017 Senate - Introduced, read first time; referred to: Local Government & Taxation	Amends existing law to provide an income tax credit for charitable contributions made to medical residency placement organizations accredited by the Accreditation Council for Graduate Medical Education or the American Osteopathic Organization based in Idaho and devoted to placing medical residency within Idaho.

H0264	Schools, labor negotiations	03/08/2017 House - Reported Printed and Referred to Education	Amends existing law to revise procedures for labor negotiations between school boards and local education organizations.
H0270	Govmental noninterferenc bond/levy	03/15/2017 Senate - Introduced, read first time; referred to: State Affairs	Adds to existing law to establish the Government Noninterference in Bond and Levy Elections Act.
H0271	Quality educatr loan assist program	03/13/2017 House - Reported Printed and Referred to Education	Adds to existing law to provide for the Quality Educator Loan Assistance Program Act and related provisions.
H0272	Approp, edu bd, hlth prgm, orig	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Appropriates $15,905,800 to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for fiscal year 2018; limits the number of authorized full-time equivalent positions to 25.8; provides a lump sum appropriation for dedicated funds; and reappropriates unexpended and unencumbered dedicated fund balances for the Dental Education Programs.
H0279	Schools, pub charter schools reqs	03/27/2017 Senate - Signed by President; returned to House	Amends existing law to revise the requirements for public charter schools.
H0284	Approp, pub schls admin, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates $90,616,400 for the Public Schools Educational Support Program/Division of Administrators for fiscal year 2018; and amends existing law to increase the salary-based apportionment for administrators.
H0285	Approp, pub schls teachers, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates $924,988,500 for the Public Schools Educational Support Program/Division of Teachers for fiscal year 2018; directs the use of moneys for professional development; and defines the term “distributed.”

H0286	Approp, pub schls operations, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates $653,649,000 for the Public Schools Educational Support Program/Division of Operations for fiscal year 2018; amends existing law to increase the salary-based apportionment for classified staff; provides an estimate for discretionary funds per support unit; provides for expenditures for information technology staff; provides for classroom technology and instructional management systems; defines the term “distributed”; and allows for transfers among other divisions.
H0287	Approp, pub schls children's, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates $298,637,800 for the Public Schools Educational Support Program/Division of Children’s Programs for fiscal year 2018; directs the use of funds for the Idaho Digital Learning Academy; directs the use of funds for the Safe and Drug-Free Schools Program; directs the use of funds for remedial coursework; directs the use of funds for limited English proficiency programs; directs the use of funds for gifted and talented students; directs the use of funds for purchasing digital content and curriculum; requires advanced opportunities reporting; directs the State Controller to transfer funds to the Commission on Hispanic Affairs; directs the State Controller to transfer funds to the Idaho State Police; provides reappropriation for certain dedicated funds; and defines the term “distributed.”

H0288	Approp, pub schls facilities, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates $48,486,600 for the Public Schools Educational Support Program/Division of Facilities for fiscal year 2018; provides moneys for the Bond Levy Equalization Fund; specifies the amount of revenue to be distributed to the General Fund; and allows for the General Fund to be included in the year-end reconciliation, if necessary.
H0289	Approp, pub schls cntrl srvs, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates $13,975,800 for the Public Schools Educational Support Program/Division of Central Services for fiscal year 2018; directs the use for literacy programs, intervention services, math initiative programs and limited English proficiency programs; directs the use of funds for student assessments; directs the use for wireless technology infrastructure; directs the use for professional development; provides legislative intent for content and curriculum; provides guidance on year-end reconciliation; provides legislative intent for technology content and curriculum; and defines terms.
H0290	Approp, pub schls deaf blind, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates $10,884,300 for the Public Schools Educational Support Program/Division of Educational Services for the Deaf and the Blind for fiscal year 2018.
H0294	Approp, edu bd, comm college, orig	03/27/2017 House - Reported Enrolled; Signed by Speaker; Transmitted to Senate	Appropriates $40,000,900 to the State Board of Education for Community Colleges for fiscal year 2018; exempts the appropriation from object and program transfer limitations; requires an update on the Complete College Idaho initiative; and appropriates an additional $1,200,000 to the College of Southern Idaho for fiscal year 2017.

H0295	Approp, edu bd, career tech, orig	03/27/2017 House - Reported Enrolled; Signed by Speaker; Transmitted to Senate	Appropriates $74,754,900 to the Division of Career Technical Education for fiscal year 2018; exempts appropriation object transfer limitations; and reappropriates certain unexpended and unencumbered fund balances.
H0300	Approp, edu bd, off of, orig	03/27/2017 House - Reported Enrolled; Signed by Speaker; Transmitted to Senate	Appropriates $9,036,500 to the Office of the State Board of Education for fiscal year 2018; limits the number of authorized full-time equivalent positions to 31.25; authorizes the reappropriation of the Federal Grant Fund; authorizes the reappropriation of the Public Charter School Authorizers Fund; authorizes the reappropriation of the Higher Education Stabilization Fund; provides legislative intent regarding administrator training on teacher evaluations; and provides legislative intent regarding school improvement evaluations.
HCR012	Pub school funding formula, study	03/21/2017 House - Delivered to Secretary of State at 9:51 a.m. on March 21, 2017	Stating findings of the Legislature and authorizing the Legislative Council to appoint a committee to conduct a study of the public school funding formula and to make recommendations.
HCR014	Civics test/rule adoption/questions	03/08/2017 Senate - Introduced, read first time; referred to: Education	Stating findings of the Legislature and requesting that the State Board of Education adopt rules to provide for Idaho state government and Idaho history questions for the civics test given to secondary school students, starting with the 2017-2018 school year.
HCR023	University of Idaho, 125th anniv	03/17/2017 House - Delivered to Secretary of State at 10:16 a.m. on March 17, 2017	Stating findings of the Legislature and commemorating the University of Idaho on its 125th anniversary.

HCR025	National speech and debate ed day	03/22/2017 House - Delivered to Secretary of State at 10:14 a.m. on March 22, 2017	Stating findings of the Legislature and recognizing National Speech and Debate Education Day on March 3, 2017.
HCR026	Sonia Galaviz, recognized	03/27/2017 Senate - Signed by President; returned to House	Stating findings of the Legislature and recognizing Sonia Galaviz for her commitment to her students and her exemplary conduct as an Idaho teacher.
HCR027	Ed board, rule rejected	03/27/2017 Senate - Signed by President; returned to House	Stating findings of the Legislature and rejecting a certain rule of the State Board of Education relating to Rules Governing Administration.
S1014	School technology plans	01/20/2017 Senate - Reported Printed; referred to Education	SCHOOL TECHNOLOGY – Amends existing law to remove a date from the title of the Idaho Educational Technology Initiative, to require each school district and public charter school to submit a technology plan to the State Department of Education, and to provide the requirements for such plans.
S1015	Education, definitions revised	02/09/2017 House - U.C. to be returned to Education Committee	EDUCATION – Amends existing law to revise the definitions of “instructional staff,” “measurable student achievement,” and “performance criteria.”
S1018	School accountability report cards	03/16/2017 Senate - Signed by Governor on 03/16/17	EDUCATION – Repeals existing law relating to school accountability report cards.
S1019	School safety patrols, penalties	03/16/2017 Senate - Signed by Governor on 03/16/17	SCHOOL SAFETY PATROLS – Repeals and adds to existing law to provide for school safety patrols, to provide that it is unlawful for a vehicle operator to disregard directions from a school safety patrol member, and to provide for the reporting of violations.

S1022	Approp, voc rehab div, add'l	02/16/2017 Senate - Signed by Governor on 02/16/17	APPROPRIATIONS – DIVISION OF VOCATIONAL REHABILITATION – Appropriates an additional $3,000 to the Division of Vocational Rehabilitation for the Council for the Deaf and Hard of Hearing for fiscal year 2017.
S1029	Postsecond ed, career tech counsel	03/20/2017 Senate - Signed by Governor on 03/20/17	POSTSECONDARY EDUCATION – Amends existing law to provide that a school district shall provide counseling services regarding the granting of postsecondary credit for career technical courses; and to authorize the school district to grant credit for career technical courses.
S1030	Dual enrollment, pub charter school	03/16/2017 Senate - Signed by Governor on 03/16/17	DUAL ENROLLMENT – Amends existing law to provide for the dual enrollment of a student in a public charter school and to provide for related restrictions and clarifications.
S1033	Ed data system, dept/bd security	02/10/2017 House - Read First Time, Referred to Education	EDUCATIONAL DATA SYSTEM – Amends existing law to revise a definition; to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system.
S1034	Broadband grant, bd duty revised	03/20/2017 Senate - Signed by Governor on 03/20/17	EDUCATION – Amends existing law to remove a requirement for a broadband infrastructure improvement grant and to revise the duty of the State Board of Education to make certain rules.
S1041	Public ed stabilization fund/approp	03/27/2017 Senate - Reported signed by the Speaker & ordered delivered to Governor	EDUCATION – Amends and adds to existing law to provide that moneys may be transferred to the Public Education Stabilization Fund under certain circumstances.

S1059	Mastr teachr prem/pupil serv staff	03/20/2017 Senate - Signed by Governor on 03/20/17	MASTER TEACHER PREMIUMS – Amends existing law to extend eligibility for master teacher premiums to pupil service staff employees under certain conditions.
S1061	Personnel/elected officials/overtim	03/09/2017 House - U.C. to be returned to Commerce & Human Resources Committee	PERSONNEL – Amends existing law to provide that elected officials shall be ineligible for overtime, to provide that certain employees shall be eligible for overtime and to provide that certain employees shall be ineligible for overtime.
S1095	Special ed reimbursement act	03/16/2017 Senate - Reported out without amendments; referred to: Education	SCHOOLS – Adds to existing law to create the Special Education Reimbursement Act facilitating Medicaid reimbursement to schools for eligible pupils.
S1096	Schools, employee health care plans	02/14/2017 Senate - Reported Printed; referred to Education	SCHOOLS – Adds to existing law to provide funding for cost adjustments in a public school employer's portion of employee health care plans.
S1097	Master schools premium, alt	02/14/2017 Senate - Reported Printed; referred to Education	SCHOOLS – Amends and adds to existing law to establish the Master Schools Premium as an alternative to the Master Teacher Premium.
S1103	School districts, precinct boundary	03/14/2017 Senate - Referred to Education	mends and adds to existing law to provide for the boundaries of school trustee zones, to provide that a school district may allow districtwide voting for all trustees, and to revise the dates of a school trustee's term of office.
S1121	Safe rts to school healthy kids	03/08/2017 House - Read First Time, Referred to Transportation & Defense	Adds to existing law to provide for the Safe Routes to School Healthy Kids Program.
S1123	Schools/fund/bd-authorized trips	03/24/2017 Senate - Signed by Governor on 03/24/17	Amends existing law to authorize transportation funding for field trips authorized by a school board.

S1138	Approp, public television, orig	03/22/2017 Senate - Reported delivered to Governor at 9:35 a.m. on 03/22/17	Appropriates $9,633,100 to Idaho Public Television for fiscal year 2018; and limits the number of authorized full-time equivalent positions to 65.48.
S1147	Colleges/univ, transfer colleg cred	03/09/2017 Senate - Reported Printed; referred to Education	Amends and adds to existing law to provide for the transfer of college credits at full value from one Idaho public college or university to another.
S1148	School improv/leadrship improv prog	03/09/2017 Senate - Reported Printed; referred to Education	Adds to existing law to authorize school improvement programs and school leadership improvement programs.
S1149	Career tech ed, performance	03/09/2017 Senate - Reported Printed; referred to Education	Adds to existing law to authorize peformance-based incentive funding for career technical education secondary programs.
S1152	Approp, edu bd, college univ, orig	03/27/2017 Senate - Reported signed by the Speaker & ordered delivered to Governor	Appropriates $564,958,700 to the State Board of Education and the Board of Regents of the University of Idaho for college and universities and the Office of the State Board of Education for fiscal year 2018; provides certain reappropriation authority; provides legislative intent for systemwide needs; provides legislative intent for reporting on the Complete College Idaho initiative; and exempts appropriation object and program transfer limitations.
S1156	Approp, voc rehab div, orig	03/23/2017 Senate - Reported delivered to Governor at 10:35 a.m. on 03/23/17	Appropriates $28,175,900 to the Division of Vocational Rehabilitation for fiscal year 2018; and limits the number of authorized full-time equivalent positions to 152.5.

S1170	Approp, public instruc supt, orig	03/27/2017 Senate - Reported signed by the Speaker & ordered delivered to Governor	Appropriates $38,818,000 to the Superintendent of Public Instruction for fiscal year 2018; and limits the number of authorized full-time equivalent positions to 142.
S1186	Approp, edu bd, ag research, orig	03/27/2017 Senate - Returned From House Passed; referred to enrolling	Appropriates $31,287,300 to the Agricultural Research and Cooperative Extension Service for fiscal year 2018; and exempts object transfer limitations.
S1194	Approp, perm bldg fund, orig	03/27/2017 Senate - Returned From House Passed; referred to enrolling	Appropriates $71,425,700 from the Permanent Building Fund for fiscal year 2018; authorizes the allocation of funds for specific projects for fiscal year 2018; provides a General Fund cash transfer; provides legislative intent relating to utilization of matching funds; provides legislative intent relating to reallocation of project savings; and provides direction on the timing of the use of funds for specific projects.
SCR105	Cybercore integ/collab comp center	03/27/2017 House - U.C. to place at bottom of third reading calendar one legislative day	CYBERCORE INTEGRATION CENTER AND COLLABORATIVE COMPUTING CENTER – Stating findings of the Legislature and authorizing the State Board of Education to enter into agreements with the Idaho State Building Authority to finance construction of the Idaho Cybercore Integration Center and the Idaho Collaborative Computing Center.
SCR113	Medical residencies/Idaho hospitals	03/23/2017 Senate - Reported delivered to the Secretary of State on 03/23/17	Stating findings of the Legislature and urging Idaho hospitals to establish new residency programs for medical student graduates.

SCR117	Education bd, rule rejection	03/13/2017 Senate - Referred to Education	Stating findings of the Legislature and rejecting a certain rule of the State Board of and State Department of Education relating to Rules Governing Administration.
SCR118	Rule rejection, schools, uniformity	03/27/2017 Senate - Returned From House Passed; referred to enrolling	Stating findings of the Legislature and rejecting a certain rule of the State Board of and State Department of Education relating to Rules Governing Uniformity.
SCR119	Rule rejection, ed, thoroughness	03/27/2017 Senate - Returned From House Passed; referred to enrolling	Stating findings of the Legislature and rejecting a certain rule of the State Board of and State Department of Education relating to Rules Governing Thoroughness.

FY 2018 College and Universities Budget Highlights

Senate Bill 1152:

	FY 2017 Original Approp	FY 2018 Approp Bill
Source of Funds		
General Fund	$ 279,546,500	$ 287,053,200
Dedicated Funds	$ 277,115,400	$ 277,905,500
Federal Funds	$ 0	$ 0
Total Appropriation	$ 556,661,900	$ 564,958,700
General Fund Percent Change		2.7%
Total Funds Percent Change		1.5%

Senate Bill 1152 includes a $7.5 million, or a 2.7% increase, from the General Fund over the current fiscal year 2017.

New funding includes:

- $2,088,800 ongoing to Boise State University to expand program options and implement new initiatives related to economic and workforce development.
- $1,827,900 ongoing to Idaho State University for the Polytech Initiative and locate a multidisciplinary cluster of faculty and a polytechnic institution in Idaho Falls.
- $200,000 one-time to the University of Idaho for the planning and design of the Center for Education Innovation (CEI) in partnership with the College of Southern Idaho (CSI).
- $715,100 to the University of Idaho to provide an additional year of computer science coursework at North Idaho College.
- $582,000 to the University of Idaho to expand the library research portfolio.
- $255,500 to Lewis-Clark State College to expand the health education programs in the area of kinesiology
- Ongoing 3% merit-based increase in employee compensation for permanent employees

Senate Bill 1194 appropriates funds to the Permanent Building Fund, including the following college and university building projects:

- $5,000,000 for the Idaho State University Gale Life Sciences Building remodel
- $10,000,000 for the Boise State University Center for Materials Science
- $10,000,000 for the Lewis-Clark State College Career –Technical Education Building
- $10,000,000 for the University of Idaho Center for Agriculture, Food and the Environment.

Intent language in SB 1194 includes direction on the timing of the use of the funds for the LCSC Career – Technical Education Building and the UI Center for Agriculture, Food and the Environment. It states that their portion of the funds ($10,000,000/each) shall be expended only after institution presidents have secured pledges for their portion of the project costs.

FY 2018 Community College Budget Highlights

House Bill 294:

	FY 2017 Original Approp	FY 2018 Approp Bills
Source of Funds		
General Fund	$ 36,919,000	$ 34,400,900
Dedicated Funds	$ 600,000	$ 600,000
Federal Funds	$ 0	$ 0
Total Appropriation	$ 38,719,000	$ 40,000,900
General Fund Percent Change		6.7%
Total Funds Percent Change		6.6%

House Bill 294 includes a $2.5 million, or a 6.7% increase, from the General Fund over the current fiscal year 2017.

New funding includes:

- $1.2 million FY 2017 supplemental appropriation for CSI to purchase Pristine Springs near Twin Falls from the Idaho Department of Water Resources
- $133,800 to CSI for the Bridge to Success program
- $90,400 to NIC for a Title IX coordinator
- $279,500 to CWI for summer success coordinators increase for classroom technology, which is a 27% increase over the previous year
- $718, 500 for a change in employee compensation (CEC)

FY 2018 Public Schools Budget Highlights

House Bills 284 – 290:

	FY 2017 Original Approp	FY 2018 Approp Bills
Source of Funds		
General Fund	$ 1,584,669,400	$ 1,685,262,200
Dedicated Funds	$ 77,4962,200	$ 91,637,700
Federal Funds	$ 264,338,500	$ 264,338,500
Total Appropriation	$ 1,926,504,100	$ 2,041,238,400
General Fund Percent Change		6.3%
Total Funds Percent Change		6.0%

House Bills 284 through 290 include a $100.6 million, or a 6.3% increase, from the General Fund over the current fiscal year 2017

New funding includes:

- $62 million increase for the third year of the career ladder teacher compensation system
- $23 million to maintain and increase discretionary funding by 4.1% to $26,748 per support unit, which includes $10 million for health insurance costs
- $6.9 million for a 3% base salary increase for administrators and classified staff, which are categories of employees not on the career ladder
- $5 million increase for classroom technology, which is a 27% increase over the previous year
- $5 million increase for information technology (IT) staffing, bringing the amount available to $7.5 million
- $4.25 million increase for professional development, totaling $17.25 million to be distributed to school districts, a 33% increase
- $2 million increase to college and career advising
- $1 million increase to Advanced Opportunities

House Bill 300: Includes $1 million ongoing from the General Fund to the State Board of Education to create an administrator template for teacher evaluations and provide training there on.

Senate Bill 1170: Includes $100,000 from the General Fund for the first year of a five-year plan to redesign the Idaho Reading Indicator assessment for K-3 students.

SUBJECT

College and Career Readiness Competencies

BACKGROUND/DISCUSSION

The executive director of Office of the State Board of Education hosts a quarterly collaboration meeting with the following agency-level executives:

- Department of Commerce (Megan Ronk)
- Department of Education (Pete Koehler)
- Department of Labor (Ken Edmunds)
- Division of Career & Technical Education (Dwight Johnson)
- Governor's Office (Marilyn Whitney)

At the September 2016 quarterly meeting, the group discussed different activities and necessities around college and career readiness. One of the outcomes of this discussion was the conclusion that "college and career readiness" means a lot of different things to our respective entities and stakeholders. This definitional dissonance is counterproductive and inhibits leveraging the work of our respective agencies. Therefore, the group agreed to convene a larger work group with industry representation, the sole purpose of which would be to develop a common definition of "college and career readiness" for the Board's consideration. The work group was composed of the following individuals:

Agency:	
Board of Education	Linda Clark
Department of Education	Pete Koehler
Div. of Career-Technical Education	Adrian San Miguel
Department of Labor	Ken Edmunds
Economic Advisory Council (Commerce)	Arlen Wittrock
2-Year Institution	
CSI	Todd Schwarz
NIC	Laura Umthun
4-Year Institution	
ISU	Vince Miller
LCSC	Lori Stinson
Indian Education Representative	
	Dr. Yolanda Bisbee, UI Exec. Dir. of Tribal Relations
Industry Partners:	**Contact:**
Idaho Business for Education	Rod Gramer
Idaho National Lab	Mark Holubar, Director of HR & Diversity
McCain Foods	Jeff McCray, Plant Manager
Idaho Power	Angelique Pruitt, Regional Operations Mgr

The work group met once in November 2016, and over the course of a couple hours, the group coalesced around a purpose statement, definition and list of core competencies (Attachment 1).

IMPACT

Utilization of a common definition and competencies for college and career readiness would help state agencies, institutions and public schools align efforts, expectations and outcomes.

ATTACHMENTS

Attachment 1 – College and Career Readiness Competencies Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In addition to aligning expectations across systems such as education (K-20), labor, and commerce, a clear college and career readiness definition would allow the Board to:

1) build support and awareness of the expectations for students graduating from high school;
2) help to focus and align state education initiatives and goals; and
3) move toward a seamless alignment of graduation requirements and skills and competencies for incoming postsecondary students, including how those skills and competencies will be measured. A college and career readiness definition that is aligned across sectors will serve as a foundation for strong cross-sector strategic planning to ensure more students are prepared to successfully make the transition from high school and eventually postsecondary education to their next learning experience or the workforce.

Staff recommends Board review and discussion of the proposed purpose statement, definition and list of core competencies; and provide feedback to staff regarding suggested edits and appropriate next steps prior to formal Board approval and ultimately implementation. Once a final definition is approved by the Board the definition will be used to inform policy and specific strategies and actions that will ensure students are well positioned to succeed.

BOARD ACTION

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

College and Career Readiness[1]

Purpose: Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce. Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

Definition: College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

Competencies:

- Critical Thinking/Creative Problem Solving: Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

- Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.

- Teamwork/Collaboration: Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.

- Digital Literacy: Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.

- Leadership: Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

[1] The definition and all but the last two of the competencies were drawn heavily from the National Association of Colleges and Employers' "Definition of Career Readiness and Competencies" (http://www.naceweb.org/knowledge/career-readiness-competencies.aspx).

- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.

- Career Exploration and Development: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.

- Citizenship/Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.

- Financial Literacy: Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.[2]

[2] Council for Economic Education, *National Standards for Financial Literacy*.

SUBJECT

Idaho Educator Pipeline Workgroup Update

REFERENCE

August 2015	The Board approved a proposed rule reorganizing IDAPA 08.02.02 and discussed the miss-alignment of current certification practices with Idaho Administrative Code.
December 2015	The Board discussed the initial teacher pipeline report and requested additional data points be added.
August 2016	The Board reviewed and discussed available data provided in the teacher pipeline report and discussed pulling together a broader work group to provide feedback and recommendation to the Board regarding educator pipeline barriers and solutions.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

In late 2014, as part of the of the Career Ladder subcommittee work on tiered certification, it was discovered that there were a number of practices regarding teacher certification that were not in alignment with Idaho statute or Idaho Administrative Code. Idaho statute charges the State Board of Education (Board) to set the requirements for teacher certification, within specified minimum requirements. The more specific requirements are set by the Board in Administrative Code. In 2015 Board staff, working with State Department of Education staff, started looking at the practices that had developed over time and the codified certification requirements to identify which areas of the administrative rules should be changed and which practices needed to be changed to be compliant with Administrative Code. A broad stakeholder group of educators was formed and provided input on the certification changes the Board approved in 2016. The initial Administrative Code changes to address the certification discrepancies were promulgated throughout 2016 and presented and accepted by the 2017 Legislature, they are now in effect. At the same time Board staff started working on a comprehensive report that would help to quantify the teacher shortage in Idaho and identify barriers or areas of weakness within Idaho's educator pipeline that could addressed through additional policy work. The pipeline report looks at the supply and demand of educators in Idaho, from recruitment into teacher preparation programs to attracting and retaining highly qualified educators in schools in all parts of the state, including hard to fill teaching positions.

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup is made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved teacher preparation programs along with additional state policy makers. The attached report provides the Board with a status update on the work of the group and will provide the Board with the opportunity to provide feedback and additional direction or identification of priority areas prior to their next meeting.

IMPACT

The attached report will help to inform on the work being done by the Board's Educator Pipeline Workgroup and provide an opportunity for additional direction.

ATTACHMENTS

Attachment 1 – Teacher Pipeline Initial Report Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the Boards interest, there has been a great deal of interested by other state policymakers in looking for solutions to address the difficulty many school districts and charter schools have in hiring certificated staff. While there has been a general understanding that school districts and charter schools experience difficulty in hiring for a variety of reasons and that this is common in states across the nation, the Teacher Pipeline Report is the first comprehensive effort Idaho has taken in looking at the many variables that impact each other as well as the ultimate outcome of having high quality and effective educators available for all students around the state, regardless of geographic area or subject being taught. As work on this initiative progresses Board staff will continue work to refine the report, allowing the Board to use the information to inform decision making. Simultaneously, the workgroup will continue work on bringing forward recommendations to the Board for consideration. While the workgroup will, over a period of time, address all areas of the educator pipeline, the initial focus will be on instructional staff. As work progresses, additional areas will be prioritized and addressed. Those areas that have been initially identifies as the most viable or can be undertaken quickly and effectively as part of the broader solutions will be brought forward for the Board's consideration first. Based on the progression of work, initial recommends that may impact Administrative Code this year would be brought to the Board for consideration at either the June or August 2017 Board meetings.

BOARD ACTION

This item is for informational purposes. Any action will be at the Boards discretion.

PRELIMINARY REPORT - STATE BOARD OF EDUCATION

EDUCATOR PIPELINE WORKGROUP UPDATE

Introduction

As part of the Governor's Task Force for Improving Education (2013) and the subsequent work done by the State Board of Education (Board) in implementing the recommendations regarding tiered certification and a teacher pay "Career Ladder" some discrepancies were found in the certification requirements. At the August 2015 Board meeting the Board discussed possible solutions for these issues and reports from school districts regarding the difficulty to fill certain positions. It was determined that in order to accomplish this it would be necessary to fully understand the scope of the issues and the barriers school districts face in filling positions with highly qualified and effective teachers. The Board received an initial report on the health of our K-12 teacher pipeline at the December 2015 Board meeting and discussed additional areas of data that they would like to see included. In August of 2016, the Board received an update on the data available and work done thus far to quantify areas of focus. Based upon that report, Board staff were directed to pull together of broad group of education stakeholders and to bring back recommendations to the Board for consideration on ways to increase and strengthen the educator pipeline, including but not limited to recruiting and retaining students in our teacher preparation program, recruiting individuals into the profession (through traditional, non-traditional, and alternate pathways), incentivizing/attracting educators into our rural or underserved areas as well as hard to fill subject areas (including special education).

The first meeting of the workgroup was held at Boise State University on February 8, 2017. Members included school administrators and teachers as well as representatives from higher education, the State Department of Education, Idaho School Boards Association, Idaho Education Association, Idaho Association of School Administrators, Career Technical Education, and members of the State Board of Education. A full list of members can be found in Appendix A. Prior to the first meeting, a selection of current research was sent to all members of the group, and each was asked to read the articles to predetermine an area in which to focus their expertise. Drawing from group feedback, three subcommittees were formed **– *Attract and Recruit***, ***Prepare and Certify***, and ***Retain*** - with each member receiving additional subject specific research and resources to read in preparation for the first meeting.

Discussion

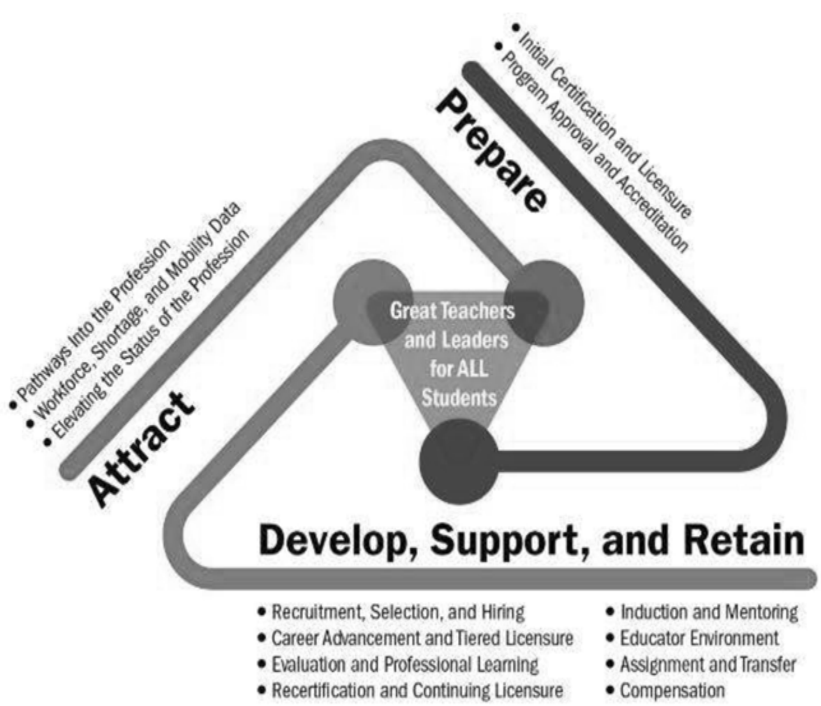
While the workgroup will ultimately address all areas of educator shortage in Idaho (pupil service staff, administrators) the focus of the first meeting was specific to K-12 teachers. To address all potential areas of Idaho's educator pipeline will require a multi-year effort with prioritized actions. The work group will first address efforts that have been identified as most viable; those which can be undertaken quickly and effectively as part of a wider range of solutions.

Information was presented to the workgroup, primarily based upon the most recent American Institutes of Research (AIR) report *Creating Coherence in the Teacher Shortage Debate: What*

Policymakers Should Know and Do (Behrstock-Sherratt, 2016) and *Teacher Shortages: What We Know* (Education Commission of the States, Aragon, 2016). Points of discussion included the following:

- Does a national teacher shortage actually exist? Conflicting reports in the media
- Do we have a common definition of "teacher shortage" in Idaho?
- Best practices in state reporting and forecasting; where are the data gaps in Idaho?
- Exploring policy strategies across states to remedy teacher shortages

The workgroup discussed the current Idaho Educator Pipeline report, and compared it to an exemplary report produced by Minnesota. The group discussed data points that could be collected, and may already exist, to begin forming ideas on how a more robust and useful report might be constructed for the future. For the largest part of the meeting, subcommittee groups focused on discussing research-based practices that could prove relevant and feasible in Idaho. Members were directed to reflect on their specific research area, and ultimately propose implementation of at least two strategies. (Many of the strategies successfully implemented in other states do not fit neatly within a single topic. For example, a "Grow Your Own" program falls into the category of **Attract -** as it addresses creating a new pathway**, Prepare -** as the rigor of state certification must be a primary concern, and **Retain** -as this pathway requires deep mentor support and accurate evaluation for ongoing growth.) To keep conversations focused and consistent, even as policy strategies blur from one area to another, the group was also presented with a model to frame conversations and organize reporting. The *Talent Development Systems* graphic below, produced by AIR, illustrates a three-pronged approach to addressing teacher shortages that will guide the work of our full committee.



Proposed Strategies for Further Review and Discussion

The following represents the strategies proposed for further exploration by the workgroup

Subcommittees:

Attract/Recruit: Attracting talent and creating incentives to teach

- Strategy: *Openly promote teaching as a profession to boost public perception*
- Possible Measure: *Increased enrollment in teacher preparation pathways*

- Strategy: *Continue to support higher salaries and compensation packages*
- Possible Measure: *Decline in attrition rates and requests for Alternate Authorizations, decline in teacher families qualifying for Free and Reduced Lunch, increased enrollment in teacher preparation pathways, positive results on statewide teacher satisfaction survey*

Prepare/Certify: Alternate routes and "Grow Your Own" strategies

- Strategy: *Remove certification barriers to include: "Mastery-based" preparation programs that account for experiential credit, resulting in lower costs and shorter preparation time; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching*
- Possible Measure: *Increased enrollment in teacher preparation pathways*

- Strategy: *Create a "Grow Your Own" pathway specifically for current paraprofessionals in good standing with their district*
- Possible Measure: *Decline in requests for Alternate Authorizations, decline in "out of field" teaching assignments, decline in long-term substitute positions*

Retain: Development and support including induction programs, evaluation feedback, and teacher leadership

- Strategy: *Strengthen mentoring and support for teachers over the course of their careers; leveraging all of the work Idaho did in late 2000 with the New Teacher Center*
- Possible Measure: *Decreased attrition, especially in the first five years*

- Strategy: *Shift focus from evaluation for accountability to evaluation for professional growth and measurable outcomes. Measuring individual professional growth and competency could result in a "badging" system, and more objective measures of teacher leadership*
- Possible Measure: *Increased satisfaction on climate surveys and evidence of distributed leadership in districts. Decline in attrition rates and requests for Alternative Authorizations*

Preliminary Recommendations

1. **Pursue further exploration of all Educator Pipeline Workgroup proposals outlined above, engaging teachers and stakeholders broadly in developing detailed strategies.**
   Over the next three months, further pursue identification of successful practice taking place in other states, develop detailed measures for identifying successful strategies, and set target outcomes. Proposals for further exploration include:
   - *Public service campaign promoting teaching as a meaningful and desirable profession*
   - *Develop "grow your own" in-service programs and "mastery-based" preparation programs that account for experiential credit, resulting in lower costs and shorter preparation time*
   - *Strengthen mentoring and support for teachers over the course of their careers, emphasizing supervision and evaluation as a means to increase professional growth*

2. **Develop an Idaho Teacher Supply and Demand Report that Consists of Multiple Data Points**
   Strengthening teacher shortage data and reporting is critical, and identifying the appropriate indicators for Idaho's context may take time. Reports are only available in about half of the states, and are not usually used to undergird policy discussions. By using the exemplary *Teacher Supply and Demand* report developed by Minnesota, Board staff will create a report to begin defining relevant research questions and identifying indicators that will ultimately result in a comprehensive description of teacher supply and demand in Idaho. Using available data collected over the last three academic years, in addition to perception data from two new surveys, the report will be built upon the following data points:
   - School Staffing Report
   - Alternate Authorizations Approval Report
   - Teacher certification database
   - Student enrollment database
   - Student Enrollment Projections Report
   - Title II Teacher Preparation Report
   - Survey of district supply and demand
   - Survey of teacher preparation institutions

   Information from the School Staffing Report, Alternate Authorizations Approval Report and teacher certification database will provide insight into which specific positions/content areas are the hardest to fill, and how geography impacts supply and demand. The report will include data on administrative, academic and CTE staff across the state. Information from the student enrollment database and Student Enrollment Projections Report, as well as the survey of district supply and demand, will provide information on trends and allow for projecting future gaps in school personnel. The Title II Teacher Preparation Report and survey of teacher preparation institutions, which include candidate demographics, will also inform trends in future supply of teachers. Using data from these sources, we intend to answer the following five research questions:

- What are the three-year trends in teacher staffing? Do these trends vary by teacher race/ethnicity? What are the license areas of shortage and surplus? Do these trends vary by region of the state?
- Are there differences in the teacher shortage areas in charter schools, rural schools, and urban schools?
- What barriers do district staff perceive as impairing their ability to hire effective teachers?
- What factors do teacher preparation institutions cite as influencing their ability to prepare effective teachers now and during the next 10 years?
- What K–12 public school enrollment trends are expected for the next three to five years?

Depending upon the conclusions from this baseline report, work will continue to build consensus around the most meaningful and relevant indicators for Idaho, and precisely characterize each indicator and define what we expect to learn from them. Other data points to consider for future reports may include school climate data and/or teacher exit surveys.

3. Begin Developing a Coherent Policy Dialogue

Guiding strategies and short and long-term objectives can be accomplished statewide through the development of coherent and consistent policy goals. Steps toward this process include:

- Defining and promoting shared terminology
- Building consensus on the targets for the indicators used. For example, with teacher attrition estimated at 8% nationally, what teacher attrition levels are acceptable in Idaho? What is an acceptable number of applicants per vacancy, unfilled vacancies at the start of the school year, and student-teacher ratios?
- Defining and implementing a system-wide talent development system to address recruitment, hiring, professional learning, leadership and school climate.

Conclusion

Though this workgroup is only in early stages of fully understanding the scope of the problem, drawing from current research on best practices across multiple states the committee believes they will be able to provide further guidance and more detailed recommendations to be proposed prior to the 2018 Legislative session. A critical first step will be to establish a clear and credible Supply and Demand Report. While it is undeniable that rural areas of the state are experiencing difficulty in finding and placing teachers, and even the most populated regions are experiencing shortages of qualified content teachers in math, science, and special education, it cannot yet be concluded that Idaho is in the midst of a statewide crisis. The long term goals of this group are:

- To accurately identify and annually report on the geographic challenges and content specific needs associated with the current teacher shortage;

- to further reinforce the initiatives that support teacher retention, continuous improvement and increased accessibility to both traditional and non-traditional educator preparation programs;
- to promote a coherent policy and common understanding of Idaho’s needs, desired outcomes, and methods for implementing a state-wide talent development system for educators; and
- removing barriers to placing highly effective and qualified teachers in the classroom while at the same time maintaining high standards.

References

Aragon, S. (2016). Teacher Shortages: What We Know. Teacher Shortage Series. *Education Commission of the States*.

Behrstock-Sherratt, E. (2016). Creating coherence in the teacher shortage debate: What policy leaders should know and do. Washington, DC: American Institutes for Research. Retrieved from http://www.air.org/sites/default/files/downloads/report/Creating-Coherence-Teacher-Shortage-Debate-June-2016.pdf

TEACHER PIPELINE 2017 WORK GROUP MEMBERS

APENDIX A

Name			SubCommittee
GAIL	BALLARD	NIC Educator Preparation Faculty	RETENTION
BECKY	MEYER	Superintendent	RETENTION
LORI	STINSON	LCSC Provost and Vice President Academic Affairs	RECRUITMENT
NANCY	JOHNSTON	LCSC Educator Preparation Faculty - Chemistry	CERTIFICATION
ALI	CARR-CHELLMAN	UI College of Education Dean	RECRUITMENT
LESLIE	BAKER	School Board Member	RECRUITMENT
DIANE	HARDIN	Principal	RETENTION
MARG	CHIPMAN	School Board Member	RECRUITMENT
RICH	OSGUTHORPE	BSU College of Education Dean	RECRUITMENT
STACI	LOW	West Ada CTE Director	CERTIFICATION
DOUG	RAPLEY	CWI Educator Preparation Chair	RETENTION
MELYSSA	FERRO	Teacher	RETENTION
SUE	DARDEN	Teacher	RECRUITMENT
MICHELE	CAPPS	Superintendent	CERTIFICATION
JONATHAN	LORD	CSI Educator Preparation Chair	CERTIFICATION
JOHN	HUGHES	CSI-Associate Director of Student Success	RECRUITMENT
PATTY	MORTENSEN	ISU Educator Preparation Faculty	RETENTION
LAURA	WOODWORTH-NEY	ISU Provost and Executive Vice President	CERTIFICATION
MARY ANN	MCGRORY	Teacher	RETENTION
SHALENE	FRENCH	Superintendent	RECRUITMENT
SHAREE	ANDERSON	EITC Vice President of Instruction	RETENTION
STEVE	RAYBORN	CTE Deputy Administrator	CERTIFICATION
MISTY	SWANSON	ISBA Deputy Director	RETENTION
CINA	LACKEY	SDE Certification and Standards Coordinator	CERTIFICATION
LISA	COLON DURHAM	SDE Certification Director	CERTIFICATION
ROB	WINSLOW	IASA Executive Director	RETENTION
SUE	WIGDORSKI	IEA Interim Executive Director	RECRUITMENT
PENNI	CYR	IEA President	CERTIFICATION
DEBBIE	CRITCHFIELD	SBOE Member	RECRUITMENT
LINDA	CLARK	SBOE Member	CERTIFICATION
SCOTT	THOMPSON	Charter School Principal	RETENTION
JASON	BRANSFORD	CEO Gem Innovation Schools	RECRUITMENT
JEFF	DILLON	Superintendent	CERTIFICATION
CHRIS	MEYER	Director of Education Coeur d'Alene Tribe	RECRUITMENT
KATHY	MALM	Principal Fort Hall	CERTIFICATION
SENATOR	MORTIMER	Senator	
REPRESENTATIVE	VAN ORDEN	Representative	

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SUBJECT

Ad Hoc Math Workgroup Update and Preliminary ISAT Math Report

BACKGROUND/DISCUSSION

State Board of Education member David Hill is the Chair of an ad hoc mathematics workgroup, consisting of representatives from the Office of the State Board of Education, State Department of Education, STEM Action Center, Micron, Idaho National Laboratory (INL), the Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education Network, and the colleges of education of the state's public institutions of higher education.

The Math Workgroup held its initial meeting on July 6, 2016. At the meeting, the group reviewed broad Idaho Standards Achievement Test (ISAT) and National Assessment of Educational Progress (NAEP) data and discussed the question that brought them together: do data reflect a K-12 mathematics performance issue for Idaho, and if so, to what extent? These data revealed that mathematics performance lags behind English Language Arts performance. NAEP data also revealed that K-12 math performance has remained relatively stagnant from 2005 to 2015. Potential reasons were hypothesized and the group identified additional, more detailed ISAT mathematics data for the research staff of the Office of the State Board of Education to provide for review.

On October 13, 2016, the Math Workgroup met a second time to review the detailed data provided by the Office of the State Board of Education. This included looking at ISAT mathematics performance data broken out by grade level, gender, ethnicity, socioeconomic status, region, and school size. Additionally, an attempt was made to analyze the impact of teacher qualifications and the type of math program (integrated vs. traditional) being used by the school on students' ISAT mathematics scores. However, at this time, the state does not have adequate data on these two areas of study to conduct an appropriate analysis. At the October meeting, the group also received information regarding a review of the effectiveness of various mathematics professional development activities throughout the state. The group requested that the Office of the State Board research staff analyze the detailed data reviewed at the meeting and provide a summary of the main takeaways. The resulting report, "A Preliminary Analysis of Idaho's Math ISAT Test Results," is provided as Attachment 1. The Math Workgroup will review this report at its next meeting on May 25th, 2017.

IMPACT

This provides the Board with an update of the work of this informal committee.

ATTACHMENTS

Attachment 1 – A Preliminary Analysis of Idaho's Math ISAT Test Results

STAFF COMMENTS AND RECOMMENDATIONS

The Math Workgroup is an informal committee meeting to discuss new practices the state might put in place to improve K-12 mathematics performance. If the group identifies recommendations, they will be brought to the Board at a future meeting.

BOARD ACTION

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

A Preliminary Analysis of Idaho's Math ISAT Test Results

Cathleen M. McHugh, Ph.D.[1]
March 20, 2017

This report examines performance on the Math ISAT for 2014-2015 and 2015-2016. It examines factors correlated with the probability a student scores below proficient on the Math ISAT. We define scoring below proficient as scoring at either "below basic" or "basic." The results discussed below pertain to the 2015-2016 ISAT but results from the 2014-2015 ISAT are similar. We discuss how factors affect scores on the overall Math test as well as how the factors affect scores on the three different strands of the test: Math Communicating Reasoning, Math Concepts and Procedures, and Math Problem Solving/Modeling/Data Analysis.

The factors we include in our analysis are: grade level, gender, free or reduced price lunch eligibility status, race/ethnicity, whether or not the student's school district is rural[2], and the education region the student's school district is in. Our analysis disentangles the effects of the different factors from each other. In other words, our results on the effect of each factor should be interpreted as holding all other factors constant. In practice, this means that the effects for region should be interpreted as the effect of the region if every region had the same mix of students with regards to grade level, gender, free or reduced price lunch eligibility status, race/ethnicity, and rural school status. The effects for race/ethnicity should be interpreted as the effect for race/ethnicity if every racial/ethnic group had the same mix of students with regards to grade level, gender, free or reduced price lunch eligibility status, rural school status, and regional status. And so on.

We discuss both statistical as well as practical significance of the results. The statistical significance is the degree of certainty that the results for one group are actually different than the results for the comparison group. We define a comparison group for each factor. For instance, the comparison group for grade level is students in the 4th grade. Results for every other grade (3, 5, 6, 7, 8 and 10) are compared to the results for 4th grade. We say the results for a grade are statistically significant if the *difference* between performance for that grade and performance for the 4th grade is statistically significant. In each section below, we identify the comparison group. In the graphs, statistical significance is denoted either by three asterisks (***) to denote a p-value of 0.01 or lower or by one asterisk (*) to denote a p-value between 0.05 and 0.01. Practical significance is more interpretive. Practical significance implies that the gap is large between the groups. For instance, there is a statistically significant gap between males and females on performance on the Math ISAT. But the gap is only one percentage point. While this gap is real, it is not of practical importance. Generally we define practical significance as gaps of more than 5 percentage points.

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Idaho State Board of Education
cathleen.mchugh@osbe.idaho.gov

[2] In this paper, we identify rural schools using the National Center for Education Statistics (NCES) locale codes and not the rural school definition found in Idaho Code §33-319.

We find that the probability a student will score below proficient is higher for students in higher grades. Students in the 10th grade have the highest probability for scoring below proficient. We find suggestive evidence that this is mainly due to their performance on the Math Concepts and Procedures strand.

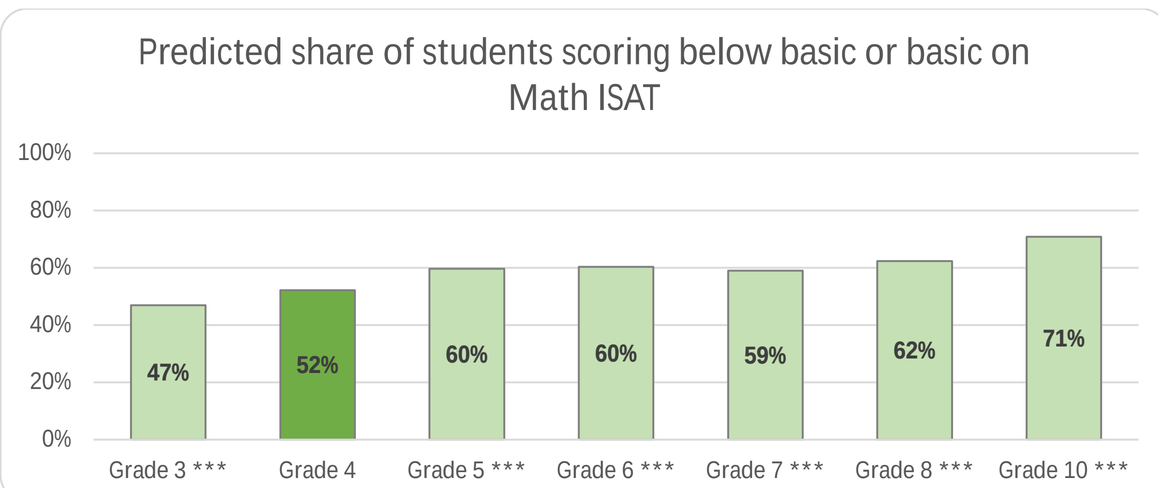
We also find that students who are eligible for free or reduced price lunch are more likely to score below proficient than those students who are not eligible for free or reduced price lunch. Also, American Indian and Hispanic students are more likely to score below proficient than white students. These differences were far more important than differences between males and females, students who attend a rural school versus students who attend a non-rural school, and differences between education regions. This suggests that the most effective interventions will be those aimed at poor and/or minority students. For the Math Concepts and Procedure strand, gaps were largest between minority students and white students and those who were eligible for free or reduced price lunch and those who were not eligible.

Finally, students who attend statewide or virtual schools were more likely to score below proficient than those who attended schools with a physical location. It is unclear whether or not this is due to students selecting into virtual schools. More research should be done to understand this relationship.

Our next step will be to create a student-level longitudinal dataset where we will be able to track how performance in one grade is affected by performance in an earlier grade. We will be able to use this to identify if there are certain grades in which performance diverges for any group and, if so, what factors are associated with that divergence.

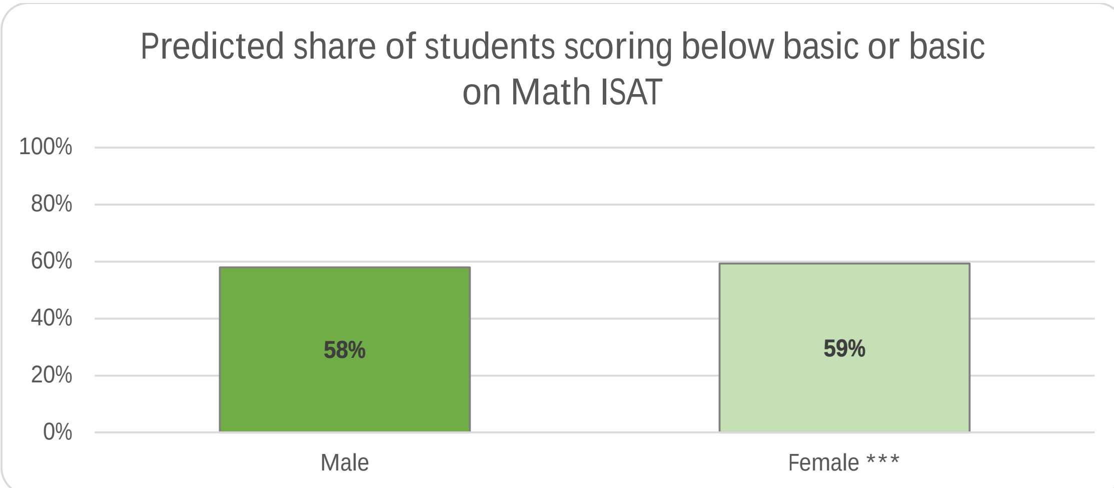
Grade Level

We compared the performance of students in the 4th grade with the performance for each other grade. Students in the 3rd grade are the least likely to score below proficient (below basic or basic) on the Math ISAT while students in the 10th grade are the most likely to score below proficient. While the difference between performance in the 4th grade and performance in each other grade is statistically significant, it appears that grades can be grouped together in the following way: grades 3 and 4, grades, 5, 6, 7, and 8, and grade 10. Students in grades 3 and 4 have similar probabilities of scoring below proficient as do students in grades 5 through 8.



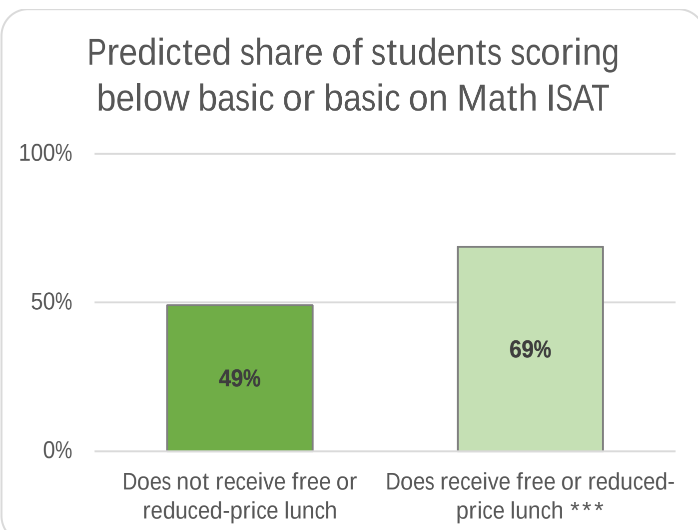
<u>Gender</u>

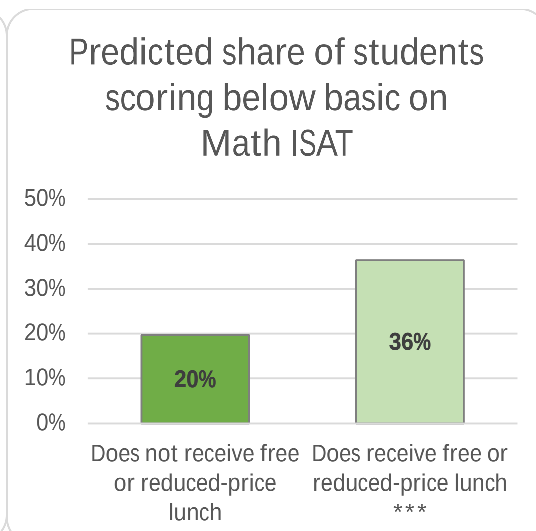
While females are more likely to score below proficient than males and this difference is statistically significant, the difference is not practically significant.



<u>Socio-Economic Status</u>

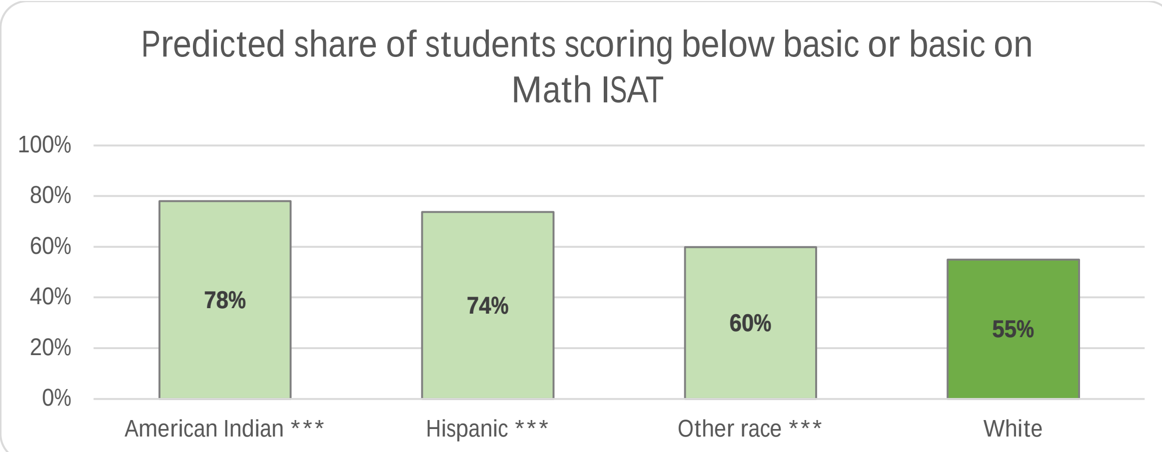
Students who were eligible for free or reduced-price lunch are much more likely to score below proficient as those who are not eligible. This difference is both practically and statistically significant. About half of students who scored below proficient and were eligible for free and reduced price lunch scored below basic and about half scored basic. Students who were not eligible for free and reduced price lunch were more likely to score in the basic category rather than the below basic category.





Race/Ethnicity

For this analysis, we use white students as the comparison group. All minority students are more likely than white students to score below proficient. The results for American Indian and Hispanic students are both practically and statistically significant.



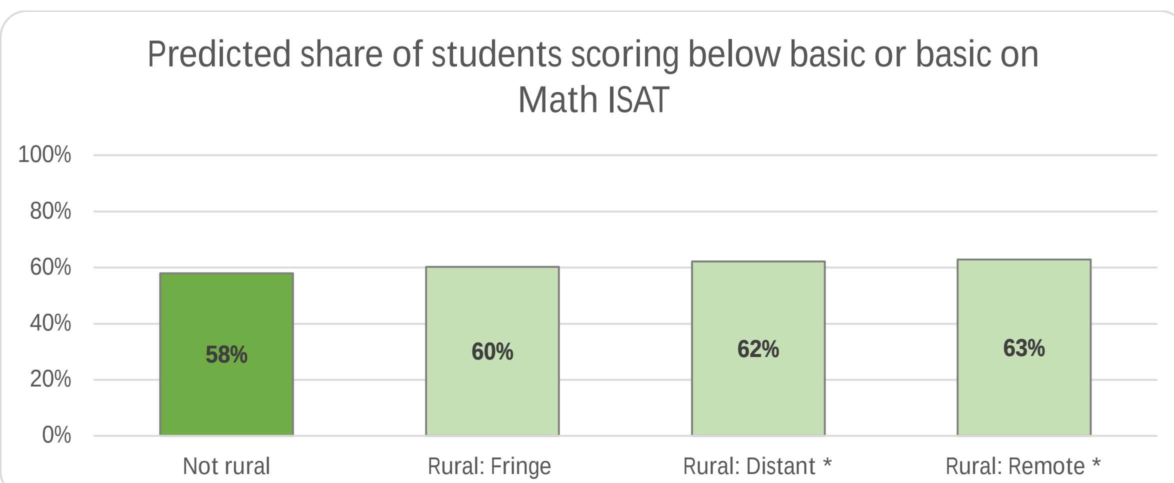
Rural Districts

We characterize a district as rural according to the National Center for Education Statistics (NCES) definition and not the definition found in Idaho Code §33-319. According to the NCES definition, rural districts are further characterized by the distance they are from an urbanized area.

- Rural: Fringe – Within 5 miles of an urbanized area.
- Rural: Distant – More than 5 miles but within 25 miles of an urbanized area.
- Rural: Remote – More than 25 miles from an urbanized area.

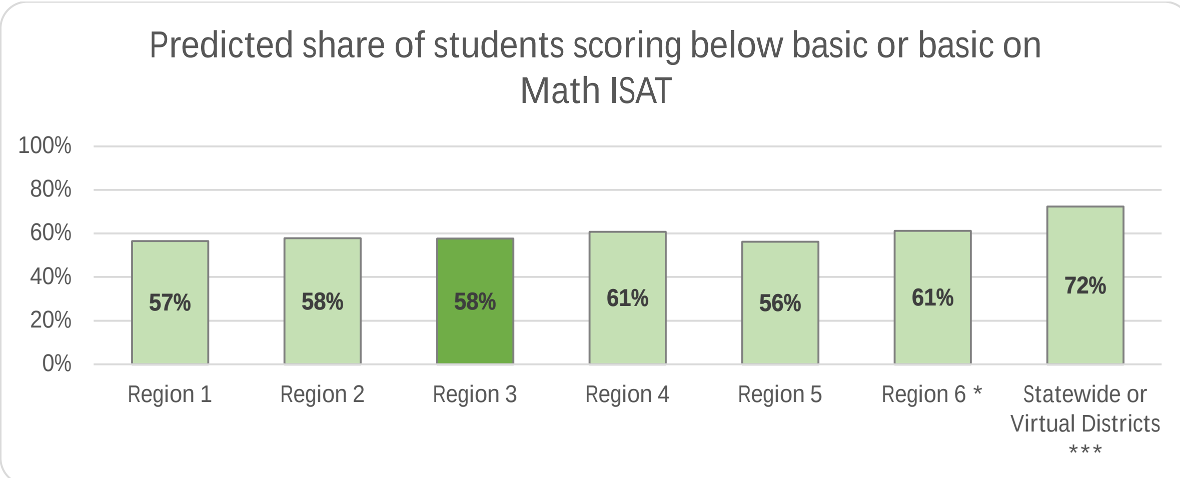
For this analysis, we use non-rural districts as the comparison group.

Students in rural districts at some distance from urban areas are more likely than students in non-rural districts to score below proficient. The effect is not as large as the effect of socio-economic status or race/ethnicity discussed above.



Education Region

For this analysis, we use Region 3 as the comparison region. Only students who attend statewide/virtual schools and students who attend districts in Region 6 are more likely to score below proficient than students in Region 3. The result for statewide/virtual schools is both statistically significant and practically significant.

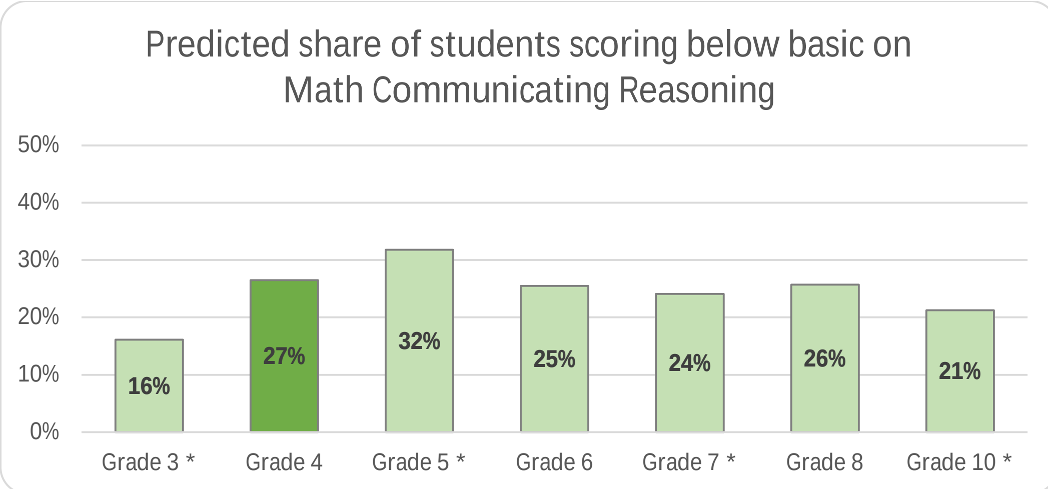


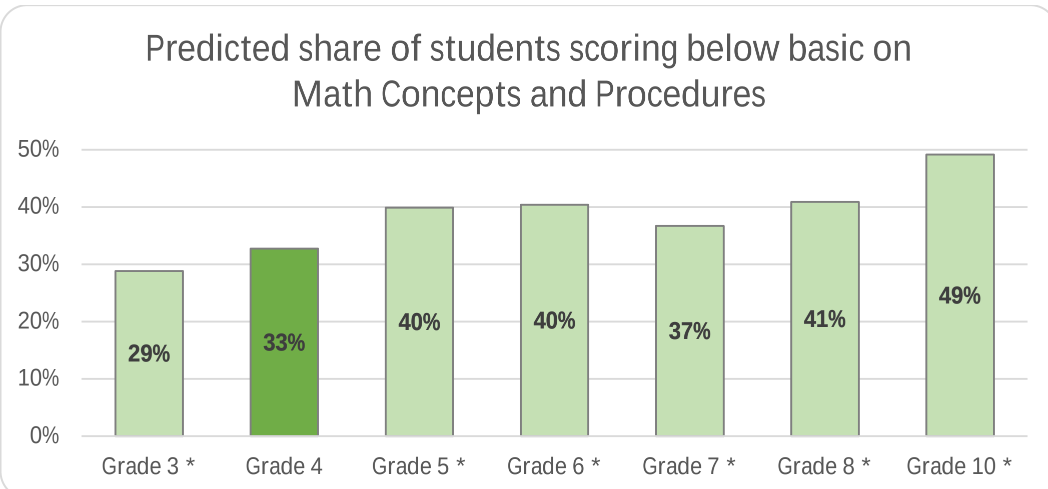
Results for strands of the test

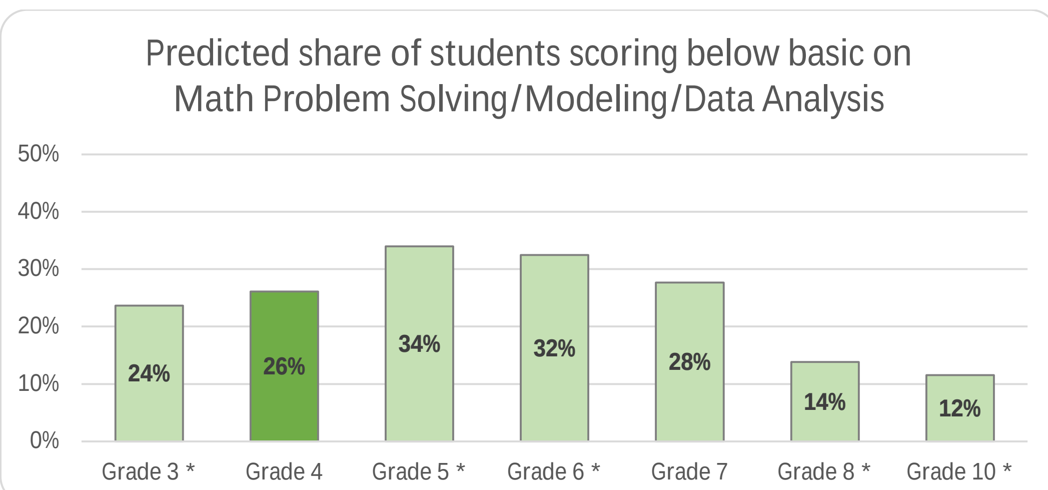
In this section, we briefly discuss the results on the three different strands of the test: Math Communicating Reasoning, Math Concepts and Procedures, and Math Problem Solving/Modeling/Data Analysis. We only examine the probability a student scores below basic for the strands as performance at the basic and proficient levels is less distinct at this level of disaggregation. We find that the largest gap between every group exists for the Math Concepts and Procedures strand. This suggests this strand should be of particular importance in interventions aimed at closing performance gaps.

Grade Level

Grade level differences on the Math ISAT seemed to be driven mainly by grade level differences in performance on the strand "Math Concepts and Procedures."

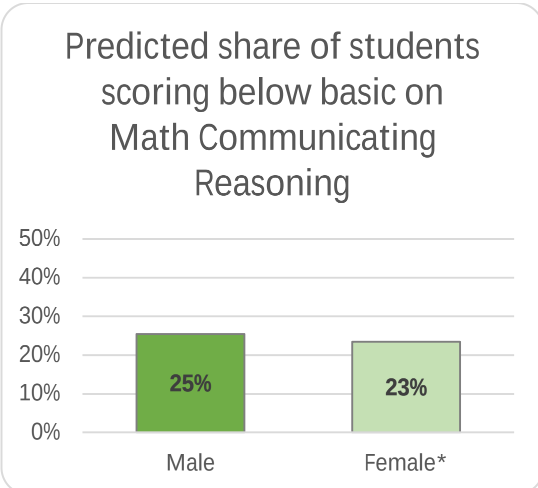


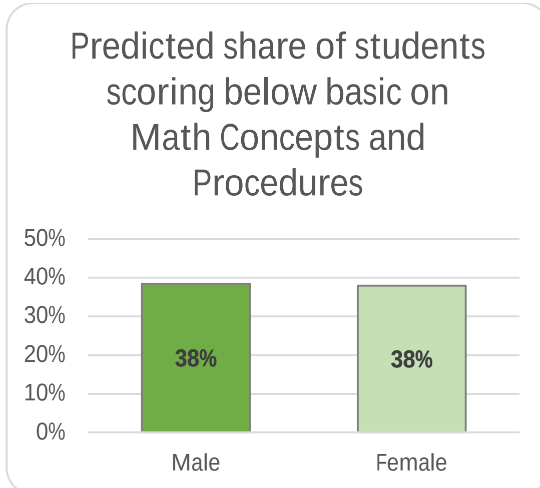


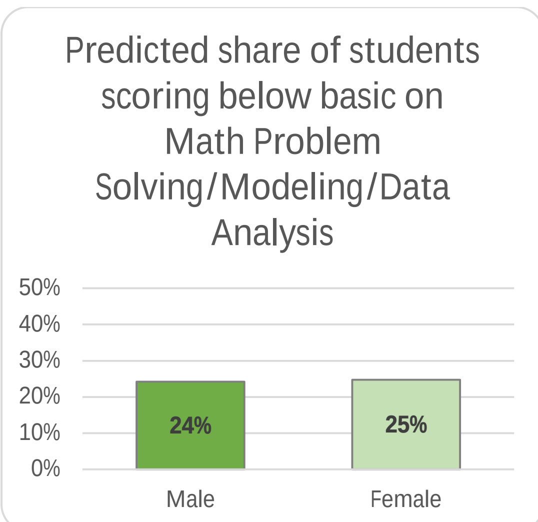


Gender

While gender differences are statistically significant, they are not practically significant for any strand of the Math ISAT.

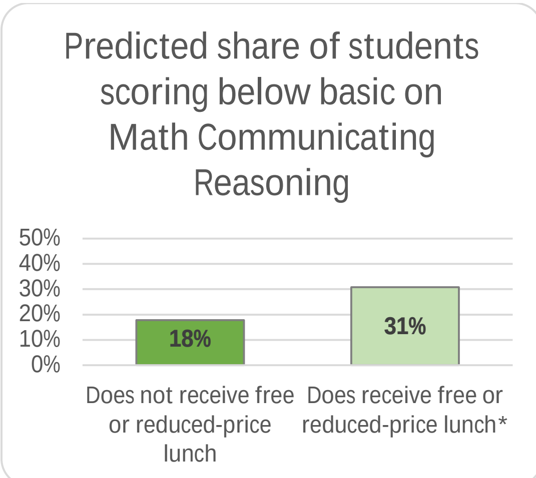


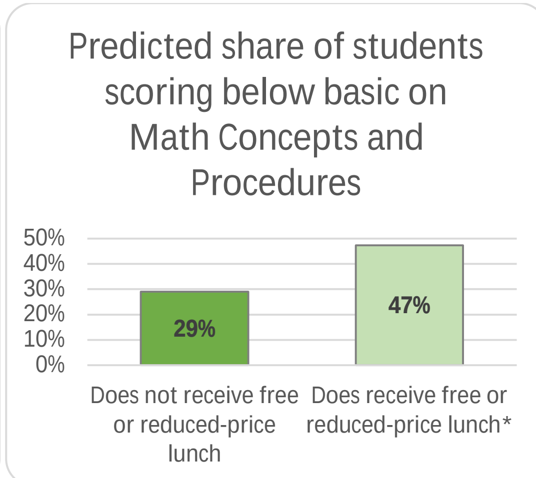


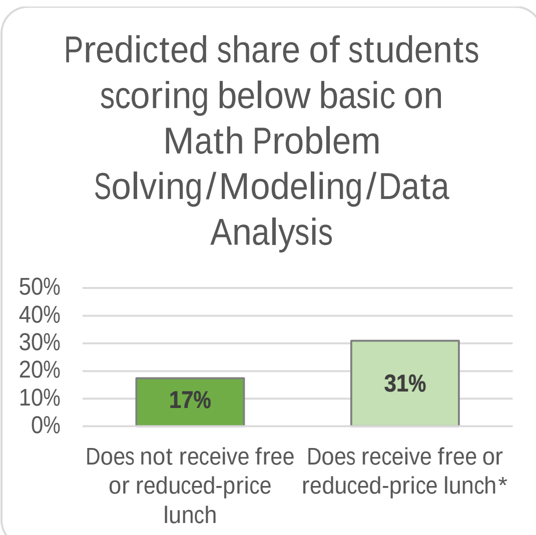


Socio-Economic Status

Those who are eligible for free or reduced-price lunch are more likely to score below basic on all three strands than those who are not eligible for free or reduced-price lunch. The gap is largest for the strand "Math Concepts and Procedures."

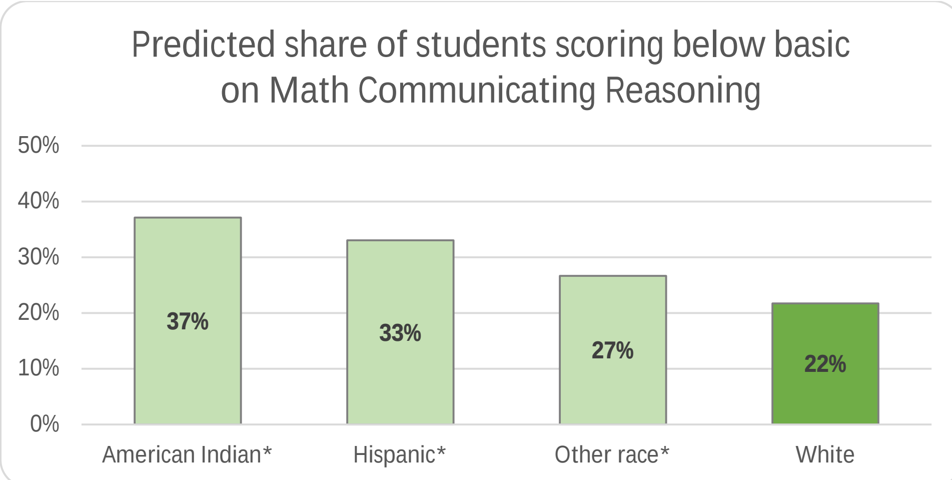


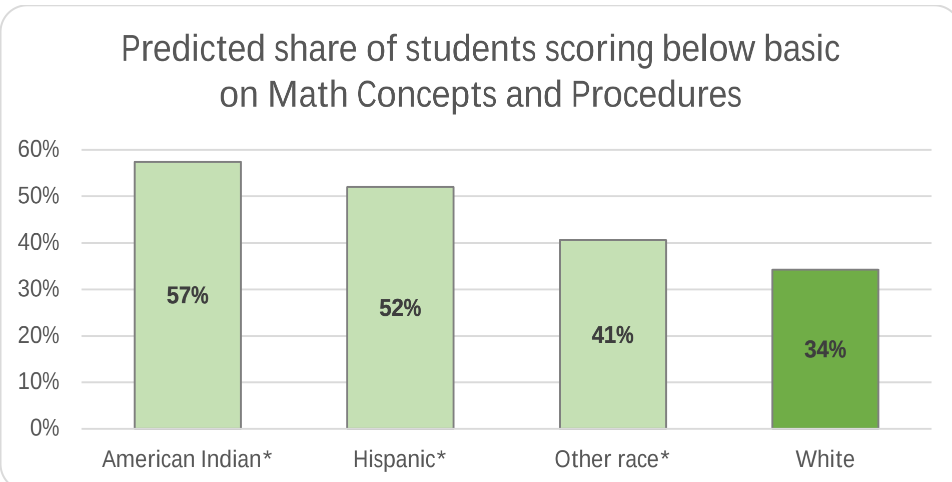


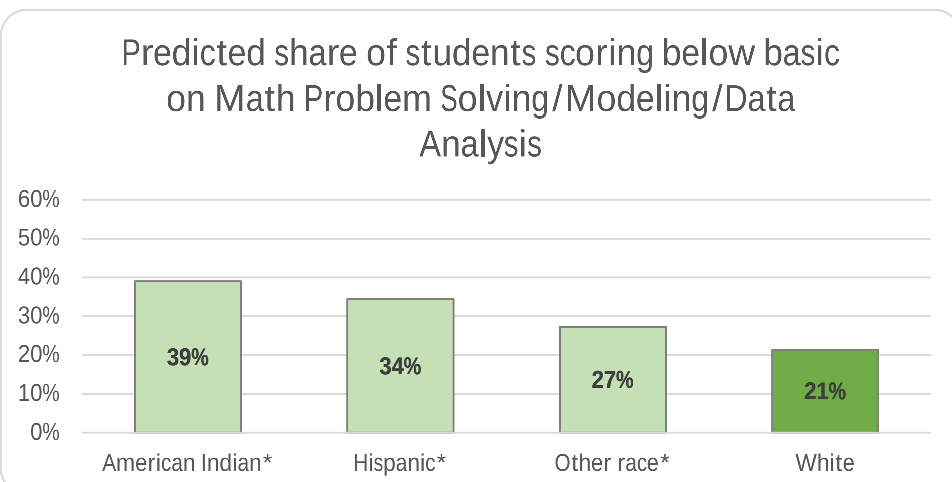


Race/Ethnicity

American Indian, Hispanic and Other Race students are more likely to score below basic than white students on all three strands of the Math ISAT. For the most part, these differences are both practically and statistically significant. The gap on the strand "Math Concepts and Procedures" is the largest.

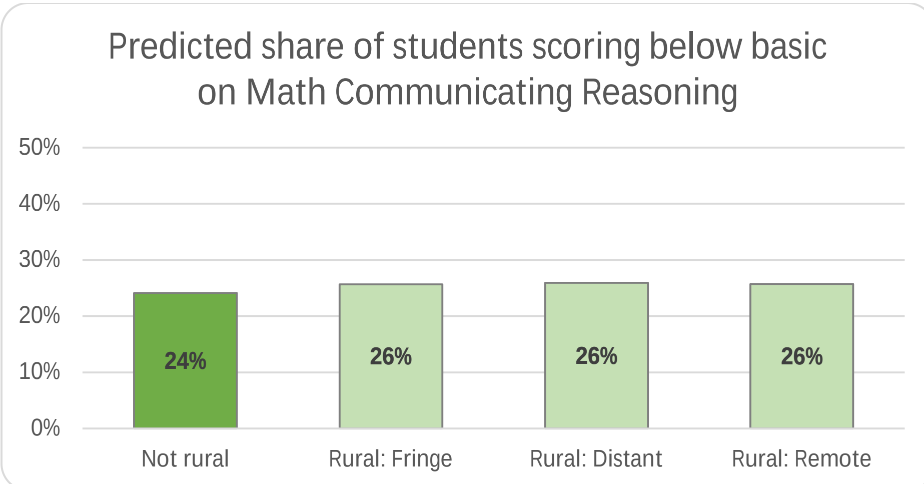


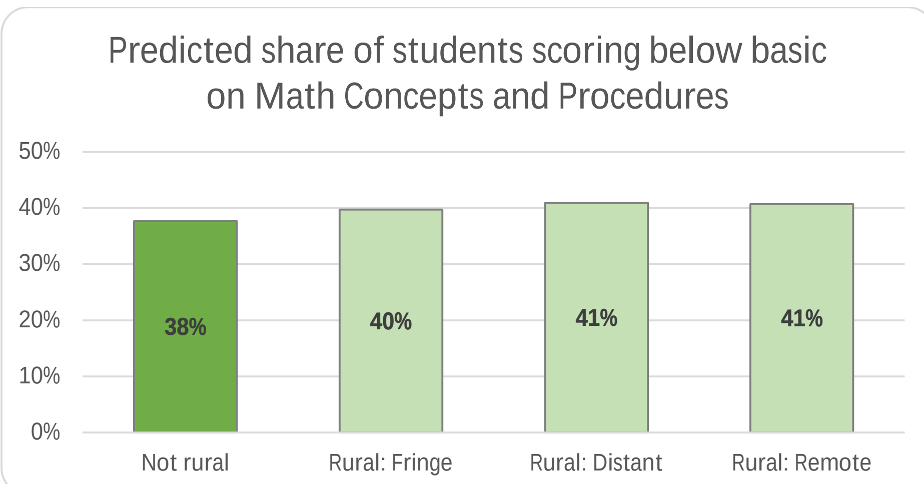


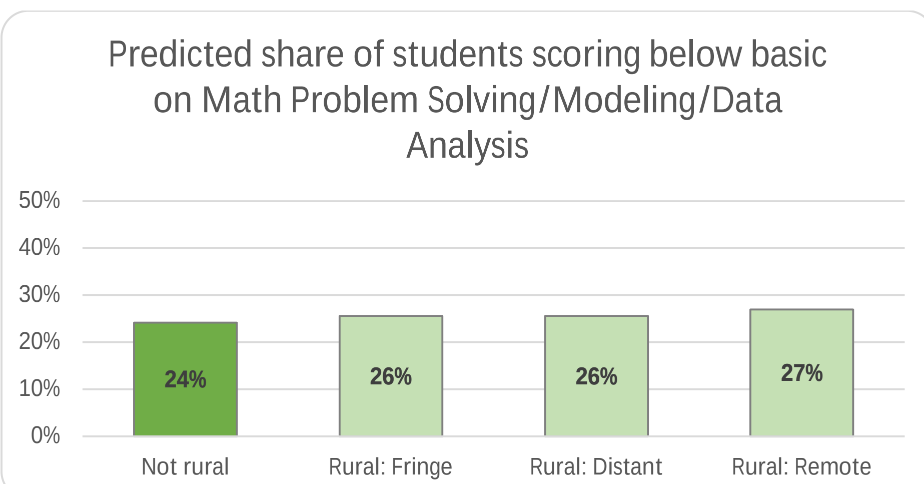


Rural Districts

Students who attend rural districts are not more likely to score below basic than those who attend non-rural districts on any three strands of the Math ISAT.

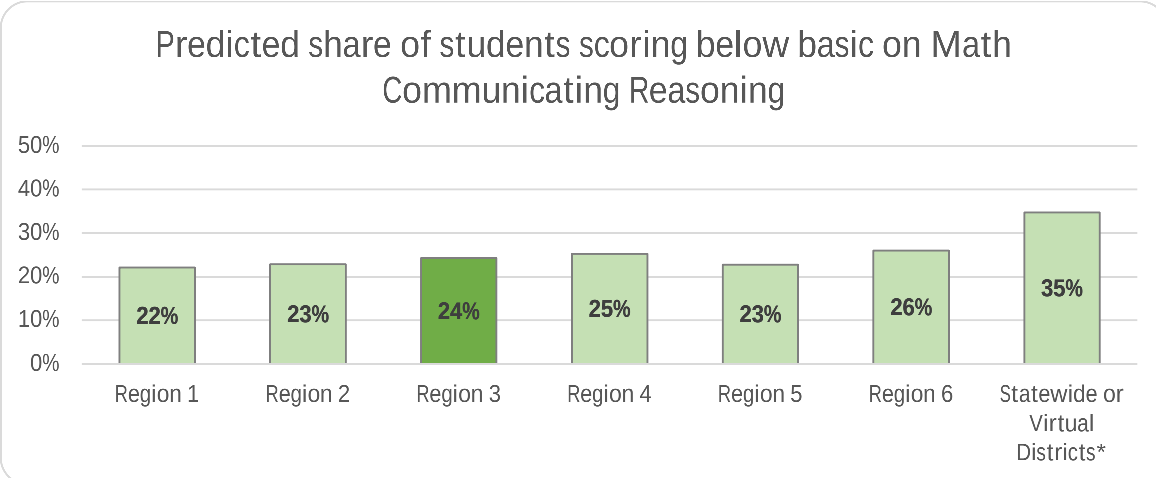


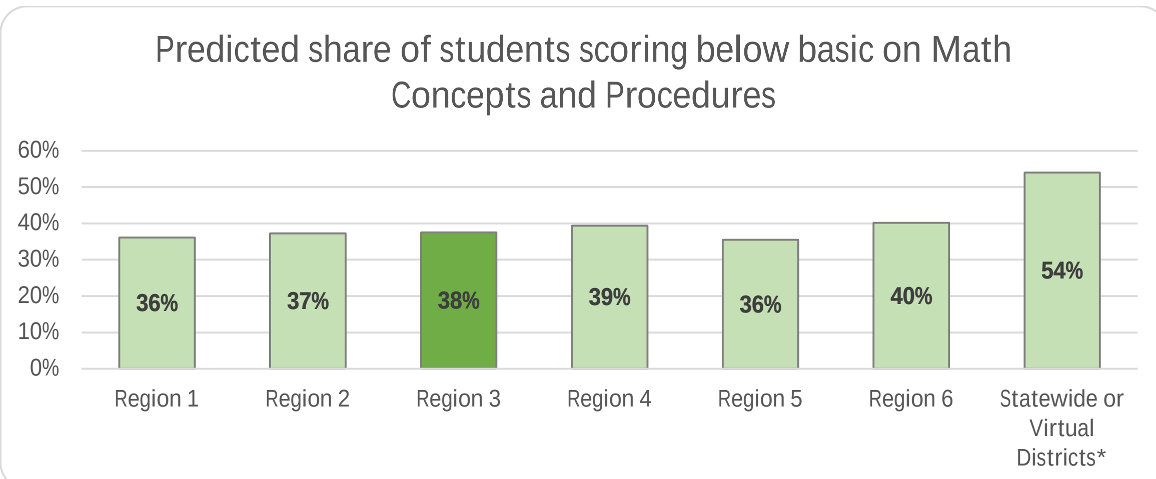


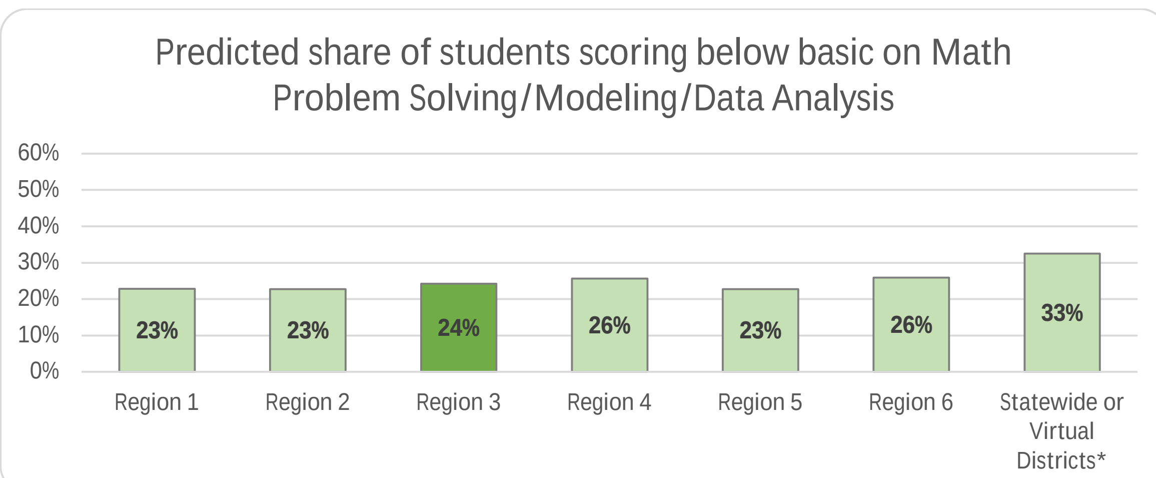


Education Region

Only students who attend statewide or virtual districts are more likely to score below basic than those students who attend districts in Region 3. The gap is largest for the strand "Math Concepts and Procedures."







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TAB	DESCRIPTION	ACTION
1	**SUPERINTENDENT'S UPDATE**	Information Item
2	**TEMPORARY/PROPOSED RULE – IDAPA 08.02.03.004 – IDAHO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA) ACHIEVEMENT STANDARDS**	Motion to Approve
3	**EMERGENCY PROVISIONAL CERTIFICATES**	Motion to Approve
4	**CLARK COUNTY SCHOOL DISTRICT NO. 161 – TUITION WAVER**	Motion to Approve
5	**PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS**	Motion to Approve

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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.

BOARD ACTION

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

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SUBJECT

Temporary and Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporation by Reference – Idaho English Language Proficiency Assessment Achievement Standards

REFERENCE

November 2009	Board adopted The Idaho English Language Assessment (IELA) Achievement Standards and incorporated them into a temporary rule by reference.
August 2010	Board approved a proposed rule incorporating the IELA Achievement standards approved in November 2009 by reference.
November 2010	Board approved pending rule incorporating the IELA Achievement standards approved in November 2009 by reference.
August 2015	Board approved pending rule amendments to IDAPA 08.02.03 including removal of outdated IELA Achievement Standards Adopted by the Board November 11, 2009.
November 2015	Board approved pending rule Docket No. 08-0203-1511 removing outdated IELA Achievement Standards adopted by the Board November 11, 2009. (Rulemaking rejected by 2016 Legislature)
August 2016	Board approved proposed rule changes to the state accountability system (IDAPA 08.02.03), including incorporation of changes approved in 2015 removing of outdated reference to the November 2009 IELA Achievement Standards.
November 2016	Board approved pending rules changes to the state accountability system including incorporation of changes approved in 2015 removing of outdated reference to the November 2009 IELA Achievement Standards.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105, 33-1612, and 33-1617, Idaho Code
IDAPA 08.02.03.004, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

This temporary and proposed rule will address the Idaho English Language Assessment (IELA) Achievement Standards that will be removed from code upon sine die of the 2017 Legislature. New English Language Proficiency Assessment (ELPA) Achievement Standards need to be added in place of the old standards so schools have accurate identification of a student's cut scores and corresponding six (6) achievement levels. Additionally, IDAPA 08.02.03.112.05.b refers to the Idaho English Language Proficiency Assessment definitions for levels of language proficiency and will no longer be referencing the correct incorporated by reference document when the standards are removed. The new standards will take place of the old standards and allow this reference in code to point to the correct incorporated by reference document.

IMPACT

Idaho is required to assess our identified English Learner students in English language proficiency, annually, under the Elementary Secondary Education Act (ESEA), reauthorized under the Every Student Succeeds Act (ESSA). If we do not test English Learner students, we will not meet federal requirements. Additionally, the new state accountability framework uses the state English language assessment for evaluating schools and school districts as part of the State Accountability System (IDAPA 08.02.03.112).

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rule change to IDAPA 08.02.03.004 Page 5
Attachment 2 – WIDA ACCESS 2.0 Assessment Standards (Cut Scores) and Proficiency Levels Page 7
Attachment 3 – WIDA Performance Definitions Page 10

STAFF COMMENTS AND RECOMMENDATIONS

The Board last approved English Language Assessment Achievement Standards in 2009. Since that time these achievement standards have become outdate. In 2015 the Board approved the removal of the 2009 Achievement Standards from administrative rule. The 2015 Pending Rule was not approved by the legislature due to concern over other changes to IDAPA 08.02.03 that were included in the docket. During the rule making process in 2016 the Department of Education requested the removal of the outdated IELA Achievement Standards be included with other changes to the state assessment and accountability system that were being promulgated that year. The Board approved these changes along with the creation of a new school accountability framework. The 2017 Legislature accepted all of the changes and they became effective at the close of the 2017 legislative session. The Department is now bringing forward updated achievement standards and updating the name of the assessment.

Approved proposed rules have a 21 day public comment period, following publication in the Administrative Bulletin, prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration during the next session and become effective at the end of the legislative session in which they are reviewed, if they are not rejected by the legislature.

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 public health, safety, or welfare; is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. Adoption of the updated achievement standards and approval of the temporary and proposed rule will allow for accurate scoring of the Idaho English Proficiency Assessment and allow for the identification of students who need additional assistance. The temporary rule meets the requirements of conferring a benefit.

Staff recommends approval.

BOARD ACTION

I move to approve The WIDA ACCESS 2.0 Achievement Standards as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to approve the Temporary and Proposed Rule amendment to IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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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. (3-29-10)

a. Arts and Humanities Categories:
i. Dance, as revised and adopted on August 11, 2016;
i. Interdisciplinary Humanities, as revised and adopted on August 11, 2016;
iii. Media Arts, as adopted on August 11, 2016.
iv. Music, as revised and adopted on August 11, 2016;
v. Theater, as revised and adopted on August 11, 2016;
vi. Visual Arts, as revised and adopted on August 11, 2016;
vii. World languages, as revised and adopted on August 11, 2016.
b. Computer Science, adopted on November 28, 2016.
c. Driver Education, as revised and adopted on August 21, 2008.
d. English Language Arts/Literacy, as revised and adopted on November 28, 2016.
e. Health, as revised and adopted on August 11, 2016.
f. Information and Communication Technology, as revised and adopted on April 22, 2010.
g. Limited English Proficiency, as revised and adopted on August 21, 2008.
h. Mathematics, as revised and adopted on August 11, 2016.
i. Physical Education, as revised and adopted on August 11, 2016.
j. Science, as revised and adopted on April 17, 2009.
k. Social Studies, as revised and adopted on November 28, 2016.
l. Career Technical Education Categories:
i. Agricultural and Natural Resources, as adopted on June 16, 2016.
ii. Business and Marketing Education, as adopted on June 16, 2016.
iii. Engineering and Technology Education, as adopted on June 16, 2016.
iv. Family and Consumer Sciences, as adopted on June 16, 2016.
v. Skilled and Technical Sciences, as adopted on June 16, 2016.
vi. Workplace Readiness, as adopted on June 16, 2016.

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/ standards/eld.aspx. (4-4-13)

03. Idaho English Language Proficiency Assessment (IEPA) Achievement Standards. The Idaho English Proficiency Assessment (IEPA) Achievement Standards as adopted by the State Board of Education on April 20, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.

04. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-14-16)

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)

07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-12)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

10. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Bo of Education on *November 28*, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.

WIDA ACCESS 2.0 Assessment Cut Scores & Proficiency Levels

WIDA Cut Scores Per Domain and Grade:

Grade	WIDA Proficiency Levels: Reading				
	2	3	4	5	6
K	241	259	279	289	310
1	264	286	304	315	334
2	283	307	326	337	355
3	297	323	342	352	370
4	307	335	354	364	382
5	316	345	364	373	391
6	323	353	373	382	399
7	329	360	380	389	406
8	335	366	386	395	412
9	340	372	392	401	418
10	344	377	397	406	423
11	348	382	402	410	427
12	352	386	407	414	432

WIDA Cut Scores Per Domain and Grade:

Grade	WIDA Proficiency Levels: Listening				
	2	3	4	5	6
K	229	251	278	286	308
1	236	259	291	303	327
2	245	283	314	330	354
3	262	300	331	349	374
4	275	313	343	363	388
5	285	323	354	375	401
6	294	332	363	385	411
7	302	340	370	394	420
8	308	347	377	402	427
9	314	353	383	409	434
10	325	358	389	415	441
11	335	364	394	420	447
12	342	368	398	426	452

WIDA Cut Scores Per Domain and Grade:

Grade	WIDA Proficiency Levels: Speaking				
	2	3	4	5	6
K	191	250	301	349	392
1	205	261	311	361	403
2	220	273	322	374	415
3	234	283	332	386	425
4	246	293	342	397	435
5	258	302	350	407	443
6	268	310	360	417	451
7	277	317	369	425	457
8	284	323	377	433	463
9	290	328	385	440	468
10	295	333	393	446	471
11	299	337	400	451	474
12	302	340	406	455	476

WIDA Cut Scores Per Domain and Grade:

Grade	WIDA Proficiency Levels: Writing				
	2	3	4	5	6
K	234	271	311	367	389
1	238	275	337	382	405
2	242	279	341	388	411
3	247	283	346	394	418
4	266	288	351	401	425
5	267	293	356	407	433
6	268	298	361	413	441
7	273	305	367	419	450
8	281	311	372	424	459
9	289	319	378	430	469
10	298	326	385	436	479
11	308	335	391	441	490
12	318	344	398	447	501

WIDA Cut Scores Per Domain and Grade:

Grade	WIDA Proficiency Levels: Overall				
	2	3	4	5	6
K	229	261	293	325	350
1	242	274	315	344	368
2	254	289	329	359	383
3	265	300	340	371	396
4	279	309	350	382	406
5	286	317	358	390	415
6	291	324	365	399	423
7	298	331	372	406	431
8	304	337	378	412	438
9	311	344	385	418	446
10	318	350	391	424	453
11	325	356	397	429	459
12	331	362	402	434	466

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WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language…

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas	• A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas	• Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas specific to particular content areas	• Compound and some complex grammatical constructions • Sentence patterns across content areas	• Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social, instructional and some content-related words and phrases

WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use…

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 - Reaching English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…			
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas	• A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas	• Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas	• Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

WIDA™

Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

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SUBJECT

Emergency Provisional Certificates

REFERENCE

December 2016	Board approved six (6) provisional certificates (Jerome SD – 3, Madison SD – 1, Mountain Home SD – 1, West Jefferson SD – 1)
February 2017	Board approved seventeen (17) provisional certificates (Bear Lake SD – 2, Blaine County SD – 1, Cambridge SD – 2, Challis Joint SD – 2, Council SD – 1, Grace Joint SD – 1, Boise SD – 2, Jerome Joint SD – 1, West Ada SD – 1, Marsh Valley SD – 1, Sage International – 1, St. Maries SD – 1, Twin Falls SD – 1)

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

Three (3) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district or charter school to request one-year emergency certification for a candidate who does not hold a current Idaho certificate, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

<u>Challis Joint School District #181</u>
Applicant Name: Robb, Brian
Content & Grade Range: All Subjects K/8
Educational Level: BA, History, 2013
Declared Emergency: August 9, 2016, Challis Joint School District Board of Trustees declared an area of need exists for the 2016-2017 school year.
Summary of Recruitment Efforts: Mr. Robb was employed 2015-2016 on an Alternative Authorization – Content Specialist. Mr. Robb has decided to not pursue certification and no longer plans to teach after this school year. District requests a provisional certificate for 2016-2017.

<u>Preston School District #201</u>
Applicant Name: Jamieson, Roxanne
Content & Grade Range: All Subjects K/8
Educational Level: BA, Interdisciplinary Studies (K-8), 2013
Declared Emergency: February 15, 2017, Preston School District Board of Trustees declared an area of need exists for the 2016-2017 school year.
Summary of Recruitment Efforts: Ms. Jamieson had an Idaho Interim Certificate valid from July 2013 until August 2016 based on an out of state certificate. During

that time, she did not complete the conditions on the Interim certificate (MTI and ICLC). In addition, she was employed by Preston School District for 2015-2016. Her Interim Certificate expired, and she is currently signed up for courses that will fulfill interim requirements. District requests a provisional certificate for 2016-2017 to provide additional time for Ms. Jamieson to meet conditions.

Jerome Joint School District #261
Applicant Name: Hopkins, Eric
Content & Grade Range: Mathematics 6/12
Educational Level: BS Ed., Education, 2015
Declared Emergency: November 22, 2016, Jerome Joint School District Board of Trustees declared an area of need exists for the 2016-2017 school year.
Summary of Recruitment Efforts: District posted math position on July 11, 2016, in multiple job search sites. There were six applicants; two applicants had a teaching certificate. District felt Mr. Hopkins was the most qualified candidate. He is a certified teacher endorsed in Social Science, but not mathematics. District requests a provisional certificate for 2016-2017.

IMPACT

If the emergency provisional certificates are not approved, the school districts will have no certificated staff to serve in these classrooms. Section 33-1201, Idaho Code requires every person who is employed to serve in an elementary or secondary school in the capacity of a teacher to "have and to hold a certificate issued under authority of the state board of education."

ATTACHMENTS

Attachment 1 – Application Packet for Emergency Provisional Certificate Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1203, Idaho Code, except in occupational fields, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in emergency situations. When an emergency is declared Section 33-1203, Idaho Code authorizes the Board to grant one-year provisional certificates based on not less than two (2) years of college training.

The Department receives applications from the school districts for requests for provisional certifications, Department staff work with the school districts to assure the applications are complete. Requests for one-year provisional certificates are then reviewed by the Professional Standards Commission, those that are complete and meet the minimum requirements are then brought forward by the Department for consideration by the Board.

BOARD ACTION

I move to approve one-year emergency provisional certificates for Brian Robb, Roxanne Jamieson, and Eric Hopkins 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 a one-year emergency provisional certificate for Brian Robb to teach all subjects kindergarten through grade eight (8) in the Challis Joint School District #181.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Roxanne Jamieson to teach all subjects kindergarten through grade eight (8) in the Preston School District #201.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Eric Hopkins to teach Mathematics grades six (6) through twelve (12) in the Jerome Joint School District #261.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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IDAHO STATE DEPARTMENT OF EDUCATION
TEACHER CERTIFICATION & PROFESSIONAL STANDARDS

APPLICATION PACKET
FOR
STATE BOARD OF EDUCATION EMERGENCY PROVISIONAL CERTIFICATE
2016-2017

REVISED
MAY 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.]

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.

A COMPLETE APPLICATION MUST INCLUDE THE FOLLOWING (use this as a checklist):

1. 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 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.

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.)

___

___

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**).

Printed name of Chairperson of the Local School Board or Educational Agency

---

Signature of Chairperson of the Local School Board or Educational Agency **Date**

Printed name of Superintendent/Charter Administrator

Signature of Superintendent /Charter Administrator **Date**

FORM B1-A

APPLICATION
FOR
Alternative Authorization - Teacher to New Certificate/Endorsement, Content Specialist, Provisional (Emergency) and Interim ABCTE, School Nurse or Speech Language Pathologist

THIS SECTION FOR OFFICIAL USE ONLY	Fee	Date Paid	Check #	Date Entered	Date Issued	Date Expired	FP Status

Item #1 Indicate Type of Application: Please check the one which applies.

☐	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).
☐	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).
☐	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).
☐	Interim ABCTE (applicant has a valid ABCTE certificate and is applying for the Idaho interim certificate).
☐	Interim School Nurse (applicant has a current valid Idaho professional nursing (RN) license but has not completed a school nurse program).
☐	Emergency Provisional Certificate (Emergency Use ONLY) - applicant has at least two (2) years college training.
☐	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.)
☐	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**	☐ **MALE** ☐ **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			

continued on next page

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.)

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:

State Department of Education
Teacher Certification/Professional Standards
PO Box 83720
Boise, ID 83720-0027

Revised 5-25-16

SUBJECT

Clark County School District No. 161 Tuition Waiver

REFERENCE

February 16, 2012	M/S (Goesling/Soltman): To approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2011-12, 2012-13, 2013-14 and 2014-15 school years, subject to annual review by the Weiser School District Board of Trustees.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1401 through 33-1405, Idaho Code

BACKGROUND/DISCUSSION

Clark County School District No. 161 is seeking a waiver of the tuition charge for the kindergarten-aged child of one of its elementary school teachers. The teacher resides in Monida, Montana, and commutes to Dubois, Idaho, to teach at Lindy Ross Elementary. The nearest school in Montana is in the opposite direction of her commute, and there is no bus route for her child to ride to school.

The financial and logistical burden of schooling the child in Montana may result in the teacher's inability to continue to work in the district. Given the number and quality of applicants who apply for open positions in the district, it would be difficult, at best, to replace the teacher with one of equal quality.

Clark County School District is requesting the State Board of Education waive the tuition rate charge for the requested student for the duration of the teacher's employment in the school district. Pursuant to Idaho Code § 33-1405, the waiver may be requested for up to four (4) years, subject to annual review by the local board of trustees.

IMPACT

The tuition rate charge to be waived this year is $5,256.00. The addition of one student increases the cost of supplies but has little effect on the other budget lines and expenditures. The student's parent will provide transportation.

The ability of the school district to retain an excellent teacher will positively impact the students of the school district.

ATTACHMENTS

Attachment 1 – Request for Waiver – Clark County School District Page 3
Attachment 2 – Clark County School District Board Meeting Minutes, March 27, 2017 Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1404, Idaho Code, authorizes school districts to accept out of district, including out-of-state, students when their tuition is paid by the student's home district. Section 33-1405, Idaho Code, establishes how the tuition rate is calculated and authorizes the State Board of Education to waive any portion of the tuition rate for out-of-state students. A waiver request must be made for each individual student and may be made for up to four (4) years.

BOARD ACTION

I move to approve the request by Clark County School District No. 431 to waive the tuition rate charge for the kindergarten-aged child of one of its teachers for the 2017-2018; 2018-2019; 2019-2020 and 2020-2021, school years, subject to annual review by the Clark County School District Board of Trustees.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Clark County School District #161
43 West 2nd South
P.O. Box 237
Dubois, ID 83423
www.clarkcountyschools161.org
Phone: 208-374-5215 Fax: 208-374-5234
Superintendent: Dan Lantis

March 29, 2017

Matt Freeman, Executive Director
State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Freeman:

We are requesting a waiver of out of state tuition for the child of one of our elementary teachers. Her oldest child is Kindergarten age.

She lives in Monida, Montana which is at exit "0" just over the border into Montana on Interstate 15. She commutes each day to work in Dubois at Lindy Ross Elementary. The nearest school in Montana is at Lima, which is in the opposite direction of her commute to Dubois. In addition there is no school bus route between Lima and Monida for her child to have transportation. If she were to enroll the child in Montana, it would present serious difficulties since she must leave home quite early to get to work, and in instances of emergencies where the parent must go to school to pick up a child during school hours.

Considering the low salaries for teachers, the family would not be able to afford the cost of tuition to have her child attend school in Dubois. This would undoubtedly result in her being unable to continue working in this school system.

She is an excellent teacher, and knowing that in the past we have had only one applicant for a previous recent elementary position, losing her would put the education of Idaho students at risk. It would be difficult, if not impossible to replace her with a teacher of equal quality.

We are requesting this waiver of out of state tuition for the child of this teacher for the duration of her employment in Clark County School District #161. We hope that you will understand that this is an effort to benefit both the teacher and the Idaho students for which she provides exemplary teaching in this school district.

Thank you,

Orvin Jorgensen
CCSD #161 Board Chair

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Clark County School District 161
School Board Work Meeting
March 27, 2017

MINUTES

Call to Order	6:30 p.m.	
Pledge of Allegiance		
Roll Call	Orvin Jorgensen Stephanie Eddins	Laurie Small Melissa Farr
Attendance	Daniel Lantis, Superintendent Erica Perez, Interpreter Parents of Student 1 Student 1	

Agenda

A motion was made by Mrs. Small and seconded by Mrs. Eddins to delete item 6. Delegations/Patron Input and replace it with 6. Waiver for Out of State Student Tuition. Motion passed unanimously.

Waiver for Out of State Student Tuition

A motion was made by Mrs. Small and seconded by Mrs. Eddins to request a Waiver for Out of State Tuition for the children of Melissa Smith. Mrs. Smith lives just on the other side of the Montana border and teaches in the Clark County School District. Mrs. Smith has been teaching in the district for several years and there are no schools in her area that are closer than the Clark County District. Motion passed unanimously.

Executive Session

A motion was made by Ms. Farr and seconded by Mrs. Eddins to move into Executive Session. A roll call vote was taken to move into Executive Session pursuant to Idaho Code 74-206 (1) (d) . All voted aye.

The board returned from Executive Session and moved to the next item awaiting the arrival of Student 1.

A motion was made by Mrs. Eddins and seconded by Ms. Farr to return to Executive Session pursuant to Idaho Code 74-206 (1) (d). A roll call vote was taken. All voted aye.

Upon return from Executive Session, a motion was made by Ms. Farr and seconded by Mrs. Eddins to allow Student 1 to continue attendance at Clark County High School on a conditional basis. The conditional requirements will be:

1. No more than seven (7) total tardies to class during this semester
2. No unexcused absences
3. No Student Incident Reports (SIRS)
4. Have a “C” average or better in classes
5. Apologize to all of his teachers

Motion passed unanimously.

Superintendent Selection Process

The board members reviewed and discussed the applications received for the superintendent position.

Adjourn 9:00 p.m.

____
Board Chairman Date

____
Board Clerk Date

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Appointments to the Professional Standards Commission

REFERENCE

August 2015	Board approved one (1) appointment to the Professional Standards Commission.
April 2016	Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.
June 2016	Board approved six (6) appointments and two (2) re-appointments to the Professional Standards Commission.
August 2016	Board approved one (1) appointment to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC).

The PSC consists of eighteen (18) members: one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Nominations were sought for the positions from the Idaho Education Association, Northwest Professional Educators, the Idaho Association of Special Education Administrators, the Idaho School Superintendents Association, and the Idaho Association of Colleges for Teacher Education. Resumes for interested individuals are attached.

Secondary Classroom Teacher:
Charlotte McKinney, Mountain View School District (reappointment)

Special Education Administrator:
Clara Allred, Retired (reappointment)

School Superintendent:
Marjean McConnell, Bonneville Joint School District (reappointment)

Public Higher Education:
Jennifer Snow, Boise State University

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members	Page 5
Attachment 2 – Resumé for Charlotte McKinney	Page 6
Attachment 3 – Resumé for Clara Allred	Page 7
Attachment 4 – Resumé for Marjean McConnell	Page 10
Attachment 5 – Resumé for Jennifer Snow	Page 13

STAFF COMMENTS AND RECOMMENDATIONS

At the June 2016 Board meeting it was determined that the Department would amend its practices when filling positions on the Professional Standards Commission. The new practice would be to reach out not only to the identified stakeholder groups, but to also reach out to other education community groups to allow individuals who are not connected to the standard communications the opportunity to apply or submit nominations for open positions. Specifically, it was discussed that there was a need for educators who work with our underserved populations to have the opportunity to serve on the community, including our American Indian educators. The Board's Indian Education Committee expressed an interested in nominating individual educators to the Commission if notified of openings.

BOARD ACTION

I move to reappoint Charlotte McKinney as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing Secondary Classroom Teachers.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____

I move to reappoint Clara Allred as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing Special Education Administrators.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____

I move to reappoint Marjean McConnell as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing School Superintendents.

Moved by ___________ Seconded by ___________ Carried: Yes ____ No ____

I move to appoint Jennifer Snow as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing Public Higher Education.

Moved by ___________ Seconded by ___________ Carried: Yes ____ No ____

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Professional Standards Commission Members – 2016-2017

Clara Allred
Special Education Administrator
Twin Falls SD #411
Term expires 6/30/17

Margaret Chipman
School Board Member
Weiser SD #431
Term expires 6/30/18

Steve Copmann
Secondary School Principal
Cassia County Joint SD #151
Term expires 6/30/19

Kathy Davis
Secondary Classroom Teacher
St. Maries Joint SD #41
Term expires 6/30/19

Kristi Enger
Career Technical Education
Division of Career Technical Education
Term expires 6/30/18

Mark Gorton
Secondary Classroom Teacher
Lakeland Joint SD #272
Term expires 6/30/19

Dana Johnson
Private Higher Education
Brigham Young University – Idaho
Term expires 6/30/18

Pete Koehler
State Department of Education
Term expires 6/30/18

Marjean McConnell
School Superintendent
Bonneville Joint SD #93
Term expires 6/30/17

Charlotte McKinney, Chair
Secondary Classroom Teacher
Mountain View SD #244
Term expires 6/30/17

Mark Neill
Public Higher Education
Idaho State University
Term expires 6/30/17

Taylor Raney
Public Higher Education
University of Idaho
Term expires 6/30/19

Tony Roark
Public Higher Education – Letters and Sciences
Boise State University
Term expires 6/30/19

Elisa Saffle
Elementary School Principal
Bonneville Joint SD #93
Term expires 6/30/18

Donna Sulfridge, Vice Chair
Elementary Classroom Teacher
Mountain Home SD #193
Term expires 6/30/18

Ginny Welton
Exceptional Child Education
Coeur d'Alene SD #271
Term expires 6/30/19

Mike Wilkinson
School Counselor
Twin Falls SD #411
Term expires 6/30/19

Kim Zeydel
Secondary Classroom Teacher
West Ada SD #2
Term expires 6/30/18

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Charlotte McKinney

644 Wall Creek Road. 208-926-4676
Clearwater, ID 83552 mckinneyc@sd244.org

Position Sought:

A continued position on the Professional Standards Commission

Professional Qualifications:

- Current PSC Chairman
- Actively involved with local community and students
- Proven organizational skills
- Elected and appointed various positions for several community and professional organizations

Education:

American College of Education — Indianapolis, IN
M.Ed. Leadership — 2016

Lewis-Clark State College — Lewiston, ID
PACE secondary teaching endorsements — 2009
Passing Praxis scores-Social Studies, History, English, Completed the required courses for secondary certification

The Ohio State University — Columbus, OH
B.A. Communications — 1995
President Griffin Honor Society, Dean's List, Emerge Program for returning adult students, Cultural Optimist Club, Mentoring program for 'at-risk' elementary/middle school students

Experience:

Clearwater Valley High School — Kooskia, ID
Teacher — Aug 2010 to present
High School classroom teacher. Current assignments include; Early American History, U.S. History, Government, DC Psychology and English

Clearwater Valley High School — Kooskia, ID
Plato Aide — August 2004 to August 2010
Credit recovery and online courses not offered at the school. Program administrator for PLATO

Lifework — Prospect, OH
Vocational Rehabilitation Counselor — November 1999 to February 2002
Assisted injured workers on re-entering the workforce; Assessed each client needs and matched skills and abilities with jobs; Dealt with employers on hiring and job applications in addition to tax credits;

References: Available upon request

Clara Ann Allred Ed.S

912 Hankins Road, Twin Falls, ID 83301 - 208-308-2789 (Cell)

Curriculum Vita

Academic Degrees

Ed.S Idaho State University, 2005 (Administrator)

Administrator Certificate, 2004 (Special Education)

M.Ed. Idaho State University, 1997 (Special Education)

B.S. Idaho State University, 1995 (Psychology, Focus of study, Brain and Behavior)

A.A. College of Southern Idaho, 1992 (Psychology)

Phi Kappa Phi, Active-for-Life

Professional Education Experience

2017-present	Retired from Education
2017-present	Certified Nursing Assistant
2010-2017	Professional Standards Commission
2007-2017	Director Support Services/Gifted and Talented, Ancillary Services, Graduation Dropout Coordinator, 504 Coordinator, Special Education Testing Coordinator, Supervise Nursing, Twin Falls School District
2008-2016	Adjunct Teacher, Northwest Nazarene College
2005-2016	Idaho State Department of Education, IEP Facilitator/Mediator
2006-2008	Council for Exceptional Children, State Representative
2003-2006	Director Special Programs, Federal Programs, Safe and Drug Free Schools, Title 1, Testing Coordinator, Gooding School District, Gooding ID.
2001-2004	Instructor, Idaho State University, Pocatello, ID
2004-2016	Student Teacher Supervisor, Idaho State University, Pocatello, ID.
1999-2003	Special Education Teacher, Twin Falls High, Twin Falls, ID
1997-1999	Special Education Teacher, Morningside Elementary, Twin Falls, ID.
1996-1997	Practicum, O'Leary Middle School, Twin Falls, ID.
1996-1999	Reading Specialist, Southern Idaho Learning Center, Twin Falls, ID.

Professional Activities and Certificates

2015-2016	Idaho Special Education Manual Committee Member
2010-2016	Member Kiwanis, Twin Falls, ID

Clara Ann Allred Ed.S

2006-2007	Special Education Director of the Year, Idaho Association of School Administrators Award
2007-2016	Dropout Prevention Committee, Twin Falls School District, Twin Falls, ID.
Summer-2002	TEACCH Training for Autism, University of North Carolina, Chapple Hill, NC.
2002-2003	Autism Team, Twin Falls School District, Twin Falls, ID.
2002-2007	MANDT Training, Twin Falls, and Gooding School Districts.
2002-2003	Professional Development Committee, Twin Falls School District, Twin Falls, ID.
2001-2016	Teacher Evaluation Committee, Twin Falls School District, Twin Falls, ID.
2001-2002	Quality Schools Committee Member, Twin Falls School District, Twin Falls, ID.
2000-2001	Drug Testing Committee, Twin Falls School District, Twin Falls, ID.
1999-2004	State Committee Member, Idaho Alternate Assessment, Idaho State Department Special Education.
1999-2003	RIAT Assistive Technology Certificate, University of ID, Mosco, ID.
1999-2003	Assistive Technology Team, Twin Falls School District, Twin Falls, ID.
Summer-1995	American Psychological Association Careers Program, Studied Psychology in France, England, and Switzerland.
1987-1992	Emergency Medical Technician, (EMT) Howe, ID.

Professional and Academic Association Membership

Active-for-Life Phi Kappa Phi

Past President Idaho Association Special Education Administrators (IASEA)

Member Idaho Association of School Administrators (IASA)

Member Idaho Association Special Education Administrators (IASEA)

Member Council of Special Education Administrators (CASE)

20 Year Member Council for Exceptional Children (CEC) Idaho Representative

Past Member Association for Direct Instruction

Past Member American Psychological Association (APA)

Idaho State Department IEP Facilitator and Mediator

Board Member Student Automated System Software (SEAS)

Certificate, Idaho Project Leadership

Clara Ann Allred Ed.S

Presentations

Idaho Special Education Manual, 2005 and 2016

ADHD Presentation, Project Leadership, 2009-2010

Idaho Council for Exceptional Children Leadership Presentation 2009

Idaho Alternate Assessment Trainings, School Districts across Idaho, 2000-2004

High Schools That Work Presentation, Twin Falls, ID, 2003

TEACCH Presentation, Twin Falls School District

Picture Exchange Communication System presentation, 2000

Publications

Elliot, S.N., Braden, J.P., White, J.L., (2001), Assessing One and All, Chris, (pp 69, 106-109) Council for Exceptional Children, Arlington, Virginia

Teaching and Administrative Load, Idaho State University

Summer 2004

Development and Individual Differences

Spring 2004

Precision Teaching

Direct Instruction

Development and Individual Differences

Special Education Student Teaching Supervision

Advisor Student Council for Exceptional Children

Spring 2003

Precision Teaching

Fall 2002

Policy and Procedures

Summer 2002

Direct Instruction

May 16, 2016

To Whom It May Concern:

I am writing to express my interest in serving on the board of the Professional Standards Commission. I have 38 years of experience in education, which includes 17 years of classroom teaching and 21 years of administrative experience. I was the Director of Human Resources at Bonneville School District 93 from 2004 to 2011, so I am very aware of the roles and responsibilities of the Professional Standards Commission. I currently serve as the Deputy Superintendent.

My experience will be an asset to the Professional Standards Commission. I am a strong advocate for Idaho students, committed to providing the best education to all students. I believe it is crucial for Idaho schools to have competent and qualified teachers. I am excited to collaborate with others to work towards that common goal.

Attached is a copy of my resume. I received a Bachelor's Degree in Elementary Education from Boise State University, as well as a Master's Degree and Ed.S degree in Educational Administration from Idaho State University. I look forward to hearing from you.

Sincerely,

Marjean McConnell
Deputy Superintendent

Marjean McConnell

Deputy Superintendent Bonneville School District 93
3497 North Ammon Road Idaho Falls, Idaho 83401
Office 208-557-6850 Fax 208-529-0104 email mcconnem@d93.k12.id.us

Education:

- Educational Specialist, Idaho State University, Pocatello, Idaho
- M. Ed. Educational Administration, Idaho State University, Pocatello, Idaho
- B. A., Elementary Education, Boise State University, Boise, Idaho

Experience:

- Deputy Superintendent, Bonneville School District 93, Idaho Falls, Idaho [1 year] 11,000 students, 535 certified staff, 652 classified staff, and 92 million in budgetary responsibility
- Assistant Superintendent, Bonneville School District 93, Idaho falls, Idaho [4 years] 9,000 students, 502 certified staff, 487 classified staff, and 86 Million in budgetary responsibility
- Human Resources Director, Bonneville School District 93, Idaho Falls, Idaho [4 years], 8000 students, 462 certified staff, 435 classified staff, and $350,000.00 budgetary responsibility
- Principal, Clair E. Gale Junior High School, Idaho Falls School District #91, Idaho Falls, Idaho [5 years], 850 students, 50 certified staff, 35 classified staff, $125,000.00 budgetary responsibility
- Principal, Longfellow Elementary School, Idaho Falls School District #91, Idaho Falls, Idaho [5 years], 500 students, 32 certified staff, 17 classified staff, $18,000.00 budgetary responsibility
- Head Teacher, Osgood Elementary School, Idaho Falls School District #91, Idaho Falls, Idaho [3 years], 200 students, 10 certified staff, 8 classified staff, $9,000.00 budgetary responsibility
- Classroom Teacher, Idaho Falls School District #91, Idaho Falls, Idaho, Grades K, 3 and 5, [6 years]
- Classroom Teacher, Bonneville School District Number 93, Idaho Falls, Idaho, Grades 3, 5, and 6, [7 years]

Professional Associations and Activities

- Idaho Leads Studio Group
- Idaho Association of School Administrators
- Bonneville School District Number 93 Negotiating Team
- Idaho Falls School District #91 Negotiating Team
- Albertson's Schools of Excellence Leadership Team
- Selection Committee for the Dean of Education, Idaho State University
- Association of Supervision and Curriculum Development
- Idaho Association of Supervision and Curriculum Development; Secretary
- National Science Foundation Grant Reading Team
- Idaho Association of Supervision and Curriculum Development; Board of Directors
- Idaho Reading Association
- Idaho Reading Association; Reading Conference Chair
- State of Idaho Textbook and Improvement of Instruction Committee
- Eastern Idaho Reading Council; Vice President/Chair Regional Conference
- District Compliance Officer

University Classes Taught:

• Developing Capable People	Brigham Young University-Idaho
• Crucial Conversations Crucial Confrontations	Northwest Nazarene College
• Differentiation of Instruction	Northwest Nazarene College

- Assessment Literacy — Brigham Young University-Idaho

Professional Presentations:

Idaho School Board Association Annual Conference	Understanding Assessment
Idaho Association of School Administrators	Working With Adolescents
Kiwanis Club	Emergent Readers
Chamber of Commerce	Gifted Students
Chamber of Commerce Education Committee	Student Government

Committee Work:

- Superintendent's Cabinet
- District Professional Leadership Team
- District Improvement Team
- Administrative Professional Development
- District Staff Professional Development
- Alternative Compensation Review Committee
- Consolidated Plan Title II
- Teacher Evaluation Instrument, Chair
- Extracurricular Pay Committee, Chair
- Policy Review and Revision
- Professional Council
- Risk Management
- Sick Leave Bank
- Strategic Planning
- District Chair Report Cards Committee

Community Affiliations:

- Kiwanis
- Selective Service Board Member
- Bonneville County Small Claims Court Negotiator
- Advantage Management Cooperation; Board of Directors
- Saint Mark's Soup Kitchen
- Community Thanksgiving Dinner
- Idaho Falls Quilt Guild

References

- Charles Shackett, Superintendent of Schools, 3497 North Ammon Road, Idaho Falls, Idaho 83401, 208-525-4400, cshackett@d93.k12.id.us
- Bruce Roberts, Former Deputy Superintendent of Schools, 4180 Wanda Street Ammon Idaho, 83401
- Michaelena Hix, Director of Curriculum and Instruction, 3497 North Ammon Road Idaho Falls, Idaho 83401 208-557-6820
- Craig Lords, School Board Chairman, 2440 Bodily Circle, Idaho Falls, Idaho 83401, 208-612-8249
- Doug Nelson, School District Attorney, 490 Memorial Drive, Idaho Falls, Idaho, 83401, 208-522-3001
- Dr. John Murdoch, Superintendent of Schools West Jefferson, 289 Marjacq Drive, Idaho Falls, Idaho
- Sharron Parry, City Council Member, 2705 Homestead Lane, Idaho Falls, Idaho, 208-523-6339

Jennifer L. Snow
College of Education
Boise State University
1910 University Drive
Boise, ID 83725-1745
(208) 426-2260
jennifersnow@boisestate.edu

Education:

Ph.D. Curriculum and Instruction The Pennsylvania State University. May 2003
Emphasis Area - Curriculum and Supervision.
Dissertation Title: *Living an Inquiry Stance Toward Teaching: Teachers' Perceptions of Teacher Inquiry within a Professional Development School Context.*

M.A. Secondary Education West Virginia University. December 1995
Emphasis Area – Curriculum and Instruction, Secondary English Education.

M.S. Journalism West Virginia University. May 1995
Professional Project Title: *The Benedum Project: A Professional Development School Portfolio.*

B.S. Journalism (1993) West Virginia University. May 1993
Emphasis Area – Public Relations.

Academic Positions:

2014-present *Associate Dean and Professor*, College of Education, Boise State
2012-2014 *Professor, Teacher Education Coordinator*, CIFS Department, Boise State
2008-present *Associate Professor, Chair*, CIFS Department, Boise State University, ID
2003-2008 *Assistant Professor*, CIFS Department, Boise State University, Boise, ID

Teaching Assignments:

Boise State University, College of Education, Boise, ID

2015-16 - Liaison to elementary and secondary partner schools. Total: 11 candidates each semester.

2014-15 – Liaison to elementary and secondary partner schools. Total: 15 candidates each semester.

Summer 2014
ED-CIFS 506, *Issues in Education.* Course required for all master's degree candidates in education focusing on historical and contemporary social, economic, and organizational issues influencing education. (21 students enrolled; overall instructor rating: 4.8)

Teaching (continued):

Fall 2013

ED-CIFS 692, *Capstone Course.* . Capstone course for MA in C&I students. Write and defend a synthesis paper (4 students)

Partner School Liaison. 11 Interns and Student Teachers in 6 different elementary, junior high, and high schools in four different school districts.

Summer 2013

ED-CIFS 506, *Issues in Education.* (20 students enrolled; overall instructor rating: 4.85)

ED-CIFS 536, *Curriculum Planning and Implementation.* (11 students enrolled; overall instructor rating: 4.71)

ED-CIFS 692, *Capstone Course.* (1 student; overall instructor rating: 5.0)

Spring 2013

ED-CIFS 664, *Curriculum Seminar.* (6 students enrolled; overall course instructor rating: 4.67)

Partner School Liaison. 18 elementary and secondary students in two districts.

Fall 2012

ED-CIFS 692, *Capstone Course.* (1 student; overall instructor rating: 5.0)

ED-CIFS 692, *Directed Research.* (1 student)

Partner School Liaison. 14 elementary and secondary students in four districts.

Summer 2012

ED-CIFS 692, *Capstone Course.* (3 students)

ED-CIFS 506, *Issues in Education.* (17 students enrolled; overall instructor rating: 4.29)

Spring 2012

PDS Liaison. 19 Interns and Student Teachers in Elementary. 3 secondary student teachers

Fall 2011

ED-CIFS 332, *Elementary Classroom Learning Environments.* Course focusing on principles of classroom management for democratic classroom communities for student teacher interns pursuing elementary certification. Taught in “hybrid” format. (29 students enrolled; overall instructor rating: 4.24)

PDS Liaison, 19 Elementary Interns and Student Teachers

Teaching (continued):

Summer 2011

ED-CIFS 600, *Capstone Course.* Capstone course for MA in C&I students. Write and defend a synthesis paper. (7 students)

ED-CIFS 332, *Elementary Classroom Learning Environments.* (30 students enrolled; overall instructor rating: 4.24)

Spring 2011

ED-CIFS 600, *Capstone Course.* (7 students)

ED-CIFS 664, *Doctoral Curriculum Seminar.* Doctoral course serving as a capstone seminar study of curriculum. Includes a scholarly writing emphasis. (7 students)

ED-CIFS 332, *Elementary Classroom Learning Environments.* (30 students enrolled)

PDS Liaison, 5 student teachers

Fall 2010

ED-CIFS 600, *Capstone Course.* (7 students; overall instructor rating: 4.6)

ED-CIFS 506, *Issues in Education.* (30 students enrolled).

ED-CIFS 332, *Elementary Classroom Learning Environments.* (27 students enrolled; overall instructor rating: 4.93)

PDS Liaison, 5 Professional Year Interns; 1 Student Teacher

Summer 2010

ED-CIFS 600, *Capstone Course.* (7 students enrolled; overall instructor rating: 4.6)

ED-CIFS 536, *Curriculum Planning and Implementation.* (10 students enrolled – 2 instructors. Only narrative comments provided on evaluation.)

ED-CIFS 506, *Issues in Education.* (45 students enrolled – 2 instructors; overall instructor rating: **4.17)**

ED-CIFS 332, *Classroom Learning Environments.* (21 students enrolled; overall instructor rating: 4.72)

Spring 2010

ED-CIFS 664, *Doctoral Curriculum Seminar.* (8 students; overall instructor rating: 4.67)

ED-CIFS 332, *Elementary Classroom Learning Environments.* (28 students enrolled; overall instructor rating: 4.76)

PDS Liaison, 6 student teachers, 2 PY Interns at 2 elementary schools

Teaching (continued):

Fall 2009

ED-CIFS 661, *Pedagogical Practices in Education.* Doctoral level course focusing on pedagogical issues in teaching and teacher education. (13 students enrolled; overall instructor rating: **4.69** with **5.0 being the highest rating**)

ED-CIFS 506, *Issues in Education.* (24 students enrolled)

PDS Liaison, 1 student teacher, 6 PY Interns at 2 elementary schools

Summer 2009

ED-CIFS 506, *Issues in Education.* (38 students enrolled – 2 instructors; overall instructor rating: **4.6)**

ED-CIFS 332, *Classroom Learning Environments.* (20 students enrolled; overall instructor rating: 4.8)

Spring 2009

PDS Liaison, 7 student teachers at 1 elementary and 1 junior high school

Fall 2008

ED-CIFS 661, *Current Issues in Teaching.* (10 students enrolled; overall instructor rating: **1.10** with **1.0 being the highest rating**)

ED-CIFS 506 , *Issues in Education.* (2 sections – 10 and 12 enrolled respectively; **1.0** overall instructor rating.)

PDS Liaison, 6 PY interns at 1 elementary school

Summer 2008

ED-CIFS 506 , *Issues in Education.* (15 students; **1.2** overall instructor rating.)

ED-CIFS 332 , *Elementary Classroom Learning Environments.* (22 students enrolled; **1.09** overall instructor rating.)

Spring 2008

ED-CIFS 664, *Doctoral Curriculum Seminar.* (6 students; **1.0** overall instructor rating.)

PDS Liaison, 6 student teachers at 1 elementary school

Fall 2007

ED-CIFS 661, *Current Issues in Teaching.* (6 students enrolled; 1.4 overall instructor rating.)

ED-CIFS 506 , *Issues in Education.* (13 students enrolled; 1.15 overall instructor rating.)

PDS Liaison, 6 PY interns at 1 elementary school

Teaching (continued):

Summer 2007

ED-CIFS 332, *Elementary Classroom Learning Environments.* (11 students; 1.18 overall instructor rating.)

Spring 2007

ED-CIFS 577, *Leading Teaching and Learning.* Module for students in new educational leadership program. Particular area of emphasis was reflective supervision of teaching and learning by and for school leaders. (17 students enrolled; 1.6 overall instructor rating.)

ED-CIFS 664, *Doctoral Curriculum Seminar.*(7 students enrolled; 1.0 overall instructor rating.)

Other Teaching Assignments:

ED-CIFS 575, *Teacher Leadership*
ED-BLESL 600, *Capstone Seminar*
ED-CIFS 231, *Introduction to Teaching and Learning*
ED-LTCY 597, *Social Justice Through Literacy*
ED-CIFS 581, *School Law*
ED-CIFS 597, *School, Family, and Community Partnerships*
ED-CIFS 230, *Introduction to Teaching/Block 1 Field Experience*

Graduate Assistantships:

1999-2003 *Teaching-Research Assistant*, Department of Curriculum & Instruction, The Pennsylvania State University, University Park, PA. Taught the following courses: *Teacher as Researcher, Classroom Learning Environments, Principles of Instructional Supervision, Secondary Teaching*

1993-1995 *Teaching-Research Assistant*, The Benedum Collaborative, College of Education, West Virginia University, Morgantown, WV. Taught *Foundations of Education* and conducted research/evaluation for PDS as well as published newsletter.

<u>Supervision and School Partnership Work:</u>

Boise State University, College of Education, Boise, ID
2014-Present. *Associate Dean.* Coordinate, facilitate, supervise. Accreditation reporting.
2012-2014. *Teacher Education Coordinator* - Coordinate all field placements/experiences for elementary and secondary teacher education; facilitate unit governance meetings and work committees; participate in unit assessment and reporting.
2003-Present. *Liaison* – Supervise elementary and secondary school student teacher interns in placements at local partnership schools. Serve as university liaison to partnership school, hold meetings with interns and mentor teachers, facilitate intern placements at elementary and middle schools, and meet with ad-hoc Professional Development School committee. Served on the committee to revise Professional Year Field Guides and assessments. Developed PDS partnership with area elementary school.

The Pennsylvania State University, College of Education, University Park, PA
2002-2003. *Professional Development Associate* – University-based partner in State College Area School District-Penn State University Elementary PDS Partnership (ATE2002 Distinguished Program Award Winner). Supervised elementary school interns in a yearlong, integrated PDS program. Observed weekly, promoted reflective teaching, supported teacher inquiry, and lead field experience seminars. Collaborated with mentor teachers on teacher development and performance-based assessment of interns. Conducted annual program evaluations.
1999-2001. *Field Experience Supervisor* – Supervised prospective teachers in pre-student teaching field experience in secondary social studies, math, and foreign languages at selected secondary level schools. Conducted a weekly seminar on field experience issues.

North Marion High School, Professional Development School,
Marion County, WV
1998 – 1999. *Teacher Education Coordinator* – School-based partner in West Virginia University's Benedum Colalborative, a PDS partnership involving 21 public schools in a five county range from WVU. Coordinated placement of prospective teachers (interns). Observed and evaluated performance and planned orientations and professional development seminars during three-year program. Assisted with and provided guidance for intern action research projects. Contributed to the creation of assessment instruments for prospective teachers and the planning of field experience curriculum.

West Virginia University, College of Education and Human Resources,
Morgantown, WV
1993 – 1995. *Assistant to PDS Director* – Served as graduate assistant in The Benedum Collaborative. Published the Collaborative's monthly newsletter concerning school reform and PDS, handled publicity for public events, and constructed news releases. Participated in meetings and conferences with university and public school personnel on simultaneous renewal, served as a liaison between the University and various PDS sites in West Virginia and planned with colleagues for professional development and the implementation of WVU's redesigned teacher preparation program (Holmes Group model). Analyzed data for program evaluation and conducted interviews for assessment data set.

Professional Teaching Positions:

1997-1999 *High School Teacher*. North Marion High School, ***Professional Development School,*** Marion County, WV. Taught *Journalism I, II, and III; Creative Writing* – introductory and advanced courses in journalism, newspaper, yearbook, and school publicity (grades 9 – 12). Contributed to the creation of county and state standards for journalism curriculum. Advised monthly publication of award-winning student newspaper and yearbooks. Managed Journalism Department finances. Handled news releases and school publicity.

1996 *Adjunct Instructor*. Fairmont State College, Department of Language and Literature, Fairmont, WV. Taught: *Journalism History*, *The Publications Process*, and *English Composition* and advised weekly college newspaper.

1995 *Student teacher/Intern.* Morgantown High School, Morgantown, WV. Taught in 7th – 9th grade English classes as well as 11th grade English and journalism classes in middle and high school level Professional Development Schools. Advised monthly publication of the student newspaper. Taught an integrated *Linking the Humanities* course with social studies teacher.

Research and Scholarship:

Refereed Articles

Snow, J.L., Dismuke, S.D., Zenkert, A.J., & Loffer, C. (in press). Re-culturing Educator Preparation Programs: A Collaborative Case Study of Continuous Improvement. Re-submitted to *The Teacher Educator.*

Snow, J.L., Martin, S.D., & Dismuke, S. (2015). "We do more than discuss good ideas": A Close Look at the Development of Professional Capital in an Elementary Education Liaison Group. *Teacher Education Quarterly* (42), 2, pp. 43-63.

Thiede, Keith W.; Brendefur, Jonathan L.; Osguthorpe, Richard D.; Carney, Michele B.; Bremner, Amanda; Strother, Sam; Oswalt, Steven; and **Snow, Jennifer L.** (2015). "Can Teachers Accurately Predict Student Performance?" *Teaching and Teacher Education, 49*, 36-44.

Snow, J.L. & Martin, S.D. (2014). Confessions of Practice: Multi-dimensional Interweavings of our Work as Teacher Educators. *The New Educator*, *10* (4), 331 – 353.

Snow, J.L. & Zenkert, A. J. (2012). Positions toward Inquiry: Partners in Knowledge Construction and Teacher Development Across the Professional Life Span. *Swiss Journal of Education.*

Research and Scholarship (continued):

Refereed Articles (continued)

Martin, S. **Snow, J.L.** & Torrez, C. (2011). Navigating the Terrain of Third Space: Tensions With/In Relationships in School-University Partnerships. *Journal of Teacher Education*, *62* (3) 299 - 311.

Snow-Gerono, J.L. (2010). Living an Inquiry Stance Toward Teaching in School-University Partnerships. *Teacher Education and Practice*, *23*(3), 331 – 334.

Snow-Gerono, J.L. (2009). Voices less silenced: What do veteran teachers value in school-university partnerships and initial teacher preparation? *The Teacher Educator*, *44* (4).

Snow-Gerono, J.L. & Gregory, A. (2009). Which path to educational equity? External policy influences internal school goals. *Interchange*, *40* (1), 1 - 22.

Snow-Gerono, J.L., Dana, N.F., & Nolan, J.F. (2008). Following up with PDS graduates: An emergent theory of novice teacher leadership. *School-University Partnership Journal*, *(2)*, 2, 55 - 68.

Snow-Gerono, J.L. (2008). Locating supervision: A reflective framework to negotiating tensions within conceptual and procedural foci for teacher development. *Teaching and Teacher Education (24)*, 1502 - 1515.

Hale, A., **Snow-Gerono, J.L., &** Morales-Brendefur, F., (2008). Transformative education for culturally diverse learners through narrative and ethnography. *Teaching and Teacher Education.* (24), 6, 1413-1425.

Snow-Gerono, J.L. & Budge, K. (2008). Subject, self, and social for leadership of place. *Academic Exchange Quarterly (12)*, 2, 150 - 154.

Franklin, C.A. & **Snow-Gerono, J.L.** (2007). Perceptions of Teaching in an Environment of Standardized Testing: Voices from the Field. *The Researcher(21)*, *1*, 2 - 21.

Freedman, D. M., **Snow, J.,** Slonaker, A., Antrop-Gonzalez, R., Duo, P. C., Huang, Hsiu-Ping (2006). Yearbook Disclosure In/Ex-Clusion: Excavating Past Dirt, Identity, and Memory. *Journal of Curriculum Theorizing (22)* 4, 123 - 134.

Snow-Gerono, J.L. & Franklin, C.A. (2006). Mentor Teachers Share Views on NCLB Implementation: What are the Affects on Initial Teacher Preparation? *Kappa Delta Pi Record (43)*, *1*, 20 - 24.

Henning, M.B., **Snow-Gerono, J.L.,** Reed, D. & Jones, A. (2006). Listening to children think critically about Christopher Columbus. *Social Studies and the Young Learner (10)*, *2*, 19 - 22.

Research and Scholarship (continued):

Refereed Articles (continued)

Dana, N.F., Yendol-Silva, D. & **Snow-Gerono, J.L.** (2006). Deconstructing Inquiry: Exploring the Domains and Contents of Teachers' Questions. *Action in Teacher Education, 27 (4)*, pp. 59 - 71.

Snow-Gerono, J.L. (2005). Naming inquiry: PDS teachers' perceptions of teacher research and living an inquiry stance toward teaching. *Teacher Education Quarterly, 32* (4) pp. 79 - 95.

Snow-Gerono, J.L. (2005). Professional Development in a Culture of Inquiry: PDS Teachers Identify the Benefits of Professional Learning Communities. *Teaching and Teacher Education, 21(3)* 241-256.

Gregory, A., Rawley, M.A., Rogien, L.R., **Snow-Gerono, J.,** & Yates, D.L. (2005). A Factious Analogous Analysis of *No Child Left Behind* Through the Lens of *Harry Potter and the Order of the Phoenix. The Researcher, 19* (1) pp. 42 - 52.

Snow-Gerono, J.L., Yendol-Silva, D. & Nolan, J.F. (2002). Reconceptualizing curriculum for the PDS: University faculty negotiate tensions in collaborative design of methods courses. *Action in Teacher Education, 24* (3), 63 – 73.

Dana, N.F., Yendol-Silva, D., & **Snow-Gerono, J.** (2002). Building a culture of inquiry in a Professional Development School. *Teacher Education & Practice, 15*(4), 71-89.

Bullock, P., Park, V., Rodriguez, E., & **Snow, J.L.** (2002). Redefining interdisciplinary curriculum: Collaboration and change in secondary teacher education. *Interchange, 33* (2), 159 – 182.

Snow-Gerono, J., Dana, N.F., & Silva, D.Y. (2001). Where are they now? PDS interns emerge as first-year teacher leaders. *The Professional Educator, 24* (1), 35 – 48.

Book Chapters

Torrez, C.A. F., **Snow-Gerono, J.L.,** & Martin, S. (2011). Negotiating Complex Relationships in School-University Partnerships: Befuddled, Bewildered, and Even Bemused. In Nath, J.L., Ramsey, J., Guadarrama, I. (Eds.) *Investigating University/School Partnerships: A Volume in Professional Development School Research. Professional Development School Research Volume IV.* (249 – 268), Information Age Publishing.

Osguthorpe, R. & **Snow-Gerono, J.L.** (2010). Decorating for NCATE. In Pinnegar, S. (Ed.) T*ensions in Teacher Preparation: Accountability, Assessment, and Accreditation, Volume 12* within the *Advances in Research on Teaching.* (pp. 35 – 54). Emerald Group Publishing Inc.

Research and Scholarship (continued):

Book Chapters (continued)

Gregory, A. & **Snow-Gerono, J. L.** (2010). Embracing alternatives: Examining family constructs in the stories of early childhood. In Carole Rhodes & Lori Wolf (Eds.). *Exploring social justice issues in teacher education.* (pp. 77 – 105).

Snow-Gerono, J.L. (2008). Portraits of an inquiry stance toward teaching: Exploring explicit relationships between inquiry and PDS. In Guadarrama, I., Ramsey, J., & Nath, J. (Eds.) *Research in Professional Development School Series, Volume 3.* (pp. 295 – 317). Charlotte, NC: Information Age Publishing.

Gregory, A. & **Snow-Gerono, J.L.** (2008). Understanding early literacy learning and teaching. In Larocque, M. & Darling, S.M. (Eds.) *Blended curriculum in the inclusive K-3 classroom: Teaching ALL young children.* Boston: Pearson Education.

Snow-Gerono, J.L. & Franklin, C.A. (2007). Accountability System's Narrowing Effect on Curriculum in the United States: A Report Within an Elementary Education Teacher Certification Program. L. Deretchin & C. Craig (Eds.) *ATE Teacher Education Yearbook XV: International Perspective on Accountability Systems and Their Impact on Students, Society and Teacher Preparation* (pp. 97 – 112). Scarecrow Education Publications.

Snow-Gerono, J.L. (2007). Calling for democratic education through curriculum work… In. J.D. Marshall, J. Sears, Allen, L., Roberts, P., & Schubert, W. *Turning points: A contemporary American memoir*, (Afterword), (pp. 273-277) New Jersey: Prentice-Hall.

Antrop-Gonzalez, R., Freedman, D. M., **Snow-Gerono, J.,** Slonaker, A., Duo, P. C., & Huang, Hsiu-Ping (2006). Understanding school culture: In/Exclusion within yearbook discourses. In D. E. Armstrong and B. J. McMahon (Eds.). *Inclusion in urban educational environments: Addressing issues of diversity, equity, and social justice*. Greenwich, CT: Information Age Publishing.

Snow-Gerono, J.L. & Franklin, C.A. (2006). Teacher Education in an Era of Standardization and Accountability: Elementary School Teachers Share their Perceptions of Teaching and Mentoring in an Environment of Testing. Proceedings for the 4th Annual Hawaii International Conference on Education, January, ISSN# 1541-5880.

Snow-Gerono, J.L. & Slonaker, A.L. (2004). Finding our discursive selves: Examining positionality and (silent) voices in school-university partnerships. In L. Coia, N. Brooks, S.J. Mayer, P. Pritchard, E. Heilman, M.L. Birch, & A. Mountain. (Eds.) *Democratic Responses in an Era of Standardization* (pp. 51 - 69), Troy, NY: Educators International Press, Inc.

Invited Commentary

Snow-Gerono, J.L. & Franklin, C. (2007). Unintended consequences: Raising the bar on achievement may narrow the scope of learning. *Idaho Issues Online.*

Research and Scholarship (continued):

Book Reviews

Invited

Dismuke, S. & Snow, J.L. (2015). *IN/Exclusion in Elementary Education Learning Environments: A Book Review of Effective Inclusion Strategies for Elementary Teachers.* Teachers College Record on-line publication www.tcrecord.org

Snow-Gerono, J.L. (2004). Journeying for Social Justice: A Review of Walking the Road: Race, Diversity, and Social Justice in Teacher Education. *Teachers College Record* on-line publication www.tcrecord.org, May 10, 2004 issue.

Snow-Gerono, J.L. (2003). Who is asking the questions? A review of Disturbing PrActice: Reading teacher education as text. *Teaching Education, 14* (3) 339 - 341.

Snow, J.L. and Marshall, J.D. (2002). The more things change…: Rediscovering stubbornness and persistence in school-university collaborations [A review of *Collaborative reform and other improbable dreams*]. *Journal of Curriculum Studies, 34* (4), 481 – 494.

Publications Under Review

Snow, J.L., Wenner, J., & Dismuke, S., (2017). Professional Positioning as Inquiry: A Key to the Early Years of Teaching. *Journal of Teacher Education.*

Snow, J.L., Dismuke, S., Loffer, C. & Eliaison, M. (2016). Complicating Complexity in Teacher Development: Inquiry Communities in Induction. *The New Educator.*

Grants

Enright, E. **Snow, J.L.,** Dismuke, S. (2016, Summer). Investigating the Phenomenon of Feedback in Teacher Preparation: How Might it Influence Teacher Development and K-12 Student Learning? Grant proposal submitted to the Institute of Education Sciences.

Thiede, K., Semmelroth, C., **Snow, J.L.**, Cross, K., & Seibert, C. (2016). *Evaluating teachers with Danielson Framework for Teaching.* Grant proposal accepted by Idaho State Board of Education, ($200,000). Not Funded

Grants (continued):

Thiede, K., Osguthorpe, R.D., Brendefur, J. & Snow, J. (2012). *Improving teaching and classroom assessment by investigating the accuracy of student performance monitoring*. Grant proposal submitted to the U.S. Department of Education, Institution of Education Sciences (CASL) ($1,391,745). Funded

Professional Development in Content Area Literacy. No Child Left Behind Act of 2001 Eligible Partnership Subgrants. (Submitted with **Co-Principal Investigators** Anne Gregory, **Jennifer L. Snow-Gerono**, and Lee Dubert; and Susan Martin, Rosemary Palmer, Tanya Peters, Stan Steiner, and Roger Stewart (2006-2007). **Funded: $200,000.**

Social Justice Through Literacy. Research project in Southwestern Idaho elementary school. **Jennifer L. Snow-Gerono** and Anne Gregory (2004 – 2005). Boise State University Faculty Research Grant **funded: $4,998.**

Helping Adolescent Readers and Their Teachers: Collaborative Virtual Professional Development. Teacher Quality Research – Reading and Writing Grants (Total Budget Requested: $1,500,000). Submitted and denied with Principal Investigator Lee Dubert; Susan Martin, Anne Gregory, Rosemary Palmer, Roger Stewart, **Jennifer L. Snow-Gerono,** and Mary Ann Rawley (2005 – 2008).

Changing the Nature of Instruction: Professionalizing Teaching and Learning. Teacher Quality Grant submitted and denied ($676,726) Jonathan Brendefur, Anne Gregory, and **Jennifer L. Snow-Gerono** (2004 – 2007).

Evaluation/Technical Reports

Snow, J.L. (2015). *Boise State Self-Study*. Submitted to Council for Accreditation of Educator Preparation.

Snow-Gerono, J.L. (2002). *The Professional Development School Story continued: Assessing the impact of year four (2001 – 2002) of the State College Area School District – Pennsylvania State University Elementary Professional Development Schools.* Submitted to the State College Area Board of School Directors.

Snow-Gerono, J.L., Dana, N.F., & Nolan, J.F. (2002). *The Professional Development School Story continued: Assessing the impact of year three (2000 – 2001) of the State College Area School District – Pennsylvania State University Elementary Professional Development Schools.* Submitted to the State College Area Board of School Directors.

SCASD-Penn State Elementary PDS Partnership. (2002). *Simultaneous Renewal Through Inquiry*. Application report submitted to the Association of Teacher Educators for the 2002 Distinguished Program in Teacher Education.

Evaluation/Technical Reports (continued):

Nolan, J., **Snow, J.,** and Lehman, H. (2000). *The Professional Development School Story continued: Assessing the impact of year two (1999 – 2000) of the State College Area School District – Pennsylvania State University Elementary Professional Development Schools.* Submitted to the State College Area Board of School Directors.

International/National Conference Presentations

Snow, J.L. & Dismuke, S. (2016, October). Complicating Complexity. Paper presented at the annual COPIS Conference, Tampa, FL.

Enright, E., **Snow, J.L., &** Dismuke, S. (2016, October). Investigating the Phenomenon of Supervisor Feedback. Paper presented at the annual COPIS Conference, Tampa, FL.

Snow, J.L., Dismuke, S., Zenkert, A.J., Loffer, C. (2016, April). Teacher Performance Assessment: Living an Inquiry Stance Toward Teaching Teachers, Paper presented at the annual American Educational Research Association, Washington, D.C.

Dismuke, S., **Snow, J.L.,** & Eliaison, M. (2016, April). The First Years: A Case Study of Educator Preparation Program Completer Effectiveness. Paper presented at the annual American Educational Research Association, Washington, D.C.

Dismuke, S., **Snow, J.L.,** Eliaison, M., & Loffer, C. (2016, April). Re-Visioning Teacher Education Program Evaluation and Teacher Induction: A Mutually Beneficial Inquiry of Teacher Effectiveness. Paper presented at the annual American Educational Research Association, Washington, D.C.

Snow, J.L. (2015, April). *Supervisor Feedback Based on Purpose and Role: A Self-study of Observation Feedback for Teacher Candidates.* Paper presented at the annual American Educational Research Association, Chicago, IL.

Snow, J.L. (2015, April). *Implementing the Common Core State Standards in Elementary Schools: A Case Study of Voices from the Field.* Paper presented at the annual American Educational Research Association, Chicago, IL.

Dismuke, S. **Snow, J.L.**, Zenkert, A. J., & Loffer, C. (2015, April). *Embracing Transformation in Teacher Preparation: A Collaborative Case Study of Piloting Initiatives for Program Improvement.* Paper presented at the annual American Educational Research Association, Chicago, IL.

Dismuke, S., **Snow, J.L.**, & Martin, S. (2015, April). *Developing Professional Capital in an Elementary Education Liaison Group.* Paper presented at the annual American Educational Research Association, Chicago, IL.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Thiede, K. W., Brendefur, J., Carney, M., Osguthorpe, R., Snow, J., Bremner, A., Oswalt, S., & Woodard, S. (2013). *A Metacognitive Model of Teaching.* Poster presented at the 2013 Annual Meeting of the Psychonomic Society, Toronto, Canada.

Snow, J.L., & Martin, S.M. (2013, April). Confessions of Practice. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Martin, S. M., **Snow, J.L.,** Osguthorpe, R.D., Coll, K. & Boothe, D. (2012, *February).* Engaging in Third Space: Implementing a Shared Leadership Model in One Teacher Education Unit. Symposium presented at the annual meeting of the American Association of Colleges and Teacher Education, Chicago, IL.

Snow, J.L. & Zenkert, A. J. (2012, *February*). Shared Supervision Structures for Enhanced Partnerships and Meaningful Clinical Experience. Paper presented at the annual meeting of the Association of Teacher Educators, San Antonio, TX.

Martin, S. M., **Snow, J.L.,** & Torrez, C.A. (2011, April). Navigating the Terrain of Third Space: Tensions With/In Relationships in School-University Partnership. Paper presented at the annual meeting of American Educational Research Association, New Orleans, LA.

Snow, J.L., Hansen, F.B., Zenkert, A. J., & Gregory, A.E. (2011, April). Studying High-Quality Teachers Through Responsibly Just Engagement**.** Paper presented at the annual meeting of American Educational Research Association, New Orleans, LA.

Snow, J.L. & Zenkert, A. J. (2011, April). Inquiry Communities for an Inquiry Stance Toward Teaching at Multiple Levels.Poster presented at the annual meeting of American Educational Research Association, New Olreans, LA.

Snow, J.L., Coll, K., Martin, S. M., Osguthorpe, R.D. & Boothe, D. (2011, February). Telling the Story of Teacher Education Team (TET): Insights, Challenges and Connections to Outcomes. Interactive Dialogue at the annual meeting of the American Association of Colleges of Teacher Education, San Diego, CA.

Snow, J.L. & Zenkert, A. J. (2010, October). Cultivating Inquiry Stance. . . . Paper presented at the annual meeting of Curriculum and Pedagogy Conference, Akron, Ohio.

<u>**Research and Scholarship (continued):**</u>

International/National Conference Presentations (continued)

Snow, J.L., Hansen, F.B., Zenkert, A. J., & Gregory, A. E. (2010, April/May). Responsibly Just Engagement: Designing Systems and Frameworks for High Quality Teaching. Paper presented at the annual meeting of American Educational Research Association, Denver, CO.

Snow, J.L. & Zenkert, A. J. (2010, April/May). Cultivating an inquiry stance toward teaching: Authentic modeling and practice. Paper presented at the annual meeting of American Educational Research Association, Denver, CO.

Torrez, C.A. & **Snow, J.L.** (2010, February). Four Years Later--Not Much Has Changed: Teaching in a Testing Environment. Paper presented at the annual meeting of Association of Teacher Educators, Chicago, IL.

Snow, J.L., Hansen, F.B., Zenkert, A. J., & Gregory, A. (2009, October). Educating for responsibly just engagement: What will it take to ensure high quality experiences. Paper presented at the annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.

Bullock, P. & **Snow, J.L.** (2009, October). Teacher educator and LGBTQ issues: Why are we seeing straight? Paper presented at the annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.

Gregory, A.E., Cahill, M.A., **Snow-Gerono, J.L.,** Zenkert, A. J., Walther, J. VonMaur, A. (2008, December). Questioning texts: An analytic look at the texts of research-based programs. Paper presented at the annual meeting of the National Reading Conference,

Snow-Gerono, J.L. (2008, October). Supervision in teacher education: Collaborative inquiry groups to move 'beyond the triad.' Paper presented at annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.

Zenkert, A.J. & **Snow-Gerono, J.L.** (2008, October). Male elementary school teachers: Characteristics with/in the life of 'other.' Paper presented at annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.

Snow-Gerono, J.L. (2008, March). Voices less silenced? Perceptions of inservice teachers in education reform for initial teacher preparation. Paper presented at annual meeting of American Educational Research Association, New York, NY.

Franklin, C.A., **Snow-Gerono, J.L.** Martin, S. (2008, March). Befuddled, bewildered, and even bemused: A self-study of teacher educators in school-university partnerships. Paper presented at annual meeting of American Educational Research Association, New York, NY.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Bullock, P.L., Slonaker, A., **Snow-Gerono, J.L.**, Espinosa-Dulanto, M., Duque, G., & Slonaker, B. (2008, March). Social justice educators. Roundtable presented at annual meeting of American Educational Research Association, New York, NY.

Budge, K. & **Snow-Gerono, J.L.** (2007, November). *A 'Red' State, White Aspiring Leaders, and 'Blue' Faculty: Place, Politics, and Social Justice.* Paper presented at 21st Annual University Council for Education Administration Conference, Washington, D.C.

Snow-Gerono, J.L. (2007, October). *Balancing Teacher and Student Inquiry for Growth in a Democracy: A School-University Partnership in an Age of Accountability.* Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Budge, K. & **Snow-Gerono, J.L.** (2007, October). *Critical Place-conscious Leaders: "Blue" Faculty and White Aspiring Leaders in a Red State.* Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Gregory, A., **Snow-Gerono, J.L.**, Loffer, C., & Cahill, M.A. (2007, October). *Constructing Critical Literacy: Self-reflexive Ways for Curriculum and Pedagogy.* Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Bullock, P., Slonaker, A., **Snow-Gerono, J.**, Slonaker, B., Espinosa, M., Duque, G. (2007, October). *Coming out as social justice educators: Conflicts and dilemmas in mainstream institutions.* Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Snow-Gerono, J.L., Peters, T., Gregory, A., & Palmer, R. (2007, April). *Professional development for teacher leadership: Democracy within and across secondary schools for teaching for understanding.* Paper presentation at annual meeting of American Educational Research Association, Chicago, Illinois.

Franklin, C.A. & **Snow-Gerono, J.L.** (2007, April). *Novice teachers and accountability: Realities of working towards quality education.* Paper presentation at annual meeting of American Educational Research Association, Chicago, Illinois.

Franklin, C.A. & **Snow-Gerono, J.L.** (2007, February). *Accountability Systems' Narrowing Effect on Curriculum in the United States: A Report Within an Elementary Education Teacher Certification Program.* Invited presentation at the annual meeting of the Association of Teacher Educators, San Diego, CA.

Snow-Gerono, J.L. & Gregory, A. (2006, October). *Imagining safe (con)texts: Curriculum of family constructs and stories of early childhood.* Roundtable discussion at annual meeting of the Curriculum and Pedagogy Group, Balcones Springs, Texas.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Bullock, P., **Snow-Gerono, J.L.,** Slonaker, A., Darcy, G.D., Slonaker, B., & Antrop-Gonzalez, R. (2006, October). *Curriculum workers network: Fostering support of social justice research action across diverse locations and contexts.* Paper presentation at annual meeting of the Curriculum and Pedagogy Group, Balcones Springs, Texas.

Snow-Gerono, J.L. & Gregory, A. (2006, April). *Working toward social justice through literacy within a 'standardized' context of professional development.* Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.

Gregory, A. & **Snow-Gerono, J.L.** (2006, April). *Imagining alternatives: Family constructs, stories of early childhood, and making ready for children.* Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.

Franklin, C.A. & **Snow-Gerono, J.L.** (2006, April). *Agency and frustration: Preservice teachers' perceptions of teaching in an environment of testing and accountability.* Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.

Franklin, C.A. & **Snow-Gerono, J.L.** (2006, January). *Teacher education in an era of standardization and accountability: Elementary school teachers share their perceptions of teaching and mentoring in an environment of testing.* Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii.

Gregory, A. & **Snow-Gerono, J.L.** (2005, December). *Literacy as transformative practice: Teachers' inquiry into social justice.* Paper presented at the annual National Reading Conference, Miami, FL.

Gregory, A. & **Snow-Gerono, J.L.** (2005, December). *Acknowledging alternatives: Examining family constructs in the stories of early childhood.* Study group conducted at annual National Reading Conference, Miami, FL.

Gregory, A., **Snow-Gerono, J.** & Billetz, N. (2005, November). *Balancing literacy instruction in the prek-primary grades in the norms of NCLB.* Workshop presented at the 45th Biennial Convocation, Kappa Delta Pi, Orlando, Florida.

Snow-Gerono, J.L. & Gregory, A. (2005, October). *Embracing a federal mandate? Teachers join together to implement program and cultivate learning communities.* Paper presented at the 6th Annual Conference on Curriculum and Pedagogy, Miami, Ohio.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Snow-Gerono, J.L. & Franklin, C. (2005, October). *Elementary school teachers' perceptions of teaching and curriculum in an environment of increased testing and accountability: Walking the middle of the road.* Paper presented at the 6th Annual Conference on Curriculum and Pedagogy, Miami, Ohio.

Snow-Gerono, J.L. Cahill-Rawley, M.A., Yates, D., Gregory, A.E. & Rogien, L.R. (2005, April). *A factious analogous analysis of No Child Left Behind through the lens of Harry Potter and The Order of the Phoenix.* NRMERA Distinguished Paper presented at the annual American Educational Research Association, Montreal, Canada.

Snow-Gerono, J.L. & Franklin, C.A. (2005, February). *Teaching in an environment of testing: Mentor teachers in a school-university partnership share the influences of high-stakes testing on their teaching and mentoring.* Paper presented at the annual Association of Teacher Educators, Chicago, IL.

Snow-Gerono, J.L. (2004, October). *Social justice through literacy: Writing the story of teachers' understandings.* Interactive discussion at the annual Curriculum and Pedagogy conference, Miami, OH.

Slonaker, A., **Snow-Gerono, J.L.,** Slonaker, B., Bullock, P., & Duque, G. (2004, October). *Deliberating differently for social justice: A transparent, public democratic project.* Interactive discussion at the annual Curriculum and Pedagogy conference, Miami, OH.

Dana, N.F., **Snow-Gerono, J.L.** & Nolan, J.F. (2004, April). *Following up with PDS graduates: An emergent theory of teacher leadership.* Paper presented at the annual American Educational Research Association, San Diego, CA.

Snow-Gerono, J.L., Nolan, J.F., Hilkirk, K., & Badialo, B. (2004, February). *Assessing the impact of Professional Development School partnerships.* Paper presented at the annual American Association for Colleges of Teacher Education, Chicago, Il.

Snow-Gerono, J.L. and Slonaker, A. (2003, October). *Balancing public and private purpose: Examining potentially productive tensions within teacher inquiry.* Presentation at the 4th Annual Curriculum and Pedagogy Conference, Decatur, GA.

Slonaker, A. and **Snow-Gerono, J.L.** (2003, October). *Finding our discursive selves: Examining positionality and (silent) voices in school-university partnerships.* Presentation at the 4th Annual Curriculum and Pedagogy Conference, Decatur, GA.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Ruth, A.E. & **Snow-Gerono, J.L.** (2003, April). *Mentoring in a PDS: Exploring the Simultaneous Development of a Mentor Teacher and her Intern.* Paper Presentation at the American Education Research Association, Chicago, Illinois.

Snow-Gerono, J.L. (2003, April). *Professional Development in a Culture of Inquiry: A PDS Partnership and its Impact on Teacher Researchers.* Paper Presentation at the American Education Research Association, Chicago, Illinois.

Snow-Gerono, J.L. (2003, April). *A Portrait of an Inquiry Stance: Teachers Researchers' Perceptions of Inquiry and how it Impacts Professional Development.* Paper Presentation at the American Education Research Association, Chicago, Illinois.

Snow-Gerono, J.L., Nolan, J.F., Dana, N.F., Ruth, A.E., McCarty, C., Alekna, M., Fanelli, S., & Jacobs, J. (2003, February). *Developing teacher leaders within a Professional Development School internship: Following up with PDS graduates.* Professional Clinic Presentation at the Association of Teacher Educators 83rd Annual Meeting, Jacksonville, Florida.

Snow-Gerono, J.L. & Slonaker, A. (2002, October). *Tipping the scales in school-university partnerships: Deconstructing a democratic dialectic.* Interactive Discussion at the 3rd Annual Curriculum and Pedagogy Conference, Decatur, GA.

Slonaker, A. & **Snow-Gerono, J.L.** (2002, October). *What are we educating for? Sustaining participatory democratic ideals through literacy as a social practice.* Interactive Discussion at the 3rd Annual Curriculum and Pedagogy Conference, Decatur, GA.

Dana, N.F., Abruzzo, S., Gimbert, B.G., Nolan, J., Silva, D.Y., **Snow-Gerono, J.,** Henning, M.B., Zembal-Saul, C. (2002, February). *Developing the teacher education curriculum for Professional Development Schools.* Professional Clinic Presentation at the Association of Teacher Educators 82nd Annual Meeting, Denver, Colorado.

Dana, N.F., Nolan, J.F., Abruzzo, S., Bradley, B., Easley, J., Henning, M.B., **Snow-Gerono, J.,** & Zembal-Saul, C., (2002, January). *Research and scholarship in the SCASD-Penn State Elementary PDS partnership.* Roundtable Presentation at The Holmes Partnership Sixth Annual Conference, San Antonio, Texas.

Dana, N.F., Nolan, J.F., Abruzzo, S., Bradley, B., Easley, J., Henning, M.B., **Snow-Gerono, J.,** & Zembal-Saul, C., (2002, January). *Preparing Future Teacher Educators Through Engagement in Collaborative Supervision and Program Development in the Professional Development School.* Paper Presentation at The Holmes Partnership Sixth Annual Conference, San Antonio, Texas.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Dana, N.F., Nolan, J.F., Abruzzo, S., Bradley, B., Easley, J., Henning, M.B., **Snow-Gerono, J.,** & Zembal-Saul, C., (2002, January). *SCASD - Penn State PDS Partnerships.* Roundtable Presentation at The Holmes Partnership Sixth Annual Conference, San Antonio, Texas.

Rodriguez, E., Bullock, P., Freedman, D. **Snow-Gerono, J.** (2001, October). *Disrupting to create anew: exploring the possibilities of narratives in the classroom.* Paper Presentation at the Conference on Curriculum and Pedagogy, Victoria, Canada.

Slonaker, A., **Snow-Gerono, J.,** & Slonaker, B. (2001, October). *Yearbook discourse In/Ex-clusion: Excavating past dirt, identity, and memory.* Interactive Discussion at the Conference on Curriculum and Pedagogy, Victoria, BC, Canada.

Freedman, D., Duo, P., Antrop-Gonzalez, R., Huang, H., Slonaker, A., & **Snow-Gerono, J.** (2001, October). *Excavating meaning: past dirt, identity, and memory within/on/between yearbook discourses.* Paper Presentation at The Conference on Curriculum Theory and Classroom Practice (the Bergamo Conference), Dayton, Ohio.

Snow, Jennifer L. and Silva, Diane Y. (2001, April). *Reconceptualizing Curriculum for the Professional Development School: Methods Faculty Self-Reflections.* Paper Presentation at the American Education Research Association, Seattle, Washington.

Snow, Jennifer L., Freedman, Debra; Rodriguez, Encarna; and Bullock, Patricia. (2000, November). *Narratives as emancipatory practice: The reconceptualizing of a secondary education course.* Paper Presentation at the 1st Annual Conference on Curriculum and Pedagogy, Austin, Texas.

Snow, Jennifer L.; Rodriguez, Encarna; and Bullock, Patricia. (2000, November). *Ask my paper doll who I am as a teacher…* Paper Presentation at the Arts-based Educational Research Conference, Austin, Texas.

Snow, Jennifer L. and Dempsey, Van. (1999, February). *Coordination of Teacher Education at a PDS.* Presentation at the 4th Annual Kansas University PDS Conference, Kansas City, Missouri.

Regional Conference Presentations

Snow-Gerono, J.L., Gregory, A., & Rawley, M.A. (2005, October). *No teacher left behind: Teams benefit literacy learning.* Paper presented at the 23rd Annual Conference Northern Rocky Mountain Educational Research Association. Jackson Hole, Wyoming.

Research and Scholarship (continued):

Regional Conference Presentations (continued)

Franklin, C. & **Snow-Gerono, J**. (2005, October). *Teachers and testing: Mentor teachers share experiences.* Paper presented at the 23rd Annual Conference Northern Rocky Mountain Educational Research Association. Jackson Hole, Wyoming.

Gregory, A. & **Snow-Gerono, J.L.** (2005, October). *Embracing alternatives in the Stories of Early Childhood.* Paper presented at the 23rd Annual Conference Northern Rocky Mountain Educational Research Association. Jackson Hole, Wyoming.

Snow-Gerono, J.L. Cahill-Rawley, M.A., Yates, D., Gregory, A.E. & Rogien, L.R. (2004, October). *A factious analogous analysis of No Child Left Behind through the lens of Harry Potter and The Order of the Phoenix.* Paper presented at the annual Northern Rocky Mountain Educational Research Association, Custer, SD.

Gregory, A.E. & **Snow-Gerono, J.L.** (2004, October). *Literacy and social justice: Teachers' inquiry for transformative practice.* Paper presented at the annual Northern Rocky Mountain Educational Research Association, Custer, SD.

Snow-Gerono, J.L. & Ruth, A.E. (2002, October). *Exploring the journey of a PDS intern graduate into a PDS mentor teacher.* Paper Presentation at the 31st annual meeting of The Pennsylvania Association of College and Teacher Educators, Hershey, PA.

Snow-Gerono, J.L., Dana, N.F., Nolan, J.F., Ruth, A.E., McCarty, C., Thulin, J., Amond, M. & Alekna, M. (2002, October). *The cultivation of teacher leaders in a Professional Development School context.* Workshop presented at the 31st annual meeting of The Pennsylvania Association of College and Teacher Educators, Hershey, PA.

Local Conference Presentations

Snow, Jennifer L. (1995, June). *Public Relations in a PDS.* Workshop for PDS teachers in a partnership with the Benedum Collaborative.

Discussant/Chair for Conference Sessions

Snow, J.L. (2015, April). *Teacher Leadership.* Annual American Educational Research Association, Chicago, IL.

Snow, J.L. (2010, April/May). *Teaching in an Urban Context: Thoughts, Reflections, and Challenges.* Chair. American Educational Research Association, Denver, CO.

Snow, J.L. (2010, April/May). *Professional Development in Social Justice Education.* Chair. American Educational Research Association, Denver, CO.

Research and Scholarship (continued):

Discussant/Chair for Conference Sessions (continued)

Snow, J.L. (2010, April/May) *Exploring Discipline-Based Issues in Preservice Teacher Education.* Chair. American Educational Research Association, Denver, CO.

Snow-Gerono, J.L. (2008, March). *Early career to veteran teachers' professional development learning experiences.* Discussant (four papers). American Educational Research Association, New York, NY.

Snow-Gerono, J.L. (2008, March). *Learning from others: Mentoring and supervision.* (Chair). American Educational Research Association, New York, NY.

Snow-Gerono, J.L. (2006, April). *Bridging pre-service teachers' educational experiences through mentoring & practice in the classroom.* Discussant (four papers). American Educational Research Association, San Francisco, CA.

Snow-Gerono, J.L. (2006, April). *Teacher research and teacher learning through professional development.* (Chair). American Educational Research Association, San Francisco, CA.

Snow-Gerono, J.L. (2005, April). *Technological Innovations in Teacher Preparation and Teacher Development.* Discussant (four papers). American Educational Research Association, Montreal, Canada.

Snow-Gerono, J.L. (2005, February). *Research in Preservice Teacher Education.* (Invited Discussant for double session.) Association of Teacher Educators, Chicago, Illinois.

Snow-Gerono, J.L. (2003, April). *Supervision as a Moral Endeavor.* (Invited Discussant on Panel for "Stephen Gordon's Perspective on Supervision as a Moral Endeavor.") American Educational Research Association, Chicago, Illinois.

General Professional:

2013-Present. *State Leadership Team Member.* Smarter Balanced Digital Library.
2011-Present. *Co-facilitator*, Idaho IHE Coalition.
2010. *Member,* University of Phoenix State Focused Review Team.
2010. *Participant*, Professional Standards Commission, Elementary Standards Review.
2009-2010. *Facilitator*, AERA Division B (Curriculum Studies) New Faculty Development Seminar.
2009-Present. *Participant*, Association of Teacher Education, Research Committee.
2007 – 2011. *Council Member.* Curriculum and Pedagogy Group (Membership Committee Chair; Program Committee Chair).
2009. *Facilitator*, Center for Teaching and Learning, Action Research Workshop.
2006-2007. *Member*, NNU State Review Team, NCATE.
2005-2007. *Participant*, Boise State Shared Leadership.

2003– 2006. *Inservice* – Presented inservices to Boise School District Special Education Paraprofessionals on Student Management (each semester).
2006. *Participant*, Boise State H3 Project Redesign Seminar.
2004, April. *Participant* – AERA Division K (Teacher Education) New Faculty Development Seminar.
2002-2004. *Book Editor*—Work with Dr. J. Daniel Marshall at Penn State University on the revisions for second edition of book, *Turning Points in Curriculum: A Contemporary American Memoir.*
2003. *Inservice* – Presented inservice with Dr. Nancy Dana on teacher inquiry for the Tyrone Area School District in Pennsylvania for secondary teachers and administration in line with their decision to focus on teacher research for self-directed supervision.

Service:

International/National
2013 - Present. *Editorial Board Member.* Journal of Teacher Education.
2009-Present. *Member.* Research Committee, Association of Teacher Educators.
2008-Present. *Member.* Dissertation Award Committee, Association of Teacher Educators.
2009-2012. *Co-Chair.* Program Committee, C&P Council.
2007-Present. *Member.* Council Curriculum and Pedagogy Group.
2007-Present. *Manuscript Reviewer.* Curriculum and Pedagogy Conference Proceedings.
2007-Present. *Book Reviewer.* SAGE Publications, Classroom management texts.
2007-Present. *Member.* Finance Committee, Curriculum and Pedagogy Group.
2006 – Present. *Manuscript Reviewer.* *Journal of Curriculum and Pedagogy.*
2006 – Present. *Manuscript Reviewer.* *Journal of Teacher Education.*
2006-Present. *Manuscript Reviewer.* *Teaching and Teacher Education.*
2002-Present. *Manuscript Reviewer*, *Action in Teacher Education.*
2006-2010. *Member*, Communications Committee, Curriculum and Pedagogy Group.
2005-Present. *Manuscript Reviewer.* *Journal of School Leadership.*
2007-2009. *Member.* Dissertation Award Committee, Curriculum and Pedagogy Group.
2003-2009. *Chair*, Membership Committee, Curriculum and Pedagogy Group.
2006. *Book Reviewer.* Pearson Education, Curriculum texts.
2002. *Manuscript Reviewer*, *Teaching Education.*
2003. *Book Reviewer*, Allyn & Bacon, Classroom Management texts.

State
2011-Present. *Co-facilitator.* IHE Coalition – Idaho.
2010. *Participant*, Idaho Elementary Education Teacher Professional Standards Revision.
2010. *Reviewer*, Idaho State Department of Education Review of University of Phoenix.
2006. *Reviewer*, NCATE/Idaho State Department of Education Review of NNU teacher education programs – elementary education, master's level reading degrees.
2002. *Participant*, Professional Standards Commission Review of Rubrics and Standards for Elementary Teacher Certification.

Service:

University

2013-2014. COE Dean Search Committee.
2012-Present. *Faculty Senate.*
2012. *Interdisciplinary Mentor.*
2011-Present. Naming Committee.
2011-Present. Honorary Doctorate Committee.
2012-Present. Faculty Financial Affairs – Senate Liaison.
2012-Present. *Senate Liaison.* Faculty Financial Affairs Committee.
2009-Present. *Virtual Teaching and Learning with Technology Roundtable*
2007-Present. *Undergraduate Research Committee.*
2008-Present. *Honorary Doctorate Committee*
2006 – 2009. *Faculty Senator*, Boise State University Faculty Senate.
2004-2008 *Member*, Diversity Requirement Committee, Boise State University.
2003-2005. *Member*, Student Affairs Committee, Boise State University.
2002 – 2003. *Member*, Faculty Council Faculty/Staff/Student Awards Committee, The Pennsylvania State University.
2002. *Participant*, PDS Digital Video Production Team, The Pennsylvania State University.

College

2010-Present. Clinical Field Experience Sub-committee, TECC.
2010-Present. Teacher Education Shared Leadership Team
2008-Present. Leadership Team(s), College of Education.
2008-Present. Teacher Education Coordinating Council.
2009-Present. Teacher Education Assessment Work Group.
2004-Present. *Counselor*, Kappa Delta Pi, Installation of Chapter at Boise State University.
2003-2011. *Co-Advisor*, Teacher Education Association, Boise State University.
2009. NCATE Rejoinder Task Force.
2006. *Member*. Bilingual Education Search Committee.
2005 – 2008 *Member*, Curriculum Committee.
2004 - 2008. *Member*, Doctoral Curriculum Committee.
2004-2006. *Member*, Field Guide Revisions.
2004-2005.*Member*, Literacy Search Committee.

CIFS Department

2013. *Member*. Search Committee.(s)
2009-Present. *Facilitator*. Elementary Education Task Force.
2008-2012. *Department Chair.*
2006 - Present. *Chair*. Policy Committee.
2005 – Present. *Member.* Curriculum Committee.
2003-Present. *Member*, Educational Leadership Task Force and Search Committee.
2006 – 2007. *Member*. Search Committees.
2003-2005. *Member*, Promotion and Tenure Committee.

2003 – 2004. *Member*, Post-Baccalaureate Certification Program Committee, CIFS Department Committee.
2003 – 2004. *Member*, Elementary Education Program Redesign, CIFS Department.

Doctoral Committees:
Brad Coats (**Chair**, 2017)
Paul Sebastian (**Chair,** 2017)
Tana Jons (**Co-Chair,** 2017)
Leisl Milan (2016)
Jamie Sand (**Chair** 2016)
Bevin Etheridge (**Co-Chair,** Graduated December 2015)
Darcie Rae **(Co-Chair**, Graduated May 2015)
Jacob Skousen (Graduated May 2015)
Jennifer Gardner (Graduated May 2015)
Brady Webb (Graduated May 2015)
Ezra Gwilliams (**Co-Chair**, Graduated Fall 2013)
A.J. Zenkert (Graduated Fall 2013)
Kelley Moneymaker (Graduated Fall 2013)
Christina Ramirez-Nava (Graduated Fall 2013)
Pamela Briggs (**Chair**, Graduated, Summer 2012)
Josh Pfiester (Graduated, Summer 2012)
Jane McKevitt (Co-**Chair,** Graduated, Spring 2012)
Chris Haskell (**Chair**, Graduated, Spring 2012)
Bevin Etheridge (**Co-Chair**, Comps Spring 12)
Faith Beyer Hansen (Graduated, December 2011)
Eun Kyoung Yu (Graduated, August 2011)
Darlene Hartman-Hallam – (Graduated, May 2011)
Donnie Hale – (Graduated, May 2011)
Pam Gehrke (defended proposal, Spring 2011)
Greg Hoetker - Graduated, May 2010
Darcy Jack - graduated, May 2010
Jane Walther – graduated, December 2009
Julia Zarbnisky – graduated, December 2009
Brian Whitney – graduated May 2009
Linda Kirby - graduated December 2008
Mary Ann Cahill – graduated, May 2007
Jo Anne Lafferty – graduated, December 2005
Ruth Calnon – graduated, December 2005
Debra Yates – graduated December, 2005 (**Co-chaired dissertation**)
Celia King – (completed Comps, 2006)
Lisa Kinnaman (completed Comps, Spring 2008)

Master's Committees:

Christine Change Gillespie (December 2013)
Nate Dean (December 2015)
Pam Davis (July 2004)
Catherine Hazah (December 2004)
Christina Reggear (Thesis Defense, May 2005)
Nichole Billetz Moos (Undergraduate Honors Thesis, May 2005)
Jaime Campbell (July 2005)
Anabel Ortiz-Chavolla (October 2005)
Jason Draney (March 2006)
Dave Michael (March 2006)
Sheila Scott (March 2006)
Susan Hawke (July 2006)
Brooke Claridge (July 2006)
William Richard McClain (Chair, October 2006)
Jennifer McClain (October 2006)
Natalie Aurich (October 2006)
Roanna Barclay (October 2006)
Kimberly Hale (October 2006)
Phil Hiller (October 2006)
Johnna Anderson (Thesis defense, December 2006)
Annetta Brooks (March 2007)
Lindsey Truxel (Chair, March 2007)
Rebecca Franks (March 2007)
Kandy Stanford (March 2007)
Julie Matsushita (July 2007)
Leah Rencher (Chair, July 2007)
Danielle Stoddard (July 2007)
Marvin Schroeder (July 2007)
Gilberto Lara (July 2007)
Jaime Sand (October 2007)
Janine Balfour (October 2007)
Jared Hulme (December 2008)
Andrea Baerwald (July 2008)
Michelle Devine (May 2009)
LaRona Ezell (May 2009)
Linda Osgood (July 2009)
Gabriel Horn (Thesis defense, August 2009)
Camille Hammond (October 2009)
Troy Nickel (October 2009)
Julie Read (March 2010)
Jennifer Fish (July, 2010)
Heather Larsen (December, 2011)
Margaret Lisa Link (May, 2011)
Ghada Almarwazi (Thesis May 2013)

Professional Associations:
American Education Research Association, American Association of Colleges of Teacher Education, Curriculum and Pedagogy Group (Council Member 2007 – 2011), Association of Teacher Educators, and Curriculum Workers Society (Founding member, The Pennsylvania State University).

Awards and Recognitions:
Boise State University Faculty Research Associate (2007 – 2008), Phi Delta Kappa Andrew V. Kozak Fellowship (2003), Association of Teacher Educator's Distinguished Program in Teacher Education (SCASD-Penn State Elementary PDS Partnership) (2002), Penn State Graduate Student Recognition Award for Outstanding Scholarship, Research, Dedication to Education and the Promise of Professional Excellence (2001), Eva Diefenderfer Graduate Fellowship (2000-2001), and Who's Who Among America's Teacher (1997-1999).

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TAB	DESCRIPTION	ACTION
1	**BOARD POLICY III.Q. ADMISSIONS STANDARDS – FIRST READING**	Motion to Approve
2	**BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN ENGINEERING**	Motion to Approve

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SUBJECT

Board Policy III.Q, Admissions Standards – First Reading

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.
February 2014	Board approved the second reading of amendments to Board Policy III.Q.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q, Admissions Standards

BACKGROUND / DISCUSSION

At its October 2016 meeting, the State Board of Education (Board) approved a new section of Board Policy III.O regarding placement for entry-level college courses. This section of policy was originally addressed in Board Policy III.Q Admission Standards. Proposed amendments include removing the course placement section, which is now its own policy. Other proposed amendments include:

- Adding Direct Admissions program under sub section 4.
- Updating subject area titles within the Idaho college admission requirements chart.
- Removal of the course placement section, including tests no longer available.
- Changing the term “conditional” to “provisional” admission as it is the most commonly used term on campuses.
- Clarifying language providing institutional discretion regarding students admitted on provisional status.
- General language updates to remove dated references.

IMPACT

Proposed amendments include cleaning up dated language throughout policy, ensuring consistency with the placement policy approved at the December 2016 Board meeting, and adding the Direct Admissions program as another method for admitting students into Idaho’s public colleges and universities.

ATTACHMENTS

Attachment 1 – Board Policy III.Q, Admissions Standards – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff reviewed Board Policy III.Q in its entirety with the Admission Directors from Idaho's public postsecondary institutions and identified areas that needed to be updated or clarified.

The Council on Academic Affairs and Programs supported the proposed amendments at their March 23, 2017 meeting with the understanding that the policy would clarify the requirements for a student accepted under the Direct Admissions program. Proposed amendments were recommended for approval by the Instruction, Research and Student Affairs (IRSA) at its March 30, 2017 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board Policy III.Q, Admission Standards 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: Q. Admission Standards **June 2017~~December 2016~~**

1. Coverage

   Boise State University, College of Western Idaho, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and The University of Idaho are included in this subsection. The College of Southern Idaho, College of Western Idaho and North Idaho College are exempted from certain provisions of this admission policy ~~as determined~~when established in policy by their local boards of trustees.

2. Purposes

   The purposes of the admission policies are to:

   a. Promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;

   b. Inform students of the academic and ~~applied technology~~technical degree expectations of postsecondary-level work;

   c. Improve the quality of academic and ~~applied technology~~technical degree preparation for postsecondary programs;

   d. Enhance student access to academic and ~~applied technology~~technical degree programs; and

   e. Admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

3. Policies

   The college and universities must~~, with prior Board approval,~~ establish institutional policies which meet or exceed the following minimum admission standards. Additional and more rigorous requirements also may be established by the college and universities for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

4. Academic College and University Regular Admission

   Students attending an Idaho public school may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. Admission awarded through the program is contingent upon verified level of achievement in high school curriculum and performance on a college entrance exam, and, successful completion of state high school graduation requirements.

~~A degree-seeking student with fewer than fourteen (14) credits of postsecondary work~~ An applicant who is not admitted under the State Board's Direct Admission Program must complete each of the minimum requirements listed below. ~~(~~International students and those seeking postsecondary career technical studies are exempt.~~)~~

a. Submit scores received on the ~~ACT (~~American College Test~~)~~ (ACT) or ~~SAT (~~Scholastic Aptitude Test~~)~~ (SAT) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements~~.~~; and

b. Graduate from an accredited high school and complete the courses below with a minimum 2.00 cumulative grade point average. Applicants who graduate from high school ~~in~~ prior to 1989 ~~or later~~ will be subject to the admission standards at the time of their graduation.

Admissions Standards Core

Subject Area	Minimum Requirement	Select from These Subject Areas
~~English~~ Secondary Language Arts and Communication	8 credits	Composition, Literature, Oral Communication
Mathematics	6 credits	A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended. Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Mathematics Achievement Standards. Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10^{th}, 11^{th}, and 12^{th} grade.
Social ~~Science~~Studies	5 credits	American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics (Consumer Economics if ~~it includes components as recommended by the State Department of Education~~aligns to the state content standards), Psychology, and Sociology.
~~Natural~~ Science	6 credits	Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of

		two (2) credits may be derived from ~~vocational~~ career technical science courses ~~jointly approved by the State Department of Education and the State Division of Career Technical Education~~when courses are aligned to state career technical content standards, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits). Must have laboratory science experience in at least two (2) credits. A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Arts and Humanities (including world languages)~~Foreign Language~~	2 credits	Literature, History, Philosophy, Fine Arts (if the course ~~includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation~~is aligned to the state arts and humanities content standards), and inter-disciplinary humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category. ~~Foreign~~ World Language is strongly recommended. The Native American Languages may meet the foreign language credit requirement
Other College Preparation	3 credits	Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). ~~State Division of~~ Career technical education- ~~approved~~ classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.

~~c. Placement in entry-level college courses will be determined according to the following criteria.~~

~~Placement Scores for English~~

~~Class~~	~~ACT English Score~~	~~SAT English Score~~	~~AP Exam~~	~~COMPASS Score~~
~~English 90~~	~~<17~~	~~>200~~	~~NA~~	~~0 - 67~~
~~English 101~~	~~18-24~~	~~>450~~	~~NA~~	~~68 - 94~~
~~English 101 Credit English 102 Placement~~	~~25-30~~	~~>570~~	~~3 or 4~~	~~95 -99~~
~~Credit English 101 and English 102~~	~~>31~~	~~>700~~	~~5~~	

~~Placement Scores for Math~~

~~Class~~	~~ACT Math Score~~	~~SAT Math Score~~	~~COMPASS Score~~
~~Math 123~~ ~~Math 127~~ ~~Math 130~~	~~>19~~	~~>460~~	~~Algebra > 45~~
~~Math 143~~ ~~Math 147~~ ~~Math 253-254~~	~~>23~~	~~>540~~	~~Algebra >61~~
~~Math 144~~ ~~Math 160~~	~~>27~~	~~>620~~	~~College Algebra >51~~
~~Math 170~~	~~>29~~	~~>650~~	~~College Algebra >51~~ ~~Trigonometry >51~~

~~NOTES:~~

If ~~a~~the high school the student graduated from does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/~~Foreign~~ World Languages) may not count in another category.

5. Academic College and University ~~Conditional~~ Provisional Admission

a. ~~It is the Board's intent that a~~A ~~student seeking conditional provisional admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement.~~

~~i. Submit scores received on ACT (American College Test) or SAT (Scholastic Aptitude Test)scores must be submitted prior to enrollment. Effective fall semester 1989.~~

~~b.ii. Effective fall semester 1989, a~~A degree-seeking applicant who does not qualify for admission based on 4.b above but who satisfies one (1) of the criteria below, may ~~be asked to petition~~seek provisional admission by petitioning the institutional admission director ~~for admissions.~~:

i. ~~A high school g~~Graduated from an accredited secondary school ~~who~~ but has not completed the ~~Board's~~ Admission Standards C~~c~~ore set forth above ~~and has a predicted college GPA of 2.00 based on ACT, SAT and/or ACT COMPASS at the institution to which the student is seeking admission.~~;

ii. ~~Students who~~ Did not graduate from an ~~non-~~accredited secondary school~~s~~, including ~~or was~~ home schooled students~~s~~ ~~must have a predicted college GPA of 2.00 based on the ACT or SAT at the institution to which the student is~~

~~seeking admission. In addition, the student must have~~and has ~~an~~ acceptable performance on ~~one (1) of the following two (2) testing indicators: (a)~~either the GED (General Educational Development) Test~~;~~ or ~~(b)~~ another standardized diagnostic test accepted by the institution~~s such as the ACT COMPASS, ASSET, or CPT~~.

iii. Deserves special consideration by the institution, e.g., disadvantaged or minority students, delayed entry students, returning veterans, or talented students wishing to enter college early.

~~NOTE: Regarding the ACT/SAT, this requirement is for students who graduated from high school in 1989 or later. Students who have graduated prior to 1989 or who have reached the age of 21 at the time of application are subject to each institution's testing requirements for admission.~~

A student seeking provisional admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement, one (1) of which must be the ACT or SAT. ACT or SAT scores must be submitted prior to enrollment.

c. If provisionally admitted, ~~the~~ a student ~~must~~ will enroll with ~~conditional~~ provisional standing and is subject to the institutional grade retention~~/probation/dismissal~~ policies~~;~~. ~~excepting that a~~A provisionally admitted student ~~with conditional provisional standing~~ may change to regular admission status upon satisfactory completion of fourteen (14) baccalaureate-level credits, twelve (12) of which must be ~~in four (4) different subject areas of the~~ general education ~~requirements of~~courses~~ the institution the student is attending~~. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

6. Advanced Opportunities ~~Students~~

~~Those s~~Secondary students who wish to participate in the Advanced Opportunities outlined in Board Policy Section III.Y. Advanced Opportunities, must follow the procedures outlined in Board Policy III.Y.

7. Transfer Admission

a. ~~Effective fall semester 1989, a~~A degree-seeking student ~~with~~ who~~, since~~ after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable ~~baccalaureate~~ academic college-level credit from ~~another~~ a regionally accredited college or university ~~and~~ with a minimum cumulative GPA of 2.00~~ or higher~~ may be admitted.

b. A student not meeting ~~this~~ the requirement in section 7.a~~, above~~, may petition the institutional admissions director~~ of admissions~~ to be admitted. If admitted~~,~~, the student must enroll on probation status, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a minimum 2.00 GPA ~~or higher~~, or may be dismissed.

~~The community colleges work cooperatively with the college and universities to ensure that transfer students have remedied any high school deficiencies, which may have prevented them from entering four-year institutions directly from high school.~~
~~8. Compliance and Periodic Evaluation~~

~~The Board will establish a mechanism for:~~

~~a. monitoring institutional compliance with the admission standards;~~

~~conducting and reporting periodic analyses of the impact, problems, and benefits of the admission standards; and~~

~~providing information as necessary and appropriate from the college and universities to the secondary schools and community colleges on the academic performance of former students.~~

~~9~~8. Career Technical Education Admissions

a. Admission Standards

Regular or ~~Conditional~~ Provisional admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to Workforce Development or~~,~~ Short-term Training programs~~, Farm Management, Truck Driving, Apprenticeship, and Fire and Emergency Service courses/programs~~. Career technical programs employ program admission processes in addition to institutional program admission.

b. Placement Tests

Placement test scores indicating potential for success are generally required for enrollment in a career technical program of choice. Placement score requirements vary according to the program.

c. Idaho Technical College System

The career technical programs are offered at the following locations:

Region I	Coeur d'Alene, North Idaho College
Region II	Lewiston, Lewis-Clark State College
Region III	Nampa, College of Western Idaho
Region IV	Twin Falls, College of Southern Idaho
Region V	Pocatello, Idaho State University

Region VI Idaho Falls, Eastern Idaho Technical College

d. ~~Purposes~~Student Advising

i. Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.

ii. Emphasize that career technical courses in high school, including career technical advanced opportunities and work-based learning connected to school-based learning, are beneficial to students seeking continued education in career technical programs at the postsecondary level.

iii. Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many career technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.

iv. Clarify that career technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

e. Career ~~technical~~ Technical Regular Admission

Students desiring *Regular Admission* to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses. Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

i. Standards for students who graduate from high school ~~graduates of~~in 1997 ~~and thereafter~~or earlier

1) High School diploma with a minimum 2.0 GPA[1]; and,

2) Placement examination[2] (~~CPT, ACT COMPASS,~~ ACT, SAT or other diagnostic/placement tests as determined by the institution. ~~CPT or ACT~~

[1]An institution may ~~choose to~~ substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

[2]If accommodations are required to take the placement exam(s) because of a disability, please contact the College to which you are interested in applying.

~~COMPASS s~~Scores may also be used to determine placement eligibility for specific career technical programs.); and,

3) Satisfactory completion of high school coursework that includes at least the following:

   a) *Mathematics -- 4 credits* (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. ~~(After 1998, l~~Less rigorous ~~math~~mathematics courses taken in grades 10-12 after 1998, such as pre-algebra, review math, and remedial math, shall not be counted.~~)~~

   b) *Natural Science -- 4 credits* (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).

   c) *~~English~~ Secondary Language Arts and Communication -- 8 credits.* Applied English in the Workplace may be counted for English credit.

   d) *Other* -- Career technical courses, including ~~courses eligible for dual credit~~postsecondary credits earned pursuant to Board Policy III.Y. Advanced Opportunities and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. ~~(~~High School Work Release time not connected to the school-based curriculum will not be considered.~~)~~

ii. Standards for others Seeking Regular Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire *Regular Admission* to the technical colleges must ~~complete~~have a:

1) High School diploma with a minimum 2.0 GPA; or

2) General Educational Development (GED) certificate[3]; and

[3]Certain institutions allow individuals who do not have a high school diploma or GED to be admitted if they can demonstrate the necessary ability to succeed in a technical program through appropriate tests or experiences determined by the institution.

3) ~~Placement examination (CPT,~~ ACT, ~~COMPASS,~~ SAT or other diagnostic/placement tests as determined by the institutions. ~~CPT or ACT COMPASS s~~Scores may also be used to determine admission eligibility for specific career technical programs.~~)~~

~~10~~9. Career Technical ~~Conditional~~ Provisional Admission

Students who do not meet all ~~the~~ requirements for regular admission may apply to a technical program under ~~conditional~~ provisional admission. Provisionally admitted ~~S~~students ~~who are conditionally admitted~~ must successfully complete appropriate remedial, general and/or technical education coursework related to the career technical program for which regular admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring Provisional ~~Conditional~~ Admission must ~~complete~~ have a:

a. High School diploma or GED certificate[3]; and
b. ~~Placement examination (CPT,~~ ACT ~~COMPASS~~, SAT or other diagnostic/placement tests as determined by the institutions. ~~CPT or ACT COMPASS s~~Scores may also be used to determine placement eligibility for specific career technical programs.~~)~~

~~11. Career Technical Early Admission~~

~~High school career technical dual credit students may also be admitted as non-degree seeking students. Placement exams are not required for regular or conditional admission until the student has completed the 12th grade.~~

~~12~~10. Career Technical Placement Criteria: Procedures for placement into specific career technical programs

~~In addition to the requirements for admission to a technical program, students need to be aware that s~~Specific career technical programs may require different levels of academic competency ~~in English, science and mathematics~~and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

a. ~~Each technical program establishes s~~Specific program requirements (including placement exam scores) established by the technical program~~that must be met before students can enroll in those programs~~. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills~~.~~; and

~~b. Students should provide evidence of a career plan. (It is best if this plan is~~

~~developed throughout high school prior to seeking admission to a technical college.)~~

~~c.~~b. ~~Technical colleges employ f~~Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures are clearly defined and published for each program.

BOISE STATE UNIVERSITY

SUBJECT

New Bachelor of Science in Engineering and Professional Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.3.b.iv.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new Bachelor of Science (BS) degree in Engineering. In addition, BSU proposes a professional fee of $35 per credit for required upper division engineering courses for the new BS in Engineering.

The new program differs from existing baccalaureate engineering programs at BSU, ISU, and UI in that it will not have a specific disciplinary focus such as mechanical engineering, electrical engineering or civil engineering. Instead, the new program will enable students to earn an Accreditation Board for Engineering and Technology (ABET)-accredited engineering degree with the flexibility to incorporate an interdisciplinary curriculum tailored to students' professional goals. The program is a pathway for students to learn and apply engineering principles beyond the constraints of a traditional, discipline-focused degree program in engineering.

The need for engineers with a broad cross-section of skill-sets is championed by the American Society for Engineering Education (ASEE), who (with support from the National Science Foundation) is working with industry, government, and academic leaders to bridge the gap between engineering education and the needs of industry in the 21st century. Employers seek technically competent engineers, but additionally want engineers with workplace skills and disciplinary knowledge that transcend traditional discipline-specific engineering programs.

Graduates of the proposed program will be able to: (i) critically evaluate problems not only within, but also outside of, their domain expertise, (ii) communicate complex problems to colleagues, clients, and management across diverse cultures, and (iii) assimilate disparate and sometimes incomplete pieces of information to make informed business-forward decisions. Graduates will be prepared to enter the workforce in a variety of professions such as engineering, business, secondary education, and manufacturing as well as pursue professional degrees in fields such as medicine, law, architecture, and public administration.

The new program is broader and may appeal to a more diverse set of students than typical engineering programs and may result in more women and underrepresented minorities pursuing STEM professions. The program could also hold appeal to veterans, many of whom have experience using advanced technologies and have the problem-solving skills necessary to be successful in engineering. Additionally, the new program will grant credit for prior learning that can be appropriately applied to professional electives.

Two new upper division courses will be created specifically for the new BS in Engineering. However, the remainder of required upper division engineering courses will be offered by the departments of Civil Engineering, Electrical and Computer Engineering, Mechanical and Biomedical Engineering, and Materials Science and Engineering. Note that these are the same departments that have other programs for which professional fees were approved in April 2016.

Professional Fee Analysis

Because of the high overlap in upper division coursework, to not charge a professional fee for the new BS in Engineering creates a situation that may create perceived inequities to students in other engineering programs for which professional fees are charged for the same required courses. Furthermore, concern is shared by the institution that a different fee structure could perpetuate behavior that would lead students to change majors in order to avoid fees. The basis for the request for a professional fee for the new BS in Engineering is the same as it was for the four programs considered by the Board in April 2016. At that time, the Board approved a professional fee in the amount of $35 per credit for required upper division courses for baccalaureate programs offered by the departments of Civil Engineering, Electrical and Computer Engineering, Mechanical and Biomedical Engineering, and Materials Science and Engineering. Those reasons are as follows:

- Although professional licensure is not required to practice the engineering profession, particularly at entry levels, it is encouraged.
- The charging of a professional fee will enable BSU to avoid charging a course fee for the required courses.
- The cost of instruction is substantially higher in engineering programs because of high salaries of faculty members. The table below was presented to the Board in April, 2016. Note that the College of Business and Economics (COBE) is excluded because the faculty members there also have substantially higher salaries.

Departmental Averages of Salaries	**Assistant Professor**	**Associate Professor**	**Professor**
***Engineering: (Civil, ECE, MBE*, MSE)**	$83,653	$89,062	$107,268
Other Departments (Excludes COBE and CS)	$57,757	$65,963	$80,544
Departments in COBE	$106,525	$103,011	$105,191

- Graduates of engineering programs have high rates of employment and high average salaries, as can be seen in the following table, which also was presented to the board in April 2016.

National Association of Colleges and Employers: January 2015 Salary Survey Projected Annual Salary for Baccalaureate Graduates	
Discipline	**Average Annual Salary**
Engineering	***$62,998***
Computer Science	$61,287
Math & Sciences	$56,171
Business	$51,508
Agriculture & Natural Resources	$51,220
Healthcare	$50,839
Communications	$49,395
Social Sciences	$49,047
Humanities	$45,042

Professional fees were not requested in April 2016 for two other baccalaureate programs offered by BSU's College of Engineering: (i) Computer Science has received substantial legislative support that has covered the high cost of the program, and (ii) Construction Management faculty members do not command the high salaries of engineering departments.

The professional fee charged to BS in Engineering students will be used in a similar manner to the fees charged to students in the already-approved engineering programs because (i) there is very high overlap in courses required by the programs and (ii) students in the new BS in Engineering will require the same degree of intensive advising, instructional support, etc., as students in the already-approved programs. The implementation of a professional fee will enable BSU to ensure that the new BS in Engineering is of high quality and that the students are successful. The following are examples of the ways in which the fees will be used:

- Adding teaching and learning assistants helps students succeed and graduate on time. In many cases, students avoid repeating courses if they have access to assistance early in the semester.
- Adding instructional capacity will enable BSU to keep pace with the enrollment growth and prevent bottlenecks from developing. The professional fee will enable BSU to maintain open enrollment in upper division courses.
- In some cases it is important to hire instructors with strong industry experience and contacts so as to improve the quality of instruction and better prepare students for careers in this field.
- Many of the required courses have a significant laboratory component, and the costs of equipment and personnel can be quite high.

IMPACT

BSU projects that the program will have approximately 100 juniors and seniors once up and running. The program requires 24 upper division credits of required engineering coursework. Assuming that a junior or senior takes on average 6 upper division engineering credits per semester, the proposed professional fee would yield approximately $21,000 per year. A student in the new program would pay an average of $420 more per year in their upper division studies to obtain this degree.

The program will initially be resourced as follows:

- Much of the coursework will be provided using already-existing faculty members and coursework.
- One-time funds will be used for the first three years to hire one 0.75FTE clinical faculty line to serve a program director.
- In spring prior to the fourth year, permanent funding will be considered if it is warranted based on enrollments, however BSU anticipates that, at a minimum, one lecturer will be hired as a result of steady increases in enrollment.

The “Sunset Clause” for the BS in Engineering includes discontinuing the program if it does not achieve a minimum of 10 graduates per year within five or six years.

ATTACHMENTS

Attachment 1 –Bachelor of Science in Engineering Proposal Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes to create a new BS in Engineering and to include a professional fee of $35 per credit for upper division Engineering courses required of that degree.

BSU’s proposed BS in Engineering 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 engineering programs. The proposed program falls within the mission of BSU, and is intended to create graduates who are prepared to work in a variety of professional occupations by drawing on engineering principles and skills as foundation. This differs from traditional discipline-specific programs leading to a career path in a specialized field of engineering. As a result, given the unique interdisciplinary nature of the program, students will need to be properly advised with respect to potential career options. The diverse range of applied curricula will also prepare students for a broad array of graduate study at all three Idaho universities, and, could help address industrial and technical needs in the region and state.

<u>Professional Fee</u>: With regard to the request for a professional fee to accompany this new engineering program, the Board may want to consider the following points:

- The criteria for establishing a professional fee for a program are listed in Board Policy V.R.3.B.iv. Key determinants include: whether the program prepares its graduates for credentialing or licensing; and the program entails “extraordinary program costs” compared to other programs which don’t have professional fees; and the program “leads to a degree which provides at least the minimum capabilities required for entry” to the profession.

- Without additional coursework and training, graduates of this program would be less likely to attain the professional licensing/credentialing requirement than graduates of the four specific BSU engineering programs for which professional fees have been approved.
- Professional fees apply to specific students accepted in specific programs. BSU has the flexibility to allocate professional fees over specific courses which constitute these students’ programs rather than collecting the fee in single payments, but a professional fee is not a course fee, as defined in Board policy. The fact that it might be awkward to collect professional fees from some students enrolled in an authorized course—but not from others who may be taking the same course but who are not in the professional fee program—is not a compelling justification to collect professional fees from every student who may be taking a particular course, regardless of their program/major.
- Some of the shared courses which would be taken by the students in the proposed new program had course fees (which met Board criteria) prior to the recent establishment of professional fees, which then superseded all prior course fees. For high costs attributable to specific courses, this mechanism is still available to recoup delivery costs in lieu of a professional fee—though this would require the institution to separately track students in a given course who were in different program tracks, which is admittedly not as easy as assessing professional fees for all students in a given course or for all courses within the engineering discipline.
- The existing courses which would comprise the majority of the new generic engineering program appear to be financially sustainable at this point—due, in part, to the fact that professional fees (rather than course fees) are collected for students in these programs. Time will tell whether the new program would create bottlenecks in the existing programs or require significant investment in new personnel or facilities over and above the .75FTE program director and possibly an additional lecturer.
- If this program is deemed to warrant a professional fee by the Board, it would be hard to argue that every other engineering, business, or multi-disciplinary program which contains a number of high-cost courses would not also be eligible for professional fees—leading to a proliferation of professional fees (as quasi course fees) for programs which are not intimately linked to licensure/credentialing. Professional fees could become the rule rather than the exception—with the impact being a shift, by default, in the balance between finding additional funds to support quality programs and preserving access/affordability to students—an issue which merits deliberate and systematic analysis by the Board.

- Staff isn't in a position to comment on whether students would "game the system" by declaring the generic engineering major to bypass professional fees in the shared courses in approved programs, and then later switching to a traditional, rigorous engineering program leading to licensure. Hopefully, the "better angels" of character would prevail for both students and administrative staff in any circumstances, but the "gaming" concern is not one of the accepted rationales in Board policy for establishing professional fees.
- Finally, it should be noted that the Business Affairs and Human Resources (BAHR) committee polled the institutions on several occasions over the past year to provide the earliest possible notice of any anticipated new professional fee requests—and there were assurances that no such requests were in the pipeline for the FY2018 tuition/fee setting cycle. Staff did not become aware of this particular professional fee request until very late in the game, and has had limited time to work with BSU counterparts to analyze and assess the merits of this professional fee proposal, notwithstanding the possible merits of having an engineering program of this type for students with interests other than a traditionally-focused engineering degree.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on March 23, 2017 and was presented to the Instruction, Research, and Student Affairs (IRSA) committee on March 30, 2017 and to the Business Affairs and Human Resources Committee on April 7, 2017.

BOARD ACTION

I move to approve the request by Boise State University to create a new Bachelor of Science in Engineering 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 Boise State University to designate a professional fee for the Bachelor of Science in Engineering in the amount of $35 per credit for upper division engineering courses required for the new program in conformance with the program budget submitted to the Board in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Institutional Tracking No. 17-002

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	February 9, 2017
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Engineering
Name of Department(s) or Area(s):	Engineering Science

Program Identification for Proposed New or Modified Program:

Program Title:	B.S. in Engineering: either no emphasis or emphasis in secondary education					
Degree:		Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:		Yes	X	No		
CIP code (consult IR /Registrar):	14.0101 Engineering, General					
Proposed Starting Date:	Fall 2017					
Geographical Delivery:	Location(s)	Boise	Region(s)			
Indicate (X) if the program is/has:		Self-Support		Professional Fee		
Indicate (X) if the program is:		Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- [X] 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] 1/30/17			
College Dean (Institution)	Date	Vice President for Research (as applicable)	Date
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
[signature] 2/6/17			
* FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
[signature] 2/2/17			
~~Provost/VP for Instruction (Institution)~~	Date	SBOE/Executive Director Approval	Date
[signature] 2/8/17			
~~President (Institution)~~	Date		

Page 1

* Please note that institutional funds are from College of Engineering. One-time funds for 3 years and then submitted through a future budget request.

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 program that will award a Bachelor of Science in Engineering degree that is broad-based and is not discipline-specific. The proposed program will enable students to earn an ABET-accredited engineering degree and to do so with the flexibility to incorporate an interdisciplinary curriculum tailored to their professional goals. The program will provide students with (i) a broad foundation in engineering principles, (ii) an in-depth understanding of an engineering discipline that meets their intellectual needs and (iii) the freedom to focus in an additional area of interest within, or external to, engineering.

   This program will be a pathway for students to learn and apply engineering principles beyond the constraints of a traditional, discipline-focused degree program in engineering. For instance, a student seeking to teach engineering and/or math in high school could pursue the BS in Engineering with a secondary education emphasis. As another example, a student seeking to pursue a professional degree (such as in medicine, law, architecture, business, education, policy, or public administration) after their undergraduate coursework would be able to receive a BS in Engineering and also meet the entrance requirements of these professional programs. The quantitative, problem-solving skillset that comes with an engineering background will provide a unique perspective and competitive edge for students seeking advanced degrees or licensures within their professional field of interest.

   The foundational engineering courses that students take for this degree are administered by the College of Engineering, and are the same courses that all students take in the engineering discipline-specific programs, i.e., civil engineering, electrical engineering, materials science and engineering, and mechanical engineering. Coursework that would be taken beyond the foundational engineering courses is already offered through other programs at Boise State.

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 number of initiatives across the country are highlighting the need for engineers with a broad cross-section of skill-sets. The American Society of Engineering (ASEE), with support from the National Science Foundation, is working with industry, government, and academic leaders to bridge the gap between engineering education and the needs of industry in the 21st century. Local industry representatives participating in a Boise State-initiated Skills Summit echo the findings from the ASEE-sponsored Transforming Undergraduate Education in Engineering meetings and workshops: employers seek technically competent engineers and additionally want engineers with workplace skills that transcend traditional discipline-specific engineering programs. They seek engineers with the ability (i) to critically evaluate problems not only within, but also outside their domain expertise; (ii) to communicate complex problems to colleagues, clients, and management across diverse cultures; and (iii) to assimilate disparate and sometimes incomplete pieces of information to make informed business-forward decisions. They seek confident, innovative, business-aware engineers with the depth and breadth of knowledge, both technical and professional, that enables progress in a rapidly changing technical landscape.

The transdisciplinary approach to engineering education afforded by the proposed B.S. in Engineering program provides students a platform for innovation and adaptability that employers seek. Students will gain the engineering background needed to solve technical problems and 21st century workplace skills. By leveraging the strengths, interests, and goals of each student in the program, we can design an engineering curriculum that is of value to a broad range of professions, including engineering, manufacturing, architecture, medicine, education, business, and law.

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:

As noted above, the proposed BS in Engineering degree will produce graduates able to work in a wide variety of disciplines. It is therefore difficult to accurately estimate workforce need. Outside of engineering, career options for graduates from the B.S. in Engineering range from teachers, entrepreneurs, sales engineers, consultants, program managers, technical writers to healthcare and law professionals. A very conservative estimate of workforce need within engineering can be provided using two SOC categories from the US Bureau of Labor Statistics:

17-2112 Industrial Engineers
17-2199 Engineers, All Other

	State DOL data (for the two SOC codes listed)	Federal DOL data (for the two SOC codes listed)	Other data source: (describe)
Local (Service Area)	30 (1/2 of state)	29 (0.25% of national)	N/A
State	61	57 (0.5% of national)	N/A
Nation	N/A	11,480	N/A

Field	State DOL data		Federal DOL data	
	Annualized Growth	Annual Job Openings	Growth	Annual Job Openings
Industrial Engineers	2.1%	36	1.4%	8,180
Engineering (other)	2.3%	25	4%	3,300

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

A wide variety of employment opportunities exist for a student graduating with a B.S. in Engineering. The proposed degree will provide a student with the potential to pursue a number of job positions that call for a B.S. in engineering such as manufacturing engineer, quality engineer, and process engineer, In addition graduating students will have an education that emphasizes technical problem solving providing an excellent foundation to pursue an advanced degree in law, healthcare, business, education, engineering, natural science fields, physical science fields, computational science and architecture.

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.**

The proposed B.S. in Engineering will enable students interested in studying a field of engineering Boise State does not currently offer with an engineering degree that provides interdisciplinary flexibility. For example, if a student is interested in studying Industrial Engineering, they can obtain a B.S. in Engineering while taking relevant courses in supply chain management and mechanical engineering. Beyond engineering, by tailoring the curricula to align with student interests and career goals, students will have the flexibility to pursue a complimentary minor or certificate in a non-STEM field. This flexibility will enable graduates from this program to enter fields such as teaching, technical sales, program management, quality management, or public policy – just to name a few.

c. **Economic Need**: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will stimulate the state economy by producing a more skilled technical workforce for Idaho’s high-tech companies, healthcare sector, state and federal government, engineering firms, non-profit sector, and businesses.

d. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

The proposed B.S. in Engineering has the potential to attract a more diverse group of students to engineering fields. With an expanded talent pool that represents the full cross-section of the social spectrum, a diverse set of skills, experiences, backgrounds and approaches to problem solving enable innovation - a critical component to long-term economic growth and global competitiveness.

The proposed degree’s appeal to a more diverse set of students will play a crucial role in encouraging more women and underrepresented minorities to enter STEM professions. Nationwide this issue is recognized as one that must be addressed. By offering a more responsive and flexible engineering degree, Boise State will contribute to national efforts aimed at increasing the number of students that are traditionally underrepresented in STEM fields. For instance, in 2015 women represented 19.9% of the bachelor degrees awarded by engineering programs within the United States. However, environmental engineering programs had a much higher percentage (49.7%) of female graduates. The flexibility of the B.S. in Engineering can provide the professional skills and competencies in engineering areas (such as environmental engineering, biomedical engineering, and industrial engineering) that typically have a relatively higher percentage of female graduates as compared to the national average.

In addition to serving traditionally underrepresented groups within STEM professions, this program has the capacity to be a resource for veterans. Many veterans return from deployment with experience using advanced technologies and the problem-solving skills necessary to be successful in engineering. Often veterans arrive at college under-prepared in math, that is, not ready for Calculus. The flexibility in this degree allows these students to still complete the degree in four years. In addition, some of the credits earned while in the service will count towards the professional electives. Therefore the B.S. in Engineering program will provide them with a degree that leverages the skills gained in their service.

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.

No other public institution of higher education in Idaho offers an ABET accredited B.S. in Engineering degree program. Instead, they offer programs with specific, traditional concentrations.

- University of Idaho offers bachelor's degrees in Agricultural Engineering, Biological Systems Engineering, Chemical Engineering, Materials Science and Engineering, Metallurgical Engineering, Civil Engineering, Geological Engineering, Electrical Engineering, and Mechanical Engineering.
- Idaho State University offers bachelor's degrees in Civil Engineering, Nuclear Engineering, Electrical Engineering, and Mechanical Engineering.

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**
Boise State University	BS	Engineering

There are no similar programs in Idaho or adjacent states. The following list, however, is provided to give an idea of what is offered in other parts of the US.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Olin College of Engineering	BS Engineering	Students can design their own degree program by choosing a set of classes that, along with the college-wide requirements, make up a coherent plan of study. Popular areas of concentration include BioEngineering, Computing, Design, and Robotics.
Purdue University	BS Multi-disciplinary Engineering	The Multidisciplinary Engineering Program's mission, goals, objectives and outcomes are designed to prepare graduates to practice engineering. Typically, a plan of study is developed around a focused concentration. The student may develop their own individual plan of study or select one of the established concentrations.
University of Colorado Boulder	BS in Engineering Plus	Engineering Plus is a degree program in the College of Engineering and Applied Science at CU Boulder. An e+ degree prepares students for a broad range of exciting professional careers and for graduate study in a wide variety of disciplines. Engineering Plus students take Foundational coursework, study Engineering Core courses, select an e+ Emphasis, and choose an e+ Concentration.
Arizona State University	BS in Engineering	The bachelor of science in Engineering is a project-based, hands-on program for creative engineers who want to design innovative solutions to current and future challenges to improve the lives of others. Students gain a broad foundation in engineering as well as an in-depth understanding of an engineering concentration area—automotive, electrical, environmental, humanitarian, mechanical or robotics. Students have the flexibility to tailor the program of study to achieve career and life goals that may extend beyond traditional engineering.

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.

N/A: there are no similar programs at other institutions

4. Describe how this request supports the institution's vision and/or strategic plan.

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high quality educational experience for all students.	- Provide a flexible, accredited engineering education with transdisciplinary reach that meets student goals and stakeholder needs.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	- Program flexibility enables students to strategically map out streamlined curricula to meet their educational needs.
Goal 4: Align university programs and activities with community needs.	- The proposed B.S. in Engineering has the potential to attract a more diverse group of students to fields that require a skilled technical workforce.

5. 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:
<u>Regional Institutional Accreditation</u>: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

<u>ABET Accreditation</u>: The B.S. in Engineering program will seek ABET accreditation through the Engineering Accreditation Commission. The Engineering Accreditation Commission of ABET is the global standard for assuring technical education in science and engineering meets the quality standards set forth by industry, government, and academic stakeholders. All engineering programs as well as the computer science program at Boise State are ABET accredited. ABET accreditation demonstrates a commitment to delivering quality education that is recognized and sought out by both students and employers.

By meeting the eligibility requirements set forth by ABET, the B.S. in Engineering program will formally request an accreditation review by the Engineering Accreditation Commission upon graduating its first student. In anticipation of the accreditation evaluation, the program will follow similar self-assessment and continuous improvement procedures advanced by the ABET-accredited programs (Civil Engineering, Computer Science, Electrical Engineering, Materials Science and Engineering, Mechanical Engineering) in the College of Engineering.

6. 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

7. 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

8. 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

9. Curriculum for the proposed program and its delivery.

a. **Summary of requirements.** Provide a summary of program requirements using the following table.

University Core (24-25 cr) not including Math and Science.

A total of 24 credits of literature and humanities (3-4 cr), social science (6 cr), visual and performance arts (3 cr), reading, writing an inquiry (6 cr), and intellectual, civic and ethical foundations (6 cr) coursework that is common to all students at Boise State University.

Math and Basic Science Core (33 cr) including Math and Science required for University Core

The curriculum includes 19 credits of mathematics (calculus I-III, differential equations, and engineering statistics) and 14 credits of basic science (one semester of general chemistry and two semesters of calculus-based physics) coursework that provides the fundamental knowledge and skills needed to progress in an engineering curricula.

Engineering Principles (28-29 cr)

Students build upon fundamental math and science knowledge with 28-29 credits of engineering courses. These courses are common to all students in the B.S. in Engineering program and provide students a strong foundation in engineering science and design concepts needed to solve technical problems, and the technical breadth needed to engage in a broad range of engineering disciplines.

Engineering Focus (18 cr)*

A total of 18 credits of upper-division engineering courses are required for the engineering emphasis. The courses eligible to fulfill this degree requirement can align with a traditional engineering discipline or they can be drawn from a variety of engineering disciplines to create a customized curriculum emphasizing a technically relevant engineering focus area.

Professional Focus (18 cr)*

The professional focus requirement is fulfilled by completing 18 credits of coursework, 12 of which must be upper-division, (i) related to the engineering emphasis, (ii) associated with pre-professional requirements for advanced study, (iii) aligned with a minor or secondary education emphasis, or (iv) emphasizing a professional field of interest.

*An approved curriculum plan must be submitted and approved by the engineering program coordinator before enrolling in any of the focus courses.

Credit hours in required courses offered by the department (s) offering the program; includes all engineering and computer science courses, and includes 18 upper division engineering electives	46-47
Credit hours in required courses offered by other departments (outside of general education)	38
Credit hours in institutional general education curriculum	37-38
Credit hours in free electives	0
Total credit hours required for degree program:	121-123

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.

Capstone Sequence (6 cr) ENGR 481, 483 Engineering Senior Design I & II is an interdisciplinary capstone sequence integrating engineering principles with professional interests to solve an open-ended technical problem.

10. 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's student outcomes are based on ABET defined outcomes (a) through (k):
(a) an ability to apply knowledge of mathematics, science, and engineering
(b) an ability to design and conduct experiments, as well as to analyze and interpret data
(c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
(d) an ability to function on multidisciplinary teams
(e) an ability to identify, formulate, and solve engineering problems
(f) an understanding of professional and ethical responsibility
(g) an ability to communicate effectively
(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
(i) a recognition of the need for, and an ability to engage in life-long learning
(j) a knowledge of contemporary issues
(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

11. 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 B.S. in Engineering program will follow a systematic assessment and improvement process in which multiple approaches will be used, not only to measure student attainment of program outcomes, but to also inform programmatic improvements.

The learning outcomes are mapped to courses that provide relevant content. Student work in these courses that address specific outcomes is collected and evaluated by program faculty. The outcomes are assessed on a three-year cycle with three or four outcomes assessed each year. For each outcome, student work across the program is reviewed in a comprehensive review of student work. A group of three faculty members and instructors review the overall attainment of the outcome based on the evidence collected. As part of the review, recommendations for improvement to the program are outlined. Evaluation results inform programmatic, pedagogical, and curricular improvements.

b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Continuous improvement of academic programs is part of the underlying philosophy of the college of engineering. To facilitate the assessment process for each undergraduate program, an accreditation committee is appointed annually by the dean, containing a representative from each program. The committee meets approximately 6 times per year; leadership of this meeting is the responsibility of the associate dean. Program representatives to the committee are responsible for submitting an annual assessment report detailing student attainment of learning outcomes.

During accreditation committee meetings, assessment results are presented by each program. A committee discussion follows, and the feedback generated is used to help improve the report and the program's assessment processes. At the end of the academic year, the associate dean compiles all minutes of the accreditation committee into a single document that is sent to the dean, and puts all annual assessment reports into an electronic archive.

The combination of programmatic reviews and college level reviews along with the ABET general review cycle ensures that assessment findings will be used to inform programmatic improvements.

c. **Measures used.** What direct and indirect measures will be used to assess student learning?

Direct Measures: Student work that aligns with specific outcomes will be collected and evaluated by program faculty. A comprehensive review of student work will be completed for each outcome once every three years.

Indirect Measures: A senior exit survey with questions related to student outcomes will be administered to graduating seniors at the end of each semester. The survey contains questions designed to elicit feedback regarding their perceived achievement of each outcome and their perception of how important they feel each outcome is to their future career. Students completing the program will be encouraged to take the Fundamentals of Engineering exam administered by NCEES (National Council of Examiners for Engineering and Surveying).

d. **Timing and frequency**. When will assessment activities occur and at what frequency?

Assessment activities will occur throughout the academic year. Comprehensive Review of Student work will occur annually. The program faculty and instructors will review assessment on an annual basis and create an action plan for any corrective actions that are needed.

Enrollments and Graduates

12. **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.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY14	**FY15**	**FY16**	**FY17**	**FY13**	**FY14**	**FY15**	**FY16**
BSU (programs in Civil Engr, Electrical and Computer Engr, Mechanical & Biomedical Engr, Materials Science & Engr)	1504	1507	1537	1431	142	159	162	170
ISU (programs in Civil Engr, Eletrical Engr, Mechanical Engr & Nuclear Engr)	745	1018	1019	712	62	46	50	72
UI (Agricultural Engr, Biological Systems Engr, Biological Engr, Chemical Engr, Materials Science & Engr, Civil Engr, Metallurgical Engr, Geological Engr, Electrical Engr, Computer Engr & Mechanical Engr)	1210	1264	1246	1260	156	221	160	180

13. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: BS in Engineering											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY18 (first year)	FY19	FY20	FY21	FY22	FY23	FY18 (first year)	FY19	FY20	FY21	FY22	FY23
25	50	75	100	100	100	0	0	4	8	12	16

14. **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?

We used numbers that roughly approximate those of our most recently created BS in Engineering program: the BS in Materials Science and Engineering.

15. 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 threshold of 10 baccalaureate graduates per year per program; numbers below that threshold are unacceptable would require remediation or discontinuation.

For the proposed program, we also have more specific criteria. We plan to fund the program using one-time funds for the first three years. If, by the end of the third year, the program does not generate sufficient revenue to warrant investment of permanent funds, then the program will be discontinued.

Resources Required for Implementation – fiscal impact and budget

16. 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 facility-based resources are needed for the implementation of this 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?

Due to the modest enrollment numbers anticipated for the start of this program, no impact is anticipated for lower-division required courses. That, and the flexibility of the upper-division curriculum buffers the potential for any class room capacity issues.

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.

N/A

17. 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.

No impact is anticipated.

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.

N/A

18. Personnel resources

a. **Needed resources.** 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?

One new position will be required beginning with the first year of the program: 0.75 FTE for a clinical faculty member would act as director and will be responsible for administering the program: from managing the ABET-accreditation process, student support services and enrollment to developing, maintaining and strengthening stakeholder relationships.
We anticipate that if the program is successful, additional instructional resources will be required; therefore, as a reasonable middle ground, the budget depicts one lecturer being hired in the fourth year of the program.

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The administrative staff within the College of Engineering (this includes advising, accounting, facility management, information technology and marketing personnel) are available to support program operations. As 92.5% of the credits needed to meet degree requirements are for courses already offered at Boise State, no additional instructors will be needed initially to support of this program. For the three new courses (ENGR 280, ENGR 481 and ENGR 483), the teaching load will be distributed within the college.

c. **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?

Day-to-day activities will be maintained within the college by existing personnel with the support of one new FTE to administer the program. Productivity and quality is assured through the ABET-accreditation process.

We may see a drop in enrollment in one or more of our existing baccalaureate programs. However, all but one program (materials science and engineering) are at capacity or above capacity, and therefore each will maintain viable enrollments once the proposed program is implemented.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Year one: 0.75 FTE – Clinical faculty member acting as Engineering Program Coordinator
Year four: 1.0 FTE – Lecturer position.

19. 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?

The institution will use one-time funds for first three years. In spring prior to fourth year, we will consider (via the university's budget process) whether permanent funding is warranted based on enrollments. We make the assumption here that the program is sufficiently successful.

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?

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 SBOE recently approved $35 per credit of professional fees for upper division engineering courses at Boise State.

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.

Students will be required to take a minimum of 24 credits of upper division engineering coursework to complete the degree. That 24 credits, at $35 per credit, would cost the student $840.

20. Using the budget template provided by the Office of the State Board of Education, provide the following information:

I. PLANNED STUDENT ENROLLMENT	**FY 18**		**FY 19**		**FY 20**		**FY 21**	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	19	19	38	38	56	56	75	75
B. Shifting enrollments	6	6	13	13	19	19	25	25
Total Enrollments		25		50		75		100
II. REVENUE	**FY 18**		**FY 19**		**FY 20**		**FY 21**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Reques	$0	$0	$0	$0	$0	$0	$0	$0
2. Institution Funds	$0	$60,165		$61,603		$58,092	$127,332	
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	$5,250	$0	$10,500	$0	$15,750	$0	$21,000
6. Other (i.e., Gifts)	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$65,415	$0	$72,103	$0	$73,842	$127,332	$21,000
Not included as revenue								
New Tuition Revenues from Increased Enrollments	$41,250	$0	$82,500	$0	$123,750	$0	$165,000	$0

Assumes 1/4 of enrollments are new to university; 30 SCH per student per year; $220 per SCH

Not included in "revenue" because program is neither self support nor online program fee model; thus tuition flows to centra funds not to the specific program.

Budget Notes:

I.A.,B. Assume 25% of enrollments in the program have shifted to new program from existing programs.
Assume most students are full-time; thus FTE = Headcount

II.2. Institution will use one-time funds for first three years. In spring prior to fourth year, institution will consider (via budget process) whether the the (i) permanent funding of the director position and (ii) funding of additional instructional capacity are warranted based on enrollments.
Assume here that both are justified and approved via the university's budget process.

II.4 "New tuition revenues from increased enrollments" are not included in "Revenue" because tuition from students in traditionally-funded programs does not flow to the program but instead flows to Central, and is therefore accounted for in "2. Institution Funds"

II.5. Estimated revenue from student fees charged for all upper division engineering courses. Curriculum requires 24 credits of upper division engineering credits. Assume those 24 credits are equally distributed across the four semesters of junior and senior year, that half of enrollment consists of juniors and seniors, that each student takes 30 credits per year, and that roughly $220 is generated per SCH.

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
A. Personnel Costs								
1. FTE	0.75	-	0.75	-	0.75	-	1.75	
2. Faculty	$0	$0	$0	$0	$0	$0	$50,000	$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	$46,500	$0	$47,895	$0	$49,332	$0	$50,812	$0.00
7. Administrative Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0.00
8. Fringe Benefits	$18,915	$0	$19,208	$0	$19,510	$0	$42,520	$0.00
9. Other:								
Total Personnel and Costs	$65,415	$0	$67,103	$0	$68,842	$0	$143,332	$0.00

III.2. Assume that enrollments are sufficient to hire a new lecturer position in fourth year of program

III.6. Program Director will hold clinical faculty status for a 9 month contract, and will devote 0.75 of that 9 month position to the proposed program.

III.8. Fringe benefits calculated as (salary*.21 +12,200)

	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. Operating Expenditures								
1. Travel	$0	$0	$2,500	$0	$2,500	$0	$2,500	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Materials and Supplies	$0	$0	$2,500		$2,500	$0	$2,500	$0
6. Rentals	$0	$0	$0	$0	$0	$0	$0	$0
7. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0
8. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0	$5,000	$0	$5,000	$0	$5,000	$0

	FY 18		FY 19		FY 20		FY 21	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
Utilites								
Maintenance & Repairs								
Other								
Total Indirect Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$65,415	$0	$72,103	$0	$73,842	$0	$148,332	$0
Net Income (Deficit)	-$65,415	$65,415	-$72,103	$72,103	-$73,842	$73,842	-$21,000	$21,000
Net Income (Deficit) with onetime and ongoing combined	**$0**		**$0**		**$0**		**$0**	

Appendix A: Curriculum

Engineering, B.S.	
Course Number and Title	Credits
Foundational Studies Program requirements indicated in **bold**.	
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM MATH 170 Calculus I	4
DLN CHEM 111, 111L General Chemistry I & Lab	4
DLN PHYS 211, 211L Physics I with Calculus & Lab	5
DLV Visual and Performing Arts	3
DLL Literature and Humanities or **DLL** STEM-ED 220: Perspectives on Science and Mathematics (Secondary Education Emphasis)	3-4
DLS Social Sciences or **DLS** STEM-ED 210: Knowing and Learning in Mathematics and Science (Secondary Education Emphasis)	3
DLS Social Sciences course in a second field or **DLS** ED-CIFS 201 Foundations of Education (Secondary Education Emphasis)	3
CS 117 C++ for Engineers or CS 111 Introduction to Programming	3
ENGR 120 Intro To Engineering or ENGR 130 Intro to Engineering Applications	3-4
ENGR 210 Engineering Statics	3
ENGR 240 Electrical and Electronic Circuits or ECE 210 Circuits I	3
CID ENGR 280 Introduction to Engineering Design	3
FF ENGR 481, 483 Engineering Senior Design I & II	6
MATH 175 Calculus II	4
MATH 275 Calculus II	4
MATH 333 Differential Equations	4
MATH 360 Engineering Statistics or MATH 361 Probability and Statistics I	3
ME 105 Mechanical Engineering Graphics	3
MSE 245, 245L Introduction to Materials Science & Engineering & Lab	4
PHYS 212, 212L Physics II with Calculus & Lab	5
Engineering Focus: Upper Division ***Engineering*** Electives (must be approved by advisor)	18
Professional Focus, 12 credits of which must be upper-division (all courses must be approved by advisor); completing the Secondary Education Emphasis is one alternative.	18
Total	121-123

Examples of alternatives for “Professional Focus”

IDoTeach Secondary Education Emphasis	
STEM-ED STEP 1 Inquiry Approaches to Teaching	1
STEM-ED STEP 2 Inquiry Based Lesson Design	1
STEM-ED 310 Classroom Interactions	3
STEM-ED 350: Research Methods (Secondary Education Emphasis)*	3
STEM-ED 410: Project-Based Instructions (Secondary Education Emphasis)*	3
STEM-ED 480 Apprentice Teaching	6
Elective	1
Total	18
Students pursuing this emphasis also need to complete ED-CIFS 201, STEM-ED 210, STEM-ED 220, which can be accomplished in fulfilling Foundational Studies Program Requirements for DLS and DLL courses	

Pre-Medical Focus	
BIOL 191, 192 General Biology I and II	8
CHEM 112, 112L General Chemistry II & Lab	4
CHEM 307, 308, 309, 310 Organic Chemistry I & II with Labs	10
CHEM 350 Fundamentals of Biochemistry	3
TOTAL	25

NOTE: Psychology and/or Sociology recommended for DLS courses to aid in Psychological, Social and Biological Foundation of Behavior section on MCAT

Environmental Studies Focus via the Environmental Studies Minor	
ENVST 121 Introduction to Environmental Studies	3
GEOG 100 Introduction to Geography	3
ANTH 314* Environmental Anthropology or BIOL 323* Ecology or GEOG 321* Conservation of Natural Resources	3-4
ECON 333* Natural Resource Economics or HIST 376 Global Environmental History or HIST 351 North American Environmental History or POLS 409* Environmental Politics	3
Choose 8 credits from the following: BIOL 191 General Biology I BIOL 192 General Biology II CHEM 101, 101L Essentials of Chem I & Lab CHEM 102, 102L Essentials of Chem II & Lab CHEM 111, 111L General Chemistry I & Lab CHEM 112, 112L General Chemistry II & Lab ENVHLTH 102 Global Environmental Health GEOS 101 Global Environmental Science	8

Choose 6 credits from the following: ANTH 314 Environmental Anthropology BIOL 323* Ecology BIOL 422* Conservation Biology CHEM 211*, 212* Analytical Chemistry I & Lab CHEM 301* Survey of Organic Chemistry CE 320* Principles of Environmental Engineering (CE 321 Principles of Environmental Engineering is optional) ECON 322* Urban Economics ENVHLTH 310* Water Supply and Water Quality Management ENVHLTH 417* Principles of Toxicology ENVHLTH 442 Hazardous Waste Management ENVHLTH 450 Environmental Health Law ENVHLTH 480* Air Quality Management GEOG 321 Conservation of Natural Resources GEOS 212* Water in the West GEOS 426* Aqueous Geochemistry HIST 351 North American Environmental History HIST 376 Global Environmental History SOC 440 Environmental Sociology (Courses used to satisfy requirements in previous sections may not be used to satisfy the 6 credits required in this section)	6
TOTAL	26-27

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TAB	DESCRIPTION	ACTION
	BOISE STATE UNIVERSITY	
1	Amendment to Multi-Year Contract for Head Football Coach – Bryan Harsin	Motion to approve
	BOISE STATE UNIVERSITY	
2	Extension to Multi-Year Coach Contract for Football - Defensive Coordinator – Andrew Avalos	Motion to approve
	BOISE STATE UNIVERSITY	
3	Multi-Year Coach Contract for Football Offensive Coordinator – Zachary Hill	Motion to approve

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BOISE STATE UNIVERSITY

SUBJECT

Amendment to Multi-year contract for Bryan Harsin, Head Coach Football

REFERENCE

December 2013	The Idaho Board of Education (Board) approved material term sheet and directed Boise State University (BSU) to return with a contract for February
February 2014	Board approved employment agreement for 2014-2019
February 2015	Board approved amended employment agreement for 2015-2020

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

In February 2015, the Board approved a new five-year Employment Agreement for Bryan Harsin as Head Coach for BSU's football team terminating on January 10, 2020. Coach Harsin's employment contract extends by one (1) additional year for each season in which the football team has at least eight (8) victories in a season (including bowl games). Meaning, one (1) additional year is added for each eight (8) win season. Accordingly, Coach Harsin currently has an employment contract through January 10, 2022. His contract extended to 2021 in the fall of 2015 and it extended to 2022 in the fall of 2016.

BSU is requesting approval of an amendment to the current multi-year contract with Coach Harsin to reflect the football team's success under his leadership. The amended contract makes substantive changes only to the bonus structure for the coach.

This past season, Harsin guided the Broncos to a 10-3 record, helping the Broncos reach their 15th-straight bowl game, tied for the sixth-longest streak in the country. BSU also climbed to thirteenth in both the AP and Coaches' Polls, the school's highest ranking in each since finishing eighth and sixth, respectively, at the conclusion of the 2011 season.

The contract is similar to the standard issued by BSU, including the extension year language based on eight games.

IMPACT

The amended contract maintains the original five (5) year contract terms, January 11, 2015 – January 10, 2020, and salary amounts, including automatic extension with eight wins; however, the bonus structure has changed. Terms are as follows:

Base Compensation:

Year 1 - $1,350,000
Year 2 - $1,450,000
Year 3 - $1,550,000
Year 4 - $1,650,000
Year 5 - $1,750,000
Subsequent years - increase of at least $100,000 over previous year

Academic Achievement:

Academic Incentive Pay may be earned if the team Academic Progress Rate (APR) is as follows:

National Score Within Sport		
955-959	=	$20,000
960-964	=	$30,000
965-969	=	$35,000
970 or higher	=	$50,000

Athletic Achievement

Athletic Incentive Pay may be earned as follows:

1)	Mountain Division Champion	$50,000
	and	
2)	Participation in non-CFP bowl game	$35,000 or
	Conference Champion	$75,000 or
	Participation in one of the six CFP bowl games	$100,000 or
	Participation in one of the semi-final CFP playoff games	$125,000
	and	
3)	Participation in CFP championship bowl game	$150,000 or
	CFP Champion	$250,000

In the event Bryan Harsin terminates prior to January 10, 2018 without cause, he is required to pay liquidated damages of $500,000.

No state funds are used and these amounts are paid only from program revenues, media, donations and other non-state funds.

ATTACHMENTS

Attachment 1 – Proposed Contract	Page 5
Attachment 2 – Redline of Proposed Contract to Model Agreement	Page 23
Attachment 3 – Redline of Proposed Contract to Current Contract	Page 45
Attachment 4 – 2012-2016 APR Summary	Page 63
Attachment 5 – Maximum Compensation Calculation	Page 64
Attachment 6 – Base Salary and Incentive Comparison	Page 65
Attachment 7 – Coach Contract Checklist	Page 66

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amended contract retains the same base salary provisions which were included in the current contract (reflecting a base salary increase of $100,000 from the previous year, as a result of achieving at least eight wins for the season which just ended), and an increase of up to an additional $60,000 in potential bonus payments ($50,000 for a Mountain Division championship, vice $15,000 in the current contract—a $35,000 increase; and $125,000 for participation in a semi-final College Football Playoff (CFP) Playoff Bowl game, vice $100,000 in the current contract—a $25,000 increase). The maximum Academic Achievement bonus ($50,000) has not changed from the current contract, and is equal to the Division Championship payoff, in accordance with previous Board guidance. The liquidated damages provisions in the amended contract ($500,000 if the coach terminates for convenience before January 11, 2018) has not changed from the liquidation amounts specified in the current Board-approved contract. The maximum potential annual compensation for the first year of the amended contract, including base pay, bonuses, and royalties, is $2,025,004. This maximum annual potential figure increases by $100,000 per year for the remaining years of the agreement, in accordance with the existing base salary provisions, culminating in a maximum potential annual compensation of $2,425,004 for the final year of the contract. Base and bonus compensation are budgeted entirely from non-state funds.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into an amended multi-year employment agreement, with a fixed-term of four years and nine months, commencing on April 23, 2017 and terminating on January 10, 2022, as detailed in the proposed contract, included as Attachment 1, with Bryan Harsin, Head Football Coach.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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EMPLOYMENT AGREEMENT
2017-2022

This Employment Agreement ("Agreement") is entered into by and between Boise State University ("University") and Bryan Harsin ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director). Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and Program and shall perform such other duties in the University's athletic Department (Department) as the Director may reasonably assign and as may be described elsewhere in this Agreement. Coach shall, to the best of his ability and consistent with University policies, perform all duties and responsibilities customarily associated with an NCAA Football Bowl Subdivision head football coach.

1.3.1 Coach is expected to devote full-time to Coaching and recruitment involving the Team as the head Coach. If Coach is reasonably required to perform any such additional duties that are not defined in the Agreement, Coach will be notified of his responsibility to perform these duties within a reasonable time frame.

1.3.2 Coach will attend staff meetings, public relation functions, dinners, awards banquets and make appearances as reasonably directed by the Director unless excused by the Director. The Director shall not unreasonably withhold approval for non-attendance. Such functions shall include, but are not limited, to the following:

a) Television, radio and other public appearances as in the Agreement
b) The annual BAA Bar-b-que
c) The BAA/Alumni Auction Dinner
d) Athletic Department staff meetings called by the Director
e) Athletic Department Graduation Reception
f) Bronco Golf Series Tournaments
g) Other similar Department activities and events

1.3.3 Coach agrees to supervise any staff serving under Coach and to insure, to the best of his ability, that all staff persons follow all applicable University policies, NCAA, and Conference rules and regulations at all times. Director will keep Coach informed, in writing, of which persons serve under Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of four (4) years and nine (9) months, commencing on April 23, 2017, and terminating, without further notice to Coach, on January 10, 2022, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3. Extensions to Initial Term. The term of this Agreement shall be extended by one (1) additional year for each season in which the football team has at least eight (8) victories in a Season (including bowl games). Meaning, one (1) additional year is added for each eight (8) win season on contract terms no less favorable to Coach than the contract terms then applicable to the final year of this Agreement prior to the extension, provided, however, the base salary for the additional year will reflect a raise of $100,000 over the base salary then applicable to the final year of this Agreement prior to the extension.

2.3.1. By way of example, and for the avoidance of doubt, section 2.3 is to be interpreted so that the term of this Agreement will function as a rolling five year term as long as the football team wins eight (8) games in a Season. If any Season results in less than eight (8) victories, then the term shall not extend for an additional year, rendering this Agreement as a potential rolling four (4) year term if a Season with eight (8) victories follows such year or a potential rolling three (3) year term if a subsequent Season is fewer than eight (8) victories. Subsequent seasons of eight (8) victories or more, or fewer than eight (8) victories, will have the same effects as described in this section until this Agreement is terminated as otherwise provided herein.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services, the University shall provide to Coach:

a) A base salary as follows:
January 11, 2017 to January 10, 2018 - $1,350,000;
January 11, 2018 to January 10, 2019 - $1,450,000;
January 11, 2019 to January 10, 2020 - $1,550,000;

January 11, 2020 to January 10, 2021 - $1,650,000;
January 11, 2021 to January 10, 2022 - $1,750,000.

all generally payable in biweekly installments in accordance with normal University procedures and all of which is to be paid from non-appropriated funds;

b) The opportunity to receive such employee benefits calculated on the base salary (within the limits of such plans and benefits) as the University provides generally to non-faculty, non-classified, professional staff employees; and

c) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level, including moving expenses. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

d) The opportunity to receive additional benefits as the Director deems necessary and appropriate including a vehicle, complimentary tickets, and club membership, as set forth in a separate letter.

3.2 Supplemental Compensation

3.2.1 Additional Pay based upon performance relating to regular Season and post-Season competition shall be based on the following:

Category 1

a) $50,000 if the Team is the Mountain Division Champion

Category 2

b) $35,000 if the Team participates in a bowl game; or
c) $75,000 if the team is the Conference Champion; or
d) $100,000 if the Team participates in a Host Bowl as part of the CFP; or
e) $125,000 if the Team participates in one of the two semi-final Playoff Bowl games in the CFP.

Category 3

f) $150,000 if the Team participates in the CFP Championship Bowl game; or

g) $250,000 if the Team wins the CFP Championship Bowl game.

Coach shall be eligible for supplemental compensation from each Category listed above. Coach shall only be eligible to earn one amount (the highest amount) from each Category. Any additional pay for performance earned pursuant to this section shall be paid on February 1st following the football Season in which earned, as long as Coach remains continuously employed as head Coach to that date.

3.2.2 Academic Incentive Pay may be earned as follows:

a) $20,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 955 or higher; and
b) $10,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 975 or higher; and
c) $5,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 985 or higher; and
d) $15,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 990 or higher.

These amounts are cumulative. By way of example, and for the avoidance of doubt, if the Team APR equals 990 or higher, Coach will earn $50,000 in Academic Incentive Pay. Any pay earned pursuant to this section shall be paid on October 1st each year as long as Coach remains continuously employed as head Coach to that date.

3.3 <u>Media Programs, Public Appearances and Endorsements.</u>

3.3.1 Coach shall appear on or participate in, as requested by the Director, and make all reasonable efforts to make successful University sanctioned television, radio and internet Productions concerning the University and the Program. Agreements requiring the Coach to participate in Productions and public appearances related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media Productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University's reasonable requests in order for the Productions to be successful and agrees to provide his services to and perform on the Productions and to cooperate with the University's reasonable requests related to their performance, broadcasting, and telecasting.

3.3.2 It is understood that neither Coach nor any assistant coaches shall appear, without the prior written approval of the Director (such approval not to be unreasonably withheld), on any competing Production (including but not limited to a coach's show, call-in show, or interview show) or news segment, except that this prohibition shall not apply to news media interviews and appearances which are non-recurring and for which no compensation is received.

3.3.3 Coach or any assistant coaches shall have no right, title or interest of any kind or nature whatsoever in or to any materials, works or results related to the Productions, or in any component part thereof and the University shall own all rights to the Productions and shall be entitled, at its option, to produce and market the Productions or negotiate with third parties for the production and marketing of the Productions. The University shall be entitled to retain all revenue generated by the Productions. Upon prior written approval of the Director (such written approval not to be unreasonably withheld), Coach may use the materials, works or results related to the Productions so long as such use does not violate University or NCAA policy and does not result in Coach receiving compensation for such use.

3.3.4 Without the prior written approval of the Director (such written approval not to be unreasonably withheld), Coach shall not appear in any form of Production for commercial endorsement or compensation.

3.4 Intellectual Property Rights.

3.4.1 Coach may not use the marks or intellectual property of the University, including without limitation its logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, without a specific, written licensing agreement relating to the same. Coach agrees that all logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, including all copyright and other intellectual property rights therein, which relate to the University, including any of its athletic programs, or which would compete with the University's registered marks, that are developed or created by Coach or by others at Coach's direction, shall be owned solely by the University. Coach may, upon written approval of Director (such written approval not to be unreasonably withheld) develop or create such intellectual property rights that are not related to the University and that would not compete with the University's registered marks.

3.4.2 Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for historical and archival purposes in records and publications related to Coach's performance of his duties as the University's head football coach. Further, Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use his name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict him during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Coach consents to the University's appropriation of his privacy rights in connection with the grant of the limited license in this section.

3.4.3 During the term of this Agreement, including an extension or renewal pursuant to Section 2.2 or 2.3, the use of Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for any other purposes than those outlined in Section 3.4.2 of this Agreement shall be governed by a separate agreement.

3.5 Summer Camp—Operated By University. Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The

University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist with reasonable requests related to the marketing, supervision, and general administration of the University's football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer football camps, the University shall pay Coach supplemental compensation during each year of his employment as head football coach at the University.

3.6 Apparel and/or Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside interests to the University in accordance with Section 4.3 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.7 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by applicable law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1(a) and paid directly from the University to Coach, and within any applicable compensation limits established by such plans and except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and Coaching of Team members which enable them to compete and reasonably protect their health, safety, and well-being;

4.1.3. Observe and work reasonably to uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the Conference, and the NCAA; supervise and take reasonable steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's director of compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Conference.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director (such approval not to be unreasonably withheld), who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3 Outside Income. Coach shall obtain prior written approval from the University's President (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. Notwithstanding the limitations in Sections 4.2 and 4.3, Coach's obligation under Section 4.2 and this Section 4.3 shall not extend to and shall specifically exclude buying, selling, owning, holding, investing in and otherwise receiving and deriving income from debt and/or equity investments that consist of or are in the nature of non-controlling interests in publicly traded securities or non-controlling interests in private equity funds and similar investments entities or vehicles that are managed, directed or controlled by brokerage firms, registered investment advisors, private equity firms, hedge funds and similar advisors and managers whereby Coach has no more than a direct or indirect non-controlling minority stake with limited rights, authority or ability to control or influence business decisions and management. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the Conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Program, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees. Coach shall be provided an annual budget of $2,200,000 per year for the employment of the nine (9) on-field assistant coaches.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.7 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports franchise requiring performance of duties set forth herein prior to the expiration of this Agreement, without giving prior notice to the Director. Coach shall deliver such notice in writing, or by electronic mail, and shall give such notice as soon as reasonably practical but no less than 48 hours prior to such activity.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties in the event he engages in conduct which amounts to good or adequate cause to terminate Coach; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in this Agreement, Boise State University policies, and Idaho State Board of Education policies.

5.1.1 In addition to the definitions contained in applicable policies, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

a) A deliberate or major or repetitive violation of Coach's duties under this Agreement or the intentional refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after receiving written notice from the University;

c) A deliberate or major or repetitive violation by Coach of any applicable law (other than minor traffic offenses) or the policies, rules or regulations of the University, the University's governing board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent (such consent not to be unreasonably withheld);

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University, the Department or its athletic programs;

f) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA;

g) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

h) A deliberate or major or repetitive violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2 Suspension or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond within at least 14 days after the receipt of the University's written notice. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay or continue to pay Coach, as applicable, as liquidated damages and not a penalty, the applicable regular compensation as set forth in section 3.1.1(a) plus an additional amount at the annual rate of $200,000, excluding all deductions required by law, payable on the regular paydays of the University until the expiration of the term of this Agreement ends, or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid to the Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the applicable gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance of 3.1.1(b) as if he remained a University employee until the term of this Agreement ends or until Coach obtains other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits outside of section 3.1.1 (a) and (b), except as otherwise required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to Coach by University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiations of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost if he resigns before the end of the term of the Agreement.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Such termination shall be effective ten (10) days after written notice is given to the University unless otherwise agreed to by the parties. Such termination must occur at a time outside the Team's Regular Season (excluding bowl game) so as to minimize the impact on the Program.

5.3.3 If the Coach terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for convenience prior to January 10, 2022, to commence, or enter into an agreement to commence, "Similar or Related Employment" (as defined in this section 5.3.3), then he (or his designee) shall pay to the University, as liquidated damages and not a penalty, the following sum: if the termination occurs between January 11, 2017 and January 10, 2018, the sum of five-hundred-thousand dollars ($500,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on May 1, 2017, and accepts employment as a collegiate or professional head coach on January 5, 2018, Coach, or his designee, would owe the University five hundred thousand dollars ($500,000). However, if Coach terminates for convenience on May 1, 2017, and accepts employment as a collegiate or professional football head coach on March 1, 2018, neither Coach nor his designee would owe the University any liquidated damages.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiation of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, that the University will lose the benefit of its investment in the Coach, and that the University may face potentially increased compensation costs if Coach terminates this Agreement for convenience, all of which amounts are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for any and all damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments with the exception of any amounts earned by the date of termination but not yet paid due to normal payroll procedures.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries hereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the Position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, Coach shall comply with all reasonable requests relating to the University's ability to transact business or operate its intercollegiate athletics program.

5.7 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Policies.

5.9 Annual Leave Upon Termination. In the event of non-renewal or termination of Coach's employment under any provision of this section 5, Coach will use or forfeit all accumulated annual leave prior to the final date of employment and terminate Coach's employment with no annual leave balance.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, vehicles, personnel records, recruiting records, Team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director. However, Coach shall be entitled to retain copies of any practice scripts, playbooks, statistics, or recruiting records (to the extent allowed under applicable privacy and confidentiality laws) utilized during his employment by the University. Further, Coach shall be entitled to retain any other personal property developed by Coach prior to his employment by the University or developed on his own time and not for use in his position as the Program's head football coach.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.8 Non-Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion so long as such production by the University is consistent with applicable law, NCAA, University or Conference policy.

6.9 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	President 1910 University Drive Boise, Idaho 83725-1000
the Coach:	Bryan Harsin Last known address on file with University's Human Resource Services
with a copy to:	Russ Campbell and Patrick Strong Balch Sports 1901 Sixth Avenue North, Suite 1500 Birmingham, Alabama 35203

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

6.10 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.11 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.12 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case (such consent not to be unreasonably withheld), use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.13 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.14 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.15 Opportunity to Consult with Attorney. Both parties acknowledge that they have had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

ARTICLE 7

7.1. Definitions. The following terms as used in the Agreement will be defined as indicated:

a) "APR" means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.

b) "Athletic Director" or "Director" means the Boise State University Director of Athletics.

c) "BAA" means the Bronco Athletic Association.

d) “CFP” mean the College Football Playoff (as the successor to the Bowl Championship Series organization) and its affiliated or contracted Host Bowls, semi-final Playoff Bowls and Championship Bowl games.

e) “Coaching” means to direct, supervise, mentor and lead the athletes participating on the Team and/or in the Program.

f) “Conference” means the athletic conference in which the University is a member for purposes of inter-collegiate Football competition as of the date of the applicable event. At the time of the execution of this Agreement, the Conference is the Mountain West Conference. Change of Conference affiliation is at the sole discretion of the University President.

g) “Department” means the Boise State University Department of Intercollegiate Athletics.

h) “FBS” means the Football Bowl Subdivision membership category and participation level of the NCAA.

i) “NCAA” means the National Collegiate Athletic Association.

j) “Position” will mean the position of head football coach.

k) “President” means the Boise State University President.

l) “Productions” means any and all television, radio, podcast, website, webcast, digital, electronic and/or internet (or other similar or newly developed media format) productions or programs concerning or affiliated in any way with the University, the Team, the Program or the Department.

m) “Program” shall mean the Football program, including the Team and the staff, equipment and operations assigned to, or affiliated with, the Team as decided at the sole, reasonable discretion of the Director. Non-capitalized use of the term “program” in reference to fringe benefit programs, media programs or to athletic programs generally are defined by the ordinary use in context.

n) “Season” will mean the NCAA regulated football season commencing on the first day of fall practice and ending immediately after the last game of the football regular season or, if applicable to the Team being selected to play in a post-season bowl (“bowl eligible”), after the post-season bowl game involving the University Team.

o) “Team” means the Boise State University Broncos intercollegiate football team.

In witness whereof the parties have hereunto set their hands on the date below noted:

UNIVERSITY	COACH
______________________________	______________________________
Robert Kustra, President Date	Bryan Harsin Date

Approved by the Board on the _____ day of _________________, 201__.

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~~(Form Used When Board Approval Required)~~
~~**(MODEL ATHLETICS CONTRACT)**~~

EMPLOYMENT AGREEMENT
2017-2022

This Employment Agreement ("~~(~~Agreement")~~)~~ is entered into by and between Boise State ~~(~~University ("University")~~(College)),~~ and Bryan Harsin ("~~(~~Coach").~~).~~

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate football ~~(Sport)~~ team (Team). ~~) (or Director of Athletics).~~ Coach ~~(Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

~~1.2.~~ 1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's~~University (College)'s~~ Director of Athletics (Director).~~or the Director's designee.~~ Coach shall abide by the reasonable instructions of Director or the Director''s designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President~~University (College)'s Chief executive officer (Chief executive officer~~).

1.3. Duties. Coach shall manage and supervise the Team and Program and shall perform such other duties in the University's~~University (College)'s~~ athletic Department (Department)~~program~~ as the Director may reasonably assign and as may be described elsewhere in this Agreement. ~~The University (College) shall have the right, at any time, to reassign~~ Coach shall, to the best of his ability and consistent with University policies, perform all ~~to~~ duties and responsibilities customarily associated with an NCAA Football Bowl Subdivision ~~at the University (College) other than as~~ head football coach.

1.3.1 Coach is expected to devote full-time to Coaching and recruitment involving the ~~of the~~ Team as the head Coach. If Coach is reasonably required to perform ~~, provided that Coach's compensation and benefits shall not be affected by~~ any such additional duties that are not defined~~reassignment, except that the opportunity to earn supplemental compensation as provided~~ in the Agreement, Coach will be notified of his responsibility to perform these duties within a reasonable time frame.

~~1.3.~~ 1.~~sections~~ 3.2 Coach will attend staff meetings, public relation functions, dinners, awards banquets and make appearances as reasonably directed by the Director unless excused by the Director. The Director shall not unreasonably withhold approval for non-attendance. Such functions~~.1 through (Depending on supplemental pay provisions used)~~ shall include, but are not limited, to the following:~~cease.~~

a) Television, radio and other public appearances as in the Agreement
b) The annual BAA Bar-b-que
c) The BAA/Alumni Auction Dinner
d) Athletic Department staff meetings called by the Director
e) Athletic Department Graduation Reception
f) Bronco Golf Series Tournaments
g) Other similar Department activities and events

1.3.3 Coach agrees to supervise any staff serving under Coach and to insure, to the best of his ability, that all staff persons follow all applicable University policies, NCAA, and Conference rules and regulations at all times. Director will keep Coach informed, in writing, of which persons serve under Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of four (4~~______ (___~~) years and nine (9) months, commencing on April 23, 2017,~~_________~~ and terminating, without further notice to Coach, on January 10, 2022,~~_________~~ unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's~~the~~ Board of Trustees~~Education~~. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this A~~a~~greement count in any way toward tenure at the University. ~~(College).~~

2.3. Extensions to Initial Term. The term of this Agreement shall be extended by one (1) additional year for each season in which the football team has at least eight (8) victories in a Season (including bowl games). Meaning, one (1) additional year is added for each eight (8) win season on contract terms no less favorable to Coach than the contract terms then applicable to the final year of this Agreement prior to the extension, provided, however, the base salary for the additional year will reflect a raise of $100,000 over the base salary then applicable to the final year of this Agreement prior to the extension.

2.3.1. By way of example, and for the avoidance of doubt, section 2.3 is to be interpreted so that the term of this Agreement will function as a rolling five year term as long as the football team wins eight (8) games in a Season. If any Season results in less than eight (8) victories, then the term shall not extend for an additional year, rendering this Agreement as a potential rolling four (4) year term if a Season with eight (8) victories follows such year or a potential rolling three (3) year term if a subsequent Season is fewer than eight (8) victories. Subsequent seasons of eight (8) victories or more, or fewer than eight (8) victories, will have the same effects as described in this section until this Agreement is terminated as otherwise provided herein.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services ~~and satisfactory performance of this Agreement~~, the University ~~(College)~~ shall provide to Coach:

a) A base~~An annual~~ salary as follows:
January 11, 2017 to January 10, 2018 - $1,350,000;
January 11, 2018 to January 10, 2019 - $1,450,000;
January 11, 2019 to January 10, 2020 - $1,550,000;
January 11, 2020 to January 10, 2021 - $1,650,000;
January 11, 2021 to January 10, 2022 - $1,750,000.

all generally~~of $__________ per year,~~ payable in biweekly installments in accordance with normal University ~~(College)~~ procedures~~,~~ and all of which is to~~such salary increases as may~~ be paid from non-appropriated funds~~determined appropriate by the Director and Chief executive officer and approved by the University (College)'s Board of (Regents or Trustees)~~;

b) The opportunity to receive such employee benefits calculated on the base salary (within the limits of such plans and benefits) as the University ~~(College)~~ provides generally to non-faculty, non-classified, professional staff ~~exempt~~ employees; and

c) The opportunity to receive such employee benefits as the ~~University (College)'s~~ Department ~~of Athletics (Department)~~ provides generally to its employees of a comparable level, including moving expenses. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

d) The opportunity to receive additional benefits as the Director deems necessary and appropriate including a vehicle, complimentary tickets, and club membership, as set forth in a separate letter.

3.2 Supplemental Compensation

3.2.1 Additional Pay based upon performance relating to regular Season and post-Season competition shall be based on the following:

Category 1

a) $50,000 if the Team is the Mountain Division Champion

Category 2

b) $35,000 if the Team participates in a bowl game; or
c) $75,000 if the team is the Conference Champion; or
d) $100,000 if the Team participates in a Host Bowl as part of the CFP; or
e) $125,000 if the Team participates in one of the two semi-final Playoff Bowl games in the CFP.

Category 3

f) $150,000 if the Team participates in the CFP Championship Bowl game; or
g) $250,000 if the Team wins the CFP Championship Bowl game.

Coach shall be eligible for supplemental compensation from each Category listed above. Coach shall only be eligible to earn one amount (the highest amount) from each Category. Any additional pay for performance earned pursuant to this section shall be paid on February 1st following the football Season in which earned, as long as Coach remains continuously employed as head Coach to that date.

3.2.2 Academic Incentive Pay may be earned as follows:

a) $20,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 955 or higher; and
b) $10,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 975 or higher; and
c) $5,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 985 or higher; and
d) $15,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 990 or higher.

These amounts are cumulative. By way of example, and for the avoidance of doubt, if the Team APR equals 990 or higher, Coach will earn $50,000 in Academic Incentive Pay. Any pay earned pursuant to this section~~Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs) , and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division) , and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of (Regents or Trustees) as a document available to the public under the Idaho Public Records Act.~~

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief executive officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director.~~

~~3.2.5 The Coach shall receive the sum of (amount or computation) from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum~~ shall be paid on October 1st each year as long as Coach remains continuously employed as head Coach to that date.

3.3 Media Programs, Public Appearances and Endorsements.

3.3.1 Coach shall appear on or participate in, as requested by the Director, and make all reasonable efforts to make successful University sanctioned television, radio and internet Productions concerning the University and the Program. ~~(terms or conditions of~~

~~payment)~~ . Agreements requiring the Coach to participate in Productions and public appearances ~~Programs~~ related to his duties as an employee of University ~~(College)~~ are the property of the University. ~~(College).~~ The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media P~~p~~roductions and all parties desiring public appearances by ~~the~~ Coach. Coach agrees to cooperate with the University's reasonable requests~~University (College)~~ in order for the Productions~~Programs~~ to be successful and agrees to provide his services to and perform on the Productions~~Programs~~ and to cooperate with the University's reasonable requests related to ~~in~~ their performance~~production~~, broadcasting, and telecasting.

3.3.2 It is understood that neither Coach nor any assistant coaches shall appear, without the prior written approval of the Director (such approval not to be unreasonably withheld), on ~~on~~ any competing Production~~radio or television program~~ (including but not limited to a coach's show, call-in show, or interview show) or ~~a regularly scheduled~~ news segment, except that this prohibition shall not apply to ~~routine~~ news media interviews and appearances which are non-recurring and for which no compensation is received.

3.3.3 Coach or any assistant coaches shall have no right, title or interest of any kind or nature whatsoever in or to any materials, works or results related to the Productions, or in any component part thereof and the University shall own all rights to the Productions and shall be entitled, at its option, to produce and market the Productions or negotiate with third parties for the production and marketing of the Productions. The University shall be entitled to retain all revenue generated by the Productions. Upon prior written approval of the Director (such written approval not to be unreasonably withheld), Coach may use the materials, works or results related to the Productions so long as such use does not violate University or NCAA policy and does not result in Coach receiving compensation for such use.

3.3.4 Without the prior written approval of the Director (such written approval not to be unreasonably withheld),~~,~~ Coach shall not appear in any form of Production for commercial endorsement~~endorsements which are broadcast on radio~~ or compensation. ~~television that conflict with those broadcast on the University (College)'s designated media outlets.~~

3.4 Intellectual Property Rights.

3.4.1 Coach may not use the marks or intellectual property of the University, including without limitation its logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, without a specific, written licensing agreement relating to the same. ~~2.6 (SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))~~ Coach agrees that all logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, including all copyright and other intellectual property rights therein, which relate to the University, including any of its athletic programs, or which would compete with the University's registered marks, that are developed or created by Coach or by others at Coach's direction, shall be owned solely by the University. Coach may, upon written approval of Director (such written approval not to be unreasonably withheld) develop or create such intellectual property rights that are not related to the University and that would not compete with the University's registered marks.

3.4.2 Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for historical and archival purposes in records and publications related to Coach's performance of his duties as the University's head football coach. Further, Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use his name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict him during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Coach consents to the University's appropriation of his privacy rights in connection with the grant of the limited license in this section.

3.4.3 During the term of this Agreement, including an extension or renewal pursuant to Section 2.2 or 2.3, the use of Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for any other purposes than those outlined in Section 3.4.2 of this Agreement shall be governed by a separate agreement.

3.5 Summer Camp—Operated By University. Coach agrees that the University~~the University (College)~~ has the exclusive right to operate youth football~~(Sport)~~ camps on its campus using University ~~(College)~~ facilities. The University ~~(College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's~~University (College)'s~~ camps in Coach''s capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist with reasonable requests related to~~in~~ the marketing, supervision, and general administration of the University's~~University (College)'s~~ football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's~~University (College)'s~~ summer football camps, the University ~~(College)~~ shall pay Coach ~~(amount) per year as~~ supplemental compensation during each year of his employment as head football ~~(Sport)~~ coach at the University ~~(College). This amount shall be paid (terms of payment)~~.

3.6 Apparel and/or Equipment.~~**(SUMMER CAMP OPERATED BY COACH)**~~ Coach ~~may operate a summer youth (Sport) camp at the University (College) under the following conditions:~~

~~a) The summer youth camp operation reflects positively on the University (College) and the Department;~~

~~b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;~~

~~c) Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;~~

~~d) The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;~~

~~e) The Coach or the private enterprise enters into a contract with University (College) and ___________ (campus concessionaire) for all campus goods and services required by the camp.~~

~~f) The Coach or private enterprise pays for use of University (College) facilities including the ___________.~~

~~g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.~~

~~h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible;~~

~~i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)~~

~~j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

~~In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by~~

~~the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.~~

~~3.2.7 Coach~~ agrees that the University~~ (College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University~~. (College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with __(Company Name)__ to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an __(Company Name)__ product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by __(Company Name)__, or give a lecture at an event sponsored in whole or in part by (Company Name)__, or make other educationally related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head __(Sport)__ coach.~~ In order to avoid entering into an agreement with a competitor of any University selected vendors~~__(Company Name)__~~, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. Coach shall also report such outside interests~~income~~ to the University ~~(College)~~ in accordance with Section 4.3 of this Agreement~~NCAA (or NAIA) rules~~. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, ~~including _(Company Name),~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.7~~3~~ General Conditions of Compensation. All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by applicable law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1(a) and paid directly from the University to Coach, and within any applicable compensation limits established by such plans and~~,~~ except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and C~~c~~oaching of Team members which enable them to compete~~ successfully~~ and reasonably protect their health, safety, and well-being;

4.1.3. Observe and work reasonably to uphold all academic standards, requirements, and policies of the University~~ (College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University~~, (College),~~ the University's~~University (College)'s~~ governing board, the C~~c~~onference, and the NCAA;~~ (or NAIA);~~ supervise and take reasonable~~appropriate~~ steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's director of compliance~~Department's Director of Compliance~~ if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's~~University (College)'s~~ athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A~~C~~. The applicable laws, policies, rules, and regulations include: (a) State Board of Education ~~and Board of Regents of the University of Idaho~~ Governing Policies and Procedures and Rule Manual; (b) University's Policy~~University (College)'s~~ Handbook; (c) University's~~University (College)'s~~ Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the Conference~~ (Sport)~~ ~~conference of which the University (College) is a member~~.

~~4.2.~~4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably~~otherwise~~ detract from those duties in any manner, or that, in the reasonable opinion of the University~~, (College),~~ would reflect adversely upon the University, the Department~~ (College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director (such approval not to be unreasonably withheld),~~,~~ who may consult with the President~~Chief executive officer~~, enter into separate arrangements for outside activities and endorsements which are consistent with Coach'~~'~~s obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's~~the University (College)'s~~ name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld). ~~Chief executive officer.~~

4.3 Outside Income.~~NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules,~~ Coach shall obtain prior written approval from the University's President (such approval not to be unreasonably withheld)~~University (College)'s Chief executive officer~~ for all athletically-related and other business-–related income and benefits from sources outside the University ~~(College)~~ and shall report the source and amount of all such income and benefits in accordance with ~~to~~ the Department's Outside Income Reporting Form. Notwithstanding the limitations in Sections 4.2 and 4.3, Coach's obligation under Section 4.2 and this Section 4.3 shall not extend to and shall specifically exclude buying, selling, owning, holding, investing in and otherwise receiving and deriving income from debt and/or equity investments that consist of or are in the nature of non-controlling interests in publicly traded securities or non-controlling interests in private equity funds and similar investments entities or vehicles that are managed, directed or controlled by brokerage firms, registered investment advisors, private equity firms, hedge funds and similar advisors and managers whereby Coach has ~~University (College)'s Chief executive officer whenever reasonably requested, but in~~ no more~~event less~~ than a direct or indirect non-controlling minority stake with limited rights, authority or ability to control or influence business decisions and management.~~annually before the close of business on June 30th of each year or the last regular University (College) work day preceding June 30th.~~ The report shall be in a format reasonably satisfactory to University. ~~(College).~~ In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, ~~(College),~~ the University's~~University (College)'s~~ governing board, the C~~c~~onference, or the NCAA. ~~(or NAIA).~~

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Program~~Team~~, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President~~Chief executive officer~~ and the University's~~University (College)'s~~ Board of ~~(~~Trustees. Coach shall be provided an annual budget of $2,200,000 per year for the employment of the nine (9) on-field assistant coaches ~~or Regents)~~ .

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.7~~6~~ Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports franchise~~team,~~ requiring performance of duties set forth herein prior to the expiration of this Agreement, without giving~~the~~ prior notice to~~approval of~~ the Director. Coach~~Such approval~~ shall deliver such notice in writing, or by electronic mail, and shall give such notice as soon as reasonably practical but no less than 48 hours prior to such activity. ~~not unreasonably be withheld.~~

ARTICLE 5

5.1 Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties in the event he engages in conduct which amounts to good or adequate cause to terminate Coach; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in this Agreement, Boise State University policies,~~applicable rules~~ and Idaho State Board of Education policies~~regulations~~.

5.1.1 In addition to the definitions contained in applicable policies~~rules and regulations~~, University~~ (College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension~~, reassignment,~~ or termination of this Agreement:

a) A deliberate or major or repetitive violation of Coach's duties under this A~~a~~greement or the intentional refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this A~~a~~greement within 30 days after receiving written notice from the University;~~ (College);~~

c) A deliberate or major or repetitive violation by Coach of any applicable law (other than minor traffic offenses) or the policies, rules or regulations of the University~~, (College),~~ the University's~~University (College)'s~~ governing board, the C~~c~~onference or the NCAA~~, (NAIA),~~ including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days'~~'~~ absence of Coach from duty without the University's~~University (College)'s~~ consent (such consent not to be unreasonably withheld);~~;~~

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable~~University (College)'s~~ judgment, reflect adversely on the University, the Department~~ (College)~~ or its athletic programs;

~~f) fThe failure of Coach to represent the University (College) and its athletic programs positively in public and private forums;~~

~~g~~) The failure of Coach to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University~~ (College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University~~, (College),~~ the University's~~University (College)'s~~ governing board, the C~~c~~onference, or the NCAA;~~ (NAIA);~~

g~~h~~) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University~~, (College),~~ the University's~~University (College)'s~~ governing board, the C~~c~~onference, or the NCAA, ~~(NAIA),~~ by one of~~–~~ Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

h) A deliberate or major or repetitive ~~i) A~~ violation of any applicable law or the policies, rules or regulations of the University, ~~(College),~~ the University's~~University (College)'s~~ governing board, the C~~c~~onference, or the NCAA, ~~(NAIA),~~ by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2 Suspension~~, reassignment,~~ or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond within at least 14 days after the receipt of the University's written notice.~~.~~ After Coach responds or fails to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's~~University (College)'s~~ obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University. ~~(College).~~

5.2.1 At any time after commencement of this Agreement, University, ~~(College),~~ for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University ~~(College)~~ terminates this Agreement for its own convenience, University ~~(College)~~ shall be obligated to pay or continue to pay Coach, as applicable, as liquidated damages and not a penalty, the applicable regular compensation as~~salary~~ set forth in section 3.1.1(a) plus an additional amount at the annual rate of $200,000,~~),~~ excluding all deductions required by law, payable on the regular paydays of the University ~~(College)~~ until the expiration of the term of this Agreement ends, or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid to the Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the applicable gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance of 3.1.1(b) as if he remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains ~~reasonably comparable employment or any~~ other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits outside of section 3.1.1 (a) and (b),~~,~~ except as otherwise ~~provided herein or~~ required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment~~,~~ and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to Coach~~him~~ by University after the date Coach~~he~~ obtains other employment, to which Coach~~he~~ is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the ~~contract~~ negotiations of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University~~, (College),~~ which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. ~~(College).~~ The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University~~ (College)~~ is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost if~~were~~ he resigns~~to resign or otherwise terminate his employment with the University (College)~~ before the end of the ~~contract~~ term of the Agreement.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Such termination ~~(College). Termination~~ shall be effective ten (10) days after written notice is given to the University unless otherwise agreed to by the parties. Such termination must occur at a time outside the Team's Regular Season (excluding bowl game) so as to minimize the impact on the Program.~~(College).~~

5.3.3 -If the Coach terminates this Agreement for convenience ~~at any time~~, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If the Coach terminates this Agreement for ~~his~~ convenience prior to January 10, 2022, to commence, or enter into an agreement to commence, "Similar or Related Employment" (as defined in this section 5.3.3), then he (or his designee) shall pay to the University, ~~(College),~~ as liquidated damages and not a penalty, the following sum: if the termination occurs between January 11, 2017 and January 10, 2018, the sum of five-hundred-thousand dollars ($500,000). ____________________. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on May 1, 2017, and accepts employment as a collegiate or professional head coach on January 5, 2018, Coach, or his designee, would owe the University five hundred thousand dollars ($500,000). However, if Coach terminates for convenience on May 1, 2017, and accepts employment as a collegiate or professional football head coach on March 1, 2018, neither Coach nor his designee would owe the University any liquidated damages.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiation of this Agreement~~contract negotiations~~ and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, that the University will lose the benefit of its investment in the Coach, and that the University may face~~in addition to~~ potentially increased compensation costs if Coach terminates this Agreement for convenience, all of which amounts~~damages~~ are extremely difficult to determine with certainty. – The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University ~~(College)~~ shall constitute adequate and reasonable compensation to University ~~(College)~~ for any and all~~the~~ damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty.~~ This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University (College).~~

5.3.5 Except as provide~~d~~ elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments with the exception of any amounts earned by the date of termination but not yet paid due to normal payroll procedures.~~.~~

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University’s~~University (College)'s~~ disability insurance carrier, becomes unable to perform the essential functions of the P~~p~~osition of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach’~~'~~s death, Coach’~~'~~s salary and all other benefits shall terminate as of the last day worked, except that the Coach’~~'~~s personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to the Coach’~~'~~s estate or beneficiaries ~~t~~hereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University’s~~University (College)'s~~ disability insurance carrier, or becomes unable to perform the essential functions of the P~~p~~osition of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.~~ (College).~~

5.5 Interference by Coach. In the event of termination or~~,~~ suspension, ~~or reassignment,~~ Coach shall comply~~agrees that Coach will not interfere~~ with all reasonable requests relating to the University’s~~University (College)’s student-athletes or otherwise obstruct the University (College)’s~~ ability to transact business or operate its intercollegiate athletics program.

5.7~~6~~ No Liability. The University~~ (College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8~~7~~ Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University ~~(College)~~ employees, if the University~~ (College)~~ suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual,~~, IDAPA 08.01.01 et seq.,~~ and the University Policies~~(College) Faculty-Staff Handbook~~.

5.9 Annual Leave Upon Termination. In the event of non-renewal or termination of Coach's employment under any provision of this section 5, Coach will use or forfeit all accumulated annual leave prior to the final date of employment and terminate Coach's employment with no annual leave balance.

ARTICLE 6

6.1 Board Approval. ~~(if required – multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy).~~ This Agreement shall not be effective until and unless approved by~~of~~ the University's~~University (College)'s~~ Board of ~~(Regents or~~ Trustees~~)~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this A~~a~~greement shall be subject to the approval of the University's~~University (College)'s~~ Board of ~~(Regents or~~ Trustees,~~)~~, the President~~Chief executive officer~~, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of ~~(Regents or~~ Trustees~~)~~ and University's~~University (College)'s~~ rules or policies regarding furloughs or financial exigency.

6.2 University ~~(College)~~ Property. All personal property,~~, (excluding vehicle(s) provided through the ____________ program),~~ material, and articles of information, including, without limitation, keys, credit cards, vehicles, personnel records, recruiting records, T~~t~~eam information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the University's~~University (College)'s~~ direction or for the University's~~University (College)'s~~ use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University.~~ (College).~~ Within twenty-four (24) hours of the expiration of the term of this A~~a~~greement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director. However, Coach shall be entitled to retain copies of any practice scripts, playbooks, statistics, or recruiting records (to the extent allowed under applicable privacy and confidentiality laws) utilized during his employment by the University. Further, Coach shall be entitled to retain any other personal property developed by Coach prior to his employment by the University or developed on his own time and not for use in his position as the Program's head football coach.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7~~6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University (College).~~

~~6.8~~ Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.8 Non-~~9~~ Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion so long as such production by the University is consistent with applicable law, NCAA, University or Conference policy~~University (College)'s sole discretion~~.

6.9~~10~~ Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: ~~(College):~~ Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: President~~Chief executive officer~~
1910 University Drive
Boise, Idaho 83725-1000

the Coach: Bryan Harsin
Last known address on file with
University's~~University (College)'s~~ Human Resource Services

with a copy to: Russ Campbell and Patrick Strong
Balch Sports
1901 Sixth Avenue North, Suite 1500
Birmingham, Alabama 35203

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

6.10~~11~~ Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.11~~12~~ Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.12~~13~~ Non-Use of Names and Trademarks. The Coach shall not, without the University's~~University (College)'s~~ prior written consent in each case (such consent not to be unreasonably withheld),~~,~~ use any name, trade name, trademark, or other designation of the University ~~(College)~~ (including contraction, abbreviation or simulation), except in the course and scope of his official University ~~(College)~~ duties.

6.13~~14.~~ No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.14~~15.~~ Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's~~University (College)'s~~ Board of ~~(Regents or~~ Trustees~~), if required under Section II.H. of Board Policy~~.

6.15~~16~~ Opportunity to Consult with Attorney. Both parties acknowledge~~The Coach acknowledges~~ that they have~~he has~~ had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

ARTICLE 7

7.1. Definitions. The following terms as used in the Agreement will be defined as indicated:

a) "APR" means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.

b) "Athletic Director" or "Director" means the Boise State University Director of Athletics.

c) "BAA" means the Bronco Athletic Association.

d) "CFP" mean the College Football Playoff (as the successor to the Bowl Championship Series organization) and its affiliated or contracted Host Bowls, semi-final Playoff Bowls and Championship Bowl games.

e) "Coaching" means to direct, supervise, mentor and lead the athletes participating on the Team and/or in the Program.

f) "Conference" means the athletic conference in which the University is a member for purposes of inter-collegiate Football competition as of the date of the applicable event. At the time of the execution of this Agreement, the Conference is the Mountain West Conference. Change of Conference affiliation is at the sole discretion of the University President.

g) "Department" means the Boise State University Department of Intercollegiate Athletics.

h) "FBS" means the Football Bowl Subdivision membership category and participation level of the NCAA.

i) "NCAA" means the National Collegiate Athletic Association.

j) "Position" will mean the position of head football coach.

k) "President" means the Boise State University President.

l) "Productions" means any and all television, radio, podcast, website, webcast, digital, electronic and/or internet (or other similar or newly developed media format) productions or programs concerning or affiliated in any way with the University, the Team, the Program or the Department.

m) "Program" shall mean the Football program, including the Team and the staff, equipment and operations assigned to, or affiliated with, the Team as decided at the sole, reasonable discretion of the Director. Non-capitalized use of the term "program" in reference to fringe benefit programs, media programs or to athletic programs generally are defined by the ordinary use in context.

n) "Season" will mean the NCAA regulated football season commencing on the first day of fall practice and ending immediately after the last game of the football regular season or, if applicable to the Team being selected to play in a post-season bowl ("bowl eligible"), after the post-season bowl game involving the University Team.

o) "Team" means the Boise State University Broncos intercollegiate football team.

In witness whereof the parties have hereunto set their hands on the date below noted:

UNIVERSITY ~~(COLLEGE)~~ COACH

______________________________ ______________________________

Robert Kustra, President~~Chief executive officer~~ Date Bryan Harsin Date

~~*~~Approved by the Board ~~of (Regents or Trustees)~~ on the ______ day of __________________, 201__. ~~_____________, 2010.~~

~~[*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]~~

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EMPLOYMENT AGREEMENT

2017-2022

~~2015-2020~~

This Employment Agreement ("Agreement") is entered into by and between Boise State University ("University") and Bryan Harsin ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director). Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and Program and shall perform such other duties in the University's athletic Department (Department) as the Director may reasonably assign and as may be described elsewhere in this Agreement. Coach shall, to the best of his ability and consistent with University policies, perform all duties and responsibilities customarily associated with an NCAA Football Bowl Subdivision head football coach.

1.3.1 Coach is expected to devote full-time to Coaching and recruitment involving the Team as the head Coach. If Coach is reasonably required to perform any such additional duties that are not defined in the Agreement, Coach will be notified of his responsibility to perform these duties within a reasonable time frame.

1.3.2 Coach will attend staff meetings, public relation functions, dinners, awards banquets and make appearances as reasonably directed by the Director unless excused by the Director. The Director shall not unreasonably withhold approval for non-attendance. Such functions shall include, but are not limited, to the following:

a) Television, radio and other public appearances as in the Agreement
b) The annual BAA Bar-b-que
c) The BAA/Alumni Auction Dinner
d) Athletic Department staff meetings called by the Director
e) Athletic Department Graduation Reception
f) Bronco Golf Series Tournaments
g) Other similar Department activities and events

1.3.3 Coach agrees to supervise any staff serving under Coach and to insure, to the best of his ability, that all staff persons follow all applicable University policies, NCAA, and

Conference rules and regulations at all times. Director will keep Coach informed, in writing, of which persons serve under Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of four (4~~five (5~~) years and nine (9) months, commencing on April 23, 2017~~January 11, 2015~~, and terminating, without further notice to Coach, on January 10, 2022~~0~~, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3. Extensions to Initial Term. The term of this Agreement shall be extended by one (1) additional year for each season in which the football team has at least eight (8) victories in a Season (including bowl games). Meaning, one (1) additional year is added for each eight (8) win season on contract terms no less favorable to Coach than the contract terms then applicable to the final year of this Agreement prior to the extension, provided, however, the base salary for the additional year will reflect a raise of $100,000 over the base salary then applicable to the final year of this Agreement prior to the extension.

2.3.1. By way of example, and for the avoidance of doubt, section 2.3 is to be interpreted so that the term of this Agreement will function as a rolling five year term as long as the football team wins eight (8) games in a Season. If any Season results in less than eight (8) victories, then the term shall not extend for an additional year, rendering this Agreement as a potential rolling four (4) year term if a Season with eight (8) victories follows such year or a potential rolling three (3) year term if a subsequent Season is fewer than eight (8) victories. Subsequent seasons of eight (8) victories or more, or fewer than eight (8) victories, will have the same effects as described in this section until this Agreement is terminated as otherwise provided herein.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services, the University shall provide to Coach:

a) A base salary as follows:
~~January 11, 2015 to January 10, 2016 - $800,000;~~
~~January 11, 2016 to January 10, 2017 - $1,100,000;~~

January 11, 2017 to January 10, 2018 - $1,350,000;
January 11, 2018 to January 10, 2019 - $1,450,000;
January 11, 2019 to January 10, 2020 - $1,550,000;~~,~~
January 11, 2020 to January 10, 2021 - $1,650,000;
January 11, 2021 to January 10, 2022 - $1,750,000.

all generally payable in biweekly installments in accordance with normal University procedures and all of which is to be paid from non-appropriated funds;

b~~b) A one-time payment of $100,000, which shall be paid after execution of this Agreement, but prior to March 1, 2015.~~

~~c~~) The opportunity to receive such employee benefits calculated on the base salary (within the limits of such plans and benefits) as the University provides generally to non-faculty, non-classified, professional staff employees; and

c~~d~~) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level, including moving expenses. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

d~~e~~) The opportunity to receive additional benefits as the Director deems necessary and appropriate including a vehicle, complimentary tickets, and club membership, as set forth in a separate letter.

3.2 Supplemental Compensation

3.2.1 Additional Pay based upon performance relating to regular Season and post-Season competition shall be based on the following:

Category 1

a) $50~~15~~,000 if the Team is the Mountain Division Champion~~; or~~

Category 2

b) $35,000 if the Team participates in a bowl game; or
c) $75~~50~~,000 if the team is the Conference Champion; or
~~d) $75,000 if the Team participates in a Host Bowl as part of the CFP; or~~
d) $100,000 if the Team participates in a Host Bowl as part of the CFP; or

e) $125,000 if the Team participates in one of the two semi-final Playoff Bowl games in the CFP.

Category 3~~2~~

f) $150,000 if the Team participates in the CFP Championship Bowl game; or

g) $250,000 if the Team wins the CFP Championship Bowl game.

Coach shall be eligible for supplemental compensation from each Category listed above. Coach shall only be eligible to earn one amount (the highest amount) from each Category. Any additional pay for performance earned pursuant to this section shall be paid on February 1st following the football Season in which earned, as long as Coach remains continuously employed as head Coach to that date.

3.2.2 Academic Incentive Pay may be earned as follows:

a) $20,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 955 or higher; and

b) $10,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 975 or higher; and

c) $5,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 985 or higher; and

d) $15,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 990 or higher.

These amounts are cumulative. By way of example, and for the avoidance of doubt, if the Team APR equals 990 or higher, Coach will earn $50,000 in Academic Incentive Pay. Any pay earned pursuant to this section shall be paid on October 1st each year as long as Coach remains continuously employed as head Coach to that date.

3.3 Media Programs, Public Appearances and Endorsements.

3.3.1 Coach shall appear on or participate in, as requested by the Director, and make all reasonable efforts to make successful University sanctioned television, radio and internet Productions concerning the University and the Program. Agreements requiring the Coach to participate in Productions and public appearances related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media Productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University's reasonable requests in order for the Productions to be successful and agrees to provide his services to and perform on the Productions and to cooperate with the University's reasonable requests related to their performance, broadcasting, and telecasting.

3.3.2 It is understood that neither Coach nor any assistant coaches shall appear, without the prior written approval of the Director (such approval not to be unreasonably withheld), on any competing Production (including but not limited to a coach's show, call-in show, or interview show) or news segment, except that this prohibition shall not apply to news media interviews and appearances which are non-recurring and for which no compensation is received.

3.3.3 Coach or any assistant coaches shall have no right, title or interest of any kind or nature whatsoever in or to any materials, works or results related to the Productions, or in any component part thereof and the University shall own all rights to the Productions and shall be entitled, at its option, to produce and market the Productions or negotiate with third parties for the production and marketing of the Productions. The University shall be entitled to retain all revenue generated by the Productions. Upon prior written approval of the Director (such written approval not to be unreasonably withheld), Coach may use the materials, works or results related to the Productions so long as such use does not violate University or NCAA policy and does not result in Coach receiving compensation for such use.

3.3.4 Without the prior written approval of the Director (such written approval not to be unreasonably withheld), Coach shall not appear in any form of Production for commercial endorsement or compensation.

3.4 Intellectual Property Rights.

3.4.1 Coach may not use the marks or intellectual property of the University, including without limitation its logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, without a specific, written licensing agreement relating to the same. Coach agrees that all logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, including all copyright and other intellectual property rights therein, which relate to the University, including any of its athletic programs, or which would compete with the University's registered marks, that are developed or created by Coach or by others at Coach's direction, shall be owned solely by the University. Coach may, upon written approval of Director (such written approval not to be unreasonably withheld) develop or create such intellectual property rights that are not related to the University and that would not compete with the University's registered marks.

3.4.2 Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for historical and archival purposes in records and publications related to Coach's performance of his duties as the University's head football coach. Further, Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use his name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict him during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Coach consents to the University's appropriation of his privacy rights in connection with the grant of the limited license in this section.

3.4.3 During the term of this Agreement, including an extension or renewal pursuant to Section 2.2 or 2.3, the use of Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for any other purposes than those outlined in Section 3.4.2 of this Agreement shall be governed by a separate agreement.

3.5 Summer Camp—Operated By University. Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist with reasonable requests related to the marketing, supervision, and general administration of the University's football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer football camps, the University shall pay Coach supplemental compensation during each year of his employment as head football coach at the University.

3.6 Apparel and/or Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside interests~~income~~ to the University in accordance with Section 4.3 of this Agreement~~NCAA rules~~. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.7 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by applicable law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1(a) and paid directly from the University to Coach, and within any applicable compensation limits established by such plans and except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and Coaching of Team members which enable them to compete and reasonably protect their health, safety, and well-being;

4.1.3. Observe and work reasonably to uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the Conference, and the NCAA; supervise and take reasonable steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's director of compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Conference.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director (such approval not to be unreasonably withheld), who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3 Outside Income.~~4.3 NCAA Rules. In accordance with NCAA rules,~~ Coach shall obtain prior written approval from the University's President (such approval not to be unreasonably withheld) for all athletically-related and other business-~~-~~related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. Notwithstanding the limitations in Sections 4.2 and 4.3, Coach's obligation under Section 4.2 and this Section 4.3 shall not extend to and shall specifically exclude buying, selling, owning, holding, investing in and otherwise receiving and deriving income from debt and/or equity investments that consist of or are in the nature of non-controlling interests in publicly traded securities or non-controlling interests in private equity funds and similar investments entities or vehicles that are managed, directed or controlled by brokerage firms, registered investment advisors, private equity firms, hedge funds and similar advisors and managers whereby Coach has no more than a direct or indirect non-controlling minority stake with limited rights, authority or ability to control or influence business decisions and management.~~to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th.~~ The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the Conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Program, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees. Coach shall be provided an annual budget of $2,200,000 per year for the employment of the nine (9) on-field assistant coaches.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.7 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports franchise requiring performance of duties set forth herein prior to the expiration of this Agreement, without giving prior notice to the Director. Coach shall deliver such notice in writing, or by electronic mail, and shall give such notice as soon as reasonably practical but no less than 48 hours prior to such activity.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties in the event he engages in conduct which amounts to good or adequate cause to terminate Coach; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in this Agreement, Boise State University policies, and Idaho State Board of Education policies.

5.1.1 In addition to the definitions contained in applicable policies, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

a) A deliberate or major or repetitive violation of Coach's duties under this Agreement or the intentional refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after receiving written notice from the University;

c) A deliberate or major or repetitive violation by Coach of any applicable law (other than minor traffic offenses) or the policies, rules or regulations of the University, the University's governing board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent (such consent not to be unreasonably withheld);

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University, the Department or its athletic programs;

f) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA;

g) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

h) A deliberate or major or repetitive violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2 Suspension or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond within at least 14 days after the receipt of the University's written notice. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay or continue to pay Coach, as applicable, as liquidated damages and not a penalty, the applicable regular compensation as set forth in section 3.1.1(a) plus an additional amount at the annual rate of $200,000, excluding all deductions required by law, payable on the regular paydays of the University until the expiration of the term of this Agreement ends, or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid to the Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the applicable gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance of 3.1.1(b) as if he remained a University employee until the term of this Agreement ends or until Coach obtains other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits outside of section 3.1.1 (a) and (b), except as otherwise required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to Coach by

University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiations of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost if he resigns before the end of the term of the Agreement.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Such termination shall be effective ten (10) days after written notice is given to the University unless otherwise agreed to by the parties. Such termination must occur at a time outside the Team's Regular Season (excluding bowl game) so as to minimize the impact on the Program.

5.3.3 If the Coach terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for convenience prior to January 10, 2022~~18~~, to commence, or enter into an agreement to commence, "Similar or Related Employment" (as defined in this section 5.3.3), then he (or his designee) shall pay to the University, as liquidated damages and not a penalty, the following sum~~s~~: if the termination occurs between January 11, ~~2015 and January 10, 2016, the sum of two million dollars ($2,000,000); if the termination occurs between January 11, 2016 and January 10, 2017, the sum of one million seven hundred fifty thousand dollars ($1,750,000); and if the termination occurs between January 11,~~ 2017 and January 10, 2018, the sum of five-hundred-thousand dollars ($500,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence

Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on May~~February~~ 1, 2017~~6~~, and accepts employment as a collegiate or professional head coach on January 5, 2018~~15, 2017~~, Coach, or his designee, would owe the University five hundred thousand dollars ($500,000). However, if Coach terminates for convenience on May~~February~~ 1, 2017~~6~~, and accepts employment as a collegiate or professional football head coach on March~~July~~ 1, 2018~~7~~, neither Coach nor his designee would owe the University any liquidated damages.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiation of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, that the University will lose the benefit of its investment in the Coach, and that the University may face potentially increased compensation costs if Coach terminates this Agreement for convenience, all of which amounts are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for any and all damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments with the exception of any amounts earned by the date of termination but not yet paid due to normal payroll procedures.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries hereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the Position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, Coach shall comply with all reasonable requests relating to the University's ability to transact business or operate its intercollegiate athletics program.

5.7 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Policies.

5.9 Annual Leave Upon Termination. In the event of non-renewal or termination of Coach's employment under any provision of this section 5, Coach will use or forfeit all accumulated annual leave prior to the final date of employment and terminate Coach's employment with no annual leave balance.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, vehicles, personnel records, recruiting records, Team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director. However, Coach shall be entitled to retain copies of any practice scripts, playbooks, statistics, or recruiting records (to the extent allowed under applicable privacy and confidentiality laws) utilized during his employment by the University. Further, Coach shall be entitled to retain any other personal property developed by Coach prior to his employment by the University or developed on his own time and not for use in his position as the Program's head football coach.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.8 Non-Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion so long as such production by the University is consistent with applicable law, NCAA, University or Conference policy.

6.9 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics

1910 University Drive
Boise, Idaho 83725-1020

with a copy to: President
1910 University Drive
Boise, Idaho 83725-1000

the Coach: Bryan Harsin
Last known address on file with
University's Human Resource Services

with a copy to: Russ Campbell and~~&~~ Patrick Strong
Balch Sports
1901 Sixth Avenue North, Suite 1500
Birmingham, Alabama 35203

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

6.10 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.11 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.12 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case (such consent not to be unreasonably withheld), use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.13 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.14 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.15 Opportunity to Consult with Attorney. Both parties acknowledge that they have had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

ARTICLE 7

7.1. Definitions. The following terms as used in the Agreement will be defined as indicated:

a) "APR" means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.

b) "Athletic Director" or "Director" means the Boise State University Director of Athletics.

c) "BAA" means the Bronco Athletic Association.

d) "CFP" mean the College Football Playoff (as the successor to the Bowl Championship Series organization) and its affiliated or contracted Host Bowls, semi-final Playoff Bowls and Championship Bowl games.

e) "Coaching" means to direct, supervise, mentor and lead the athletes participating on the Team and/or in the Program.

f) "Conference" means the athletic conference in which the University is a member for purposes of inter-collegiate Football competition as of the date of the applicable event. At the time of the execution of this Agreement, the Conference is the Mountain West Conference. Change of Conference affiliation is at the sole discretion of the University President.

g) "Department" means the Boise State University Department of Intercollegiate Athletics.

h) "FBS" means the Football Bowl Subdivision membership category and participation level of the NCAA.

i) "NCAA" means the National Collegiate Athletic Association.

j) "Position" will mean the position of head football coach.

k) "President" means the Boise State University President.

l) "Productions" means any and all television, radio, podcast, website, webcast, digital, electronic and/or internet (or other similar or newly developed media format) productions or programs concerning or affiliated in any way with the University, the Team, the Program or the Department.

m) "Program" shall mean the Football program, including the Team and the staff, equipment and operations assigned to, or affiliated with, the Team as decided at the sole, reasonable discretion of the Director. Non-capitalized use of the term "program" in reference to fringe benefit programs, media programs or to athletic programs generally are defined by the ordinary use in context.

n) "Season" will mean the NCAA regulated football season commencing on the first day of fall practice and ending immediately after the last game of the football regular season or, if applicable to the Team being selected to play in a post-season bowl ("bowl eligible"), after the post-season bowl game involving the University Team.

o) "Team" means the Boise State University Broncos intercollegiate football team.

In witness whereof the parties have hereunto set their hands on the date below noted:

UNIVERSITY		COACH	
______________________________		______________________________	
Robert Kustra, President	Date	Bryan Harsin	Date

Approved by the Board on the _____ day of _________________, 201__.

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BOISE STATE UNIVERSITY

Football APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2011-12	2012-13	2013-14	2014-15	2015-16
Football	985	980	973	991	968*
National % Rank by Sport	***90-100***	***90-100***	***70-80***	***80-90***	***

REPORT YEAR
Raw Score for single year
Percentile Rank for Sport

* for release May 2017

MULTI-YEAR (4-Year Rolling Average)

Football	993	988	981	982	979*

Coach Bryan Harsin Maximum Compensation Calculation - 2017-2022

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
3.1.1a	Annual Base Salary	$ 1,350,000.00	$ 1,450,000.00	$ 1,550,000.00	$ 1,650,000.00	$ 1,750,000.00
3.2.1	Additional Pay based on Performance Category 1	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00
3.2.1	Additional Pay based on Performance Category 2	$ 125,000.00	$ 125,000.00	$ 125,000.00	$ 125,000.00	$ 125,000.00
3.2.1	Additional Pay based on Performance Category 3	$ 250,000.00	$ 250,000.00	$ 250,000.00	$ 250,000.00	$ 250,000.00
3.2.2	Additional Pay based on Academic Achievement	$50,000	$50,000	$50,000	$50,000	$50,000
	Total potential annual compensation under Employment Agreement	$ 1,825,000.00	$ 1,925,000.00	$ 2,025,000.00	$ 2,125,000.00	$ 2,225,000.00
	Royalties under License Agreement with Bryan Harsin Enterprises LLC	$ 200,004.00	$ 200,004.00	$ 200,004.00	$ 200,004.00	$ 200,004.00
	Total potential annual compensation	$ 2,025,004.00	$ 2,125,004.00	$ 2,225,004.00	$ 2,325,004.00	$ 2,425,004.00

MW Football Salaries (from Fall 2016 USA Today Survey)

Institution	Salary
Colorado State	$ 1,450,000
Fresno State *	$ 1,548,480
Boise State	$ 1,300,004
Air Force	$ 885,000
UNLV	$ 510,000
Wyoming	$ 909,000
San Diego State	$ 810,632
New Mexico	$ 823,940
Hawaii	$ 400,008
Utah State	$ 800,000
Nevada	$ 578,000
San Jose State	$ 546,745

*Former Coach's Salary

IDAHO STATE BOARD OF EDUCATION

Athletic Director-Coach Contract Checklist

To be Submitted by Institutions with Employment Agreements Requiring Board Approval*

[* Board approval is required for contracts longer than three years or for any contracts with total annual compensation of $200,000 or higher. See Board Policy II.H.]

Institution: Boise State University

Name of employee and position: Bryan Harsin, Head Football Coach

Date of submission to State Board Office: March 17, 2017

Proposed effective date of employment agreement: April 2017

☒ The proposed contract has been reviewed to ensure compliance with Board Policy II.H.
☒ The proposed contract has been reviewed by institution general counsel

Supporting Documents (Check and attach all that apply): [All required items need to be provided either within the agenda item cover sheet, or as attachments to the agenda item.]

☒ A summary of all supplemental **compensation incentives**
☒ Quantification of the **maximum potential annual compensation** (i.e. base salary plus maximum incentive pay)
☒ **Employment agreement—clean version**
☒ **Employment agreement—redline version** comparing contract to Board-approved **model** contract (model contract is available on Board website http://boardofed.idaho.gov
☒ **Employment agreement**—redline version (for current coaches receiving new contracts) comparing proposed employment agreement to **current** agreement
☒ In the case of NCAA institutions, a 4-year history of the institution's **Academic Progress Rate** (APR) raw scores and national average APR scores for the applicable sport.
☒ A schedule of **base salaries and incentive payments** of all other same sport coaches in the institution's conference
☒ Documentation/description of how the institution determined the proposed **liquidated damages** amount(s), and a summary of publically-available liquidated damages and buyout provisions for coaches of the same sport at the other public institutions in the conference.

Notes/Comments (provide explanation of any items/boxes which were not checked or other key points for Board consideration):

Point of contact at Institution (phone number, email address): Texie Montoya, Assistant General Counsel (208) 426-1231

BOISE STATE UNIVERSITY

SUBJECT

Multi-year contract for Andrew Avalos, Defensive Coordinator of Football

REFERENCE

April 2016	The Idaho State Board of Education (Board) approved a two-year employment agreement with Defensive Coordinator Andrew Avalos

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

In April 2016, the Board approved a two (2) year employment contract with Andrew Avalos as the defensive coordinator for the Boise State University (BSU) football team terminating March 31, 2018. BSU is requesting approval of an extension of the multi-year contract for its defensive coordinator of football.

In 2016, his first season as defensive coordinator, six players earned All-Mountain West honors, including two linebackers. The Broncos ranked 29th nationally and second in the Mountain West in scoring defense in 2016.

The defensive coordinator is one of the primary assistant coaches for the football team. Multi-year contracts (two, three and even five year contracts) for the offensive, defensive and special teams coordinator positions have become common in successful Division I Football Bowl Subdivision (FBS) programs.

The Athletics department recently revised the bonus structure for coaches in the football program, as reflected in Coach Avalos' contract. The contract is similar to the standard issued by BSU and in conformance with the Board-approved Model Agreement.

IMPACT

The new contract will be for one year, nine months, April 23, 2017 – February 28, 2019. The annual base salary is $315,000, with incentives as follows:

Academic Achievement

Academic Incentive Pay may be earned if the team Academic Progress Rate (APR) is as follows:

National Score Within Sport		
955-959	=	up to $2,000
960-964	=	up to $3,000

965-969	=	up to $4,000
970 or higher	=	up to $5,000

Athletic Achievement

Athletic Incentive Pay may be earned as follows:

Mountain Division Champion	$5,000
Participation in Conference Championship Game	$5,000
Conference Champion	$5,000
Participation in non-CFP bowl game	$5,000
Team wins non-CFP bowl game	$1,000
Participation in one of the six CFP bowl games	$15,750

In the event Andrew Avalos terminates early without cause, the following liquidated damages shall be due:

- If agreement is terminated on or before February 28, 2018, the sum $75,000.
- If agreement is terminated on or before February 28, 2019, the sum of $25,000.

The contract contains a provision that the contract is terminable on 30 days' notice if the head coach is no longer employed by the University.

No state funds will be used and the agreed amounts are paid only from program revenues, media, donations and other non-state funds. The overall budget for assistant football coaches remains the same as last year – staffing changes have allowed salary adjustments.

ATTACHMENTS

Attachment 1 – Proposed Contract Page 5
Attachment 2 – Redline from Model Page 19
Attachment 3 – Redline from Current Contract Page 39
Attachment 4 – APR Summary (2011-2016) Page 53
Attachment 5 – Salary and Incentive Chart Page 54
Attachment 6 – Maximum Compensation Calculation Page 55
Attachment 7 – Coach Contract Checklist Page 56

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy II.H. requires Board approval for coach/athletic director employment agreements with terms of more than three years or when maximum potential annual compensation is $200,000 or greater. This particular (less than two-year) contract is being submitted for approval based on the annual compensation criterion.

The proposed contract includes a $10,000 increase in base salary over the previous contract (new base salary of $315,000 vice $305,000 in current contract), and an increase in maximum potential bonus payments of $13,500 over the previous contract [the figures in the "Athletic Achievement" bonus section represent an increase of $3,000 for a Mountain Division championship; a possible $10,000 increase for playing in and winning a Conference championship gate; and a possible $500 increase for participating in a College Football Playoff game. There was no change to the possible Academic Achievement payoffs.] Liquidated damages in the event of termination of the contract for the convenience of the coach ($75,000 if termination occurs prior to March 1, 2018) represents a one-year extension of the liquidated damages specified in the current Board-approved contract. The liquidated damage amounts are matched for both the Offensive and Defensive Coordinator positions. [Note: Conference reports on liquidated damage provisions in Offensive/Defensive Coordinator positions are not publically available within the conference.]

Maximum annual compensation if all available bonus requirements were attained would be $350,750. The compensation package is budgeted entirely from non-state funds.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a one year, nine months multi-year agreement with Andrew Avalos as its defensive coordinator of football, commencing on April 23, 2017 and terminating on February 28, 2019, at a base salary of $315,000 and supplemental compensation provisions, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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EMPLOYMENT AGREEMENT

This Employment Agreement (the "Agreement") is entered into this ___________ day of ________________________, 2017 ("Effective Date") by and between Boise State University ("the University") and Andrew Avalos ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the Defensive Coordinator (the "Position") of its intercollegiate football team (the "Team"). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Head Coach of the Team (the "Head Coach") or the Head Coach's designee. Coach shall abide by the reasonable instructions of Head Coach or the Head Coach's designee and shall confer with the Head Coach or the Head Coach's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Director of Athletics (the "Director").

1.3. Duties. Coach shall serve as the Defensive Coordinator for the Team and shall perform such other duties in the University's athletic program as the Head Coach may assign and as may be described elsewhere in this Agreement. Coach shall, to the best of Coach's ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of one year, nine months, commencing on April 23, 2017 and terminating, without further notice to Coach, on February 28, 2019 (the "Term"), unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1. In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) A base salary in the amount of $315,000 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Head Coach and Director and approved by the University's Board of Trustees;

b) The opportunity to receive such employee benefits calculated on the "base salary" as the University provides generally to non-faculty exempt employees;

c) Assignment of one vehicle through the Department's trade-out program during the term of this Agreement, subject to and according to the policy of the University's Board of Trustees. Insurance premiums for the assigned vehicle shall be paid by Coach. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted; and

d) The opportunity to receive such employee benefits as the University's Department of Athletics (the "Department") provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 <u>Supplemental Compensation.</u> Coach may earn supplemental compensation as follows:

3.2.1. Athletic Achievement Incentive Pay.

a) If the football team is the Mountain Division Champion, Coach will receive a $5,000 bonus.
b) If the football team participates in the Conference Championship Game, Coach will receive a $5,000 bonus.
c) If the football team is the Conference Champion, Coach will receive a $5,000 bonus.

In addition,

d) If the football team participates in a non-CFP bowl game, Coach will receive a $5,000 bonus**; and**
e) If the football team wins the non-CFP bowl game, Coach will receive a $1,000 bonus; **or**

f) If the football team participates in one of the six CFP (College Football Playoff) bowl games, Coach will receive a $15,750 bonus.

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach on the first regular pay date in the following February if Coach is still employed by the University on that date.

3.2.2. Academic Achievement Incentive Pay.

a) If the annual Academic Progress Rate ("APR") rating is between 955-959, Coach will receive a sum of $2,000; **or**
b) If the annual APR rating is between 960-964, Coach will receive a sum of $3,000; **or**
c) If the annual APR rating is between 965-969, Coach will receive a sum of $4,000 **or**
d) If the annual APR rating is 970 or higher, Coach will receive a sum of $5,000.

If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), if Coach is still employed by the University on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation and such justification shall be separately reportable to the Board of Trustees as a document available to the public under the Idaho Public Records Act.

3.2.4. Coach may receive the compensation hereunder from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs"). Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and appear on the Programs and to cooperate in their production, broadcasting, and telecasting. Coach shall not appear without the prior written approval of the Head Coach and the Director on any radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Head Coach and Director, Coach shall not appear in any commercial endorsements.

3.2.5. Coach agrees that the University has the exclusive right to operate athletic camps ("Camps") on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the Camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the Camps, the University shall pay Coach supplemental compensation.

3.2.6. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of the University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside interests to the University in accordance with Section 4.3 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel, or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1 and paid from the University to Coach, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall perform all duties and responsibilities as assigned by the Head Coach, such duties and responsibilities may include, but are not limited to:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's Board of Trustees, the conference of which the University is a member (the "Conference"), and the NCAA; supervise and take appropriate steps to ensure that any employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Head Coach and to the University's Director of NCAA Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) Governing Policies and Procedures and Rule Manual of the University's Board of Trustees; (b) the University's Policy Manual; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the Conference.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department, or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Head Coach and the Director (such approval not to be unreasonably withheld), who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to the University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's Board of Trustees, the Conference, or the NCAA. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (e.g., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

4.4. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team requiring performance of duties set forth herein prior to the expiration of this Agreement, without the prior approval of the Head Coach and the Director. Such approval shall not unreasonably be withheld. Without first giving forty-eight (48) hours prior written notice to the Head Coach and the Director, Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein.

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules, regulations, and policies.

5.1.1. In addition to the definitions contained in applicable rules and policies, the University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within thirty (30) days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or National Association of Intercollegiate Athletics ("NAIA") member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, by any employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, by any employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Head Coach, Director, or the Head Coach's or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2. <u>Termination of Coach due to Resignation or Termination of Head Coach</u>

In the event of the resignation or termination of the Head Coach, Coach's employment contract may be terminated at the sole discretion of the University, at any time following the resignation or termination, upon thirty (30) days' prior written notice. Provided, however, in the event the Head Coach becomes disabled or is deceased during Coach's term of employment, Coach's employment contract will continue until the last day of February following such disability or death; provided, however, if Coach otherwise becomes employed prior to the last day of February following such disability or death, this Agreement will automatically terminate and no further compensation shall be owed by the University to Coach.

5.3. <u>Termination of Coach for Convenience of University</u>.

5.3.1. At any time after commencement of this Agreement, the University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.3.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay to Coach, as liquidated damages and not a penalty, the "base salary" set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the Term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue the health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment and to advise the University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to the University all compensation paid by the University after the date Coach obtains other employment, to which Coach is not entitled under this provision.

5.3.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to Coach's employment with the University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.4. In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.4. Termination by Coach for Convenience.

5.4.1. Coach recognizes that Coach's promise to work for the University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate Coach's employment with the University before the end of the contract Term.

5.4.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective when mutually agreed upon after such written notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season bowl competition) so as to minimize the impact on the program.

5.4.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum if the termination occurs between March 1, 2017 and February 28, 2018, the sum of seventy-five thousand dollars ($75,000) or if the termination occurs between March 1, 2018 and the last game of the regular season including the conference championship game (if applicable), the sum of twenty-five thousand dollars ($25,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. Provided, however, if Coach terminates this Agreement following the death or disability of the Head Coach, such termination will not be considered termination by Coach for convenience, and therefore no liquidated damages shall be owed by Coach to the University.

5.4.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.4.5. Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law Coach's right to receive all supplemental compensation and other payments and all accumulated annual leave.

5.5. Termination Due to Disability or Death of Coach.

5.5.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position, or dies.

5.5.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries hereunder.

5.5.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.6. Interference by Coach. In the event of suspension, reassignment or termination, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.7. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education Rules (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures, and University Policies.

ARTICLE 6

6.1. Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to: the approval of the University's Board of Trustees, the Director, and the Head Coach; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2. University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the Term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Head Coach.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in state district court in Ada County, Boise, Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Non-Confidentiality. Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by Coach. Coach further agrees that all documents and reports Coach is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Andrew Avalos Last known address on file with University's Human Resource Services

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

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of Coach's official University duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the University's Board of Trustees, if required under Section II.H. of Board Policy.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY	COACH
______________________________	______________________________
Curt Apsey, Director of Athletics	Andrew Avalos
______________________________	
Dr. Robert Kustra, President	

Approved by the Board on the __________ day of _________________________ , 2017.

~~(Form Used When Board Approval Required)~~
~~**(MODEL ATHLETICS CONTRACT)**~~

EMPLOYMENT AGREEMENT

This Employment Agreement (the "Agreement"~~)~~) is entered into this ___________ day of ______________________, 2017 ("Effective Date") by and between Boise State ~~_______________(~~University ("the University")~~(College)),~~ and Andrew Avalos ("~~__________________(~~Coach")~~.)~~.

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the Defensive Coordinator (the "Position")~~head coach~~ of its intercollegiate football~~ (Sport)~~ team (the "Team")~~.) (or Director of Athletics).~~ Coach~~ (Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Head Coach of the Team (the "Head Coach")~~University (College)'s Director~~ or the Head Coach's~~Director's~~ designee. Coach shall abide by the reasonable instructions of Head Coach~~Director~~ or the Head Coach's~~Director's~~ designee and shall confer with the Head Coach~~Director~~ or the Head Coach's~~Director's~~ designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Director of Athletics (the "Director").~~University (College)'s Chief executive officer (Chief executive officer).~~

1.3. Duties. Coach shall serve as the Defensive Coordinator for~~manage and supervise~~ the Team and shall perform such other duties in the University's~~University (College)'s~~ athletic program as the Head Coach~~Director~~ may assign and as may be described elsewhere in this Agreement. Coach~~The University (College)~~ shall~~ have the right, at any time~~, to the best of Coach's ability, and consistent with University policies and procedures, perform all~~reassign Coach to~~ duties and responsibilities customarily associated with ~~at the University (College) other than as head coach of~~ the Position~~Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through _(Depending on supplemental pay provisions used)_____ shall cease~~.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of one year, nine months~~_____ (__) years~~, commencing on April 23, 2017~~________~~ and terminating, without further notice to Coach, on February 28, 2019 (the "Term"),~~________~~ unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the University's Board of Trustees~~Education~~. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this A~~a~~greement count in any way toward tenure at the University. ~~(College).~~

ARTICLE 3

3.1 Regular Compensation.

3.1.1. In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

a) A base~~An annual~~ salary in the amount of $315,000~~$__________~~ per year, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Head Coach and Director and ~~Chief executive officer and~~ approved by the University's~~University (College)'s~~ Board of ~~(Regents or~~ Trustees~~)~~;

b) The opportunity to receive such employee benefits calculated on the "base salary" as the University ~~(College)~~ provides generally to non-faculty exempt employees; ~~and~~

c) Assignment of one vehicle through the Department's trade-out program during the term of this Agreement, subject to and according to the policy of the University's Board of Trustees. Insurance premiums for the assigned vehicle shall be paid by Coach. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted; and

d~~c~~) The opportunity to receive such employee benefits as the University's~~University (College)'s~~ Department of Athletics (the "Department"~~)~~) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

~~3.2~~ 3.2 Supplemental Compensation. Coach may earn

~~Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs) , and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach~~ supplemental compensation as follows:~~in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division) , and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.~~

3.2.1. Athletic Achievement Incentive Pay.

a) If the football team is the Mountain Division Champion, ~~3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether~~ Coach will receive a $5,000 bonus.

b) If the football team participates in the Conference Championship Game, Coach will receive a $5,000 bonus.

c) If the football team is the Conference Champion, Coach will receive a $5,000 bonus.

In addition,

d) If the football team participates in a non-CFP bowl game, Coach will receive a $5,000 bonus**; and**

e) If the football team wins the non-CFP bowl game, Coach will receive a $1,000 bonus; **or**

f) If the football team participates in one of the six CFP (College Football Playoff) bowl games, Coach will receive a $15,750 bonus.

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach on the first regular pay date in the ~~such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director. The determination shall be~~

~~based on the~~ following February if Coach is still employed by the University on that date~~factors: the~~.

3.2.2. Academic Achievement Incentive Pay.

a) If the annual Academic Progress Rate ("APR") rating is between 955-959, Coach will receive a sum of $2,000; **or**
b) If the annual APR rating is between 960-964, Coach will receive a sum of $3,000; **or**
c) If the annual APR rating is between 965-969, Coach will receive a sum of $4,000 **or**
d) If the annual APR rating is 970 or higher, Coach will receive a sum of $5,000.

If Coach qualifies~~set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation~~ for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), if Coach is still employed by the University on that date~~all athletes~~.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

~~particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere.~~ Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation ~~based on the factors listed above~~ and such justification shall be separately reportabled~~d~~ to the Board of ~~(Regents or~~ Trustees~~)~~ as a document available to the public under the Idaho Public Records Act.

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to __(amount or computation)____ based on the overall development of the intercollegiate (men's/women's) _(Sport)__ program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief executive officer wishes to consider. The determination of whether Coach will~~

~~receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director.~~

~~3.2.~~3.2.4. Coach may receive the compensation hereunder~~5 The Coach shall receive the sum of _(amount or computation)_~~ from the University ~~(College)~~ or the University's~~University (College)'s~~ designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs").~~). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment)______.~~ Agreements requiring ~~the~~ Coach to participate in Programs related to Coach's~~his~~ duties as an employee of the University ~~(College)~~ are the property of the University. ~~(College).~~ The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by ~~the~~ Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide Coach's~~his~~ services to and appear~~perform~~ on the Programs and to cooperate in their production, broadcasting, and telecasting. ~~It is understood that neither~~ Coach ~~nor any assistant coaches~~ shall not appear without the prior written approval of the Head Coach and the Director on any ~~competing~~ radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Head Coach and Director, Coach shall not appear in any commercial endorsements ~~which are broadcast on radio or television that conflict with those broadcast on the University (College)'s designated media outlets~~.

3.2.5. ~~6 **(SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))**~~ Coach agrees that the University ~~(College)~~ has the exclusive right to operate athletic~~youth (Sport)~~ camps ("Camps") on its campus using University ~~(College)~~ facilities. The University ~~(College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the Camps~~University (College)'s camps~~ in Coach's capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps.~~University (College)'s football camps.~~ Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the Camps,~~University (College)'s summer football camps,~~ the University ~~(College)~~ shall pay Coach ~~(amount) per year as~~ supplemental compensation ~~during each year of his employment as head (Sport) coach at the University (College). This amount shall be paid (terms of payment)~~.

~~**(SUMMER CAMP OPERATED BY COACH)** Coach may operate a summer youth (Sport) camp at the University (College) under the following conditions:~~

~~a) The summer youth camp operation reflects positively on the University (College) and the Department;~~

~~b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;~~

~~c) Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;~~

~~d) The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;~~

~~e) The Coach or the private enterprise enters into a contract with University (College) and ___________ (campus concessionaire) for all campus goods and services required by the camp.~~

~~f) The Coach or private enterprise pays for use of University (College) facilities including the ___________.~~

~~g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.~~

~~h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible;~~

~~i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)~~

~~j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

~~In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.~~

3.2.6.~~7~~ Coach agrees that the University~~ (College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of ~~University (College). Coach recognizes that~~ the University. ~~(College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name) , or give a lecture at an event sponsored in whole or in part by (Company Name) , or make other educationally-related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head (Sport) coach.~~ In order to avoid entering into an agreement with a competitor of any University selected vendors~~ (Company Name)~~, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. Coach shall also report such outside interests~~income~~ to the University ~~(College)~~ in accordance with Section 4.3 of this Agreement~~NCAA (or NAIA) rules~~. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, ~~including (Company Name),~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel, or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University~~ (College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1 and paid from the University to Coach, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall perform all duties and responsibilities as assigned by the Head Coach, such duties and responsibilities may include, but are not limited to:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's Board of Trustees ~~(College), the University (College)'s governing board~~, the conference of which the University is a member (the "Conference"),~~,~~ and the NCAA; ~~(or NAIA);~~ supervise and take appropriate steps to ensure that any~~Coach's assistant coaches, any other~~ employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Head Coach~~Director~~ and to the University's~~Department's~~ Director of NCAA Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's~~University (College)'s~~ athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. ~~The names or titles of employees whom Coach supervises are attached as Exhibit C.~~ The applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) ~~State Board of Education and Board of Regents of the University of Idaho~~ Governing Policies and Procedures and Rule Manual of the University's Board of Trustees; (b) the University's Policy~~University (College)'s Handbook; (c) University (College)'s Administrative Procedures~~ Manual; (c~~d~~) the policies of the Department; (d~~e~~) NCAA ~~(or NAIA)~~ rules ~~and regulations;~~ and regulations;

and (e~~(f~~) the rules and regulations of the Conference~~ (Sport) conference of which the University (College) is a member~~.

~~4.2.~~ 4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably~~otherwise~~ detract from those duties in any manner, or that, in the reasonable opinion of the University~~, (College),~~ would reflect adversely upon the University, the Department~~, (College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Head Coach and the Director (such approval not to be unreasonably withheld),~~,~~ who may consult with the President~~Chief executive officer~~, enter into separate arrangements for outside activities and endorsements which are consistent with Coach'~~'~~s obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's~~the University (College)'s~~ name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld). ~~Chief executive officer.~~

4.3. Outside Income. ~~NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules,~~ Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld)~~University (College)'s Chief executive officer~~ for all athletically-related and other business~~-~~-related income and benefits from sources outside the University ~~(College)~~ and shall report the source and amount of all such income and benefits in accordance with ~~to the University (College)'s Chief executive officer whenever reasonably requested, but in no event less than annually before~~ the Department's Outside Income Reporting Form.~~close of business on June 30th of each year or the last regular University (College) work day preceding June 30th.~~ The report shall be in a format reasonably satisfactory to the University. ~~(College).~~ In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University~~ (College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's Board of Trustees, the Conference, or the NCAA. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (e.g., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.~~ (College), the University (College)'s governing board, the conference, or the NCAA (or NAIA).~~

4.4.~~4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for~~

~~the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of Chief executive officer and the University (College)'s Board of (Trustees or Regents) .~~

~~4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.~~

~~4.6~~ Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team~~,~~ requiring performance of duties set forth herein prior to the expiration of this Agreement, without the prior approval of the Head Coach and the Director. Such approval shall not unreasonably be withheld. Without first giving forty-eight (48) hours prior written notice to the Head Coach and the Director, Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein.

ARTICLE 5

5.1. Termination of Coach for Cause. The University~~ (College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules,~~ and~~ regulations, and policies.

5.1.1. In addition to the definitions contained in applicable rules and policies, the~~regulations,~~ University~~ (College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this A~~a~~greement within thirty (30) days after written notice from the University;~~ (College);~~

c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations of the University, ~~(College),~~ the University's Board of Trustees~~University (College)'s governing board~~, the C~~c~~onference, or the NCAA~~, (NAIA),~~ including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or National Association of Intercollegiate Athletics (“NAIA”)~~NAIA~~ member institution;

d) Ten (10) working days’~~'~~ absence of Coach from duty without the University’s~~University (College)’s~~ consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University’s~~University (College)’s~~ judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;

f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, ~~(College),~~ the University’s Board of Trustees~~University (College)'s governing board~~, the C~~c~~onference, or the NCAA~~; (NAIA);~~

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University~~, (College),~~ the University’s Board of Trustees~~University (College)'s governing board~~, the C~~c~~onference, or the NCAA~~, (NAIA),~~ by ~~one of Coach’s assistant coaches,~~ any ~~other~~ employees for whom Coach is administratively responsible, or a member of the Team; or

i) ~~i)~~ A violation of any applicable law or the policies, rules or regulations of the University~~, (College),~~ the University’s Board of Trustees~~University (College)'s governing board~~, the C~~c~~onference, or the NCAA~~, (NAIA),~~ by ~~one of Coach’s assistant coaches,~~ any ~~other~~ employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: ~~-~~before the effective date of the suspension, reassignment, or termination, the Head Coach, Director, or the

Head Coach's or the Director's~~his~~ designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's~~University (College)'s~~ obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which ~~the~~ Coach was employed.

5.2. Termination of Coach due to Resignation or Termination of Head Coach

In the event of the resignation or termination of the Head Coach, Coach's employment contract may be terminated at the sole discretion of the University, at any time following the resignation or termination, upon thirty (30) days' prior written notice. Provided, however, in the event the Head Coach becomes disabled or is deceased during Coach's term of employment, Coach's employment contract will continue until the last day of February following such disability or death; provided, however, if Coach otherwise becomes employed prior to the last day of February following such disability or death, this Agreement will automatically terminate and no further compensation shall be owed by the University to Coach.

5.3. Termination of Coach for Convenience of University~~. (College).~~

5.3~~2~~.1. At any time after commencement of this Agreement, the University~~, (College),~~ for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.3.2.~~2~~ In the event that the University ~~(College)~~ terminates this Agreement for its own convenience, the University ~~(College)~~ shall be obligated to pay to Coach, as liquidated damages and not a penalty, the "base salary" set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University ~~(College)~~ until the T~~t~~erm of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue the~~his~~ health insurance plan and group life insurance as if Coach~~he~~ remained a University~~ (College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment~~,~~ and to advise the University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to the University all compensation paid ~~to him~~ by the University after the date Coach~~he~~ obtains other employment, to which Coach~~he~~ is not entitled under this provision.

5.~~2.~~3.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that ~~the~~ Coach may lose certain benefits, supplemental compensation, or outside compensation relating to Coach's~~his~~ employment with the University, ~~(College),~~ which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University~~ (College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University. ~~(College).~~ The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.4. In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.4.~~-~~ Termination by Coach for Convenience.

5.4~~3~~.1. ~~The~~ Coach recognizes that Coach's~~his~~ promise to work for the University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. ~~The~~ Coach also recognizes that the University ~~(College)~~ is making a highly valuable investment in Coach's~~his~~ employment by entering into this Agreement and that its investment would be lost were Coach~~he~~ to resign or otherwise terminate Coach's~~his~~

employment with the University ~~(College)~~ before the end of the contract T~~t~~erm.

5.4~~3~~.2. ~~The~~ Coach~~, for his own convenience,~~ may terminate this Agreement for convenience during its term by giving prior written notice to the University. ~~(College).~~ Termination shall be effective when mutually agreed upon~~ten (10) days~~ after such written notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season bowl competition) so as to minimize the impact on the program. ~~(College).~~

5.4.3. ~~3~~ If ~~the~~ Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If ~~the~~ Coach terminates this Agreement for ~~his~~ convenience, Coach ~~he~~ shall pay to the University, ~~(College),~~ as liquidated damages and not a penalty, the following sum if the termination occurs between March 1, 2017 and February 28, 2018, the sum of seventy-five thousand dollars ($75,000) or if the termination occurs between March 1, 2018 and the last game of the regular season including the conference championship game (if applicable), the sum of twenty-five thousand dollars ($25,000).~~:~~ ~~_____________________.~~ The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. Provided, however, if Coach terminates this Agreement following the death or disability of the Head Coach, such termination will not be considered termination by Coach for convenience, and therefore no liquidated damages shall be owed by Coach to the University.

5.~~3.~~4.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University ~~(College)~~ shall constitute adequate and reasonable compensation to the University ~~(College)~~ for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University. ~~(College).~~

5.4~~3~~.5. Except as provide~~d~~ elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach~~he~~ shall forfeit to the extent permitted by law Coach's~~his~~ right to receive all supplemental compensation and other payments and all accumulated annual leave.

5.5.4 Termination D~~d~~ue to Disability or Death of Coach.

5.54.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's~~University (College)'s~~ disability insurance carrier, becomes unable to perform the essential functions of the Position~~position of head coach~~, or dies.

5.54.2. If this Agreement is terminated because of Coach'~~'~~s death, Coach'~~'~~s salary and all other benefits shall terminate as of the last day worked, except that Coach's~~the Coach's~~ personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to Coach's~~the Coach's~~ estate or beneficiaries ~~t~~hereunder.

5.54.3. If this Agreement is terminated because ~~the~~ Coach becomes totally or permanently disabled as defined by the University's~~University (College)'s~~ disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that ~~the~~ Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach~~he~~ is entitled by virtue of employment with the University~~. (College)~~.

5.6.~~5~~ Interference by Coach. In the event of ~~termination,~~ suspension, ~~or~~ reassignment or termination, Coach agrees that Coach will not interfere with the University's~~University (College)'s~~ student-athletes or otherwise obstruct the University's~~University (College)'s~~ ability to transact business or operate its intercollegiate athletics program.

5.7.~~6~~ No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8.~~7~~ Waiver of Rights. Because ~~the~~ Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University ~~(College)~~ employees, if the University ~~(College)~~ suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education Rules (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures, and~~IDAPA 08.01.01 et seq., and the~~ University Policies~~(College) Faculty-Staff Handbook~~.

ARTICLE 6

6.1. Board Approval. ~~(if required multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy).~~ This Agreement shall not be effective until and unless approved of the University's~~University (College)'s~~ Board of ~~(Regents or~~ Trustees~~)~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this A~~a~~greement shall be subject to: the approval of the University's~~University (College)'s~~ Board of ~~(Regents or~~ Trustees,~~)~~ , the Director~~Chief executive officer~~, and the Head Coach~~Director~~; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of ~~(Regents or~~ Trustees~~)~~ and University's~~University (College)'s~~ rules or policies regarding furloughs or financial exigency.

6.2. University ~~(College)~~ Property. All personal property~~, (excluding vehicle(s) provided through the ___________ program),~~ material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the University's~~University (College)'s~~ direction or for the University's~~University (College)'s~~ use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University.~~ (College).~~ Within twenty-four (24) hours of the expiration of the T~~t~~erm of this A~~a~~greement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Head Coach~~Director~~.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in ~~the courts of the~~ state district court in Ada County, Boise,~~of~~ Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.~~ (College).~~

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Non-Confidentiality. ~~The~~ Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by ~~the~~ Coach. ~~The~~ Coach further agrees that all documents and reports Coach~~he~~ is required to produce under this Agreement may be released and made available to the public at the University's~~University (College)'s~~ sole discretion.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Boise State University
~~(College):~~ Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: Boise State University~~Chief executive officer~~
Office of
the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: Andrew Avalos
Last known address on file with
University's~~University (College)'s~~ Human Resource Services

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

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. ~~The~~ Coach shall not, without the University's~~University (College)'s~~ prior written consent in each case, use any name, trade name, trademark, or other designation of the University (~~College) (~~including contraction, abbreviation or simulation), except in the course and scope of Coach's~~his~~ official University ~~(College)~~ duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement between~~of~~ the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the University's~~University (College)'s~~ Board of ~~(Regents or~~ Trustees,~~),~~ if required under Section II.H. of Board Policy.

6.16 Opportunity to Consult with Attorney. ~~The~~ Coach acknowledges that Coach~~he~~ has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY ~~(COLLEGE)~~ COACH

Curt Apsey, Director of Athletics Andrew Avalos

Dr. Robert Kustra, President

~~Chief executive officer Date~~

~~Date~~

*Approved by the Board ~~of (Regents or Trustees)~~ on the ________________ day of _____________________________, 2017~~0~~.

~~[*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]~~

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EMPLOYMENT AGREEMENT

This Employment Agreement (the "Agreement") is entered into this ___________ day of _________________________, 2017~~6~~ ("Effective Date") by and between Boise State University ("the University") and Andrew Avalos ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the Defensive Coordinator~~defensive coordinator~~ (the "Position") of its intercollegiate f~~F~~ootball team (the "Team"). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Head Coach of the Team (the "Head Coach") or the Head Coach's designee. Coach shall abide by the reasonable instructions of Head Coach or the Head Coach's designee and shall confer with the Head Coach or the Head Coach's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Director of Athletics (the "Director").

1.3. Duties. Coach shall serve as the Defensive Coordinator~~defensive coordinator~~ for the Team and shall perform such other duties in the University's athletic program as the Head Coach may assign and as may be described elsewhere in this Agreement. Coach shall, to the best of Coach's ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of one year, nine months~~two (2) years~~, commencing on April 23, 2017~~18, 2016~~ and terminating, without further notice to Coach, on February 28, 2019~~8~~ (the "Term"), unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1. In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) A base salary in the amount of $31~~0~~5,000 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Head Coach and Director and approved by the University's Board of Trustees;

b) The opportunity to receive such employee benefits calculated on the "base salary" as the University provides generally to non-faculty exempt employees;

c) Assignment of one vehicle through the Department's trade-out program during the term of this Agreement, subject to and according to the policy of the University's Board of Trustees. Insurance premiums for the assigned vehicle shall be paid by Coach. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted; and

d) The opportunity to receive such employee benefits as the University's Department of Athletics (the "Department") provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

~~3.2~~ 3.2 Supplemental Compensation. Coach may earn supplemental compensation as follows:

3.2.1. Athletic Achievement Incentive Pay.

a) If the football team is~~participates in~~ the Mountain Division Champion~~Conference Championship Game~~, Coach will receive a $5~~2~~,000 bonus.

b)

~~In addition,~~

c) If the football team participates in the Conference Championship Game, Coach will receive a $5,000 bonus.

d) If the football team is the Conference Champion, Coach will receive a $5,000 bonus.~~a~~

In addition,

e) If the football team participates in a non-CFP bowl game, Coach will receive a $5~~3~~,000 bonus**; and**

~~b)~~f) If the football team wins the non-CFP bowl game, Coach will receive a $1,000 bonus;~~,~~ **or**

~~c)~~g) If the football team participates in one of the six CFP (College Football Playoff) bowl games, Coach will receive a $15,7~~2~~50 bonus.

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach on the first regular pay date in the following February if Coach is still employed by the University on that date.

3.2.2. Academic Achievement Incentive Pay.

a) If the annual Academic Progress Rate ("APR") rating is between 955-959, Coach will receive a sum of $2,000; **or**

b) If the annual APR rating is between 960-964, Coach will receive a sum of $3,000; **or**

c) If the annual APR rating is between 965-969, Coach will receive a sum of $4,000 **or**

d) If the annual APR rating is 970 or higher, Coach will receive a sum of $5,000.

If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), if Coach is still employed by the University on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation and such justification shall be separately reportable to the Board of Trustees as a document available to the public under the Idaho Public Records Act.

3.2.4. Coach may receive the compensation hereunder from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs"). Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and appear on the Programs and to cooperate in their production, broadcasting, and telecasting. Coach shall not appear without the prior written approval of the Head Coach and the Director on any radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Head Coach and Director, Coach shall not appear in any commercial endorsements.

3.2.5. Coach agrees that the University has the exclusive right to operate athletic camps ("Camps") on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the Camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the Camps, the University shall pay Coach supplemental compensation.

3.2.6. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of the University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside interests~~income~~ to the University in accordance with Section 4.3 of this Agreement~~NCAA rules~~. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel, or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1 and paid from the University to Coach, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall perform all duties and responsibilities as assigned by the Head Coach, such duties and responsibilities may include, but are not limited to:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's Board of Trustees, the conference of which the University is a member (the "Conference"), and the NCAA; supervise and take appropriate steps to ensure that any employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Head Coach and to the University's Director of NCAA Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) Governing Policies and Procedures and Rule Manual of the University's Board of Trustees; (b) the University's Policy Manual; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the Conference.

~~4.2~~ 4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably~~otherwise~~ detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department, or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Head Coach and the Director (such approval not to be unreasonably withheld), who may consult with the

President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use,~~Coach may not use~~ the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld). ~~University President and the Director.~~

4.3. Outside Income. ~~In accordance with NCAA rules,~~ Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and~~. Coach~~ shall report the source and amount of all such income and benefits in accordance with ~~to~~ the Department's Outside Income Reporting Form~~Director whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th~~. The report shall be in a format reasonably satisfactory to the University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's Board of Trustees, the Conference, or the NCAA. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (e.g., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

4.4. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team requiring performance of duties set forth herein prior to the expiration of this Agreement, without the prior approval of the Head Coach and the Director. Such approval shall not unreasonably be withheld. Without first giving forty-eight (48) hours prior written notice to the Head Coach and the Director, Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein.

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules, regulations, and policies.

5.1.1. In addition to the definitions contained in applicable rules and policies, the University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within thirty (30) days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or National Association of Intercollegiate Athletics ("NAIA") member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, by any employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, by any employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Head Coach, Director, or the Head Coach's or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2. <u>Termination of Coach due to Resignation or Termination of Head Coach</u>

In the event of the resignation or termination of the Head Coach, Coach's employment contract may be terminated at the sole discretion of the University, at any time following the resignation or termination, upon thirty (30) days' prior written notice. Provided, however, in the event the Head Coach becomes disabled or is deceased during Coach's term of employment, Coach's employment contract will continue until the last day of February following such disability or death; provided, however, if Coach otherwise becomes employed prior to the last day of February following such disability or death, this Agreement will automatically terminate and no further compensation shall be owed by the University to Coach.

5.3. <u>Termination of Coach for Convenience of University</u>.

5.3.1. At any time after commencement of this Agreement, the University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.3.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay to Coach, as liquidated damages and not a penalty, the "base salary" set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the Term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue the health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment and to advise the University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to the University all compensation paid by the University after the date Coach obtains other employment, to which Coach is not entitled under this provision.

5.3.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to Coach's employment with the University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.4. In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.4. Termination by Coach for Convenience.

5.4.1. Coach recognizes that Coach's promise to work for the University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate Coach's employment with the University before the end of the contract Term.

5.4.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective when mutually agreed upon after such written notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season bowl competition) so as to minimize the impact on the program.

5.4.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum if the termination occurs between March 1, 2017~~6~~ and February 28, 2018~~7~~, the sum of seventy-five thousand dollars ($75,000) or if the termination occurs between March 1, 2018~~7~~ and the last game of the regular season including the conference championship game (if applicable), the sum of twenty-five thousand dollars ($25,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. Provided, however, if Coach terminates this Agreement following the death or disability of the Head Coach, such termination will not be considered termination by Coach for convenience, and therefore no liquidated damages shall be owed by Coach to the University.

5.4.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.4.5. Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law Coach's right to receive all supplemental compensation and other payments and all accumulated annual leave.

5.5. Termination Due to Disability or Death of Coach.

5.5.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position, or dies.

5.5.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries hereunder.

5.5.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.6. Interference by Coach. In the event of suspension, reassignment or termination, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.7. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education Rules~~Rule Manual~~ (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures ~~Manual~~, and University Policies.

ARTICLE 6

6.1. Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to: the approval of the University's Board of Trustees, the Director, and the Head Coach; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2. University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the Term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Head Coach.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in state district court in Ada County, Boise, Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Non-Confidentiality. Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by Coach. Coach further agrees that all documents and reports Coach is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Andrew Avalos Last known address on file with University's Human Resource Services

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

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of Coach's official University duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the University's Board of Trustees, if required under Section II.H. of Board Policy.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY COACH

______________________________ ______________________________

Curt Apsey, Director of Athletics ~~Date~~ Andrew Avalos ~~Date~~

____

Dr. Robert Kustra, President ~~Date~~

Approved by the Board on the ________ ~~14th~~ day of ______________________, 2017~~April, 2016~~.

BOISE STATE UNIVERSITY

Football APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2011-12	2012-13	2013-14	2014-15	2015-16
Football	985	980	973	991	968*
National % Rank by Sport	***90-100***	***90-100***	***70-80***	***80-90***	***

REPORT YEAR
Raw Score for single year
Percentile Rank for Sport

* for release May 2017

MULTI-YEAR (4-Year Rolling Average)

Football	993	988	981	982	979*

Football Defensive Coordinator Salary and Incentive Comparisions in the Mountain West Conference

Coach	School	Base Salary	Incentives
Not listed	Colorado State		NA
Kevin Cosgrove	New Mexico	$ 200,000	Courtesy car
Not listed	San Diego State	-	NA
Kent Baer	UNLV	$ 216,342	NA
Steve Stanard	Wyoming	$ 200,004	NA
Nick Toth	Fresno State	$ 123,804	NA
Andrew Avalos	Boise State	$ 315	See Contract
Frank Maile	Utah State	$ 230,000	You will also be eligible to receive supplemental compensation in the amount of $19,167 based on the football team's performance in a post-season bowl game, so long as you coach in the bowl game. This payment will not be added to your salary and will be paid by a third party. You will not receive benefits from Utah State University on this payment. You will also be responsible for all federal, state and local tax obligations for this payment. You will be provided with a mobile phone stipend in the amount of $100 per month. This is a taxable benefit and will be paid with your monthly payroll. You will also be provided a courtesy car in accordance with current policy, for your use while conducting business related to Utah State University. A monthly mileage log will be filed with the Business Office by the 5th day of each month. You will be required to sign a courtesy
Scott Boone	Nevada	$ 180,285	NA
Ron English	San Jose State	$ 170,004	NA
Steve Russ	Air Force	-	Courtesy car
Kevin Lempa	Hawaii	$ 203,688	Courtesy car
Lorenzo Ward	Fresno State	$ 85,392	NA

*Figures from WinAD as of 3.7.17

Coach Andrew Avalos Maximum Compensation Calculation - 2017-2018

			Yr 1
3.1.1a	Annual Base Salary	$	315,000.00
3.2.1	Additional Pay based on Performance	$	30,750.00
3.2.2	Additional Pay based on Academic Achievement	$	5,000.00
	Total Maximum potential annual compensation under Employment Agreement	$	350,750.00

*3.7.17

IDAHO STATE BOARD OF EDUCATION

Athletic Director-Coach Contract Checklist

To be Submitted by Institutions with Employment Agreements Requiring Board Approval*

[* Board approval is required for contracts longer than three years or for any contracts with total annual compensation of $200,000 or higher. See Board Policy II.H.]

Institution: Boise State University

Name of employee and position: Andrew Avalos, Football, Defensive Coordinator

Date of submission to State Board Office: March 17, 2017

Proposed effective date of employment agreement: April 2017

☒ The proposed contract has been reviewed to ensure compliance with Board Policy II.H.
☒ The proposed contract has been reviewed by institution general counsel

Supporting Documents (Check and attach all that apply): [All required items need to be provided either within the agenda item cover sheet, or as attachments to the agenda item.]

☒ A summary of all supplemental **compensation incentives**
☒ Quantification of the **maximum potential annual compensation** (i.e. base salary plus maximum incentive pay)
☒ **Employment agreement—clean version**
☒ **Employment agreement—redline version** comparing contract to Board-approved **model** contract (model contract is available on Board website http://boardofed.idaho.gov
☒ **Employment agreement**—redline version (for current coaches receiving new contracts) comparing proposed employment agreement to **current** agreement
☒ In the case of NCAA institutions, a 4-year history of the institution's **Academic Progress Rate** (APR) raw scores and national average APR scores for the applicable sport.
☒ A schedule of **base salaries and incentive payments** of all other same sport coaches in the institution's conference
☒ Documentation/description of how the institution determined the proposed **liquidated damages** amount(s), and a summary of publically-available liquidated damages and buyout provisions for coaches of the same sport at the other public institutions in the conference.

Notes/Comments (provide explanation of any items/boxes which were not checked or other key points for Board consideration):

Point of contact at Institution (phone number, email address): Texie Montoya, Assistant General Counsel (208) 426-1231

BOISE STATE UNIVERSITY

SUBJECT

Multi-year contract for Zachary Hill, Offensive Coordinator of Football

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

Boise State University (BSU) is seeking a one-year, nine months contract for the offensive coordinator for the men's football program. The offensive coordinator is one of the primary assistant coaches of the football team. The departure of the previous co-offensive coordinator has prompted BSU to offer a two-year agreement to Zachary Hill, who is currently employed as a co-offensive coordinator/quarterbacks coach under a single-year contract. Multi-year contracts (two, three and even five year contracts) for the offensive, defensive and special teams coordinator positions have become common in successful Division I Football Bowl Subdivision (FBS) programs.

The contract is similar to the standard issued by BSU and in conformance with the Idaho State Board of Education (Board) approved Model Agreement.

IMPACT

The new contract will be for one year, nine months, April 23, 2017 - February 28, 2019. The annual salary is $285,000, with incentives as follows:

Academic Achievement

Academic Incentive Pay may be earned if the team Academic Progress Rate (APR) is as follows:

955-959	=	up to $2,000
960-964	=	up to $3,000
965-969	=	up to $4,000
970 or higher	=	up to $5,000

Athletic Achievement

Athletic Incentive Pay may be earned as follows:

Mountain Division Champion	$5,000
Participation in Conference Championship Game	$5,000
Conference Champion	$5,000
Participation in non-CFP bowl game	$5,000
Team wins non-CFP bowl game	$1,000
Participation in one of the six CFP bowl games	$14,250

In the event Zachary Hill terminates early without cause, the following liquidated damages shall be due:

- If agreement is terminated on or before February 28, 2018, the sum of $75,000.
- If agreement is terminated on or before February 28, 2019, the sum of $25,000.

No state funds are used and all compensation and incentive pay amounts are paid only from program revenues, media, donations and other non-state funds. The overall budget for assistant football coaches remains the same as last year – staffing changes have allowed salary adjustments.

The contract contains a provision that the contract is terminable on 30 days' notice if the head coach is no longer employed by BSU.

ATTACHMENTS

Attachment 1 – Proposed Contract	Page 3
Attachment 2 – Redline from Model	Page 19
Attachment 3 – APR Summary	Page 39
Attachment 4 – Salary and Incentive Chart	Page 40
Attachment 5 – Maximum Compensation Calculation	Page 41
Attachment 6 – Coach Contract Checklist	Page 42

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy II.H. requires Board approval for employment agreements with a term of more than three years or a total annual compensation of $200,000 or more. This contract is being presented to the Board for approval due to the total compensation criterion. The maximum annual compensation (base salary plus attainment of highest combination of academic and athletic bonus goals) is $319,250. While Conference reports on liquidated damage provisions in Offensive and Defensive Coordinator positions are not publically available, the liquidated damage provisions specified above are consistent with the terms of previous Board-approved contracts for this tier of football assistant coaches—and match the provisions for the proposed Defensive Coordinator contract.
Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a one-year, nine months multi-year agreement, as proposed, with Zachary Hill as its offensive coordinator of football, commencing on April 23, 2017 and terminating on February 28, 2019, at a base salary of $285,000 and supplemental compensation provisions, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (the "Agreement") is entered into this _______ day of April, 2017 ("Effective Date") by and between Boise State University ("the University") and Zachary Hill ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the Offensive Coordinator/Quarterbacks Coach (the "Position") of its intercollegiate football team (the "Team"). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Head Coach of the Team (the "Head Coach") or the Head Coach's designee. Coach shall abide by the reasonable instructions of Head Coach or the Head Coach's designee and shall confer with the Head Coach or the Head Coach's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Director of Athletics (the "Director").

1.3 Duties. Coach shall serve as the Offensive Coordinator/Quarterbacks Coach for the Team and shall perform such other duties in the University's athletic program as the Head Coach may assign and as may be described elsewhere in this Agreement. Coach shall, to the best of Coach's ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of one year, nine months, commencing on April 23, 2017 and terminating, without further notice to Coach, on February 28, 2019 (the "Term"), unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1. Regular Compensation.

3.1.1. In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) A base salary in the amount of $285,000 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Head Coach and Director and approved by the University's Board of Trustees;

b) The opportunity to receive such employee benefits calculated on the "base salary" as the University provides generally to non-faculty exempt employees;

c) Assignment of one vehicle through the Department's trade-out program during the term of this Agreement, subject to and according to the policy of the University's Board of Trustees. Insurance premiums for the assigned vehicle shall be paid by Coach. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted; and

d) The opportunity to receive such employee benefits as the University's Department of Athletics (the "Department") provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation. Coach may earn supplemental compensation as follows:

3.2.1. Athletic Achievement Incentive Pay.

a) If the football team is the Mountain Division Champion, Coach will receive a $5,000 bonus.
b) If the football team participates in the Conference Championship Game, Coach will receive a $5,000 bonus.
c) If the football team is the Conference Champion, Coach will receive a $5,000 bonus.

In addition,

d) If the football team participates in a non-CFP bowl game, Coach will receive a $5,000 bonus**; and**

e) If the football team wins the non-CFP bowl game, Coach will receive a $1,000 bonus; **or**

f) If the football team participates in one of the six CFP (College Football Playoff) bowl games, Coach will receive a $14,250 bonus.

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach on the first regular pay date in the following February if Coach is still employed by the University on that date.

3.2.2. Academic Achievement Incentive Pay.

a) If the annual Academic Progress Rate ("APR") rating is between 955-959, Coach will receive a sum of $2,000; **or**

b) If the annual APR rating is between 960-964, Coach will receive a sum of $3,000; **or**

c) If the annual APR rating is between 965-969, Coach will receive a sum of $4,000 **or**

d) If the annual APR rating is 970 or higher, Coach will receive a sum of $5,000.

If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), if Coach is still employed by the University on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation and such justification shall be separately reportable to the Board of Trustees as a document available to the public under the Idaho Public Records Act.

3.2.4. Coach may receive the compensation hereunder from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs"). Agreements requiring

Coach to participate in Programs related to Coach's duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and appear on the Programs and to cooperate in their production, broadcasting, and telecasting. Coach shall not appear without the prior written approval of the Head Coach and the Director on any radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Head Coach and Director, Coach shall not appear in any commercial endorsements.

3.2.5. Coach agrees that the University has the exclusive right to operate athletic camps ("Camps") on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the Camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the Camps, the University shall pay Coach supplemental compensation.

3.2.6. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of the University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside interests to the University in accordance with Section 4.3 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3. General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1 and paid from the University to Coach, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. <u>Coach's Specific Duties and Responsibilities</u>. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall perform all duties and responsibilities as assigned by the Head Coach, such duties and responsibilities may include, but are not limited to:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's Board of Trustees, the conference of which the University is a member (the "Conference"), and the NCAA; supervise and take appropriate steps to ensure that any employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Head Coach and to the University's Director of NCAA Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) Governing Policies and Procedures and Rule Manual of the University's Board of Trustees; (b) the University's Policy Manual; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the Conference.

4.2 <u>Outside Activities</u>. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department, or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Head Coach and the Director (such approval not to be unreasonably withheld), who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to the University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's Board of Trustees, the Conference, or the NCAA. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (e.g., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

4.4. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team requiring performance of duties set forth herein prior to the expiration of this Agreement, without the prior approval of the Head Coach and the Director. Such approval shall not unreasonably be withheld. Without first giving forty-eight (48) hours prior written notice to the Head Coach and the Director, Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein.

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules, regulations, and policies.

5.1.1. In addition to the definitions contained in applicable rules and policies, the University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within thirty (30) days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or National Association of Intercollegiate Athletics ("NAIA") member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, by any employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, by any employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Head Coach, Director, or the Head Coach's or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2. <u>Termination of Coach due to Resignation or Termination of Head Coach</u>

In the event of the resignation or termination of the Head Coach, Coach's employment contract may be terminated at the sole discretion of the University, at any time following the resignation or termination, upon thirty (30) days' prior written notice. Provided, however, in the event the Head Coach becomes disabled or is deceased during Coach's term of employment, Coach's employment contract will continue until the last day of February following such disability or death; provided, however, if Coach otherwise becomes employed prior to the last day of February following such disability or death, this Agreement will automatically terminate and no further compensation shall be owed by the University to Coach.

5.3. <u>Termination of Coach for Convenience of University</u>.

5.3.1. At any time after commencement of this Agreement, the University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.3.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay to Coach, as liquidated damages and not a penalty, the "base salary" set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the Term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue the health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment and to advise the University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to the University all compensation paid by the University after the date Coach obtains other employment, to which Coach is not entitled under this provision.

5.3.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to Coach's employment with the University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.4. In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.4. <u>Termination by Coach for Convenience</u>.

5.4.1. Coach recognizes that Coach's promise to work for the University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate Coach's employment with the University before the end of the contract Term.

5.4.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective when mutually agreed upon after such written notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season competition) so as to minimize the impact on the program.

5.4.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum if the termination occurs between April 20, 2017 and February 28, 2018, the sum of seventy-five thousand dollars ($75,000) or if the termination occurs between March 1, 2018 and the last game of the regular season including the conference championship game (if applicable), the sum of twenty-five thousand dollars ($25,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. Provided, however, if Coach terminates this Agreement following the death or disability of the Head Coach, such termination will not be considered termination by Coach for convenience, and therefore no liquidated damages shall be owed by Coach to the University.

5.4.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.4.5. Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law Coach's right to receive all supplemental compensation and other payments and all accumulated annual leave.

5.5. <u>Termination Due to Disability or Death of Coach</u>.

5.5.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position, or dies.

5.5.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries hereunder.

5.5.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.6. <u>Interference by Coach</u>. In the event of suspension, reassignment or termination, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.7. <u>No Liability</u>. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8. <u>Waiver of Rights</u>. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education Rules (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures, and University Policies.

ARTICLE 6

6.1. <u>Board Approval</u>. This Agreement shall not be effective until and unless approved of the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to: the approval of the University's Board of Trustees, the Director, and the Head

Coach; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2. University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the Term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Head Coach.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in state district court in Ada County, Boise, Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Non-Confidentiality. Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by Coach.

Coach further agrees that all documents and reports Coach is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Zachary Hill Last known address on file with University's Human Resource Services

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

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of Coach's official University duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the University's Board of Trustees, if required under Section II.H. of Board Policy.

6.16. Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY

____
Curt Apsey, Director of Athletics

____
Dr. Robert Kustra, President

COACH

____
Zachary Hill

Approved by the Board on the __________ day of _________________________ , 2017.

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~~(Form Used When Board Approval Required)~~
~~**(MODEL ATHLETICS CONTRACT)**~~

EMPLOYMENT AGREEMENT

This Employment Agreement (the "Agreement"~~)~~) is entered into this ________ day of April, 2017 ("Effective Date") by and between Boise State ~~________________(~~University ("the University")~~(College)),~~ and Zachary Hill ("~~____________________(~~Coach").~~).~~

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the Offensive Coordinator/Quarterbacks Coach (the "Position")~~head coach~~ of its intercollegiate football ~~(Sport)~~ team (the "Team").~~) (or Director of Athletics).~~ Coach ~~(Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Head Coach of the Team (the "Head Coach")~~University (College)'s Director~~ or the Head Coach's~~Director's~~ designee. Coach shall abide by the reasonable instructions of Head Coach~~Director~~ or the Head Coach's~~Director's~~ designee and shall confer with the Head Coach~~Director~~ or the Head Coach's~~Director's~~ designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Director of Athletics (the "Director").~~University (College)'s Chief executive officer (Chief executive officer).~~

~~1.3.~~ 1.3 Duties. Coach shall serve as the Offensive Coordinator/Quarterbacks Coach for~~manage and supervise~~ the Team and shall perform such other duties in the University's~~University (College)'s~~ athletic program as the Head Coach~~Director~~ may assign and as may be described elsewhere in this Agreement. Coach~~The University (College)~~ shall ~~have the right, at any time~~, to the best of Coach's ability, and consistent with University policies and procedures, perform all~~reassign Coach to~~ duties and responsibilities customarily associated with ~~at the University (College) other than as head coach of~~ the Position~~Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through _(Depending on supplemental pay provisions used)_____ shall cease~~.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of one year, nine months~~______ (__) years~~, commencing on April 23, 2017 __________and terminating, without further notice to Coach, on February 28, 2019 (the "Term"),__________ unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the University's Board of Trustees~~Education~~. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Aa~~a~~greement count in any way toward tenure at the University. ~~(College).~~

ARTICLE 3

3.1. Regular Compensation.

3.1.1. In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

a) A base~~An annual~~ salary in the amount of $285,000~~$__________~~ per year, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Head Coach and Director and ~~Chief executive officer and~~ approved by the University's~~University (College)'s~~ Board of ~~(Regents or~~ Trustees~~)~~;

b) The opportunity to receive such employee benefits calculated on the "base salary" as the University ~~(College)~~ provides generally to non-faculty exempt employees; ~~and~~

c) Assignment of one vehicle through the Department's trade-out program during the term of this Agreement, subject to and according to the policy of the University's Board of Trustees. Insurance premiums for the assigned vehicle shall be paid by Coach. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted; and

d~~c~~) The opportunity to receive such employee benefits as the University's~~University (College)'s~~ Department of Athletics (the "Department"~~)~~) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

~~3.2~~ 3.2 Supplemental Compensation. Coach may earn

~~Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach~~ supplemental compensation as follows:~~in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

3.2.1. Athletic Achievement Incentive Pay.

If the football team is the Mountain Division Champion,

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

a) ~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether~~ Coach will receive a $5,000 bonus.

b) If the football team participates in the Conference Championship Game, Coach will receive a $5,000 bonus.

c) If the football team is the Conference Champion, Coach will receive a $5,000 bonus.

In addition,

d) If the football team participates in a non-CFP bowl game, Coach will receive a $5,000 bonus**; and**

e) If the football team wins the non-CFP bowl game, Coach will receive a $1,000 bonus; **or**

f) If the football team participates in one of the six CFP (College Football Playoff) bowl games, Coach will receive a $14,250 bonus.

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach on the first regular pay date in the ~~such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director. The determination shall be based on the~~ following February if Coach is still employed by the University on that date.

3.2.2. Academic Achievement Incentive Pay.

a) If the annual~~factors: the~~ Academic Progress Rate ("APR") rating is between 955-959, Coach will receive a sum of $2,000; **or**

b) If the annual APR rating is between 960-964, Coach will receive a sum of $3,000; **or**

c) If the annual APR rating is between 965-969, Coach will receive a sum of $4,000 **or**

d) If the annual APR rating is 970 or higher, Coach will receive a sum of $5,000.

If Coach qualifies~~set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation~~ for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), if Coach is still employed by the University on that date~~all athletes~~.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

~~particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere.~~ Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation ~~based on the factors listed above~~ and such justification shall be separately reportable~~d~~ to the Board of ~~(Regents or~~ Trustees~~)~~ as a document available to the public under the Idaho Public Records Act.

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to __(amount or computation)____ based on~~

~~the overall development of the intercollegiate (men's/women's) _(Sport)__ program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief executive officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director.~~

~~3.2.~~3.2.4. Coach may receive the compensation hereunder~~5 The Coach shall receive the sum of _(amount or computation)_~~ from the University ~~(College)~~ or the University's~~University (College)'s~~ designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs").~~). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment)______.~~ Agreements requiring ~~the~~ Coach to participate in Programs related to Coach's~~his~~ duties as an employee of the University ~~(College)~~ are the property of the University. ~~(College).~~ The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by ~~the~~ Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide Coach's~~his~~ services to and appear~~perform~~ on the Programs and to cooperate in their production, broadcasting, and telecasting. ~~It is understood that neither~~ Coach ~~nor any assistant coaches~~ shall not appear without the prior written approval of the Head Coach and the Director on any ~~competing~~ radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Head Coach and Director, Coach shall not appear in any commercial endorsements ~~which are broadcast on radio or television that conflict with those broadcast on the University (College)'s designated media outlets~~.

3.2.5. ~~6 (SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))~~ Coach agrees that the University ~~(College)~~ has the exclusive right to operate athletic~~youth (Sport)~~ camps ("Camps") on its campus using University ~~(College)~~ facilities. The University ~~(College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the Camps~~University (College)'s camps~~ in Coach's capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps.~~University (College)'s football camps.~~ Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the Camps,~~University (College)'s summer football camps,~~ the University ~~(College)~~ shall pay Coach ~~_(amount)__ per year as~~ supplemental compensation ~~during each year of his employment as head _(Sport)_ coach at the University (College). This amount shall be paid __(terms of payment)______~~.

~~**(SUMMER CAMP - OPERATED BY COACH)** Coach may operate a summer youth _(Sport)__ camp at the University (College) under the following conditions:~~

~~a) The summer youth camp operation reflects positively on the University (College) and the Department;~~

~~b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;~~

~~c) Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;~~

~~d) The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;~~

~~e) The Coach or the private enterprise enters into a contract with University (College) and ___________ (campus concessionaire) for all campus goods and services required by the camp.~~

~~f) The Coach or private enterprise pays for use of University (College) facilities including the ___________ .~~

~~g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.~~

~~h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible;~~

~~i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)~~

~~j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

~~In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.~~

3.2.6.~~7~~ Coach agrees that the University~~ (College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of ~~University (College). Coach recognizes that~~ the University~~. (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally-related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head (Sport) coach.~~ In order to avoid entering into an agreement with a competitor of any University selected vendors~~ (Company Name)~~, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. Coach shall also report such outside interests~~income~~ to the University ~~(College)~~ in accordance with Section 4.3 of this Agreement~~NCAA (or NAIA) rules~~. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, ~~including (Company Name),~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3. General Conditions of Compensation. All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1 and paid from the University to Coach, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall perform all duties and responsibilities as assigned by the Head Coach, such duties and responsibilities may include, but are not limited to:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's Board of Trustees ~~(College), the University (College)'s governing board~~, the conference of which the University is a member (the "Conference"),~~,~~ and the NCAA; ~~(or NAIA);~~ supervise and take appropriate steps to ensure that any~~Coach's assistant coaches, any other~~ employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Head Coach~~Director~~ and to the University's~~Department's~~ Director of NCAA Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's~~University (College)'s~~ athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. ~~The names or titles of employees whom Coach supervises are attached as Exhibit C.~~ The applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) ~~State Board of Education and Board of~~

~~Regents of the University of Idaho~~ Governing Policies and Procedures and Rule Manual of the University's Board of Trustees; (b) the University's Policy~~University (College)'s Handbook; (c) University (College)'s Administrative Procedures~~ Manual; (c~~d~~) the policies of the Department; (d~~e~~) NCAA ~~(or NAIA)~~ rules ~~and regulations;~~ and regulations; and (e~~(f~~) the rules and regulations of the Conference ~~(Sport) conference of which the University (College) is a member~~.

~~4.2.~~ 4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably~~otherwise~~ detract from those duties in any manner, or that, in the reasonable opinion of the University~~, (College),~~ would reflect adversely upon the University, the Department~~, (College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Head Coach and the Director (such approval not to be unreasonably withheld), ~~,~~ who may consult with the President~~Chief executive officer~~, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's~~the University (College)'s~~ name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld). ~~Chief executive officer.~~

4.3. Outside Income. ~~NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules,~~ Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld)~~University (College)'s Chief executive officer~~ for all athletically-related and other business-~~-~~related income and benefits from sources outside the University ~~(College)~~ and shall report the source and amount of all such income and benefits in accordance with ~~to the University (College)'s Chief executive officer whenever reasonably requested, but in no event less than annually before~~ the Department's Outside Income Reporting Form.~~close of business on June 30th of each year or the last regular University (College) work day preceding June 30th.~~ The report shall be in a format reasonably satisfactory to the University. ~~(College).~~ In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's Board of Trustees, the Conference, or the NCAA. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (e.g., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.~~ (College), the University (College)'s governing board, the conference, or the NCAA (or NAIA).~~

4.4.~~4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of Chief executive officer and the University (College)'s Board of (Trustees or Regents) .~~

~~4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.~~

~~4.6~~ Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team~~,~~ requiring performance of duties set forth herein prior to the expiration of this Agreement, without the prior approval of the Head Coach and the Director. Such approval shall not unreasonably be withheld. Without first giving forty-eight (48) hours prior written notice to the Head Coach and the Director, Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein.

ARTICLE 5

5.1. Termination of Coach for Cause. The University~~ (College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules,~~ and~~ regulations, and policies.

5.1.1. In addition to the definitions contained in applicable rules and policies, the~~regulations,~~ University~~ (College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this A~~a~~greement within thirty (30) days after written notice from the University;~~ (College);~~

c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations of the University, ~~(College),~~ the University's Board of Trustees~~University (College)'s governing board~~, the C~~c~~onference, or the NCAA, ~~(NAIA),~~ including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or National Association of Intercollegiate Athletics ("NAIA")~~NAIA~~ member institution;

d) Ten (10) working days'~~'~~ absence of Coach from duty without the University's~~University (College)'s~~ consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's~~University (College)'s~~ judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;

f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, ~~(College),~~ the University's Board of Trustees~~University (College)'s governing board~~, the C~~c~~onference, or the NCAA; ~~(NAIA);~~

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, ~~(College),~~ the University's Board of Trustees~~University (College)'s governing board~~, the C~~c~~onference, or the NCAA, ~~(NAIA),~~ by ~~one of Coach's assistant coaches,~~ any ~~other~~ employees for whom Coach is administratively responsible, or a member of the Team; or

i) ~~i)~~ A violation of any applicable law or the policies, rules or regulations of the University, ~~(College),~~ the University's Board of Trustees~~University (College)'s governing board~~, the C~~c~~onference, or the NCAA, ~~(NAIA),~~ by ~~one of Coach's assistant coaches,~~ any ~~other~~ employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: ~~-~~before the effective date of the suspension, reassignment, or termination, the Head Coach, Director, or the Head Coach's or the Director's~~his~~ designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's~~University (College)'s~~ obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which ~~the~~ Coach was employed.

5.2. Termination of Coach due to Resignation or Termination of Head Coach

In the event of the resignation or termination of the Head Coach, Coach's employment contract may be terminated at the sole discretion of the University, at any time following the resignation or termination, upon thirty (30) days' prior written notice. Provided, however, in the event the Head Coach becomes disabled or is deceased during Coach's term of employment, Coach's employment contract will continue until the last day of February following such disability or death; provided, however, if Coach otherwise becomes employed prior to the last day of February following such disability or death, this Agreement will automatically terminate and no further compensation shall be owed by the University to Coach.

5.3. Termination of Coach for Convenience of University~~. (College).~~

5.3~~2~~.1. At any time after commencement of this Agreement, the University~~, (College),~~ for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.3.2.~~2~~ In the event that the University ~~(College)~~ terminates this Agreement for its own convenience, the University ~~(College)~~ shall be obligated to pay to Coach, as liquidated damages and not a penalty, the "base salary" set forth in section

3.1.1(a), excluding all deductions required by law, on the regular paydays of the University ~~(College)~~ until the T~~t~~erm of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue the~~his~~ health insurance plan and group life insurance as if Coach~~he~~ remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment~~,~~ and to advise the University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to the University all compensation paid ~~to him~~ by the University after the date Coach~~he~~ obtains other employment, to which Coach~~he~~ is not entitled under this provision.

5.~~2.~~3.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that ~~the~~ Coach may lose certain benefits, supplemental compensation, or outside compensation relating to Coach's~~his~~ employment with the University, ~~(College),~~ which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University. ~~(College).~~ The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.4. In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.4.- Termination by Coach for Convenience.

5.4~~3~~.1. ~~The~~ Coach recognizes that Coach's~~his~~ promise to work for the University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. ~~The~~ Coach also recognizes that the University ~~(College)~~ is making a highly valuable investment in Coach's~~his~~ employment by entering into this Agreement and that its investment would be lost were Coach~~he~~ to resign or otherwise terminate Coach's~~his~~ employment with the University ~~(College)~~ before the end of the contract T~~t~~erm.

5.4~~3~~.2. ~~The~~ Coach~~, for his own convenience,~~ may terminate this Agreement for convenience during its term by giving prior written notice to the University.~~ (College).~~ Termination shall be effective when mutually agreed upon~~ten (10) days~~ after such written notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season competition) so as to minimize the impact on the program.~~ (College).~~

5.4.3. 3 If ~~the~~ Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If ~~the~~ Coach terminates this Agreement for ~~his~~ convenience, Coach~~he~~ shall pay to the University~~, (College),~~ as liquidated damages and not a penalty, the following sum if the termination occurs between April 20, 2017 and February 28, 2018, the sum of seventy-five thousand dollars ($75,000) or if the termination occurs between March 1, 2018 and the last game of the regular season including the conference championship game (if applicable), the sum of twenty-five thousand dollars ($25,000).~~:~~ ~~__________________.~~ The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. Provided, however, if Coach terminates this Agreement following the death or disability of the Head Coach, such termination will not be considered termination by Coach for convenience, and therefore no liquidated damages shall be owed by Coach to the University.

5.~~3.~~4.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University~~ (College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University ~~(College)~~ shall constitute adequate and reasonable compensation to the University~~ (College)~~ for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.~~ (College).~~

5.4~~3~~.5. Except as provide~~d~~ elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach~~he~~ shall forfeit to the extent permitted by law Coach's~~his~~ right to receive all supplemental compensation and other payments and all accumulated annual leave.

5.5.4 Termination Dd~~d~~ue to Disability or Death of Coach.

5.5~~4~~.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's~~University (College)'s~~ disability insurance carrier, becomes unable to perform the essential functions of the Position~~position of head coach~~, or dies.

5.5~~4~~.2. If this Agreement is terminated because of Coach'~~'~~s death, Coach'~~'~~s salary and all other benefits shall terminate as of the last day worked, except that Coach's~~the Coach's~~ personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to Coach's~~the Coach's~~ estate or beneficiaries ~~t~~thereunder.

5.5~~4~~.3. If this Agreement is terminated because ~~the~~ Coach becomes totally or permanently disabled as defined by the University's~~University (College)'s~~ disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that ~~the~~ Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach~~he~~ is entitled by virtue of employment with the University. ~~(College).~~

5.6.~~5~~ Interference by Coach. In the event of ~~termination,~~ suspension, ~~or~~ reassignment or termination, Coach agrees that Coach will not interfere with the University's~~University (College)'s~~ student-athletes or otherwise obstruct the University's~~University (College)'s~~ ability to transact business or operate its intercollegiate athletics program.

5.7.~~6~~ No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8.~~7~~ Waiver of Rights. Because ~~the~~ Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University ~~(College)~~ employees, if the University ~~(College)~~ suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education Rules (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and

Procedures, and~~IDAPA 08.01.01 et seq., and the~~ University Policies~~(College) Faculty Staff Handbook~~.

ARTICLE 6

6.1. Board Approval. ~~(if required multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy).~~ This Agreement shall not be effective until and unless approved of the University's~~University (College)'s~~ Board of~~ (Regents or~~ Trustees~~)~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this A~~a~~greement shall be subject to: the approval of the University's~~University (College)'s~~ Board of ~~(Regents or~~ Trustees,~~)~~, the Director~~Chief executive officer~~, and the Head Coach~~Director~~; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of ~~(Regents or~~ Trustees~~)~~ and University's~~University (College)'s~~ rules or policies regarding furloughs or financial exigency.

6.2. University ~~(College)~~ Property. All personal property, ~~(excluding vehicle(s) provided through the ___________ program),~~ material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the University's~~University (College)'s~~ direction or for the University's~~University (College)'s~~ use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. ~~(College).~~ Within twenty-four (24) hours of the expiration of the T~~t~~erm of this A~~a~~greement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Head Coach~~Director~~.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho.

Any action based in whole or in part on this Agreement shall be brought in ~~the courts of the~~ state district court in Ada County, Boise, ~~of~~ Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University. ~~(College).~~

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Non-Confidentiality. ~~The~~ Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by ~~the~~ Coach. ~~The~~ Coach further agrees that all documents and reports Coach~~he~~ is required to produce under this Agreement may be released and made available to the public at the University's~~University (College)'s~~ sole discretion.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Boise State University
~~(College):~~ Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: Boise State University~~Chief executive officer~~
Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: Zachary Hill
Last known address on file with University's~~University (College)'s~~ Human Resource Services

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

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. ~~The~~ Coach shall not, without the University's~~University (College)'s~~ prior written consent in each case, use any name, trade name, trademark, or other designation of the University (~~College) (~~including contraction, abbreviation or simulation), except in the course and scope of Coach's~~his~~ official University ~~(College)~~ duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement between~~of~~ the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the University's~~University (College)'s~~ Board of ~~(Regents or~~ Trustees,~~),~~ if required under Section II.H. of Board Policy.

6.16. Opportunity to Consult with Attorney. ~~The~~ Coach acknowledges that Coach~~he~~ has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY ~~(COLLEGE)~~ COACH

Curt Apsey, Director of Athletics Zachary Hill

Dr. Robert Kustra, President

~~Chief executive officer Date~~
~~Date~~

*Approved by the Board ~~of (Regents or Trustees)~~ on the ______ day of ______, 2017~~0~~.

~~[*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]~~

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BOISE STATE UNIVERSITY
Football APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2011-12	2012-13	2013-14	2014-15	2015-16
Football	985	980	973	991	968*
National % Rank by Sport	***90-100***	***90-100***	***70-80***	***80-90***	***

REPORT YEAR
Raw Score for single year
Percentile Rank for Sport

* for release May 2017

MULTI-YEAR (4-Year Rolling Average)

Football	993	988	981	982	979*

Football Offensive Coordinator Salary and Incentive Comparisons in the Mountain West Conference

Coach	School	Base Salary	Incentives
Mike Thiessen	Air Force	-	NA
Clay Hendrix	Air Force	-	NA
Zak Hill	Boise State	$ 285,000	See Contract
Will Friend	Colorado State	$ 534,450	NA
Dave Schramm	Fresno State	$ 115,596	NA
Jim Cramsey	Nevada	$ 178,500	NA
Bob DeBesse	New Mexico	$ 225,500	NA
Jeff Horton	San Diego State	$ 205,008	NA
Al Borges	San Jose State	$ 184,008	$500 per month car stipend, $3,000 if team participates in bowl game.
Barney Cotton	UNLV	$ 216,342	NA
Luke Wells	Utah State	$ 175,000	NA
Brent Vigen	Wyoming	$ 200,004	NA

*Figures from WinAD as of 3.7.17

Coach Zachary Hill Maximum Compensation Calculation - 2017-2018

		Yr 1
3.1.1a	Annual Base Salary	$ 285,000.00
3.2.1	Additional Pay based on Performance	$ 29,250.00
3.2.2	Additional Pay based on Academic Achievement	$ 5,000.00
	Total Maximum potential annual compensation under Employment Agreement	$ 319,250.00

IDAHO STATE BOARD OF EDUCATION

Athletic Director-Coach Contract Checklist

To be Submitted by Institutions with Employment Agreements Requiring Board Approval*

[* Board approval is required for contracts longer than three years or for any contracts with total annual compensation of $200,000 or higher. See Board Policy II.H.]

Institution: Boise State University

Name of employee and position: Zachary Hill, Football Offensive Coordinator/Quarterbacks Coach

Date of submission to State Board Office: March 17, 2017

Proposed effective date of employment agreement: April 2017

☒ The proposed contract has been reviewed to ensure compliance with Board Policy II.H.
☒ The proposed contract has been reviewed by institution general counsel

Supporting Documents (Check and attach all that apply): [All required items need to be provided either within the agenda item cover sheet, or as attachments to the agenda item.]

☒ A summary of all supplemental **compensation incentives**
☒ Quantification of the **maximum potential annual compensation** (i.e. base salary plus maximum incentive pay)
☒ **Employment agreement—clean version**
☒ **Employment agreement—redline version** comparing contract to Board-approved **model** contract (model contract is available on Board website http://boardofed.idaho.gov
☐ **Employment agreement**—redline version (for current coaches receiving new contracts) comparing proposed employment agreement to **current** agreement
☒ In the case of NCAA institutions, a 4-year history of the institution's **Academic Progress Rate** (APR) raw scores and national average APR scores for the applicable sport.
☒ A schedule of **base salaries and incentive payments** of all other same sport coaches in the institution's conference
☒ Documentation/description of how the institution determined the proposed **liquidated damages** amount(s), and a summary of publically-available liquidated damages and buyout provisions for coaches of the same sport at the other public institutions in the conference.

Notes/Comments (provide explanation of any items/boxes which were not checked or other key points for Board consideration):

Point of contact at Institution (phone number, email address): Texie Montoya, Assistant General Counsel (208) 426-1231

TAB	DESCRIPTION	ACTION
1	**INTERCOLLEGIATE ATHLETICS** FY2016 Revenue and Expenses Reports	Information Item
2	**INTERCOLLEGIATE ATHLETICS** FY2016 and FY2017 Compensation Reports	Information Item
3	**INTERCOLLEGIATE ATHLETICS** FY2016 Gender Equity Reports	Information Item
4	**FY2018 APPROPRIATIONS**	Motion to approve
5	**FY2019 BUDGET GUIDELINES**	Motion to approve
6	**FY2018 OPPORTUNITY SCHOLARSHIP EDUCATIONAL COSTS**	Motion to approve
7	**IDAHO STATE UNIVERSITY** Memorandum of Understanding – Idaho College of Osteopathic Medicine for Institutional Review Board Services	Motion to approve
8	**UNIVERSITY OF IDAHO** Space Lease – Gritman - WWAMI program	Motion to approve
9	**UNIVERSITY OF IDAHO** Athletic Limit Waiver	Motion to approve

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SUBJECT

Intercollegiate Athletics Reports of revenues and expenditures

REFERENCE

February 2016	Board received annual athletics revenues and expenditures reports.

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Responsibility, management, control and reporting requirements for athletics are detailed in State Board of Education (Board) policy V.X. The college and universities are required to submit regular financial reports as specified by the Board office. For the universities, the revenue and expenditures reported must reconcile to the NCAA "Agreed Upon Procedures Reports" that are prepared annually and reviewed by the external auditors.

IMPACT

The reports of Revenues and Expenses are presented for each institution for fiscal year 2016.

ATTACHMENTS

Attachment 1	Boise State University	Page 3
Attachment 2	Idaho State University	Page 4
Attachment 3	University of Idaho	Page 5
Attachment 4	Lewis-Clark State College	Page 6

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show actual results for fiscal year 2016.

BOARD ACTION

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

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BOISE STATE UNIVERSITY
ATHLETICS DEPARTMENT
SCHEDULE OF REVENUES AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 2016 (UNAUDITED)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Totals
OPERATING REVENUES:								
Ticket Sales	6,797,658	977,284	16,514	31,142	5,095	25,438	-	$ 7,853,132
Student Fees	-	-	-	-	-	-	3,341,671	3,341,671
Guarantees	425,000	97,500	-	-	-	9,500	-	532,000
Contributions	4,752,952	1,024,511	98,517	-	-	76,273	3,945,932	9,898,185
Direct State/Govt Support	-	60,358	357,667	396,088	75,135	884,714	978,238	2,752,200
Direct Institutional Support	919,750	145,288	355,114	183,900	140,500	867,702	1,693,782	4,306,036
Indirect Facilities and Administrative Support							1,906,513	1,906,513
NCAA/Tournaments	422,964	163,418	115,354	28,838	38,451	192,257	-	961,283
Conference/ Tournaments	1,232,000	885,512	36,875	9,219	12,292	156,371	13,491	2,345,759
Broadcast TV/Radio Rights	1,883,725	89,144	62,925	15,731	20,975	104,875	-	2,177,375
Program/Novelty Sales, Concessionns, Parking	1,486,418	213,699	3,611	6,810	1,114	5,562	-	1,717,214
Royalty, Advertisement, Sponsorship	4,164,059	598,657	10,116	19,077	3,121	15,583	-	4,810,613
Sport Camp Revenues	344,110	9,684	67,343	15,778	72,457	261,315	-	770,686
Endowment/Investment Income	-	-	-	-	-	-	-	-
Other Revenues	767,129	2,584	3,085	83,973	1,373	97,778	921,837	1,877,759
Bowl Revenues	596,398	-	-	-	-	-	-	596,398
Total operating revenues	$ 23,792,163	$ 4,267,639	$ 1,127,122	$ 790,556	$ 370,513	$ 2,697,367	$ 12,801,464	$ 45,846,824
OPERATING EXPENSES:								
Athletics Student Aid	2,602,927	402,382	968,586	468,971	379,759	2,603,093	571,275	$ 7,996,993
Guarantees	783,395	179,000	-	16,296	-	-	-	978,691
Coaching Salary/Benefits	4,653,720	1,388,979	694,324	746,108	288,310	1,428,957	214,554	9,414,951
Admin Staff Salary/Benefits							5,622,656	5,622,656
Severence Payments	-	-	-	-	-	-	-	-
Recruiting	275,866	141,560	31,931	95,756	18,752	89,820	-	653,684
Team Travel	682,057	388,138	286,844	350,162	124,355	654,610	5,914	2,492,081
Equipment, Uniforms and Supplies	916,014	79,128	61,695	37,570	9,410	194,774	322,288	1,620,879
Away Game Ticket Expense	285,215	25,234	8,600	25,234	-	12,352	-	356,634
Game Expenses							1,066,878	1,066,878
Fund Raising, Marketing, Promotion							236,027	236,027
Sports Camp Expenses	199,837	15,718	57,204	6,573	28,962	90,950	-	399,242
Direct Facilities/Maint/Rentals	5,124,672	858,094	120,062	835,673	-	246,513	1,554,962	8,739,977
Spirit Group							226,068	226,068
Indirect Facilities and Administrative Support							1,906,513	1,906,513
Medical Expenses & Insurance							697,249	697,249
Memberships & Dues	10,634	1,295	4,060	235	155	4,858	682,548	703,786
Other Operating Expenses	36,766	11,189	4,855	10,510	749	6,126	1,432,928	1,503,123
Student Athlete Meals (Non-Travel)	389,216	31,830	4,180	7,322	7,101	30,192	17,023	486,864
Bowl Expenses	628,559	-	-	-	-	-	-	628,559
Total operating expenses	$ 16,588,878	$ 3,522,547	$ 2,242,341	$ 2,600,410	$ 857,552	$ 5,362,244	$ 14,556,882	$ 45,730,853
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE	$ 7,203,285	$ 745,092	$ (1,115,220)	$ (1,809,853)	$ (487,039)	$ (2,664,876)	$ (1,755,418)	$ 115,971

IDAHO STATE UNIVERSITY ATHLETICS DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES
YEAR ENDED JUNE 30, 2016 (UNAUDITED)

IDAHO STATE UNIVERSITY ATHLETICS DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES
YEAR ENDED JUNE 30, 2016 (UNAUDITED)

	Year Ended June 30, 2016 (unaudited)			Year Ended June 30, 2016 (unaudited)				
	Football	Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Final Balance
Operating Revenues								
Ticket sales	$ 222,002	$ 68,642	$ 1,873	$ 24,025	$ 9,502	$ 7,956	$ -	$ 334,000
Direct state or other government support	786,036	348,523	152,202	284,119	134,703	789,093	1,061,024	3,555,700
Student fees	-	-	-	-	-	-	2,002,280	2,002,280
Direct institutional support	-	-	-	-	-	-	926,200	926,200
Guarantees	907,628	400,000	-	47,000	12,000	-	-	1,366,628
Contributions	118,673	41,500	1,335	12,194	5,691	51,060	311,780	542,233
In-Kind	125,435	70,510	6,452	52,730	12,583	29,089	212,014	508,813
Media rights	17,060	368	-	-	68	18	-	17,514
NCAA distributions	-	105,407	-	-	-	-	590,028	695,435
Conference distributions (non media or bowl)	(735)	4,958	56	4,688	(1,376)	629	3,565	11,785
Program, novelty, parking and concession sales	9,078	1,828	7,707	27,478	1,628	22,241	61,777	131,737
Royalties, licensing, advertisement and sponsorship:	-	-	-	-	-	800	525,998	526,798
Sports camp revenue	99,575	22,154	471	14,550	54,595	29,214	-	220,559
Other operating revenue	-	879	-	-	-	418	73	1,370
Total operating revenues	2,284,752	1,064,769	170,096	466,784	229,394	930,518	5,694,739	10,841,052
Operating Expenses								
Athletics student aid	890,408	218,961	193,838	238,659	166,576	734,745	71,043	2,514,230
Guarantees	56,351	15,851	-	10,044	-	4,571	-	86,817
Coaching salaries and benefits	562,670	354,695	157,056	290,555	161,053	453,099	104,311	2,083,439
Support staff/administrative salaries and benefits	238,423	16,262	1,954	2,287	1,914	16,268	1,367,757	1,644,865
Recruiting	59,035	44,212	8,412	27,818	18,707	55,020	28,515	241,719
Team travel	418,814	232,436	61,553	144,254	65,766	305,422	50,446	1,278,691
Sports equipment, uniforms and supplies	307,383	35,373	27,252	25,762	19,695	88,247	139,963	643,675
Game Expenses	76,300	84,738	3,951	77,200	15,225	26,221	95,330	378,965
Fund raising, marketing and promotion	54,910	39,520	1,550	33,898	2,248	4,489	79,745	216,360
Sports camp expenses	87,725	15,363	180	14,831	53,198	20,890	283	192,470
Spirit Groups	-	-	-	-	-	-	15	15
Direct overhead and administrative expenses	77,100	20,846	13,774	6,626	6,549	47,035	215,829	387,759
Medical expenses and insurance	528	-	-	-	50	15	361,488	362,081
Memberships and dues	100	200	845	805	675	775	50,194	53,594
Student-Athlete Meals (non-travel)	37,673	30,567	2,345	7,470	6,398	10,195	112	94,760
Other operating expenses	47,346	29,714	12,320	39,948	14,821	38,890	380,790	563,829
Total operating expenses	2,914,766	1,138,738	485,030	920,157	532,875	1,805,882	2,945,821	10,743,269
Excess (deficiency) of revenues over (under) expenses	$ (630,014)	$ (73,969)	$ (314,934)	$ (453,373)	$ (303,481)	$ (875,364)	$ 2,748,918	$ 97,783

UNIVERSITY OF IDAHO INTERCOLLEGIATE ATHLETICS DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 2016 (UNAUDITED)

	Football	Men's Bball	Other Men's Sports	Women's Vball	Women's Bball	Other Women's Sports	Non Program Specific	Grand Total
OPERATING REVENUES:								
Ticket sales	$ 568,053	$ 44,509	$ -	$ 6,560	7,843	$ 2,467	$ -	$ 629,432
Student fees	-	-	-	-	-	-	2,074,894	2,074,894
Direct institutional support	1,875,199	547,389	454,483	477,904	664,113	1,767,588	2,300,660	8,087,336
Indirect institutional support	-	-	-	-	-	-	556,219	556,219
Indirect Institutional support - athletic facilities debt service, lease & rental fees	-	-	-	-	-	-	1,070,322	1,070,322
Guarantees	2,100,000	115,000	-	6,000	46,500	8,600	-	2,276,100
Contributions	963,252	244,548	169,342	112,533	167,999	460,548	1,032,687	3,150,909
In-kind	29,400	12,600	-	4,200	4,200	-	12,600	63,000
Compensation and benefits provided by a third party	245,272	100,500	4,000	22,500	23,000	42,000	15,000	452,272
Media rights	100,000	245	-	53	-	-	75,000	175,298
NCAA distributions	182,099	36,164	87,615	35,113	74,261	176,227	462,021	1,053,500
Conference distributions (Non-media or bowl)	832,000	-	-	-	-	-	-	832,000
Program, novelty, parking and concession sales	17,749	1,451	-	254	3,615	77	-	23,146
Royalties, licensing, advertising and sponsorships	19,100	6,450	-	-	-	-	849,282	874,832
Sport camp revenues	102,030	2,400	-	47,386	5,320	-	-	157,136
Athletics restricted endowment and investment income	111,181	31,258	47,803	27,711	15,104	99,206	55,406	387,669
Other operating revenues	13,775	8,740	1,320	-	104	3,416	211,724	239,079
Total operating revenues	7,159,111	1,151,254	764,563	740,214	1,012,058	2,560,129	8,715,815	22,103,144
OPERATING EXPENSES:								
Athletic student aid	2,248,562	446,965	625,910	332,107	468,984	1,543,813	222,402	5,888,744
Guarantees	450,000	13,000	-	6,930	4,500	5,350	-	479,780
Coaching salaries, benefits and bonuses paid by UI	1,321,084	485,801	191,315	244,244	353,488	457,675	-	3,053,607
Coaching salaries, benefits and bonuses paid by a third party	245,272	100,500	4,000	22,500	23,000	42,000	-	437,272
Support staff/administrative compensation, benefits and bonuses paid by UI	102,966	61,029	10,296	4,014	-	11,688	2,518,333	2,708,325
Support staff/administrative compensation, benefits and bonuses paid a third party	-	-	-	-	-	-	15,000	15,000
Recruiting	193,210	91,013	12,531	27,406	65,064	70,895	-	460,119
Team travel	1,210,976	322,820	253,965	140,953	268,370	478,995	-	2,676,079
Sports equipment, uniforms and supplies	214,596	46,621	57,009	17,075	38,009	111,323	212,433	697,066
Game expenses	318,546	166,007	7,146	55,372	152,911	38,771	-	738,753
Fundraising, marketing and promotion	-	-	-	-	-	-	428,481	428,481
Sports camp expenses	66,172	5,551	-	49,238	1,746	-	-	122,707
Spirit groups	-	-	-	-	-	-	2,500	2,500
Athletic facilities debt service, leases and rental fee	-	-	-	-	-	-	1,185,997	1,185,997
Direct overhead and administrative expenses	3,670	1,939	299	1,019	1,379	2,956	29,493	40,754
Indirect institutional support	-	-	-	-	-	-	556,219	556,219
Medical expenses and insurance	-	-	7	-	-	-	463,455	463,462
Memberships and dues	-	2,680	890	355	-	5,510	156,896	166,331
Student athlete meals (non-travel)	31,205	8,436	1,039	782	4,350	8,733	40,334	94,879
Other operating expenses	400,123	169,629	27,760	28,254	60,475	106,721	637,609	1,430,571
Total operating expenses	6,806,382	1,921,991	1,192,167	930,249	1,442,275	2,884,430	6,469,151	21,646,645
Excess (deficiency) of revenues over (under) expenses	$ 352,729	$ (770,737)	$ (427,604)	$ (190,036)	$ (430,216)	$ (324,301)	$ 2,246,664	$ 456,499
Other Reporting Items:								
Conference realignment expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ 500,000	$ 500,000
Total athletics related debt	$ -	$ -	$ -	$ -	$ -	$ -	$ 23,295,000	$ 23,295,000
Total institutional debt	$ -	$ -	$ -	$ -	$ -	$ -	$ 188,888,167	$ 188,888,167

See Notes to Statement of Revenues and Expenses

Lewis-Clark State College Intercollegiate Athletics Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2016

	Baseball	Men's Basketball	Other Men's Sports	Women's Volleyball	Women's Basketball	Other Women's Sports	Non-Program Specific	Grand Total
Operating Revenues								
01 Ticket Sales	20,934	9,211	0	2,512	9,211	0	0	**41,868**
03 Student Fees	0	0	0	0	0	0	409,969	**409,969**
04 Direct Institutional Support	570,338	191,314	275,612	209,732	152,190	508,579	812,509	**2,720,275**
06 Indirect Institutional Support	0	0	0	0	0	0	271,893	**271,893**
07 Guarantees	0	0	0	0	0	0	0	**0**
08 Contributions	0	0	0	0	0	0	669,527	**669,527**
09 In-Kind	4,100	7,250	0	6,350	7,250	0	13,100	**38,050**
10 Compensation & Benefits Provided by 3rd Party	0	0	0	0	0	0	0	**0**
11 Media Rights	0	0	0	0	0	0	4,400	**4,400**
12 NCAA Distributions	0	0	0	0	0	0	0	**0**
13 Conference Distributions (Non-Media or Bowl)	0	0	0	0	0	0	672,805	**672,805**
14 Program, Novelty, Parking & Concessions	0	0	0	0	0	0	0	**0**
15 Royalties, Licensing, Advertising & Sponsorships	0	0	0	0	0	0	0	**0**
16 Sports Camp Revenues	13,080	41,112	0	0	21,397	0	37,863	**113,452**
17 Athletics Restricted Endowment & Investment Income	0	0	0	0	0	0	0	**0**
18 Other Operating Revenues	0	0	0	0	0	0	0	**0**
Total Operating Revenues	**608,452**	**248,886**	**275,612**	**218,594**	**190,048**	**508,579**	**2,892,067**	**4,942,239**
Operating Expenditures								
20 Athletic Student Aid	529,726	242,918	233,741	228,800	177,358	478,375	113,721	**2,004,639**
21 Guarantees	6,930	10,992	0	0	5,500	0	0	**23,422**
22 Coaching Salaries, Benefits & Bonuses	209,583	120,894	100,850	67,374	97,585	106,954	11,572	**714,812**
23 Coaching Salaries, Benefits & Bonuses Paid by 3rd Party	0	0	0	0	0	0	0	**0**
24 Support Staff/Admin Compensation Benefits & Bonuses	6,676	4,256	0	0	0	0	351,706	**362,638**
25 Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party	0	0	0	0	0	0	0	**0**
27 Recruiting	1,244	5,789	2,035	4,935	7,295	411	11,652	**33,361**
28 Team Travel	72,812	35,236	73,833	65,793	33,729	75,345	0	**356,748**
29 Sports Equipment, Uniforms & Supplies	36,564	19,536	38,358	25,843	26,068	52,320	29,270	**227,959**
30 Game Expenses	13,552	22,145	8,777	8,125	14,406	11,121	35,756	**113,882**
31 Fund Raising, Marketing & Promotion	0	0	0	0	0	0	0	**0**
32 Sports Camp Expenses	0	1,894	0	0	11,496	0	19,578	**32,968**
33 Spirit Groups	0	0	0	0	0	0	0	**0**
34 Athletic Facilities, Debt Service, Leases & Rental Fees	0	0	0	0	0	0	0	**0**
35 Direct Overhead & Administrative Expenses	0	0	0	0	0	0	0	**0**
36 Indirect Institutional Support	4,100	7,250	0	6,350	7,250	0	284,993	**309,943**
37 Medical Expenses & Insurance	0	0	0	0	0	0	15,600	**15,600**
38 Memberships & Dues	0	0	0	0	0	0	0	**0**
39 Other Operating Expenses	3,281	5,489	7,069	9,745	5,575	8,318	649,078	**688,555**
Total Operating Expenditures	**884,468**	**476,399**	**464,663**	**416,965**	**386,262**	**732,844**	**1,522,926**	**4,884,527**
Excess (Deficiency) of Revenues Over (Under) Expenses	**(276,016)**	**(227,513)**	**(189,051)**	**(198,371)**	**(196,214)**	**(224,265)**	**1,369,141**	**57,711**
Other Reporting Items								
42 Conference Realignment Expenses							0	0
43 Total Athletics Related Debt							0	0
44 Total Institutional Debt							1,768,828	1,768,828
45 Value of Athletics Dedicated Endowments							339,743	339,743
46 Value of Institutional Endowments							7,093,496	7,093,496

SUBJECT

Intercollegiate Athletics Department Employee Compensation Report

REFERENCE

February 2016 Board received FY 2015 athletics compensation reports

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/ DISCUSSION

In FY 1997 the Board adopted an annual report on the compensation of the employees of the intercollegiate athletic departments. The attached reports include FY 2016 actual compensation and FY 2017 estimated compensation for each institution.

IMPACT

The report details the contracted salary received by administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS

Attachment 1 - Boise State University	FY16 Actual	Pages 3-4
	FY17 Estimate	Pages 5-6
Attachment 2 - Idaho State University	FY16 Actual	Pages 7-8
	FY17 Estimate	Pages 11-12
Attachment 3 - University of Idaho	FY16 Actual	Pages 13-15
	FY17 Estimate	Pages 17-18
Attachment 4 - Lewis-Clark State College	FY16 Actual	Pages 19-20
	FY17 Estimate	Pages 21-22

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated, through Board policy II.B., to the Chief Executive Officer of each institution personnel management not specifically retained by the Board. Board policy II.H. authorizes the Chief Executive Officer of an institution to enter into a contract for the services of a coach or athletic director with that institution for a term of up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or with a total annual compensation amount of $200,000 or higher, is subject to approval by the Board.

BOARD ACTION

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

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Intercollegiate Athletics Compensation Report
Boise State University
FY2016 Actual Compensation

PCN		Depart/Name/Title		Athletic FTE	Base Salary	Compensation: Camps/ Clinics	Media	Equip Co & Other	Contract Bonus: Academic Perform.	Winning Perform.	Other	Perks: Club Mbership	Car	Other	Multi-Yr Contract	Funding: State Approp.	Program Revenue	All Other	Base Salary Annualized Change
		Athletic Administration																	
3150		Aaron Juarez	Asst Sports Info Dir/Website Coord	1.000	40,623	0	0	500	0	0	0	No	No	No	No	40,623	-	500	2%
3530		Adam Herman	Director, Sports Performance Coach	1.000	75,816	0	0	2,000	0	0	0	No	No	No	No		75,816	2,000	3%
3502		Andy Atkinson	Director, Ath Info & Digital Tech	1.000	70,263	0	0	1,000	0	0	0	No	No	No	No		70,263	1,000	3%
3149		Anita Guerricabeitia	Asst AD - Tkt Operations	1.000	71,781	0	0	1,000	0	0	0	No	No	No	No		71,781	1,000	2%
3167		Sarah Swanson	Director, Student Athlete Development	1.000	46,364	0	0	500	0	0	0	No	No	No	No	46,364	-	500	3%
3005		Natalie Keffer	Assistant Athletic Director, Development	1.000	63,316	0	0	1,000	0	0	0	No	No	No	No		63,316	1,000	-17%
3592	*	Bart Hendricks	Director, Development/Athletics	0.282	13,560	0	0	500	0	0	0	No	No	No	No		13,560	500	2%
1725		Brandon Voigt	Asst Athletic Trainer	1.000	40,269	413	0	500	0	0	0	No	No	No	No	40,269	-	913	3%
1770		Brayden Dunning	Director, Premium Seating	1.000	40,103	0	0	500	0	0	0	No	No	No	No		40,103	500	13%
3584		Christina Webster	Director, Annual Giving	1.000	40,103	0	0	500	0	0	0	No	No	No	No		40,103	500	New
1758		Benjamin Jaeger	Assistant Director, Sports Performance Coac	1.000	30,930	730	0	500	0	0	1,000	No	No	No	No		31,930	1,230	14%
1768		Caleb Howard	Coordinator, Video Services	1.000	37,586	0	0	500	0	0	0	No	No	No	No		37,586	500	3%
1717		Christina Van Tol	Sr. Assoc AD /Internal/SWA	1.000	118,061	0	0	2,500	0	0	0	No	Yes	No	No		118,061	2,500	4%
1772		Brandon Pringle	Assistant Coach, Strength & Conditioning/Fo	1.000	36,504	0	0	500	0	0	0	No	No	No	No		36,504	500	0%
1761		Kelly Lopez	Associate Director, Sports Performance Coa	1.000	42,245	0	0	500	0	0	0	No	No	No	No		42,245	500	16%
3190		Vacant	Assoc Athletic Director, Development	1.000	-	0	0	0	0	0	0	Yes	No	No	No		-	-	New
3549		Matt Brewer	Associate Athletic Director, Complinace	1.000	85,010	0	0	2,500	0	0	0	No	No	No	No		85,010	2,500	0%
3504		Cynthia Rice	Assistant Athletic Director, Business Ops	1.000	67,704	0	0	1,000	0	0	0	No	No	No	No	67,704	-	1,000	15%
1752		Dale Holste	Dir, Athletic Equipment Operations	1.000	57,471	5,000	0	2,000	0	0	0	No	No	No	No		57,471	7,000	2%
1766		Danielle Charters	Director-Compliance	1.000	47,320	0	0	500	0	0	0	No	No	No	No		47,320	500	3%
1739		David (DJ) Giumento	Asst AD, Facility Operations	1.000	57,845	0	0	1,000	0	0	0	No	No	No	No		57,845	1,000	3%
3030	*	Dustin Clements	Sr Associate Athletic Director, External Ops	0.248	24,802	0	0	2,500	0	0	0	Yes	Yes	No	No		24,802	2,500	11%
1727		Doug Link	Asst Sports Info Director	1.000	42,744	0	0	500	0	0	0	No	No	No	No		42,744	500	1%
3563		Eric Kile	Director, Student Athlete Learning Center	1.000	44,991	0	0	500	0	0	0	No	No	No	No	44,991	-	500	4%
1742		Linsey Saras	Coordinator, Athletic Game Operations	1.000	41,060	0	0	500	0	0	0	No	No	No	No		41,060	500	1%
3145		Gabe Rosenvall	Assoc AD, Student Athlete Development	1.000	73,445	0	0	2,000	4,000	0	0	No	No	No	No	73,445	4,000	2,000	4%
1700		Heather Berry	Assistant AD, Personnel	1.000	59,072	0	0	1,000	0	0	0	No	No	No	No		59,072	1,000	25%
1726		James Spooner	Asst Athletic Trainer	1.000	56,847	1,000	0	500	0	0	1,000	No	No	No	No	56,847	1,000	1,500	3%
3153		Jeff Pitman	Head Coach, Strength	1.000	138,612	4,750	0	2,000	2,500	0	3,000	No	No	No	No		144,112	6,750	0%
3132		Jennifer Bellomy	Assistant Athletic Director, Compliance	1.000	57,908	0	0	1,000	0	0	0	No	No	No	No		57,908	1,000	3%
1741		Christopher Nichol	Academic Advisor	1.000	39,916	0	0	500	0	0	0	No	No	No	No	39,916	-	500	2%
1767		John Perkins	Asst Director, Athletic Equipment Operations	1.000	36,858	0	0	500	0	0	0	No	No	No	No		36,858	500	2%
1751		Jolenne Dimeo	Facility Operations Supervisor	1.000	55,245	0	0	500	0	0	0	No	No	No	No		55,245	500	1%
1774		Joseph Nickell	Assistant Athletic Director, Media Relations	1.000	57,512	0	0	1,000	0	0	0	No	No	No	No		57,512	1,000	28%
3015		Vacant	Director, Sports Information	1.000	-	0	0	0	0	0	0	No	No	No	No		-	-	New
1771		Josh Borgman	Director, Creative Services	1.000	40,103	3,000	0	500	0	0	3,000	No	No	No	No		43,103	3,500	2%
1764		Justin LaChapelle	Athletic Technical Support Specialist	1.000	40,103	0	0	500	0	0	0	No	No	No	No		40,103	500	10%
1743		Keila Mintz	Accountant	1.000	42,058	0	0	500	0	0	0	No	No	No	No	42,058	-	500	3%
1776		Vacant	Accountant	1.000	40,100	0	0	0	0	0	0	No	No	No	No		40,100	-	New
1749		Keita Shimada	Asst Athletic Trainer	1.000	38,917	0	0	500	0	0	1,000	No	No	No	No		39,917	500	5%
1732		Kevin Riley	Coordinator, Video Services	1.000	40,103	1,000	0	500	0	0	3,000	No	No	No	No		43,103	1,500	2%
1760		Lauren Rodgers	Asst Athletic Trainer	1.000	37,232	0	0	500	0	0	1,000	No	No	No	No		38,232	500	2%
1728		Tyson Gale	Assistant Coach, Strength & Conditioning	1.000	36,504	1,750	0	500	0	0	0	No	No	No	No		36,504	2,250	0%
3950		Julie Rising	Coordinator, Athletic Events and Facilities	1.000	35,901	0	0	500	0	0	0	No	No	No	No		35,901	500	0%
1711		Marc Paul	Asst AD/Athletic Trainer	1.000	76,108	0	0	2,000	0	0	2,000	No	No	No	No		78,108	2,000	1%
1701		Curt Apsey	Executive Director, Athletics	1.000	331,511	0	0	2,000	15,000	17,500	20,000	Yes	Yes	No	Yes		384,011	2,000	New
3529		Gavin Boatright	Asst Director of Compliance	1.000	36,504	0	0	0	0	0	0	No	No	No	No	36,504	-	-	New
3125		Matthew Thomas	Asst AD, Mkting & Promotions	1.000	60,008	0	0	1,000	0	0	0	No	No	No	No		60,008	1,000	0%
3154		Spencer Jahn	Director, Marketing & Promotions	1.000	43,015	0	0	500	0	0	0	No	No	No	No		43,015	500	20%
1703		Max Corbet	Assoc AD, Administration	1.000	66,602	0	0	2,500	0	0	0	No	No	No	No		66,602	2,500	1%
1763		Michael Walsh	Asst Sports Info Director & Web Coor	1.000	38,772	0	0	500	0	0	0	No	No	No	No		38,772	500	2%
1755		Vacant	Assistant Athletic Director, Administration	1.000	-	0	0	0	0	0	0	No	No	No	No		-	-	New
3194		Nicole Gamez	Associate Athletic Director, Business Affairs	1.000	94,037	0	0	1,000	0	0	0	No	No	No	No		94,037	1,000	2%
3023		Cody Smith	Asst Athletic Director, Event Operations	1.000	47,092	0	0	500	0	0	0	No	No	No	No		47,092	500	1%
1773		Paul Smith	Asst Athletic Trainer	1.000	35,901	0	0	500	0	0	0	No	No	No	No		35,901	500	0%
	*	Rachel Bickerton	Dir, Trademark Lic/Enforcement	0.437	35,007	0	0	250	0	0	0	No	No	No	No		35,007	250	0%
1753		Raul Ibarra	Assistant Director, Athletic Equipment Opera	1.000	43,160	0	0	500	0	0	0	No	No	No	No		43,160	500	2%
1759		Patricia Moran	Asst Athletic Director Finance	1.000	58,906	0	0	1,000	0	0	0	No	No	No	No		58,906	1,000	New
1702		Robert Carney	Assoc AD, Facilities and Operations	1.000	84,448	0	0	2,500	0	0	0	No	No	No	No		84,448	2,500	3%
3067		Sabrena Nottingham	Asst Ticket Manager	1.000	37,856	0	0	500	0	0	0	No	No	No	No		37,856	500	3%
1754		Scott Duncan	Facility Maintenance Supervisor	1.000	48,714	0	0	500	0	0	0	No	No	No	No		48,714	500	19%
3545		Shaela Priaulx-Soho	Ticket Manager	1.000	48,132	0	0	500	0	0	0	No	No	No	No		48,132	500	1%
3110		Taryn Schutte	Academic Advisor	1.000	36,504	0	0	500	0	0	0	No	No	No	No	36,504	-	500	3%
1736		Cameron Howard	Asst Director, Marketing & Promotions	1.000	36,504	0	0	0	0	0	0	No	No	No	No		36,504	-	New
3188		Vacant	Director, Donor Relations Events	0.750	-	0	0	0	0	0	0	No	No	No	No		-	-	New
3970		Syringa Stark	Athletic Insurance Coordinator	1.000	37,045	0	0	500	0	0	0	No	No	No	No		37,045	500	2%
3064		Taylor Little	Coordinator, Video Services	1.000	43,015	0	0	500	0	0	0	No	No	No	No		43,015	500	3%
1735		Ashley Hudson	Asst Athletic Trainer	1.000	36,504	0	0	500	0	0	0	No	No	No	No	-	36,504	500	3%
1724		Tobruk Everman Blaine	Head Cheer/Dance Coach	1.000	46,634	0	0	500	0	0	0	No	No	No	No		46,634	500	1%
1715		Tyler Smith	Assoc Athletic Trainer	1.000	56,847	0	0	500	0	0	1,000	No	No	No	No	56,847	1,000	500	3%
1769		Vacant	Ticket Sales and Development Coordinator	1.000	-	0	0	0	0	0	0	No	No	No	No		-	-	New
3947		Victoria Lewis	Assistant Business Manager	1.000	41,309	0	0	500	0	0	0	No	No	No	No		41,309	500	3%
		Men's Sports																	
		Football						Nike	APR	Winning	Bowl/Other								

Intercollegiate Athletics Compensation Report
Boise State University
FY2016 Actual Compensation

ATTACHMENT 1

PCN		Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change
1704		Bryan Harsin	Head Coach	1.000	800,010	0	0	3,000	50,000	0	35,000	Yes	Yes	No	Yes		885,010	3,000	0%
3103		Zak Hill	Offensive Coordinator	1.000	200,000	3,000	0	2,000	0	0	0	No	Yes	No	No		200,000	5,000	New
1708		Gabe Franklin	Defensive Coordinator	1.000	185,000	3,000	0	2,000	0	0	0	No	Yes	No	Yes		185,000	5,000	New
3186		Kent Riddle	Assistant Coach	1.000	275,018	3,000	0	2,000	5,000	0	3,000	No	Yes	No	No		283,018	5,000	4%
3160		Steve Caldwell	Assistant Coach	1.000	240,012	4,000	0	2,000	5,000	0	3,000	No	Yes	No	No		248,012	6,000	4%
3162		Andy Avalos	Assistant Coach	1.000	225,015	4,000	0	2,000	5,000	0	3,000	No	Yes	No	No		233,015	6,000	0%
1707		Scott Huff	Assistant Coach	1.000	285,002	4,000	0	2,000	5,000	0	3,000	No	Yes	No	No		293,002	6,000	6%
3134		Lee Marks	Assistant Coach	1.000	135,013	4,000	0	2,000	0	0	3,000	No	Yes	No	No		138,013	6,000	8%
1706		Alton Adams	Assistant Coach	1.000	185,016	4,000	0	2,000	5,000	0	3,000	No	Yes	No	No		193,016	6,000	0%
1705		Ashley Ambrose	Assistant Coach	1.000	150,000	3,000	0	2,000	0	0	0	No	Yes	No	No		150,000	5,000	New
1730	+	Brian Wilkinson	Director, Football Operations	1.000	76,503	4,750	0	2,000	5,000	0	3,000	No	No	No	No		84,503	6,750	0%
1709		Taylor Tharp	Director, Player Personnel	1.000	45,012	6,500	0	1,000	5,000	0	3,000	No	No	No	No		53,012	7,500	0%
1762		TBD	Assistant Director, Player Personnel	1.000	50,004	1,750	0	1,250	5,000	0	3,000	No	No	No	No		58,004	3,000	8%
1750		Brad Larrondo	Asst Athletic Director, Football	1.000	75,005	15,750	0	2,000	5,000	0	3,000	No	Yes	No	No		83,005	17,750	0%
1765		Darren Uscher	Coordinator of Football Operations	1.000	36,504	4,500	0	1,000	0	0	3,000	No	No	No	No		39,504	5,500	3%
	Basketball																		
1710		Leon Rice	Head Coach	1.000	632,716	0	0	10,000	8,000	8,000	42,229	Yes	Yes	No	Yes		690,945	10,000	3%
1714		Phil Beckner	Assistant Coach, Men's Basketball	1.000	125,000	0	0	2,500	0	0	0	No	Yes	No	No		125,000	2,500	New
1712		Mike Burns	Associate Head Coach, Men's Basketball	1.000	125,000	0	0	2,500	0	0	0	No	Yes	No	No		125,000	2,500	New
3133		John Rillie	Assistant Coach, Men's Basketball	1.000	109,928	0	0	2,500	0	4,500	2,000	No	No	No	No		116,428	2,500	0%
1745		TBD	Director, Men's BB Operations	1.000	43,410	0	0	2,500	0	2,250	1,000	No	No	No	No	43,410	3,250	2,500	New
	Wrestling																		
1713		Mike Mendoza	Head Coach	1.000	72,400	2,552	0	2,000	1,800		0	No	Yes	No	No	72,400	1,800	4,552	New
3182		TBD	Assistant Coach	1.000	44,450	0	0	0	0		0	No	No	No	No	44,450	-	-	New
3180		TBD	Assistant Coach	1.000	31,866	0	0	0	0		0	No	No	No	No	31,866	-	-	New
	Golf																		
3566		Dan Potter	Head Coach	1.000	45,906	0	0	2,000	3,000	0	0	Yes	Yes	No	No		48,906	2,000	2%
	Tennis																	-	
3151		Greg Patton	Head Coach	1.000	98,052	0	0	2,000	0	3,000	0	No	Yes	No	No		101,052	2,000	0%
3178		Eric Diaz	Assistant Coach	1.000	32,573	0	0	500	0	0	0	No	No	No	No	32,573	-	500	New
	Men/Women's Track & Field																		
2223		Corey Ihmels	Head Coach	1.000	82,701	0	0	4,000	18,000	11,750	0	No	No	No	Yes		112,451	4,000	5%
1719		Grant (Charles) Wall	Assistant Coach	1.000	45,365	0	0	500	2,400	500	0	No	No	No	No	45,365	2,900	500	2%
3177		Gavin O'Neal	Assistant Coach	1.000	45,365	0	0	500	2,400	1,250	0	No	No	No	No	45,365	3,650	500	2%
1721		Travis Hartke	Assoc Head CC & Asst Track and Field Coa	1.000	45,365	0	0	500	3,600	4,000	0	No	No	No	No	45,365	7,600	500	2%
	Women's Sports																		
	Basketball																		
2226		Gordon Presnell	Head Coach	1.000	194,813	500	0	7,500	7,500	23,000	0	No	No	No	Yes		225,313	8,000	3%
3181		Cariann Ramirez	Assistant Coach	1.000	70,000	2,250	0	500	750	3,500	0	No	No	No	No	70,000	4,250	2,750	72%
3129		Cody Butler	Assistant Coach	1.000	74,464	900	0	500	1,500	7,000	0	No	Yes	No	No	62,463	20,501	1,400	23%
1720		Heather Sower	Assistant Coach	1.000	75,733	1,250	0	500	1,500	7,000	0	No	Yes	No	No	63,732	20,501	1,750	22%
1744		Julia Fishman	Dir, Women's BB Operations	1.000	36,500	15	0	500	750	3,500	0	No	No	No	No	36,500	4,250	515	New
	Soccer																		
1722		James Thomas	Head Coach	1.000	81,224	22,000	0	2,000	2,000	0	0	No	No	No	No	53,596	29,628	24,000	2%
1723		Edward Moore	Assistant Coach	1.000	33,031	15,000	0	500	1,200	0	0	No	No	No	No	33,031	1,200	15,500	2%
1748		Miren Zabala	Assistant Coach	1.000	30,015	14,000	0	500	0	0	0	No	No	No	No		30,015	14,500	0%
	Volleyball																		
1716		Shawn Garus	Head Coach	1.000	90,231	13,000	0	3,500	5,000	4,500	0	Yes	Yes	No	Yes		99,731	16,500	3%
3176		Allison Buck	Assistant Coach	1.000	32,273	8,137	0	500	1,200	750	0	No	No	No	No		34,223	8,637	New
3130		Candy Murphy	Assistant Coach	1.000	53,540	5,000	0	500	1,200	750	0	No	No	No	No	53,540	1,950	5,500	2%
	Gymnastics																		
1718		Neil Resnick	Co-Head Coach	1.000	78,812	1,000	0	2,000	2,000	2,000	2,000	Yes	Yes	No	Yes	78,812	6,000	3,000	3%
3174		Tina Bird	Co-Head Coach	1.000	64,356	9,005	0	2,000	2,000	2,000	2,000	No	Yes	No	Yes		70,356	11,005	3%
3164		Patti Murphy	Assistant Coach	1.000	37,503	1,000	0	500	1,200	1,000	1,000	No	No	No	No	37,503	3,200	1,500	3%
	Tennis																		
3163		Sherman Roghaar	Head Coach	1.000	56,535	8,432	0	2,000	4,000	0	0	No	No	No	Yes	56,535	4,000	10,432	8%
3179		Kristian Widen	Assistant Coach	1.000	28,330	8,239	0	500	0	0	0	No	No	No	No	28,330	-	8,739	New
	Golf																		
3127		Nicole Bird	Head Coach	1.000	45,864	0	0	2,000	3,000	0	0	Yes	Yes	No	No	45,864	3,000	2,000	3%
	Softball																		
1737		Cynthia (Ball) Malone	Head Coach	1.000	70,720	5,549	0	2,000	0	0	0	No	No	No	No	70,720	-	7,549	New
1738		Bailey Wigness	Assistant Coach	1.000	28,018	5,240	0	500	0	0	0	No	No	No	No	28,018	-	5,740	New
1747		TBD	Assistant Coach	1.000	32,615	4,309	0	500	0	0	0	No	No	No	No		32,615	4,809	New
	Swimming																		
1731		Jeremy Kipp	Head Coach	1.000	80,018	0	0	0	0	0	0	No	Yes	No	Yes	80,018	-	-	New
1733		Meghan Hawthorne	Assistant Coach	1.000	39,000	0	0	500	0	0	0	No	No	No	No	-	39,000	500	New
1746		Brandon Balisdell	Diving Coach	1.000	45,012	0	0	500	0	0	0	No	No	No	No	45,012	-	500	New
					9,604,860														

Notes:
* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.
\+ Employee is on paid administrative leave.

Intercollegiate Athletics Compensation Report
Boise State University
FY2017 Estimated Compensation

ATTACHMENT 2

					Compensation				Contract Bonus			Perks				Funding			Base Salary	
PCN		Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	Comments
		Athletic Administration																		
3150		Aaron Juarez	Asst Sports Info Dir	1.000	47,508	0	0	500	0	0	0	No	No	No	No	47,508	-	500	17%	FLSA
3530		Adam Herman	Director, Sports Performance Coach	1.000	77,730	0	0	2,000	0	0	2,000	No	No	No	No		79,730	2,000	3%	CEC
3502		Andy Atkinson	Director, Ath Info & Digital Tech	1.000	71,511	0	0	1,000	0	0	0	No	No	No	No		71,511	1,000	2%	CEC
3149		Anita Guerricabeitia	Asst AD - Tkt Operations	1.000	72,322	0	0	1,000	0	0	0	No	No	No	No		72,322	1,000	1%	CEC
3167		Sarah Swanson	Director, Student Athlete Development	1.000	47,528	0	0	500	0	0	0	No	No	No	No	47,528	-	500	3%	CEC
3005	*	Natalie Keffer	Assistant Athletic Director, Development	0.010	680	0	0	1,000	0	0	0	No	No	No	No		680	1,000	7%	Promotion
3592	*	Bart Hendricks	Director, Development/Athletics	0.282	13,702	0	0	500	0	0	0	No	No	No	No		13,702	500	1%	CEC
1725		Brandon Voigt	Asst Athletic Trainer	1.000	47,508	0	0	500	0	0	1,000	No	No	No	No	47,508	1,000	500	18%	FLSA
1770		Brayden Dunning	Sr. Director, Development	1.000	50,000	0	0	500	0	0	0	No	No	No	No		50,000	500	25%	Promotion
3584		Christina Webster	Director, Annual Giving	1.000	40,914	0	0	500	0	0	0	No	No	No	No		40,914	500	2%	CEC
1758		Benjamin Jaeger	Assistant Director, Sports Performance Coa	1.000	35,900	730	0	500	0	0	1,000	No	No	No	No		36,900	1,230	16%	FLSA
1768		Caleb Howard	Coordinator, Video Services	1.000	38,542	0	0	500	0	0	0	No	No	No	No		38,542	500	3%	CEC
1717		Christina Van Tol	Sr. Assoc AD /Internal/SWA	1.000	121,015	0	0	2,500	0	0	2,000	No	Yes	No	No		123,015	2,500	3%	CEC
1772		Brandon Pringle	Assistant Coach, Strength & Conditioning/Fc	1.000	37,420	0	0	500	0	0	0	No	No	No	No		37,420	500	3%	CEC
1761		Kelly Lopez	Associate Director, Sports Performance Coa	1.000	43,306	0	0	500	0	0	1,000	No	No	No	No		44,306	500	3%	CEC
3190		Vacant	Associate Athletic Director, Development	1.000	-	0	0	0	0	0	0	Yes	No	No	No		-	-	New	Vacant
3549		Matt Brewer	Associate Athletic Director, Complinace	1.000	86,508	0	0	2,500	0	0	0	No	No	No	No		86,508	2,500	2%	CEC
3504		Cynthia Rice	Assistant Athletic Director, Business Ops	1.000	69,576	0	0	1,000	0	0	0	No	No	No	No	69,576	-	1,000	3%	CEC
1752		Dale Holste	Assoc Dir, Athletic Equipment Operations	1.000	57,907	5,000	0	2,000	0	0	1,000	No	No	No	No		58,907	7,000	1%	CEC
1766		Danielle Charters	Director-Compliance	1.000	55,016	0	0	500	0	0	0	No	No	No	No		55,016	500	16%	Equity
1739		Vacant	Asst AD, Facility Operations	1.000	-	0	0	0	0	0	0	No	No	No	No		-	-	New	Vacant
3030		Dustin Clements	Senior Associate Athletic Director, External	1.000	100,008	0	0	2,500	0	0	0	Yes	Yes	No	No		100,008	2,500	0%	
1727		Doug Link	Asst Sports Info Director	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500	11%	FLSA
3563		Eric Kile	Director, Student Athlete Learning Center	1.000	46,135	0	0	500	0	0	0	No	No	No	No	46,135	-	500	3%	CEC
1742		Linsey Hartke	Manager, Athletic Game Operations	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500	16%	FLSA
3145		Gabe Rosenvall	Assoc AD, Student Athlete Development	1.000	75,837	0	0	2,500	4,000	0	0	No	No	No	No	75,837	4,000	2,500	3%	CEC
1700		Heather Berry	Assistant AD, Personnel	1.000	61,007	0	0	1,000	0	0	0	No	No	No	No		61,007	1,000	3%	CEC
1726		James Spooner	Assoc. Athletic Trainer	1.000	57,990	1,000	0	1,000	0	0	1,000	No	No	No	No	57,990	1,000	2,000	2%	CEC
3153		Jeff Pitman	Head Coach, Strength-Football	1.000	141,045	4,750	0	2,000	2,500	0	3,000	No	No	No	No		146,545	6,750	2%	CEC
3132		Jennifer Bellomy	Assistant Athletic Director, Compliance	1.000	64,335	0	0	1,000	0	0	0	No	No	No	No		64,335	1,000	11%	Equity
1741		Christopher Nichol	Academic Advisor	1.000	40,726	0	0	500	0	0	0	No	No	No	No	40,726	-	500	2%	CEC
1767		Kevin Haynes	Asst Director, Athletic Equipment Operations	1.000	37,212	0	0	500	0	0	0	No	No	No	No		37,212	500	New	
1751		Jolenne Dimeo	Facility Operations Supervisor	1.000	56,638	0	0	500	0	0	0	No	No	No	No		56,638	500	3%	CEC
1774		Joseph Nickell	Assistant Athletic Director, Media Relations	1.000	58,677	0	0	1,000	0	0	0	No	No	No	No		58,677	1,000	2%	CEC
3015		Vacant	Director, Sports Information	1.000	46,260	0	0	0	0	0	0	No	No	No	No		46,260	-	New	Vacant
1771		Vacant	Director, Creative Services	1.000	40,103	0	0	0	0	0	0	No	No	No	No		40,103	-	New	Vacant
1764		Justin LaChapelle	Athletic Technical Support Specialist	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500	18%	FLSA
1743		Matthew Mayer	Assistant Business Manager	1.000	40,914	0	0	500	0	0	0	No	No	No	No	40,914	-	500	New	
1776		Brett Herring	Business Office Analyst	1.000	40,103	0	0	500	0	0	0	No	No	No	No		40,103	500	New	
1749		Keita Shimada	Assoc. Athletic Trainer	1.000	48,714	0	0	500	0	0	1,000	No	No	No	No		49,714	500	25%	Promotion
1760		Lauren Rodgers	Asst Athletic Trainer	1.000	47,508	0	0	500	0	0	1,000	No	No	No	No		48,508	500	28%	FLSA
1728		Tyson Gale	Assistant Coach, FB Strength & Conditioning	1.000	37,420	1,750	0	500	0	0	2,000	No	No	No	No		39,420	2,250	3%	CEC
3950		Julie Rising	Asst Manager, Athletic Events and Facilities	1.000	41,018	0	0	500	0	0	0	No	No	No	No		41,018	500	14%	Promotion
1711		Marc Paul	Assoc. AD/Athletic Trainer	1.000	77,460	0	0	2,500	0	0	2,000	No	No	No	No		79,460	2,500	2%	CEC
1701		Curt Apsey	Executive Director, Athletics	1.000	339,810	0	0	2,000	7,500	17,500	20,000	Yes	Yes	No	Yes		384,810	2,000	3%	CEC
3529		Vacant	Asst Director of Compliance	1.000	-	0	0	0	0	0	0	No	No	No	No	-	-	-	New	Vacant
3125		Matthew Thomas	Asst AD, Mkting & Promotions	1.000	61,215	0	0	1,000	0	0	0	No	No	No	No		61,215	1,000	2%	CEC
3154		Spencer Jahn	Director, Marketing & Promotions	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500	10%	CEC
1703		Max Corbet	Assoc AD, Administration	1.000	67,788	0	0	2,500	0	0	0	No	No	No	No		67,788	2,500	2%	CEC
1763		Michael Walsh	Asst Sports Info Director & Web Coor	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500	23%	FLSA
3194		Nicole Gamez	Associate Athletic Director, Business Affairs	1.000	95,930	0	0	1,500	0	0	0	No	No	No	No		95,930	1,500	2%	CEC
3023		Cody Smith	Asst Athletic Director, Event Operations	1.000	58,012	0	0	1,000	0	0	0	No	No	No	No		58,012	1,000	23%	Promotion
1773		Paul Smith	Asst Athletic Trainer	1.000	47,508	0	0	500	0	0	1,000	No	No	No	No		48,508	500	32%	FLSA
1753		Raul Ibarra	Assistant Director, Athletic Equipment Opera	1.000	43,493	0	0	500	0	0	0	No	No	No	No		43,493	500	1%	CEC
1759		Patricia Moran	Asst Athletic Director Finance	1.000	60,112	0	0	1,000	0	0	0	No	No	No	No		60,112	1,000	2%	CEC
1702		Robert Carney	Assoc AD, Facilities and Operations	1.000	91,167	0	0	2,500	0	0	0	No	No	No	No		91,167	2,500	8%	Equity
3067		Tyler Ostler	Asst Ticket Manager	1.000	28,413	0	0	500	0	0	0	No	No	No	No		28,413	500	New	
1754		Scott Duncan	Facility Maintenance Supervisor	1.000	49,941	0	0	500	0	0	0	No	No	No	No		49,941	500	3%	CEC
3545		Shaela Priaulx-Soho	Ticket Manager	1.000	48,984	0	0	500	0	0	0	No	No	No	No		48,984	500	2%	CEC
3110		Taryn Schutte	Academic Advisor	1.000	37,420	0	0	500	0	0	0	No	No	No	No	37,420	-	500	3%	CEC
1736		Cameron Howard	Asst Director, Marketing & Promotions	1.000	36,504	0	0	500	0	0	0	No	No	No	No		36,504	500	0%	
3188		Katie Tuller	Director, Special Events	1.000	41,018	0	0	500	0	0	0	No	No	No	No		41,018	500	New	
3970		Syringa Stark	Athletic Insurance Coordinator	1.000	37,981	0	0	500	0	0	0	No	No	No	No		37,981	500	3%	CEC
3064		Taylor Little	Coordinator, Video Services	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500	10%	FLSA
1735		Ashley Hudson	Asst Athletic Trainer	1.000	47,508	0	0	500	0	0	1,000	No	No	No	No	-	48,508	500	30%	FLSA
1724		Tobruk Everman Blaine	Head Cheer/Dance Coach	1.000	47,570	0	0	500	0	0	0	No	No	No	No		47,570	500	2%	CEC
1715		Tyler Smith	Assoc Athletic Trainer	1.000	57,991	0	0	1,000	0	0	1,000	No	No	No	No	57,991	1,000	1,000	2%	CEC
3806		Nicole Denno	Assistant Athletic Trainer	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500	New	
3947		Victoria Lewis	Assistant Business Manager	1.000	42,349	0	0	500	0	0	0	No	No	No	No		42,349	500	3%	CEC

Intercollegiate Athletics Compensation Report
Boise State University
FY2017 Estimated Compensation

PCN	Depart/Name	Title	Athletic FTE	Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change	Comments
	Men's Sports																		
	Football						Nike	APR	Winning	Bowl/Other									
1704	Bryan Harsin	Head Coach	1.000	1,350,004	0	0	3,000	50,000	0	35,000	Yes	Yes	No	Yes		1,435,004	3,000	69%	Contract
3103	Kent Riddle	Assoc HC- TE/Spc Team Coord	1.000	275,018	3,000	0	2,000	0	0	3,000	No	Yes	No	Yes		278,018	5,000	0%	
1708	Steve Caldwell	Asst HC-Defensive Line	1.000	240,012	3,000	0	2,000	5,000	0	3,000	No	Yes	No	No		248,012	5,000	0%	
3186	Zak Hill	Co Offensive Coordinator	1.000	215,010	3,000	0	2,000	5,000	0	3,000	No	Yes	No	No		223,010	5,000	8%	
3160	Scott Huff	Co Offensive Coordinator	1.000	285,002	3,000	0	2,000	5,000	0	3,000	No	Yes	No	Yes		293,002	5,000	0%	
3162	Andy Avalos	Defensive Coordinator	1.000	305,012	3,000	0	2,000	5,000	0	3,000	No	Yes	No	Yes		313,012	5,000	36%	Promotion
1707	Eric Kiesau	Assistant Coach	1.000	185,000	3,000	0	2,000	2,500	0	0	No	Yes	No	No		187,500	5,000	New	
3134	Ashley Ambrose	Assistant Coach	1.000	200,013	3,000	0	2,000	5,000	0	3,000	No	Yes	No	No		208,013	5,000	33%	
1706	Gabe Franklin	Assistant Coach	1.000	185,016	3,000	0	2,000	5,000	0	3,000	No	Yes	No	No		193,016	5,000	0%	
1705	Lee Marks	Assistant Coach	1.000	135,013	3,000	0	2,000	5,000	0	3,000	No	Yes	No	No		143,013	5,000	0%	
1730	Taylor Tharp	Director, Football Operations/Ext Relations	1.000	55,994	3,000	0	2,000	5,000	0	3,000	No	No	No	No		63,994	5,000	24%	Promotion
1709	Chris Ross	Director, Program Development	1.000	85,010	3,000	0	2,000	5,000	0	3,000	No	No	No	No		93,010	5,000	New	
1762	TBD	Assistant Director, Recruiting/Ops	1.000	46,925	-	0	0	0	0	0	No	No	No	No		46,925	-	New	Vacant
1732	Kevin Riley	Dir. FB Video/Technology	1.000	49,338	1,000	0	500	0	0	3,000	No	No	No	No		52,338	1,500	23%	Promotion
1750	Brad Larrondo	Assoc Athletic Director, Football	1.000	91,583	10,000	0	2,500	5,000	0	3,000	No	Yes	No	No		99,583	12,500	22%	Promotion
1765	Darren Uscher	Director of Recruiting	1.000	49,941	3,000	0	1,000	0	0	3,000	No	No	No	No		52,941	4,000	37%	Promotion
	Basketball																		
1710	Leon Rice	Head Coach	1.000	650,000	0	0	10,000	8,000	8,000	45,000	Yes	Yes	No	Yes		711,000	10,000	3%	Contract
1714	Phil Beckner	Assistant Coach, Men's Basketball	1.000	125,008	0	0	2,500	1,500	4,500	2,000	No	Yes	No	No		133,008	2,500	0%	
1712	Mike Burns	Assistant Coach, Men's Basketball	1.000	125,008	0	0	2,500	1,500	4,500	2,000	No	No	No	No		133,008	2,500	0%	
3133	John Rillie	Assistant Coach, Men's Basketball	1.000	125,008	0	0	2,500	1,500	4,500	2,000	No	No	No	No		133,008	2,500	14%	Promotion
1745	Jake White	Director, Men's BB Operations	1.000	47,508	0	0	2,500	750	2,250	1,000	No	No	No	No	47,508	4,000	2,500	New	
	Wrestling																		
1713	Mike Mendoza	Head Coach	1.000	72,405	400	0	2,000	1,800	0	0	No	Yes	No	No	72,405	1,800	2,400	0%	
3182	Riley Orozco	Assistant Coach	1.000	45,012	1,400	0	500	1,100	0	0	No	No	No	No	45,012	1,100	1,900	New	
3180	Levi Jones	Assistant Coach	1.000	32,136	0	0	500	1,100	0	0	No	No	No	No	32,136	1,100	500	New	
	Golf																		
3566	Dan Potter	Head Coach	1.000	47,071	0	0	2,000	3,000	0	0	Yes	Yes	No	No		50,071	2,000	3%	CEC
	Tennis																-		
3151	Greg Patton	Head Coach	1.000	98,800	0	0	2,000	1,600	3,000	0	No	Yes	No	No		103,400	2,000	1%	CEC
3178	Greg Ouellette	Assistant Coach	1.000	33,426	0	0	500	1,000	0	0	No	No	No	No	33,426	1,000	500	New	
	Men/Women's Track & Field																		
2223	Corey Ihmels	Head Coach	1.000	107,016	0	0	4,000	18,000	17,250	0	No	No	No	Yes		142,266	4,000	29%	Contract
1719	Patrick McCurry	Assistant Coach	1.000	45,844	0	0	500	2,400	1,250	0	No	No	No	No	45,844	3,650	500	New	
3177	Gavin O'Neal	Assistant Coach	1.000	46,280	0	0	500	2,400	1,250	0	No	No	No	No	46,280	3,650	500	2%	CEC
1721	Travis Hartke	Assoc Head CC & Asst Track and Field Coa	1.000	46,613	0	0	500	3,600	4,500	0	No	No	No	No	46,613	8,100	500	3%	CEC
	Women's Sports																		
	Basketball																		
2226	Gordon Presnell	Head Coach	1.000	220,000	500	0	7,500	7,500	5,000	0	No	No	No	Yes		232,500	8,000	13%	Contract
3181	Cody Butler	Assistant Coach	1.000	90,002	1,000	0	500	1,500	3,000	0	No	Yes	No	No	90,002	4,500	1,500	21%	Promotion
3129	Heather Sower	Assistant Coach	1.000	76,503	1,000	0	500	1,500	3,000	0	No	Yes	No	No	62,463	18,540	1,500	1%	Promotion
1720	Cariann Ramirez	Assistant Coach	1.000	70,013	1,000	0	500	1,500	3,000	0	No	No	No	No	63,732	10,781	1,500	0%	Promotion
1744	Julia Fishman	Dir, Women's BB Operations	1.000	47,508	2,000	0	500	750	1,000	0	No	No	No	No	47,508	1,750	2,500	30%	FLSA
	Soccer																		
1722	James Thomas	Head Coach	1.000	82,660	22,000	0	2,000	2,000	5,000	0	No	Yes	No	No	53,596	36,064	24,000	2%	CEC
1723	Edward Moore	Assistant Coach	1.000	33,863	7,000	0	1,000	1,200	2,500	0	No	No	No	No	33,863	3,700	8,000	3%	CEC
1748	Miren Zabala	Assistant Coach	1.000	30,784	5,000	0	1,000	1,200	2,500	0	No	No	No	No		34,484	6,000	3%	CEC
	Volleyball																		
1716	Shawn Garus	Head Coach	1.000	100,007	13,000	0	3,500	5,000	4,500	0	Yes	Yes	No	Yes		109,507	16,500	11%	Contract
3176	Allison Buck	Assistant Coach	1.000	32,282	7,000	0	500	1,200	1,000	0	No	No	No	No	32,282	2,200	7,500	0%	
3130	Candy Murphy	Assistant Coach	1.000	55,016	5,000	0	500	1,200	1,000	0	No	No	No	No	55,016	2,200	5,500	3%	CEC
	Gymnastics																		
1718	Neil Resnick	Co-Head Coach	1.000	78,812	500	0	2,000	2,000	2,000	2,000	Yes	Yes	No	Yes	78,812	6,000	2,500	0%	Contract
3174	Tina Bird	Co-Head Coach	1.000	70,013	10,000	0	2,000	2,000	2,000	2,000	No	Yes	No	Yes		76,013	12,000	9%	Contract
3164	Patti Murphy	Assistant Coach	1.000	38,460	500	0	1,200	1,200	1,000	1,000	No	No	No	No	38,460	3,200	1,700	3%	CEC
	Tennis																		
3163	Sherman Roghaar	Head Coach	1.000	59,923	5,000	0	2,000	4,000	0	0	No	No	No	Yes	59,923	4,000	7,000	6%	Contract
3179	Kristian Widen	Assistant Coach	1.000	33,414	5,000	0	500	0	0	0	No	No	No	No	33,414	-	5,500	18%	Promotion
	Golf																		
3127	Nicole Bird	Head Coach	1.000	47,029	0	0	2,000	3,000	0	0	Yes	Yes	No	No	47,029	3,000	2,000	3%	CEC
	Softball																		
1737	Cynthia Ball	Head Coach	1.000	71,428	0	0	2,000	1,400	2,000	0	No	No	No	No	71,428	3,400	2,000	New	CEC
1738	Bailey Wigness	Assistant Coach	1.000	30,680	0	0	1,000	900	0	0	No	No	No	No	30,680	900	1,000	10%	Promotion
1747	Joel Oliver	Assistant Coach	1.000	30,680	0	0	1,000	900	0	0	No	No	No	No	30,680	900	1,000	New	
	Swimming																		
1731	Jeremy Kipp	Head Coach	1.000	81,432	0	0	2,000	3,000	3,000	0	No	Yes	No	Yes	81,432	6,000	2,000	New	Contract
1733	Meghan Hawthorne	Assistant Coach	1.000	39,791	0	0	500	1,200	1,000	0	No	No	No	No	39,791	2,200	500	New	
1746	Brandon Blaisdell	Diving Coach	1.000	45,927	0	0	500	1,200	1,000	0	No	No	No	No	45,012	3,115	500	New	
	Notes:			10,714,226															

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2016 Actual Compensation

				Compensation				Contract Bonuses			Perks				Funding		
Depart/Name/Title			Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration:																	
Jeff Tingey		Athletic Director	1.00	125,778		15,000		4,000		4,838	Yes	Yes		Yes	125,778	23,838	
Jim Kramer		Asst Athl Dir/ UBO	1.00	71,802										No	71,802		
Nancy Graziano		Assoc Athl Dir/Compliance	1.00	76,024										No	76,024		
Matthew Steuart		Dir Academic Services	1.00	47,237										No		47,237	
Steve Schaack		Asst AD - Media Relations	1.00	54,995										No	54,995		
Jenna Galloway		Asst Dir Media Relations	0.90	32,449										No	32,449		
Jodi Wotowey		Head Athletic Trainer	1.00	51,646	252									No	51,646		252
Brandon Payne		Asst Trainer	1.00	38,854	189									No	38,854		189
Daryl Finch		Asst Trainer	1.00	38,106	660									No	38,106		660
Rachel Geoghegan	(A)	Asst Trainer	0.42	16,324										No	16,324		
Elizabeth Reinstein	(B)	Asst Trainer	0.48	17,829	415									No	17,829		415
Kristin Shuman		Strength Coach	0.96	42,320										No	42,320		
Kalee Ralphs		Director of Marketing & Promos	1.00	40,394										No		40,394	
Thomas Steiner	(A)	Asst AD/ Major Gifts	0.21	10,149										No		10,149	
Tyson Munns	(B)	Asst AD/ Major Gifts	0.73	35,082										No		35,082	
Tyson Munns	(A)	Athletic Equipment Manager	0.27	10,461										No	10,461		
Robert Crompton	(B)	Athletic Equipment Manager	0.39	14,084										No	14,084		
Bengal Foundation																	
Donna Hayes		Exec Dir Bengal Foundation	1.00	49,483										No		49,483	
Men's Sports																	
Football																	
Mike Kramer		Hd Coach	0.91	149,720						7,500		Yes		Yes	149,720	7,500	
Spencer Toone		Asst Coach/Defense Coordinator	1.00	55,016	5,200									No	55,016		5,200
Sheldon Cross	(A)	Asst Coach	0.71	39,019								Yes		No	39,019		
Dorian Keller	(B)	Asst Coach	0.29	11,544	5,200							Yes		No	11,544		5,200
Roger Cooper		Asst Head Coach - Def Line/Acad Liason	1.00	50,003	12,000									No	50,003		12,000
Braeden Clayson		Dir of Football Operations/Video Coor.	1.00	36,629										No	36,629		
Steven Fifita		Asst Coach - Defensive Line	1.00	40,019	5,200									No	40,019		5,200
Matthew Troxel		Asst Coach	1.00	51,835	9,000							Yes		No	51,835		9,000
Robert Phenicie		Asst Coach	1.00	43,667	5,200									No	43,667		5,200
Stanley Franks		Asst Coach - Defensive Backs	1.00	40,019	5,200									No	40,019		5,200
Tevita Fiefia		Asst Coach	1.00	40,019	5,200									No	40,019		5,200
Basketball																	
William Evans		Hd Coach	0.95	103,114	1,600	20,000		1,000	4,153			Yes		Yes	103,114	25,153	1,600
Andrew Ward		Asst Coach	1.00	63,710	1,600							Yes		No	63,710		1,600
Jay Collins		Asst Coach	1.00	41,662	1,600									No	41,662		1,600
Tim Walsh		Asst Coach	1.00	42,515	1,600									No	42,515		1,600
Tennis																	
Robert Goeltz	(A)	Hd Coach	0.10	4,898										No	4,898		
Gretchen Maloney	(B)	Hd Coach	0.44	20,739										No	20,739		
Mark Rodel		Asst Coach	0.33	13,547										No	13,547		

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2016 Actual Compensation

				Compensation				Contract Bonuses			Perks				Funding		
Depart/Name/Title			Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Track & Field																	
David Nielsen	(A)	Hd Coach	0.43	26,641										No	26,641		
Hillary L. Merkley	(B)	Hd Coach	0.14	7,659										No	7,659		
Hillary L Merkley		Asst Coach	0.35	11,554										No	11,554		
Cross Country																	
Nathan Houle		Hd Coach	0.50	22,198										No	22,198		
Women's Sports																	
Basketball																	
Seton Sobolewski		Hd Coach	0.95	96,599		5,000				2,100		Yes		Yes	96,599	7,100	
Michael Trujillo		Asst Coach	1.00	46,363	1,535							Yes		No	46,363		1,535
Ryan Johnson		Asst Coach	1.00	30,950	1,535									No	30,950		1,535
Andrea Videbeck		Asst Coach	0.96	25,743	300									No	25,743		300
Volleyball																	
Fredrick Reynolds		Hd Coach	0.91	62,803	6,000							Yes		Yes	62,803		6,000
Keisha Fisher		Asst Coach	1.00	30,618	4,000									No	30,618		4,000
Tennis																	
Robert Goeltz	(A)	Hd Coach	0.10	4,898										No	4,898		
Gretchen Maloney	(B)	Hd Coach	0.44	20,739										No	20,739		
Mark Rodel		Asst Coach	0.33	13,547										No	13,547		
Track & Field																	
David Nielsen	(A)	Hd Coach	0.43	26,641										No	26,641		
Hillary L. Merkley	(B)	Hd Coach	0.14	7,659										No	7,659		
Hillary L Merkley		Asst Coach	0.35	11,554										No	11,554		
Golf																	
Kelly Hooper		Hd Coach	0.20	10,128										No	10,128		
Cross Country																	
Nathan Houle		Hd Coach	0.50	22,198										No	22,198		
Soccer																	
Allison Gibson		Hd Coach	1.00	65,894	3,800			1,500				Yes		Yes	65,894		5,300
Christopher Cogan		Asst Coach	0.88	27,242	1,880									No	27,242		1,880
Softball																	
Julia Wright	(A)	Hd Coach	0.15	11,591								Yes		Yes	11,591		
Candi Letts	(B)	Hd Coach	0.80	46,272										Yes	46,272		
Jessica Moore	(A)	Asst Coach	0.10	2,858										No	2,858		
Lauren Cantillo	(B)	Asst Coach	0.78	27,467	1,350									No	27,467		1,350

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Game Guarantee Payments
Mike Kramer - $7,500 (1% of the Gross Guarantee Payments)

Intercollegiate Athletics Compensation Report
Idaho State University
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Depart/Name/Title	Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonuses: Academic Perform.	Contract Bonuses: Winning Perform..	Contract Bonuses: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Seton Sobolewski - $2,100 (3% of the Gross Guarantee Payments)															

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

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Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change	Comments
Athletic Administration:																		
Jeff Tingey	Athletic Director	1.00	144,664		7,500					Yes	Yes		Yes	144,664	7,500		15%	4% Merit 11% Market Adj.
Nancy Graziano	Assoc Athl Dir / Compliance	1.00	79,082										No	79,082			4%	Merit
Jim Kramer	Asst Athl Dir/ UBO	1.00	75,733										No	75,733			5%	2% Merit 3% Market Adj
Matthew Steuart	Dir Academic Services	1.00	49,130										No		49,130		4%	Merit
Steve Schaack	Asst AD - Media Relations	1.00	57,200										No	57,200			4%	Merit
Jenna Galloway	Asst Dir Media Relations	1.00	37,357										No	37,357			4%	Merit
Jodi Wotowey	Head Athletic Trainer	1.00	53,726										No	53,726			4%	Merit
Daryl Finch	Asst Athletic Trainer	1.00	39,645										No	39,645			4%	Merit
Brandon Payne	Asst Athletic Trainer	1.00	40,414										No	40,414			4%	Merit
Elizabeth Reinstein	Asst Athletic Trainer	1.00	37,003	242									No	37,003		242	0%	
Kristin Shuman	Strength Coach	1.00	44,907										No	44,907			2%	Merit
Kalee Ralphs	Director of Marketing & Promos	1.00	42,016										No		42,016		4%	Merit
Tyson Munns	Asst AD/ Major Gifts	1.00	48,984							Yes			No		48,984		2%	Merit
Robert Crompton	Athletic Equipment Manager	1.00	35,901										No	35,901			0%	
Bengal Foundation																		
Donna Hayes	Exec Dir Bengal Foundation	1.00	50,482							Yes			No		50,482		2%	Merit
Men's Sports																		
Football																		
Mike Kramer	Hd Coach	0.91	149,720								Yes		Yes	149,720			0%	
Stanley Franks	Asst Coach/Defensive Backs	1.00	41,226										No	41,226			3%	Merit
Spencer Toone	Defensive Coordinator/Safeties	1.00	56,680										No	56,680			3%	Merit
Dorian Keller	Asst Coach	1.00	40,016								Yes		No	40,016			0%	
Roger Cooper	Asst Head Coach - DL & Acad. Liason	1.00	51,522										No	51,522			3%	Merit
Braeden Clayson	Director of Football Oper./Video Coor.	1.00	38,106										No	38,106			4%	Merit
Steven Fifita	Asst Coach - Defensive Line	1.00	41,226										No	41,226			3%	Merit
Matthew Troxel	Offensive Coordinator	1.00	55,016								Yes		No	55,016			6%	Sal Incr.
Robert Phenicie	Asst Coach - Offensive Line & Camp Dir.	1.00	50,003										No	50,003			15%	Sal Incr.
Tevita Fiefia	Asst Coach	1.00	41,226										No	41,226			3%	Merit
Basketball																		
William Evans	Hd Coach	0.95	103,114	2,200							Yes		Yes	103,114		2,200	0%	
Andrew Ward	Asst Coach	1.00	65,624	2,200							Yes		No	65,624		2,200	3%	Merit
Jay Collins	Asst Coach	1.00	42,515	2,200									No	42,515		2,200	2%	Merit
Tim Walsh	Asst Coach	1.00	43,368	2,200									No	43,368		2,200	2%	Merit
Tennis																		
Gretchen Maloney	Hd Coach	0.42	20,618										No	20,618			3%	Merit
Mark Rodel	Asst Coach	0.38	16,656										No	16,656			4%	Merit
(A) = indicates previous coach / employee																		
(B) = indicates current coach / employee																		
Track & Field																		
Hillary L. Merkley	Hd Coach	0.46	29,121										No	29,121			17%	Sal Incr.
Yuriy Litvinski	Asst Track & Field Coach	0.44	15,787										No	15,787			New	
Cross Country																		
Nathan Houle	Hd Coach - Asst Coach T&F	0.50	24,003										No	24,003			8%	Sal Incr.

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			Compensation				Contract Bonus			Perks				Funding			Base Salary	
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	Comments
Women's Sports																		
Basketball																		
Seton Sobolewski	Hd Coach	0.95	96,599	1,000							Yes		Yes	96,599		1,000	0%	
Michael Trujillo	Asst Coach	1.00	47,757	2,000							Yes		Yes	47,757		2,000	3%	Merit
Ryan Johnson	Asst Coach	1.00	32,198	2,200									No	32,198		2,200	4%	Merit
Bryanna Mueller	Asst Coach	0.90	23,408	969									No	23,408		969	New	
Volleyball																		
Fredrick Reynolds	Hd Coach	0.91	62,803	3,000							Yes		Yes	62,803		3,000	0%	
Keisha Fisher	Asst Coach	1.00	31,242	4,000									No	31,242		4,000	2%	Merit
Tennis																		
Gretchen Maloney	Hd Coach	0.42	20,618										No	20,618			3%	Merit
Mark Rodel	Asst Coach	0.38	16,656										No	16,656			4%	Merit
Track & Field																		
Hillary L. Merkley	Hd Coach	0.46	29,121										No	29,121			17%	Sal Incr.
Yuriy Litvinski	Asst Track & Field Coach	0.44	15,787										No	15,787			New	
Golf																		
Kelly Hooper	Hd Coach	0.38	19,032										No	19,032			0%	
Cross Country																		
Nathan Houle	Hd Coach - Asst Coach T&F	0.50	24,003										No	24,003			8%	Sal Incr.
Soccer																		
Allison Gibson	Hd Coach	1.00	65,894	9,125							Yes		Yes	65,894		9,125	0%	
Christopher Cogan	Asst Coach	1.00	32,178	1,000									No	32,178		1,000	4%	Merit
Softball																		
Candi Letts	Hd Coach	1.00	58,011								Yes		Yes	58,011			0%	Merit
Lauren Cantillo	(A) Asst Coach	0.12	4,270										No	4,270			2%	Merit
Alex Schultz	(B) Asst Coach	0.85	29,621										No	29,621			New	

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Game Guarantee Payments
Seton Sobolewski - $2,205 (3% of the Gross Guarantee Payments)

(*) These coaches receive pay for their participation in off-campus clinics or events.
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If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

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Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other^^	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Athletic Administration:																
Rob Spear	Athletic Director	1.00	181,821		15,000	1,080					yes*		yes	132,813	65,088	
John Wallace	AssocAD/Internal Ops	1.00	25,637			270								25,637	270	
Thomas Zimmer	Business Manager, Athletics	1.00	53,872			980									54,852	
Margaret Henderson	Asst Business Manager, Athletics	1.00	39,911												39,911	
Amber Pittman	Administrative Coordinator	1.00	32,955												32,955	
Amy Schumaker	Administrative Coordinator	1.00	27,874												27,874	
Margaret Sayler	Administrative Assistant 1	1.00	28,653												28,653	
Damien Garnett	Dir. Equip Rm	1.00	43,765			540									44,305	
Anthony Castro	Asst Equip Rm	1.00	36,008			600									36,608	
Tim Jackson	Video Coor.	1.00	40,799			480									41,279	
Becky Paull	Dir. Med. Rel	1.00	62,500			360									62,860	
Seth Pringle	Asst. Med Rel	1.00	35,112			360									35,472	
Joeseph St. Pierre	Asst. Med Rel	1.00	28,003			360									28,363	
Megan Shiflett	Asst Trainer	1.00	2,767	600											2,767	600
Erin Bierstedt	Asst Trainer	1.00	36,238			300									36,538	
Toby van Amerongen	Asst Trainer	1.00	42,794	540		480									43,274	540
Barrie Steele	Hd Trainer	1.00	75,467	600		720									76,187	600
Margaret Eldrich	Student Insurance Coord	1.00	29,689												29,689	
Jake Scharnhorst	Strength Coach	1.00	58,238	400		600									58,838	400
Joe Herold	Asst Strength	1.00	40,042			360									40,402	
Miles Gemberling	Asst Strength	1.00	11,544	465											11,544	465
Tim Mooney	Assoc AD/External Ops	0.50	55,682 ^			960					yes				56,642	
Samantha Parrott	Devl. Coor.	0.50	13,466 ^			480									13,946	
Suzanne Stride	Devl. Coor.	0.50	12,043 ^			480									12,523	
Shelly Robson	Devl. Coor.	0.50	22,386 ^			960					yes				23,346	
Brent Vicino	Asst AD, Annual Giving	0.25	7,289 ^			960									8,249	
Troy Nealey	Devl. Coor.	0.25	4,968 ^			960									5,928	
Ryan Gerulf	Devl. Coor.	0.50	1,605 ^												1,605	
Emily Adams	Devl. Coor.	1.00	45,372			480									45,852	
Ryan Gilmore	Dir Marketing/Promotions	1.00	46,910			540									47,450	
Kaitlin Parsons	Asst Dir Marketing/Promotions	1.00	33,536			360									33,896	
Chris Apenbrink	Director of Ticket Ops	1.00	40,035			480									40,515	
Hardin, Glendon	Ticket Sales Manager	1.00	38,025			480									38,505	
Susan Steele	Dir. Of Athl. Academics Services	1.00	47,638			720									48,358	
Irvin Stevens	Acad. Coor	1.00	30,800			480									31,280	
Fennell Marcis	Acad. Coor	1.00	6,272			280									6,552	
Jessica Kyllo	Acad. Coor	1.00	17,920			240									18,160	

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			Compensation				Contract Bonus			Other				Funding		
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Men's Sports																
Football																
Paul Petrino	Hd Coach	1.00	178,391		240,000	960	10,000				yes		yes	178,391	250,960	
Kris Cinkovich	Assistant	1.00	149,563	1,000		960					yes			149,563	960	1,000
Michael Breske	Assistant	1.00	130,000	400		960								130,000	960	400
Charles Molnar	Assistant	1.00	64,970	1,000	5,272	960					yes			64,970	6,232	1,000
Eric Brown	Assistant	1.00	54,060	2,000		960					yes+			54,060	960	2,000
Bryce Erickson	Assistant	1.00	57,378	1,000		720					yes*			57,378	720	1,000
Kenneth Holmes	Assistant	1.00	61,277	1,000		960					yes			61,277	960	1,000
Alfred Pupunu	Assistant	1.00	65,886	1,000		960					yes			65,886	960	1,000
Jason Shumaker	Assistant	1.00	77,982	1,000		960					yes			77,982	960	1,000
Aric Williams	Assistant	1.00	70,034	1,000		960								70,034	960	1,000
Troy Purcell	Assistant	1.00	13,904			240					yes*			13,904	240	
Ronnie Lee	Assistant	1.00	4,904											4,904		
Bobby Daly	Dir. of FB Ops	1.00	53,355	2,004		960									54,315	2,004
Basketball																
Don Verlin	Hd Coach	1.00	171,114	2,500	60,000	960	5,000		21,198 &		yes		yes	171,114	87,158	2,500
Tim Murphy	Assistant	1.00	66,281		15,000	960					yes			66,281	15,960	
Kirk Earlywine	Assistant	1.00	41,610		12,500	960					yes+			41,610	13,460	
Chris Helbling	Assistant	1.00	1,178											1,178		
Milton Palacio	Dir Player Development	1.00	493											493		
Joe Ford	Assistant	1.00	11,758			240					yes*			11,758	240	
Zachary Claus	Assistant	1.00	40,641		7,000	960								40,641	7,960	
Tim Marrion	Dir Player Development	1.00	25,689		6,000	640					yes			25,689	6,640	
Men's Track & XC																
Tim Cawley	Dir. of T&F	0.50	32,236		4,000	960							yes		37,196	
Cathleen Cawley	Assistant	0.50	17,843												17,843	
Travis Floeck	Assistant	0.50	22,946			520									23,466	
Golf																
John Means	Hd Coach	1.00	21,265			560									21,825	
David Nuhn	Hd Coach	1.00	14,619			480									15,099	
Tennis																
Abid Akbar	Hd Coach	1.00	24,701			640									25,341	

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Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other^^	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Women's Sports																
Basketball																
Jon Newlee	Hd Coach	1.00	99,853		18,000	960	3,000	3,000	32,000 &		yes		yes	99,853	56,960	
Christa Sanford	Assistant	1.00	61,168			960								58,007	4,121	
Jeri Jacobson	Assistant	1.00	29,918			960								29,918	960	
Kristi Zeller	Assistant	1.00	26,693		5,000	880								24,747	7,826	
Women's Track & XC																
Tim Cawley	Dir. of T&F	0.50	32,236		4,000		2,000						yes		38,236	
Cathleen Cawley	Assistant	0.50	17,843			960									18,803	
Travis Floeck	Assistant	0.50	22,946			520									23,466	
Volleyball																
Debbie Buchanan	Hd Coach	1.00	88,062	10,000	15,000	960	1,500				yes*		yes	88,062	17,460	10,000
Brian Lamppa	Associate	1.00	41,242	3,235	7,500	960								41,242	8,460	3,235
Steve Whitaker	Assistant	1.00	3,140											3,140	0	
Kara Newlee	Assistant	1.00	31,099			480								31,099	480	
Women's Soccer																
Derek Pittman	Hd Coach	1.00	41,394		15,000	960	1,000						yes	41,394	16,960	
Joshua Davis	Assistant	1.00	30,594			960								26,270	5,285	
Women's Golf																
Lisa Johnson	Hd Coach	1.00	44,561			960	1,000	500							47,021	
Tennis																
Mariana Cobra Muraca	Hd Coach	1.00	38,301			1,040									39,341	
Women's Swimming																
Mark Sowa	Hd Coach	1.00	53,041		18,000	960	450							53,041	19,410	
Kelsie Saxe	Assistant	1.00	23,833		5,000	960								23,833	5,960	
James Southerland	Assistant	1.00	1,097			480								962	614	

^ other portion of full FTE paid by Advancement
^^ cell phone stipend
& share of game guarantee and/or gate per contract
yes+ receive a car stipend between $200-$400/month rather than a car; this amount not included in base salary
yes* had a car for part of year only

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Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other^^	Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change	Comments
Athletic Administration:																		
Rob Spear	Athletic Director	1.00	185,598		15,000	1,080							yes	185,598	16,080		2%	
Thomas Zimmer	Business Manager, Athletics	1.00	75,005											75,005			39%	reorganization & retention
Ugis Svazs	Compliance Coordinator	1.00	47,507											47,507			New	FLSA increase
Margaret Henderson	Asst Business Manager, Athletics	1.00	40,019												40,019		2%	overtime in FY16
Amber Pittman	Administrative Coordinator	1.00	34,091												34,091		3%	temp increase made perm
Jill Reader	Administrative Coordinator	1.00	30,139												30,139		New	
Margaret Sayler	Administrative Assistant 1	1.00	0												0		0%	resigned - will not refill
Anthony Castro	Dir. Equip Rm	1.00	50,003			600									50,603		39%	promotion
Marisa Vitek	Asst Equip Rm	1.00	29,162			480									29,642		New	
Tim Jackson	Video Coor.	1.00	47,507			480									47,987		16%	FLSA increase
Becky Paull	Dir. Med. Rel	1.00	64,189			360									64,549		3%	
Seth Pringle	Asst. Med Rel	1.00	34,944			360									35,304		2%	overtime in FY16
Joeseph St. Pierre	Asst. Med Rel	1.00	28,954			360									29,314		3%	
Christopher Walsh	Asst Trainer	1.00	47,507			480								47,507	480		New	FLSA increase
Toby van Amerongen	Asst Trainer	1.00	47,507			480								47,507	480		11%	FLSA increase
Barrie Steele	Hd Trainer	1.00	77,043	475		720								77,043	720	475	2%	
Margaret Eldrich	Student Insurance Coord	1.00	33,010											33,010	0		11%	years of service
Jake Scharnhorst	Strength Coach	1.00	60,008	250		600									60,608	250	3%	
Joe Herold	Asst Strength	1.00	40,914	250		360									41,274	250	2%	
Miles Gemberling	Asst Strength	1.00	30,618												30,618		2%	new hire in FY16
Tim Mooney	Assoc AD/External Ops	0.50	56,838 ^			960					yes				57,798		2%	
Samantha Parrott	Devl. Coor.	0.50	29,037 ^			480									29,517		2%	new hire in FY16
Suzanne Stride	Devl. Coor.	0.50	29,037 ^			480									29,517		2%	new hire in FY16
Shelly Robson	Devl. Coor.	0.50	22,932 ^			960					yes				23,892		2%	
Brent Vicino	Asst AD, Annual Giving	0.25	17,228 ^			960									18,188		0%	change in funding
Troy Nealey	Devl. Coor.	0.25	11,981 ^			960									12,941		2%	change in funding
Emily Adams	Devl. Coor.	1.00	47,507			480									47,987		5%	FLSA increase
Ryan Gilmore	Dir Marketing/Promotions	1.00	47,902			540									48,442		2%	
Kaitlin Parsons	Asst Dir Marketing/Promotions	1.00	33,488			360									33,848		2%	overtime in FY16
Chris Apenbrink	Director of Ticket Ops	1.00	47,507			480									47,987		19%	FLSA increase
Hardin, Glendon	Ticket Sales Manager	1.00	38,605			480									39,085		2%	
Susan Steele	Dir. Of Athl. Academics Services	1.00	48,630			720									49,350		2%	
Irvin Stevens	Acad. Coor	1.00	31,491			480									31,971		2%	
Jessica Kyllo	Acad. Coor	1.00	29,702			480									30,182		2%	new hire in FY16

Intercollegiate Athletics Compensation Report
University of Idaho
FY2017 Estimated Compensation

Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other^^	Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change	Comments
Men's Sports																		
Football																		
Paul Petrino	Hd Coach	1.00	182,104		250,000	960	10,000	60,000			yes+		yes	182,104	320,960		2%	
Kris Cinkovich	Assistant	1.00	152,672	2,000		960		2,000			yes			152,672	2,960	2,000	2%	
Michael Breske	Assistant	1.00	132,600	1,650		960		2,000						132,600	2,960	1,650	2%	
Charles Molnar	Assistant	1.00	72,842	2,000	5,272	960		2,000			yes			72,842	8,232	2,000	12%	reorganization & retention
Eric Brown	Assistant	1.00	55,203	4,000		960		2,000			yes+			55,203	2,960	4,000	2%	
Troy Purcell	Assistant	1.00	65,728	2,000		960		2,000			yes+			65,728	2,960	2,000	0%	new hire in FY16
Kenneth Holmes	Assistant	1.00	62,504	2,000		960					yes+			62,504	960	2,000	2%	new hire
Alfred Pupunu	Assistant	1.00	67,267	2,000		960		2,000			yes			67,267	2,960	2,000	2%	
Jason Shumaker	Assistant	1.00	79,622	2,000		960		2,000			yes			79,622	2,960	2,000	2%	
Aric Williams	Assistant	1.00	71,448	2,000		960		2,000						71,448	2,960	2,000	2%	new hire
Bobby Daly	Dir. of FB Ops	1.00	37,918	4,300		960		2,000						37,918	2,960	4,300	2%	overtime in FY16
Basketball																		
Don Verlin	Hd Coach	1.00	178,298		60,000	960	5,000	15,000	11,902 &		yes		yes	178,298	92,862	0	4%	per contract
Tim Murphy	Assistant	1.00	67,662		16,500	960					yes			67,662	17,460		2%	
Kirk Earlywine	Assistant	1.00	42,494		14,000	960					yes+			42,494	14,960		2%	
Zachary Claus	Assistant	1.00	44,179		10,000	960					yes			44,179	10,960		9%	promotion
Brooks Malm	Dir Player Development	1.00	34,632								yes			34,632	0		New	temporary
Men's Track & XC																		
Tim Cawley	Dir. Of T&F	0.50	32,916		4,000	960							yes	32,916	4,960		2%	
Cathleen Cawley	Assistant	0.50	18,221											18,221	0		2%	
Travis Floeck	Assistant	0.50	23,431			480								23,431	480		2%	
Golf																		
David Nuhn	Hd Coach	1.00	40,019			960		2,000						40,019	2,960		0%	new hire in FY16
Tennis																		
Abid Akbar	Hd Coach	1.00	38,771			960								38,771	960		2%	new hire in FY16
Women's Sports																		
Basketball																		
Jon Newlee	Hd Coach	1.00	104,042		18,000	960	1,500	16,694	28,500 &		yes		yes	104,042	65,654		4%	per contract
Christa Sanford	Assistant	1.00	62,442			960								62,442	960		2%	
Jeri Jacobson	Assistant	1.00	32,656	500		960								32,656	960	500	2%	new hire in FY16
Steven Fennelley	Assistant	1.00	33,509	500	5,000	960								33,509	5,960	500	New	
Women's Track & XC																		
Tim Cawley	Dir. Of T&F	0.50	32,916		4,000		2,000						yes	32,916	6,000		2%	
Cathleen Cawley	Assistant	0.50	18,221			960								18,221	960		2%	
Travis Floeck	Assistant	0.50	23,431			480								23,431	480		2%	
Volleyball																		
Debbie Buchanan	Hd Coach	1.00	89,898		15,000	960	1,500				yes+		yes	89,898	17,460		2%	
Brian Lamppa	Associate	1.00	42,869		10,000	960								42,869	10,960		4%	promoted to Assoc
Kara Newlee	Assistant	1.00	37,502			960								37,502	960		2%	new hire in FY16
Women's Soccer																		
Derek Pittman	Hd Coach	1.00	45,011		15,000	960	1,000	4,500					yes	45,011	21,460		9%	new contract
Joshua Davis	Assistant	1.00	31,242			960								31,242	960		2%	
Women's Golf																		
Lisa Johnson	Hd Coach	1.00	45,490			960	1,000	3,430						45,490	5,390		2%	
Tennis																		
Mariana Cobra Muraca	Hd Coach	1.00	38,771			960		2,000						38,771	2,960		1%	
Women's Swimming																		
Mark Sowa	Hd Coach	1.00	54,163		18,000	960	450							54,163	19,410		2%	
Kelsie Saxe	Assistant	1.00	26,021		5,000	960								26,021	5,960		2%	new hire in FY16
James Southerland	Assistant	1.00	28,517			960								25,023	4,453		0%	new hire in FY17
																	New	

^ other portion of full FTE paid by Advancement
^^ cell phone stipend
& share of game guarantee/gate per contract
yes+ receive a car stipend between $200-$400/month rather than a car; this amount not included in base salary

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2016 Actual Compensation

			Compensation				Contract Bonus			Other			All Compensation		
Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration															
Gary Picone	Director, Athletics	1.00	76,762							No	Yes	No	68,318		8,444
Brooke Cushman	Asst. Director	1.00	59,312							No	Yes	No	23,132		36,180
Tracy Collins	Trainer	1.00	42,203	2,800						No	No	No	42,203	2,800	
Paul Thompson	Athl. Advancement	0.31	11,221							No	No	No	11,221		
Matt Breach (Old)	Athletic Operations Manager	1.00	8,463							No	No	No	8,463		
Alexandria Canfield (New)	Athletic Operations Manager	1.00	31,921							No	No	No	31,921		
Kristina Keener	Business Manager	1.00	38,775							No	No	No	13,184		25,591
Alexandria Canfield (Old)	Admin. Asst. 2	1.00	4,973							No	No	No	1,691		3,282
Deanne Shirley (Old)	Admin. Asst. 2	1.00	20,522							No	No	No	6,977		13,545
Men's Sports															
Basketball															
Brandon Rinta	Head Coach	1.00	50,826	20,000				500	500	No	Yes	No	51,826	20,000	
Austin Johnson (Old)	Asst. Coach	0.14	3,950	5,175						No	No	No		9,125	
Drew Church (New)	Asst. Coach	0.14	1,000							No	No	No		1,000	
Baseball															
Jeremiah Robbins	Head Coach	1.00	62,846					1,500	500	No	Yes	No	64,846		
Kyle Blackwell	Asst. Coach	1.00	35,901							No	No	No	35,901		
Allen Balmer	Asst. Coach	1.00	45,908							No	No	No	45,908		
Cross-Country															
Mike Collins	Head Coach	0.25	12,828	2,100				500	250	No	No	No	13,578	2,100	
Cyrus Hall	Asst. Coach	0.25	9,048	350						No	No	No	9,048	350	
Track															
Mike Collins	Head Coach	0.25	12,827					500		No	No	No	13,327		
Cyrus Hall	Asst. Coach	0.25	9,048	125						No	No	No	9,048	125	
Tennis															
Kai Fong	Head Coach	0.50	26,186							No	No	No	7,332		18,854
Golf															
Paul Thompson	Head Coach	0.23	8,336					250		No	No	No	8,586		
Fred Noland	Asst. Coach	0.07	2,500							No	No	No		2,500	

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2016 Actual Compensation
Page 2

			Compensation				Contract Bonus			Perks			All Compensation		
Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Women's Sports															
Basketball															
Brian Orr	Head Coach	1.00	53,406	8,250				500	500	No	Yes	No	54,406	8,250	
Aubree Callen	Asst. Coach	0.28	10,000							No	No	No		10,000	
Cross-Country															
Mike Collins	Head Coach	0.25	12,828	2,100				500	250	No	No	No	13,578	2,100	
Cyrus Hall	Asst. Coach	0.25	9,048	350						No	No	No	9,048	350	
Track															
Mike Collins	Head Coach	0.25	12,828					500		No	No	No	13,328		
Cyrus Hall	Asst. Coach	0.25	9,048	125						No	No	No	9,048	125	
Volleyball															
Latoya Harris	Head Coach	1.00	46,477							No	Yes	No	46,477		
Tennis															
Kai Fong	Head Coach	0.50	26,186							No	No	No	7,332		18,854
Golf															
Paul Thompson	Head Coach	0.36	12,504					750		No	No	No	13,254		
Fred Noland	Asst. Coach	0.07	2,500							No	No	No		2,500	

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2017 Estimated Compensation

Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Athletic Administration																
Gary Picone	Director, Athletics	1.00	79,832						2,500	No	Yes	No	73,275		9,057	4%
Brooke Cushman	Assoc. Director	1.00	61,684							No	Yes	No	24,057		37,627	4%
Tracy Collins	Trainer	1.00	47,476	1,500						No	No	No	47,476	1,500		12.5%
Alexandria Canfield	Athletic Operations Manager	1.00	37,637							No	No	No	37,637			4.3%
Kristina Keener	Business Manager	1.00	40,442							No	No	No	13,750		26,692	4.3%
Allison Beck (New)	Admin. Asst. 2	1.00	32,323							No	No	No	10,990		21,333	New
Men's Sports																
Basketball																
Brandon Rinta	Head Coach	1.00	53,012	20,000				500	500	No	Yes	No	54,012	20,000		4.3%
Drew Church	Asst. Coach	0.14	5,000	2,175						No	No	No		7,175		0%
Baseball																
Jeremiah Robbins	Head Coach	1.00	70,000					1,000	1,500	No	Yes	No	72,500			11.4%
Kyle Blackwell	Asst. Coach	1.00	37,337							No	No	No	37,337			4%
Allen Balmer	Asst. Coach	1.00	47,515							No	No	No	47,515			3.5%
Cross-Country																
Mike Collins	Head Coach	0.25	13,341	1,500				250	500	No	No	No	14,091	1,500		4%
Cyrus Hall	Asst. Coach	0.25	9,364	500						No	No	No	9,364	500		3.5%
Track																
Mike Collins	Head Coach	0.25	13,340					250	250	No	No	No	13,840			4%
Cyrus Hall	Asst. Coach	0.25	9,364	125						No	No	No	9,364	125		3.5%
Lawrence Sandahl	Asst. Coach	0.04	1,350	100						No	No	No		1,450		New
Tennis																
Kai Fong	Head Coach	0.50	27,234					500	250	No	No	No	8,375		19,609	4%
Deanri Human	Asst Coach	0.12	4,200							No	No	No			4,200	New
Golf																
Paul Thompson (Old)	Head Coach	0.23	0					750		No	No	No	750			0%
Drew Reinland (New)	Head Coach	0.25	10,000							No	No	No	7,600		2,400	New
Fred Noland	Asst. Coach	0.07	2,500							No	No	No		2,500		0%

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2017 Estimated Compensation
Page 2

Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Women's Sports																
Basketball																
Brian Orr	Head Coach	1.00	55,542	4,300				1,000	500	No	Yes	No	57,042	4,300		4%
Aubree Callen	Asst. Coach	0.28	10,000							No	No	No		10,000		0%
Cross-Country																
Mike Collins	Head Coach	0.25	13,341	1,500				250		No	No	No	13,591	1,500		4%
Cyrus Hall	Asst. Coach	0.25	9,364	500						No	No	No	9,364	500		3.5%
Track																
Mike Collins	Head Coach	0.25	13,341					250	250	No	No	No	13,841			4%
Cyrus Hall	Asst. Coach	0.25	9,364	125						No	No	No	9,364	125		3.5%
Lawrence Sandahl	Asst. Coach	0.04	1,350	100						No	No	No		1,450		New
Matthew Kelley	Pole Vault Asst.	0.03	1,000	150						No	No	No		1,150		New
Volleyball																
LaToya Harris	Head Coach	1.00	50,000							No	Yes	No	50,000			7.6%
Tennis																
Kai Fong	Head Coach	0.50	27,233						250	No	No	No	7,875		19,608	4%
Deanri Human	Asst Coach	0.11	4,200							No	No	No			4,200	New
Golf																
Paul Thompson (Old)	Head Coach	0.36	0					250		No	No	No	250			0%
Drew Reinland (New)	Head Coach	0.25	10,000							No	No	No	7,600		2,400	New
Fred Noland	Asst. Coach	0.07	2,500							No	No	No		2,500		0%

SUBJECT

Athletics Gender Equity Reports

REFERENCE

April 2016 Board received FY 2015 gender equity reports

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether it is in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance …." (20 U.S.C. §1681(a))

In regard to intercollegiate athletics, the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test" in 1996 to analyze if an institution is in compliance. All three parts must be met for an institution to be considered in compliance.

First, the selection of sports and the level of competition must accommodate the students' interests and abilities using one of the three factors listed below:

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history** and **continuing practice of program expansion** which is demonstrably responsive to the developing interests and abilities of that gender.
3. Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests and abilities of the members of that gender have been **fully and effectively accommodated** by the present program.

Second, financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical including equipment and supplies, scheduling games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment. Compliance is measured on a program-wide basis, not on a sport-by-sport basis.

Idaho State Board of Education (Board) policy V.X.4.c requires the four-year institutions to provide gender equity reports for review by the Board in a format and time to be determined by the Executive Director. The reports from the institutions include a narrative discussion of gender equity-related issues along with a summary table which distills data from the detailed gender equity report provided annually by each institution to the U.S. Department of Education.

IMPACT

The attached summary worksheets show the institutions' enrollment, financial aid, and participants by gender. The worksheets also show the actual revenues and expenses for the most current completed fiscal year by sport, as well as overall operating (Game Day) expenses, number of participants, and operating expenses per participant. Finally, the worksheets provide information on average salaries of coaches and the count of coaches per sport by gender.

ATTACHMENTS

Attachment 1: BSU Gender Equity Narrative	Page 5
Attachment 2: BSU Gender Equity Worksheet	Page 15
Attachment 3: ISU Gender Equity Narrative	Page 19
Attachment 4: ISU Gender Equity Worksheet	Page 21
Attachment 5: UI Gender Equity Narrative	Page 25
Attachment 6: UI Gender Equity Worksheet	Page 27
Attachment 7: LCSC Gender Equity Narrative	Page 31
Attachment 8: LCSC Gender Equity Worksheet	Page 32

STAFF COMMENTS AND RECOMMENDATIONS

Noteworthy information on gender equity aspects of athletic operations at the individual institutions are included in the attached narrative documents. The actual detailed "Equity in Athletics Data Analysis (EADA)" reports are also available for review and analysis by the public on the U.S. Department of Education website at https://ope.ed.gov/athletics/ . This site also provides tools to download EADA reports for any NCAA or NAIA institution and to compare groups of institutions and review trends.

In their narratives, the institutions reported the status of compliance in the three parts of Title IX.

Boise State University (BSU) provided a thorough, in-depth analysis of their compliance to Title IX in all three tests. BSU reported noncompliance in the first test because it missed substantial proportionality in enrollments by 2.7% with a disadvantage to females and noncompliance in showing a continuing practice of program expansion or full accomodation. BSU also reported non-compliance in the second test for financial assistance with a 1.1% disadvantage to males. For the third test, BSU reported disparities with regard to financial resources for recruiting and courtesy cars.

Idaho State University (ISU) reported compliance in the first two tests. While ISU did not state whether they were in compliance in the third test, they did note specific program areas are monitored and that several program enhancements were made in FY 2017.

University of Idaho (UI) reported a 1.24% differential in the first test with a disadvantage to males. UI reported noncompliance in the second test for financial assistance with a 2.46% disadvantage to females. While UI did not state whether they were in compliance in the third test, they did note specific program enhancements were made.

Lewis-Clark State College (LCSC) reported noncompliance in the first test because it missed substantial proportionality in enrollments by 18% with a disadvantage to females and noted meeting the first test is problematic due to financial constraints. LCSC reported compliance in the second test for financial assistance and in the third test for program equivalency.

BOARD ACTION

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

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Title IX Compliance – Boise State Athletics

At Boise State University, the Athletic Department, with oversight from the Intercollegiate Athletic Advisory Committee (IAAC) Gender-Equity Subcommittee, conducts an annual *Gender-Equity Review for Compliance with Title IX in Athletics.* The outcome of this report includes recommendations to the university that help achieve and maintain compliance in areas where gender differences may currently exist or may be developing. The summary of recommendations made this year and progress towards completion of recommendations that have been made over the last seven years are outlined in the *Summary of Progress Towards Outstanding Recommendations* table on pages 6-9. Progress towards completion of each recommendation was last updated February 2017. Page 10 outlines the schedule of future reviews.

Participation Opportunities

Compliance for this component means meeting one test of the three-part test for participation opportunities. Institution officials may choose which test the institution will meet. An institution must do one of the following three:

1. Provide women and men with participation opportunities at rates that are proportionate to their respective rates of enrollment as full-time undergraduate students (test one); or
2. Demonstrate continuing program expansion for the underrepresented gender (test two); or
3. Fully accommodate the underrepresented gender (test three).

Participation rates for 2016-17 are currently under review, but in 2015-16, for the first time in seven years, Boise State University did not comply with this program component because males and females were not provided athletic participation opportunities at rate that was proportionate to their respective rates of enrollment as full-time undergraduate students (test one). FY16 athletic participation was 49% women to 51% men (duplicated participant count). Boise State's fulltime undergraduate enrollment was 51.8% women and 48.2% men. The margin of error to meet compliance with regard to test one at Boise State University is an approximate two-percentage point variance between athletic representation and undergraduate enrollment. In FY16, the discrepancy between athletic participation and undergraduate representation was a variance of 2.7% with disadvantage to females.

When the compliance in the participation component is not met in test one (proportionality), an analysis for compliance with test two (program expansion) and test three (full accommodation) should be considered. At Boise State, an outside consultant evaluated all three tests in 2014. At that time, it was suggested that Boise State may not be viewed as meeting test two, program expansion for the underrepresented sex, because despite adding three women's teams in the last ten years (swimming and diving in 2006, softball in 2008, and beach volleyball in 2014) the argument could be made that sufficient interest and ability among women likely existed in those sports before the timeframe in which they were added. Additionally, and perhaps more significantly, two women's teams (field hockey and skiing) have also been discontinued in the program's history. Thus Boise State might not be viewed as meeting test two. Boise State also does not appear to meet test three (full accommodation of the underrepresented sex), as evidence suggests the potential for significant interest, ability, and competition in Boise State's normal competitive region for women's lacrosse and water polo. Therefore, full accommodation of interests and abilities for women has likely not been achieved.

Boise State has been compliant with test one (proportionality) for the past seven years. Throughout those seven years, there have been changes in seven head coaching positions in the department. Those changes have resulted in philosophical differences in program management, as the focus of each program is to become more competitive in their sport. To address Title IX compliance with regard to participation, head coaches have provided recruiting targets and squad size goals that ensure growth in the women's program while providing quality athletic experiences to each participant and a closely monitored squad size in the men's programs over the next two recruiting seasons. These squad size goals are consistent with developing a nationally competitive program while ensuring the department overall achieves compliance in Title IX participation requirements in a reasonable time frame.

At this time, it is most reasonable for Boise State to remain focused on achieving compliance with regard to participation through proportionality (test one). As an ongoing practice of the department, head coaches are provided guidelines for roster size maximums and minimums annually. Each roster size is based on the head coach's input on their ideal roster size with consideration of the overall program participation rates. This practice will be continued and monitored closely, as it represents the Athletic Department's continued effort to achieve proportionate participation opportunities with respect to undergraduate enrollment in the immediate future.

Financial Aid

Compliance for this program component means total scholarship dollars awarded are substantially proportionate to participation rates for male and female student-athletes. To be in compliance, an institution must do the following:

1. For the regular academic year, athletic based financial aid awarded to male and female student-athletes must be "substantially proportionate" to their respective rates of financial aid participation (within 1%).
2. For the summer term, provide athletic scholarship awards that are equally available to all male and female student-athletes who desire summer term aid; otherwise, provide proportionate awards.
3. For fifth-year students who have exhausted their eligibility, provide fifth-year athletic scholarship awards that are equally available to all male and female student-athletes who desire degree completion aid; otherwise, provide proportionate awards.

In 2015-2016, Boise State did not comply with this program component because athletic aid was provided at a rate that was slightly outside of the standard of compliance with regard to athletic participation. However, it was the first time in program history that men were the underrepresented gender in athletic aid. Men represented 53.9% (216) of the participants (unduplicated count) and when comparing the *NCAA Squad List Athletic Grant Amount*, men received 52.8% of the financial aid in 2015-16 showing a 1.1% variance (0.1% outside the standard of compliance of +/-1%).

An analysis of financial aid participation figures and scholarship dollar amounts indicate that medical scholarships awarded during the 2015-2016 school year were a contributing factor to the lack of compliance. In FY16 female student-athletes who were deemed medically retired received a total of $101,333 in financial aid (compared to $12,766 in FY15), while males who received medical scholarships received a total of $55,206 in financial aid (compared to $36,426 the previous year). Because medical scholarships awards are unpredictable and not counted in the NCAA scholarship allotment maximums for each coach, these participants and the athletic aid awarded to them can vary from year to year and could be a contributing factor to Boise State falling outside the Title IX guideline of +/- one percent of financial aid award to financial aid participant.

Financial aid figures for 2015-2016 favor female participants for the first time in program history. With the intentional squad size increases in women's track (and close monitoring of squad sizes for men's programs) and with continued monitoring of squad sizes of all sports programs, it is expected that Boise State will be back within the compliance requirement of +/- one percent within the next year. However, it is noteworthy that the current athletic programs offered at Boise State University allows an NCAA imposed maximum of 129.5 athletic scholarships that can be awarded to male participants and 117 athletic scholarships that can be awarded to female participants. In 2015-16, 104.46 of the 117 scholarships (89.5%) were awarded to females and 128.3 of the 129.5 (99.1%) were awarded to male participants. The majority of the women's program head coaches listed budget constraints as their reasoning for not awarding their full scholarship allotment, while no men's program head coaches listed this as a concern.

For that reason, it is recommended that scholarship budgets for female programs continue to be monitored to assure equity throughout the department and that coaches fully award female athletic scholarship dollars unless there is a reasonable professional decision to do otherwise.

FY16 Note: The Athletic Department awarded all eligible student-athletes, male and female, a "cost of attendance" increase as allowable by the NCAA for their regular-year award equivalency

Summer Term and Fifth Year Aid
Summer term awards and fifth year aid for student-athletes who have exhausted their eligibility are analyzed separately from each other and separately from regular year aid. There is no compliance standard established specifically for summer term or fifth year aid and there is no expectation is that the need for these awards will arise at the same proportion as participation. Disproportionate awards for the summer term and fifth year student-athletes are not unusual. The essential consideration is whether female and male student-athletes have an equal opportunity to receive such awards. A review of the set policy for awarding summer term financial aid and fifth year aid shows it is equally available to male and female student-athletes who request aid, which suggests Boise State is in compliance with Title IX.

Coaching

To be in compliance, an institution must do the following:

1. Assign the same number of coaches for the same amount of time to men's and women's teams in the same sport; assign the number of coaches and amount of time as equivalently appropriate for men's and women's teams in dissimilar sports; otherwise, provide offsetting assignments program-wide.
2. Assign equivalently qualified coaches to men's and women's teams program-wide.
3. Compensate men's and women's coaches at a rate that is proportionate to men's and women's rate of participation.

Under this program component, protections for coaches are evaluated based on the benefits provided for student-athletes. Differences among benefits provided to coaches, including compensation, are analyzed only to the extent of their effect on student-athletes.

The primary areas for evaluation in relation to coaching are: *availability (*opportunity to receive coaching), *qualifications (*assignment of coaches), and *compensation* of coaches (rate of compensation, duration of contracts, etc.). In evaluating these areas, Boise State did not demonstrate any gender disparities with relation to availability of coaches to each program, number of coaches or length of contracts, or qualification of coaches. Per Title IX interpretation, addressing any availability and qualifications problems renders moot any compensation problem, regardless of the amount of compensation.

Recruitment of Student-Athletes

Compliance for this program component requires review of three factors related to recruitment of student-athletes: opportunity to recruit, financial resources for recruiting, and treatment of prospective student-athletes. To be in compliance, an institution must do the following:

1. Provide coaches or other professional athletic personnel in the programs serving male and female student-athletes a substantially equal opportunity to recruit.
2. Provide equivalently adequate financial resources to the women's and men's programs.
3. Provide equivalent treatment to female and male prospective student-athletes in the overall athletics program.

In 2015-2016, Boise State did not have any discrepancies as it relates to the availability of coaches for male and female student-athletes, therefore, do not have discrepancies with regard to the opportunity to recruit.

The evaluation of financial resources for recruiting resulted in all teams reported inadequate recruiting budgets. However, the money needed to reach adequacy for women's sports exceeds the amount needed for men's sports by a significant amount, and a comparison of like-sports between men and women indicate an advantage to men. Because current recruitment spending is not proportionate to athletic participation, these differences suggest an advantage to the overall men's program regarding recruitment budgets.

Courtesy car assignments or compensation in lieu of a courtesy car (CLCC) for coaches involved in recruiting was assessed. In 2016-17 courtesy cars or CLCC has been awarded to all head coaches of men's and women's programs. Assistant coaches in both basketball programs and nine football assistant coaches also have this benefit.

In an assessment of the benefits provided to prospective student-athletes, coaches were surveyed regarding transportation, housing, meals, and entertainment. All teams reported these benefits as satisfactory except men's basketball who would like to improve hotels and meals provided to recruits, however, men's and women's basketball offer equivalent quality hotels and meals to recruits, therefore, this concern does not signal a discrepancy. The softball coach expressed a lack of adequate transportation for prospective student-athletes when department vans are necessary for use and stated that recruiting budget is not large enough to entertain recruits.

Overall, the athletic department has disparities between men's and women's programs with regard to financial resources for recruiting and courtesy cars or compensation in lieu of a courtesy car (CLCC) for assistant coaches. Boise State should eliminate or significantly reduce the concerns in this program area by providing adequate funding for women's programs in recruitment, provide courtesy cars or CLCC for assistant coaches of women's programs at a rate that is equivalent to men's assistant coaches with off campus recruiting responsibilities, and that the softball coach pursue the use of a loaner car for use during official recruiting weekends.

Support Services

Compliance for this program component requires an evaluation of time spent by each coach performing administrative duties and the support provided that allows coaches to perform better in their coaching functions. Of the compliance areas, this is the smallest area of concern because it directly affects student-athletes the least. To be in compliance, an institution must do the following:

1. Provide administrative and clerical support so that men's and women's coaches, overall, spend the same or similar numbers of hours per week performing clerical and administrative tasks.
2. Provide men's and women's coaches with equivalently adequate and convenient office space and equipment.

Overall, for the 2015-2016 academic year, the Athletic Department complied with Title IX in the support services program areas related to administrative support and office space, equipment and supplies, but has differences in the amount of time spent on clerical and secretarial work between men's and women's programs. A recommendation was made to consider adding additional support services for the softball, swimming and diving and track/cross country programs' head and assistant coaches

Tutoring

Compliance for this program evaluates only those tutoring programs provided separately to student-athletes and not the services provided to all students at Boise State University. To be in compliance, an institution must do the following:

1. Provide tutors who are equivalently qualified and equally available to all female and male student-athletes who want tutoring services; or
2. If tutoring services must be limited, provide tutors who are equivalently qualified and equally available to the same extent for female and male student-athletes who want tutoring services.

A survey of head coaches requested feedback on the availability and quality of tutors as well as study hall services provided for their team members. The conclusion was that availability and quality of tutors are equivalent for all student-athletes and no gender differences exist in this program area.

Summary of Recommendations and Progress Towards Completion

Recommendations made to address existing or developing gender differences in the six program areas reviewed for the 2015-16 academic year, and recommendations made in previous reviews and progress towards completion on those items are outlined in the tables on the following pages.

Summary of 2015-2016 Recommendations

Number and page	Recommendation
1, page 7	*Accommodation of Interests and Abilities*: The Athletic Department continues to monitor and carefully examine participation goals, and guide head coaches regarding roster sizes to ensure quality participation opportunities for female student-athletes and efficient but not excessive participation opportunities for male student-athletes, specifically in football and men's and women's track and field and cross-country.
2, page 11 3, page 11	*Athletic Financial Assistance:* The Athletic Department continues to require coaches to fully award female athletic scholarship dollars during the academic school year unless there is a reasonable professional decision to do otherwise. *Athletic Financial Assistance:* The Athletic Department continues to monitor scholarship budgets for female equivalency sports with budget constraints limiting them the ability to fully award scholarship allotments.
4, page 14	*Coaching:* As female participation opportunities increase over time, an additional full time assistant track coach should be considered, with strong consideration given to a hiring a female coach.
5, page 18 6, page 18 7, page 18	*Recruitment of Student-Athletes:* The Athletic Department continue to evaluate recruitment budgets for all sports, with emphasis placed on track and field/cross-country, women's basketball, gymnastics, soccer, softball, and volleyball to assure adequate recruitment resources for these programs. *Recruitment of Student-Athletes:* The Athletic Department considers awarding additional courtesy cars or compensation in lieu of a courtesy car to eight women's program assistant coaches with off-campus recruiting duties. *Recruitment of Student-Athletes:* The softball coach pursues the use of a loaner car for use during official recruiting weekends.
8, page 20	*Support Services:* Additional support services are considered by the Athletic Department for the softball, swimming and diving and track/cross country programs' head and assistant coaches.

Summary of Progress Towards Outstanding Recommendations from 2011-2012 and Subsequent Reviews
Last Updated February 2017

Recommendations	Progress Made
(12-13 Rec) Equipment and Supplies: The Department of Athletics evaluate the gymnastics and track and field equipment budgets with regard to competition uniforms and an adequate amounts of training shoes for team members.	**ONGOING** Evaluation of gymnastics equipment budget to be completed. Track and field equipment budgets remained the same from FY14-FY15, however head coach change resulted in reduction of 23-35 of student-athletes on men/women teams and a reduction in the equipment budget. Reevaluation of all equipment budgets will be completed in FY19 with focus on accommodating increased participation numbers for women.
(12-13 Rec) Equipment and Supplies: The Department of Athletics examines equipment budgets for men's and women's tennis with regard to sport-specific items for competitions and stringing services.	**COMPLETED** Stringing services now provided to both teams. Increase of $20K to tennis equipment budget provided starting FY16.
(12-13 Rec) Equipment and Supplies: The Department of Athletics gives consideration to adding a Director of Softball Operations or fulltime team manager.	**ONGOING** A review of the support services program area resulted in a recommendation of clerical support being provided to softball, swimming and track and field/cross country. In an ongoing review of this team and all women's Olympic sports, a director of operations for Olympic sports will be considered.
(12-13 Rec) Medical and Training Services and Facilities: The Athletic Department add additional athletic training staff members so issues are addressed to support all athletic programs, specifically for football, softball, and volleyball.	**ONGOING** Budget requests have been made for an additional full time athletic trainer and an additional full time strength and conditioning coach for FY15. For FY16, a position that was ½ time athletic trainer and ½ time Insurance was converted to a FY athletic trainer position devoted to football. Another part time trainer was also added to the staff, but funding for the additional PT training is not secured long term. In FY17 another fulltime trainer was added for volleyball and beach volleyball now have a fulltime trainer.
(11-12 Rec) Scheduling of Games and Practice Times: The Athletic Department continues to monitor competition schedules to ensure an optimal number of contests are being scheduled for all programs.	**PARTIALLY COMPLETED & ONGOING** In FY12, gymnastics and softball scheduled desired number of competitions (though, softball was not able to compete in all of them due to weather cancelations). In FY13 every women's program with the exception of swimming and diving had an increases to their travel budget resulting in a total increase to women's program travel budgets of $130K (men's programs increased $73K, excluding FB increase to accommodate travel to HI). In FY14 women's golf, softball, volleyball and track and field/cross country had increases to their travel budgets again totaling ~$12K. In FY15 soccer and softball travel budgets increased for a total of ~$13K. Assessment of competition schedules and adequacy of travel budgets will be completed in FY17

Recommendations Continued	Progress Made Continued
(11-12 Rec) Scheduling of Games and Practice Times: The addition of lights is considered for the softball and soccer facilities.	**ONGOING** The softball field has been moved from Mountain Cove to an improved facility at Dona Larsen Park; lights are not yet funded.
(11-12 Rec) Travel & Per Diem Allowances: The Athletic Department continue to monitor travel budgets, specifically women's golf, wrestling and track and field to ensure adequacy within their programs with regard to travel squad sizes and per diem amount provided during away competitions.	**ONGOING** Softball travel budget was increased $33K in FY12 and $22K more in FY13, buses are now mandated for use for away competition. Wrestling travel budget was increased $5,581 in FY11 to account for more coaches travel, but they still do not do overnight stays at competitions to which they drive. In FY11 and FY12, travel budgets for men's programs increased a net total of $89,462, women's programs by a net total of $213,930, and track and field by a total of $59,760. Coaches became actively involved in budget projection during the budgeting process within the department each year. In FY13 and FY14 the wrestling team fund raised $5,000 additional dollars to cover the expenses of overnight stays during travel and will include this cost in their travel budget request for FY15 and going forward. Additionally in FY13, women's golf, softball, volleyball and track and field/cross country had increases to their travel budgets with a total increase of $12,417 to overall travel budgeted. On budget projection/wish lists completed by coaches for FY14 travel budgets, men's golf, wrestling, women's basketball, soccer, swimming and volleyball all had travel-related budget increases. Due to zero growth budget year, none of the requests were met in their entirety. In FY14 women's golf, softball and volleyball travel budgets were increased (totaling $6.7K), track travel budget was increased $5.6K. NOTE: in FY14, new philosophy of track coach includes only traveling players who will score, which has improved the track travel budget situation. In FY15 soccer and softball travel budgets were increased (totaling $13K). In FY16 track and field travel budget was decreased by $10K due to decreased number of athletic participants with new head coach. Assessment of this program component continues and will be fully evaluated in FY17
(11-12 Rec) Housing and Dining Facilities and Services: The Athletic Department continues to monitor budgets and trade out dollars to meet the need of each program with regard to pre- and post-game meals and term break dining.	**COMPLETED and ONGOING** In FY12, training table budgets were adjusted with coaches input; $8,249 more dollars were provided to women's programs, and $17,450 in trade out was provided to programs with unmet need. An assessment of training table budgets and trade out allocations will continue. In FY13-FY15 – trade out dollars remained equitable to previous years. In FY15 fueling stations were added to the department, available to all sports programs. A complete review of this program area completed in FY17.

Recommendations Continued	Progress Made Continued
(11-12 Rec) Housing and Dining Facilities and Services: Temporary housing during term breaks and training table for every program, if that is the preference, is a consideration during the budgeting process.	**ONGOING** In FY15, it became department policy that student athletes on aid must be provided appropriate room/board when required practices are held over term breaks. Training table budgets will continue to be evaluated.
(12-13 Rec) *Publicity:* Athletic program marketing plans continue to be reviewed and finalized with head coaches in a timely fashion and evaluated periodically throughout the competitive season.	**ONGOING** In FY12, a new athletic marketing director was appointed. In FY13, a new marketing staff was hired, plans were developed for every sport but continued emphasis needs to be placed on a timely completion and regular communication and execution of marketing plans for each sports program. Additional fulltime position to cover marketing for women's sports or Olympic sports only needs further consideration.
(13-14 Rec) *Locker Rooms, Practice and Competitive Facilities*: Improve facilities for women's soccer, softball, swimming, volleyball and sand volleyball practice and competition facilities*	**ONGOING** In FY14 a study was completed for improvement of practice pool and upgrading Bronco Gym and repairs were made to audience seating at Appleton Tennis Center for men's and women's tennis In FY14 and FY15 a fan was installed over the practice pool to improve air quality and starting blocks were replace. In FY16 the Auxiliary Gym floor was replaced for men's and women's basketball practice facility and Bronco Gym was upgraded for volleyball competition and practice. The floor was resurfaced and redesigned; a new sound system and acoustical banners were installed. Improvements have been made to the soccer facility to improve fan experience and field conditions for players.
(13-14 Rec) *Locker Rooms, Practice and Competitive Facilities*: Improve locker rooms for several women's teams to be comparable quality to the locker room for the football team or provide women's teams with benefits superior to men's teams in other program areas*	**ONGOING** In FY14 swimming locker room was remodeled to include new floors, benches and lockers. FY15 the old football locker room was upgraded with new shower and restrooms, converted to become the new women's track locker room. Soccer locker room was upgraded with new carpet, tile and paint.

*Recommendations made as strategies to address disparities during review completed by outside consultant in FY14.

Schedule for Review of Program Areas in Future Years

Year	Program Areas Reviewed
2016-2017 (written in 2017-18)	Participation Financial Aid Scheduling of Games and Practice Times Travel and Per Diem Allowances Housing and Dining Facilities and Services
2017-2018 (written in 2018-19)	Participation Financial Aid Equipment and Supplies Medical and Training Facilities and Services Publicity
2018-2019 (written in 2019-20)	Participation Financial Aid Locker Rooms, Practice and Competitive Facilities
2019-2010 (written in 2020-21)	Participation Financial Aid Coaching Recruitment of Student-Athletes Support Services Tutoring

Boise State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2015 through June 30, 2016

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	5,823	49%
Female Students	6,181	51%
Totals	**12,004**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$2,553,743	53%	$493,493
Women's Teams	$2,259,721	47%	$208,433
Totals for All Teams	**$4,813,464**	**100%**	**$701,926**

Athletic Participation

	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
Sport	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Basketball	15	14	0	0	0	0
Beach Volleyball	0	11	0	11	0	0
Cross Country	18	26	17	25	15	25
Football	114	0	0	0	0	0
Golf	13	10	0	0	0	0
Gymnastics	0	15	0	0	0	0
Soccer	0	30	0	0	0	0
Softball	0	27	0	0	0	0
Swimming and Diving	0	29	0	0	0	0
Tennis	10	10	0	0	0	0
Track, Indoor	33	36	32	33	15	15
Track, Outdoor	31	33	30	30	15	15
Volleyball	0	17	0	11	0	0
Wrestling	34	0	0	0	0	0
Others	0	0	0	0	0	0
Total Participants	**268**	**258**	**79**	**110**	**45**	**55**
Participant Proportion	**51.0%**	**49.0%**				
Unduplicated Count of Participants	**216**	**185**				

Total Revenues & Expenses

Varsity Teams	Total Revenues Men's	Total Revenues Women's	Total Revenues Totals	Total Expenses Men's	Total Expenses Women's	Total Expenses Totals	Revenues minus Expenses Men's	Revenues minus Expenses Women's	Revenues minus Expenses Totals
Basketball	$ 4,003,168	$ 428,050	$ 4,431,218	$ 2,503,447	$ 1,567,408	$ 4,070,855	$ 1,499,721	$ (1,139,358)	$ 360,363
Beach Volleyball		$ 16,830	$ 16,830		$ 90,128	$ 90,128	$ -	$ (73,298)	$ (73,298)
Football	$ 20,321,986		$ 20,321,986	$ 9,712,566		$ 9,712,566	$ 10,609,420	$ -	$ 10,609,420
Golf	$ 135,570	$ 202,953	$ 338,523	$ 291,598	$ 316,375	$ 607,973	$ (156,028)	$ (113,422)	$ (269,450)
Gymnastics		$ 342,964	$ 342,964		$ 635,799	$ 635,799	$ -	$ (292,835)	$ (292,835)
Soccer		$ 325,156	$ 325,156		$ 656,179	$ 656,179	$ -	$ (331,023)	$ (331,023)
Softball		$ 190,353	$ 190,353		$ 659,039	$ 659,039	$ -	$ (468,686)	$ (468,686)
Swimming and Diving		$ 186,568	$ 186,568		$ 717,657	$ 717,657	$ -	$ (531,089)	$ (531,089)
Tennis	$ 99,270	$ 224,690	$ 323,960	$ 361,843	$ 382,017	$ 743,860	$ (262,573)	$ (157,327)	$ (419,900)
Track	$ 196,926	$ 532,796	$ 729,722	$ 564,007	$ 662,096	$ 1,226,103	$ (367,081)	$ (129,300)	$ (496,381)
Volleyball		$ 285,438	$ 285,438		$ 672,042	$ 672,042	$ -	$ (386,604)	$ (386,604)
Wrestling	$ 115,705		$ 115,705	$ 467,665		$ 467,665	$ (351,960)	$ -	$ (351,960)
Totals for All Teams	**$ 24,872,625**	**$ 2,735,798**	**$ 27,608,423**	**$ 13,901,126**	**$ 6,358,740**	**$ 20,259,866**	**$ 10,971,499**	**$ (3,622,942)**	**$ 7,348,557**
Not Allocated by Gender/Sport			$ 8,490,841			$ 11,245,623			$ (2,754,782)
Grand Totals for Athletics			**$ 36,099,264**			**$ 31,505,489**			**$ 4,593,775**
Totals for All Sports Except Football & Basketball	$ 547,471	$ 2,307,748	$ 2,855,219	$ 1,685,113	$ 4,791,332	$ 6,476,445	$ (1,137,642)	$ (2,483,584)	$ (3,621,226)

Operating (Game Day) Expenses

Varsity Teams	Operating (Game Day) Expenses Men's	Operating (Game Day) Expenses Women's	Operating (Game Day) Expenses Totals	Number of Participants Men's	Number of Participants Women's	Number of Participants Totals	Operating Expenses per Participant Men's	Operating Expenses per Participant Women's	Operating Expenses per Participant Totals
Basketball	$681,640	$439,281	$1,120,921	15	14	29	$45,443	$31,377	$76,820
Beach Volleyball		21,186	$21,186		11	11		$1,926	$1,926
Football	2,740,037		$2,740,037	114		114	$24,035		$24,035
Golf	99,823	66,624	$166,447	13	10	23	$7,679	$6,662	$14,341
Gymnastics		152,450	$152,450		15	15		$10,163	$10,163
Soccer		146,236	$146,236		30	30		$4,875	$4,875
Softball		239,701	$239,701		27	27		$8,878	$8,878
Swimming and Diving		177,810	$177,810		29	29		$6,131	$6,131
Tennis	92,772	93,618	$186,390	10	10	20	$9,277	$9,362	$18,639
Track	138,501	162,588	$301,089	82	95	177	$1,689	$1,711	$3,400
Volleyball		149,422	$149,422		17	17		$8,790	$8,790
Wrestling	80,502		$80,502	34		34	$2,368		$2,368
Totals for All Teams	**$3,833,275**	**$1,648,916**	**$5,482,191**	**268**	**258**	**526**	**$14,303**	**$6,391**	**$10,422**
Totals for All Sports Except Football & Basketball	$411,598	$1,209,635	$1,621,233	139	244	383	$21,013	$58,498	$79,511

Average Coaching Salaries

Description/Explanation	Head Coaches: Men's Teams	Head Coaches: Women's Teams	Assistant Coaches: Men's Teams	Assistant Coaches: Women's Teams
Average Annual Institutonal Salary per Coach	$ 373,848	$ 88,591	$148,358	$47,550
Number of Head Coaches Used to Calculate Average	6	10	19	19
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	$407,834	$104,225	$164,362	$57,180
Full-Time Equivalents (FTEs) Used to Calculate Average	5.50	8.50	17.15	15.80

Counts of Head Coaches

Varsity Teams	Male Head Coaches: Assigned Full-Time	Male Head Coaches: Assigned Part Time	Male Head Coaches: Full-Time Employee	Male Head Coaches: Part-Time/ Volunteer	Female Head Coaches: Assigned Full-Time	Female Head Coaches: Assigned Part Time	Female Head Coaches: Full-Time Employee	Female Head Coaches: Part-Time/ Volunteer	Total Head Coaches
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Golf	1		1						**1**
Tennis	1		1						**1**
Wrestling	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Totals for Men's Teams	**5**	**1**	**6**	**0**	**0**	**0**	**0**	**0**	**6**
Women's Varsity Teams									
Basketball	1		1						**1**
Beach Volleyball		1	1						**1**
Golf					1		1		**1**
Gymnastics					1		1		**1**
Soccer	1		1						**1**
Softball					1		1		**1**
Swimming & Diving	1		1		0		0		**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Volleyball		1	1						**1**
Totals for Women's Teams	**4**	**3**	**7**	**0**	**3**	**0**	**3**	**0**	**10**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches: Assigned Full-Time	Male: Assigned Part Time	Male: Full-Time Employee	Male: Part-Time/ Volunteer	Female Assistant Coaches: Assigned Full-Time	Female: Assigned Part Time	Female: Full-Time Employee	Female: Part-Time/ Volunteer	Total Assistant Coaches
Men's Varsity Teams									
Basketball	3		3						**3**
Football	9	4	9	4					**13**
Golf		2		2					**2**
Tennis	1	1	1	1					**2**
Wrestling	2	2	2	2					**4**
Track & Field & Cross Country		9	3	6		5		5	**14**
Totals for Men's Teams	**15**	**18**	**18**	**15**	**0**	**5**	**0**	**5**	**38**
Women's Varsity Teams									
Basketball	1		1		2		2		**3**
Beach Volleyball						2	1	1	**2**
Golf		1		1					**1**
Gymnastics	1		1		1		1		**2**
Soccer	1		1		1		1		**2**
Softball	1	1	1	1	1		1		**3**
Swimming & Diving	1	0	1	0	1		1		**2**
Tennis	1	0	1	0	0	2	0	2	**3**
Track & Field & Cross Country		9	3	6		5		5	**14**
Volleyball		1		1	1	1	2		**3**
Totals for Women's Teams	**6**	**12**	**9**	**9**	**7**	**10**	**9**	**8**	**35**

Idaho State University
Narrative Summary for Gender Equity FY16

The Idaho State University Athletic Department has a systematic process to monitor Gender Equity Compliance. The athletic department senior staff meets regularly with coaches to discuss Gender equity concerns and issues. Additionally, during budget meetings and presentations, the coaches and administrators use the gender equity strategies to create the budgets.

During the school year, the Athletic Advisory Board (AAB) annually reviews budgets, the EADA report, the NCAA financial report and other relevant reports to review and monitor the progress being made on gender equity issues within the athletic department.

Accommodation of Interest

Prior to each team's first competition of the year, the athletic administration monitors roster size and athletic participation to insure quality participation opportunities for female student-athletes. This process allows the athletic department to provide equal participation opportunities that matches full time undergraduate enrollment at Idaho State University (ratio of males to females).

During FY16, the Athletic Department maintained compliance with the participation opportunity prong of gender equity requirements. After experiencing a significant demographic shift with the departure of a large number of Middle Eastern male students in FY17, the Athletic Department, following its roster management plans, is projected to achieve compliance with the participation opportunity prong.

Financial Aid

The Athletic Department fully funds Athletic Scholarships in accordance with NCAA Bylaws. These financial opportunities are equitably available between genders. ISU achieved compliance with the financial aid prong of gender equity guidelines in FY16.

In FY17, under a new first year head coach, women's track and field offered scholarships to come close to their overall team equivalency but many prospective student-athletes did not accept their scholarship offer. Determined recruiting efforts in the current business year will optimistically increase the overall team scholarship equivalency in FY18.

Equal Treatment within Programs

The Athletic Director, Faculty Athletic Representative, Title IX Officer, Senior Women's Administrator, Athletic Department business officer and compliance staff work together to educate the university in the areas related to gender equity. The following areas are monitored:

1. Equipment and Supplies
2. Scheduling of practice times and games
3. Team travel and per diem allowance
4. Tutoring
5. Coaches
6. Locker rooms, practice and competition facilities
7. Medical and training facilities and services
8. Housing and dining facilities
9. Publicity and marketing
10. Support services
11. Recruitment of student-athletes

In FY17, the softball program expanded facilities adjacent to the field that included locker rooms, athletic training room, and space for umpires. The funding for this project was donor based.

Renovation plans are underway for upgrading the track and soccer field at Davis Field.

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Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2015 through June 30, 2016

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,559	52%
Female Students	3,342	48%
Totals	**6,901**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$2,288,786	53%	$117,435
Women's Teams	2,052,589	47%	93,165
Totals for All Teams	**$4,341,375**	**100%**	**$210,600**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	15	15	30				
Football	85		85				
Golf		9	9				
Soccer		28	28				
Softball		17	17				
Tennis	8	8	16				
Track & Field (Indoor)	38	39	77	37	39	12	13
Track & Field (Outdoor)	40	42	82	37	39	12	13
Cross Country	14	14	28	12	13	12	13
Volleyball		14	14		1		1
Total Participants	**200**	**186**	**386**	**86**	**92**	**36**	**40**
Percentage of Total	**52%**	**48%**	**100%**				
Unduplicated Count	**151**	**133**	**284**				

Idaho State University
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Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$1,210,089	$621,662	$1,831,751	$1,290,851	$1,074,755	$2,365,606	($80,762)	($453,093)	($533,855)
Football	2,773,849		2,773,849	3,415,712		3,415,712	(641,863)		(641,863)
Golf		87,043	87,043		211,001	211,001		(123,958)	(123,958)
Soccer		533,701	533,701		717,812	717,812		(184,111)	(184,111)
Softball		481,796	481,796		618,149	618,149		(136,353)	(136,353)
Tennis	133,671	169,680	303,351	205,067	297,481	502,548	(71,396)	(127,801)	(199,197)
Track & Field & Cross Country	277,117	265,487	542,604	520,947	577,133	1,098,080	(243,830)	(311,646)	(555,476)
Volleyball		295,380	295,380		600,260	600,260		(304,880)	(304,880)
Totals for All Teams	**$4,394,726**	**$2,454,749**	**$6,849,475**	**$5,432,577**	**$4,096,591**	**$9,529,168**	**($1,037,851)**	**($1,641,842)**	**($2,679,693)**
Not Allocated by Gender/Sport			5,915,302			3,137,829			2,777,473
Grand Totals for Athletics			**$12,764,777**			**$12,666,997**			**$97,780**
Totals for All Sports Except Football & Basketball	$410,788	$1,833,087	$2,243,875	$726,014	$3,021,836	$3,747,850	($315,226)	($1,188,749)	($1,503,975)

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$368,139	$255,718	$623,857	15	15	30	$24,543	$17,048	$20,795
Football	855,802		855,802	85		85	10,068		10,068
Golf		47,182	47,182		9	9		5,242	5,242
Soccer		122,570	122,570		28	28		4,378	4,378
Softball		140,201	140,201		17	17		8,247	8,247
Tennis	30,672	27,298	57,970	8	8	16	3,834	3,412	3,623
Track & Field & Cross Country	81,058	79,248	160,306	92	95	187	881	834	857
Volleyball		120,593	120,593		14	14		8,614	8,614
Totals for All Teams	**$1,335,671**	**$792,810**	**$2,128,481**	**200**	**186**	**386**	**$6,678**	**$4,262**	**$5,514**
Totals for All Sports Except Football & Basketball	$111,730	$537,092	$648,822	100	171	271	$1,117	$3,141	$2,394

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches Men's Teams	Head Coaches Women's Teams	Assistant Coaches Men's Teams	Assistant Coaches Women's Teams
Average Annual Institutional Salary per Coach	**$61,112**	**$43,825**	**$37,848**	**$20,276**
Number of Head Coaches Used to Calculate Average	**6**	**9**	**14**	**12**
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	**$99,639**	**$63,108**	**$45,327**	**$29,350**
Full-Time Equivalents (FTEs) Used to Calculate Average	**3.68**	**6.25**	**11.69**	**8.29**

Counts of Head Coaches

Varsity Teams	Male Head Coaches Assigned Full-Time	Male Head Coaches Assigned Part Time	Male Head Coaches Full-Time Employee	Male Head Coaches Part-Time/ Volunteer	Female Head Coaches Assigned Full-Time	Female Head Coaches Assigned Part Time	Female Head Coaches Full-Time Employee	Female Head Coaches Part-Time/ Volunteer	Total Head Coaches
Men's Varsity Teams									
Basketball		1	1						**1**
Football		1	1						**1**
Tennis		1		1					**1**
Track & Field & Cross Country		2	2			1	1		**3**
Totals for Men's Teams	**0**	**5**	**4**	**1**	**0**	**1**	**1**	**0**	**6**
Women's Varsity Teams									
Basketball		1	1						**1**
Golf						1		1	**1**
Soccer					1		1		**1**
Softball					1		1		**1**
Tennis						1		1	**1**
Track & Field & Cross Country		2	2			1	1		**3**
Volleyball		1	1						**1**
Totals for Women's Teams	**0**	**4**	**4**	**0**	**2**	**3**	**3**	**2**	**9**

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assistant Coaches
Men's Varsity Teams									
Basketball	3		3						**3**
Football	8		8	4					**8**
Tennis									**0**
Track & Field & Cross Country		2		2		2	1	1	**4**
Totals for Men's Teams	**11**	**2**	**11**	**6**	**0**	**2**	**1**	**1**	**15**
Women's Varsity Teams									
Basketball	2		2		1		1		**3**
Golf		1		1					**1**
Soccer	1	1	1	1					**2**
Softball					1	1	1	1	**2**
Tennis									**0**
Track & Field & Cross Country		2		2		2	1	1	**4**
Volleyball					1	1	1	1	**2**
Totals for Women's Teams	**3**	**4**	**3**	**4**	**3**	**4**	**4**	**3**	**14**

University of Idaho Gender Equity Narrative

The University of Idaho annually conducts a gender equity assessment that includes interviews with all head coaches and some student-athletes. The results of these conversations have produced resource reallocation and adjustments to specific sports budgets. Gender equity issues are taken seriously by the Department of Athletics and the University of Idaho.

I. Participation Opportunities

The University of Idaho is projecting compliance with the participation opportunity prong of gender equity requirements in FY17 and beyond. Current UI undergraduate enrollment is 53.53% male and student-athlete participation is 52.29% male. This results in a 1.24% differential with males being the underrepresented gender. This differential is slightly higher than the allowed variance of +/-1%. Assuming a consistent enrollment differential and with a continued dedication to providing participation opportunities for men and women, the University of Idaho anticipates continued strict compliance with gender equity guidelines.

II. Financial Aid

Though making progress from FY16, the University of Idaho is not currently in compliance with this prong of gender equity guidelines. The department is studying the involved factors and is committed to achieving compliance. In FY16 the number of unduplicated males and females has a ratio of 56.16% favoring males with 164 males and 128 females participating. The dollar amounts awarded respectively are $3,321,437 and $2,344,904 for a 58.62%/41.38% ratio. When the unduplicated participant ratio is compared to the financial aid awarded ratio it results in a 2.46% variance. This variance can be brought into compliance by effecting the unduplicated participant ratio, the financial aid totals ratio, or a combination of the two.

We will try to maintain the number of female student-athletes while slightly increasing the number male student-athletes. This will bring the variance closer to compliance. In addition we will encourage coaches in our women’s programs to fully allocate all of their available scholarships. This will also close the variance, and, when coupled with our participant efforts will bring us within +/- 1%.

IV. Equal Treatment within Programs

The Gender Equity Committee is currently performing the 2016-17 self-study for the Athletic Department. The committee noted that for the 2015-16 academic year, the department made several strides in updating facilities. The women's tennis program updated their locker room with fresh paint and updated wall decals to match the men's locker room. The men's and women's golf programs updated their locker room, a shared facility, with new paint and carpet. Additionally, both programs now have access to a newly constructed hitting facility that opened this fall 2016. In conjunction with the new office spaces that were constructed for a portion of the football staff in 2014-15, the women's soccer coaches were relocated from a single room office to a two office suite with a meeting area. The women's soccer program updated their locker room with additional storage to provide lockers for all members of their roster, fresh paint, and fresh tile in the shower area. The maintenance crew also repaired shower heads and a latrine that was out of commission for a year to accommodate the large roster. Last, university facilities purchased a slightly used, but updated competition court for the women's volleyball program as the current one was several years out of date. The committee noted that due to budgetary constraints, most of these facility updates required fundraising efforts from individual programs with the exception of the volleyball competition court. Representatives consist of Faculty Athletic Representative, University Title IX Coordinator, Senior Woman Administrator, Faculty Representative and Coaching Representative. The interviews did not reveal any serious deficiencies.

V. Conclusion

As indicated in the attached spreadsheet, the University of Idaho dedicates significant resources toward gender equity compliance. In fact, the SBOE approved gender equity funding accounts for less than 20% of our FY16 gender equity obligations. The University of Idaho will continue to meet Title IX Prong One compliance through roster management. In an effort to meet Title IX Prong Two compliance, we will monitor rosters and encourage the use of all available scholarships in our women's programs.

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University Enrollment

Gender	Full-Time Undergraduates Number	Full-Time Undergraduates Percent
Male Students	3,871	53%
Female Students	3,402	47%
Totals	**7,273**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid Amount	Athletically Related Student Aid Percent	Recruiting Expenses Amount
Men's Teams	$3,321,437	59%	$296,754
Women's Teams	2,344,904	41%	163,365
Totals for All Teams	**$5,666,341**	**100%**	**$460,119**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	16	15	31				
Football	101		101	1		1	
Golf	9	7	16				
Soccer		24	24		1		1
Swimming & Diving		30	30				
Tennis	6	7	13				
Track & Field (Indoor)	32	31	63	31	30	11	13
Track & Field (Outdoor)	31	30	61	32	31	10	13
Cross Country	12	13	25	11	13	10	13
Volleyball		16	16		1		1
Total Participants	**207**	**173**	**380**	**75**	**76**	**32**	**41**
Percentage of Total	**54%**	**46%**	**100%**				
Unduplicated Count	**164**	**128**	**292**				

University of Idaho
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Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$1,821,491	$1,419,275	$3,240,766	$1,821,491	$1,419,275	$3,240,766	$0	$0	$0
Football	6,913,838		6,913,838	6,561,109		6,561,109	352,729		352,729
Golf	316,670	341,580	658,250	316,670	341,580	658,250	0	0	0
Soccer		752,726	752,726		752,726	752,726		0	0
Swimming & Diving		740,142	740,142		740,142	740,142		0	0
Tennis	290,955	386,011	676,966	290,955	386,011	676,966	0	0	0
Track & Field & Cross Country	580,543	647,002	1,227,545	580,543	621,971	1,202,514	0	25,031	25,031
Volleyball		907,749	907,749		907,749	907,749		0	0
Totals for All Teams	**$9,923,497**	**$5,194,485**	**$15,117,982**	**$9,570,768**	**$5,169,454**	**$14,740,222**	**$352,729**	**$25,031**	**$377,760**
Not Allocated by Gender/Sport			4,906,349			5,327,610			(421,261)
Grand Totals for Athletics			**$20,024,331**			**$20,067,832**			**($43,501)**
Totals for All Sports Except Football & Basketball	$1,188,168	$3,775,210	$4,963,378	$1,188,168	$3,750,179	$4,938,347	$0	$25,031	$25,031

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$535,448	$459,289	$994,737	16	15	31	$33,466	$30,619	$32,088
Football	1,744,118		1,744,118	101		101	17,268		17,268
Golf	119,530	81,708	201,238	9	7	16	13,281	11,673	12,577
Soccer		189,483	189,483		24	24		7,895	7,895
Swimming & Diving		161,904	161,904		30	30		5,397	5,397
Tennis	86,237	83,705	169,942	6	7	13	14,373	11,958	13,072
Track & Field & Cross Country	112,353	112,290	224,643	75	74	149	1,498	1,517	1,508
Volleyball		213,401	213,401		16	16		13,338	13,338
Totals for All Teams	**$2,597,686**	**$1,301,780**	**$3,899,466**	**207**	**173**	**380**	**$12,549**	**$7,525**	**$10,262**
Totals for All Sports Except Football & Basketball	$318,120	$842,491	$1,160,611	90	158	248	$3,535	$5,332	$4,680

University of Idaho
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Average Coaching Salaries

Description/Explanation	Head Coaches Men's Teams	Head Coaches Women's Teams	Assistant Coaches Men's Teams	Assistant Coaches Women's Teams
Average Annual Institutional Salary per Coach	**$97,013**	**$64,557**	**$68,363**	**$31,083**
Number of Head Coaches Used to Calculate Average	**5**	**7**	**14**	**10**
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	**$107,792**	**$69,523**	**$73,622**	**$34,536**
Full-Time Equivalents (FTEs) Used to Calculate Average	**4.50**	**6.50**	**13.00**	**9.00**

Counts of Head Coaches

Varsity Teams	Male Head Coaches Assigned Full-Time	Male Head Coaches Assigned Part Time	Male Head Coaches Full-Time Employee	Male Head Coaches Part-Time/ Volunteer	Female Head Coaches Assigned Full-Time	Female Head Coaches Assigned Part Time	Female Head Coaches Full-Time Employee	Female Head Coaches Part-Time/ Volunteer	Total Head Coaches
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Golf	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Totals for Men's Teams	**4**	**1**	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						**1**
Golf					1		1		**1**
Soccer	1		1						**1**
Swimming & Diving	1		1						**1**
Tennis					1		1		**1**
Track & Field & Cross Country		1	1						**1**
Volleyball					1		1		**1**
Totals for Women's Teams	**3**	**1**	**4**	**0**	**3**	**0**	**3**	**0**	**7**

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches: Assigned Full-Time	Male Assistant Coaches: Assigned Part Time	Male Assistant Coaches: Full-Time Employee	Male Assistant Coaches: Part-Time/ Volunteer	Female Assistant Coaches: Assigned Full-Time	Female Assistant Coaches: Assigned Part Time	Female Assistant Coaches: Full-Time Employee	Female Assistant Coaches: Part-Time/ Volunteer	Total Assistant Coaches
Men's Varsity Teams									
Basketball	3		3						**3**
Football	9	4	9	4					**13**
Golf		1		1					**1**
Tennis		1		1					**1**
Track & Field & Cross Country		2	1	1		1	1		**3**
Totals for Men's Teams	**12**	**8**	**13**	**7**	**0**	**1**	**1**	**0**	**21**
Women's Varsity Teams									
Basketball					3	1	3	1	**4**
Golf		1		1		1		1	**2**
Soccer	1		1			1		1	**2**
Swimming & Diving	1		1		1		1		**2**
Tennis									**0**
Track & Field & Cross Country		2	1	1		1	1		**3**
Volleyball	1		1		1	1	1	1	**3**
Totals for Women's Teams	**3**	**3**	**4**	**2**	**5**	**5**	**6**	**4**	**16**

Gender Equity – Narrative
Lewis-Clark State College

I. Accommodation of Interests

The athletic participation review for FY17 is still in progress. In FY16, athletic participation was 58% men to 42% women. LCSC's fulltime undergraduate enrollment in FY16 was 40% male and 60% female. Test one (proportionality) of the Accommodation of Interests requirement can be addressed with additional resources. The growth of men's track and the demand for growth in other men's sports requires a deliberate investment in women's sports to offset. LCSC has strived to meet compliance in Accommodation of Interests test two (program expansion that is responsive to the underrepresented gender), but we are hampered in our efforts by resource constraints (including the limits on Athletic funding) and challenges with regard to facilities. These challenges include additional dorm space, practice and competition facilities. We require the Board's support in pursuing opportunities to address these challenges.

II. Athletic Student Aid

The Financial Assistance requirement of Title IX is being met. Athletic student aid totals (allocation of actual resources in FY16) was 52% to males, 48% to females.

III. Equal Treatment of Programs

LCSC is also compliant with the Equal Treatment of Programs requirement of Title IX, but we are again hampered in our efforts to remain so, due to resource constraints. We regularly review and evaluate the quality, availability, and maintenance of all Athletic facilities, but our future success in achieving Title IX compliance hinges greatly on the ability to invest in new Athletic facilities.

LCSC has not (yet) asked for a separate dollar limit or policy waiver to fund gender equity initiatives, but does not rule out approaching the Board in the future to propose the addition of another women's sport, with the goal of achieving full compliance with Title IX. Such a proposal would require reexamination of the existing Board limits placed upon the College's Athletic programs, which disproportionately disadvantage us, relative to the universities, when it comes to investing in new athletic programs.

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University Enrollment

Gender	Full-Time Undergraduates Number	Full-Time Undergraduates Percent
Male Students	904	40%
Female Students	1,346	60%
Totals	**2,250**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid Amount	Athletically Related Student Aid Percent	Recruiting Expenses Amount
Men's Teams	$1,047,884	52%	$8,854
Women's Teams	950,533	48%	10,092
Totals for All Teams	**$1,998,417**	**100%**	**$18,946**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Baseball	40		40				
Basketball	14	12	26				
Golf	9	11	20				
Tennis	12	12	24				
Track & Field (Indoor)	37	27	64	35	21	16	7
Track & Field (Outdoor)	35	23	58	35	22	16	7
Cross Country	17	15	32	16	12	16	7
Volleyball		19	19				
Total Participants	**164**	**119**	**283**	**86**	**55**	**48**	**21**
Percentage of Total	**58%**	**42%**	**100%**				
Unduplicated Count	**113**	**85**	**198**				

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$880,369		$880,369	$880,369		$880,369	$0		$0
Basketball	438,939	355,675	794,614	438,939	355,675	794,614	0	0	0
Golf	117,896	195,916	313,812	117,896	195,916	313,812	0	0	0
Tennis	117,986	140,064	258,050	117,986	140,064	258,050	0	0	0
Track & Field (Indoor)	35,715	76,560	112,275	35,715	76,560	112,275	0	0	0
Track & Field (Outdoor)	53,572	114,840	168,412	53,572	114,840	168,412	0	0	0
Cross Country	136,257	205,465	341,722	136,257	205,465	341,722	0	0	0
Volleyball		410,615	410,615		410,615	410,615		0	0
Totals for All Teams	**$1,780,734**	**$1,499,135**	**$3,279,869**	**$1,780,734**	**$1,499,135**	**$3,279,869**	**$0**	**$0**	**$0**
Not Allocated by Gender/Sport			675,684			623,260			52,424
Grand Totals for Athletics	**$1,780,734**	**$1,499,135**	**$3,955,553**	**$1,780,734**	**$1,499,135**	**$3,903,129**	**$0**	**$0**	**$52,424**
Totals for All Sports Except Baseball & Basketball	$461,426	$1,143,460	$1,604,886	$461,426	$1,143,460	$1,604,886	$0	$0	$0

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$97,482		$97,482	40		40	$2,437		$2,437
Basketball	57,693	58,206	115,899	14	12	26	4,121	$4,851	4,458
Golf	24,495	25,490	49,985	9	11	20	2,722	2,317	2,499
Tennis	12,842	13,463	26,305	12	12	24	1,070	1,122	1,096
Track & Field (Indoor)	12,079	13,836	25,915	37	27	64	326	512	405
Track & Field (Outdoor)	18,119	20,754	38,873	35	23	58	518	902	670
Cross Country	26,675	30,163	56,838	17	15	32	1,569	2,011	1,776
Volleyball		84,501	84,501		19	19		4,447	4,447
Totals for All Teams	**$249,385**	**$246,413**	**$495,798**	**164**	**119**	**283**	**$1,521**	**$2,071**	**$1,752**
Totals for All Sports Except Baseball & Basketball	$94,210	$188,207	$282,417	110	107	217	$856	$1,759	$1,301

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches Men's Teams	Head Coaches Women's Teams	Assistant Coaches Men's Teams	Assistant Coaches Women's Teams
Average Annual Institutional Salary per Coach	**$22,793**	**$21,375**	**$15,328**	**$6,114**
Number of Head Coaches Used to Calculate Average	**7**	**7**	**7**	**5**
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	**$57,808**	**$53,059**	**$39,593**	**$35,965**
Full-Time Equivalents (FTEs) Used to Calculate Average	**2.76**	**2.82**	**2.71**	**0.85**

Counts of Head Coaches

Varsity Teams	Male Head Coaches Assigned Full-Time	Male Head Coaches Assigned Part Time	Male Head Coaches Full-Time Employee	Male Head Coaches Part-Time/ Volunteer	Female Head Coaches Assigned Full-Time	Female Head Coaches Assigned Part Time	Female Head Coaches Full-Time Employee	Female Head Coaches Part-Time/ Volunteer	Total Head Coaches
Men's Varsity Teams									
Baseball	1		1						**1**
Basketball	1		1						**1**
Golf		1		1					**1**
Tennis		1	1						**1**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Totals for Men's Teams	**2**	**5**	**6**	**1**	**0**	**0**	**0**	**0**	**7**
Women's Varsity Teams									
Basketball	1		1						**1**
Golf		1		1					**1**
Tennis		1	1						**1**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Volleyball					1		1		**1**
Totals for Women's Teams	**1**	**5**	**5**	**1**	**1**	**0**	**1**	**0**	**7**

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assistant Coaches
Men's Varsity Teams									
Baseball	2		2						**2**
Basketball		1		1					**1**
Golf		1		1					**1**
Tennis									**0**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Totals for Men's Teams	**2**	**5**	**5**	**2**	**0**	**0**	**0**	**0**	**7**
Women's Varsity Teams									
Basketball						1		1	**1**
Golf		1		1					**1**
Tennis									**0**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Volleyball									**0**
Totals for Women's Teams	**0**	**4**	**3**	**1**	**0**	**1**	**0**	**1**	**5**

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SUBJECT

FY 2018 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Applicable Legislative Appropriation Bills (2017)

BACKGROUND/ DISCUSSION

The 2017 Legislature has passed appropriation bills for the agencies and institutions of the Board.

The table on Tab 4a page 2 lists the FY 2018 appropriation bills related to the State Board of Education.

IMPACT

Appropriation bills provide funding and spending authority for the agencies and institutions of the State Board of Education allowing them to offer programs and services to Idaho's citizens.

ATTACHMENTS

Attachment 1 – FY 2018 Appropriations List Page 2

STAFF COMMENTS

Staff comments and recommendations are included for each specific institution and agency allocation.

BOARD ACTION

Motions for the allocations for College and Universities, Community Colleges, and Career Technical Education are found on each specific institution and agency allocation.

ATTACHMENT 1

State Board of Education
FY 2018 Appropriations to Institutions and Agencies

	General Fund	% ∆ From FY 2017	Total Fund
Allocations			
College and Universities	$287,053,200	2.7%	$564,958,700
Community Colleges	39,400,900	6.7%	40,000,900
Career Technical Education	65,372,000	5.3%	74,754,900
Agencies			
Agricultural Research & Extension Service	31,263,300	2.4%	31,287,300
Health Education Programs	15,594,200	15.4%	15,905,800
Special Programs	15,562,200	.9%	19,686,600
Office of the State Board of Education	5,584,900	60.6%	9,036,500
Idaho Public Television	3.327,200	10.1%	9,633,100
Division of Vocational Rehabilitation Division	8,589,000	3.0%	28,175,900
State Department of Education (Superintendent of Public Instruction)	14,189,200	0.0%	38,818,000

Statewide Issues

Major Capital Projects

Boise State University: Center for Materials Science	$10,000,000
Idaho State University: Gale Life Science remodel	10,000,000
University of Idaho: WWAMI Building remodel	2,400,000
University of Idaho: Center for Ag. Food and Environment	10,000,000
Lewis-Clark State College: Career-Technical Education Building	10,000,000

SUBJECT

FY 2018 College and Universities Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.S.
Senate Bill 1152 (2017)

BACKGROUND/DISCUSSION

The Legislature appropriates to the State Board of Education and the Board of Regents monies for the general education programs at Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and system-wide needs. The Board allocates the appropriation to the four institutions based on legislative intent and Board Policy, Section V.S.

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year budget base; 2) funds for the Enrollment Workload Adjustment (EWA); 3) operations and maintenance funds for new, major general education capital improvement projects.; 4) decision units above the base; and 5) special activities or projects at the discretion of the Board.

At the October 2016 Board meeting the Board waived Board policy Section V.S., subsection II.B. Enrollment Workload Adjustment, for the 2018 fiscal year as part of the work to move from the EWA distribution formula to outcomes-based funding.

This action allocates the FY 2018 College and Universities appropriation to the institutions for general education programs and system-wide needs. These funds allocated along with revenue generated from potential fee increases will establish the operating budgets for the general education program for FY 2018. The allocation for FY 2018 is shown on Tab 4b page 3. The FY 2018 general fund appropriation includes the following items:

Maintenance of Current Operations (MCO):

• Ongoing base funding for benefit cost increases	$ 1,619,400
• Inflation	10,600
• One-time replacement capital	329,400
• 3% ongoing Change in Employee Compensation (CEC)	5,933,700
• Statewide cost allocation	28,400
• Compensation Schedule Changes	13,500
• Enrollment Workload Adjustment (EWA)	(1,265,300)
Line Items:	
• Occupancy costs	1,677,200
• Economic Workforce Development (BSU)	2,088,800
• Idaho Falls Polytechnic Initiative (ISU)	1,827,900
• Center for Education Innovation (ISU)	200,000
• Computer Science in Coeur d'Alene (UI)	715,100

• Library Investment (UI)	582,000
• Health Profession Education Expansion (LCSC)	255,500
• Advising and Career Readiness (LCSC)	338,500
• Enrollment Workload Adjustment (EWA)	2,379,700
• Cybersecurity Insurance	144,000
Total General Fund increase over Base	$16,878,400

ATTACHMENTS

Attachment 1 - C&U FY 2018 Appropriation Allocation	Page 3
Attachment 2 - Statement of Purpose/Fiscal Note	Page 5
Attachment 3 - Appropriation Bill (S1152)	Page 9

STAFF COMMENTS

Staff recommends approval of the FY 2018 College and Universities allocation as presented in Attachment 1.

BOARD ACTION

I move to approve the allocation of the FY 2018 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 4b, Page 3.

Moved by__________ Seconded by__________ Carried Yes_____ No_____

FY 2018 College and University Allocation

Based on SB 1152

March 10, 2017

Appropriation:	**FY17 Appr**	**FY18 Appr**	**% Chge**	**Sys Needs:**	**FY17 Appr**	**FY18 Appr**
General Educ Approp: SB 1152				HERC	1,958,000	1,960,500
General Account	279,546,500	287,053,200	2.69%	UG Research	200,000	200,000
Endowment Funds	15,840,000	15,840,000	0.00%	Sys Nds	906,300	905,300
				IGEM	2,000,000	2,000,000
Total Gen Acct & Endow Funds	295,386,500	302,893,200	2.54%	Total	5,064,300	5,065,800
Student Fees/Misc Revenue	259,589,300	262,065,500	0.95%			
One-time Economic Recovery//Millennium:	1,686,100	0				
Total Gen Educ Approp	556,661,900	564,958,700	1.49%			

Allocation:	**BSU**	**ISU**	**UI**	**LCSC**	**SYS-WIDE**	**TOTAL**
FY17 General Account	89,887,100	72,576,000	86,863,800	15,783,600	5,064,300	270,174,800
FY17 Endowment Funds	0	3,513,200	10,099,200	2,131,200	0	15,743,600
FY17 Budget Base	89,887,100	76,089,200	96,963,000	17,914,800	5,064,300	285,918,400
Additional Funding for FY18:						
MCO Adjustments:						
Personnel Benefits	649,100	652,600	205,100	154,000		1,660,800
Inflation including Library B&P	0	0	201,400	0	1,500	202,900
Recplacement Capital	0	0	0	329,400		329,400
CEC: 3.0% onging	1,894,800	1,803,300	2,088,300	343,500		6,129,900
Compensation Schedule Changes	12,900	0	0	600		13,500
Endowment Fund Adjustments	0	(17,600)	(315,900)	0		(333,500)
Nonstandard Adjustments:						
Risk Mgmt/Controller/Treasurer	18,600	(5,800)	21,700	(6,100)		28,400
External Nonstandard Adjustments:						
Enrollment Workload Adjustment (EWA)	1,114,400	(993,700)	(1,041,400)	(344,600)		(1,265,300)
Line Items						
Economic Workforce Development	2,088,800	0	0	0	0	2,088,800
Idaho Falls Polytechnic Initiative	0	1,827,900	0	0	0	1,827,900
Center for Education Innovation	0	200,000	0	0	0	200,000
Computer Science in Coeur d'Alene	0	0	715,100	0	0	715,100
Library Investment	0	0	582,000	0	0	582,000
Health Prof. Education Expansion	0	0	0	255,500	0	255,500
Advising and Career Readiness	0	0	0	338,500	0	338,500
Occupancy Costs	425,100	109,100	1,049,100	93,900	0	1,677,200
Enrollment Workload Adjustment Restoration	0	993,700	1,041,400	344,600	0	2,379,700
Cybersecurity Insurance	121,500	1,200	20,500	800	0	144,000
Total Addl Funding	6,325,200	4,570,700	4,567,300	1,510,100	1,500	16,974,800
FY18 Gen Acct & Endow Allocation	96,212,300	80,659,900	101,530,300	19,424,900	5,065,800	302,893,200
% Change From FY17 Adjusted Budget Base	7.04%	6.01%	4.71%	8.43%	0.03%	5.94%
FY18 Estimated Student Fee Revenue	98,541,000	71,037,800	76,455,200	16,031,500	0	262,065,500
FY18 Operating Budget	194,753,300	151,697,700	177,985,500	35,456,400	5,065,800	564,958,700
General Fund Increase	6,369,700	4,274,800	3,392,900	1,376,500	1,500	15,415,400
% Increase	7.1%	5.9%	3.9%	8.7%	0.0%	5.7%
General Fund Increase - ongoing	6,325,200	3,835,300	3,832,300	1,168,700	1,500	15,163,000
% Increase	7.0%	5.3%	4.4%	7.4%	0.0%	5.6%
General Fund Increase - ongoing less Benefits & CEC	3,781,300	1,379,400	1,538,900	671,200	1,500	7,372,300
% Increase	4.2%	1.9%	1.8%	4.3%	0.0%	2.7%

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STATEMENT OF PURPOSE

RS25470

This is the FY 2018 appropriation to the State Board of Education for College and Universities in the amount of $564,958,700. This appropriation provides for increased cost of benefits, an increase for statewide cost allocation, and inflationary adjustments. The appropriation also provides for an ongoing 3% merit-based increase in employee compensation for permanent employees to be distributed at the discretion of agency heads and institution presidents.

Additionally, it provides a decrease in nondiscretionary adjustment for enrollment workload decreases and an increase for endowment earnings. Also included is $329,400 one-time from the General Fund to replace computer equipment at Lewis-Clark State College and $235,400 one-time of dedicated funds for replacement items at the University of Idaho. This appropriation includes nine line items.

Line item 2 provides 20.00 FTP and $2,088,800 ongoing from the General Fund to Boise State University to expand program options and implement new initiatives related to economic and workforce development. This line item included the following aspects: (1) Expand COOP Program wherein students participate in experience-based academic courses, at the cost of $567,800; (2) Venture College Program expansion with focus on entrepreneurial skill development, at the cost of $381,500; (3) Expand bridge to career programming to equip students with fluency of professional skills and industry awareness, at the cost of $153,500; (4) Launch new Boise State X Employer Educational Program to expand degree completion options for working students with employer support, at the cost of $333,100; (5) Development of a new PhD program in computing and computer science, cybersecurity, and computational science and engineering specializations to meet industry needs, at the cost of $652,900.

Line item 4 provides 7.01 FTP and $1,667,200 ongoing from the General Fund for occupancy costs to the four institutions. Of this appropriation, $425,100 is for Boise State University, $109,100 is for Idaho State University, $1,049,100 is for the University of Idaho, and $93,900 is for Lewis-Clark State College.

Line item 5 provides 13.00 FTP and $1,827,900 ongoing from the General Fund to Idaho State University for the Polytech Initiative and locate a multidisciplinary cluster of faculty and a polytechnic institution in Idaho Falls. Of this appropriation, $1,388,900 is approved for ongoing personnel costs for nine faculty positions and four support staff. The remaining $439,000 is a one-time for operating expenses and capital outlay to upgrade distance learning capabilities, equip office and instruction space, and travel.

Line item 6, provides $200,000 one-time from the General Fund to the University of Idaho for the planning and design of the Center for Education Innovation (CEI) in partnership with the College of Southern Idaho (CSI). This center would be located at the CSI campus in Twin Falls and seek to address issues in early childhood education, elementary, secondary, and postsecondary education.

Line item 7 provides 2.50 FTP and $715,100 from the General Fund to the University of Idaho to provide an additional year of computer science coursework at North Idaho College (NIC) in Coeur d Alene. Of the appropriation, $420,100 is for ongoing personnel costs and $10,000 is for ongoing operational expenditures to support two faculty positions and conversion of a part-time administrative position to full-time. The remaining $285,000 is for one-time operating expenses and capital outlay to equip faculty office space and the addition of a cybersecurity laboratory.

Line item 8 provides 2.00 FTP and $582,000 from the General Fund to the University of Idaho to expand the library research portfolio. Of this amount, $78,600 is for a social sciences librarian ($73,800 ongoing PC, $2,000 ongoing OE, and $2,800 one-time CO), $53,400 is for a library technician for circulation ($48,600 ongoing PC, $2,000 ongoing OE, and $2,800 one-time CO), and $450,000 is one-time for capital outlay to expand circulation resources (i.e. new journal titles, non-standard inflation for existing titles). Additional funds are meant to advance the Universitys research, teaching, and land-grant missions and augment its current status as Idaho's largest research library.

Line item 9 provides 3.00 FTP and $255,500 from the General Fund to Lewis-Clark State College to expand the health education programs in the area of kinesiology. Of this appropriation, $242,000 is ongoing for personnel costs, $4,500 is ongoing for operation expenditures, and $9,000 is one-time for capital outlay.

Line item 10 provides 1.00 FTP and $338,500 from the General Fund to Lewis-Clark State College for a specialized veterans advisor and expansion of the Work Scholars Program. This program provides work opportunities for students with limited incomes and reduces student reliance on loans. Of this appropriation, $64,100 is ongoing for personnel costs, $3,000 is one-time for capital outlay, and $271,400 is ongoing for operating expenditures (for the Work Scholars Program).

Line item 11 provided ongoing funding to backfill projected funding decreases as calculated by the enrollment workload adjustment formula. This funding includes $993,700 for Idaho State University, $1,041,400 for the University of Idaho, and $344,600 for Lewis-Clark State College.

Totals for this bill include 4,559.88 FTP, $287,053,200 from the General Fund and $277,905,500 from dedicated funds for a total of $564,958,700. This results in an increase of 2.7% on the General Fund and 1.5% for all funds. This appropriation includes carryover authority for previously appropriated non-General Fund moneys; exceptions to budget laws allowing transfer of funds among object class codes and programs; and no FTP cap.

The individual General Fund Increases for the institutions are as follows: BSU, 3.5%; ISU, 3.0%; UI, 2.0%; and LCSC, 1.4%.

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2017 Original Appropriation	4,386.83	279,546,500	277,115,400	0	556,661,900
Reappropriation	0.00	0	159,591,200	0	159,591,200
FY 2017 Total Appropriation	4,386.83	279,546,500	436,706,600	0	716,253,100
Noncognizable Funds and Transfers	88.73	0	15,426,400	0	15,426,400
Expenditure Adjustments	0.00	0	(2,710,300)	0	(2,710,300)
FY 2017 Estimated Expenditures	4,475.56	279,546,500	449,422,700	0	728,969,200
Removal of One-Time Expenditures	0.00	(9,371,700)	(182,700,200)	0	(192,071,900)
Base Adjustments	35.81	0	4,044,600	0	4,044,600
FY 2018 Base	4,511.37	270,174,800	270,767,100	0	540,941,900
Benefit Costs	0.00	1,619,400	1,287,100	0	2,906,500
Inflationary Adjustments	0.00	10,600	1,402,600	0	1,413,200
Replacement Items	0.00	329,400	235,400	0	564,800
Statewide Cost Allocation	0.00	28,400	0	0	28,400
Change in Employee Compensation	0.00	5,947,200	4,546,800	0	10,494,000
Nondiscretionary Adjustments	0.00	(1,265,300)	0	0	(1,265,300)
Endowment Adjustments	0.00	0	(333,500)	0	(333,500)
FY 2018 Program Maintenance	4,511.37	276,844,500	277,905,500	0	554,750,000
1. Outcomes-Based Funding-Systemwide	0.00	0	0	0	0
2. Economic Workforce Development	20.00	2,088,800	0	0	2,088,800
3. Public Service Initiative	0.00	0	0	0	0
4. Occupancy Costs-BSU, ISU, UI, LCSC	7.01	1,677,200	0	0	1,677,200
5. Polytech Initiative	13.00	1,827,900	0	0	1,827,900
6. Center for Education Innovation	0.00	200,000	0	0	200,000
7. Phase 2 of Computer Sci. Partnership	2.50	715,100	0	0	715,100
8. Library Investment	2.00	582,000	0	0	582,000
9. Health Education Expansion	3.00	255,500	0	0	255,500
10. Advising and Career Readiness	1.00	338,500	0	0	338,500
11. Enrollment Workload Adjust Restoration	0.00	2,379,700	0	0	2,379,700
Cybersecurity Insurance	0.00	144,000	0	0	144,000
FY 2018 Total	4,559.88	287,053,200	277,905,500	0	564,958,700
Chg from FY 2017 Orig Approp	173.05	7,506,700	790,100	0	8,296,800
% Chg from FY 2017 Orig Approp.	3.9%	2.7%	0.3%		1.5%

Contact:

Janet E Jessup
Budget and Policy Analysis
(208) 334-4730

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

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LEGISLATURE OF THE STATE OF IDAHO

Sixty-fourth Legislature First Regular Session - 2017

IN THE SENATE

SENATE BILL NO. 1152

BY FINANCE COMMITTEE

AN ACT

APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2018; PROVIDING NON-GENERAL FUND REAPPROPRIATION; PROVIDING LEGISLATIVE INTENT FOR SYSTEMWIDE NEEDS; PROVIDING LEGISLATIVE INTENT FOR REPORTING RELATED TO THE COMPLETE COLLEGE IDAHO INITIATIVE; AND EXEMPTING APPROPRIATION OBJECT AND PROGRAM TRANSFER LIMITATIONS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities, and the Office of the State Board of Education, the following amounts to be expended according to the designated programs and expense classes, from the listed funds for the period July 1, 2017, through June 30, 2018:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. BOISE STATE UNIVERSITY:					
FROM:					
General Fund	$83,470,900	$8,983,600	$3,757,800		$96,212,300
Unrestricted Fund	80,951,900	17,589,100	0		98,541,000
TOTAL	$164,422,800	$26,572,700	$3,757,800		$194,753,300
II. IDAHO STATE UNIVERSITY:					
FROM:					
General Fund	$75,905,300	$661,000	$484,000		$77,050,300
Charitable Institutions Endowment Income Fund	1,478,400				1,478,400
Normal School Endowment Income Fund	2,131,200				2,131,200

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
Unrestricted Fund	39,055,900	26,762,500	5,219,400		71,037,800
TOTAL	$118,570,800	$27,423,500	$5,703,400		$151,697,700
III. UNIVERSITY OF IDAHO:					
FROM:					
General Fund	$79,656,600	$7,691,100	$3,633,400	$450,000	$91,431,100
Agricultural College Endowment Income Fund	923,500	65,400	358,700		1,347,600
Scientific School Endowment Income Fund	3,407,700		1,301,100		4,708,800
University Endowment Income Fund		3,005,900	1,036,900		4,042,800
Unrestricted Fund	47,937,200	27,878,700	639,300	0	76,455,200
TOTAL	$131,925,000	$38,641,100	$6,969,400	$450,000	$177,985,500
IV. LEWIS-CLARK STATE COLLEGE:					
FROM:					
General Fund	$14,737,300	$1,781,000	$775,400		$17,293,700
Normal School Endowment Income Fund		2,131,200			2,131,200
Unrestricted Fund	13,418,300	2,593,200	20,000		16,031,500
TOTAL	$28,155,600	$6,505,400	$795,400		$35,456,400
V. SYSTEMWIDE PROGRAMS:					
FROM:					
General Fund		$907,800		$4,158,000	$5,065,800
GRAND TOTAL	$443,074,200	$100,050,500	$17,226,000	$4,608,000	$564,958,700

SECTION 2. NON-GENERAL FUND REAPPROPRIATION AUTHORITY. There is hereby reappropriated to the State Board of Education and the Board of Regents of

the University of Idaho for College and Universities any unexpended and unencumbered balances of moneys categorized as dedicated funds appropriated or reappropriated for fiscal year 2017, to be used for nonrecurring expenditures, for the period July 1, 2017, through June 30, 2018.

SECTION 3. LEGISLATIVE INTENT. It is the intent of the Legislature that of the amount appropriated in Section 1, Subsection V., of this act, the following amounts may be used as follows: (1) An amount not to exceed $902,600 may be used by the Office of the State Board of Education for systemwide needs that benefit all of the four-year institutions including, but not limited to, projects to promote accountability and information transfer throughout the higher education system; and (2) An amount of approximately $1,960,500 may be used for the mission and goals of the Higher Education Research Council as outlined in State Board of Education Policy III.W., which includes awards for infrastructure, matching grants, and competitive grants through the Idaho Incubation Fund program.

SECTION 4. LEGISLATIVE INTENT. It is the intent of the Legislature that the President of the State Board of Education shall provide a written report to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education Committee on the implementation and effectiveness of the funding appropriated for the Complete College Idaho initiative. Reporting shall address appropriations in fiscal years 2015, 2016, and 2017. The board may use the measures of effectiveness submitted by the institutions in their budget requests or develop other measures as necessary to show the impact of funding for personnel and program on their comparative outcomes regarding course completion, degree attainment, and job placement. Reporting to the Legislature should occur no later than February 1, 2018, and shall be formatted in such a manner that allows consistent comparison within and between institutions.

SECTION 5. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. For fiscal year 2018, the State Board of Education and the Board of Regents of the University of Idaho for College and Universities is hereby exempted from the provisions of Section 67-3511(1), (2) and (3), Idaho Code, allowing unlimited transfers between object codes and between programs, for all moneys appropriated to it for the period July 1, 2017, through June 30, 2018. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

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SUBJECT

Community Colleges FY 2018 Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 294 (2017)

BACKGROUND/DISCUSSION

The Legislature makes an annual appropriation to the State Board of Education for community college support. The allocation to the colleges includes the current year (FY 2017) base allocation plus each college's respective share in any annual budget adjustments according to the normal budgeting process.

IMPACT

This action allocates the FY 2018 Community Colleges appropriation to the institutions. The funds allocated along with revenue generated from other non-appropriated sources will establish the operating budgets. The FY 2018 Allocation is shown on Tab 4c, page 3.

The FY 2018 appropriation includes ongoing base funding for health insurance increases, 3% ongoing Change in Employee Compensation (CEC) increases, and line item enhancements at College of Southern Idaho for Bridge-to-Success summer program and Eastern Idaho Math/English instruction; North Idaho College for Title IX Coordinator and Assistive Technology Coordinator; and College of Western Idaho for Student Success and Balance Funding.

ATTACHMENTS

Attachment 1 – FY 2018 CC Appropriations Allocation	Page 3
Attachment 2 – Statement of Purpose/Fiscal Note	Page 5
Attachment 3 – Appropriation Bill (H294)	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the FY 2018 Community College allocation.

BOARD ACTION

I move to approve the allocation of the FY 2018 appropriation for the College of Southern Idaho, College of Western Idaho and North Idaho College, as presented on Tab 4c, Page 3.

Moved by__________ Seconded by__________ Carried Yes_____ No_____

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Idaho Community Colleges
FY 2018 Appropriation Allocation - H 294
1-Mar-17

	General Educ Approp: JFAC Action	CSI	NIC	CWI	Total
1	FY 17 Total Appropriation				
2	General Funds	13,465,800	11,785,000	11,668,200	36,919,000
3	Dedicated Funds	200,000	200,000	200,000	600,000
4	Total FY17 Total Appropriation	13,665,800	11,985,000	11,868,200	37,519,000
5					
6	FY 18 Base				-
7	General Funds	13,465,800	11,782,000	11,668,200	36,916,000
8	Dedicated Funds	200,000	200,000	200,000	600,000
9	Total FY 18 Base	13,665,800	11,982,000	11,868,200	37,516,000
10					-
11	FY 18 Maintenance Items				
12	Benefit Cost Increases	123,800	121,100	78,500	323,400
13	Inflationary Cost Increases	-	-	-	-
14	Replacement Items	-	-	-	-
15	CEC: 3% ongoing	250,200	274,500	193,800	718,500
16	Enrollment Workload Adjustment	(434,200)	(416,200)	(443,200)	(1,293,600)
17		(60,200)	(20,600)	(170,900)	(251,700)
18	FY 18 Maintenance				-
19	General Funds	13,405,600	11,761,400	11,497,300	36,664,300
20	Dedicated Funds	200,000	200,000	200,000	600,000
21	Total FY 18 Maintenance	13,605,600	11,961,400	11,697,300	37,264,300
22					-
23	FY 18 Line Items				-
24	Bridge-to-Success Summer Program	133,800			133,800
25	Eastern Idaho Math/English Instruct.	132,200	-		132,200
26	Title IX Coordinator		90,400		90,400
27	Assistive Technology Coordinator		457,100		457,100
28	Student Success			279,500	279,500
29	Balance Funding			350,000	350,000
30	Enrollment Workload Restoration	434,200	416,200	443,200	1,293,600
31	Total Line Items	700,200	963,700	1,072,700	2,736,600
32					-
33	FY 18 Total Appropriation				-
34	General Funds	14,105,800	12,725,100	12,570,000	39,400,900
35	Dedicated Funds	200,000	200,000	200,000	600,000
36	FY 18 Total Appropriation	14,305,800	12,925,100	12,770,000	40,000,900
37					
38					
39	GF Change from FY 17 Total	4.8%	8.0%	7.7%	6.7%
40					
41	GF Appropriation Allocation				
42	PC	11,631,200	10,916,200	8,477,900	31,025,300
43	OE	1,867,200	1,803,900	3,955,400	7,626,500
44	CO	607,400	5,000	8,000	620,400
45	TB				0
46	Total General Funds	14,105,800	12,725,100	12,441,300	39,272,200

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STATEMENT OF PURPOSE

RS25538

This is the FY 2018 appropriation to Community Colleges in the amount of $40,000,900, including $39,400,900 from the General Fund and $600,000 from dedicated funds. This appropriation provides for increased cost of benefits, the equivalent of a 3% ongoing change in employee compensation, and a nondiscretionary adjustment for enrollment workload decreases. This appropriation includes seven line items.

Line item 3 provides funding to the College of Southern Idaho (CSI) for the Bridge to Success Summer Program.

Line item 4 provides funding to CSI to hire two dedicated faculty members for the CSI Outreach Center in Idaho Falls.

Line item 7 provides funding to North Idaho College (NIC) to hire a Title IX Coordinator to lead compliance efforts and conduct training.

Line item 8 provides funding to NIC for an assistive technology coordinator and make associated upgrades.

Line item 9 provides funding to the College of Western Idaho (CWI) to hire staff to advise existing students and provide outreach to special student populations.

Line item 10 provides funding to CWI to aid in average weighted credit equity with other community colleges.

Line item 12 provides funding to backfill the current and projected decreases in enrollment at the three community colleges. This funding would provide $434,200 to CSI, $443,200 to CWI, and $416,200 to NIC.

This appropriation results in an 6.7% increase from the General Fund and 6.6% from all funds.

The supplemental appropriation, in the amount of $1,200,000 one-time from the General Fund, is provided to the Community Colleges for the remainder of fiscal year 2017. The funding will enable the College of Southern Idaho to purchase Pristine Springs near Twin Falls from the Idaho Department of Water Resources. CSI utilizes the geothermal aquifer at Pristine Springs as a source of heat for buildings on the community college campus. The total purchase price for Pristine Springs is $2,400,000. CSI will match the appropriation, and upon payment, the Department of Water Resources will transfer the total purchase price ($2,400,000) to the General Fund.

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

	FTP	Gen	Ded	Fed	Total
FY 2017 Original Appropriation	0.00	36,919,000	600,000	0	37,519,000
1. Acquisition of Pristine Springs	0.00	1,200,000	0	0	1,200,000
FY 2017 Total Appropriation	0.00	38,119,000	600,000	0	38,719,000
Noncognizable Funds and Transfers	0.00	(70,000)	0	0	(70,000)
FY 2017 Estimated Expenditures	0.00	38,049,000	600,000	0	38,649,000
Removal of One-Time Expenditures	0.00	(1,203,000)	0	0	(1,203,000)
Base Adjustments	0.00	70,000	0	0	70,000
FY 2018 Base	0.00	36,916,000	600,000	0	37,516,000
Benefit Costs	0.00	323,400	0	0	323,400
Inflationary Adjustments	0.00	0	0	0	0
Replacement Items	0.00	0	0	0	0
Change in Employee Compensation	0.00	718,500	0	0	718,500
Nondiscretionary Adjustments	0.00	(1,293,600)	0	0	(1,293,600)
FY 2018 Program Maintenance	0.00	36,664,300	600,000	0	37,264,300
1. Positions and Fund Shifting	0.00	0	0	0	0
2. Center for Education Innovation	0.00	0	0	0	0
3. Summer Bridge to Success	0.00	133,800	0	0	133,800
4. Eastern Idaho Math/English Instructors	0.00	132,200	0	0	132,200
5. Dual Credit Academy Instructors	0.00	0	0	0	0
6. Summer Completion Initiative	0.00	0	0	0	0
7. Title IX Coordinator	0.00	90,400	0	0	90,400
8. Assistive Technology Coordinator	0.00	457,100	0	0	457,100
9. New Positions for Student Success	0.00	279,500	0	0	279,500
10. Balance Funding	0.00	350,000	0	0	350,000
12. Enrollment Workload Adjust. Restoration	0.00	1,293,600	0	0	1,293,600
FY 2018 Total	0.00	39,400,900	600,000	0	40,000,900
Chg from FY 2017 Orig Approp	0.00	2,481,900	0	0	2,481,900
% Chg from FY 2017 Orig Approp.		6.7%	0.0%		6.6%

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LEGISLATURE OF THE STATE OF IDAHO

Sixty-fourth Legislature First Regular Session - 2017

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 294

BY APPROPRIATIONS COMMITTEE

AN ACT

APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR 2018; EXEMPTING APPROPRIATION OBJECT AND PROGRAM TRANSFER LIMITATIONS; PROVIDING LEGISLATIVE INTENT FOR REPORTING RELATED TO THE COMPLETE COLLEGE IDAHO INITIATIVE; APPROPRIATING ADDITIONAL MONEYS TO COMMUNITY COLLEGES FOR FISCAL YEAR 2017; AND DECLARING AN EMERGENCY.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education for Community Colleges, the following amounts to be expended according to the designated programs and expense classes, from the listed funds for the period July 1, 2017, through June 30, 2018:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	TOTAL
I. COLLEGE OF SOUTHERN IDAHO:				
FROM:				
General Fund	$11,631,200	$1,867,200	$607,400	$14,105,800
Community College Fund	155,100	26,900	18,000	200,000
TOTAL	$11,786,300	$1,894,100	$625,400	$14,305,800
II. COLLEGE OF WESTERN IDAHO:				
FROM:				
General Fund	$8,606,600	$3,955,400	$8,000	$12,570,000
Community College Fund	0	200,000	0	200,000
TOTAL	$8,606,600	$4,155,400	$8,000	$12,770,000
III. NORTH IDAHO COLLEGE:				
FROM:				
General Fund	$10,916,200	$1,803,900	$5,000	$12,725,100

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	TOTAL
Community College Fund	122,200	52,800	25,000	200,000
TOTAL	$11,038,400	$1,856,700	$30,000	$12,925,100
GRAND TOTAL	$31,431,300	$7,906,200	$663,400	$40,000,900

SECTION 2. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. For fiscal year 2018, the State Board of Education for Community Colleges is hereby exempted from the provisions of Section 67-3511(1), (2) and (3), Idaho Code, allowing unlimited transfers between object codes and between programs, for all moneys appropriated to it for the period July 1, 2017, through June 30, 2018. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 3. LEGISLATIVE INTENT. It is the intent of the Legislature that the President of the State Board of Education shall provide a written report to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education Committee on the implementation and effectiveness of the funding appropriated for the Complete College Idaho initiative. Reporting shall address appropriations in fiscal years 2015, 2016, and 2017. The board may use the measures of effectiveness submitted by the institutions in their budget requests or develop other measures as necessary to show the impact of funding for personnel and programs on their comparative outcomes regarding course completion, degree attainment and job placement. Reporting to the Legislature should occur no later than February 1, 2018, and shall be formatted in such a manner that allows consistent comparison within and between institutions.

SECTION 4. In addition to the appropriation made in Section 1, Chapter 331, Laws of 2016, and any other appropriation provided for by law, there is hereby appropriated $1,200,000 from the General Fund to the State Board of Education for the College of Southern Idaho, to be expended for operating costs, for the period July 1,2016, through June 30, 2017.

SECTION 5. An emergency existing therefor, which emergency is hereby declared to exist, the provisions of Section 4 of this act shall be in full force and effect on and after passage and approval.

SUBJECT

Allocation of the State Division of Career Technical Education Appropriation.

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 295 (2017)

BACKGROUND

The Idaho Legislature appropriates funds for career technical education to the Division of Career Technical Education (CTE) in five designated programs: State Leadership and Technical Assistance, General Programs, Postsecondary Programs, Dedicated Programs, and Related Services. CTE requests approval of the allocation of the FY2018 appropriated funds detailed in Attachment 1.

DISCUSSION

The allocation is based on the increased level of funding in House Bill No. 295 and the provisions of the State Plan for Career Technical Education. The State General Fund reflects an overall increase of 4.0% from the original FY2017 appropriation. The Legislature funded a 3% change in employee compensation; employee benefit increases; maintenance level decreases in the statewide cost allocation for CTE and Eastern Idaho Technical College (EITC); $1.8 million in funds for capacity expansion of 11 specific programs at the 6 postsecondary technical colleges; $405,900 in one-time funding to purchase replacement equipment at the 6 technical colleges and CTE; $64,600 in ongoing funding to add a human resource position at EITC; $250,000 ongoing from the General Fund to expand adult basic education (ABE); an additional position and $449,600 from the General Fund to expand incentive funding opportunities to all secondary programs; $128,000 to align courses from secondary to postsecondary and $68,0000 to design online courses through Idaho Digital Learning Academy; $375,000 to fund a 5% increase in added cost funding for secondary CTE programs.

IMPACT

Establish FY2018 operating budget.

ATTACHMENTS

Attachment 1 – FY 2018 Allocation of Career Technical Education	Page 3
Attachment 2 – Statement of Purpose/Fiscal Note	Page 5
Attachment 3 – Appropriation Bill (H295)	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the allocation of the FY 2018 appropriation for CTE as detailed in Attachment 1.

BOARD ACTION

I move to approve the request from the Division of Career Technical Education for the allocation of the FY 2018 appropriation detailed in Attachment 1.

Moved by _______________ Seconded by ____________ Yes ____ No _____

IDAHO CAREER & TECHNICAL EDUCATION
Allocation of Idaho Career & Technical Education
FY 2018 Appropriation

	FY18 Allocation	FY17 Allocation
Program 01 (State Leadership and Technical Assistance)		
By Standard Class:		
Personnel Costs	$ 2,695,900	$ 2,314,600
Operating Expenses	463,900	375,200
Capital Outlay	23,100	11,700
Totals	$ 3,182,900	$ 2,701,500
By Source of Revenue:		
General Funds	$ 2,724,300	$ 2,230,300
One-time General Funds	98,400	111,400
Federal Funds	360,200	350,800
One-time Federal Funds	-	9,000.00
Totals	$ 3,182,900	$ 2,701,500
Program 02 (General Programs)		
By Major Program Area:		
Secondary Added Cost	$ 7,875,000	$ 7,500,000
Professional-Technical Schools	4,825,800	4,825,789
General Programs Leadership	1,534,800	1,658,411
Carl D. Perkins Federal Grant	6,221,900	6,210,600
Hazardous Materials Training	67,800	67,800
Skillstack Maintenance	15,000	0
Totals	$ 20,525,300	$ 20,262,600
By Source of Revenue		
General Funds	$ 14,024,600	$ 13,984,200
One-time General Funds	196,000	$ -
Federal Funds	6,221,900	6,204,500
One-time Federal Funds	0	6,100
Dedicated Funds	67,800	67,800
Miscellaneous Revenue	15,000	0
Totals	$ 20,525,300	$ 20,262,600
Program 03 (Postsecondary Programs)		
By Technical College:		
College of Southern Idaho	$ 7,127,900	$ 6,942,875
College of Western Idaho	9,138,400	8,082,323
Eastern Idaho Technical College	7,796,700	7,508,678
Idaho State University	12,104,000	11,859,935
Lewis-Clark State College	4,888,400	4,964,056
North Idaho College	5,456,500	5,106,033
Totals	$ 46,511,900	$ 44,463,900
By Source of Revenue:		
General Funds	$ 45,495,500	$ 42,809,000
One-time General Funds	1,016,400	1,654,900
Totals	$ 46,511,900	$ 44,463,900

IDAHO CAREER & TECHNICAL EDUCATION
Allocation of Idaho Career & Technical Education
FY 2018 Appropriation

	FY18 Allocation	FY17 Allocation
Program 04 (Dedicated Programs)		
By Major Program:		
Agriculture and Natural Resources	325,000	650,000
Incentive Based Funding	300,000	-
Displaced Homemaker Program	170,000	170,000
Totals	$ 795,000	$ 820,000
By Source of Revenue:		
General Funds	$ 625,000	$ 325,000
Dedicated Funds	170,000	495,000
Totals	$ 795,000	$ 820,000
Program 05 (Related Services)		
By Standard Class:		
Personnel Costs	$ 151,400	$ 391,300
Operating Expenses	323,500	195,000
Trustee Payments	3,264,900	3,014,900
Totals	$ 3,739,800	$ 3,601,200
By Source of Revenue:		
General Funds	$ 1,191,800	$ 938,500
One-time General Funds	0	4,300
Federal Funds	2,244,100	2,242,000
One-time Federal Funds	0	1,300
Dedicated Funds	0	140,000
Miscellaneous Revenue	300,000	267,400
One-time Miscellaneous Revenue	3,900	7,700
Totals	$ 3,739,800	$ 3,601,200
By Source of Revenue:		
General Funds	$ 64,061,200	$ 60,287,000
One-time General Funds	1,310,800	1,770,600
Federal Funds	8,826,200	8,797,300
One-time Federal Funds	0	16,400
Dedicated Funds	237,800	702,800
Miscellaneous Revenue	315,000	267,400
One-time Miscellaneous Revenue	3,900	7,700
Totals	$ 74,754,900	$ 71,849,200

STATEMENT OF PURPOSE

RS25542

This is the FY 2018 appropriation to the Division of Career-Technical Education in the amount of $74,754,900. This appropriation includes an increase for benefit costs of $478,800, a decrease for statewide cost allocation of $6,600, and an ongoing 3% merit-based increase in employee compensation for permanent employees to be distributed at the discretion of the agency director and institutional presidents. This appropriation also includes $405,900 one-time from the General Fund for replacement items at the six technical colleges and in the state leadership and technical assistance program. There are eleven line items in this appropriation.

Line item 1 provides 14.50 FTP and $1,878,200 ongoing from the General Fund to expand postsecondary capacity at eleven postsecondary CTE programs throughout the state and alleviate program waiting lists. Line item 3 provides 1.00 FTP and $64,600 ongoing from the General Fund to add a human resource position at Eastern Idaho Technical College responsible for developing policy, procedures, trainings, and other HR related matters. Line item 4 provides $250,000 ongoing from the General Fund to expand adult basic education (ABE). Line item 5 provides 1.00 FTP and $449,600 from the General Fund to expand the Secondary Incentive Program and increase course offerings. Line item 6 provides $196,000 one-time from the General Fund to align secondary and postsecondary programs and create new online course options for students. Line item 7 provides a transfer of 3.00 FTP and $411,800 ongoing from dedicated funds from the Related Services Program to the Division of Human Resources (DHR). Line item 8 provides $15,000 ongoing from the Miscellaneous Revenue Fund to enable the division to spend annual user fees collected from schools to pay for the maintenance of the Skillstack(R) Micro-Certification. Line item 9 provides $300,000 ongoing from the Miscellaneous Revenue Fund for operating expenditures so that the division can use registration fees collected for a CTE professional development conference held each summer. Line item 11 provides $375,000 ongoing from the General Fund for professional development, additional equipment and supplies, and extended CTE contracts. Line item 12 provides for a decrease of $325,000 ongoing to reduce the appropriation from the Quality Program Standards Incentive Fund and Agriculture and Natural Resources Education Program Fund. Line item 13 provides for the transfer of 3.0 FTP and $334,600 ongoing from General Programs to State Leadership and Technical Assistance Program. This line item does not appropriate any new moneys, but transfers moneys already in the budget.

Totals for this appropriation include 582.96 FTP, $65,372,000 from the General Fund, $556,700 of dedicated funds, and $8,826,200 of federal funds, for a total of $74,754,900. This appropriation includes carry over authority of dedicated and federal funds and provides exceptions to budget laws that will allow transfers between object codes for the Post-Secondary Program only. Consistent with other higher education budgets, there is no FTP cap.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2017 Original Appropriation	563.46	62,057,600	977,900	8,813,700	71,849,200
Reappropriation	0.00	0	841,200	5,469,200	6,310,400
1. Addl Career and Tech Student Org Mgrs	4.00	0	0	0	0
2. CTE Teacher Education	2.00	0	0	0	0
3. Transfer Funds to State Leadership	0.00	0	0	0	0
FY 2017 Total Appropriation	569.46	62,057,600	1,819,100	14,282,900	78,159,600
Noncognizable Funds and Transfers	(4.10)	0	0	0	0
FY 2017 Estimated Expenditures	565.36	62,057,600	1,819,100	14,282,900	78,159,600
Removal of One-Time Expenditures	0.00	(1,770,600)	(848,900)	(5,485,600)	(8,105,100)
Base Adjustments	4.10	0	0	0	0
FY 2018 Base	569.46	60,287,000	970,200	8,797,300	70,054,500
Benefit Costs	0.00	466,500	2,600	9,700	478,800
Replacement Items	0.00	405,900	0	0	405,900
Statewide Cost Allocation	0.00	(6,600)	0	0	(6,600)
Annualizations	(2.00)	0	0	0	0
Change in Employee Compensation	0.00	1,001,400	5,700	19,200	1,026,300
FY 2018 Program Maintenance	567.46	62,154,200	978,500	8,826,200	71,958,900
1. Postsecondary Capacity Expansion	14.50	1,878,200	0	0	1,878,200
2. Industry Partner	0.00	0	0	0	0
3. EITC Human Resource Position	1.00	64,600	0	0	64,600
4. Expand Adult Basic Education	0.00	250,000	0	0	250,000
5. Expand Secondary Education Incentive Prgm	1.00	449,600	0	0	449,600
6. Alignment and Creation of Courses	0.00	196,000	0	0	196,000
7. Transfer CPM and Health Matters to DHR	(3.00)	0	(411,800)	0	(411,800)
8. Skillstack Micro-Certification	0.00	0	15,000	0	15,000
9. Professional Development Conference	0.00	0	300,000	0	300,000
10. EITC Finance Director	0.00	0	0	0	0
11. Added Cost Funding Increase	0.00	375,000	0	0	375,000
12. Remove Fixed Appropriation for Ded Funds	0.00	0	(325,000)	0	(325,000)
13. Transfer for Staff Centralization	2.00	0	0	0	0
Cybersecurity Insurance	0.00	4,400	0	0	4,400
Budget Law Exceptions	0.00	0	0	0	0
FY 2018 Total	582.96	65,372,000	556,700	8,826,200	74,754,900
Chg from FY 2017 Orig Approp	19.50	3,314,400	(421,200)	12,500	2,905,700
% Chg from FY 2017 Orig Approp.	3.5%	5.3%	(43.1%)	0.1%	4.0%

Contact:

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LEGISLATURE OF THE STATE OF IDAHO
Sixty-fourth Legislature First Regular Session - 2017

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 295

BY APPROPRIATIONS COMMITTEE

AN ACT

APPROPRIATING MONEYS TO THE DIVISION OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2018; EXEMPTING APPROPRIATION OBJECT TRANSFER LIMITATIONS FOR THE POSTSECONDARY PROGRAM; AND PROVIDING NON-GENERAL FUND REAPPROPRIATION FOR FISCAL YEAR 2017.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the Division of Career Technical Education, the following amounts to be expended according to the designated programs and expense classes, from the listed funds for the period July 1, 2017, through June 30, 2018:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. STATE LEADERSHIP & TECHNICAL ASSISTANCE:					
FROM:					
General Fund	$2,391,700	$407,900	$23,100		$2,822,700
Federal Grant Fund	304,200	56,000	0		360,200
TOTAL	$2,695,900	$463,900	$23,100		$3,182,900
II. GENERAL PROGRAMS:					
FROM:					
General Fund		$396,000		$13,824,600	$14,220,600
Hazardous Materials/Waste Enforcement Fund				67,800	67,800
Miscellaneous Revenue Fund				15,000	15,000
Federal Grant Fund	$452,900	74,800		5,694,200	6,221,900
TOTAL	$452,900	$470,800		$19,601,600	$20,525,300

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
III. POSTSECONDARY PROGRAMS:					
FROM:					
General Fund	$41,688,500	$3,567,400	$1,015,500	$240,500	$46,511,900
IV. DEDICATED PROGRAMS:					
FROM:					
General Fund				$625,000	$625,000
Displaced Homemaker Fund				170,000	170,000
TOTAL				$795,000	$795,000
V. RELATED SERVICES:					
FROM:					
General Fund	$95,200	$5,700		$1,090,900	$1,191,800
Miscellaneous Revenue Fund	3,900	300,000			303,900
Federal Grant Fund	52,300	17,800		2,174,000	2,244,100
TOTAL	$151,400	$323,500		$3,264,900	$3,739,800
GRAND TOTAL	$44,988,700	$4,825,600	$1,038,600	$23,902,000	$74,754,900

SECTION 2. EXEMPTIONS FROM OBJECT TRANSFER LIMITATIONS. For fiscal year 2018, the Division of Career Technical Education, Postsecondary Program, is hereby exempted from the provisions of Section 67-3511(1) and (3), Idaho Code, allowing unlimited transfers between object codes, for all moneys appropriated to it for the period July 1, 2017, through June 30, 2018. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 3. NON-GENERAL FUND REAPPROPRIATION AUTHORITY. There is hereby reappropriated to the Division of Career Technical Education, any unexpended and unencumbered balances of moneys categorized as dedicated funds and federal funds as appropriated for fiscal year 2017, to be used for nonrecurring expenditures, for the period July 1, 2017, through June 30, 2018.

SUBJECT

FY 2019 Budget Development Process (Line Items)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Policy, Section V.B.1.

BACKGROUND/ DISCUSSION

Idaho State Board of Education (Board)-approved budget requests for FY 2019 must be submitted to the executive and legislative branches [Division of Financial Management (DFM) and Legislative Services Office (LSO)] on September 1, 2017. To meet this annual deadline, the Board has established a process for developing institutional requests. The first step is the approval of line item request guidelines at the April Board meeting. The institutions then use these guidelines to develop line item requests which are evaluated by the Board at its June meeting. The final budget request, including line items and maintenance of current operations (MCO) items, is then approved in August. As indicated, budget requests are developed in two parts as directed by the DFM/LSO Budget Development Manual: MCO items and line items. The Board's budget request guidelines focus on the development of line item requests, but additional information on MCO and other types of requests is provided below.

MCO requests are calculated using state budget guidelines and Board policy. A MCO request includes funding for Change in Employee Compensation (CEC), health insurance cost increases, inflationary increases for operating expenses (including utilities), and central state agency cost areas (Treasurer, Controller, etc.). These items are calculated using rates established by DFM. Other MCO items include replacement capital (i.e. equipment), and external non-discretionary adjustments such as health education program contract adjustments. Replacement capital requests take into account equipment depreciation schedules, and institutions may request one-time replacement capital in General Funds based on the B-7 Replacement Capital form. A MCO budget is considered the minimum to maintain operations, while line items are requests for new or expanded programs, occupancy costs, and other initiatives deemed important by the Board, institution/agency, Legislature or Governor.

The capital building budget request is a separate, parallel process which flows through the Division of Public Works (DPW) and the Permanent Building Fund Advisory Council (PBFAC), with funding provided from the Permanent Building Fund. Agencies and institutions seek funding for major capital projects and major Alteration and Repair (A&R) maintenance projects through that process.

FY2019 Line Item request guidelines. The following guidelines apply to the college/university line item requests for FY2019. These guidelines are elective in nature for the community colleges and the Division of Career Technical Education (CTE), though all institutions and agencies under the governance of the Board will face similar challenges for additional resources in FY2019. In its submission to DFM, the Board will support no more than two line item requests for FY2019, with a combined dollar value cap of 5% of the requesting institution's FY2018 General Fund appropriation. This is the same guidance issued for the FY2018 budget request. There are no restrictions or special instructions for FY2019 requests related to occupancy costs or Permanent Building Fund capital project and A&R requests. Line item requests should be clearly and precisely defined and should follow the instructions and formats provided in the Budget Development Manual. When a line item contains multiple elements, those elements should be prioritized to make them "scalable" in the event only partial funding is made available for a line item. Draft line item requests from Board institutions/agencies are due along with agenda item materials for the June 2017 Board meeting. Final review and approval of line items is expected to take place at the August 2017 Board meeting.

Report on "Complete College Idaho" (CCI) appropriations. The college/universities (and the community colleges) will again be required to report on the implementation and effectiveness of CCI appropriations received in FY2015, FY2016, and FY2017. A consolidated report will be provided not later than February 1, 2018 by the President of the Board to the Joint Finance-Appropriations Committee (JFAC), the Senate Education Committee, and the House Education Committee. Detailed instructions on compiling the information for the CCI report will be disseminated to institutions in the coming months.

IMPACT

The line item request guidelines proposed above will provide a model that has been used successfully by institutions to obtain State funding to support key initiatives in support of the Board's strategic goals. The model is flexible and can facilitate fine-tuning of individual requests to accommodate the fiscal realities which evolve over the course of the planning cycle and the upcoming Legislative session. The line item request process will complement the parallel budget planning activities related to facilities/infrastructure, endowment funds, student tuition/fees, and the MCO process.

STAFF COMMENTS AND RECOMMENDATIONS

Staff anticipates that one or more system-wide budget requests may emerge for FY2019 as a result of the work of the Governor's Higher Education Task Force. Potential recommendations may include Outcomes-Based Funding (OBF) proposals, enhancements to scholarship programs, changes to Advanced Opportunity programs, and/or other initiatives. Discussions with the Governor's Office and Legislature indicate that no Enrollment Workload Adjustment (EWA) is anticipated for the FY2019 budget request. The college/university two line item, 5% of General Fund cap enables institutions to carry out budget planning on how new state funding could best be used to meet the Board's strategic goals, whether the channel for new funding is an OBF approach or a line item approach.

Staff recommends approval.

BOARD ACTION

I move to direct the college and universities to limit Fiscal Year 2019 budget line items requests to those which will measurably support implementation of the Board's strategic plan. Institutions may request up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2018 total General Fund appropriation. Any requests for occupancy costs will not count towards the two line item limit or the 5% cap.

Moved by____________ Seconded by_______________ Carried Yes____ No____

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SUBJECT

FY 2018 Idaho Opportunity Scholarship Educational Costs

REFERENCE

December 2013	The Idaho State Board of Education (Board) set the maximum award amount, student contribution amount, and cost of attendance for FY2015
December 2014	The Board increased the maximum award amount for FY2015
April 2015	The Board set the FY2016 maximum award amount, expected family contribution and educational cost.
April 2016	The Board set the FY2017 maximum award amount, expected family contribution and educational cost.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-4303, Idaho Opportunity Scholarship
IDAPA 08.01.13, Rules Governing the Opportunity Scholarship

BACKGROUND/ DISCUSSION

The intent of the Idaho Opportunity Scholarship is to: (i) provide financial resources to Idaho students who are economically disadvantaged; (ii) close the gap between the estimated cost of attending an eligible Idaho postsecondary institution and the expected student and family contribution toward such educational costs; and (iii) encourage the educational development of such students in eligible Idaho postsecondary institutions.

In 2014-15 $4,916,579 was disbursed to 1,465 scholarship recipients with an average award amount of $3,440. In 2015-2016 $5,146,248 was distributed to 1,868 scholarship recipients with an average award amount of $2,881. In 2016-2017 $9,868,532 was distributed to 3,454 scholarship recipients with an average award amount of $2,857. Currently, 5,229 eligible students have applied for the scholarship for 2017-18, and there is approximately $10.3 million in funding available.

Idaho Administrative Code, IDAPA 08.01.13.03 (Rules Governing the Opportunity Scholarship) requires the Board to annually set: (1) the educational costs for attending an eligible Idaho postsecondary institution; and (2) the amount of the assigned student responsibility (i.e. eligible students are expected to share in the cost of their education and will be required to contribute an amount determined by the Board).

The educational cost may include student tuition, fees, book and other necessary education expenses. The standard educational cost for FY 2015 award determination purposes was $18,600 for the 4-year institutions and $12,700 for the 2-year institutions. In FY 2016, pursuant to IDAPA 08.01.13 these amounts were set for each institution and were based on the institution's published educational cost for fulltime undergraduate students attending two semesters per year.

While not required by statute or rule, the Board has historically set a maximum award in order to increase the number of awardees. The maximum award amount for FY 2015 was $3,750 and $3,000 in FY 2016 and FY 2017. The majority of full-year student recipients were eligible for the maximum $3,000 award. The actual award amount cannot exceed the actual cost of tuition to the student.

Individual student award amounts are calculated based on the education cost for the institution the student attends, the student contribution amount, other scholarships and financial aid the student receives, actual tuition costs and the maximum award amount. As an example, based on the proposed amounts, if a student attends the University of Idaho with a set educational cost of $20,640, the Opportunity Scholarship award amount would be calculated as follows:

	Student A	Student B
Educations Cost	$20,640	$20,640
Student Contribution	$3,000	$3,000
Other scholarships and financial aid	$10,000	$15,000
Total Remaining	$7,640	$2,640
Eligible Award Amount	$3,500	$2,640

The actual award amount for each student may be further adjusted based on how other scholarships and financial aid are required to be applied and the actual amount charged to the student. Payments are made directly to the institution on the students behalf.

IMPACT

Setting the educational cost and student contribution amounts fulfills the Board's responsibilities under administrative rule. Combined with setting the award cap, this action will enable Board staff to begin processing applications and making award determinations for FY 2018.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the FY 2018 educational cost for the Opportunity scholarship award formula to be set for each public institution as follows:

$20,640 for students attending University of Idaho
$19,424 for students attending Boise State University
$20,179 for students attending Idaho State University
$17,362 for students attending Lewis-Clark State College
$13,458 for students attending College of Southern Idaho

$13,152 for students attending College of Western Idaho
$14,754 for students attending North Idaho College
$16,230 for students attending Eastern Idaho Technical College

Staff recommends the FY2018 educational cost for the Opportunity scholarship award formula to be set at $19,401 for students attending eligible Idaho private, not-for-profit postsecondary institutions (as defined in Idaho Code §33-4303(2)(b)). Pursuant to administrative rule, this amount is the average of the amount set for the four public 4-year institutions.

Staff recommends that the FY2018 student contribution be set at $3,000 for students attending either 4-year institutions or 2-year institutions, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution. Setting the student contribution amount at $3,000 equally balances the maximum state contribution with the required student contribution.

Staff recommends approval of the Opportunity Scholarship maximum award in the amount of $3,500 per year [note: while the maximum potential award from the state would increase to $3,500 per year, the required student contribution would remain at the current level of $3,000 per year, as described in the paragraph above].

BOARD ACTION

I move to set the FY2018 educational cost for the Opportunity scholarship award not to exceed the following amounts:

1. $20,640 for students attending University of Idaho
2. $19,424 for students attending Boise State University
3. $20,179 for students attending Idaho State University
4. $17,362 for students attending Lewis-Clark State College
5. $13,458 for students attending College of Southern Idaho
6. $13,152 for students attending College of Western Idaho
7. $14,754 for students attending North Idaho College
8. $16,230 for students attending Eastern Idaho Technical College

Moved by__________ Seconded by__________ Carried Yes_______ No______

AND

I move to approve the Opportunity Scholarship maximum award in the amount of $3,500 per year.

Moved by__________ Seconded by__________ Carried Yes_______ No______

AND

I move to approve the FY17 student contribution be set at $3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Moved by__________ Seconded by__________ Carried Yes_______ No______

IDAHO STATE UNIVERSITY

SUBJECT

Approval of the Memorandum of Understanding between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) for Institutional Review Board (IRB) services.

REFERENCE

February 2016	Idaho State Board of Education (Board) approved Collaborative Affiliation Agreement.
August 2016	Board approved execution of Ground Lease for ICOM to build its medical education building on the ISU Meridian campus.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I. 6.b.

BACKGROUND / DISCUSSION

On February 25, 2016, in a special meeting of the Board, Idaho State University (ISU) was authorized to execute the Collaborative Affiliation Agreement between ISU and the Idaho College of Osteopathic Medicine (ICOM) for the creation of a college of osteopathic medicine on the ISU-Meridian campus. The Collaborative Affiliation Agreement provides for the execution of a lease between the parties for an initial period of forty (40) years, with the opportunity to extend the lease for two (2) additional ten (10) year periods. Under the terms of the Ground Lease Agreement between ISU and ICOM, ICOM will lease 2.8 acres from ISU on which to build its school and related improvements.

ISU and ICOM would like to enter into a Memorandum of Understanding which states the parties intend that ISU will provide IRB services to ICOM for human subject research activities. If approved, ISU and ICOM will negotiate the complete terms and conditions in an IRB Authorization Agreement that will be presented at a future Board meeting.

IMPACT

ICOM will pay ISU for IRB services at a rate to be negotiated. At this time, it is unknown how many and what type of protocols will be submitted. However, it is possible that providing these IRB services to ICOM may entail additional ISU personnel to accommodate the increased workload.

ATTACHMENTS

Attachment 1 – IRB MOU Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board approval of the proposed MOU between ISU and ICOM will provide documentation to accreditors and other stakeholders that the Board supports negotiation of an agreement which, if subsequently approved by the Board, would provide IRB support to ICOM through ISU personnel/resources.

Staff recommends approval.

BOARD ACTION

I move to authorize Idaho State University to enter into the Institution Review Board MOU with the Idaho College of Osteopathic Medicine as presented in Attachment 1, and to authorize ISU to proceed with negotiations on an IRB Authorization Agreement.

Moved by____________ Seconded by_____________ Carried Yes____ No____

Memorandum of Understanding Between

IDAHO STATE UNIVERSITY
and
IDAHO COLLEGE OF OSTEOPATHIC MEDICINE

This Memorandum of Understanding (MOU) is entered into by and between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) as of 15, March 2017 (Effective Date).

WHEREAS, ISU owns certain real property located at the ISU-Meridian Health Science Center, 1311 E. Central Drive, Meridian, ID 83642;

WHEREAS, ICOM is a private company created by its organizers for the purpose of creating and operating a private accredited college of osteopathic medicine in the State of Idaho;

WHEREAS, the parties entered into a Collaborative Affiliation Agreement on February 26, 2016 and a Ground Lease on September 15, 2016;

NOW, THEREFORE, ISU and ICOM hereby agree as follows:

1. To facilitate the continued collaboration between ISU and ICOM, to clarify oversight responsibility for collaborative research, and to provide for the efficient review of collaborative protocols, ICOM wishes to authorize the ISU Institutional Review Board (IRB) to be its IRB for approval and continued oversight of its human subject research.
2. The parties agree that they will work together to develop an IRB Authorization Agreement, which will set forth the responsibilities of each party as well as other terms and conditions necessary to complete the agreement.
3. This MOU embodies the entire agreement and understanding of the parties with regard to the subject matter herein and supersedes all prior understandings.
4. This MOU shall not be modified except in writing signed by the parties.

IN WITNESS WHEREOF, ISU and ICOM have executed this MOU as of the Effective Date.

IDAHO STATE UNIVERSITY	IDAHO COLLEGE OF OSTEOPATHIC MEDICINE, LLC
BY: ______________________________	BY: ______________________________
NAME: Arthur C. Vailas, President	NAME: ___________________________
DATE: ____________________________	DATE: ____________________________

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UNIVERSITY OF IDAHO

SUBJECT

Lease of medical education space for University of Idaho (UI) WWAMI (Washington, Wyoming, Alaska, Montana and Idaho) regional medical education training program.

REFERENCE

April 2014	Idaho State Board of Education (Board) received WWAMI report including curriculum changes and use of Pullman, WA facilities.
April 2015	Board received update on WWAMI curriculum changes and use of Pullman, WA facilities.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2.e

BACKGROUND/DISCUSSION

To meet expanded student and program responsibility for the UI's WWAMI medical education program, the UI has already repurposed or remodeled existing UI facilities in Moscow. However, some specialized medical education facilities currently provided to UI by Washington State University (WSU) at Pullman, WA will, as of 2019, no longer be available to UI as WSU develops its own medical school in Spokane. Consequently, UI must acquire an anatomy lab along with supporting medical student and faculty space required for delivery of the specialized laboratory training needed to meet WWAMI's program obligations for UI medical students in Moscow. UI has determined that collaborating with Gritman Medical Center and utilizing approximately half of the third floor of their newly constructed medical service building near UI's existing WWAMI building is and is preferable because it will reduce UI's expected construction time and costs to provide such specialized space on the UI campus. This location also creates substantial program advantages due to synergies between WWAMI and Gritman as well as its location in Gritman's expanding regional medical campus that adjoins the UI campus in downtown Moscow.

IMPACT

Existing and expected WWAMI program budget allocations will be used to cover rent and facility operating costs for the terms of the proposed lease. The proposed agreement establishes a rental rate that covers the $2.9 million expense for Gritman to finish highly specialized anatomy laboratory space along with teaching space required for this essential medical education experience. The initial lease term is ten years, but may be renewed by UI at established renewal rates. UI may terminate the lease early and cease its base rent and operating cost expenses, but in the unlikely event of early lease termination, UI will be required to reimburse the landlord for the specialized tenant improvements provided by Gritman at lease commencement. In addition to rent, UI is also responsible for metered utility expenses, janitorial, and some allocated building expenses. This project is critical to providing facilities needed for medical education and is separate and distinct from other WWAMI capital construction projects.

ATTACHMENTS

Attachment 1 – Draft Lease Agreement Page 3
Attachment 2—Current and Proposed WWAMI Facilities in Moscow Page 265

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.2.e. requires Board approval for leases which exceed five years or when lease costs will exceed one million dollars. Both criteria apply to the initial term of the proposed UI-Gritman lease. The proposed actions will support the recommendations of the Board's Medical Education Committee and ongoing Health Education Plan initiatives from the Governor and Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to enter into a lease agreement with Gritman Medical Park, LLC in substantive conformance with the agreement provided as Attachment 1; and further to authorize the Vice President for Infrastructure for the University of Idaho to execute all necessary transaction documents for leasing this facility.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

LEASE AGREEMENT
UNIVERSITY OF IDAHO

THIS LEASE AGREEMENT ("**Lease**"), dated as of the ___ day of _________, 2017 ("**Effective Date**"), by and between the Board of Regents of the University of Idaho, a state educational institution and body politic organized and existing under the constitution and laws of the State of Idaho (the "**Lessee**"), and Gritman Medical Park, LLC, an Idaho limited liability company (the "**Lessor**"). Lessee and Lessor each as a "**Party**" and collectively the "**Parties**" to this Lease. Lessor and Lessee agree as follows:

1. Leased Premises. Lessee does hereby lease from Lessor, upon the terms and conditions set forth below, approximately 8230 square feet as depicted on <u>Exhibit A</u> (the "**Leased Premises**") and located at 803 South Main Street, Moscow, Idaho (collectively, the real property and all improvements thereon being the "**Facility**"), together with all equipment, fixtures and furnishings located on the Leased Premises as of the Commencement Date, including without limitation, the equipment, fixtures and furnishings described on <u>Exhibit B</u> ("**Leased Fixtures**"). If suite number is not indicated upon execution Lessor shall provide an addendum to this Lease to identify the suite number once such suite number is determinable.

2. Common Areas. In addition, Lessor shall make available at all times during the Term of this Lease such Common Areas as Lessor, in Lessor's sole and exclusive discretion, shall from time to time deem appropriate. For purposes of this Lease, the "**Common Areas**" means the land and improvements which at the time in question have been designated by Lessor for common use by or for the benefit of one or more lessees, including without limitation, any land and improvements utilized as parking areas, passenger and delivery loading areas, sidewalks and driveways, interior corridors, stairways, elevators, restrooms and such other common areas as may be designated from time to time by the Lessor. All Common Areas shall be subject to reasonable rules and regulations for the use thereof as prescribed from time to time by Lessor.

3. Term. This Lease shall be in effect for the term commencing _________, 2017 (the "**Commencement Date**") until 11:59 p.m., _______, 2027 (the "**Initial Term**"). Lessee shall have the right and option ("**Renewal Option**") to extend this Lease for four (4) additional five (5) year terms beyond the expiration of the Initial Term (each, a "**Renewal Term**") upon the terms and conditions set forth in this Lease. The Initial Term, as extended by any Renewal Term, shall constitute the "**Term**" of this Lease. Lessee may exercise Lessee's Renewal Option by providing at least one hundred and eighty (180) days' Notice to Lessor prior to the expiration of the Initial Term or the then current Renewal Term, as applicable, and only if Lessee at the time of exercise and at the beginning of the subsequent Renewal Term is not in default beyond any period provided by this Lease for curing the default.

In the event the Commencement Date cannot be determined upon the date this Lease is executed, the Parties agree that the Commencement Date will be added through an addendum executed by both Parties and will be the date upon which Lessee takes possession of the Leased Premises.

4. Rent.

4.1 Rent. Beginning on the Commencement Date Lessee shall pay to Lessor as annual base rent for the Leased Premises the amount set forth in Section 4.2, which shall be calculated by multiplying **$12** per square foot of space multiplied by the total rentable square feet (as identified in Section 1) of the Leased Premises ("**Base Rent**"). Base Rent shall be paid in advance on each anniversary of the Commencement Date throughout the Term of the Lease. All Base Rent, all Additional Rent (as defined below) and all other amounts to be paid by Lessee to Lessor under this

Lease shall be paid in lawful money of the United States of America and shall be paid without deduction or offset, prior notice or demand, at such place as may be designated from time to time by Lessor. Unless otherwise provided in writing by Lessor or this Lease, there shall be no abatement for any reason of the Base Rent or any other amounts payable by Lessee to Lessor under this Lease. Lessor and Lessee agree and acknowledge that Base Rent has been calculated based on an agreed upon lease rate for the Leased Premises but does not include those additionally specified costs relating to buildout of the Leased Fixtures as specified in Exhibit B ("**Leased Fixture Cost**"), or certain ongoing operating costs which are explicitly listed herein. All such additional amounts identified in Section 4.5, which pursuant to this Lease are to be paid by Lessee to Lessor in addition to the Base Rent, shall be considered "**Additional Rent**" for all purposes under this Lease and shall be included in the reference to "**Rent**."

4.2 Base Rent, Common Area Maintenance Expense, and Leased Fixture Cost Schedule for Initial and Renewal Terms. Beginning on the Commencement Date and on each anniversary thereof during the Initial Term, Base Rent, Common Area Maintenance Expense and Leased Fixture Cost shall be paid by Lessee to Lessor in accordance with the following table:

Year	Annual Common Area Maintenance Expense	Annual Base Rent	Annual Leased Fixture Cost
1	$12,345	$98,760	$428,998
2	$12,592	$100,735	$128,998
3	$12,844	$102,750	$128,998
4	$13,101	$104,805	$128,998
5	$13,363	$106,901	$128,998
6	$13,630	$109,039	$128,998
7	$13,902	$111,220	$128,998
8	$14,181	$113,444	$128,998
9	$14,464	$115,713	$128,998
10	$14,753	$118,027	$128,998

In the event that Lessee exercises one or more Renewal Options provided herein, the Base Rent and Common Area Maintenance Expense payable during each Renewal Term shall be in accordance with the following table:

Year	Annual Common Area Maintenance Expense	Annual Base Rent	Annual Leased Fixture Cost
11	$15,048	$120,388	$128,998
12	$15,349	$122,795	$128,998
13	$15,656	$125,251	$128,998
14	$15,970	$127,756	$128,998
15	$16,289	$130,311	$128,998
16	$16,615	$132,917	$128,998
17	$16,947	$135,575	$128,998
18	$17,286	$138,287	$128,998
19	$17,632	$141,053	$128,998
20	$17,984	$143,874	$128,998
21	$18,344	$146,751	$128,998
22	$18,711	$149,686	$128,998
23	$19,085	$152,680	$128,998
24	$19,467	$155,734	$128,998
25	$19,856	$158,848	$128,998
26	$20,253	$162,025	$128,998
27	$20,658	$165,266	$128,998
28	$21,072	$168,571	$128,998
29	$21,493	$171,942	$128,998
30	$21,923	$175,381	$128,998

4.3 Early Termination:

A. Upon no less than one year's prior written notice to Lessor, Lessee shall have the unilateral right to terminate this Lease and all rights and obligations of this lease shall terminate on the date that is one year after Lessee's notice of early termination (the "**Early Termination Date**"), except for those rights and obligations that survive termination as specifically provided herein. However, no less than thirty days prior to such Early Termination Date, Lessee shall pay Lessor any unpaid amounts from the Leased Fixture Costs for the entire Term remaining unpaid as of the Early Termination Date as shown in the table in Section 4.2, including, for the avoidance of doubt, the unpaid Leased Fixture Costs for all Renewal Terms, whether any Renewal Option has been exercised or not. So long as Lessee provides the notice required in this paragraph to terminate this Lease early, Lessee will not be responsible for paying any rent, except any remaining unpaid amounts of Leased Fixture Costs for the entire Term, for a time period extending beyond the Early Termination Date as provided herein; provided however, that if Lessee finds a tenant who enters into a replacement lease for the Leased Premises for the same or greater Rent for the entire remaining Term of this Lease, including all Renewal Terms, whether any Renewal Option has been exercised or not, Lessee shall have no obligation to pay remaining Leased Fixture Costs. Any new tenant identified by Lessee shall be subject to Lessor's prior written consent in each instance, which shall not be unreasonably withheld. Any new tenant and replacement lease is contingent upon the space retaining its medical character and the replacement tenant being sufficiently creditworthy to satisfy the obligations of the replacement lease. Any attempt to replace Lessee with a replacement tenant without the prior written consent of Lessor shall be wholly null and void.

B. In the event Lessee terminates this Lease prior to the end of the Initial Term without giving the notice required in Section 4.3(A), Lessee's duty to pay rent will continue as provided in this Lease and the other terms of this paragraph will apply. Lessor shall mitigate by seeking a qualified lessee to occupy the Leased Premises and to maintain the space's medical character. Lessor will give full consideration to any qualified lessee identified by Lessee as a potential new tenant; provided that any new tenant and replacement lease is contingent upon the space retaining its medical character and the replacement tenant being sufficiently creditworthy to satisfy the obligations of the replacement lease. Lessee shall pay any rent outstanding in accordance with the terms of this Lease. Upon the execution of a lease with a subsequent lessee, Lessee's obligation to pay future rent shall be reduced by the amount of rent payable by the subsequent lessee, as determined in the subsequent lease. Lessor shall not unreasonably reject subsequent lessees that maintain a medical related business. Lessee shall reimburse Lessor for all reasonable expenses Lessor incurs as a result of seeking a subsequent lessee.

4.4 Late Charge. If any sum becomes owing to Lessor under this Lease or if any Rent is not paid within twenty (20) days after the due date, such Rent shall accrue interest from the date due at the rate of eighteen percent (18%) per annum or the maximum rate allowable under applicable law, whichever is less.

4.5 Additional Rent. In addition to the Base Rent under this Lease, Lessee shall be responsible for those costs and expenses incurred by Lessor with respect to the Leased Premises as set forth in this Lease, including, (i) taxes as described in Section 6, (ii) insurance as described in Section 17.2, (iii) Lessor's costs to maintain Common Areas including but not limited to custodial services for shared hallways and bathrooms, elevator maintenance, exterior window cleaning, grounds keeping, parking lot maintenance and snow removal (the "**Common Area Maintenance Expenses**") in the amounts set forth in Section 4.2, and (iv) Leased Fixture Costs as established above in Sections 4.1 and 4.2. Lessor and Lessee agree that as of the Commencement Date, Lessee's prorata share for purposes of calculating Additional Rent for item (ii) is **18.5%** ("**Lessee's Prorata Share**"), representing the ratio that the rentable area of the Leased Premises bears to the total rentable area of Facility.

5. Utilities. Lessee shall be solely responsible for and shall promptly pay all charges when due for utilities furnished at the Leased Premises during the Term of this Lease, including, but not limited to electricity, gas, telephone, water, sewer and garbage services (including Hazardous Material removal). Lessor shall furnish such amounts and types of utilities and janitorial services to the Common Areas as Lessor shall at any given time deem appropriate for the operation and maintenance of the Common Areas.

6. Taxes. Lessee may be exempt by law from real and personal property taxes and shall only pay to Lessor as Additional Rent those taxes lawfully applicable to Lessee's use of the Leased Premises, Lessee's use of Lessor's personal property located upon the Leased Premises or Common Area, or Lessee's ownership of property located on the Leased Premises (if any). Lessee shall provide to Lessor or directly to the taxing jurisdiction verification, if requested, to confirm Lessee's tax exempt status. Nothing contained herein shall be construed to require Lessee to pay any estate, gift, inheritance or net income tax of Lessor. If any such lawfully applicable taxes on Lessee's real or personal property or trade fixtures located on the Leased Premises, Lessee's use of the Leased Premises, or Lessee's use of Lessor's personal property located upon the Leased Premises or Common Area are levied against Lessor or the Facility, Lessor shall have the right to pay such levy or assessment. Lessee shall, upon demand, as the case may be, repay Lessor the lawfully applicable taxes so levied, assessed or paid by Lessor which are directly attributable to Lessee's occupancy of the Leased Premises, Lessee's use of Lessor's personal property located upon the Leased Premises or Common Area, or Lessee's ownership of property located on the Leased Premises. Lessee shall promptly pay within thirty (30) days of receipt of an invoice from Lessor, any taxes lawfully applicable to Lessee's use of the Leased Premises, Lessee's use of Lessor's personal property located upon the Leased Premises or Common Area, or Lessee's ownership of property located on the Leased Premises.

7. Acceptance; Maintenance and Repairs. Leased Premises are built to suit Lessee's specifications, as provided in Exhibit B. Lessee has not had an opportunity to inspect the Leased Premises at the time of execution of this Lease. In the event Lessor does not comply with Lessee's specifications in Exhibit B, Lessee shall provide notice of such deficiency to Lessor. Upon receipt of notice Lessor shall remedy the deficiency within thirty (30) days. If Lessor is unable to remedy the deficiency, Lessor may elect to terminate this Lease at no cost to Lessee. Any Lessee requested modifications to Lessee's specifications in Exhibit B subsequent to the execution of this Lease require Lessor's written consent and Lessee shall pay for such modifications. Lessor grants to Lessee the quiet use and enjoyment of the Leased Premises for all purposes permitted under this Lease.

7.1 Maintenance and Repair by Lessee. Lessee agrees at all times during the Term of this Lease, at Lessee's sole expense, to keep and maintain the Leased Premises in good and clean condition and repair, including without limitation, the Leased Fixtures, and at the termination of this Lease, to surrender the Leased Premises and the Leased Fixtures to Lessor in as good condition as when delivered to Lessee, ordinary wear and tear resulting from careful and reasonable use excepted.

7.2 Maintenance and Repair by Lessor. Subject to Section 7.1, Lessor shall repair and maintain the Facility including the Common Areas, plumbing systems, heating and air conditioning, elevators, electrical systems, window cleaning, and snow removal at the Facility. Lessor shall not be liable for any failure to make any repairs or to perform any maintenance unless such failure shall persist for an unreasonable time after Notice of the need for such repairs or maintenance is given to Lessor by Lessee. Lessor shall make reasonable efforts to repair or perform maintenance as required within 10 days after receiving such Notice. There shall be no abatement of Rent and no liability of Lessor by reason of any injury to or interference with Lessee's business arising from the making of any repairs, alterations or improvements in or to any portion therein. Lessor shall, except to the extent prevented by practical impossibility, and except as otherwise provided herein, keep HVAC systems, glass, plumbing, and electrical systems, the foundation roof and roof membrane, roof drainage systems, and structural elements of the Leased Premises and Facility in good repair, order and condition, reasonable wear and tear expected. All repairs contemplated in this Section 7.2 shall be the sole responsibility of the Lessor, without right to reimbursement from Lessee. Lessor shall be solely responsible to meet all ADA (American with Disabilities Act) requirements in the Facility at Lessor's sole cost and expense, including parking, structure, sidewalks, walkways, stripping, point of entry, curbs, van accessible parking, ramps, driveways, etc.

8. Use of Premises. The Facility (of which the Leased Premises is part) shall be used and occupied by Lessee to support all aspects of Lessee's education, research and outreach functions as a public educational institution, inclusive of all aspects of the WWAMI medical education program, which Lessee participates in, and which is provided under the auspices of the University of Idaho. Lessee shall not do or permit anything to be done on the Leased Premises which will in any way obstruct or interfere with the rights of other Lessees or occupants of the Leased Premises or injure them or allow the Leased Premises to be used for any improper, immoral, or unlawful purpose, nor shall Lessee cause, maintain or permit any nuisance on the Leased Premises. The Parties agree that normal use of the Leased Premises, for the purpose herein described, does not obstruct or interfere with other occupants or Lessees of the Facility, and that it does not constitute an improper, immoral, or unlawful purpose.

9. Compliance with Environmental Laws. From the date of occupancy, both Parties represent, warrant, and covenant to the other Party that:

A. Each Party shall remain in compliance with all applicable laws, ordinances, and regulations (including consent decrees and administrative orders) relating to public health and safety and protection of the environment, including those statutes, laws, regulations, and ordinances identified in subparagraph (B), all as amended and modified from time, to time. All governmental permits relating to the use or operation of the Facility, Common Areas, or Leased Premises required by applicable environmental laws are and will remain in effect, and each Party will comply with them.

B. For the purpose of this Section 9, the term "**Hazardous Material**" includes, without limitation, any flammable explosives, radioactive materials, hazardous materials, hazardous wastes, hazardous or toxic substances, or related materials defined in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended (42 U.S.C. §9601 et seq.), the Hazardous Materials Transportation Act, as amended (49 U S.C. § 1801 et seq.), the Resource Conservation and Recovery Act of 1976, as amended (42 U.S.C. § 6901 et. seq.), and in the regulations adopted and publications promulgated pursuant to them, or any other federal, state, or local environmental laws, ordinances, rules, or regulations now enacted or enacted after this date (collectively, the "**Environmental Laws**").

C. Neither Party will permit to occur any release, generation, manufacture, storage, treatment, transportation, use, or disposal of Hazardous Material in a way that is contrary to law, on, in, under, or from the Facility, Common Areas or Leased Premises, and if any hazardous material is found on the Facility, Common Areas, or Leased Premises which is a result of either Party's operations, the Party responsible for such Hazardous Material at its own cost and expense, will immediately take such action as is necessary to detain the spread of and remove the Hazardous Material to the complete satisfaction of the appropriate government authorities, and, in the case of Hazardous Materials from Lessee's operations, to the satisfaction of Lessor as well.

D. Each Party responsible for Hazardous Material in the Facility, Common Areas or Leased Premises will indemnify and hold harmless the other Party and its employees, agents, officers, and directors from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs, or expenses of any kind or nature, known or unknown, contingent or otherwise, rising out of or in any way related to the acts and omissions of the responsible Party, its officers, directors, employees, agents, contractors, subcontractors, sublessees, and invitees with respect to (1) the generation, manufacture, operations involving, transport, treatment, storage, handling, production, processing, disposal, release, or threatened release of any Hazardous Materials which are on, from or affecting the Facility, Common Areas, or Leased Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such Hazardous Materials; (3) any lawsuit brought or threatened, settlement reached, or governmental order relating to such Hazardous Materials, and (4) violations of laws, order, regulations, requirements, or demands of governmental authorities or any reasonable policies or requirements of Lessor, which are based upon or in any way related to such Hazardous Material including, without limitation, attorney and consultant fees, investigation and laboratory fees, court costs, and litigation expenses. This indemnification will survive this Lease. Lessee's indemnification herein is subject to the limitations and provisions in the Idaho Tort Claims Act.

10. Alterations and Additions.

10.1 Lessor's Consent. Lessee shall not make any alterations or additions to the Leased Premises nor make any contract therefor, including fixtures or other improvements to the Leased

Premises ("**Improvements**") during the Term of this Lease, without Lessor's written consent being first obtained, which consent shall not be unreasonably withheld. Upon receipt of written request from Lessee for alteration or addition to the Leased Premises Lessor shall provide written response within fifteen (15) days.

10.2 Improvements. If such Improvements are approved by Lessor, any such Improvements shall be the Lessee's financial responsibility and satisfy the following requirements:

(a) work shall proceed upon (i) Lessor's written approval of Lessee's contractor, (ii) delivery to Lessor of certificates of insurance prior to commencement of work in the Leased Premises indicating that Lessee's contractor carries public liability and property damage insurance under a comprehensive liability insurance policy covering bodily injury in the amounts of One Million Dollars ($1,000,000) per person and One Million Dollars ($1,000,000) per occurrence and covering property damage in the amount of One Million Dollars ($1,000,000), and (iii) Lessor's written approval of plans and specifications for such work.

(b) All work shall be done in conformity with a valid building permit when required, a copy of which shall be furnished to Lessor before such work is commenced, and in any case, all such work shall be performed in a good and workmanlike manner and in compliance with all requirements of applicable governmental authorities and of the insurers of the Facility. Notwithstanding any failure by Lessor to object to any such work, Lessor shall have no responsibility for Lessee's failure to meet all applicable regulations.

(c) Lessee or Lessee's contractor shall coordinate the work through Lessor's representative so as to minimize disruption to other lessees. For purposes of this section, Lessor's representative is Gritman Engineering Director.

(d) Lessee shall promptly reimburse Lessor upon demand for any extra expense incurred by the Lessor by reason of faulty work done by Lessee or its contractor, or by reason of any delays caused by such work, or by reason of inadequate clean-up.

(e) Lessee shall indemnify and hold Lessor harmless from any loss, cost or expense, including attorneys' fees and costs, incurred by Lessor as a result of any defects in design, materials or workmanship resulting from Lessee's alterations, additions or improvements to the Leased Premises for any claims made during the Term of this Lease.

10.3 Ownership. Any and all Improvements to the Leased Premises and fixtures placed thereon by Lessee during the Term of the Lease or any renewal period shall be and become the property of Lessor, except that Lessee shall have the right to remove Lessee's trade fixtures at Lessee's expense at the end of the Term, provided that any and all damage caused by such removal shall be promptly repaired by Lessee.

11. Signage. Subject to (i) Lessor's prior written approval as to the size and location of such proposed signage, and (ii) applicable laws, ordinances, or other restrictions, Lessee shall be permitted to install, at Lessee's sole expense, identifying signage on or within the Leased Premises and adjacent to Lessee's suite. No other signage shall be permitted without the Lessor's prior written consent. Signage as provided in Exhibit C is approved by Lessor and no further approval is required.

12. Lessor's Right of Entry. Upon provision of notice to Lessee not less than twenty four (24) hours in advance, Lessor and the authorized representatives of Lessor may enter the Leased Premises at all reasonable times for the purpose of exhibiting the same to interested third parties and, during the final six (6) months of the Term (or before earlier termination by Lessee) of this Lease, may exhibit and show the Leased Premises for lease and may advertise the same in such manner as shall not unreasonably interfere with Lessee's business. Lessee hereby grants to Lessor such licenses or easements in and over the Leased Premises or any portion thereof as shall be reasonably required for the installation or maintenance of mains, conduits, pipes or other facilities to serve the Leased Premises or Facility. Subject to the notice provision in this section, Lessor and its agents shall have free access to the Leased Premises during all reasonable hours for the purpose of examining the same to ascertain if they are in good repair, and to make reasonable repairs which Lessor may be allowed to make hereunder. Lessor may enter the Leased Premises without notice in the event of a perceived emergency when Lessee is not available to consent.

13. Damage and Destruction.

13.1 Damage and Restoration. If either the Leased Premises is damaged or destroyed to the extent that Lessor reasonably determines that it cannot, with reasonable diligence, be fully repaired or restored by Lessor within ninety (90) days after the date of such damage or destruction, either Lessor or Lessee may terminate this Lease. Lessor shall notify Lessee of any such determination in writing, within thirty (30) days after the date of such damage or destruction. If Lessor so determines that the Leased Premises can be fully repaired or restored within the ninety (90) day period, or if Lessor so determines to the contrary but neither Party terminates this Lease, then this Lease shall remain in full force and effect and Lessor shall diligently repair or rebuild the Leased Premises to return such improvements to the condition in which it/they existed immediately prior to such damage or destruction, as soon as possible and within the maximum period of ninety (90) days, if applicable.

13.2 Rent Abatement. During any period of reconstruction or repair of the Leased Premises, Lessee shall continue the operation of its business in the Leased Premises to the extent reasonably practicable. Rent due and payable hereunder shall be abated proportionately during any period in which, by reason of any such damage or destruction to the Leased Premises, the operation of Lessee’s business in the Leased Premises experiences substantial interference, and that continuation of all or part of Lessee’s business in the Leased Premises is not practical pending reconstruction. In such event, the Rent payable hereunder, or an equitable proportion thereof in the event Lessee continues to conduct business in the Leased Premises, shall abate from the date of damage or destruction until Lessee is able to conduct its full business operations in the Leased Premises.

14. Eminent Domain.

14.1 Condemnation. If any portion of the Leased Premises is acquired or condemned by eminent domain or inversely condemned or sold in lieu of condemnation, for any public or quasi-public use or purpose (“**Condemned**”), then this Lease shall automatically terminate as of the date of title vesting in such proceeding or conveyance in lieu of any proceeding, and Rent shall be prorated to the date of such termination.

14.2 Award. Any award for any taking of all or any part of the Leased Premises under the power of eminent domain shall be the sole property of Lessor, whether such award shall be made as compensation for diminution in value of the leasehold or for the taking of the fee; provided, however, that Lessee shall be entitled to any amounts specifically awarded to it for the taking of its personal property or trade fixtures so long as any award given to Lessee does not lessen the recovery or award allocable to Lessor.

15. Subordination; Attornment; Estoppel.

15.1 Subordination. This Lease, at Lessor's option, shall be subject and subordinate to all ground or underlying leases which now exist or may hereafter be executed affecting the Leased Premises or Facility, and to the lien of any mortgage or deeds of trust in any amount whatsoever which now exist or may hereafter be placed upon the Leased Premises or the underlying land (Facility) or Lessor's interest therein, and to all advances on the security thereof, and all extensions, modifications, consolidations, renewals and replacements thereof. This provision shall be self-operative without the necessity of the execution and delivery of any further instruments on the part of Lessee to effectuate such subordination; provided, however, that so long as the Lessee shall not be in default under the terms of this Lease, the Lease shall not be terminated nor shall any of the Lessee's rights, benefits, and obligations under said Lease be disturbed by such lender or ground Lessor in the exercise of its rights under the mortgage, deed of trust or ground lease. If any mortgagee, trustee, or ground Lessor shall elect to have this Lease prior to the lien of its mortgage, deed of trust or ground lease, and shall give written notice thereof to Lessee, this Lease shall be deemed prior to such mortgage, deed of trust or ground lease, whether this Lease is dated prior to or subsequent to the date of said mortgage, deed of trust, or ground lease or the date of the recording thereof.

A. Lessee covenants and agrees to execute and deliver upon demand without charge therefor, such reasonable acknowledgements required by Lessor or Lessor's lender to subordinate this Lease to the lien of any such mortgages or deeds of trust as may be required, so long as such subordination does not disturb the rights of Lessee provided by the existing terms of this Lease and the obligations and benefits of this Lease, if ever released by Lessor, are assumed by the lender or lender's assign (so long as the Lessee shall not be in default under the terms of this Lease).

B. Notwithstanding anything in this Lease to the contrary, this Lease is subject and subordinate to all covenants, conditions, restrictions, and easements affecting the Leased Premises shown in the attached Exhibit D. Additional covenants, conditions, restrictions and easements may be imposed on the Leased Premises at any time as a result of acts by governmental entities or utilities. Lessor shall not be liable to Lessee for any injury arising from such subsequent acts or from the Lessor's amendment of the documents referenced within this Section 15.1(B). Lessee shall not do or omit to do any act, nor shall Lessor be required to do any act, which constitutes, or which may constitute, a default under or a violation of such covenants, conditions, restrictions and easements on the part of Lessor.

15.2 Attornment. In the event any mortgagee, beneficiary or other purchaser at a foreclosure sale acquires title to the Leased Premises, or in the event any ground Lessor causes Lessor's interest in the Leased Premises to be terminated and succeeds to Lessor's interest in the Leased Premises, Lessee shall attorn to such mortgagee, beneficiary, purchaser or ground Lessor and recognize such as Lessor under this Lease, provided such mortgagee, beneficiary, purchaser or ground Lessor agrees in writing to accept Lessee and to be bound by the terms of this Lease. In the event of a sale or conveyance by Lessor of Lessor's interest in the Leased Premises or in the Facility other than a transfer for security purposes only, Lessor shall be relieved from and after the date specified in any such notice of transfer of all obligations and liabilities accruing on the part of Lessor, provided that any funds in the hands of Lessor at the time of transfer in which Lessee has an interest, shall be delivered to the successor of Lessor. This Lease shall not be affected by any such sale and Lessee agrees to attorn to the purchaser or assignee. **Estoppel.** Lessee shall at any time upon not less than ten business days prior Notice from Lessor execute, acknowledge and deliver to Lessor a statement in writing (a) certifying that this Lease is unmodified and in full force and effect (or, if modified, stating the nature of such modification and certifying that this Lease, as so modified, is in full force and effect) and the date to which the Rent and other charges are paid in advance, if any, and (b) acknowledging that there are not, to Lessee's knowledge, any uncured defaults on the part of Lessor hereunder, or specifying such defaults if they are claimed, and (c) acknowledging and certifying such other and further facts in connection with this Lease as may be reasonably requested by Lessor or a prospective purchaser or lender of the Facility or any part thereof. Any such statement may be conclusively relied upon by any prospective purchaser, lien holder, or encumbrancer of the Leased Premises or Facility.

16. Indemnification; Waiver of Liability.

16.1 Indemnification. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, Lessee shall indemnify and hold Lessor harmless against and from any and all claims arising from Lessee’s use of the Leased Premises, from any activity by Lessee in or about the Leased Premises or any activity permitted or suffered by Lessee in or about the Leased Premises, from any negligent or intentional act or omission on the part of Lessee or Lessee’s agents, contractors, or employees, and from all costs, attorneys' fees, expenses and liabilities incurred in any such claim and that arise as a direct result of and which are caused by Lessee’s possession, operations or performance under this Lease. This indemnification does not apply when such claims, damages, and liabilities are the result of negligent or willful acts, errors, omissions, or fault on the part of Lessor, its agents, contractors, employees or assigns, or when the claim or suit is made against Lessor by Lessee or the State of Idaho or any of its agencies claiming through or under the Lessee. Lessee’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 Limits, which amount is Lessee’s limit of liability under the Idaho Tort Claims Act.

Lessor shall indemnify and hold Lessee harmless from and against any and all claims arising from Lessor’s use of the Facility, from any activity by Lessor in or about the Facility or any activity permitted or suffered by Lessor in or about the Facility, from any negligent or intentional act or omission on the part of Lessor or Lessor’s agents, contractors, or employees, and from all costs, attorneys' fees, expenses and liabilities incurred in any such claim and that arise as a direct result of and which are caused by Lessor’s possession, operations or performance under this Lease. This indemnification does not apply when such claims, damages, and liabilities are the result of negligent or willful acts, errors, omissions, or fault on the part of Lessee or its agents, contractors, employees or assigns, or when the claim or suit is made against Lessee by Lessor.

16.2 Waiver of Liability. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, Lessee, as a material part of the consideration to Lessor, hereby assumes all risk of damage to property or injury to persons in, upon or about the Leased Premises arising from any cause and Lessee hereby waives all claims in respect thereof against Lessor except for any acts of negligence by Lessor, Lessor’s agent or Lessor’s invitee while on the Leased Premises. Except as provided herein, Lessor shall not be liable for injury to Lessee’s business or loss of income therefrom or for damage which may be sustained by the person, goods, wares, merchandise or property of Lessee, its employees, invitees, customers, agents or contractors or any other person in or about the Leased Premises caused by or resulting from fire, steam, electricity, gas, ice, snow, water or rain, which may leak or flow from or into any part of the Leased Premises, or from the breakage, leakage, obstruction or other defects of the pipes, sprinklers, wires, appliances, plumbing, air conditioning or lighting fixtures of the same, whether the said damage or injury results from conditions arising upon the Leased Premises or upon other portions of the Facility, or from other sources or places and regardless of whether the cause of such damage or injury or the means of repairing the same is inaccessible to Lessee. Except for acts by Lessor or Lessor’s agent which are intentional or negligent , Lessee agrees to look solely to Lessor’s estate and property in the

Facility, or the proceeds thereof, including any insurance proceeds, for the satisfaction of Lessee's remedies for the collection of a judgment or other judicial process requiring the payment of money by Lessor in the event of any default by Lessor, and no other property or assets of Lessor shall be subject to levy, execution or other enforcement procedure for the satisfaction of Lessee's claims.

17. Insurance.

17.1 Liability Insurance. Lessee shall either obtain the insurance Lessee deems advisable, or Lessee shall be deemed to self-insure subject to the limits of liability of the Idaho Tort Claims Act. Lessee waives all rights on insurance purchased by Lessor.

17.2 Fire and Extended Coverage Insurance. The following provisions shall apply with regards to Fire and Extended Coverage insurance.

A. Lessor shall procure and maintain during the Term of this Lease, Fire, and Extended Coverage Insurance on the Facility and other improvements in amounts as may from time to time be determined by Lessor ("**Lessor's Insurance**"), and the cost thereof, together with the cost of any other insurance carried by Lessor in connection with the Facility and the operation thereof, shall be included Additional Rent. Lessee shall promptly pay within thirty (30) days of receipt of an invoice from Lessor, Lessee's Prorata Share of Landlord's Insurance as set forth in the received invoice.

B. Lessee shall pay for all increases in Landlord's Insurance premiums caused by Lessee's use or occupancy of the Leased Premises, acts of negligence, or violation of the policy's provisions.

C. Lessee shall at all times during the Term hereof, and at its cost and expense, maintain in effect policies of insurance covering its personal property, fixtures and equipment located on the Leased Premises, in an amount not less than their actual cash value from time to time during the Term of this Lease, providing protection against any peril included within the classification Fire and Extended Coverage, together with insurance against vandalism and malicious mischief. Lessee shall be responsible, at its own costs and expense, to acquire its own business interruption insurance due to casualty damage to the Leased Premises. Lessor shall have no obligation to repair or replace any of Lessee's personal property, fixtures or equipment.

17.3 Waiver of Subrogation. Any policy or policies of insurance, which either Party obtains in connection with the Facility or Leased Premises, or Lessee's personal property therein, shall include a clause or endorsement denying the insurer any rights of subrogation against the other Party to the extent rights have been waived by the insured prior to the occurrence of injury or loss. Lessor and Lessee waive any rights of recovery against the other for damage or loss due to hazards covered by insurance containing such a waiver of subrogation clause or endorsement to the extent of the damage or loss covered thereby. Notwithstanding anything to the contrary contained in this Section or elsewhere in this Lease, neither Party shall be deemed to have released or waived any claim against the other for damages to property within the deductible amount of such Party's insurance policy, which deductible amount shall not exceed Five Thousand Dollars ($5,000), whether or not at any time the actual deductible is greater than that amount.

17.4 Forms and Policies. All insurance required to be carried by Lessee shall be on forms and with loss payable clauses satisfactory to Lessor naming Lessor and Lessee as insured as their interest may appear. No such policy shall be cancelable (or coverage reduced) except after thirty (30) days' written notice to Lessor or ten (10) days written notice for non-payment of premium. All such policies shall be written as primary policies, not contributing with and not in excess of coverage which

Lessor may carry. Lessee shall at least ten (10) ten days prior to the expiration of such policies furnish Lessor with renewals or "binders" thereof, or Lessor may order such insurance and charge the costs thereof to Lessee, which amount shall be payable by Lessee upon demand. Lessee shall have the right to provide such insurance coverage pursuant to blanket policies obtained by Lessee provided such blanket expressly afford coverage to the Leased Premises and to the Lessee as required by this Lease.

18. Default and Breach. Time is of the essence of this Lease. A failure by either Party to perform any of the provisions of this Lease shall be an event of default and breach of this Lease. In the event that either Party should fail or refuse to observe, comply with, or perform any term or condition of this Lease on their part to be observed, complied with or performed, then the other Party shall, at its sole option, have, in addition to all other rights and remedies proved at law and in equity, the right either to terminate this Lease, upon the terms and conditions contained below. Before the non-breaching Party shall be entitled to terminate this Lease for either failure to pay the Rent as stated in this Lease, or failure to comply with any provision of this Lease, it shall first give the breaching Party thirty (30) days prior Notice of default. It shall set forth in such Notice of default, with reasonable specificity, the nature of the default or defaults on the part of the breaching Party. Such Notice of default shall comply with the Notice provisions set forth in Section 19. In the event that the breaching Party should cure the default or defaults within thirty (30) days, the non-breaching Party shall not have the right to terminate this Lease. Otherwise, the non-breaching Party shall have the right, at the expiration of the said thirty (30) day period, to terminate this Lease without the necessity of providing any further Notice to the other Party.

19. Notices. All notices and other communications ("**Notices**") must be in writing and may be delivered (a) in person, with the date of notice being the date of personal delivery, (b) by United States Mail, postage prepaid for certified or registered mail, return receipt requested, with the date of notice being the date of the postmark on the return receipt, (c) by e-mail, with confirmation of sending of the e-mail and a copy of the e-mail deposited on the same day in the United States Mail, with the date of notice being the date of the e-mail, (d) by nationally recognized delivery service such as Federal Express, with the date of notice being the date of delivery as shown on the confirmation provided by the delivery service. Notices shall be addressed to the following addresses, or such other address as one Party shall provide the other Party:

If to Lessor:	Gritman Medical Park, LLC Attn: Kara Besst 700 South Main Street Moscow, ID 83843
If to Lessee:	University of Idaho Attn: Vice President for Infrastructure 875 Perimeter Dr MS 3162 Moscow ID 83844-3162

20. No Smoking Facility. Lessee acknowledges that the Facility has been designated by Lessor as a "No Smoking" Area/Facility and Lessee agrees to timely enforce such restriction with respect to his or her or its employees, contractors, agents, invitees and anyone who occupies or enters the Leased Premises.

21. Assignment.

21.1 By Lessee. Lessee shall not (voluntarily or involuntarily, whether by merger, consolidation, dissolution, operation of law, or any other manner) assign, license, transfer, mortgage or otherwise encumber all or any part of Lessee's interest in this Lease or in the Leased Premises, and shall not sublet or assign all or any part of the Leased Premises, without the prior written consent of Lessor in each instance, such consent to not be unreasonably withheld or delayed. Any assignment is contingent upon the space retaining its medical character. Any attempted assignment, transfer, mortgage, encumbrance or subletting without such consent shall be wholly null and void. No such assignment or subletting shall relieve Lessee of any liability under this Lease. Consent to any such assignment or subletting by Lessor shall not operate as a waiver of the necessity for a consent to any subsequent assignment or subletting, and the terms of such consent shall be binding upon any person holding by, under or through Lessee.

21.2 By Lessor. Lessor shall have the right to sell, assign, transfer, convey, or mortgage its interest in this Lease and in and to the Leased Premises or the fee parcel. Any such sale, assignment, transfer, conveyance, or mortgage shall not result in the disruption of Lessee's quiet enjoyment of the Leased Premises and any such sale, assignment, transfer, conveyance, or mortgage shall be subject to the terms of this Lease. Lessor may sell all or any portion of Lessor's interest in and to the Leased Premises or fee parcel, and may otherwise assign and transfer this Lease. Any assignee or successor-in-interest shall assume all obligations of Lessor under this Lease, and thereupon Lessor shall be relieved of all liabilities and obligations hereunder.

22. Miscellaneous Provisions.

22.1 Binding Effect. This Lease shall inure to the benefit of and shall be binding upon the Parties and their respective successors and assigns.

22.2 Severability. Each covenant, agreement and provision of this Lease shall be construed to be a separate covenant, agreement and provision. If any covenant, agreement or provision of this Lease or the application thereof to any person or circumstance shall to any extent be invalid or unenforceable, the remainder of this Lease, or the application of such covenant, agreement or provision to any person or circumstances other than those as to which such covenant, agreement or provision is invalid or unenforceable, shall not be affected thereby and each covenant, agreement and provision of this Lease shall be valid and enforceable to the extent permitted by law, except in the event where the invalidation would cause significant harm to either Party in which event the harmed Party may terminate this Lease upon ninety (90) days written notice to the other Party and where the Parties are unable to amend the invalidated provision to the satisfaction of both Parties. Significant harm is defined as any invalidation which would undermine a party's purpose for entering into this Lease, including, but not limited to, the defined use of the Leased Premises.

22.3 Waiver. No waiver of any covenant, condition or provision of this Lease, including this one, shall be deemed valid unless made in writing and executed by Lessor. No waiver of any covenant or condition of this Lease by Lessor shall be deemed to imply or constitute a further waiver of the same covenant or condition or of any other covenant or condition of this Lease. Whenever in this Lease Lessor reserves or is given the right and power to give or withhold its consent to any action on the part of Lessee, such right and power shall not be exhausted by the exercise on one or more occasions, but shall be a continuing right and power for the entire Term.

22.4 Attorneys' Fees. If a dispute arises as to whether either Party is in breach of this Lease, the substantially prevailing Party shall be awarded reasonable attorney fees and costs in any suit, action or proceeding, including without limitation trial, arbitration, mediation, or appeal, as awarded by the court, arbiter or mediator.

22.5 Relationship. The sole purpose of this Agreement is to establish a lessor/lessee relationship between the Parties. There is no relationship of employer-employee, principal-agent, joint venture or partnership established by this Agreement. There are no intended or incidental third party beneficiaries of this Agreement.

22.6 Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Idaho. In the event of a dispute, appropriate venue for resolution of that dispute shall be in Latah County, Idaho.

22.7 Regulatory Requirements. Lessor and Lessee will operate at all times in compliance with federal, state, and local law, rules and regulations. Lessee will comply with the policies, rules and regulations of Lessor, applicable accrediting standards, and the current community standard of care. Each Party has made reasonable efforts to confirm that the execution of this Agreement does not violate applicable law. The Parties enter into this Agreement with the intent of conducting their relationship in full compliance with applicable state, federal, and local law, including without limitation, Medicare/Medicaid anti-fraud and abuse provisions. The Parties' rights and obligations under this Lease are not conditioned on the volume or value of referrals or other business generated between the Parties, and nothing in this Lease shall require either Party to refer business to the other Party. In the event either Party determines that this Lease would violate any applicable law or regulation or subject either Party to fines, penalties, or other adverse action by a government agency, the Parties shall immediately attempt in good faith to renegotiate the terms of this Lease to resolve any such concerns. If such concerns cannot be resolved, either Party shall have the right to immediately terminate the Lease by giving Notice to the other Party.

22.8 Construction. The language in all parts of this Agreement shall, in all cases, be construed simply according to its fair meaning and not more favorably toward either Party.

22.9 Proper Authorization. If Lessee is a corporation, each individual executing this Lease on behalf of said corporation represents and warrants that he is duly authorized to execute and deliver this Lease on behalf of said corporation in accordance with a duly adopted resolution of the Board of Directors of said corporation or in accordance with the Bylaws of said corporation, and that this Lease is binding upon said corporation in accordance with its terms. If Lessee is a corporation, Lessee shall prior to or concurrently with the execution of this Lease, deliver to Lessor a certified copy of meeting minutes of the Board of Directors of said corporation authorizing or ratifying the execution of this Lease.

22.10 Entire Agreement. This instrument along with any exhibits and attachments hereto constitutes the entire agreement between Lessor and Lessee relative to the Premises and this Agreement and the exhibits and attachments may be altered, amended or revoked only by an instrument in writing signed by both Lessor and Lessee. It is understood that there are no oral agreement or representations between the Parties hereto affecting this Lease, and this Lease supersedes and cancels any and all previous negotiations, representations between the Parties hereto affecting this Lease, and this Lease supersedes and cancels any and all previous negotiations, arrangements, brochures, agreement or representations and understanding, if any, between the Parties hereto or displayed by Lessor to Lessee with respect to the subject matter thereof, and none thereof shall be used to interpret or construe this Lease. There are no other representations or warranties between the Parties or the Parties and their agents or representatives and all reliance with respect to representations is solely upon the representations and agreement contained in this document.

22.11 Counterparts. This Lease may be executed in any number of counterparts and by different Parties hereto in separate counterparts, each of which when so executed shall be deemed to be an original and all of which taken together shall constitute but one and the same agreement. Delivery of an executed counterpart of this Lease by facsimile shall be equally as effective as delivery of a manually executed counterpart.

22.12 Nondiscrimination and Affirmative Action. Lessor and Lessee shall not discriminate against any employee or applicant for employment in the performance of this Lease, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, age, status as disabled or a veteran, or physical or mental handicaps, national origin or ancestry, or as otherwise required by state or federal law. Breach of this covenant may be regarded as a material breach of this Lease. Lessor and Lessee certify that they do not, and will not maintain segregated facilities or accommodations on the basis of race, color, religion or national origin. Regarding any position for which an employee or an applicant is qualified, the Lessor and Lessee agree to take affirmative action to employ, train, advance in employment, and retain individuals in accordance with applicable laws and regulations.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, each of the Parties have executed this Lease to be made effective as of the Effective Date.

BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO	**GRITMAN MEDICAL PARK, LLC**
By: ______________________	By: ______________________
Printed Name: ______________________	Printed Name: ______________________
Title: ______________________	Title: ______________________

SIGNATURE PAGE TO LEASE AGREEMENT

EXHIBIT A:
Floor Plan / Layout

See attached.

EXHIBIT B:
Schedule of Specifications

See attached.

EXHIBIT C:
Approved Signage

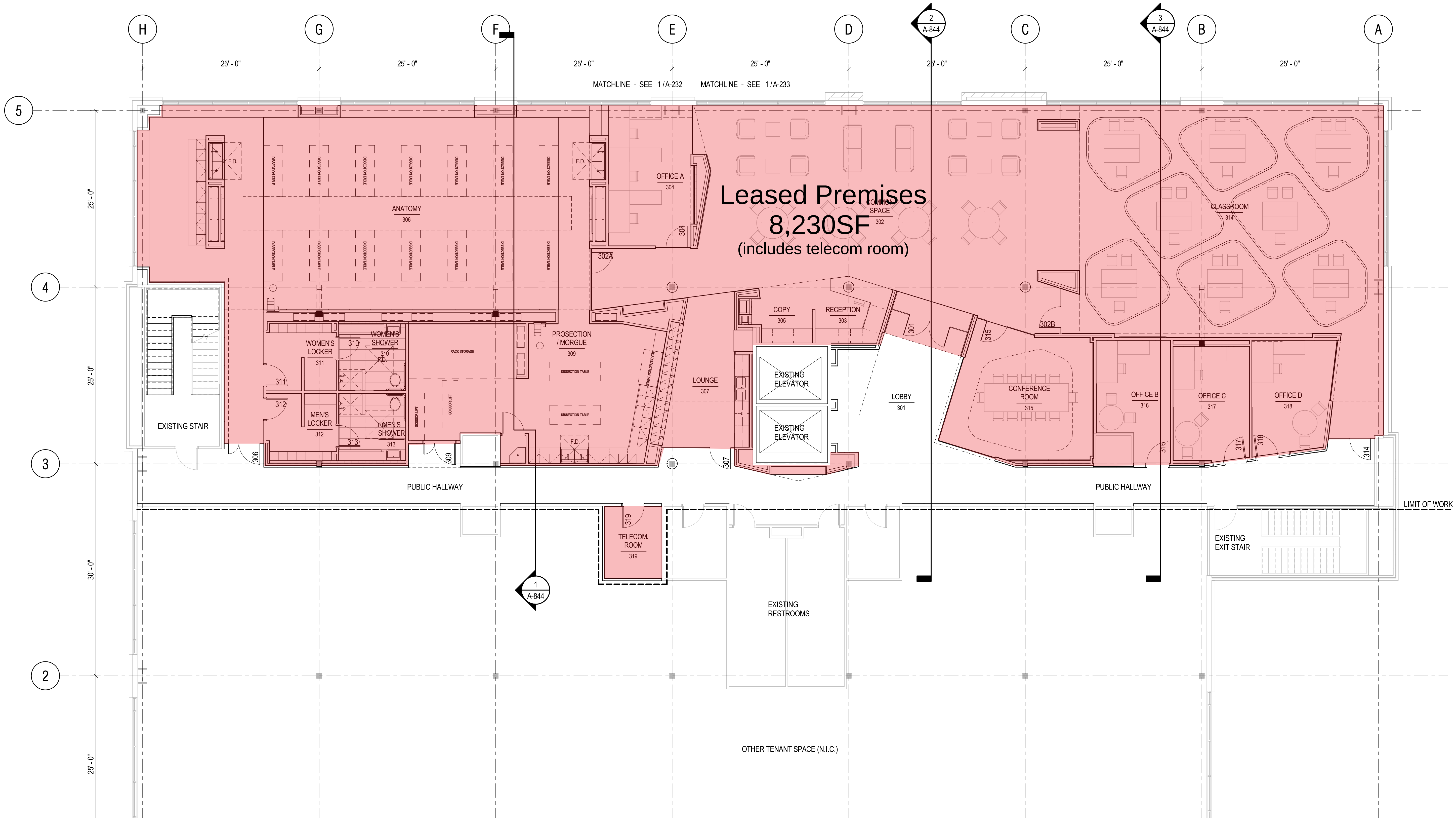
See attached.

EXHIBIT D:
Covenants, Conditions, Restrictions and Easements

See attached.

9354902_6

EXHIBIT A-0


Leased Premises
8,230SF
(includes telecom room)
MATCHLINE - SEE 1 / A-232
MATCHLINE - SEE 1 / A-233
ANATOMY
306
OFFICE A
304
COMMON SPACE
302
CLASSROOM
314
WOMEN'S LOCKER
311
WOMEN'S SHOWER
310
MEN'S LOCKER
312
MEN'S SHOWER
313
PROSECTION / MORGUE
309
LOUNGE
307
COPY
305
RECEPTION
303
EXISTING ELEVATOR
EXISTING ELEVATOR
LOBBY
301
CONFERENCE ROOM
315
OFFICE B
316
OFFICE C
317
OFFICE D
318
EXISTING STAIR
PUBLIC HALLWAY
PUBLIC HALLWAY
LIMIT OF WORK
TELECOM. ROOM
319
EXISTING EXIT STAIR
EXISTING RESTROOMS
OTHER TENANT SPACE (N.I.C.)

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University of Idaho

WWAMI Medical Education Program

Moscow, Idaho

Gritman Medical Office Building

Third Floor Tenant Improvements

Lease Exhibit "B"

Date, March 10, 2017

Table of Contents

Exhibit "B.1" – 35% TI Fit-Out Pricing Set - Plans, dated December, 06, 2016

Exhibit "B.2" - 35% TI Fit-Out Pricing Set - Specifications, dated December, 09, 2016

Exhibit "B.3" – Value Engineering Pricing Options and Summary, dated March 9, 2017

University of Idaho

WWAMI

700 S MAIN ST
MOSCOW, ID 83843

CLIENT
UNIVERSITY OF IDAHO
875 PERIMETER DRIVE
MOSCOW, ID 83844

ARCHITECTS
FLAD ARCHITECTS
801 SECOND AVENUE, SUITE 315
SEATTLE, WA 98104
T. 206.582.5805
FLAD.COM

MEP ENGINEERS
MW CONSULTING ENGINEERS
N. 222 WALL STREET, SUITE 200
SPOKANE, WA 99201
T. 509.838.9020
MWENGINEERS.COM

STRUCTURAL ENGINEERS
DCI ENGINEERS
707 W 2ND AVENUE
SPOKANE, WA 99201
T. 509.455.4448
DCI-ENGINEERS.COM

EXHIBIT "B.1"

SHEET INDEX - ARCHITECTURAL

SHEET NUMBER	SHEET NAME
A-001	COVER SHEET AND INDEX
A-003	GENERAL NOTES, ABBREVIATIONS & SYMBOLS
A-231	LEVEL 3 FLOOR PLAN / REFLECTED CEILING PLAN
A-232	ENLARGED FLOOR PLAN - LEVEL 3 NORTH
A-233	ENLARGED FLOOR PLAN -LEVEL 3 SOUTH
A-331	ENLARGED CEILING PLAN - LEVEL 3 - NORTH
A-332	ENLARGED CEILING PLAN - LEVEL 3 - SOUTH
A-840	INTERIOR ELEVATIONS
A-841	INTERIOR ELEVATIONS
A-842	INTERIOR ELEVATIONS
A-843	INTERIOR ELEVATIONS
A-844	INTERIOR SECTIONS
A-850	3D REPRESENTATIONS
A-901	PARTITION TYPES A, C & F
A-910	PARTITION DETAILS
A-920	INTERIOR DETAILS
A-930	DOOR SCHEDULE/FINISH SCHEDULE

SHEET INDEX-MECHANICAL

SHEET NUMBER	SHEET NAME
M-001	LEGENDS & ABBREVIATIONS - MECHANICAL
M-002	SCHEDULES - MECHANICAL
M-231	LEVEL 3 FLOOR PLAN - HVAC

SHEET INDEX-PLUMBING

SHEET NUMBER	SHEET NAME
M - 232	LEVEL 3 FLOOR PLAN - PLUMBING

SHEET INDEX-GENERAL ELECTRICAL

SHEET NUMBER	SHEET NAME
E-001	LEGENDS & ABBREVIATIONS - ELECTRICAL
E-002	EQUIPMENT SCHEDULES - ELECTRICAL
E-231	LEVEL 3 FLOOR PLAN - ELECTRICAL
E-701	ONE LINE DIAGRAM - ELECTRICAL
EL-231	LEVEL 3 REFLECTED CEILING PLAN - LIGHTING
S-231	LEVEL 3 FLOOR PLAN - SYSTEMS
T-231	LEVEL 3 FLOOR PLAN - TELECOMMUNICATIONS

SHEET INDEX-GENERAL STRUCTURAL

SHEET NUMBER	SHEET NAME
S - 231	LEVEL 3 FLOOR FRAMING & ROOF FRAMING PLAN

TI FIT-OUT

PRICING SET

06 DECEMBER 2016

12/6/2016 6:53:15 PM

ARCHITECTURAL ABBREVIATIONS

@	AT
A	AIR
AB	AIR BARRIER
AB	ANCHOR BOLT
AC	AIR CONDITIONING
ACC	ACCESSIBLE
ADD	ADDENDUM
ADDL	ADDITIONAL
ADJ	ADJACENT
ADMIN	ADMINISTRATIVE
AESS	ARCHITECTURALLY EXPOSED STRUCTURAL STEEL
AFF	ABOVE FINISHED FLOOR
AGGR	AGGREGATE
AHJ	AUTHORITIES HAVING JURISDICTION
AHU	AIR HANDLING UNIT
AIC	AMP INTERRUPTING CAPACITY
ALT	ALTERNATE
ALUM	ALUMINUM
AMP	AMPERE
AMPC	ACOUSTIC METAL PAN CEILING
AOR	AREA OF REFUGE
AP	ACCESS PANEL
APC	ACOUSTIC PANEL CEILING
APPROX	APPROXIMATE
AR	ANCHOR ROD
AR	ARGON
ARCH	ARCHITECTURAL/ ARCHITECT
ARCH PCC	PRECAST CONCRETE - ARCHITECTURAL FINISH
ASPH	ASPHALT
ASSY	ASSEMBLY
AT	AIR TERMINAL DEVICE
AUTO	AUTOMATIC
AV	AUDIO VISUAL
AVE	AVENUE
AVG	AVERAGE
AVTR	ACID VENT THROUGH ROOF
AW	ACID WASTE
AWC	ACOUSTIC WOOD CEILING
AWP	ACOUSTICAL WALL PANEL
BD	BOARD
BITUM	BITUMINOUS
BL	BORROWED LIGHT
BLDG	BUILDING
BLKG	BLOCKING/ BLOCK
BLKT	BLANKET
BM	BENCH MARK
BOD	BASIS OF DESIGN
BOS	BOTTOM OF STEEL
BPL	BASE PLATE
BRG	BEARING
BRK	BRICK
BSL	BIO SAFETY LEVEL
BSMT	BASEMENT
BTU	BRITISH THERMAL UNIT
BTUH	BRITISH THERMAL UNIT PER HOUR
BTWN	BETWEEN
BUR	BUILT-UP ROOFING
C	CHANNEL
C/C	CENTER TO CENTER
CAB	CABINET
CAP	CAPACITY
CB	CATCH BASIN
CC	CUBICLE CURTAIN
CFCI	CONTRACTOR FURNISHED CONTRACTOR INSTALLED
CFMF	COLD FORM METAL FRAMING
CFOI	CONTRACTOR FURNISHED OWNER INSTALLED
CH BD	CHALKBOARD
CHWS/R	CHILLED WATER SUPPLY/RETURN
CI	CAST IRON
CIP	CAST IN PLACE CONCRETE
CIRC	CIRCULATE/CIRCULATING
CJ	CONTROL JOINT
CK	CORK FLOORING
CL	CENTERLINE
CLG	CEILING
CLO	CLOSET
CLR	CLEAR
CM	CONSTRUCTION MANAGER
CMU	CONCRETE MASONRY UNIT
CO	CARBON MONOXIDE
CO	CLEANOUT
CO2	CARBON DIOXIDE
COL	COLUMN
COMB	COMBINATION/ COMBINED
COMP	COMPOSITE
CONC	CONCRETE
COND	CONDENSATE
CONF	CONFERENCE
CONN	CONNECTION/CONNECT
CONSTR	CONSTRUCTION
CONT	CONTINUOUS/ CONTINUE
CONTR	CONTRACT(OR)
CONV	CONVECTOR
CORR	CORRIDOR
CP	CONTROL PANEL
CPT	CARPET
CR	CARD READER
CS	CUP SINK
CSK	COUNTERSINK
CT	CERAMIC TILE
CTR	CENTER
CU	CUBIC
CU FT	CUBIC FEET
CU YD	CUBIC YARD(S)
CUH	CABINET UNIT HEATER
CW	COLD WATER
CW	CURTAIN WALL
D	DEPTH
DBL	DOUBLE
DEPT	DEPARTMENT
DH	DOUBLE HUNG
DIA	DIAMETER
DIAG	DIAGONAL
DIFF	DIFFERENCE
DIFF	DIFFUSER

DIM	DIMENSION
DIR	DIRECTION
DISP	DISPENSER
DISTR PNL	DISTRIBUTION PANEL
DIV	DIVISION
DL	DEAD LOAD
DL	DIVIDED LITES
DN	DOWN
DO	DOOR OPERATOR
DPTN	DEMOUNTABLE PARTITION
DR	DOOR
DS	DOWNSPOUT
DTL	DETAIL
DW	DISHWASHER
DWG	DRAWING
DWR	DRAWER
DWTR	DUMBWAITER
E	EAST
EA	EACH
EC	ELECTRICAL CONTRACTOR
ED	EMERGENCY DEPARTMENT
EEW	EMERGENCY EYE WASH
EF	EXHAUST FAN
EFG	ENTRANCE FLOOR GRILL
EFM	ENTRANCE FLOOR MAT
EH	EXHAUST HOOD
EL	ELEVATION
ELEC	ELECTRIC (ELECTRICAL)
ELEV	ELEVATOR
EMBED	EMBEDDED
EMER	EMERGENCY
EMT	ELECTRICAL METALLIC TUBING
ENCL	ENCLOSURE
ENTR	ENTRANCE
EP	ELECTRICAL PANEL
EPO	EMERGENCY POWER OUTLET
EPT	EPOXY PAINT
EPX	EPOXY
EQ	EQUAL
EQUIP	EQUIPMENT
ES	EMERGENCY SHOWER
ESR	ELASOMETRIC SHEET ROOFING
ETR	EXISTING TO REMAIN
EWC	ELECTRIC WATER COOLER
EWS	EMERGENCY SHOWER AND EYE WASH
EXC	EXCAVATE(D)
EXH	EXHAUST
EXIST	EXISTING
EXP	EXPOSED
EXT	EXTERIOR
F	FAHRENHEIT
FA	FIRE ALARM
FB	FLOOR BOX
FCU	FAN COIIL UNIT
FD	FLOOR DRAIN
FDC	FIRE DEPT CONNECTION
FDTN	FOUNDATION
FDV	FIRE DEPT VALVE
FE	FIRE EXTINGUISHER
FEC	FIRE EXTINGUISHER CABINET
FF	FINISHED FLOOR
FH	FIRE HYDRANT
FHC	FIRE HOSE CABINET
FHR	FIRE HOSE RACK
FIN	FINISH (ED)
FIXT	FIXTURE
FLEX	FLEXIBLE
FLR	FLOOR
FP	FIRE PROTECTION
FPM	FEET PER MINUTE
FPS	FEET PER SECOND
FR	FIRE RETARDANT/ RESISTANT
FRP	FIBERGLASS REINFORCED PANEL/ POLYESTER/ PLASTIC
FRT	FIRE RESISTANT TREATED
FRZ	FREEZER
FT	FEET
FTG	FOOTING
GA	GAGE (GAUGE)
GAL	GALLON(S)
GALV	GALVANIZED
GC	GENERAL CONTRACTOR
GEN	GENERAL
GFCI	GROUND FAULT CIRCUIT INTERRUPTER
GFRC	GLASS FIBER REINFORCED CONCRETE
GFRP	GLASS FIBER REINFORCED PLASTER
GL	GLASS/GLAZING
GPC	GROUND POLISHED CONCRETE
GRT	GROUT
GB	GYPSUM BOARD
HB	HOSE BIBB
HD	HEAD
HD	HUB DRAIN
HDWD	HARDWOOD
HDWE	HARDWARE
HE	HELIUM
HEX	HEXAGON
HM	HOLLOW METAL
HO	ELECTROMAGNETIC HOLD OPEN
HOLD	HOLD DIMENSION
HORIZ	HORIZONTAL
HP	HIGH POINT
HP	HORSEPOWER
HPC	HIGH PERFORMANCE COATING
HR	HOUR
HSKPG	HOUSEKEEPING
HSS	HOLLOW STRUCTURAL SHAPE
HT	HEIGHT
HVAC	HEATING, VENTILATING & AIR CONDITIONING
HW	HOT WATER
HWS	HEAD WELDED STUD
H2	HYDROGEN
ID	INSIDE DIAMETER/DIMENSION
IMP	INSULATED METAL PANEL
IN	INCH(ES)
INCL	INCLUDE

INFO	INFORMATION
INSUL	INSULATION/INSULATED
INT	INTEGRAL
INV	INVERT
INV EL	INVERT ELEVATION
JAN	JANITOR
JAN CLO	JANITOR CLOSET
J-BOX	JUNCTION BOX
JST	JOIST
JT	JOINT
K	KIP (1000 LB)
KO	KNEE SPACE OPENING
KPL	KICK PLATE
KV	KILOVOLT
KW	KILOWATTS
KWH	KILOWATT HOUR
L	ANGLE
L	LENGTH /LONG
LAB	LABORATORY
LAN	LOCAL AREA NETWORK
LAV	LAVATORY
LBS	POUND(S) /LBS
LEV	LEVEL
LF	LINEAR FOOT
LFC	LAB FURNISHINGS CONTRACTOR
LH	LEFT HAND
LINO	LINOLEUM
LKR	LOCKER
LL	LIVE LOAD
LN2	LIQUID NITROGEN
LNDG	LANDING
LOC	LOCATION (LOCATE)
LONG	LONGITUDINAL
LPT	LOW POINT
LT GA	LIGHT GAGE
LTG	LIGHTING
LTG PNL	LIGHTING PANEL
LVR	LOUVER
LW	LIGHTWEIGHT
M	METER
MACH	MACHINE
MAN	MANUAL
MATL	MATERIAL
MAX	MAXIMUM
MB	MARKER BOARD
MC	MECHANICAL CONTRACTOR
MCC	MOTOR CONTROL CENTER
MDO	MEDIUM DENSITY OVERLAY
MECH	MECHANICAL
MECH RM	MECHANICAL EQUIPMENT ROOM
MED	MEDICINE/ MEDICAL
MED	MEDIUM
MEMB	MEMBRANE
MEP	MECHANICAL, ELECTRICAL, PLUMBING
MEZZ	MEZZANINE
MFR	MANUFACTURER
MGR	MANAGER
MH	MANHOLE
MIC	MOBILE INSTRUMENT CART
MICRO	MICROWAVE
MIN	MINIMUM
MIN	MINUTE
MIR	MIRROR
MISC	MISCELLANEOUS
MLDG	MOLDING/ MOULDING
mm	MILLIMETER
MO	MASONRY OPENING
MPH	MILES PER HOUR
MTD	MOUNTED
MTG	MOUNTING
MTL	METAL
N	NORTH
N2	NITROGEN, PIPED GAS
NA	NOT APPLICABLE
NG	NATURAL GAS
NIC	NOT IN CONTRACT
NO	NUMBER
NOM	NOMINAL
NTS	NOT TO SCALE
NW	NORMAL WEIGHT
O2	OYXGEN, PIPED GAS
OA	OUTSIDE AIR
OA	OVERALL
OC	ON CENTER
OCC	OCCUPANCY/OCCUPATION/ OCCUPY
OD	DRAIN (OVERFLOW)
OD	OUTSIDE DIAMETER
OFCI	OWNER FURNISHED, CONTRACTOR INSTALLED
OFF	OFFICE/ OFFICER
OFOI	OWNER FURNISHED, OWNER INSTALLED
OH	OPPOSITE HAND
OHSC	OVER HEAD SERVICE CARRIER
OPNG	OPENING
OPP	OPPOSITE
OR	OPERATING ROOM
OSHA	OCCUPATIONAL SAFETY AND HEALTH ASSOCIATION
OZ	OUNCE
PCC	PRECAST CONCRETE - STRUCTURAL
PCF	POUNDS PER CUBIC FOOT
PERF	PERFORATED
PH	PHASE
PL	PLATE
PLAM	PLASTIC LAMINATE
PLAS	PLASTER
PLBG	PLUMBING
PLF	POUNDS PER LINEAR FOOT
PLYWD	PLYWOOD
PNL	PANEL/ PANELING
PR	PAIR
PREFAB	PREFABRICATED
PREFIN	PREFINISHED
PREP	PREPARATION
PS	PROJECTION SCREEN
PSF	POUNDS PER SQUARE FOOT

PSI	POUNDS PER SQUARE INCH
PT	PAINT
P-TYPE	PARTITION TYPE
PVC	POLYVINYL CHLORIDE
PVMT	PAVEMENT/ PAVING
PW	POLISHED WATER
QT	QUARRY TILE
QTY	QUANTITY
R	RADIUS
R	RISER
RA	RETURN AIR
RB	RESILIENT BASE
RCP	REFLECTED CEILING PLAN
RD	ROOF DRAIN
REC	RECESSED
RECPT	RECEPTACLE
REF	REFERENCE
REF	REFRIGERATOR
REINF	REINFORCED/ REINFORCING/ REINFORCEMENT
REQ	REQUIRED
RET	RETURN
REV	REVISION
RF	RESINOUS FLOORING
RH	RELATIVE HUMIDITY
RH	RIGHT HAND
RM	ROOM
RO	REVERSE OSMOSIS
RO	ROUGH OPENING
RPM	REVOLUTION PER MINUTE
RUB	RUBBER FLOORING
RV	ROOF VENT
S	SOUTH
SA	SUPPLY AIR
SAN	SANITARY
SC	SEALED CONCRETE
SCF	STATIC CONTROL FLOORING
SCHED	SCHEDULE
SECT	SECTION
SF	SQUARE FOOT
SGL	SINGLE
SHT	SHEET
SHT	MTL SHEET METAL
SHWR	SHOWER
SIM	SIMILAR
SOG	SLAB ON GRADE
SPEC	SPECIFICATION
SPKR	SPEAKER
SPP	SOLID PHENOLIC PANELS
SQ IN	SQUARE INCHES
SQ YD	SQUARE YARD
SS	STAINLESS STEEL
SSM	SOLID SURFACE MATERIAL
ST	STONE
ST	STREET
STD	STANDARD
STL	STEEL
STOR	STORAGE
STRUCT	STRUCTURAL /STRUCTURE
SUSP	SUSPENDED
SV	SHEET VINYL
SVT	SOLID VINYL TILE
SW	SWITCH
T	TREAD
T&B	TOP AND BOTTOM
T&G	TONGUE AND GROOVE
TA	TOILET ACCESSORIES
TB	TACKBOARD
TBB	TILE BACKER BOARD
TBD	TO BE DETERMINEED
TD	TRENCH DRAIN
TEL	TELEPHONE
TEMP	TEMPERATURE/ TEMPERED
THK	THICK/THICKNESS
TLT	TOILET
TO	TOP OF
TP	TOILET PARTITIONS
TPO	THERMOPLASTIC OLEFIN
TR	TELECOM ROOM
TRTD	TREATED
TSTAT	THERMOSTAT
TV	TELEVISION
TYP	TYPICAL
TZ	TERRAZZO
UC	UNDER COUNTER
UL	UNDERWRITERS LABORATORY
UNO	UNLESS NOTED OTHERWISE
UPH	UPHOLSTERY
UPS	UNINTERRUPTED POWER SUPPLY
UTIL	UTILITY
UV	ULTRAVIOLET
VAR	VARIES
VAV	VARIABLE AIR VOLUME
VCT	VINYL COMPOSITION TILE
VERT	VERTICAL
VEST	VESTIBULE
VFD	VARIABLE FREQUENCY DRIVE
VIF	VERIFY IN FIELD
VOL	VOLUME
VR	VAPOR RETARDER
VTR	VENT THRU ROOF
W	WEST
W	WIDTH
W/	WITH
W/O	WITHOUT
WC	WALL COVERING
WD	WOOD
WF	WIDE FLANGE STEEL BEAM
WP	WALL PROTECTION
WP	WORKING POINT
WT	WINDOW TREATMENTS
WT	WEIGHT
WTR	WATER

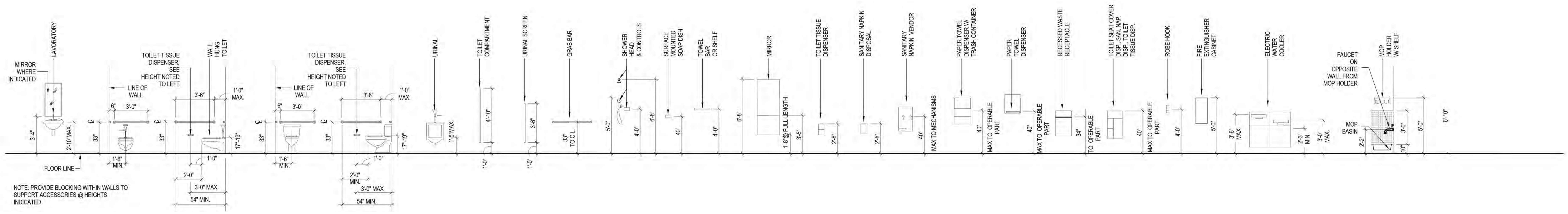
ARCHITECTURAL PLAN LEGEND

Symbol	Description
A	GRID DESIGNATION
A	EXISTING GRID DESIGNATION
X X-XXX TYP	DETAIL REFERENCE
X X-XXX TYP	SECTION REFERENCE
X X-XXX TYP	CALLOUT REFERENCE
X X-XXX	ELEVATION REFERENCE EXTERIOR
X X X-XXX X X	ELEVATION REFERENCE INTERIOR
Elevation Name	NEW SPOT ELEVATION
Elevation Name	EXISTING SPOT ELEVATION
1	KEYNOTE
1	REVISION NUMBER REFERENCE
5' - 0"	DIMENSION TO SURFACE
5' - 0"	DIMENSION TO GRID OR CENTER
MATCH LINE SEE X-XXX	MATCHLINE
	BRACED FRAME
	ROOF SAFETY TIE-BACK
RD	ROOF DRAIN
ORD	OVERFLOW ROOF DRAIN
X0Xxx	PARTITION TYPE SEE SHEET X-XXX
1t	WINDOW TYPE
101	DOOR TYPE
ROOM NAME 101	ROOM TYPE
ROOM NAME 101 AREA	ROOM TYPE WITH AREA
ROOM NAME 101 AREA PROGRAMMED AREA	ROOM TYPE WITH AREA AND PROGRAMMED AREA
ROOM NAME 101 VOLUME	ROOM TYPE WITH VOLUME
ROOM NAME 101 ???? ???? ????	ROOM TYPE WITH FINISHES (FLOOR) (BASE) (WALL)
AREA NAME 150 SF	AREA TYPE
Usage Floor Area	MASS FLOOR TYPE
Type Name Gross Floor Area	MASS TYPE
1i	PARKING TYPE
1i	PLANTING TYPE
N 90.00 E Distance N 90 00' 00" E Distance	PROPERTY LINE TYPE
R= Radius L= Distance	PROPERTY LINE RADIUS TAG
Name Area	PROPERTY TAG (ACRES)
Name Area	PROPERTY TAG (SF)
1i	GENERAL CASEWORK TYPE
1i	EQUIPMENT TYPE
1i	CURTAIN PANEL TYPE
1i	ELECTRICAL EQUIPMENT TYPE
1i	ELECTRICAL FIXTURE TYPE
1i	FURNITURE SYSTEM TYPE
1i	FURNITURE TYPE
1i	MECHANICAL EQUIPMENT TYPE
1i	PLUMBING FIXTURE TYPE
1i	GENERIC MODEL TYPE
1i	LIGHTING FIXTURE TYPE
?	MATERIAL TYPE
1t	DETAIL ITEM TYPE
CGX	SQUARE CORNER GUARD
CGX	ROUND CORNER GUARD
CGX	WALL END CORNER GUARD
FAP	FIRE ANNUNCIATOR PANEL
SP	STANDPIPE / CABINET
CR	CARD READER
ADO	AUTOMATIC DOOR OPERATOR
EWC	ELECTRIC WATER COOLER
WC	WATER COOLER
INT	COLUMNS & BRACES PROTECTED WITH INTUMESCENT COATING - SEE SHEET XXX FOR UL DESIGN AND XXX FOR RATINGS REQUIRED BY FLOOR

ARCHITECTURAL MATERIAL LEGEND

- UNDISTURBED EARTH
- GRANULAR DRAINAGE MATERIAL
- GROUT
- SAND
- PRECAST CONCRETE
- CONCRETE MASONRY UNIT
- RIGID INSULATION
- STEEL
- PLYWOOD
- GYPSUM WALL BOARD
- LEAD LINED GYPSUM WALL BOARD
- ASPHALT
- WATERPROOFING
- ENGINEERED FILL
- ROCK
- CONCRETE
- GRAVEL
- BRICK
- STONE
- ALUMINUM
- FINISH LUMBER
- FINISH LUMBER
- FINISH LUMBER
- BATT INSULATION
- DIMENSIONAL LUMBER WOOD BLOCKING
- DIMENSIONAL LUMBER CONTINUOUS WOOD FRAMING
- PLAN PATTERN SEE SHEET NOTES
- PLAN PATTERN SEE SHEET NOTES
- PLAN PATTERN SEE SHEET NOTES
- PLAN PATTERN SEE SHEET NOTES

MOUNTING HEIGHTS



NOTE: PROVIDE BLOCKING WITHIN WALLS TO SUPPORT ACCESSORIES @ HEIGHTS INDICATED

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Stamps & Approvals

Project Key Plan

NOT FOR CONSTRUCTION

Rev	Date	Description

Project Title

University of Idaho

University of Idaho WWAMI

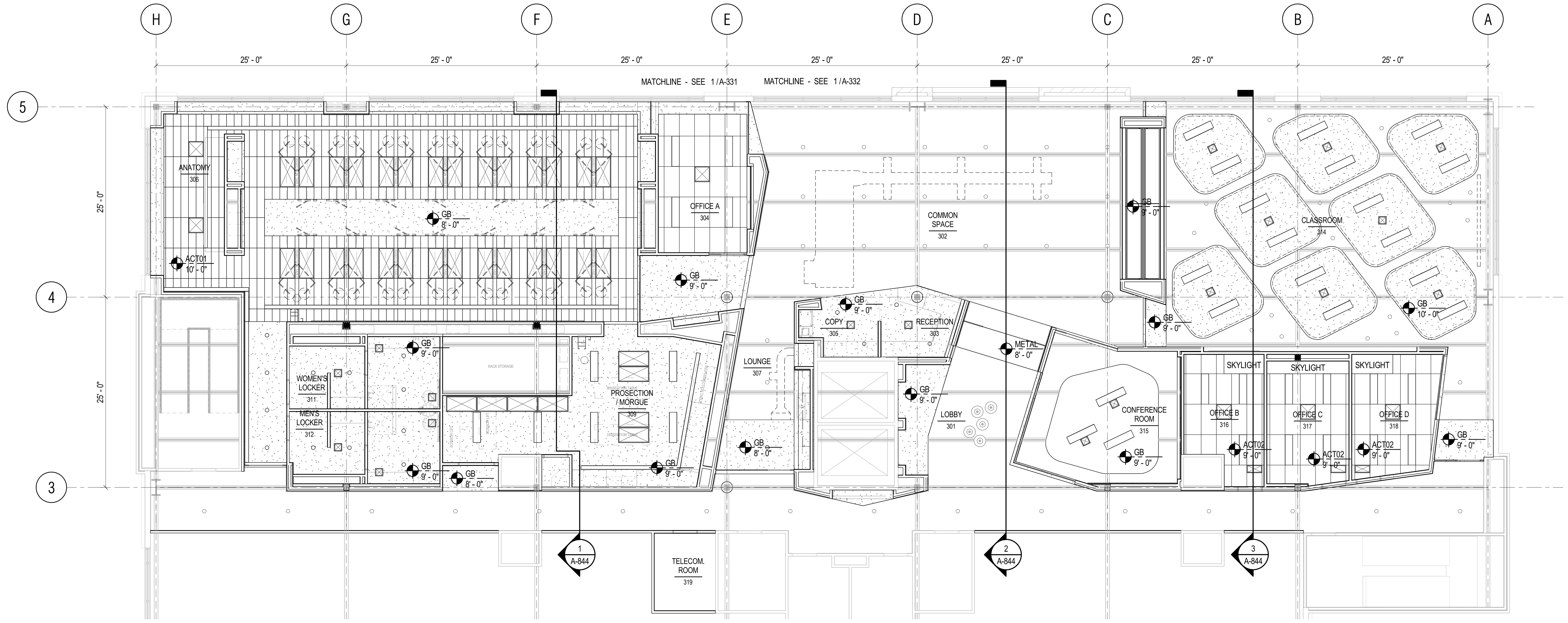
700 S MAIN ST, MOSCOW, ID 83843

WWAMI

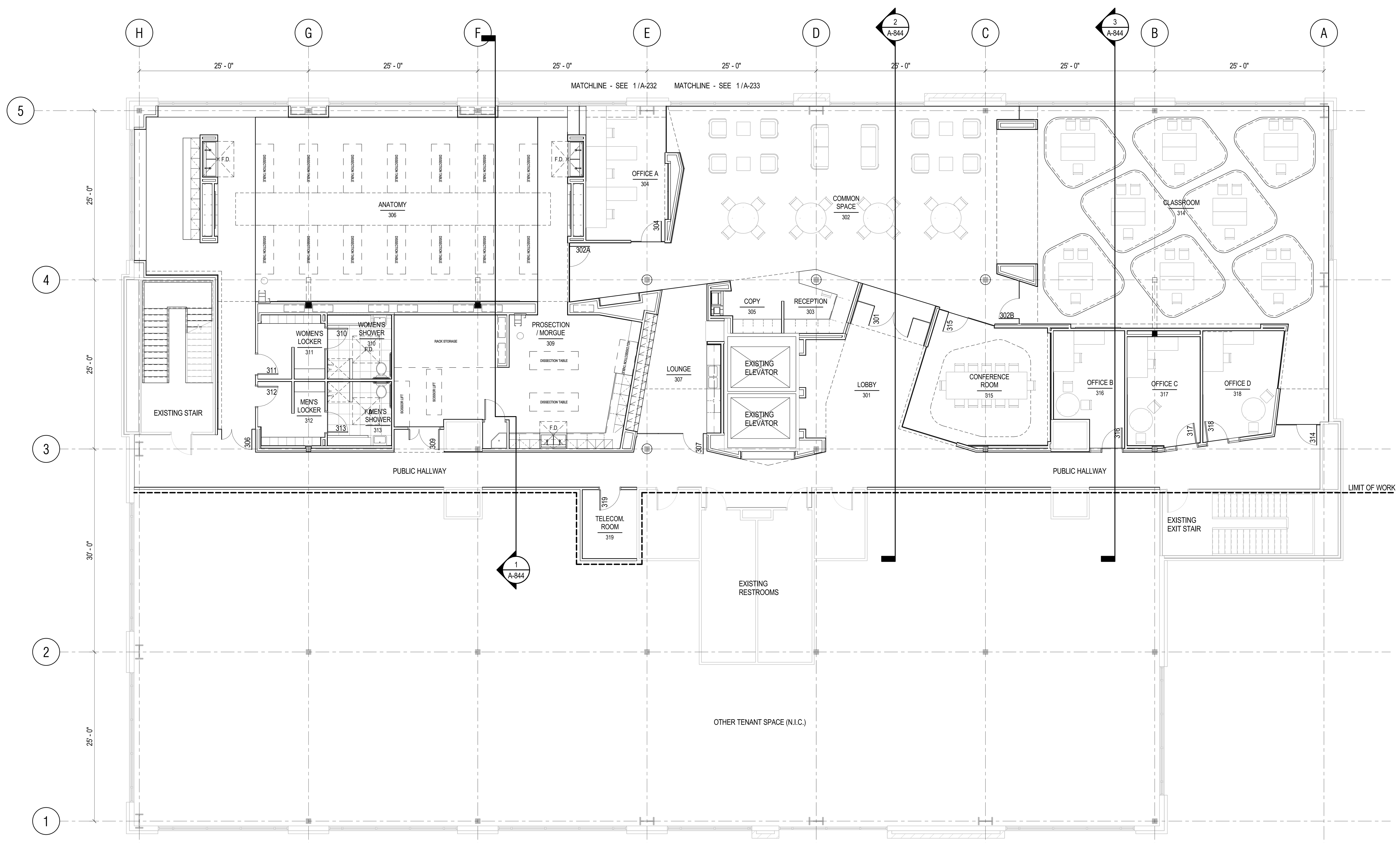
GRITMAN BUILDING

Project Phase	DESIGN DEVELOPMENT
Date	12/06/16
Drawn By	FLAD
Project Number	15788-01
Checked By	FLAD
Sheet Title	GENERAL NOTES, ABBREVIATIONS & SYMBOLS
Sheet Number	A-003
Rev. No.	

12/6/2016 6:53:16 PM



2 REFLECTED CEILING PLAN - LEVEL 3
1/8" = 1'-0"



1 FLOOR PLAN - LEVEL 3
1/8" = 1'-0"

GENERAL SHEET NOTES

1. FF+E SHOWN FOR REFERENCE ONLY - N.I.C.
2. PROVIDE GWB FINISH AND FURRING C3A AS REQUIRED AT EXISTING EXTERIOR WALL
3. AT ALL FLOOR DRAINS (FD) REMOVE 1" EXISTING CONCRETE SLAB; ADD BACK TOPPING SLAB SLOPED TO DRAIN AS SHOWN
4. PAINT ALL EXPOSED STRUCTURE

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PLAN NORTH

NORTH

Project Key Plan

NOT FOR CONSTRUCTION

Rev	Date	Description

Project Title

University of Idaho

University of Idaho WWAMI

700 S MAIN ST, MOSCOW, ID 83843

WWAMI

GRITMAN BUILDING

Project Phase
DESIGN DEVELOPMENT

Date	Drawn By
12/06/16	FLAD

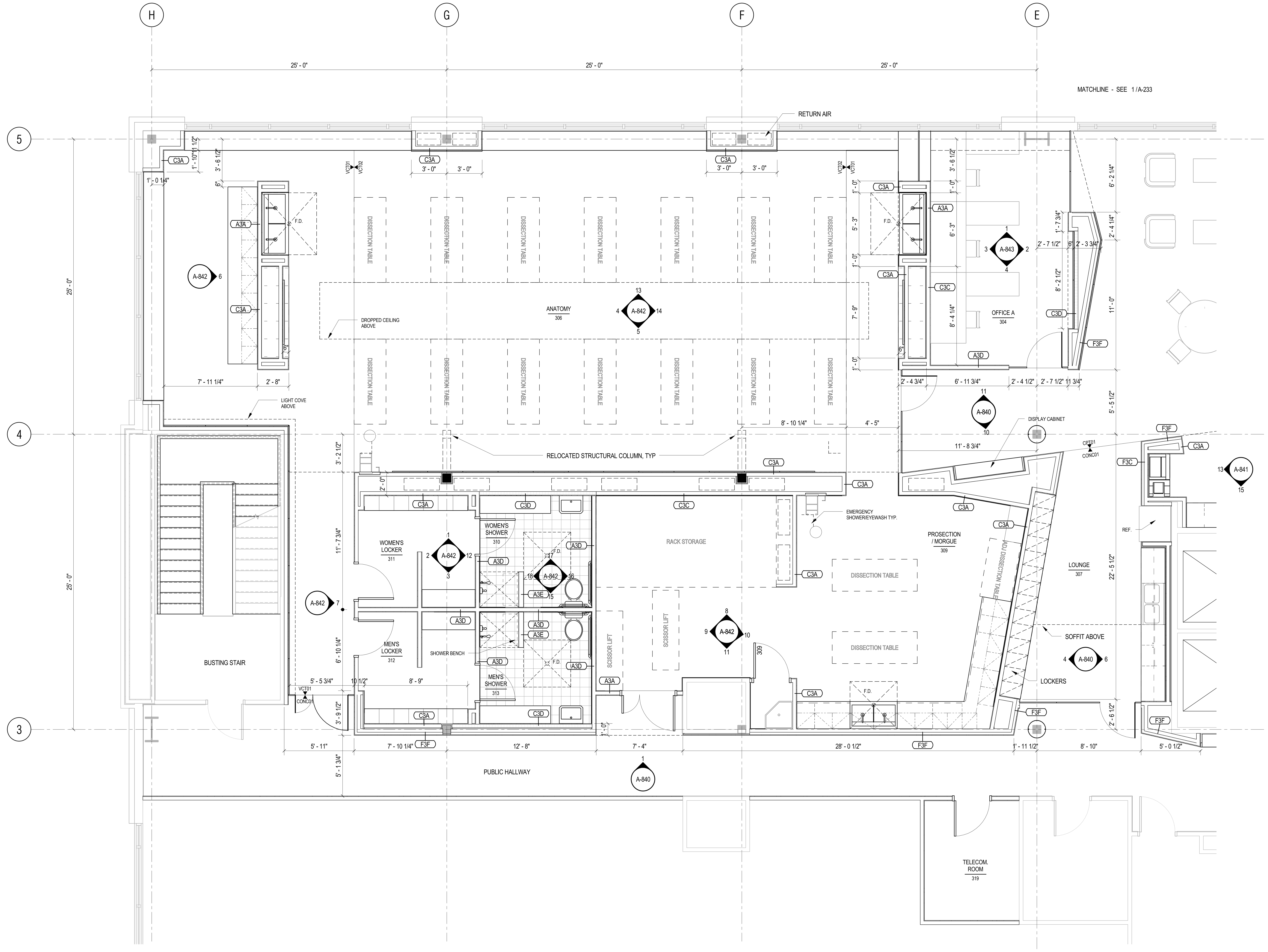
Project Number	Checked By
15788-01	FLAD

Sheet Title

LEVEL 3 FLOOR PLAN / REFLECTED CEILING PLAN

Sheet Number **A-231** Rev. No.

12/6/2016 6:53:18 PM



1 FLOOR PLAN - LEVEL 3 NORTH
1/4" = 1'-0"

GENERAL SHEET NOTES

1. FF+E SHOWN FOR REFERENCE ONLY - N.I.C.
2. PROVIDE GWB FINISH AND FURRING C3A AS REQUIRED AT EXISTING EXTERIOR WALL
3. AT ALL FLOOR DRAINS (FD) REMOVE 1" EXISTING CONCRETE SLAB; ADD BACK TOPPING SLAB SLOPED TO DRAIN AS SHOWN
4. PAINT ALL EXPOSED STRUCTURE

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PLAN NORTH

NORTH

Project Key Plan

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Rev	Date	Description

Project Title

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GRITMAN BUILDING

Project Phase DESIGN DEVELOPMENT	
Date 12/06/16	Drawn By FLAD
Project Number 15788-01	Checked By FLAD

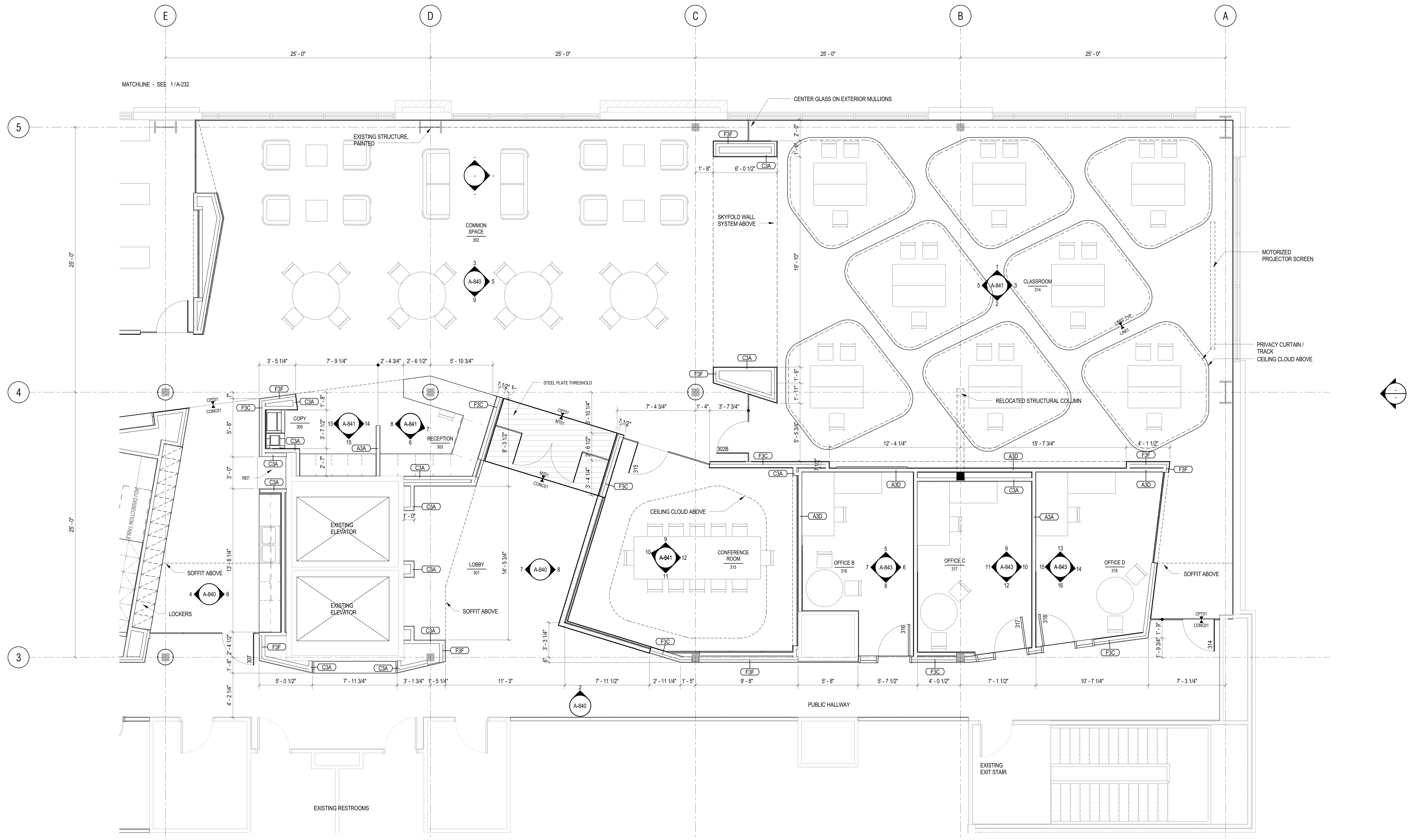
Sheet Title

ENLARGED FLOOR PLAN - LEVEL 3 NORTH

Sheet Number	Rev. No.
A-232	

12/6/2016 6:53:19 PM

ATTACHMENT 1



1 FLOOR PLAN - LEVEL 3 SOUTH
1/4" = 1'-0"

GENERAL SHEET NOTES

1. FF+E SHOWN FOR REFERENCE ONLY - N.I.C.
2. PROVIDE GWB FINISH AND FURRING C3A AS REQUIRED AT EXISTING EXTERIOR WALL.
3. AT ALL FLOOR DRAINS (FD) REMOVE 1" EXISTING CONCRETE SLAB; ADD BACK TOPPING SLAB SLOPED TO DRAIN AS SHOWN
4. PAINT ALL EXPOSED STRUCTURE

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A B

PLAN NORTH

NORTH

NOT FOR CONSTRUCTION

Rev	Date	Description

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Project Phase: DESIGN DEVELOPMENT

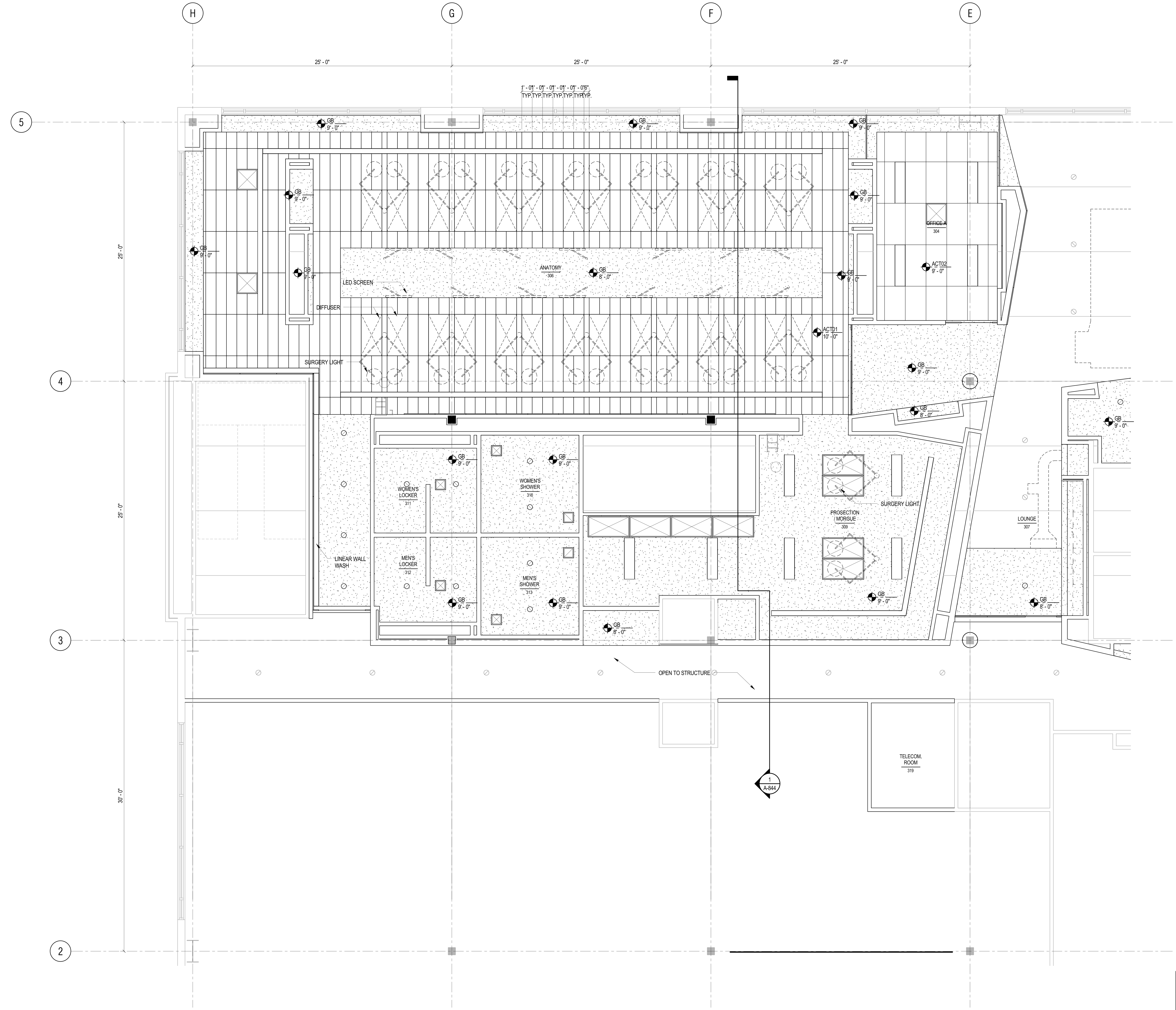
Date	Drawn By
12/06/16	FLAD
Project Number	Checked By
15788-01	FLAD

Sheet Title: **ENLARGED FLOOR PLAN -LEVEL 3 SOUTH**

Sheet Number: **A-233** Rev. No.

12/6/2016 6:53:20 PM

ATTACHMENT 1



1 ENLARGED RCP LEVEL 3 NORTH

1/4" = 1'-0"

GENERAL SHEET NOTES

1. FF+E SHOWN FOR REFERENCE ONLY - N.I.C.
2. PROVIDE GWB FINISH AND FURRING C3A AS REQUIRED AT EXISTING EXTERIOR WALL
3. AT ALL FLOOR DRAINS (FD) REMOVE 1" EXISTING CONCRETE SLAB; ADD BACK TOPPING SLAB SLOPED TO DRAIN AS SHOWN
4. PAINT ALL EXPOSED STRUCTURE

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PLAN NORTH

NORTH

NOT FOR CONSTRUCTION

Rev	Date	Description

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Project Phase
DESIGN DEVELOPMENT

Date	Drawn By
12/06/16	FLAD
Project Number	Checked By
15788-01	FLAD

Sheet Title

ENLARGED CEILING PLAN - LEVEL 3 - NORTH

Sheet Number: **A-331**

Rev. No.

12/6/2016 6:53:21 PM

ATTACHMENT 1

1 ENLARGED RCP LEVEL 3 SOUTH
1/4" = 1'-0"

GENERAL SHEET NOTES

1. FF+E SHOWN FOR REFERENCE ONLY - N.I.C.
2. PROVIDE GWB FINISH AND FURRING C3A AS REQUIRED AT EXISTING EXTERIOR WALL
3. AT ALL FLOOR DRAINS (FD) REMOVE 1" EXISTING CONCRETE SLAB; ADD BACK TOPPING SLAB SLOPED TO DRAIN AS SHOWN
4. PAINT ALL EXPOSED STRUCTURE

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PLAN NORTH

NORTH

Project Key Plan

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Rev	Date	Description

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GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT

Date: 12/06/16 | Drawn By: FLAD

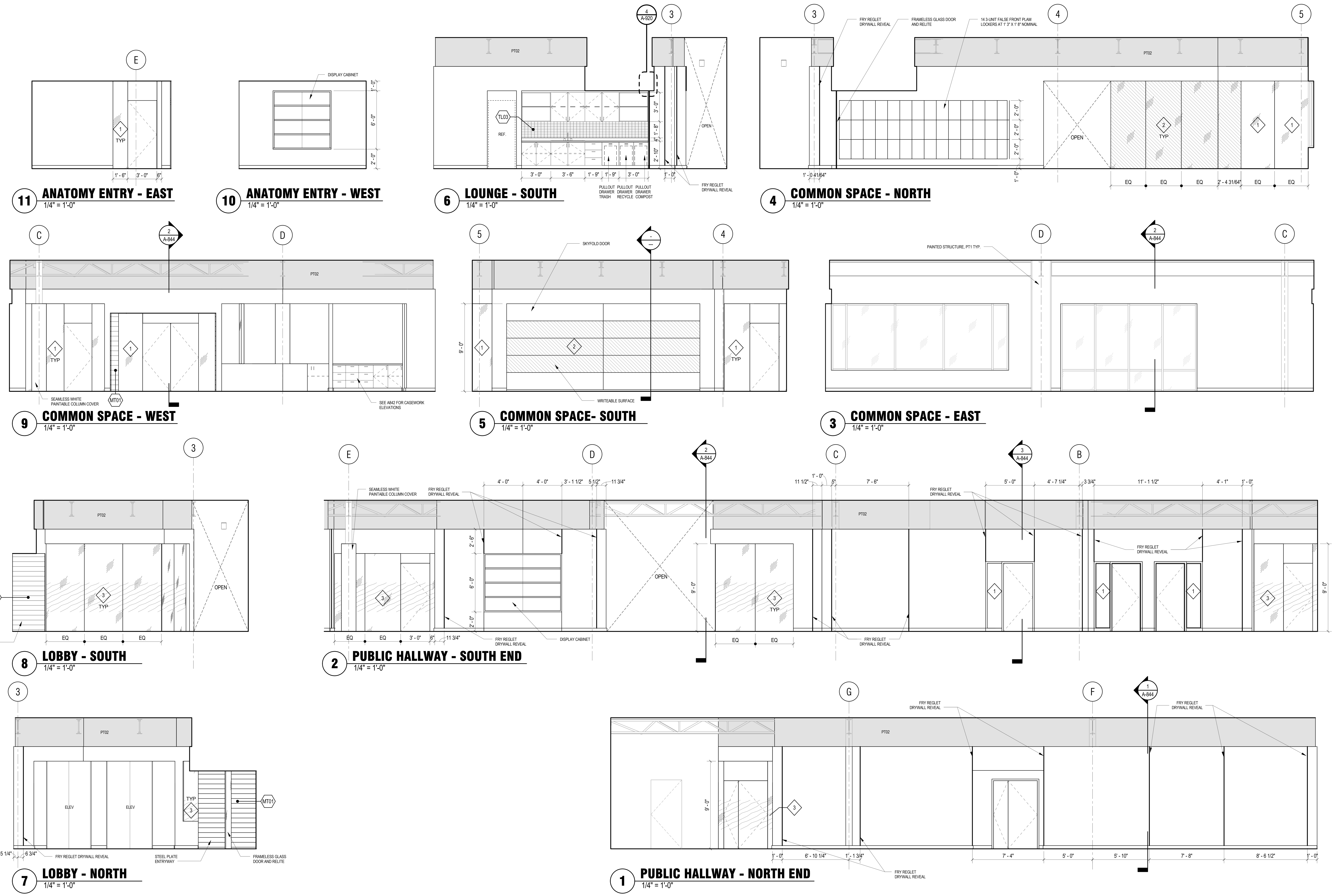
Project Number: 15788-01 | Checked By: FLAD

Sheet Title: **ENLARGED CEILING PLAN - LEVEL 3 - SOUTH**

Sheet Number: **A-332** | Rev. No.

GLAZING LEGEND

Mark	Code	Description
1 TYP	GL01	VISION GLASS CLEAR, TEMPERED
2 TYP	GL02	BACKPAINTED GLASS, COLOR TBD
3 TYP	GL03	VISION GLASS CLEAR WITH GRAPHIC, TEMPERED



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Rev	Date	Description

Project Title

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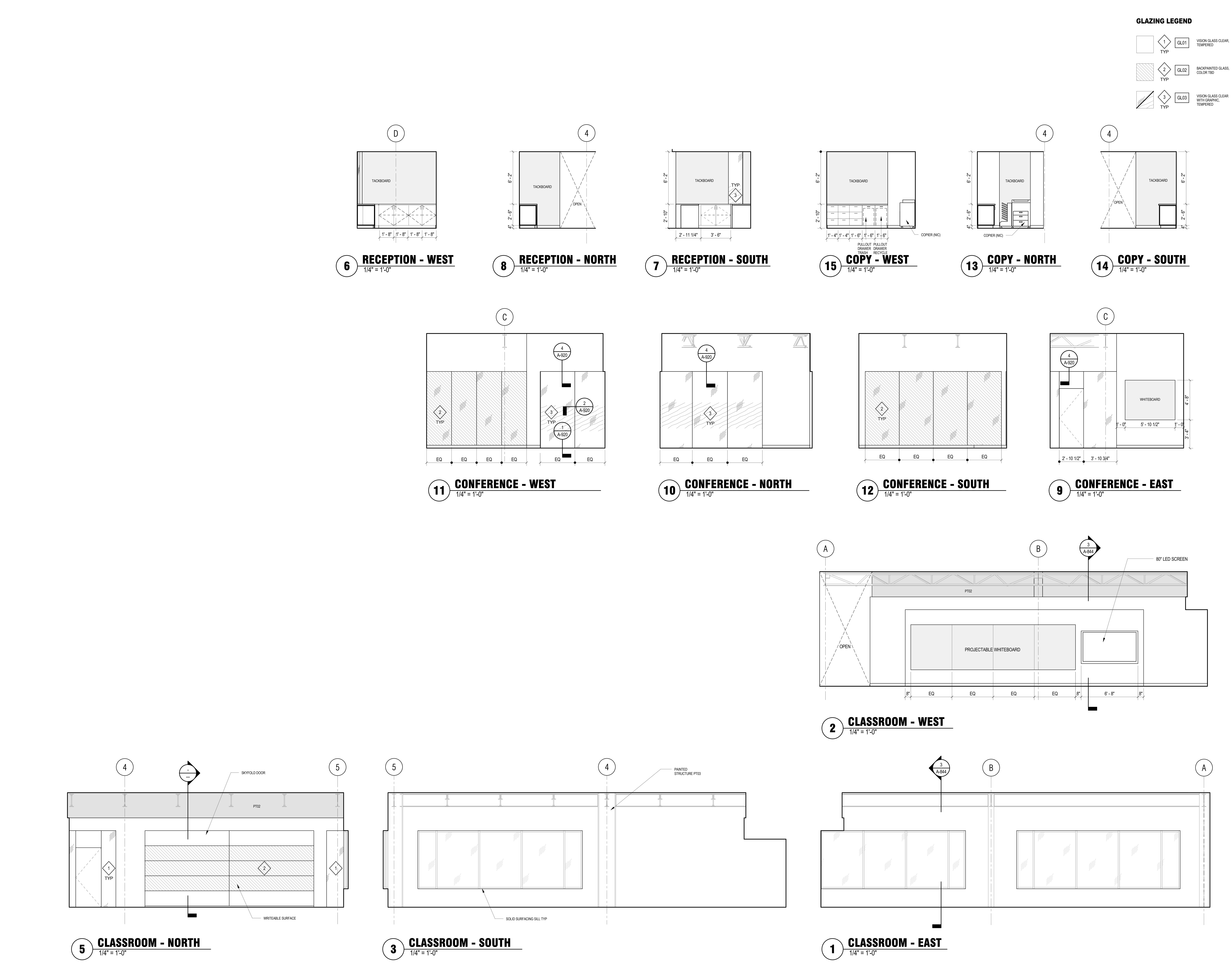
GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT

Date: 12/06/16	Drawn By: FLAD
Project Number: 15788-01	Checked By: FLAD

Sheet Title: **INTERIOR ELEVATIONS**

Sheet Number: **A-840** | Rev. No.



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Project Key Plan

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Rev	Date	Description

Project Title

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WWAMI

GRITMAN BUILDING

Project Phase
DESIGN DEVELOPMENT

Date	Drawn By
12/06/16	FLAD
Project Number	Checked By
15788-01	FLAD

Sheet Title
INTERIOR ELEVATIONS

Sheet Number **A-841** Rev. No.

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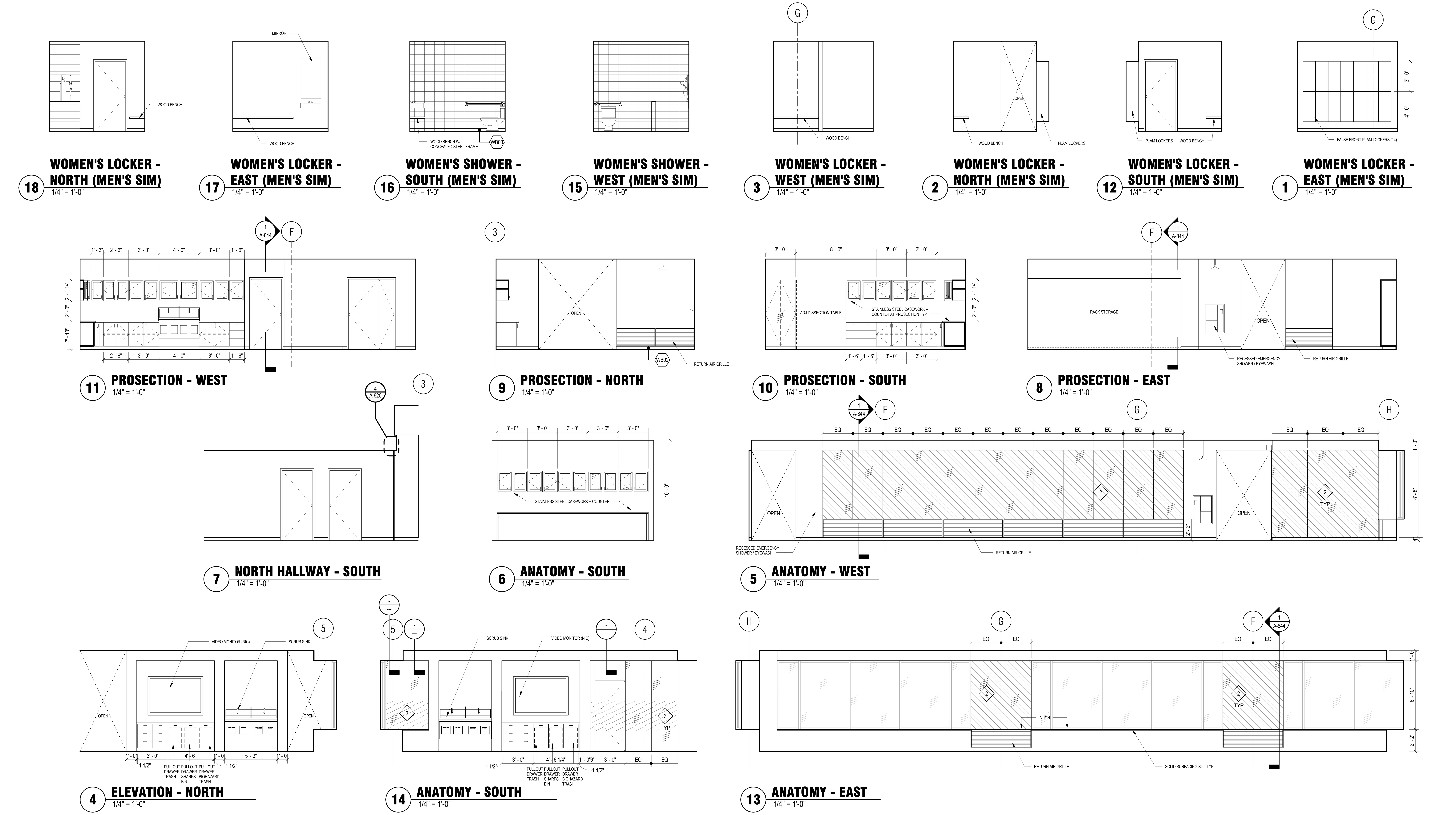
GLAZING LEGEND

Tag	Code	Description
1 TYP	GL01	VISION GLASS CLEAR, TEMPERED
2 TYP	GL02	BACKPAINTED GLASS, COLOR TBD
3 TYP	GL03	VISION GLASS CLEAR WITH GRAPHIC, TEMPERED



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DCI Engineers

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Project Key Plan

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Rev	Date	Description

Project Title

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WWAMI

GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT

Date	Drawn By
12/06/16	FLAD
Project Number	**Checked By**
15788-01	FLAD

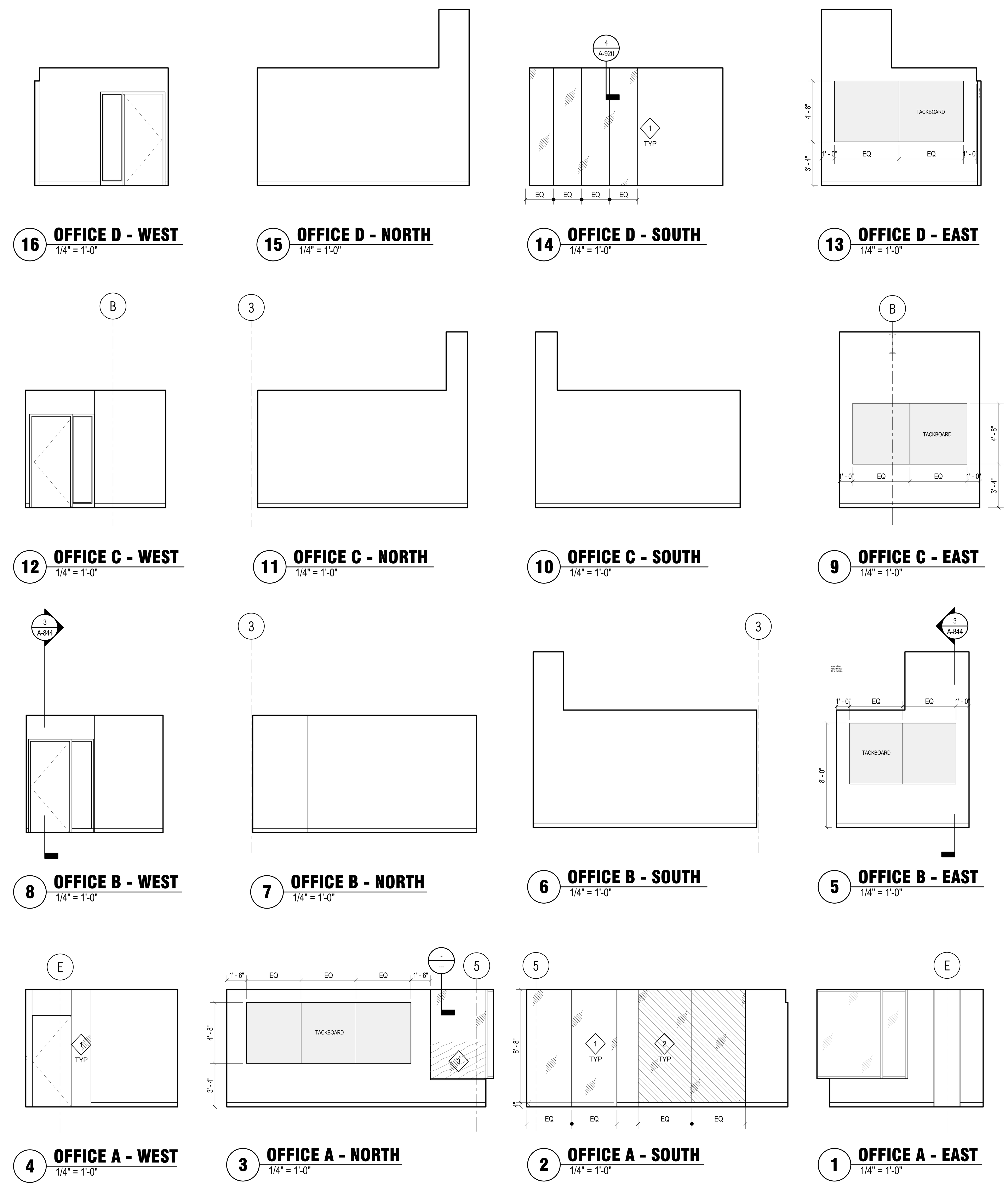
Sheet Title: **INTERIOR ELEVATIONS**

Sheet Number: **A-842** Rev. No.

12/6/2016 6:53:26 PM

GLAZING LEGEND

1 TYP	GL01	VISION GLASS CLEAR, TEMPERED
2 TYP	GL02	BACKPAINTED GLASS, COLOR TBD
3 TYP	GL03	VISION GLASS CLEAR WITH GRAPHIC, TEMPERED



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Project Key Plan

NOT FOR CONSTRUCTION

Rev	Date	Description

Project Title

University of Idaho

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GRITMAN BUILDING

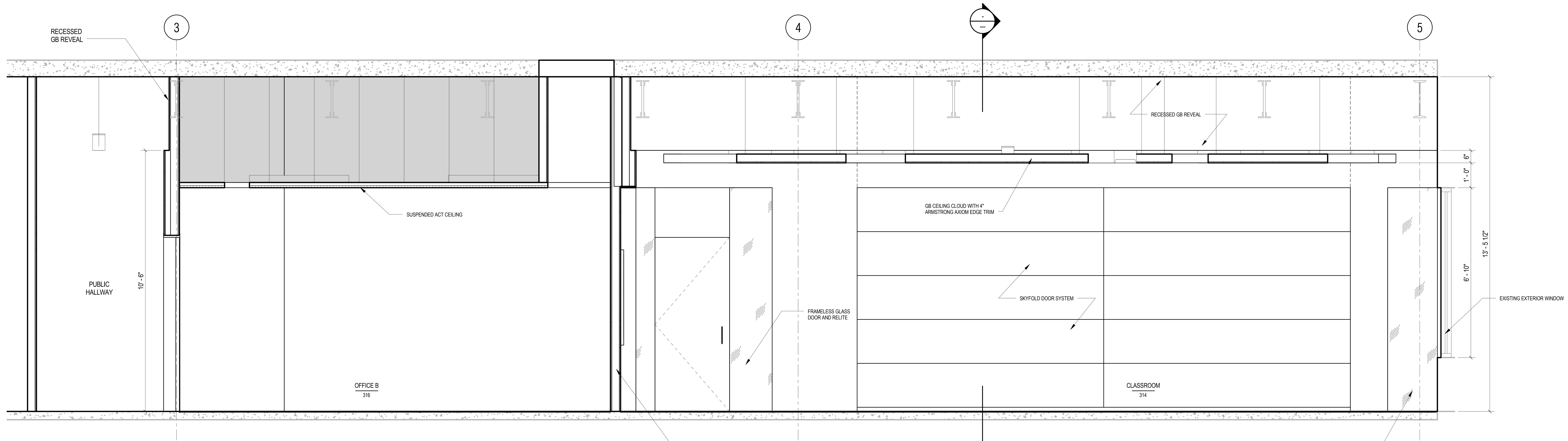
Project Phase: DESIGN DEVELOPMENT	
Date: 12/06/16	Drawn By: FLAD
Project Number: 15788-01	Checked By: FLAD

Sheet Title: **INTERIOR ELEVATIONS**

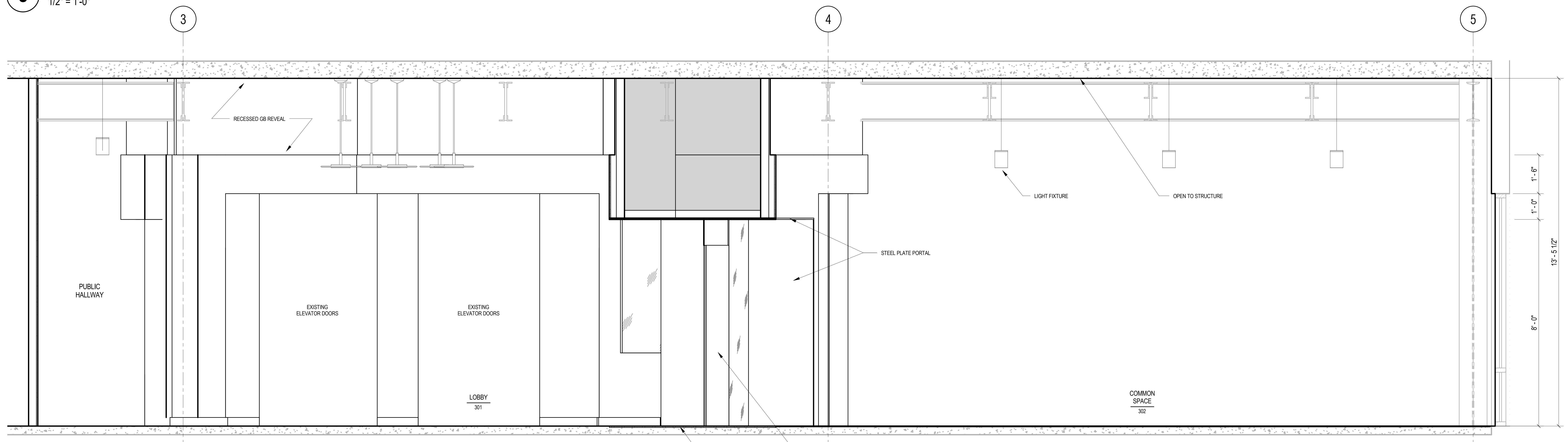
Sheet Number: **A-843** Rev. No.

12/6/2016 6:53:28 PM

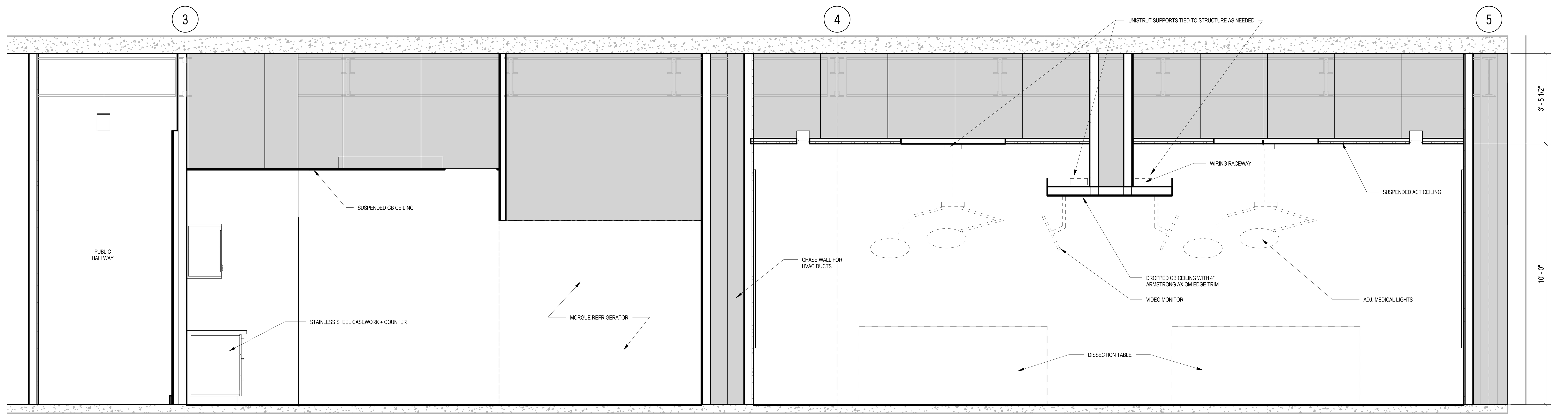
ATTACHMENT 1



3 CLASSROOM SECTION
1/2" = 1'-0"



2 COMMON SPACE SECTION
1/2" = 1'-0"



1 ANATOMY SUITE SECTION
1/2" = 1'-0"

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Stamps & Approvals

Project Key Plan

NOT FOR CONSTRUCTION

Rev	Date	Description

Project Title

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WWAMI

GRITMAN BUILDING

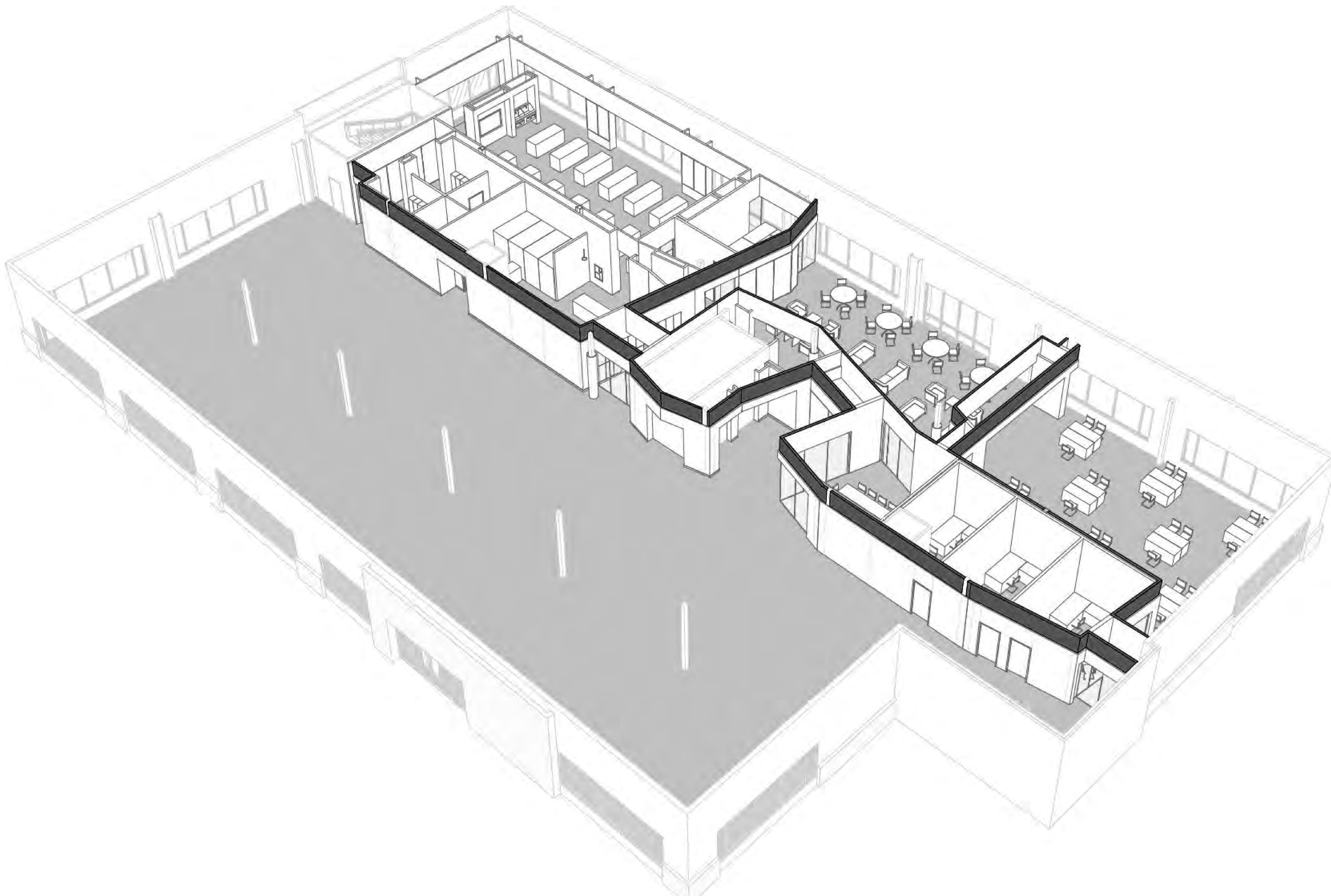
Project Phase	
DESIGN DEVELOPMENT	
Date 12/06/16	Drawn By FLAD
Project Number 15788-01	Checked By FLAD

Sheet Title

INTERIOR SECTIONS

Sheet Number	Rev. No.
A-844	

12/6/2016 6:53:29 PM



3 LOBBY VIEW

2 COMMON SPACE - SOUTH VIEW

1 COMMON VIEW - NORTH VIEW

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Stamps & Approvals

Project Key Plan

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Rev	Date	Description

Project Title

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WWAMI

GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT

Date 12/06/16	Drawn By FLAD
Project Number 15788-01	Checked By FLAD

Sheet Title

3D REPRESENTATIONS

Sheet Number: **A-850**

Rev. No.

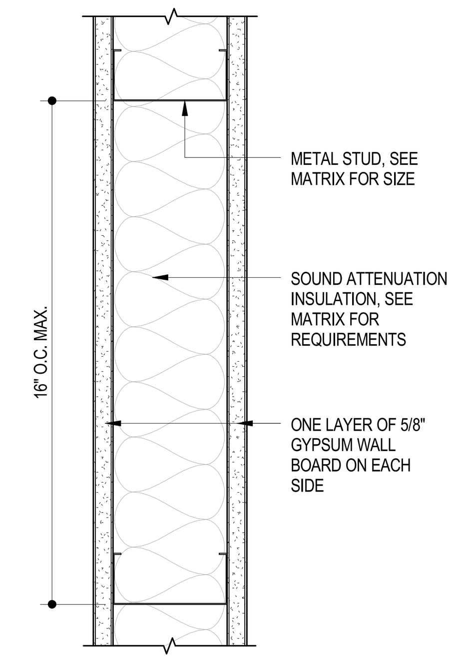
12/6/2016 6:53:30 PM

A

GB + STUD + GB

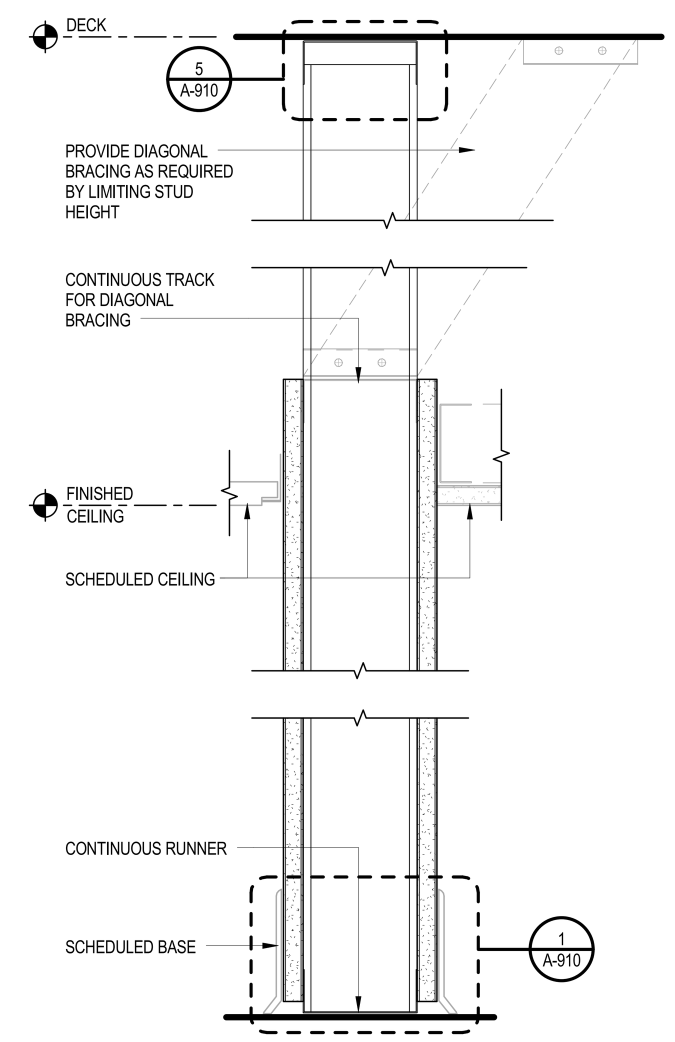
ONE LAYER OF 5/8" GB ON BOTH SIDES OF STUD FRAMING. TYPICAL UNLESS NOTED OTHERWISE BY MODIFIERS.

STC 38: ACHIEVED BY CALCULATED ADJUSTMENT OF SOUND TEST #USG810518

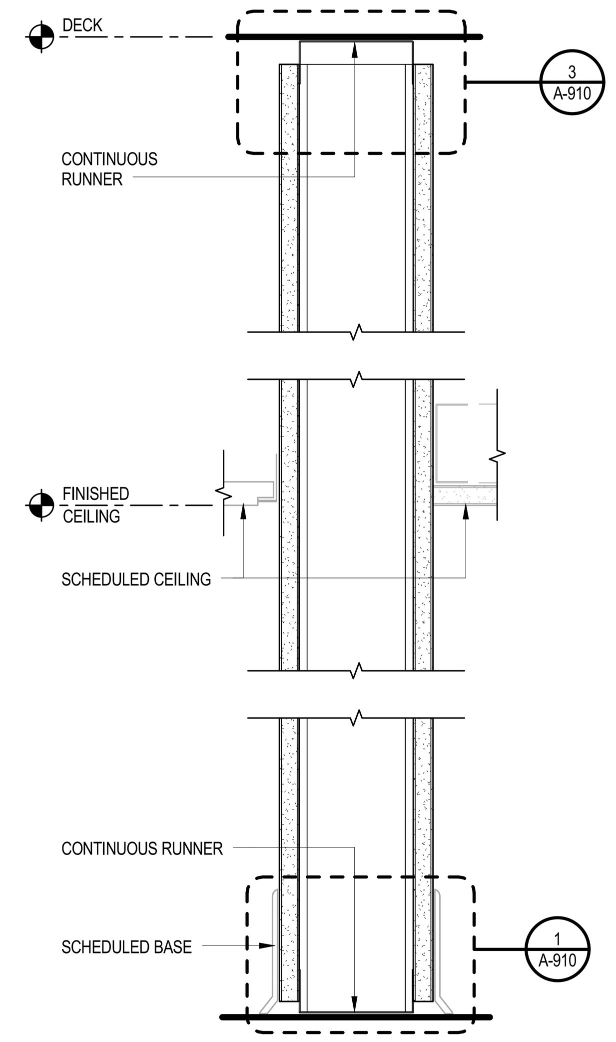


PLAN VIEW

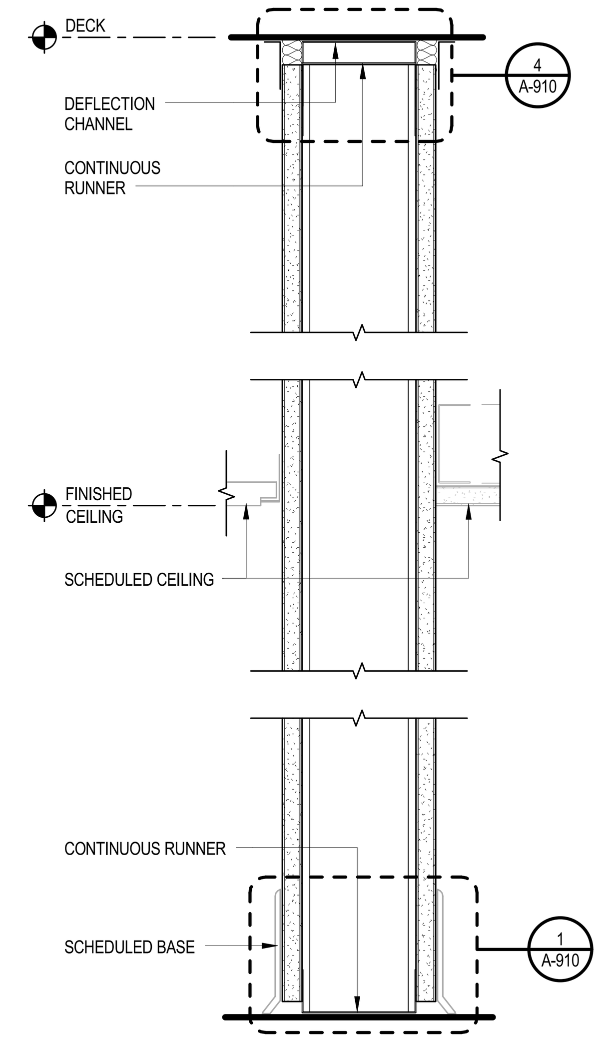
				1	2	3	4	6
OVERALL WIDTH				2 7/8"	3 3/4"	4 7/8"	5 1/4"	7 1/4"
MINIMUM INSULATION THICKNESS WHERE STC RATING REQUIRED AND NOTED						2"		
STUD WIDTH				1 5/8"	2 1/2"	3 5/8"	4"	6"
NON-RATED PARTITIONS	A	NON-RATED PARTITION TO 4" MIN. ABOVE FINISHED CEILING BRACED TO DECK	TYPE-A SECT-A			A3A		
	B	NON-RATED PARTITION TO 4" MIN. ABOVE FINISHED CEILING BRACED TO DECK WITH SOUND ATTENUATION INSULATION	TYPE-A SECT-A			A3B		
	C	NON-RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK	TYPE-A SECT-B			A3C		
	D	NON-RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION	TYPE-A SECT-B			A3D STC 38		
	E	NON-RATED PARTIAL HEIGHT PARTITION	XX" UNO SEE FLOOR PLANS			A3E		
	F	UNDEFINED - PROJECT SPECIFIC AS REQUIRED						
RATED PARTITIONS	K	1-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK						
	L	1-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION						
	M	2-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK						
	N	2-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION						
	P	3-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK						
	Q	3-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION						



TYPE-A SECTION-A



TYPE-A SECTION-B

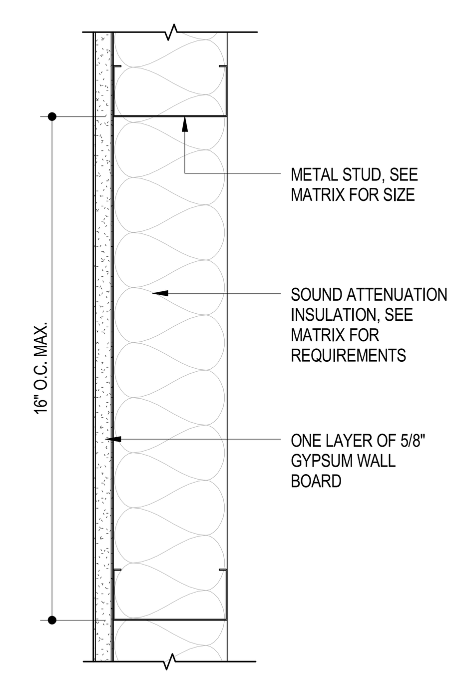


TYPE-A SECTION-C

C

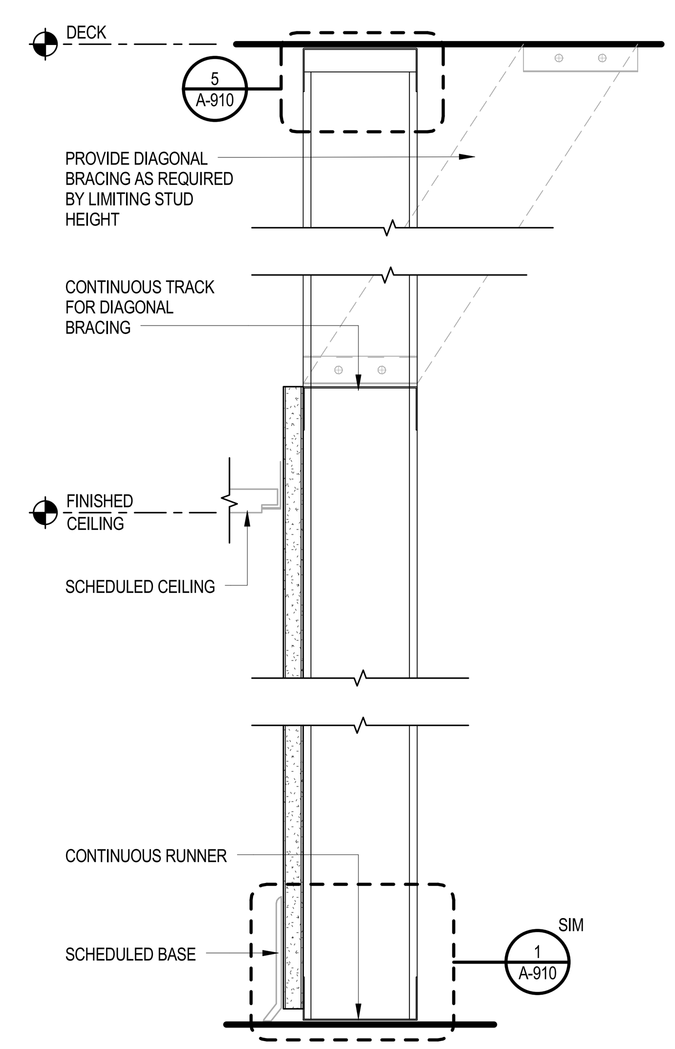
GB + STUD

ONE LAYER OF 5/8" GB ON ONE SIDE OF STUD FRAMING. TYPICAL UNLESS OTHERWISE NOTED WITH MODIFIERS.

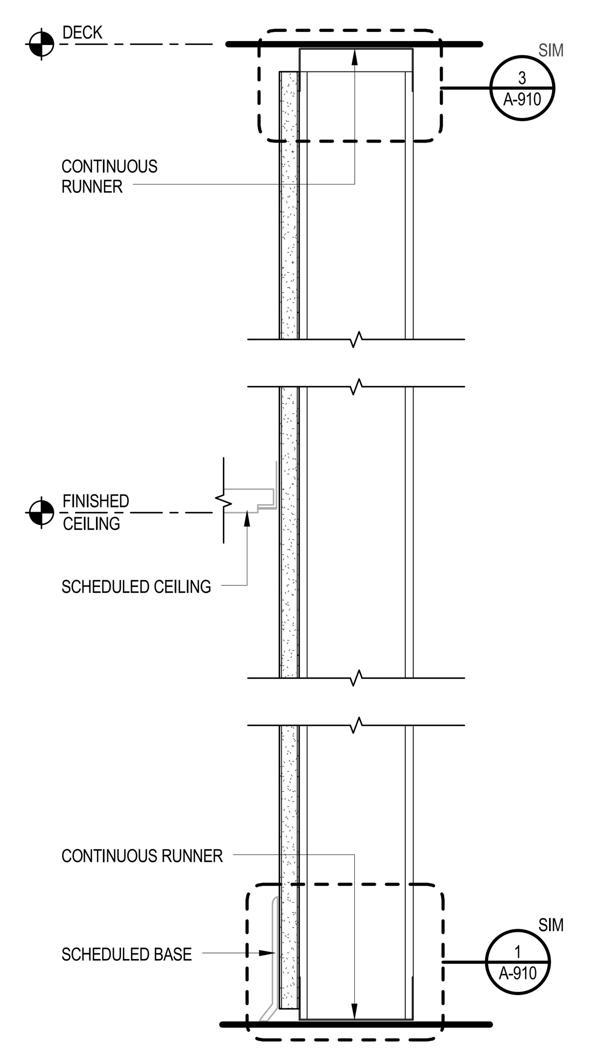


PLAN VIEW

				1	2	3	4	6
OVERALL WIDTH				2 1/4"	3 1/8"	4 1/4"	5 5/8"	6 5/8"
MINIMUM INSULATION THICKNESS WHERE STC RATING REQUIRED AND NOTED								
STUD WIDTH				1 5/8"	2 1/2"	3 5/8"	4"	6"
NON-RATED PARTITIONS	A	NON-RATED PARTITION TO 4" MIN. ABOVE FINISHED CEILING BRACED TO DECK	TYPE-C SECT-A			C3A		
	B	NON-RATED PARTITION TO 4" MIN. ABOVE FINISHED CEILING BRACED TO DECK WITH SOUND ATTENUATION INSULATION	TYPE-C SECT-A			C3B		
	C	NON-RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK	TYPE-C SECT-B			C3C		
	D	NON-RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION	TYPE-C SECT-B			C3D		
	E	NON-RATED PARTIAL HEIGHT PARTITION						
	F	UNDEFINED - PROJECT SPECIFIC AS REQUIRED						
RATED PARTITIONS	K	1-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK						
	L	1-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION						
	M	2-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK						
	N	2-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION						
	P	3-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK						
	Q	3-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION						



TYPE-C SECTION-A

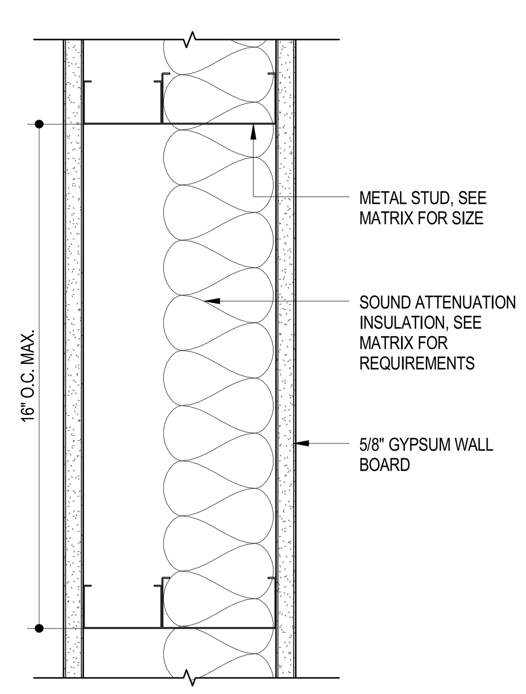


TYPE-C SECTION-B

F

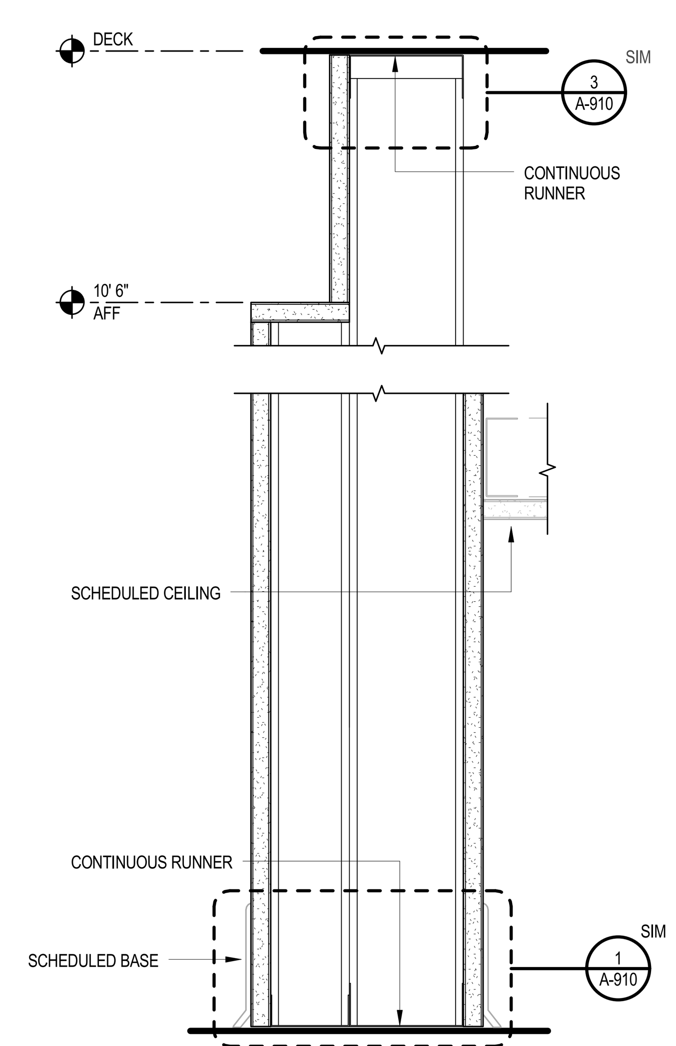
STUD

ONE LAYER OF 5/8" GB ON A 2 1/2" STUD FASTENED TO A 3 5/8" STUD, 5/8" GB ON THE OTHER SIDE. TYPICAL UNLESS NOTED OTHERWISE WITH MODIFIERS.

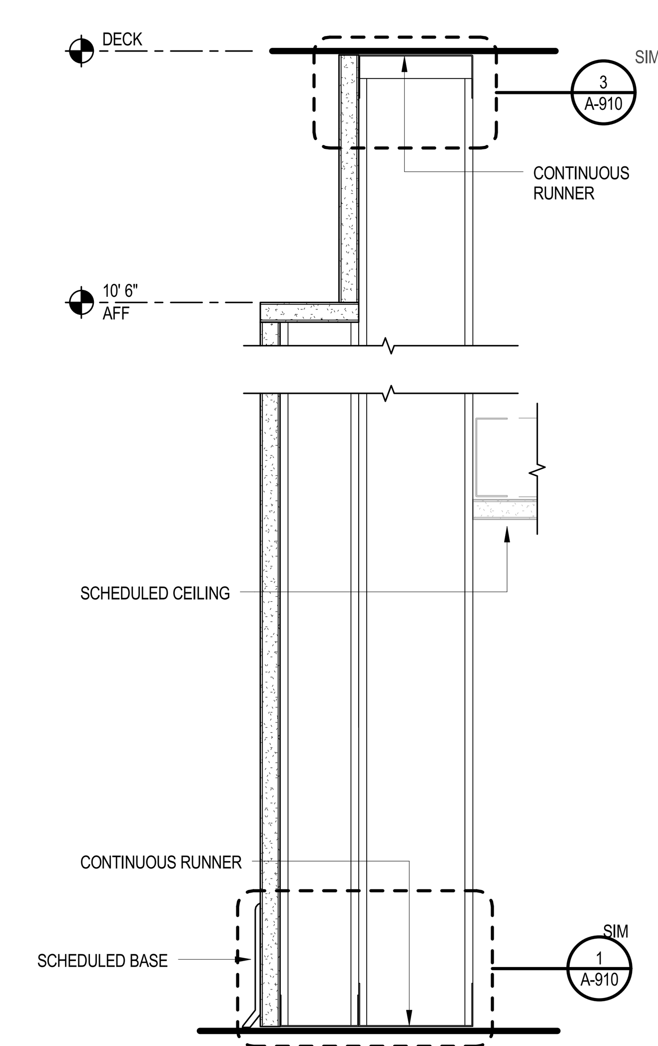


PLAN VIEW

				1	2	3	4	5
OVERALL WIDTH				---	---	7 3/8"	---	---
MINIMUM INSULATION THICKNESS WHERE STC RATING REQUIRED AND NOTED								
STUD WIDTH				---	---	3 5/8" + 2 1/2"	---	---
NON-RATED PARTITIONS	A	NON-RATED PARTITION TO 4" MIN. ABOVE FINISHED CEILING BRACED TO DECK	TYPE-F SECT-A					
	B	NON-RATED PARTITION TO 4" MIN. ABOVE FINISHED CEILING BRACED TO DECK WITH SOUND ATTENUATION INSULATION	TYPE-F SECT-A					
	C	NON-RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK	TYPE-F SECT-B			F3C		
	D	NON-RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION	TYPE-F SECT-B					
	E	NON-RATED PARTIAL HEIGHT PARTITION						
	F	NON-RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK, GB ON 2 1/2" STUD SIDE	TYPE-F SECT-F			F3F		
RATED PARTITIONS	K	1-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK						
	L	1-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION						
	M	2-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK						
	N	2-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION						
	P	3-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK						
	Q	3-HR RATED PARTITION - FULL HEIGHT TO UNDERSIDE OF DECK WITH SOUND ATTENUATION INSULATION						



TYPE-F SECTION-C



TYPE-F SECTION-F

PARTITION GENERAL NOTES

1. ALL PARTITION TYPES ARE SHOWN AS PLAN SECTIONS UNO

2. NOT ALL PARTITION SUB-TYPES APPEARING IN EACH PARTITION MATRIX ARE NECESSARILY USED IN THE PROJECT - REFER TO FLOOR PLANS FOR PARTITIONS USED.

3. REFER TO SHEET *XXXXX* FOR TYPICAL SEISMIC FRAMING REQUIREMENTS.

4. WHERE COLD-FORMED METAL FRAMING IS INDICATED, REFER TO SPECIFICATIONS FOR ADDITIONAL REQUIREMENTS.

5. REFER TO SHEET *XXXXX* FOR TYPICAL PARTITION DETAILS SUCH AS REVEALS, CONTROL AND EXPANSION JOINTS.

6. WALLS ARE INDICATED WITH CONVENTIONAL GYPSUM BOARD. PROVIDE SPECIALTY GYPSUM BOARD (E.G. MOLD AND MOISTURE RESISTANT, IMPACT RESISTANT, TILE CEMENT BACKER BOARD, ETC.) WHERE INDICATED.

7. PARTITION TYPES DO NOT INCLUDE APPLIED FINISHES - REFER TO ROOM FINISH PLANS (*ALT: ROOM FINISH SCHEDULE)* AND INTERIOR ELEVATIONS FOR ADDITIONAL INFORMATION .

8. COORDINATE LOCATIONS AND TYPES OF BACKING PLATES AND/OR BLOCKING AT ALL PARTITIONS TO RECEIVE WALL MOUNTED ASSEMBLIES SUCH AS CASEWORK, EQUIPMENT AND HANDRAILS. REFER TO SHEET *XXXXX* FOR TYPICAL DETAILS.

9. WHERE FIRE RESISTANCE RATINGS ARE INDICATED, INSTALL PARTITION TYPES PER DESIGNATED FIRE RESISTANCE DESIGN REQUIREMENTS.

10. MAINTAIN CONTINUITY OF RATING AT ALL RATED PARTITIONS AROUND OR THROUGH INTERVENING COLUMN ENCLOSURES AND NON-RATED PARTITIONS. REFER TO LIFE SAFETY PLANS FOR ADDITIONAL INFORMATION.

11. PROVIDE FIRE-STOP ASSEMBLIES AT ALL PENETRATIONS, PARTITION JOINTS, EDGE OF SLAB AND PARTITON HEADS AT RATED PARTITIONS AS REQUIRED BY CODE TO MAINTAIN RATING. REFER TO SHEET *XXXXX* FOR TYPICAL FIRE-RATED PARTITION DETAILS.

12. PROVIDE FIRE AND SMOKE ASSEMBLY IDENTIFICATION FOR LABELING OF FIRE AND SMOKE PARTITIONS.

13. WHERE A PARTITION MUST COMPLY WITH BOTH FIRE RATING AND ACOUSTICAL REQUIREMENTS, FIRE STOPPING REQUIREMENTS SHALL GOVERN.

14. IDENTIFIED STC RATINGS ARE MINIMUM REQUIRED VALUES FOR THE LISTED PARTITION TYPES. LISTED STC RATINGS APPLY ONLY TO PARTITION ASSEMBLIES IN THEIR ENTIRETY, ANY MODIFICATIONS/SUBSTITUTION REQUESTS TO THE PARTITION TYPE ASSEMBLY TO INCLUDE STC TESTING AND VERIFICATION.

15. STC RATINGS ARE BASED UPON LABORATORY TESTED OR CALCULATED VALUES, IN PLACE CONDITIONS WILL VARY.

15. WHERE ADDITIONAL INSULATION IS INDICATED ABOVE AND BEYOND THE DESIGNATED FIRE RESISTANCE ASSEMBLY, PROVIDE THICKNESS OF INSULATION TO FILL STUD CAVITY WITH MINIMUM FREE AIR SPACE; THICKNESS NOT TO EXCEED 1/2" BEYOND STUD SIZE.

16. EXTEND SOUND ATTENUATION INSULATION, WHERE INDICATED, CONTINUOUSLY FROM FLOOR TO DECK ABOVE. UNO

PARTITION TAG GUIDE

REFER TO PARTITION MATRIX FOR DETAILS OF EACH ASSEMBLY

A 3 C a s

1st CHARACTER: DENOTES THE BASIC PARTITION ASSEMBLY TYPES

2nd CHARACTER: DENOTES NOMINAL STUD SIZE/MASONRY THICKNESS

3rd CHARACTER: DENOTES ADDITIONAL REQUIREMENTS OR ENHANCEMENTS TO THE BASIC PARTITION TYPES

4th CHARACTER / MODIFIER (& 5th CHARACTER IF APPLICABLE): DENOTES ADDITIONAL COMPONENTS OR ENHANCEMENTS TO THE BASIC PARTITION TYPES AS FOLLOW:

MODIFIERS

a. ABUSE RESISTANT GB ON TAG SIDE
b. ABUSE RESISTANT GB ON EACH SIDE
c. HIGH IMPACT RESISTANT GB ON TAG SIDE
d. HIGH IMPACT RESISTANT GB ON EACH SIDE
e. MOLD AND MOISTURE RESISTANT GB ON TAG SIDE
f. MOLD AND MOISTURE RESISTANT GB ON EACH SIDE
g. GLASS MAT GB ON TAG SIDE
h. GLASS MAT GB ON EACH SIDE
j. TILE CEMENT BACKER BOARD ON TAG SIDE
k. TILE CEMENT BACKER BOARD ON EACH SIDE
m. ACOUSTICALLY ENHANCED GB ON EACH SIDE
n. COLD FORM METAL FRAMING IN LIEU OF METAL STUD (SEE SPEC SECTION 05 4000)
o. FOIL-BACKED GB ON THE SYMBOL SIDE
p. HIGH SECURITY PROVISIONS
s. NON-RATED SMOKE PARTITION, REFER TO LIFE SAFETY DRAWINGS

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Project Key Plan

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Rev	Date	Description

Project Title

University of Idaho

University of Idaho WWAMI

700 S MAIN ST, MOSCOW, ID 83843

WWAMI

GRITMAN BUILDING

Project Phase
DESIGN DEVELOPMENT

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PARTITION TYPES A, C & F

Sheet Number
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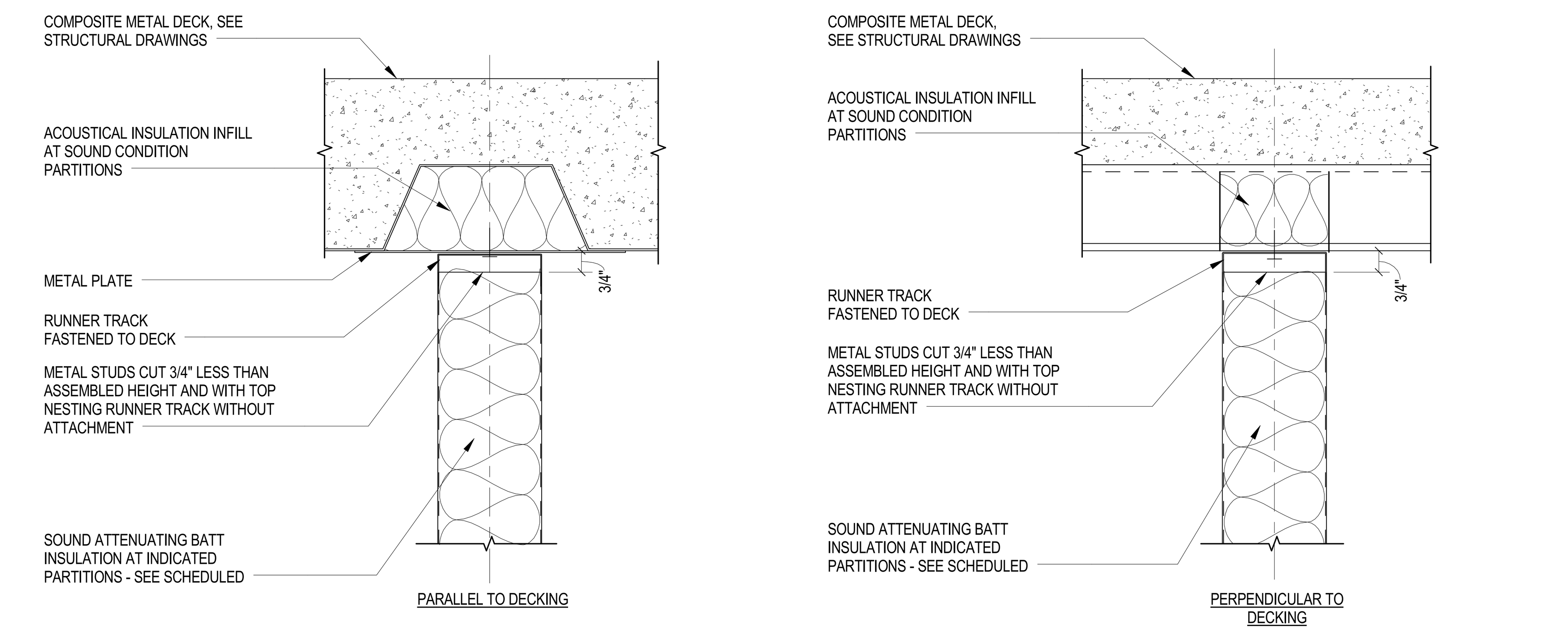
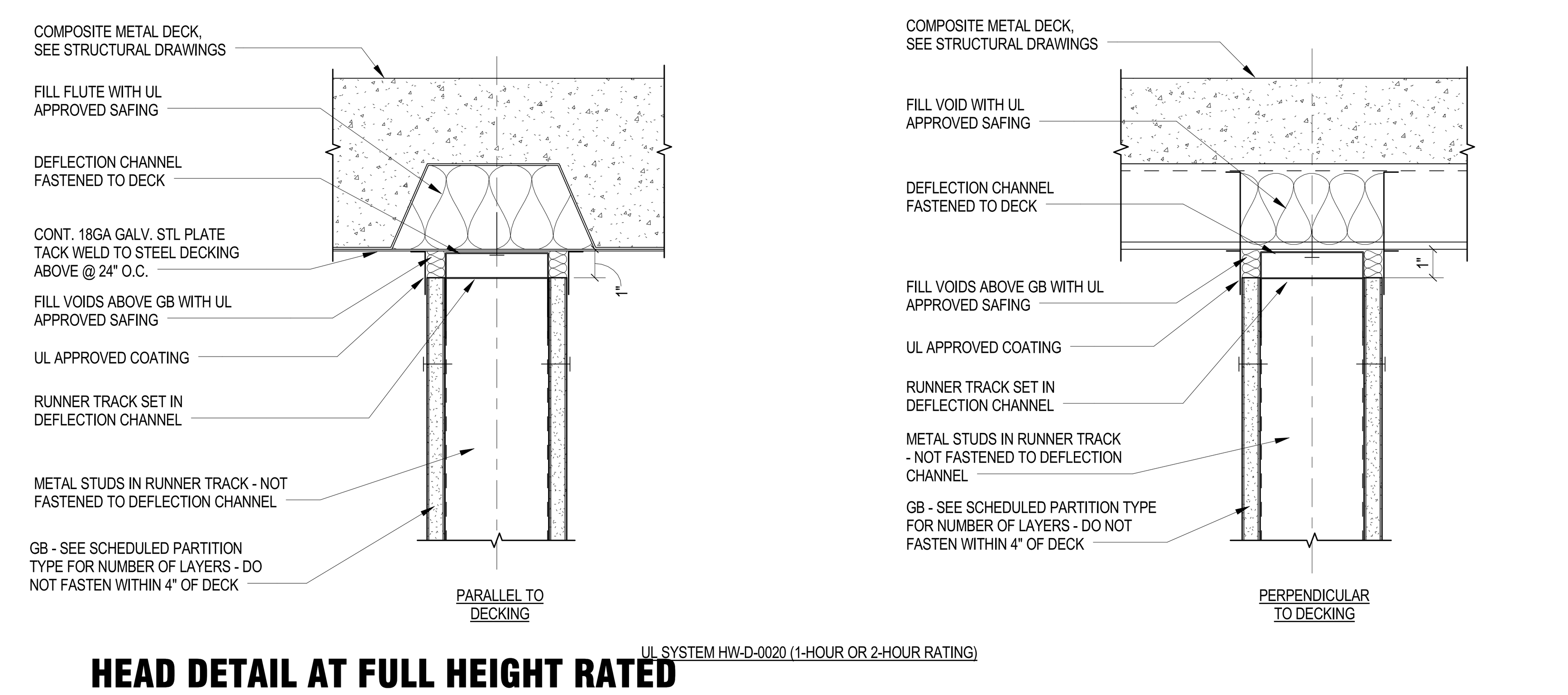


5 HEAD DETAIL AT PARTITIONS BRACED TO DECK

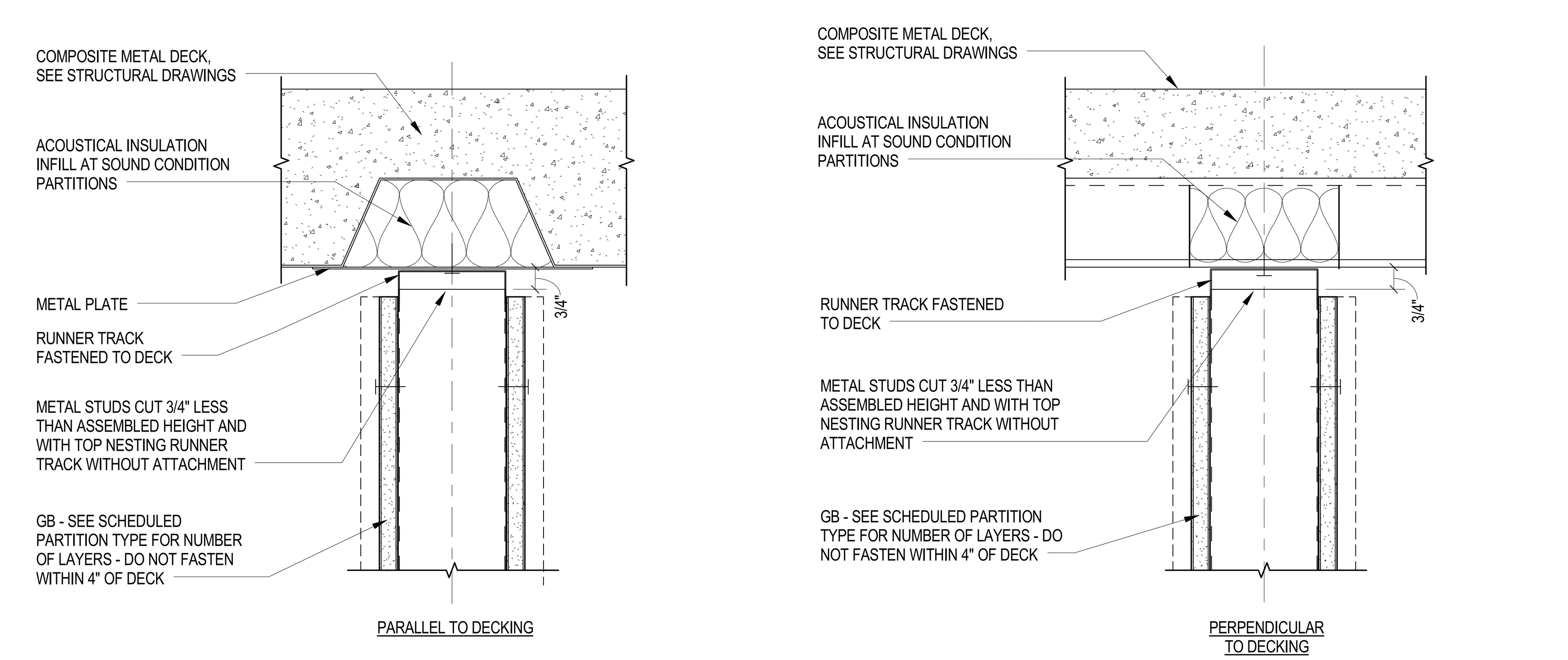
3" = 1'-0"



UL SYSTEM HW-D-0020 (1-HOUR OR 2-HOUR RATING)

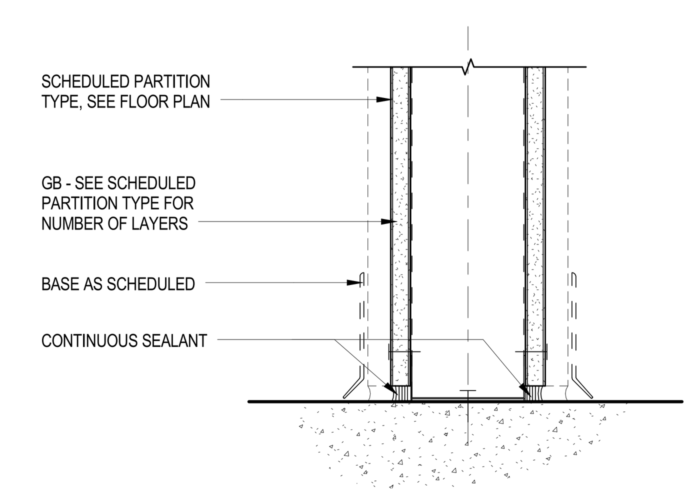
4 HEAD DETAIL AT FULL HEIGHT RATED PARTITIONS

3" = 1'-0"



3 HEAD DETAIL AT FULL HEIGHT NON-RATED PARTITIONS

3" = 1'-0"



1 WALL BASE AT PARTITIONS

3" = 1'-0"

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GRITMAN BUILDING

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Sheet Title: **PARTITION DETAILS**

Sheet Number: **A-910** Rev. No.

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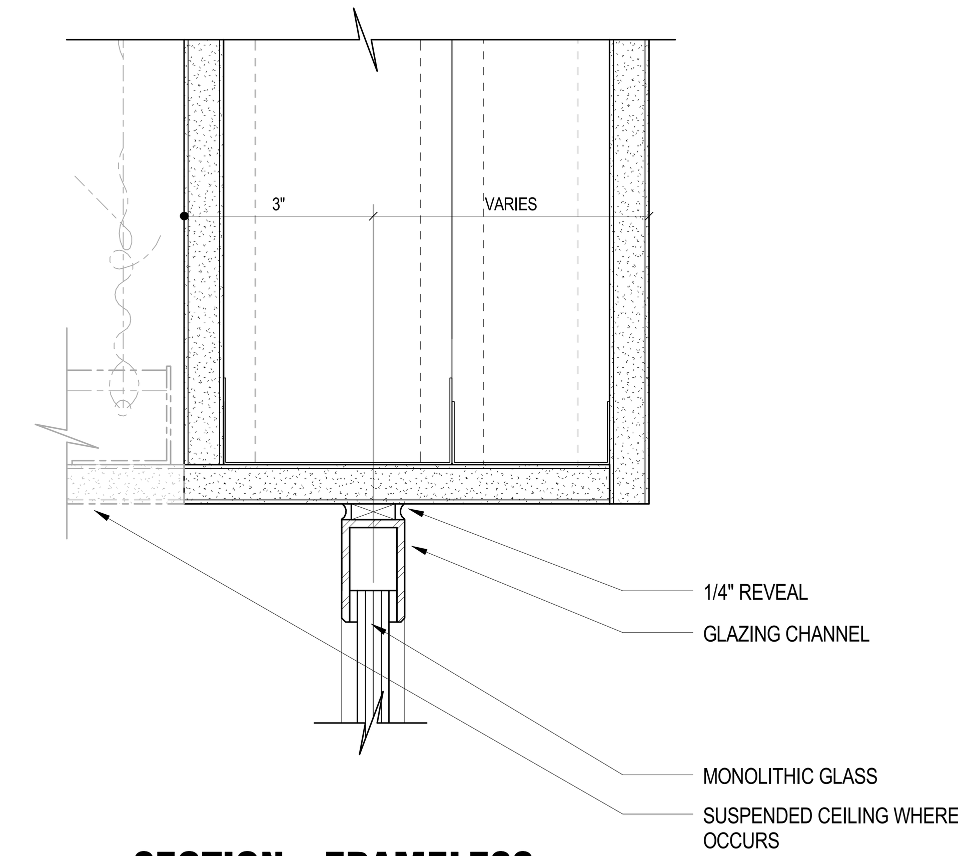
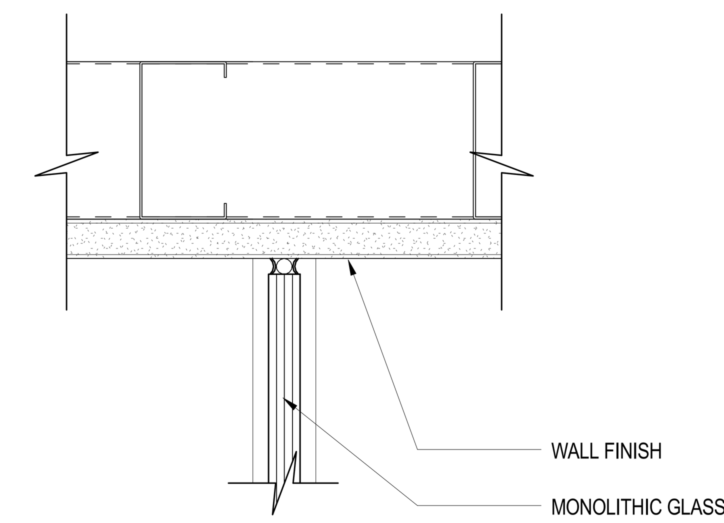
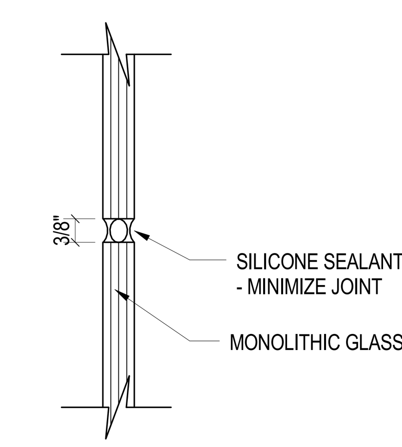


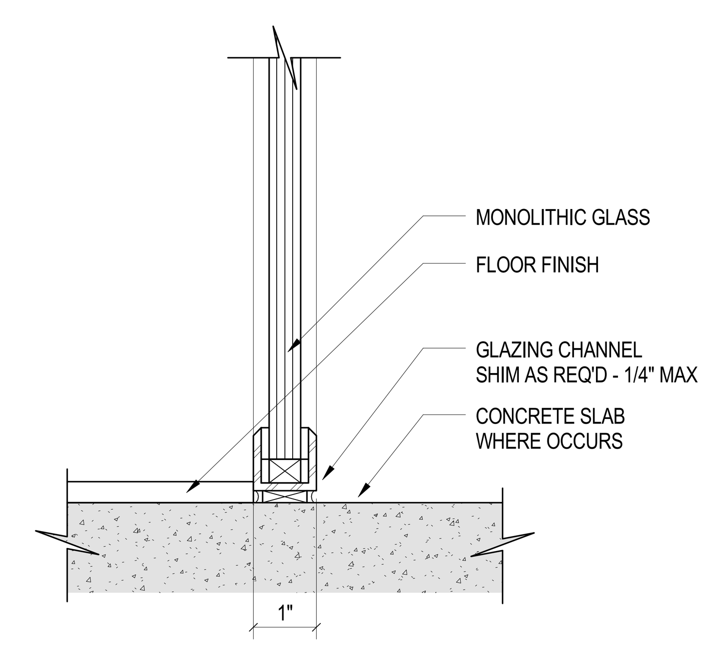
SECTION - FRAMELESS GLAZING HEAD
4 — 6" = 1'-0"



PLAN - FRAMELESS GLAZING JAMB
3 — 6" = 1'-0"



PLAN - FRAMELESS GLAZING JOINT
2 — 6" = 1'-0"



SECTION - FRAMELESS GLAZING SILL
1 — 6" = 1'-0"

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INTERIOR DETAILS

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A-920	

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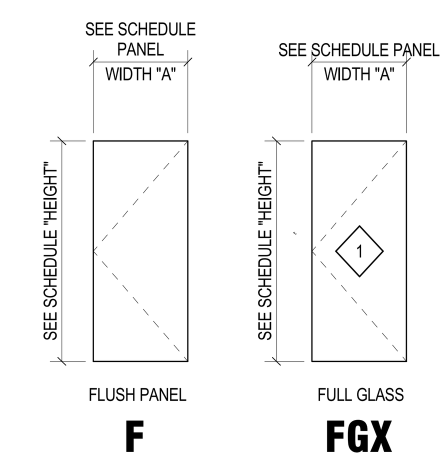
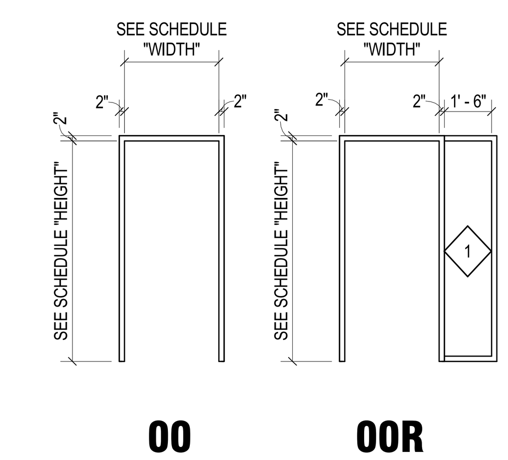
ARCHITECTURAL DOOR SCHEDULE

IDENTIFICATION			DOOR PANEL										DOOR FRAME							
																DETAILS				
ROOM NAME	ROOM NUMBER	DOOR NUMBER	WIDTH	HEIGHT	PANEL STYLE	PANEL WIDTH A	PANEL WIDTH B	PANEL MATERIAL	PANEL FINISH	PANEL INFILL	FIRE RATING	FRAME STYLE	FRAME MATERIAL	FRAME FINISH	HEAD DETAIL	JAMB DETAIL	SILL DETAIL	HARDWARE	Comments
LOBBY	301	301	6' - 0"	7' - 0"	FGX	3' - 0"	3' - 0"	GL				--	--						
ANATOMY	306	302A	3' - 0"	7' - 0"	FGX	3' - 0"		GL				--	--						
COMMON SPACE	302	302B	3' - 0"	7' - 0"	FGX	3' - 0"		GL				--	--						
OFFICE A	304	304	3' - 0"	7' - 0"	FGX	3' - 0"		GL				--	--						
ANATOMY	306	306	4' - 6"	7' - 0"	FGX	3' - 0"	1' - 6"	GL				--	--						
LOUNGE	307	307	3' - 0"	7' - 0"	FGX	3' - 0"		GL				--	--						
PROSECTION / MORGUE	309	309	4' - 6"	7' - 0"	F/F	3' - 0"	1' - 6"	WD				00	HM						
PROSECTION / MORGUE	309	309	3' - 0"	7' - 0"	F	3' - 0"		WD				00	HM						
WOMEN'S SHOWER	310	310	3' - 0"	7' - 0"	F	3' - 0"		WD				00	HM						
WOMEN'S LOCKER	311	311	3' - 0"	7' - 0"	F	3' - 0"		WD				00	HM						
MEN'S LOCKER	312	312	3' - 0"	7' - 0"	F	3' - 0"		WD				00	HM						
MEN'S SHOWER	313	313	3' - 0"	7' - 0"	F	3' - 0"		WD				00	HM						
CLASSROOM	314	314	3' - 0"	7' - 0"	FGX	3' - 0"		GL				--	--						
COMMON SPACE	302	315	3' - 0"	7' - 0"	FGX	3' - 0"		GL				--	--						
OFFICE B	316	316	3' - 0"	7' - 0"	F	3' - 0"		WD				00 R	HM						
OFFICE C	317	317	3' - 0"	7' - 0"	F	3' - 0"		WD				00 R	HM						
OFFICE D	318	318	3' - 0"	7' - 0"	F	3' - 0"		WD				00 R	HM						
TELECOM. ROOM	319	319	3' - 0"	7' - 0"	F	3' - 0"		WD				00	HM						



PANEL STYLE



FRAME STYLE

FINISH SCHEDULE

ROOM NUMBER	ROOM NAME	BASE	WALL	CEILING	FLOOR	NOTES
301	LOBBY	WB01	PT01, PT02, MT01	GB	CONC01, MT01	
302	COMMON SPACE	WB01	PT01, PT02, GL02	GB	CPT01	
303	RECEPTION	WB01	PT01	GB	CPT01	
304	OFFICE A	WB01	PT01, GL02	ACT01	CPT02	
305	COPY	WB01	PT01	GB	CPT01	
306	ANATOMY	WB02	PT01, GL02	ACT02, GB	VCT01, VCT02	
307	LOUNGE	WB01	PT01, PT02, TL03	GB	CONC01	
308	PUBLIC HALLWAY	WB01	PT01, PT02	-	CONC01	
309	PROSECTION / MORGUE	WB02	PT01	GB	VCT01	
310	WOMEN'S SHOWER	WB03	PT01, TL02	GB	TL01	
311	WOMEN'S LOCKER	WB01	PT01	GB	VCT01	
312	MEN'S LOCKER	WB01	PT01	GB	VCT01	
313	MEN'S SHOWER	WB03	PT01, TL02	GB	TL01	
313	MEN'S SHOWER					
314	CLASSROOM	WB01	PT01, PT02, PT03	GB	CPT01	
315	CONFERENCE ROOM	WB01	PT01, GL02	TXT01	CPT01	
316	OFFICE B	WB01	PT01	ACT01	CPT02	
317	OFFICE C	WB01	PT01	ACT01	CPT02	
318	OFFICE D	WB01	PT01	ACT01	CPT02	
319	TELECOM. ROOM	WB01	PT01	-	CONC01	

MATERIAL LEGEND

TAG	MATERIAL	DESCRIPTION / MANUFACTURER	FINISH	NOTES
ACT01	ACOUSTIC CEILING TILE	ARMSTRONG OPTIMA		
ACT02	ACOUSTIC CEILING TILE	ARMSTRONG TECH ZONE W/ MYLAR FINISH		
CONC01	SEALED, POLISHED CONCRETE	RETROPLATE	STAINED GRAY, ADA WET	
CPT01	CARPET TILE	INTERFACE NET EFFECT 1	COLOR TBD	CUSTOM LAYOUT W/ 2-3 STYLES
CPT02	CARPET TILE	INTERFACE NET EFFECT 2	COLOR TBD	CUSTOM LAYOUT W/ 2-3 STYLES
GL01	GLASS	1/2" VISION GLASS	CLEAR, TEMPERED	
GL02	GLASS	1/2" BACKPAINTED GLASS	COLOR TBD	
GL03	GLASS	1/2" VISION GLASS	CLEAR W/ GRAPHIC TBD	
LIN02	LINOLEUM SHEET	FORBO STRIATO	COLOR 2	
MT01	FINISHED METAL	1/2" HOT-ROLLED STEEL PLATE	CLEAR COATED	
PT01	WHITE PAINT		COLOR TBD	
PT02	GREY PAINT		COLOR TBD	
PT03	HIGHLIGHT PAINT		COLOR TBD	
TB01	TACKBOARD	FORBO TACKBOARD	COLOR TBD	
TL01	CERAMIC TILE	DAL-TILE 1X2 PORCELAIN TILE	COLOR TBD	
TL02	CERAMIC TILE	DAL-TILE 4X16 LILITH	GLOSS WHITE	
TL03	GLASS TILE	ACCENT BACKSPLASH	COLOR TBD	
TXT01	FELT	COVED TILE BASE	COLOR TBD	
VCT01	VINYL COMP TILE	MONDO HARMONI	COLOR 1	
VCT02	VINYL COMP TILE	MONDO HARMONI	COLOR 2	
WB02	STAINLESS STEEL BASE	6" BASE	STAINLESS STEEL	
WB03	TILE BASE	COVED TILE BASE	GLOSS WHITE	

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DOOR SCHEDULE/FINISH SCHEDULE

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SYMBOLS & ABBREVIATIONS

TEMPERATURE CONTROL SYMBOLS

- AF — AIRFLOW MONITOR
- AVERAGING SENSOR
- CO_2 — CARBON DIOXIDE SENSOR
- CO — CARBON MONOXIDE SENSOR
- COIL (HEATING/COOLING)
- # — CONTROL POINT
- CT — CURRENT TRANSDUCER
- 1i — DAMPER MOTOR ACTUATOR IDENTIFICATION
- DP — DIFFERENTIAL PRESSURE SWITCH
- DS — DUCT SMOKE DETECTOR
- ES — END SWITCH
- # — EQUIPMENT IDENTIFICATION
- FILTER
- FS — FLOW SWITCH
- H — HUMIDITY SENSOR
- IN-LINE DEVICE
- R — INTERFACE RELAY
- LIGHT (PILOT OR ANNUNCIATOR)
- LIGHT WITH AUDIO ANNUNCIATION
- LL — LOW LIMIT FREEZESTAT
- MOTOR STARTER
- MOTOR STARTER WITH CURRENT SENSING RELAY
- MOTORIZED DAMPER
- OS — OCCUPANCY SENSOR
- POINT SENSOR
- PS — PRESSURE SENSOR
- PUMP
- RM — REFRIGERANT MONITOR
- S — SENSOR
- S — SOLENOID VALVE ACTUATOR
- SP — STATIC PRESSURE SENSOR
- \$ — SWITCH
- \$G — SWITCH WITH GUARDED COVER
- \$ — SWITCH WITH PILOT LIGHT
- TT — TEMPERATURE TRANSMITTER
- TT — TEMPERATURE TRANSMITTER WITH SUN SHIELD
- THERMOWELL
- V# — VALVE MOTOR ACTUATOR IDENTIFICATION
- WM — WATERFLOW METER
- 2-WAY MODULATING VALVE
- 3-WAY MODULATING VALVE
- 2-OR 3-WAY MODULATING VALVE (SEE PLANS OR DETAILS FOR REQUIREMENTS)

TEMPERATURE CONTROL ABBREVIATIONS

AF	AIR FLOW	HWS	HOT WATER SUPPLY
AI	ANALOG INPUT	MBC	MODULAR BUILDING CONTROLLER
AO	ANALOG OUTPUT	MEC	MODULAR EQUIPMENT CONTROLLER
C	COMMON	OSA	OUTSIDE AIR
CIRC	CIRCULATION	RA	RETURN AIR
CWR	CHILLED WATER RETURN	RF	RETURN FAN
CWS	CHILLED WATER SUPPLY	RLF	RELIEF FAN
DDC	DIRECT DIGITAL CONTROL	SA	SUPPLY AIR
DI	DIGITAL INPUT	SCU	STANDALONE CONTROL UNIT
DO	DIGITAL OUTPUT	SF	SUPPLY FAN
EA	EXHAUST AIR	TEC	TERMINAL CONTROL UNIT
EF	EXHAUST FAN	UC	UNITARY CONTROLLER
EMCS	ENERGY MANAGEMENT & CONTROL SYSTEM	VFD	VARIABLE FREQUENCY DRIVE
EXH	EXHAUST	WF	WATER FLOW
HWR	HOT WATER RETURN		

PLUMBING/PIPING LEGEND

- DOMESTIC COLD WATER
- DOMESTIC HOT WATER
- DOMESTIC RECIRCULATED WATER
- DSP — DRY STAND PIPE
- F — FIRE
- FDC — FIRE DEPARTMENT CONNECTION PIPE
- IW — INDIRECT WASTE (ABOVE FLOOR)
- G — NATURAL GAS (7" WC, UNLESS OTHERWISE NOTED)
- ODL — OVERFLOW DRAIN LINE
- RDL — ROOF DRAIN LINE
- SD — STORM DRAIN
- SS — SANITARY SEWER
- SHR — SOLAR HEATING RETURN
- SHS — SOLAR HEATING SUPPLY
- VENT
- WASTE
- VENT (BELOW GRADE)
- WASTE (BELOW GRADE)

HYDRONIC PIPING LEGEND

- CWR — CHILLED WATER RETURN
- CWS — CHILLED WATER SUPPLY
- CD — CONDENSATE DRAIN
- CDR — CONDENSER RETURN
- CDS — CONDENSER SUPPLY
- HR — HEAT PUMP RETURN
- HS — HEAT PUMP SUPPLY
- HWR — HOT WATER RETURN
- HWS — HOT WATER SUPPLY
- PC — PUMPED CONDENSATE
- SMR — SNOW MELT RETURN
- SMS — SNOW MELT SUPPLY

STEAM PIPING LEGEND

- HPS — HIGH PRESSURE STEAM
- HPC — HIGH PRESSURE STEAM CONDENSATE
- LPS — LOW PRESSURE STEAM
- LPC — LOW PRESSURE STEAM CONDENSATE
- MPS — MEDIUM PRESSURE STEAM
- MPC — MEDIUM PRESSURE STEAM CONDENSATE
- STM — STEAM

LAB AND MEDICAL PIPING LEGEND

- PWS — PURE WATER SUPPLY
- PWR — PURE WATER RETURN
- NPCW — NON-POTABLE COLD WATER
- NPHW — NON-POTABLE HOT WATER
- NPHWR — NON-POTABLE HOT WATER RETURN
- CO2 — CARBON DIOXIDE
- DI — DEIONIZED WATER
- DW — DISTILLED WATER
- MA — MEDICAL AIR
- N2 — NITROGEN
- N2O — NITROUS OXIDE
- O2 — OXYGEN
- RO — REVERSE OSMOSIS
- VAC — VACUUM
- LV — LAB VENT
- LW — LAB WASTE

INDUSTRIAL PIPING LEGEND

- ACT — ACETYLN
- A — AIR
- ARG — ARGON
- HE — HELIUM
- H — HYDROGEN
- TM — TRI-MIX

FUEL PIPING LEGEND

- DF — DIESEL FUEL
- FFP — FUEL FILL PIPE
- FOF — FUEL OIL FILL
- FOR — FUEL OIL RETURN
- FOS — FUEL OIL SUPPLY
- FV — FUEL VENT
- GF — GASOLINE FUEL
- LP FILL — LIQUID PROPANE FILL
- LPG — LIQUID PROPANE GAS
- VRP — STAGE ONE VAPOR RECOVERY PIPE

MISCELLANEOUS PIPING LEGEND

- AR — ACID RESISTANT VENT
- AR — ACID RESISTANT WASTE
- GW — GREASE WASTE
- RR — REFRIGERANT PIPING RETURN
- RS — REFRIGERANT PIPING SUPPLY
- SCW — SOFT COLD WATER
- SHW — SOFT HOT WATER
- (DEG F) — TEMPERED WATER AT TEMPERATURE INDICATED
- BW — BLENDED WATER

PLUMBING/PIPING SYMBOLS

- BALL VALVE
- BUTTERFLY VALVE
- ANGLE VALVE
- CAP
- CHECK VALVE
- CIRCUIT SETTER
- CIRCULATING PUMP
- CLEAN-OUT (BELOW FLOOR OR GRADE)
- CLEAN-OUT (FLUSH TO FLOOR OR GRADE)
- CROSS
- REDUCER
- ELBOW
- ELBOW DOWN
- ELBOW UP
- EXPANSION JOINT
- FIRE DEPARTMENT CONNECTION
- FLEXIBLE CONNECTION
- FLOOR DRAIN (ROUND OR SQUARE)
- FLOOR SINK
- FLOW DIRECTION
- 1% — FLOW DIRECTION AND SLOPE
- FS — FLOW SWITCH
- GAS VALVE
- GLOBE VALVE
- HOSE BIBB/WALL HYDRANT
- MANHOLE/DRYWELL
- PENETRATION (FLOOR OR WALL)
- PIPE ANCHOR
- PIPE CONTINUES ALTHOUGH NOT DRAWN
- PIPE GUIDE
- PIPE SLEEVE
- PRESSURE GAUGE
- PRESSURE AND TEMPERATURE RELIEF VALVE
- GAS & WATER PRESSURE REDUCING VALVE (POINTS TOWARDS LOW PRESSURE)
- ROOF DRAIN
- SANITARY CROSS
- SANITARY ELBOW
- SANITARY TEE
- SANITARY TEE IN RISER
- S — SOLENOID VALVE
- TEE
- TEE DOWN
- TEE DOWN TO ELBOW
- TEE UP
- TEE UP TO ELBOW
- TEE UP TO RISE
- UNION/COUPLING
- VALVE IN RISER
- T — VALVE WITH TAMPER SWITCH
- VENT THRU ROOF
- WATER HAMMER ARRESTER
- WYE

HYDRONIC PIPING SYMBOLS

- 2-WAY CONTROL VALVE
- 3-WAY MODULATING CONTROL VALVE
- AIR SEPARATOR
- AUTOMATIC AIR VENT
- ELECTRO-PNEUMATIC CONTROL VALVE
- GAUGE COCK
- MANUAL AIR VENT
- M — MOTOR OPERATED VALVE
- P-TRAP
- PRESSURE INDEPENDENT BALANCING VALVE
- PS — PRESSURE SWITCH
- SIGHT GLASS
- STRAIGHT THRU MODULATING CONTROL VALVE
- STRAINER
- THERMOMETER
- THERMOWELL
- VENTURI

MISCELLANEOUS PLUMBING SYMBOLS

- ANGLE STOP/CHECK VALVE
- AUTOMATIC BALL DRIP
- BALL VALVE
- BLOW DOWN VALVE
- BUTTERFLY VALVE
- CONNECTION POINT
- DIAPHRAGM VALVE
- DOWNSPOUT NOZZLE
- GATE VALVE
- NRS — GATE VALVE, NON-RISING STEM
- KNIFE GATE VALVE
- PLUG VALVE
- SERRATED COCK (COUNTER-TOP MOUNTED)
- SERRATED COCK (WALL MOUNTED)
- SHOWER HEAD
- STOP/CHECK VALVE
- # — TRAP SET (AS SPECIFIED) # INDICATES TRAP TYPE
- THRUST RESTRAINT

PLUMBING ABBREVIATIONS

CI	CAST IRON	IW	INDIRECT WASTE
CO	CLEAN-OUT	PRV	PRESSURE REDUCING VALVE
COIW	CLEAN-OUT IN WALL	PSI	POUNDS PER SQUARE INCH
COTF	CLEAN-OUT TO FLOOR	PSF	POUNDS PER SQUARE FOOT
COTG	CLEAN-OUT TO GRADE	RD	ROOF DRAIN
FD	FLOOR DRAIN	RPBP	REDUCED PRESSURE BACKFLOW PREVENTER
FRWH	FREEZE RESISTANT WALL HYDRANT	SV	SUMP VENT
FS	FLOOR SINK	VTR	VENT THRU ROOF
GPM	GALLONS PER MINUTE	WC	WATER COLUMN
GTV	GAS TANK VENT	WHA	WATER HAMMER ARRESTER
IE	INVERT ELEVATION		

ANNOTATION

P#	FIXTURE ITEM NUMBER (P1)
#"FD-#	FLOOR DRAIN SIZE AND TYPE (2"FD-1)
#"FS-#	FLOOR SINK SIZE AND TYPE (2"FS-1)
#"RD-#	ROOF DRAIN SIZE AND TYPE (2"RD-1)

GENERAL SYMBOLS

- # — KEY NOTE
- EQ-# — EQUIPMENT IDENTIFIER
- DETAIL NUMBER / DETAIL REFERENCE / SHEET NUMBER
- DETAIL NUMBER / DETAIL REFERENCE / MATCHED SHEET NUMBER / CURRENT SHEET NUMBER
- Sht # — MATCH LINE REFERENCE / MATCHED SHEET NUMBER
- ROOM NAME — ROOM NUMBER
- CONNECTION TO EXISTING (# INDICATES EXISTING SIZE)
- REVISION NUMBER
- SECTION NUMBER
- SECTION REFERENCE
- SHEET NUMBER
- NORTH ARROW
- CENTER LINE

NOTE:
SYMBOLS AND ABBREVIATIONS ON THE DRAWINGS SHALL BE INTERPRETED IN ACCORDANCE WITH THE LEGENDS WHEREVER APPLICABLE. NOT ALL SYMBOLS AND ABBREVIATIONS IN THE LEGENDS ARE NECESSARILY USED FOR THE PROJECT. ALL SIZES ARE IN INCHES, UNLESS OTHERWISE NOTED.

LINEWEIGHT LEGEND

- NEW WORK
- EXISTING TO REMAIN OR NOT IN CONTRACT
- DEMOLITION
- FUTURE WORK

ABBREVIATIONS

ABV	ABOVE	MAX	MAXIMUM
AFF	ABOVE FINISH FLOOR	MFR	MANUFACTURER
AFG	ABOVE FINISH GRADE	MIN	MINIMUM
AL	ALUMINUM	MNT	MOUNT(ED)
BLDG	BUILDING	N.C.	NORMALLY CLOSED
CLG	CEILING	NIC	NOT IN CONTRACT
CP	CHROME PLATED	N.O.	NORMALLY OPEN
CU	COPPER	REQ'D	REQUIRED
DIA	DIAMETER	RM	ROOM
DIV	DIVISION	SIM	SIMILAR
DWG	DRAWING	SS	STAINLESS STEEL
EA	EACH	TYP	TYPICAL
FLR	FLOOR, OR FLOOR MOUNTED	W	WIDE
FT	FEET	W/	WITH
GA	GAUGE	W/IN	WITHIN
H	HIGH	W/O	WITHOUT
HT	HEIGHT	Ø	DIAMETER
N	INCHES	(E)	EXISTING TO REMAIN
L	LONG	(N)	NEW

ANNOTATION

+XX" MOUNTING HEIGHT (AFF OR AFG)

HVAC SYMBOLS

- RECTANGULAR SUPPLY DUCT (SECTION)
- RECTANGULAR RETURN DUCT (SECTION)
- RECTANGULAR EXHAUST DUCT (SECTION)
- RECTANGULAR OSA DUCT (SECTION)
- ROUND SUPPLY DUCT (SECTION)
- ROUND RETURN DUCT (SECTION)
- ROUND EXHAUST DUCT (SECTION)
- ROUND OSA DUCT (SECTION)
- FLAT OVAL SUPPLY DUCT (SECTION)
- DUCTWORK WITH INTERNAL LINING
- ALUMINUM/STAINLESS STEEL DUCTWORK (AS SPECIFIED)
- AIR TRANSFER DUCT SLEEVE
- FLEXIBLE DUCT
- UP DN — DUCT OFFSET AND DIRECTION
- ROUND WIRED ELL W/ TURNING VANES
- TURNING VANES
- AIR SPLIT TAKEOFF
- SINGLE BLADE VOLUME DAMPER
- OPPOSED BLADE VOLUME DAMPER
- FIRE/SMOKE DAMPER
- 12"x12" — RECTANGULAR DUCT SIZE (WIDTHxDEPTH)
- 12"ø — CIRCULAR DUCT DIAMETER
- 12"/12" — FLAT OVAL DUCT SIZE (WIDTH/DEPTH)
- Size 1 Flow — GRILLE/REGISTER/DIFFUSER INFORMATION: AIR FLOW RATE (CFM); GRD TYPE; SIZE
- T — THERMOSTAT
- SUPPLY AIR FLOW
- RETURN AIR FLOW
- FIRE/SMOKE DAMPER TYPE
- SECURITY GRILLE TYPE
- M — DAMPER MOTOR OPERATOR
- ATTENUATOR
- TERMINAL BOX, HEAT PUMP, OR FAN COIL UNIT
- DUCT SECURITY GRILLE
- RECTANGULAR SUPPLY DIFFUSER (ARROWS INDICATE THROW)
- RECTANGULAR RETURN REGISTER/GRILLE
- RECTANGULAR EXHAUST REGISTER/GRILLE/HOOD
- LINEAR DIFFUSER (ARROWS INDICATE THROW)
- CIRCULAR DIFFUSER (ARROWS INDICATE THROW)
- SIDEWALL DIFFUSER (ARROWS INDICATE THROW)
- LOUVER (ARROWS INDICATE THROW)
- UNIT HEATER

MECHANICAL ABBREVIATIONS

AH	AIR HANDLING UNIT	HWP	HEATING WATER PUMP
AS	AIR SEPARATOR	OBVD	OPPOSED BLADE VOLUME DAMPER
AT	ATTENUATOR	OSA	OUTSIDE AIR
BLR	BOILER	PRV	PRESSURE REDUCING VALVE
CFM	CUBIC FEET PER MINUTE	PSI	POUNDS PER SQUARE INCH
CIRC	CIRCULATION	RA	RETURN AIR
CRP	CONDENSATE RETURN PUMP	RC	ROOF COWL
CWP	CHILLED WATER PUMP	SC	STEAM CONVERTOR
EF	EXHAUST FAN	SP	STATIC PRESSURE
ET	EXPANSION TANK	ST	STORAGE TANK
EXH	EXHAUST	UH	UNIT HEATER
FC	FAN COIL UNIT	VEL	VELOCITY
FPM	FEET PER MINUTE	WH	WATER HEATER
GF	GLYCOL FEEDER		
GRD	GRILL/REGISTER/DIFFUSER		

ANNOTATION

AH-#	AIR HANDLING UNIT NUMBER (AH-1)	GF-#	GLYCOL FEEDER (GF-1)
AS-#	AIR SEPARATOR (AS-1)	L-#	LOUVER NUMBER (L-1)
AT-#	ATTENUATOR NUMBER (AT-1)	RC-#	ROOF COWL NUMBER (RC-1)
BLR-#	BOILER NUMBER (BLR-1)	SC-#	STEAM CONVERTOR (SC-1)
CU-#	CONDENSER UNIT NUMBER (CU-1)	ST-#	STORAGE TANK (ST-1)
EF-#	EXHAUST FAN NUMBER (EF-1)	UH-#	UNIT HEATER NUMBER (UH-1)
ET-#	EXPANSION TANK NUMBER (ET-1)	WH-#	WATER HEATER (WH-1)
FC-#	FAN COIL UNIT (FC-1)		

GENERAL NOTES:

1. LOAD CALCULATIONS WERE PERFORMED PER ASHRAE STD. 183.
2. EQUIPMENT CAPACITIES WERE SELECTED TO CONFORM WITH THE REQUIREMENTS OF THE 2012 WSEC SECTION C403.2.2.

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Project Key Plan

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Rev	Date	Description

Project Title

University of Idaho WWAMI

700 S MAIN ST, MOSCOW, ID 83843

WWAMI

GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT

Date: 12/06/16	Drawn By: CBB
Project Number: 15788-01	Checked By: JLD

Sheet Title: **LEGENDS & ABBREVIATIONS - MECHANICAL**

Sheet Number: **M-001** Rev. No.

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PLUMBING FIXTURE SCHEDULE

P#	FIXTURE DESCRIPTION	MANUFACTURER	MODEL	WASTE	VENT	HW	CW	BW	NOTES
P1	ADA WATER CLOSET	-	-	4"	2"	-	1"	-	-
P2	ADA LAVATORY	-	-	1-1/2"	1-1/2"	1/2"	1/2"	-	-
P3	ADA SHOWER	SWANSTONE	-	2"	2"	1/2"	1/2"	-	-
P4	LOUNGE SINK	-	-	1-1/2"	1-1/2"	1/2"	1/2"	-	-
P5	EMERGENCY SHOWER/EYEWASH	-	-	2"/3"FD-1	2"	1"	1"	1-1/4"	-
P-6	SERVICE SINK	-	-	3"	2"	1/2"	1/2"	-	

LAB EQUIPMENT SCHEDULE

L#	DESCRIPTION	WASTE	VENT	CW	HW	REMARKS
L-1	DOUBLE BOWL SCRUB SINK	2"	2"	1/2"	1/2"	-
L-2	PATHOLOGY WORKSTATION	1-1/2"	1-1/2"	1/2"	1/2"	-
L-3	AUTOPSY TABLE	1-1/2"	1-1/2"	1/2"	1/2"	-
L-4	SCULLERY SINK	2"	2"	1/2"	1/2"	-

MIXING VALVE SCHEDULE

MV-#	MFR	MODEL	CW INLET	HW INLET	BW OUTLET	MOUNTING TYPE	MOUNTING HEIGHT	OUTLET TEMPERATURE	NOTES
MV-1	-	-	1"	1"	1 1/4"	WALL	0"	120 °F	-

DRAIN SCHEDULE

TYPE MARK	MFR	MODEL #	BODY			STRAINER		VARIATIONS	NOTES
			TYPE	STYLE	MATERIAL	STYLE	MATERIAL		
FD-1									

ELECTRONIC TRAP PRIMER SCHEDULE

ETP-#	MFR	MODEL #	CW INLET	OUTLET	MOUNTING TYPE	ELECTRICAL REMARKS	NOTES
ETP-1	PPP INC.	MBP-500-115V	3/4"	(2) 1/2"	WALL MOUNT	120V, 1Φ, 60Hz, 0.28 AMP	-

GAS REGULATOR SCHEDULE

TAG	MAN.	MODEL #	INLET PRESSURE	OUTLET PRESSURE	PRESSURE CAPACITY (CFH)	ORIFACE SIZE	NOTES
GR-1							

HOT WATER RECIRCULATION PUMP SCHEDULE

#	MFR	MODEL #	SERVICE	TYPE	RPM	ELECTRICAL					NOTES
						HP	V	PH	HZ	AMPS	
HWRP-1	-	-	BUILDING SERVICE	IN-LINE	3250	1/8	115	1	60	0.00	-
HWRP-2	-	-	TANK RECIRCULATION	IN-LINE	3250	1/8	115	1	60	0.00	-

WATER HEATER SCHEDULE

TAG	MFR	MODEL #	CAPACITY (GAL)	FUEL	BTU/HR INPUT	MIN. ENERGY FACTOR	ASME	NOTES
WH-1	RHEEM-RUUD	HE80-130	80.0	NAT. GAS	130,000	-	-	-
ST-1	RHEEM-RUUD	ST-80	80.0	-	0	-	-	-

VARIABLE REFRIGERANT FLOW INDOOR UNIT SCHEDULE

FC-#	MFR	MODEL #	SERVICE	OUTDOOR UNIT	PEAK AIRFLOW (CFM)	OSA (CFM)	ESP ("WG)	COOLING					HEATING			ELECTRICAL		NOTES
								ACTUAL CAP. (MBH)		CALCULATED CAP. (MBH)		SETPOINT	ACTUAL CAP. (MBH)	CALCULATED CAP. (MBH)	SETPOINT	A	VOLTS/Ø	
								TOTAL	SENS.	TOTAL	SENS.							
IN-3.4	MITSUBISHI	PLFY-P48	CLASSROOM 320	-	-	-	0.75	-	-	-	-	75/85	-	-	72/55	-	120/1	
IN-3.5	MITSUBISHI	PLFY-P48	COMMON SPACE 302	-	-	-	0.75	-	-	-	-	75/85	-	-	72/55	-	120/1	
IN-3.6	MITSUBISHI	PLFY-P06	OFFICE A 304	-	-	-	0.75	-	-	-	-	75/85	-	-	72/55	-	120/1	
IN-3.7	MITSUBISHI	PLFY-P12	LOUNGE 307	-	-	-	0.75	-	-	-	-	75/85	-	-	72/55	-	120/1	
IN-3.8	MITSUBISHI	PLFY-P12	CONFERENCE ROOM 321	-	-	-	0.75	-	-	-	-	75/85	-	-	72/55	-	120/1	
IN-3.9	MITSUBISHI	PLFY-P06	OFFICES 323/325/327	-	-	-	0.75	-	-	-	-	75/85	-	-	72/55	-	120/1	
IN-3.10	MITSUBISHI	PLFY-P15NCMU	PROSECTION 309	-	-	-	0.75	-	-	-	-	75/85	-	-	72/55	-	120/1	
IN-3.11	MITSUBISHI	PLFY-P15NCMU	MORGUE 309	-	-	-	0.75	-	-	-	-	75/85	-	-	72/55	-	120/1	
IN-3.12	MITSUBISHI	PLFY-P24NBMU	ANATOMY 306	-	-	-	0.75	-	-	-	-	75/85	-	-	72/55	-	120/1	
IN-3.13	MITSUBISHI	PLFY-P24NBMU	ANATOMY 306	-	-	-	0.75	-	-	-	-	75/85	-	-	72/55	-	120/1	

NOTES:

LAB PACKAGED ROOFTOP HEAT RECOVERY UNIT SCHEDULE

#	MFR	MODEL #	SERVICE	SA (CFM)	EA (CFM)	SENS. CLG (TONS)	HTG INPUT (MBH)	HTG OUTPUT (MBH)	ELECTRICAL		WEIGHT (LBS)	NOTES
									A	VOLTS/Ø		
HRU-1	XETEX	XHS-##	ANATOMY	8500	9000	30	800	640	94.7	480/3	18,000	

NOTES:

100% OUTSIDE AIR, STAINLESS STEEL FLAT PLATE HEAT EXCHANGER, PACKAGED ROOFTOP UNIT. DX COOLING, INDIRECT GAS FIRED HEAT, SUPPLY FAN, EXHAUST FAN, MERV 8 PRE-FILTERS & EXHAUST AIR FILTERS & MERV 13 FINAL FILTERS. MOTORIZED INTAKE AND EXHAUST DAMPERS, BUILT-IN FROST CONTROL. SINGLE POINT ELECTRICAL CONNECTION WITH FACTORY MOUNTED VFDS ON SUPPLY AND EXHAUST FANS.

RTU CONTROLS SHALL CONTROL STAGING/MODULATION OF HEATING AND COOLING BASED ON SIGNAL FROM THE BAS & SHALL PROVIDE FROST CONTROL. BAS SHALL CONTROL FAN SPEED & DAMPER OPERATION.

SEE PLANS FOR ADDITIONAL EQUIPMENT NOT SCHEDULED ON THIS SHEET.

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Project Key Plan

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Rev	Date	Description

Project Title

University of Idaho

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WWAMI

GRITMAN BUILDING

Project Phase
DESIGN DEVELOPMENT

Date 12/06/16	Drawn By DVA
Project Number 15788-01	Checked By JLD

Sheet Title
SHEDULES - MECHANICAL

Sheet Number **M-002** Rev. No.

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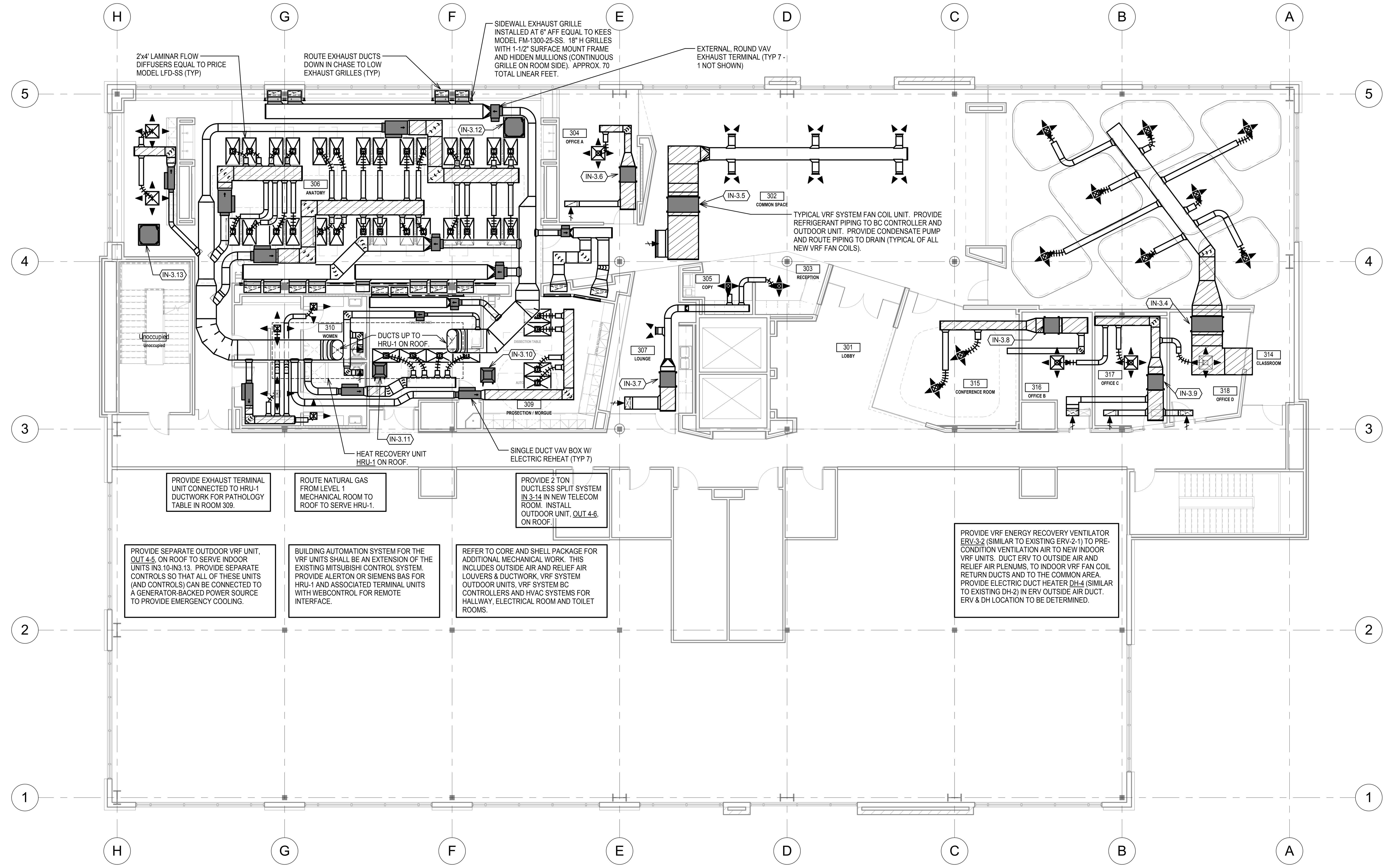
ATTACHMENT 1



LEVEL 3 FLOOR PLAN - HVAC

1/8" = 1'-0"

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PLAN NORTH

NORTH

Project Key Plan

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Project Title

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WWAMI

GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT	
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LEVEL 3 FLOOR PLAN - HVAC

Sheet Number: **M-231** | Rev. No.

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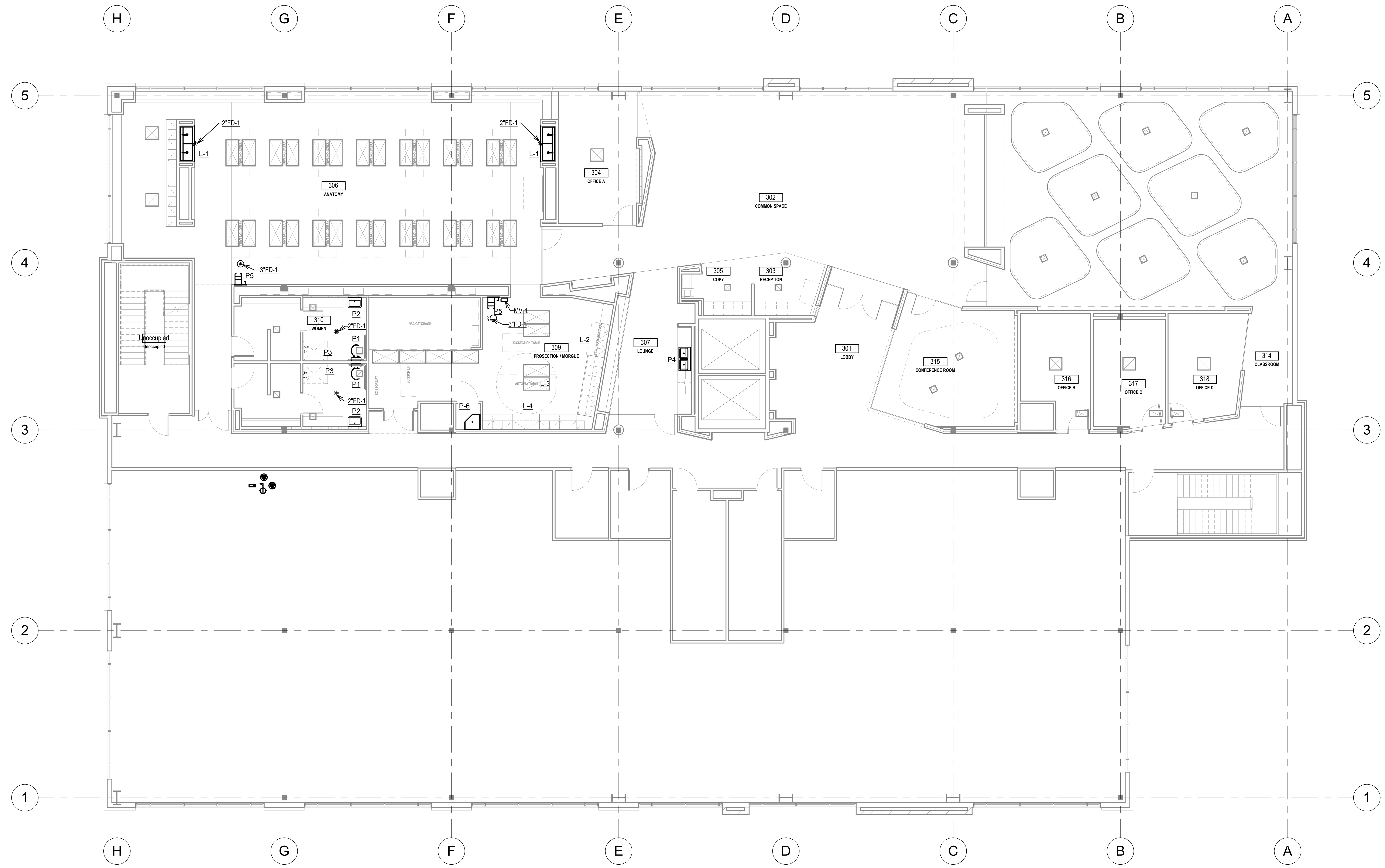

LEVEL 3 FLOOR PLAN - PLUMBING

1/8" = 1'-0"

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PLAN NORTH

NORTH

Project Key Plan

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Rev	Date	Description

Project Title

University of Idaho

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GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT	
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LEVEL 3 FLOOR PLAN - PLUMBING

Sheet Number	Rev. No.
M-232	

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SYMBOLS & ABBREVIATIONS

COMMUNICATIONS SYMBOLS

- 1-PORT CEILING OUTLET, (1) 1-PORT FACEPLATE WITH (1) 8-POSITION CAT6 RJ-45 JACK (DATA ONLY), CEILING MOUNTED IN ACCESSIBLE CEILING SPACE, UNLESS NOTED OTHERWISE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 2-PORT CEILING OUTLET, (1) 2-PORT FACEPLATE WITH (2) 8-POSITION CAT6 RJ-45 JACKS (TWO DATA), CEILING MOUNTED IN ACCESSIBLE CEILING SPACE, UNLESS NOTED OTHERWISE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 3-PORT CEILING OUTLET, (1) 3-PORT FACEPLATE WITH (3) 8-POSITION CAT6 RJ-45 JACKS (THREE DATA), CEILING MOUNTED IN ACCESSIBLE CEILING SPACE, UNLESS NOTED OTHERWISE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 4-PORT CEILING OUTLET, (1) 4-PORT FACEPLATE WITH (4) 8-POSITION CAT6 RJ-45 JACKS (FOUR DATA), CEILING MOUNTED IN ACCESSIBLE CEILING SPACE, UNLESS NOTED OTHERWISE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 6-PORT CEILING OUTLET, (1) 6-PORT FACEPLATE WITH (6) 8-POSITION CAT6 RJ-45 JACKS (SIX DATA), CEILING MOUNTED IN ACCESSIBLE CEILING SPACE, UNLESS NOTED OTHERWISE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 1-PORT COMMUNICATIONS OUTLET, (1) 1-PORT FACEPLATE WITH (1) 8-POSITION CAT6 RJ-45 JACK (DATA ONLY), WALL FLUSH MOUNTED 18" AFF, UNLESS NOTED OTHERWISE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 2-PORT COMMUNICATIONS OUTLET, (1) 2-PORT FACEPLATE WITH (2) 8-POSITION CAT6 RJ-45 JACKS (TWO DATA), WALL FLUSH MOUNTED 18" AFF, UNLESS NOTED OTHERWISE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 3-PORT COMMUNICATIONS OUTLET, (1) 3-PORT FACEPLATE WITH (3) 8-POSITION CAT6 RJ-45 JACKS (TWO DATA, ONE VOICE), WALL FLUSH MOUNTED 18" AFF, UNLESS NOTED OTHERWISE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 4-PORT COMMUNICATIONS OUTLET, (1) 4-PORT FACEPLATE WITH (4) 8-POSITION CAT6 RJ-45 JACKS (TWO DATA, ONE VOICE, ONE SPARE), WALL FLUSH MOUNTED 18" AFF, UNLESS NOTED OTHERWISE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 6-PORT COMMUNICATIONS OUTLET, (1) 4-PORT FACEPLATE AND (1) 2-PORT FACEPLATE WITH (4) 8-POSITION CAT6 RJ-45 JACKS (TWO DATA, ONE VOICE, ONE SPARE) AND (2) LC CONNECTORS, WALL FLUSH MOUNTED 18" AFF, UNLESS NOTED OTHERWISE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- FURNITURE OUTLET, (1) 3-PORT FACEPLATE WITH (3) 8-POSITION CAT6 RJ-45 JACK (TWO DATA, ONE VOICE), MODULAR FURNITURE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 1-PORT FLOORBOX OUTLET, (1) 1-PORT FACEPLATE WITH (1) 8-POSITION CAT6 RJ-45 JACK (DATA ONLY), MOUNTED IN FLOOR BOX. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 2-PORT FLOORBOX OUTLET, (1) 2-PORT FACEPLATE WITH (2) 8-POSITION CAT6 RJ-45 JACKS (TWO DATA), MOUNTED IN FLOOR BOX. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 3-PORT FLOORBOX OUTLET, (1) 3-PORT FACEPLATE WITH (3) 8-POSITION CAT6 RJ-45 JACKS (TWO DATA, ONE VOICE), MOUNTED IN FLOOR BOX. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 4-PORT FLOORBOX OUTLET, (1) 4-PORT FACEPLATE WITH (4) 8-POSITION CAT6 RJ-45 JACKS (TWO DATA, ONE VOICE, ONE SPARE), MOUNTED IN FLOOR BOX. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- 6-PORT FLOORBOX OUTLET, (1) 4-PORT FACEPLATE AND (1) 2-PORT FACEPLATE WITH (4) 8-POSITION CAT6 RJ-45 JACKS (TWO DATA, ONE VOICE, ONE SPARE) AND (2) LC CONNECTORS, MOUNTED IN FLOOR BOX. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- FURNITURE FLOORBOX OUTLET, (1) 3-PORT FACEPLATE WITH (3) 8-POSITION CAT6 RJ-45 JACK (TWO DATA, ONE VOICE), MOUNTED IN FLOOR BOX. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- TELECOM JUNCTION BOX (5"x5"x2") AND 2-GANG FACEPLATE WITH A MINIMUM OF 1-1/4" HOLE AND GROMMET FOR DETAIL, REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL. JUNCTION BOX MOUNTING HEIGHT IS 18" AFF TO THE CENTER AND AT LEAST 12" FROM FURNITURE PANEL.
- TELEPHONE OUTLET, (1) 1-PORT FACEPLATE WITH (1) 8-POSITION CAT6 RJ-45 JACK, WALL PHONE (VOICE ONLY), 48" AFF UNLESS NOTED OTHERWISE, REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- TELEPHONE WEATHERPROOF OUTLET, (1) 1-PORT FACEPLATE WITH (1) 8-POSITION CAT6 RJ-45 JACK, WALL PHONE (VOICE ONLY), 48" AFF UNLESS NOTED OTHERWISE, REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- TV OUTLET, F-SERIES CONNECTOR ON SINGLE GANG FACEPLATE, WALL FLUSH MOUNTED 7'-6" AFF, UNLESS NOTED OTHERWISE. REFER TO SHEET __.___ DETAIL _ FOR OUTLET DETAIL.
- AMPLIFIER
- AUDIO VISUAL OUTLET
- BELL
- BUZZER
- CLOCK
- INTERCOM MASTER STATION
- INTERCOM SLAVE STATION
- MICROPHONE
- NIGHTBELL
- PROJECTOR
- ROTATING ILLUMINATED BEACON
- SPEAKER
- BONDING STRAP

COMMUNICATIONS SYMBOLS

- AUDIO AMPLIFIER
- AUDIO MATRIX SWITCHER
- CLIENT SWITCH
- COAXIAL SPLITTER
- COAXIAL DISTRIBUTION AMPLIFIER
- ETHERNET SWITCH
- FIBER OPTIC PATCH PANEL
- FIBER OPTIC SWITCH
- PATCH PANEL (CAT6)
- POWER STRIP
- SMART UPS
- WIRE MANAGER
- 6" VERTICAL CABLE MANAGEMENT CHANNEL
- 10" TELECOMMUNICATIONS GROUNDING BUS BAR
- 20" TELECOMMUNICATIONS GROUNDING BUS BAR
- 110 BLOCK
- BUILDING ENTRANCE PROTECTOR
- BIX MOUNT
- COAXIAL PROTECTOR BLOCK
- COAXIAL SPLITTER
- D-RING
- PROTECTOR UNIT
- 4" SLEEVE, UNLESS NOTED OTHERWISE, WITH BUSHING AND FIRESTOPPED WITH PUTTY AFTER INSTALLATION
- VERTICAL SLEEVE OR CONDUIT, SIZE AS NOTED, WITH BUSHINGS AND FIRESTOPPED WITH PUTTY AFTER INSTALLATION
- EQUIPMENT CABINET
- EQUIPMENT WALL MOUNTED CABINET
- EQUIPMENT RACK
- 4" DEEP WIRE BASKET CABLE TRAY, WIDTH AS INDICATED
- LADDER TYPE CABLE RUNWAY, WIDTH AS INDICATED
- 3/4" MDO PLYWOOD
- METALLIC RACEWAY, 4"x2"
- CONDUIT UNDER-SLAB, SIZE AS NOTED
- CONDUIT ABOVE CEILING, SIZE AS NOTED
- CONDUIT IN-SLAB, SIZE AS NOTED

COMMUNICATIONS ABBREVIATIONS

AFF	ABOVE FINISHED FLOOR
ANSI	AMERICAN NATIONAL STANDARDS INSTITUTE
AWG	AMERICAN WIRE GAUGE
BB	BACKBONE
BIX	BIX BLOCK
BR	BALLISTIC RESISTANCE
C	CONDUIT
CAA	CONTROLLED ACCESS AREA
CAT 3	CATEGORY 3
CAT 5	CATEGORY 5
CAT 5E	CATEGORY 5, ENHANCED
CAT 6	CATEGORY 6
CCR	CLASSIFIED COMPUTER ROOM
CONN	CONNECTOR
CR	COMPUTER ROOM
CTR	CLASSIFIED TELECOMMUNICATIONS ROOM
EIA	ELECTRONIC INDUSTRIES ALLIANCE
EMI	ELECTROMAGNETIC INTERFERENCE
EMT	ELECTRICAL METALLIC TUBING
FE	FORCED ENTRY
FF	FINISHED FLOOR
FO	FIBER OPTIC
FOC	FIBER OPTIC CABLE
GE	GROUNDING EQUALIZER
GFE	GOVERNMENT FURNISHED EQUIPMENT
GFGI	GOVERNMENT FURNISHED, GOVERNMENT INSTALLED
HH	HAND HOLE
ISP	INSIDE PLANT
JBOX	JUNCTION BOX
LAN	LOCAL AREA NETWORK
LEC	LOCAL EXCHANGE CARRIER
LSP	LOCAL SERVICE PROVIDER
MDF	MAIN DISTRIBUTION FRAME
MH	MAINTENANCE HOLE
MHz	MEGAHERTZ
MIC	MICROPHONE
MM	MULTIMODE
mm	MILLIMETER
MTS	MAIN TERMINAL SPACE
NCAA	NON-CONTROLLED ACCESS AREA
NEMA	NATIONAL ELECTRICAL MANUFACTURERS ASSOCIATION
NFPA	NATIONAL FIRE PROTECTION ASSOCIATION
NIC	NOT IN CONTRACT
OSP	OUTSIDE PLANT
P/C	PATCH CORD
P/P	PATCH PANEL
PB	PULL BOX
PBX	PRIVATE BRANCH EXCHANGE
PC	PERSONAL COMPUTER
PR	PAIR
PVC	POLYVINYL CHLORIDE
RM	ROOM
RMU	RACK MOUNT UNIT
SM	SINGLEMODE
SPKR	SPEAKER
STR	STRAND
SWTH	SWITCH TAIL
TBB	TELECOMMUNICATION BONDING BACKBONE
TC	TELECOMMUNICATIONS CLOSET
TER	TELEPHONE EQUIPMENT ROOM
TGB	TELECOMMUNICATIONS GROUNDING BUSBAR
TIA	TELECOMMUNICATIONS INDUSTRY ASSOCIATION
TMGB	TELECOMMUNICATIONS MAIN GROUNDING BUSBAR
TR	TELECOMMUNICATIONS ROOM, ALSO SEE TC
TSEF	TELECOMMUNICATIONS SERVICE ENTRANCE FACILITY
TYP	TYPICAL
UG	UNDERGROUND CONDUIT
UL	UNDERWRITERS LABORATORIES
um	MICRON OR MICROMETER
UPS	UNINTERRUPTIBLE POWER SUPPLY
UTP	UNSHIELDED TWISTED-PAIR
WA	WORK AREA
WM	WALL MOUNTED
WS	WORKSTATION

POWER SYMBOLS

- CONDUIT DROP
- CONDUIT RISE
- DISCONNECT SWITCH
- DISTRIBUTION PANEL
- ELECTRICAL PANEL
- JUNCTION BOX
- METER
- MOTOR
- MOTOR STARTER
- MOTOR STARTER (MANUAL)
- PUSH TYPE SWITCH
- RECEPTACLE, 20 AMP DUPLEX
- RECEPTACLE, CEILING MOUNTED
- RECEPTACLE, CEILING 20 AMP DUPLEX
- RECEPTACLE, CEILING DUPLEX STANDBY POWER
- RECEPTACLE, CEILING DUPLEX UPS BACKED
- RECEPTACLE, DUPLEX
- RECEPTACLE, DUPLEX FLOOR MOUNTED
- RECEPTACLE, DUPLEX GFI
- RECEPTACLE, DUPLEX ISOLATED GROUND
- RECEPTACLE, DUPLEX SWITCHED
- RECEPTACLE, DUPLEX STANDBY POWER
- RECEPTACLE, DUPLEX UPS BACKED
- RECEPTACLE, DUPLEX WITH USB
- RECEPTACLE, QUAD
- RECEPTACLE, QUAD FLOOR MOUNTED
- RECEPTACLE, SINGLE
- RECEPTACLE, SPECIAL
- RECEPTACLE, SPECIAL FLOOR MOUNTED
- TRANSFORMER
- CONCEALED CONDUIT: UNLESS OTHERWISE INDICATED, DENOTES 3/4"C-2#12+1#12G
- SURFACE MOUNTED RACEWAY

LIGHTING SYMBOLS

- 1'x4' LIGHT
- 2'x2' LIGHT
- 2'x4' LIGHT
- DOWNLIGHT
- EXIT LIGHT
- EXIT LIGHT (WALL MOUNTED)
- PENDANT LIGHT
- POLE MOUNTED LIGHT
- STRIP LIGHT
- TRACK LIGHT
- WALL MOUNTED EMERGENCY LIGHT
- WALL SCONCE
- WALL WASHER
- CRITICAL POWER LIGHT
- EMERGENCY POWER LIGHT
- DAYLIGHT SENSOR (LV INDICATES LOW VOLTAGE DEVICE)
- OCCUPANCY SENSOR
- PHOTOCELL SENSOR
- $ LIGHTING SWITCH (STANDARD)
- $3 LIGHTING SWITCH (3-WAY)
- $4 LIGHTING SWITCH (4-WAY)
- $D LIGHTING SWITCH (DIMMER)
- $K LIGHTING SWITCH (KEYED)
- $LV# LIGHTING SWITCH (LOW VOLTAGE)
- $P LIGHTING SWITCH (PILOT)
- $S LIGHTING SWITCH (SENSOR)

FIRE ALARM SYMBOLS

- DOOR HOLD OPEN
- DUCT SMOKE DETECTOR
- FACP FIRE ALARM CONTROL PANEL
- FAA FIRE ALARM ANNUNCIATOR PANEL
- FASP FIRE ALARM SLAVE PANEL
- FIRE BELL
- FLOW SWITCH
- HEAT DETECTOR (CEILING MOUNTED)
- HEAT DETECTOR (WALL MOUNTED)
- HORN (WALL MOUNTED)
- HORN (CEILING MOUNTED)
- HORN STROBE (WALL MOUNTED)
- HORN STROBE (CEILING MOUNTED)
- MANUAL PULL STATION
- MICROPHONE
- MM MONITOR MODULE
- OUTPUT RELAY
- SMOKE DETECTOR (CEILING MOUNTED)
- SMOKE DETECTOR (WALL MOUNTED)
- SPEAKER (WALL MOUNTED)
- SPEAKER (CEILING MOUNTED)
- STROBE (WALL MOUNTED)
- STROBE (CEILING MOUNTED)
- TAMPER DETECTOR (WITH VALVE)
- TAMPER DETECTOR (WITHOUT VALVE)

SECURITY SYMBOLS

- CAMERA FIELD OF VIEW
- CARD READER
- DOOR INTERLOCK
- DOOR POSITION INDICATION SWITCH (INTERRUPTIBLE)
- DOOR POSITION INDICATION SWITCH (UNINTERRUPTIBLE)
- DURESS ALARM (WITH LIGHT)
- DURESS ALARM (WITHOUT LIGHT)
- ELECTRIC LOCK
- ELECTRIC LOCK (DEADBOLT)
- INMATE TELEPHONE
- KEYED SWITCH
- MOTION DETECTOR
- PUSH BUTTON REX
- SECURITY CAMERA (STANDARD)
- SECURITY CAMERA (CORNER ENCLOSURE)
- SECURITY CAMERA (DOME ENCLOSURE)
- SECURITY CAMERA (EXTERIOR ENCLOSURE)
- SECURITY CAMERA (MAXIMUM SECURITY ENCLOSURE)
- SECURITY CAMERA (POLE MOUNTED ENCLOSURE)
- SECURITY CAMERA (RECESSED ENCLOSURE)
- SEC SECURITY CONTROL PANEL
- SENSOR REX
- TOUCH PAD
- VISITOR/INMATE HANDSET
- VSS MONITOR
- WINDOW BREAKAGE DETECTOR

GENERAL SYMBOLS

- KEY NOTE
- EQ-# EQUIPMENT IDENTIFIER
- DETAIL NUMBER / DETAIL REFERENCE / SHEET NUMBER
- DETAIL NUMBER / DETAIL REFERENCE / MATCHED SHEET NUMBER / CURRENT SHEET NUMBER (1, Ref Sht, Ref Sht)
- MATCH LINE REFERENCE / Sht # MATCHED SHEET NUMBER
- ROOM NAME ROOM NUMBER
- CONNECTION TO EXISTING (#" INDICATES EXISTING SIZE)
- REVISION NUMBER
- SECTION NUMBER / SECTION REFERENCE / SHEET NUMBER
- NORTH ARROW
- CENTER LINE

NOTE:
SYMBOLS AND ABBREVIATIONS ON THE DRAWINGS SHALL BE INTERPRETED IN ACCORDANCE WITH THE LEGENDS WHEREVER APPLICABLE. NOT ALL SYMBOLS AND ABBREVIATIONS IN THE LEGENDS ARE NECESSARILY USED FOR THE PROJECT. ALL SIZES ARE IN INCHES, UNLESS OTHERWISE NOTED.

LINEWEIGHT LEGEND

- NEW WORK
- EXISTING TO REMAIN OR NOT IN CONTRACT
- DEMOLITION
- FUTURE WORK

ABBREVIATIONS

Ø	DIAMETER	H	HIGH
ABV	ABOVE	HT	HEIGHT
AFF	ABOVE FINISH FLOOR	IG	ISOLATED GROUND
AFG	ABOVE FINISH GRADE	IN	INCHES
AL	ALUMINUM	L	LONG
AR	AS REQUIRED	MAX	MAXIMUM
ATS	AUTOMATIC TRANSFER SWITCH	MFR	MANUFACTURER
BLDG	BUILDING	MIN	MINIMUM
C	CONDUIT	MMS	MANUAL MOTOR STARTER
CCT	CIRCUIT	MNT	MOUNT(ED)
CKT	CIRCUIT	(N)	NEW
CLG	CEILING	N	NEUTRAL
CO	CONDUIT ONLY WITH 1/4" POLYPROPYLENE PULL ROPE	NL	NIGHT LIGHT
CP	CHROME PLATED	N.C.	NORMALLY CLOSED
CT	CURRENT TRANSFORMER	NIC	NOT IN CONTRACT
CU	COPPER	N.O.	NORMALLY OPEN
DIA	DIAMETER	NORM	NORMAL
DISC	DISCONNECT	PNL	PANEL
DIST	DISTRIBUTION	QIG	QUAD ISOLATED GROUND
DIV	DIVISION	REQ'D	REQUIRED
DWG	DRAWING	RM	ROOM
DX	DUPLEX	SIM	SIMILAR
(E)	EXISTING TO REMAIN	SPST	SINGLE POLE/SINGLE THROW SWITCH
EA	EACH	SS	STAINLESS STEEL
EM	EMERGENCY	SW	SWITCH
FLR	FLOOR, OR FLOOR MOUNTED	TYP	TYPICAL
FT	FEET	W	WIDE
G	GROUND	W/	WITH
GA	GAUGE	W/IN	WITHIN
GFI	GROUND FAULT INTERRUPT	W/O	WITHOUT
GND	GROUND	WP	WEATHERPROOF, RECEPTACLES TO BE GFI
		XFMR	TRANSFORMER

ANNOTATION

+XX" MOUNTING HEIGHT (AFF OR AFG)

(n)x"C-a#b+c#d
- n = QUANTITY OF CONDUIT
- x = SIZE OF CONDUIT
- a = QUANTITY OF CONDUCTORS
- b = CONDUCTOR WIRE SIZE
- c = QUANTITY OF GROUND
- d = GROUND WIRE SIZE

SCHEMATIC SYMBOLS

- AMP METER
- AUTOMATIC TRANSFER SWITCH
- AUTOMATIC TRANSFER SWITCH (4-POLE BYPASS ISOLATION)
- CIRCUIT BREAKER
- CIRCUIT BREAKER (GFI)
- CONTACT (N.C.)
- CONTACT (N.O.)
- CONTACT (REMOTE, N.C.)
- CONTACT (REMOTE, N.O.)
- DISCONNECT SWITCH
- ELECTRONIC INTERLOCK
- ENCLOSED CIRCUIT BREAKER
- FEEDER IDENTIFICATION
- FUSE
- FUSIBLE SWITCH
- GENERATOR
- GROUND
- GROUNDED WYE
- INDUCTOR
- LINE TAP
- METER
- MOTOR
- PNL PANELBOARD (# INDICATES NAME)
- PNL PANEL OR CABINET
- SEPARABLE CONNECTIONS
- SPACE IN PANELBOARD
- SWITCH
- SPD SURGE PROTECTION DEVICE
- TRANSFORMER
- VOLT METER

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Project Key Plan

NOT FOR CONSTRUCTION

Rev	Date	Description

Project Title

University of Idaho

University of Idaho WWAMI

700 S MAIN ST, MOSCOW, ID 83843

WWAMI

GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT

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K J H G F E D C B A

Mechanical Equipment Schedule

NOTES:

1. REQUIRES GENERATOR BACKED STANDBY POWER.
2. FED FROM OUT4.6.

Equipment Name	Description	Room #	Room Name	Voltage	Phase	HP	KW	Amps	kVA	Starter	Disconnect	Fuse Size	# of Sets	Conduit Size	Wire Size/Qty	Panel	Circuit Number	Notes
DH1	DUCT HEATER			120 V	1	--	3.840 kW	32.00 A	3.840 kVA	--	--	--	1	0"	2#12+1#12G			
ERV3.2	ENERGY RECOVERY VENTILATOR			208 V	1	--	0.437 kW	2.10 A	0.437 kVA	--	--	--	1	0"	2#12+1#12G			
HRU1	HEAT RECOVERY UNIT #1	309	PROSECTION	480 V	3	--	78.982 kW	95.00 A	78.982 kVA	--	--	--	1	0"	3#1+1#6G			
HWRP1	HOT WATER RECIRC PUMP 1			120 V	1	1/8	0.480 kW	4.00 A	0.480 kVA	--	--	--	1	0"	2#12+1#12G			
HWRP2	HOT WATER RECIRC PUMP 2			120 V	1	1/8	0.480 kW	4.00 A	0.480 kVA	--	--	--	1	0"	2#12+1#12G			
IN3.4	VRF INDOOR UNIT 3.4	327	OFFICE D	120 V	1	1/2	1.176 kW	9.80 A	1.176 kVA	--	--	--	1	0"	2#12+1#12G			
IN3.5	VRF INDOOR UNIT 3.5	302	COMMON SAPCE	120 V	1	1/2	1.176 kW	9.80 A	1.176 kVA	--	--	--	1	0"	2#12+1#12G			
IN3.6	VRF INDOOR UNIT 3.6	304	OFFICE A	120 V	1	1/2	1.176 kW	9.80 A	1.176 kVA	--	--	--	1	0"	2#12+1#12G			
IN3.7	VRF INDOOR UNIT 3.7	307	LOUNGE	120 V	1	1/2	1.176 kW	9.80 A	1.176 kVA	--	--	--	1	0"	2#12+1#12G			
IN3.8	VRF INDOOR UNIT 3.8	323	OFFICE B	120 V	1	1/2	1.176 kW	9.80 A	1.176 kVA	--	--	--	1	0"	2#12+1#12G			
IN3.9	VRF INDOOR UNIT 3.9	325	OFFICE C	120 V	1	1/2	1.176 kW	9.80 A	1.176 kVA	--	--	--	1	0"	2#12+1#12G			
IN3.10	VRF INDOOR UNIT 3.10	309	PROSECTION	120 V	1	1/2	1.176 kW	9.80 A	1.176 kVA	--	--	--	1	0"	2#12+1#12G			1
IN3.11	VRF INDOOR UNIT 3.11	309	PROSECTION	120 V	1	1/2	1.176 kW	9.80 A	1.176 kVA	--	--	--	1	0"	2#12+1#12G			1
IN3.12	VRF INDOOR UNIT 3.12	306	ANATOMY	120 V	1	1/2	1.176 kW	9.80 A	1.176 kVA	--	--	--	1	0"	2#12+1#12G			1
IN3.13	VRF INDOOR UNIT 3.13	306	ANATOMY	120 V	1	1/2	1.176 kW	9.80 A	1.176 kVA	--	--	--	1	0"	2#12+1#12G			1
IN3.14	VRF INDOOR UNIT 3.14			208 V	1	1/2	2.038 kW	9.80 A	2.038 kVA	--	--	--	1	0"	2#12+1#12G			2
OUT4.5	VRF OUTDOOR UNIT 4.5			208 V	1	--	6.032 kW	29.00 A	6.032 kVA	--	--	--	1	0"	2#12+1#12G			1
OUT4.6	VRF OUTDOOR UNIT 4.6			208 V	1	--	4.056 kW	19.50 A	4.056 kVA	--	--	--	1	0"	2#12+1#12G			
VAV1	VAV BOX #1			277 V	1	--	1.025 kW	3.70 A	1.025 kVA	--	--	--	1	0"	2#12+1#12G			
VAV2	VAV BOX #2	309	PROSECTION	277 V	1	--	1.025 kW	3.70 A	1.025 kVA	--	--	--	1	0"	2#12+1#12G			
VAV3	VAV BOX #3	315	MEN	277 V	1	--	1.025 kW	3.70 A	1.025 kVA	--	--	--	1	0"	2#12+1#12G			
VAV4	VAV BOX #4	306	ANATOMY	277 V	1	--	1.025 kW	3.70 A	1.025 kVA	--	--	--	1	0"	2#12+1#12G			
VAV5	VAV BOX #5	306	ANATOMY	277 V	1	--	3.047 kW	11.00 A	3.047 kVA	--	--	--	1	0"	2#12+1#12G			
VAV6	VAV BOX #6	306	ANATOMY	277 V	1	--	3.047 kW	11.00 A	3.047 kVA	--	--	--	1	0"	2#12+1#12G			
VAV7	VAV BOX #7	306	ANATOMY	277 V	1	--	3.047 kW	11.00 A	3.047 kVA	--	--	--	1	0"	2#12+1#12G			
WH-1	WATER HEATER			120 V	1	1/2	0.500 kW	4.17 A	0.500 kVA	--	--	--	1	0"	2#12+1#12G			

Lab Equipment Schedule

Equipment Name	Description	Room #	Room Name	Voltage	Phase	HP	KW	Amps	kVA	Starter	Disconnect	Fuse Size	# of Sets	Conduit Size	Wire Size/Qty	Panel	Circuit Number	Notes
L1	DISECTION TABLE	309	PROSECTION	120 V	1	--	1.800 kW	15.00 A	1.800 kVA	--	--	--	1	0"	2#12+1#12G			
L2	PATHOLOGY WORKSTATION	309	PROSECTION	120 V	1	--	1.800 kW	15.00 A	1.800 kVA	--	--	--	1	0"	2#12+1#12G			
L3	LIGHT BOX	306	ANATOMY	120 V	1	--	0.156 kW	1.30 A	0.156 kVA	--	--	--	1	0"	2#12+1#12G			
L4	LIGHT BOX	306	ANATOMY	120 V	1	--	0.156 kW	1.30 A	0.156 kVA	--	--	--	1	0"	2#12+1#12G			
L5	LIGHT BOX	309	PROSECTION	120 V	1	--	0.156 kW	1.30 A	0.156 kVA	--	--	--	1	0"	2#12+1#12G			

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Project Key Plan

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Rev	Date	Description

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University of Idaho

University of Idaho WWAMI

700 S MAIN ST, MOSCOW, ID 83843

WWAMI

GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT

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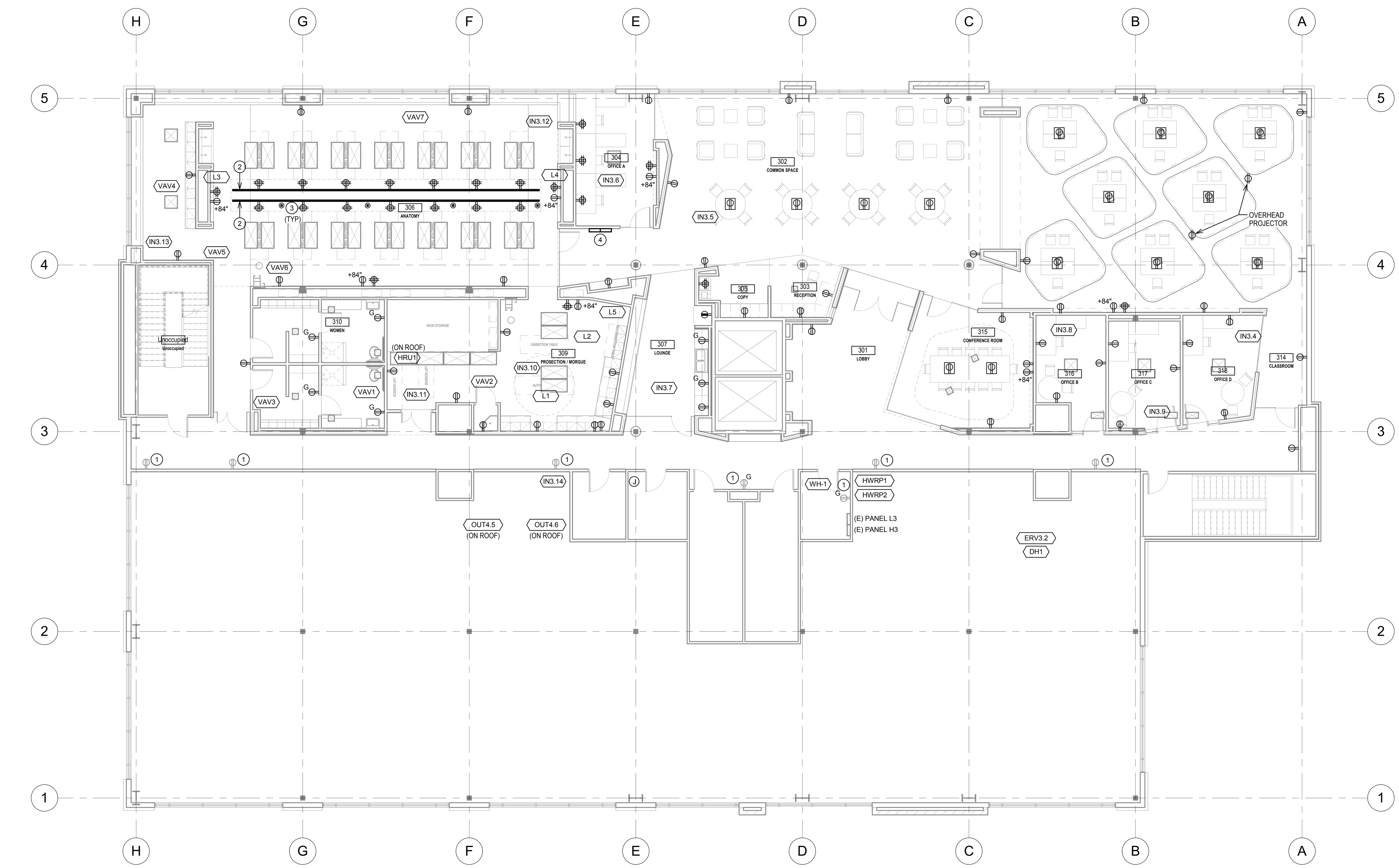
KEY NOTES:

1. EXISTING DEVICE TO REMAIN.
2. SURFACE MOUNTED RACEWAY LOCATED IN SOFFIT BELOW ACT CEILING. COORDINATE EXACT MOUNTING LOCATION WITH LCD SUPPORTS AND CABLE TRAY.
3. PROVIDE CORD REEL MOUNTED ABOVE DRYWALL CEILING. PROVIDE 120V 20A CORD CAP BELOW DRYWALL CEILING. INSTALL ROLLER GUIDE ON DRYWALL CEILING.
4. NEW PANEL LTW.



LEVEL 3 FLOOR PLAN - POWER

1/8" = 1'-0"

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PLAN NORTH

NORTH

Project Key Plan

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LEVEL 3 FLOOR PLAN - ELECTRICAL

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FEEDER SCHEDULE

AMPACITY (AMPS)	FEEDER WITH NEUTRAL					FEEDER WITH 200% NEUTRAL AND ISOLATED GROUND					FEEDER WITHOUT NEUTRAL				
	FEEDER NUMBER	NUMBER OF SETS	CONDUIT (INCHES)	CONDUCTOR	GROUND	FEEDER NUMBER	NUMBER OF SETS	CONDUIT (INCHES)	CONDUCTOR	GROUND	FEEDER NUMBER	NUMBER OF SETS	CONDUIT (INCHES)	CONDUCTOR	GROUND
20	20N	1	3/4	4#12	#12	20K	1	3/4	3#12+#8	2#12	20	1	3/4	3#12	#12
30	30N	1	3/4	4#10	#10	30K	1	1	3#8+#4	2#10	30	1	3/4	3#10	#10
40	40N	1	1	4#8	#10	40K	1	1	3#8+#3	2#10	40	1	1	3#8	#10
50	50N	1	1	4#6	#8	50K	1	1 1/4	3#6+#1	2#8	50	1	1	3#6	#8
60	60N	1	1 1/4	4#4	#8	60K	1	1 1/4	3#4+#1	2#8	60	1	1 1/4	3#4	#8
70	70N	1	1 1/4	4#4	#8	70K	1	1 1/2	3#3+#1/0	2#8	70	1	1 1/4	3#4	#8
80	80N	1	1 1/2	4#3	#8	80K	1	1 1/2	3#3+#2/0	2#8	80	1	1 1/4	3#3	#8
90	90N	1	1 1/2	4#2	#8	90K	1	1 1/2	3#2+#3/0	2#8	90	1	1 1/4	3#2	#8
100	100N	1	2	4#1	#6	100K	1	2	3#1+#3/0	2#6	100	1	1 1/2	3#1	#6
125	125N	1	2	4#1	#6	125K	1	2 1/2	5#2/0	2#4	125	1	1 1/2	3#1	#6
150	150N	1	2	4#1/0	#6	150K	1	2 1/2	5#3/0	2#4	150	1	2	3#1/0	#6
175	175N	1	2	4#2/0	#4	175K	1	2 1/2	5#4/0	2#2	175	1	2	3#2/0	#4
200	200N	1	2 1/2	4#3/0	#4	200K	1	3	5#250	2#2	200	1	2	3#3/0	#4
225	225N	1	2 1/2	4#4/0	#2	225K	1	3	5#300	2#2	225	1	2 1/2	3#4/0	#2
250	250N	1	3	4#250	#2	250K	1	4	5#400	2#1/0	250	1	3	3#250	#2
300	300N	1	4	4#350	#2	300K	1	4	5#500	2#1/0	300	1	3	3#350	#2
350	350N	1	4	4#500	#1/0	350K	2	2 1/2	5#4/0	2#2/0	350	1	4	3#500	#1/0
400	400N	1	4	4#600	#1/0	400K	2	3	5#250	2#2/0	400	1	4	3#600	#1/0
450	450N	2	2 1/2	4#4/0	#2/0	450K	2	3	5#300	2#2/0	450	2	2 1/2	3#4/0	#2/0
500	500N	2	3	4#250	#2/0	500K	2	4	5#400	2#2/0	500	2	3	3#250	#2/0
600	600N	2	4	4#350	#2/0	600K	2	4	5#500	2#3/0	600	2	3	3#350	#2/0
700	700N	2	4	4#500	#3/0	700K	4	2 1/2	5#4/0	2#3/0	700	2	4	3#500	#3/0
800	800N	2	4	4#600	#3/0	800K	4	3	5#250	2#3/0	800	2	4	3#600	#3/0
1000	1000N	3	4	4#400	#3/0	1000K	4	4	5#400	2#3/0	1000	3	3	3#400	#3/0
1200	1200N	4	4	4#350	#3/0	1200K	4	4	5#500	2#3/0	1200	4	3	3#350	#3/0
1600	1600N	4	4	4#600	#4/0	1600K	8	3	5#250	2#4/0	1600	4	4	3#600	#4/0
2000	2000N	5	4	4#600	#250	2000K	8	4	5#400	2#250	2000	5	4	3#600	#250
2500	2500N	6	4	4#600	#350	2500K	10	4	5#400	2#350	2500	6	4	3#600	#350
3000	3000N	8	4	4#500	#400	3000K	10	4	5#500	2#400	3000	8	4	3#500	#400
4000	4000N	10	4	4#600	#500	4000K	16	4	5#400	2#500	4000	10	4	3#600	#500

NOTES:

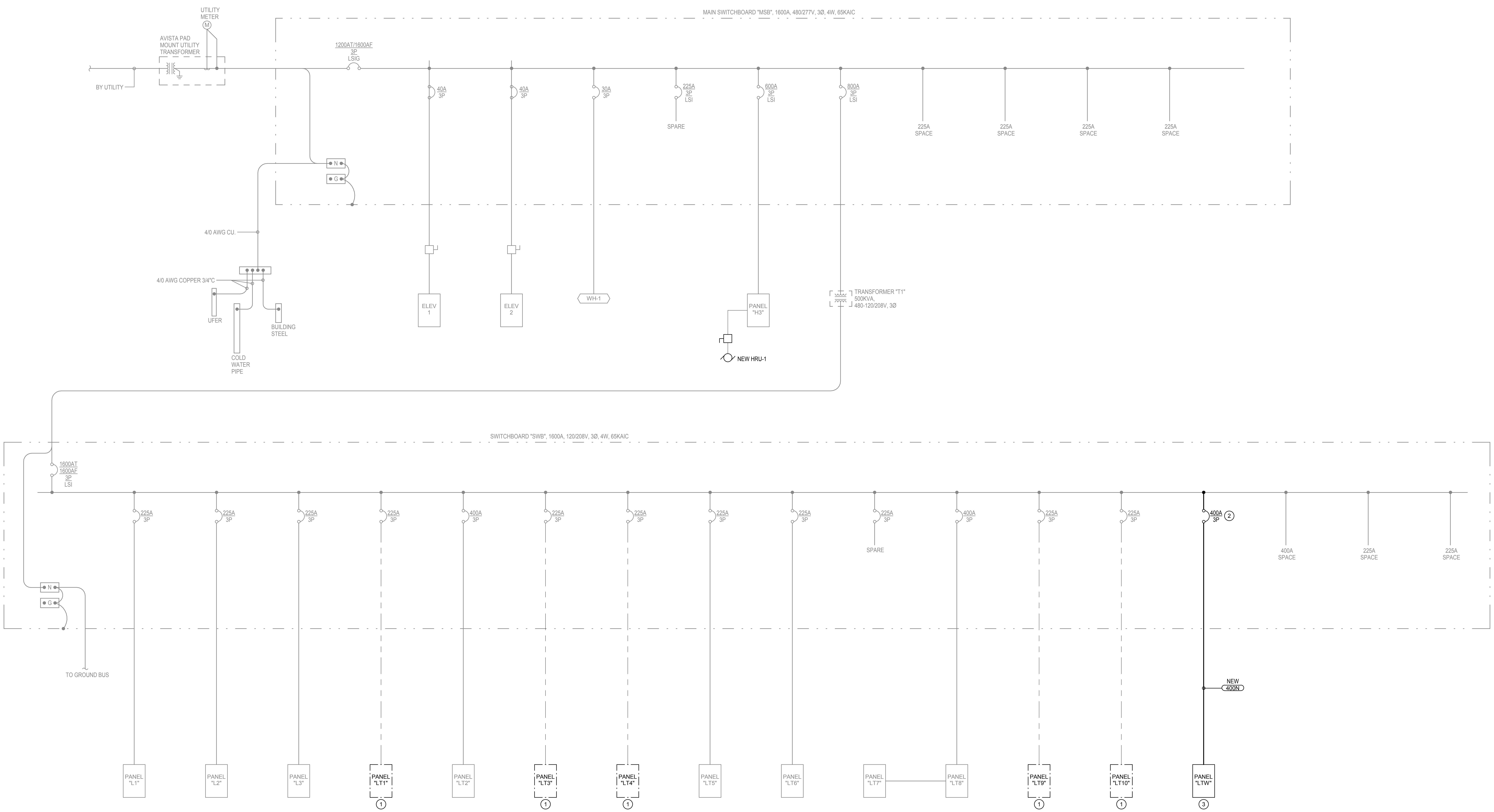
1. CONDUIT SIZES ARE BASED ON THWN INSULATION FOR ALL CONDUCTORS AND RGS CONDUIT.

GENERAL NOTES:

1. ALL EQUIPMENT SHOWN IS EXISTING TO REMAIN UNLESS NOTED OTHERWISE.

KEY NOTES:

1. FUTURE PANEL.
2. INSTALL NEW BREAKER WITH INTEGRAL SUB-METERING WITHIN EXISTING SWITCHBOARD.
3. NEW PANEL FOR WWAMI.



1 ONE-LINE DIAGRAM - ELECTRICAL
N.T.S.

Stamps & Approvals

Project Key Plan

NOT FOR CONSTRUCTION

Rev	Date	Description

Project Title

University of Idaho

University of Idaho WWAMI

700 S MAIN ST, MOSCOW, ID 83843

WWAMI

GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT

Date: 12/06/16 | Drawn By: Author

Project Number: 15788-01 | Checked By: Checker

Sheet Title: **ONE LINE DIAGRAM - ELECTRICAL**

Sheet Number: **E-701** | Rev. No.

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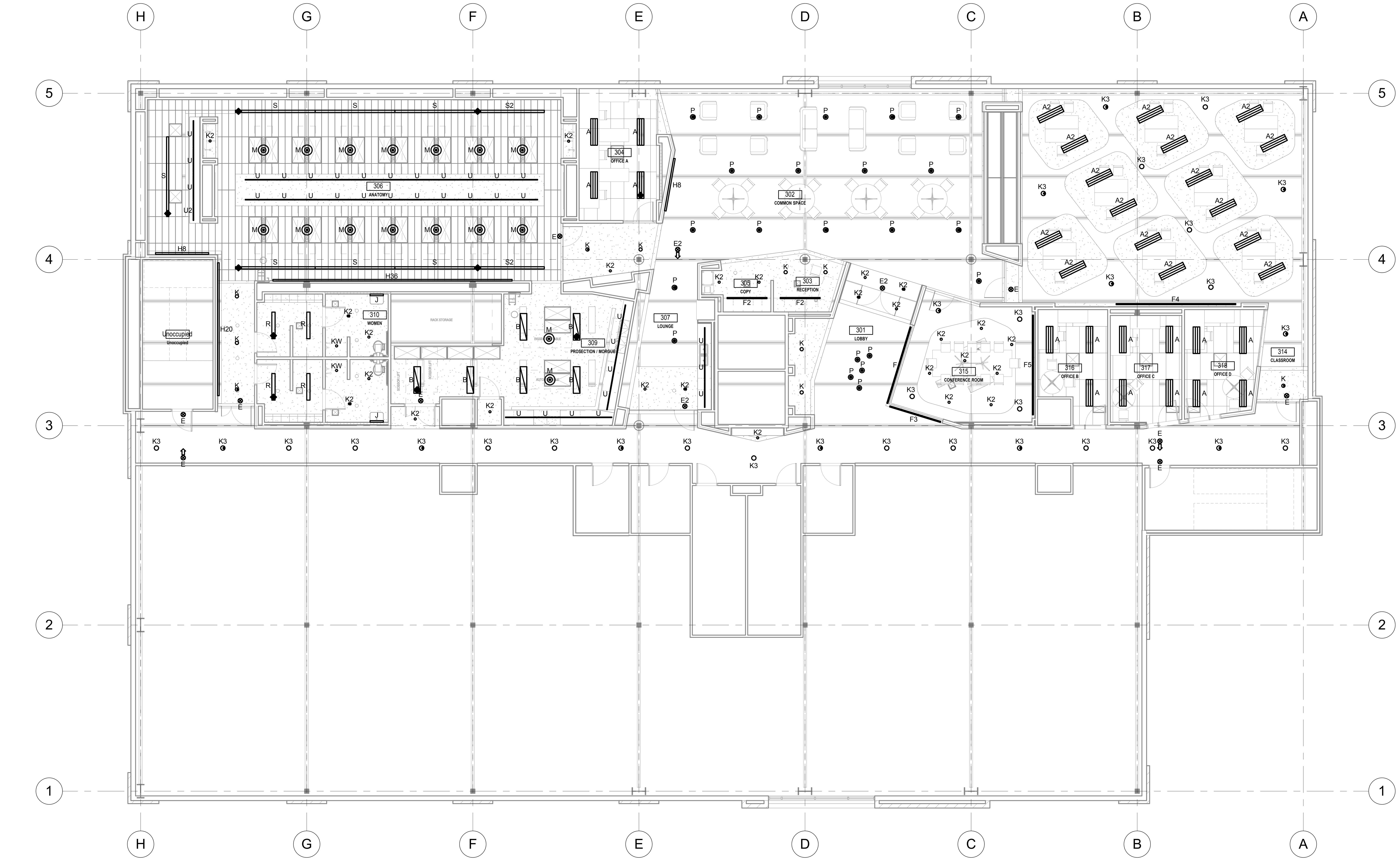
NOTES:
1. Contractor shall verify ceiling type prior to ordering. Supply proper installation hardware/trim as necessary.
2. Wall mount fixture horizontally 6" on center above top of mirror.
3. Wall mount white board light 9'-6" on center above finished floor.
4. Pendant mount light 10' AFF to bottom of fixture.
5. Wall wash light shall be set back 20-24" from face of wall.
6. Where used as indirect cove light, mount fixture on top of soffit aiming upward to illuminate ceiling cavity.

GENERAL NOTE:
1. Supply emergency battery pack where indicated by diamond symbol.

LIGHTING FIXTURE SCHEDULE

Type	Description	Lamp	VA	Ballast Voltage	Manufacturer	Model #	Notes
A	1'x4'Architectural Recess Troffer	LED	47 VA	120 V	Fluxwerx	TR1-14-D-40-F2-M	1
A2	1'x4'Architectural Recess Troffer	LED	47 VA	120 V	Fluxwerx	TR1-14-D-40-F2-M-K	1
B	1'x4' LED High Output Sealed Lensed Recess	LED	90 VA	120 V	Surelites	CLM-F-12-4-INS-A12125-LD4-2HI-40-UNV-EDC-1	1
E	LED Exit Fixture	LED	4 VA	120 V	Dualite	LXUGWE	
E2	Edge Lit LED Exit Fixture	LED	4 VA	120 V	Dualite	LE-C/W/E-S-G-N-E-I	
F	12' Surface Mount Wall Grazer	LED	75 VA	120 V	Vode Lighting	107-BX-01-12-72-CA-1.25-IP-AE-1-Z-SO-40-WB-AL	
F2	6' Recessed Wall Washer	LED	72 VA	120 V	Amerlux	DRA-LWG-8-LED-DAL-10'-IND-120/277-4000	5
F3	8' Surface Mount Wall Grazer	LED	50 VA	120 V	Vode Lighting	107-BX-01-8-48-CA-1.25-IP-AE-1-Z-SO-40-WB-AL	
F4	18' Surface Mount Wall Grazer	LED	113 VA	120 V	Vode Lighting	107-BX-01-18-72-CA-1.25-IP-AE-1-Z-SO-40-WB-AL	
F5	15' Surface Mount Wall Grazer	LED	94 VA	120 V	Vode Lighting	107-BX-01-15-60-CA-1.25-IP-AE-1-Z-SO-40-WB-AL	
H8	8' Wall Mount White Board Light	LED	54 VA	120 V	Vode Lighting	107-WG-01-8-48-WA-6-IP-AE-1-Z-SO-40-1-AL	3
H20	20' Wall Mount White Board Light	LED	134 VA	120 V	Vode Lighting	107-WG-01-20-60-WA-6-IP-AE-1-Z-SO-40-1-AL	3
H36	36' Wall Mount White Board Light	LED	241 VA	120 V	Vode Lighting	107-WG-01-36-72-WA-6-IP-AE-1-Z-SO-40-1-AL	3
J	Wall Mount Vanity Light	LED	9 VA	120 V	Eureka Lighting	3541-23-LED.9.40-120-SC-WH-3980	2
K	6" LED Recess Downlight	LED	32 VA	120 V	Portfolio	LD6A-20D010TE-ERW6A-20-8-40-6LW1-LI	
K2	4" LED Recess Downlight	LED	22 VA	120 V	Portfolio	LD4A-13D010TE-ERW4A-13-8-40-4LW1-LI	
K3	8" LED Suspended Downlight	LED	24 VA	120 V	Portfolio	LSR8A-20D010TE-P-ER8A-20-8-40-8LW0-LI-P836P	4
KW	6" LED Shower Downlight	LED	15 VA	120 V	Gotham	LD4A-13D010TE-ERW4A-13-8-40-4LW1-LI	
M	Double Head Surgical Procedure Light	LED	160 VA	120 V	Medical Illumination	MI-1000-Dual Ceiling Mount	
P	LED Decorative Pendant	LED	30 VA	120 V	Beta Calco	441201-40 (RE)	4
R	6"x4' LED Lensed Recess	LED	28 VA	120 V	Corelite	R6-WL-1L40-1-C/E-4-120-Flange	
S	12' Gasketed Slot Light	LED	100 VA	120 V	Axis Lighting	WBRLED-B3-MF-750-90-40-S-12'-W-120-DP-1	
S2	10.5' Gasketed Slot Light	LED	87 VA	120 V	Axis Lighting	WBRLED-B3-MF-750-90-40-S-10.5'-W-120-DP-1	
U	4' LED Under Cabinet/Indirect Light	LED	15 VA	120 V	Luminii	EL-120-48-40K	6
U2	3' LED Under Cabinet	LED	12 VA	120 V	Luminii	EL-120-36-40K	



LEVEL 3 FLOOR PLAN - LIGHTING

1/8" = 1'-0"

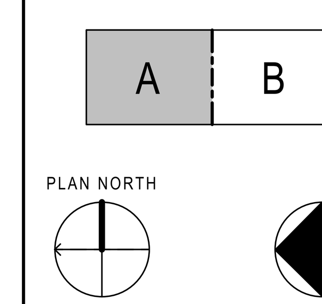
Flad Architects

A Division of MW Consulting Engineers

ESCENT LIGHTING DESIGN

W. 605 Spokane Falls Blvd Spokane WA 99201
Tel: 509.838.9028 Fax: 509.838.4676

Stamps & Approvals



PLAN NORTH

NORTH

Project Key Plan

NOT FOR CONSTRUCTION

Rev	Date	Description

Project Title

University of Idaho

University of Idaho WWAMI

700 S MAIN ST, MOSCOW, ID 83843

WWAMI

GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT	
Date: 12/06/16	Drawn By: Author
Project Number: 15788-01	Checked By: Checker

Sheet Title

LEVEL 3 REFLECTED CEILING PLAN - LIGHTING

Sheet Number	Rev. No.
EL-231	

Flad Architects

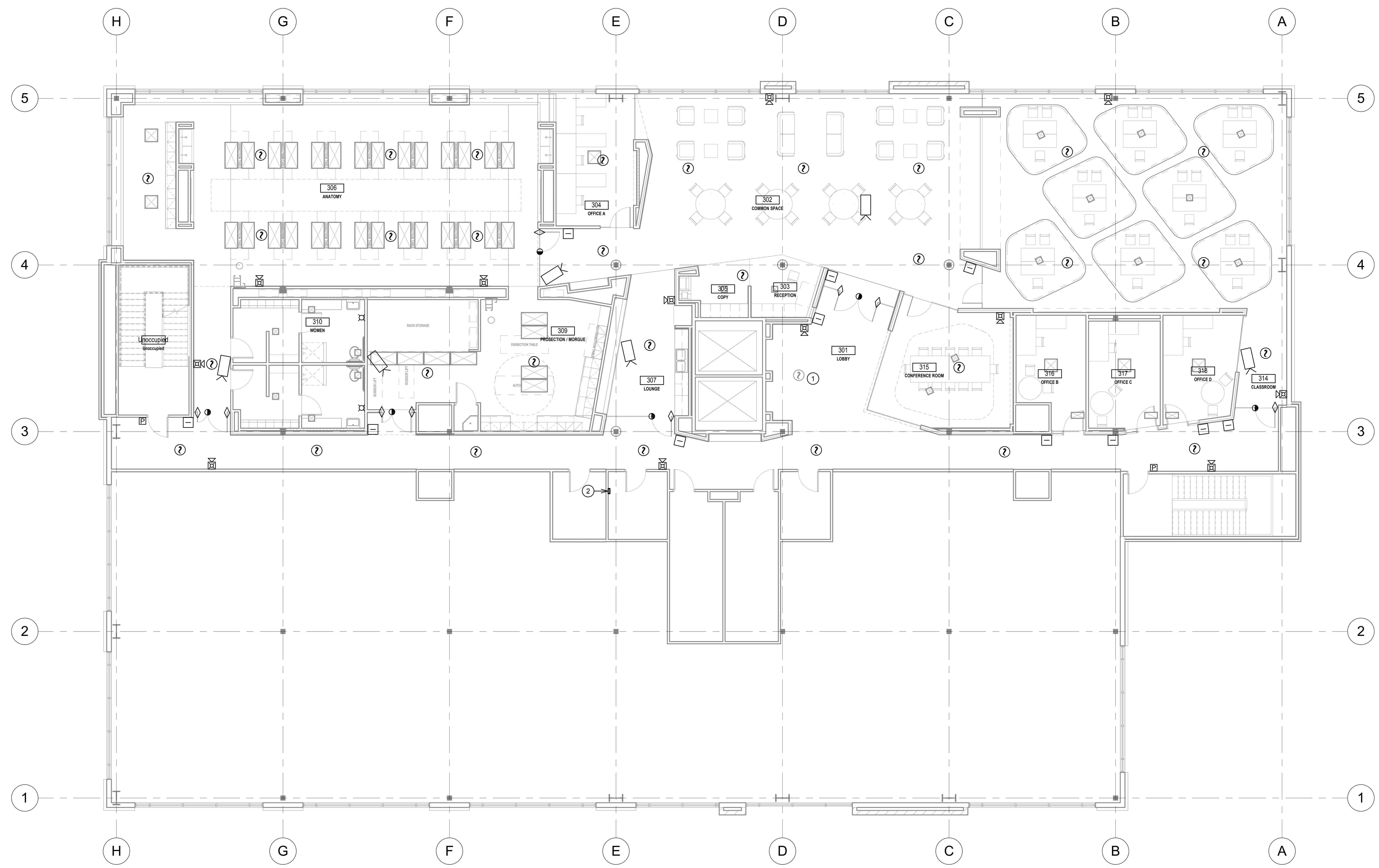
MW
CONSULTING ENGINEERS
N. 222 Wall Street Suite 200
Spokane, WA 99201
T. 509.838.9020
F. 509.838.1123

GENERAL NOTES:

1. ALL NEW FIRE ALARM DEVICES SHALL MATCH EXISTING FIRE ALARM DEVICES AND SHALL BE COMPATIBLE WITH EXISTING NOTIFIER SYSTEM. PROVIDE ALL NECESSARY FIRE ALARM SUB-PANELS, EXPANSION MODULES, ACCESSORIES AND EQUIPMENT REQUIRED FOR A COMPLETE AND FUNCTIONAL SYSTEM.
2. CBORD ACCESS CONTROL SYSTEM SHALL BE PROVIDED AND INSTALLED BY OWNER. CONTRACTOR SHALL PROVIDE CONDUIT, BOXES AND 120V POWER FOR ACCESS CONTROL SYSTEM.
3. REFER TO SHEET T-231 FOR CABLE TRAY INSTALLATION REQUIREMENTS.

KEY NOTES:

1. EXISTING FIRE ALARM DEVICE. REMOVE AND RE-INSTALL AS REQUIRED FOR NEW CONSTRUCTION.
2. OWNER PROVIDED CBORD ACCESS CONTROL PANEL.



LEVEL 3 FLOOR PLAN - SYSTEMS
1/8" = 1'-0"

Stamps & Approvals

A | B

PLAN NORTH

NORTH

Project Key Plan

NOT FOR CONSTRUCTION

Rev	Date	Description

Project Title

University of Idaho

University of Idaho WWAMI

700 S MAIN ST, MOSCOW, ID 83843

WWAMI

GRITMAN BUILDING

Project Phase: DESIGN DEVELOPMENT	
Date: 12/06/16	Drawn By: Author
Project Number: 15788-01	Checked By: Checker
Sheet Title: **LEVEL 3 FLOOR PLAN - SYSTEMS**	
Sheet Number: **S-231**	Rev. No.

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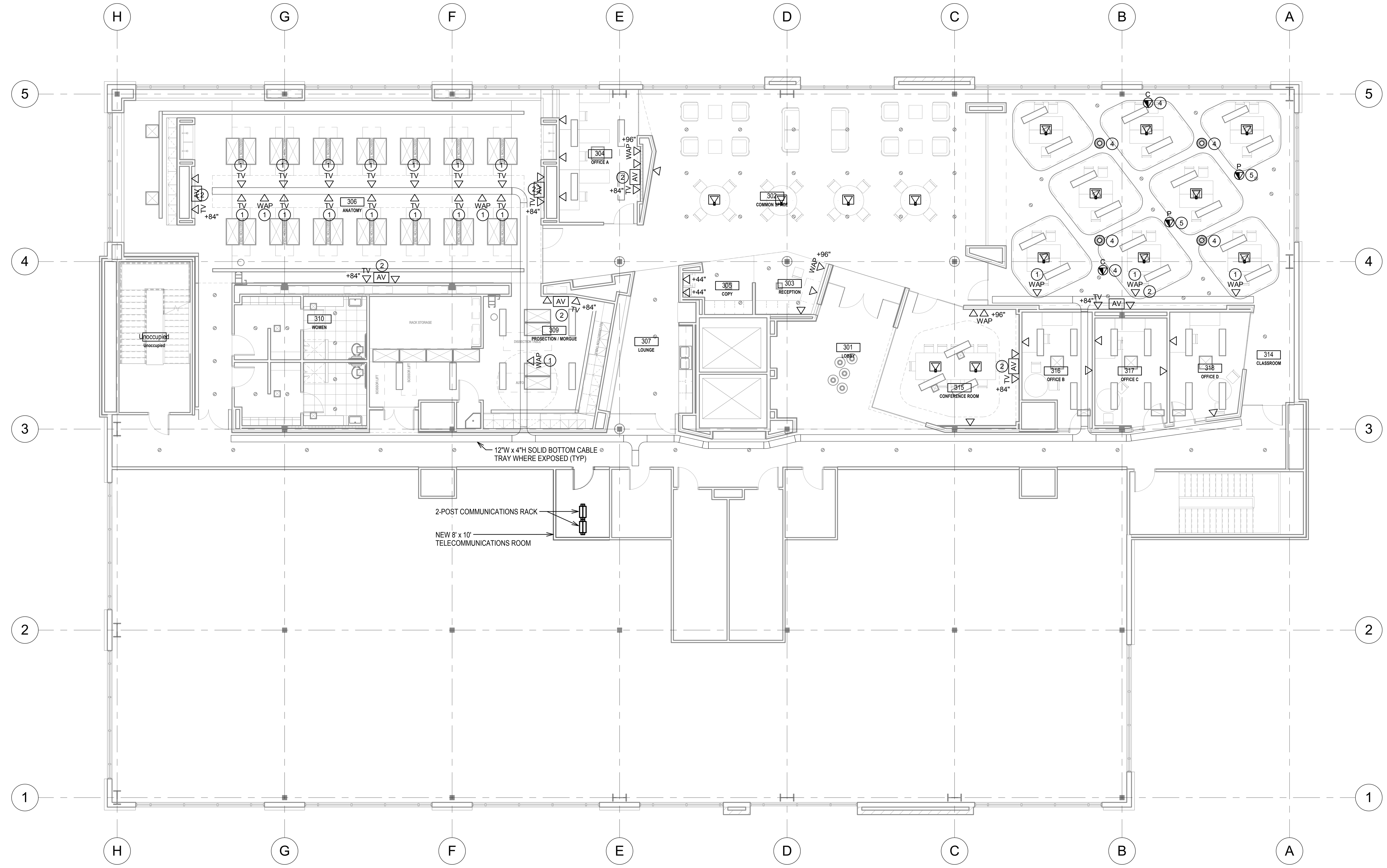
KEY NOTES:

1. TELECOMMUNICATIONS OUTLET BOX MOUNTED TO SIDE OF CABLE TRAY.
2. 12"W x 12"H x 3"D JUNCTION PANEL FOR AUDIO VISUAL EQUIPMENT. PROVIDE (3) 1-1/4" CONDUIT FROM JUNCTION BOX TO ACCESSIBLE CEILING SPACE.
3. AUDIO VISUAL CAMERA LOCATION.
4. SPEAKER LOCATION.
5. OVERHEAD PROJECTOR LOCATION.



LEVEL 3 FLOOR PLAN - TELECOMMUNICATIONS
1/8" = 1'-0"

Stamps & Approvals

A	B

PLAN NORTH

NORTH

Project Key Plan

NOT FOR CONSTRUCTION

Rev	Date	Description

Project Title

University of Idaho

University of Idaho WWAMI

700 S MAIN ST, MOSCOW, ID 83843

WWAMI

GRITMAN BUILDING

Project Phase
DESIGN DEVELOPMENT

Date	Drawn By
12/06/16	Author
Project Number	Checked By
15788-01	Checker

Sheet Title
LEVEL 3 FLOOR PLAN - TELECOMMUNICATIONS

Sheet Number	Rev. No.
T-231	

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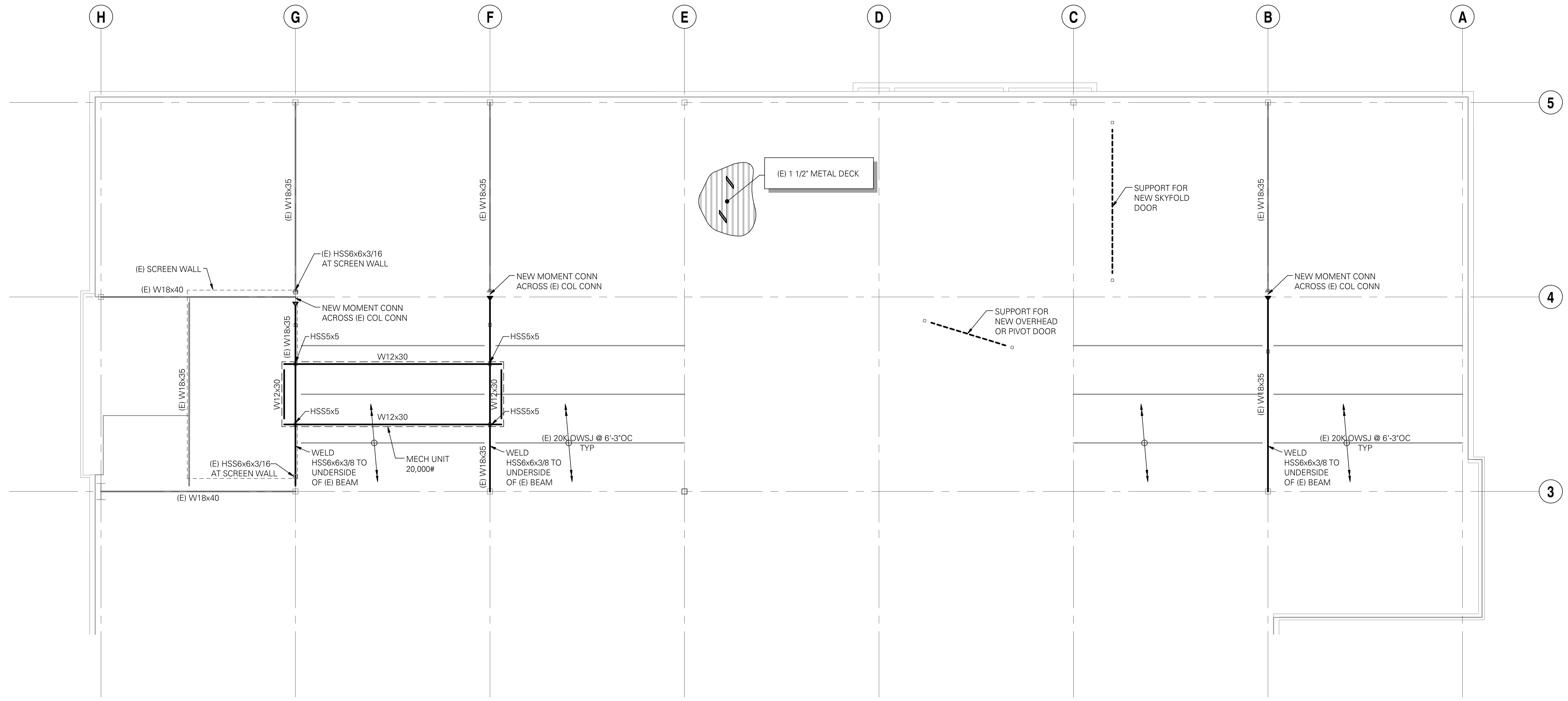
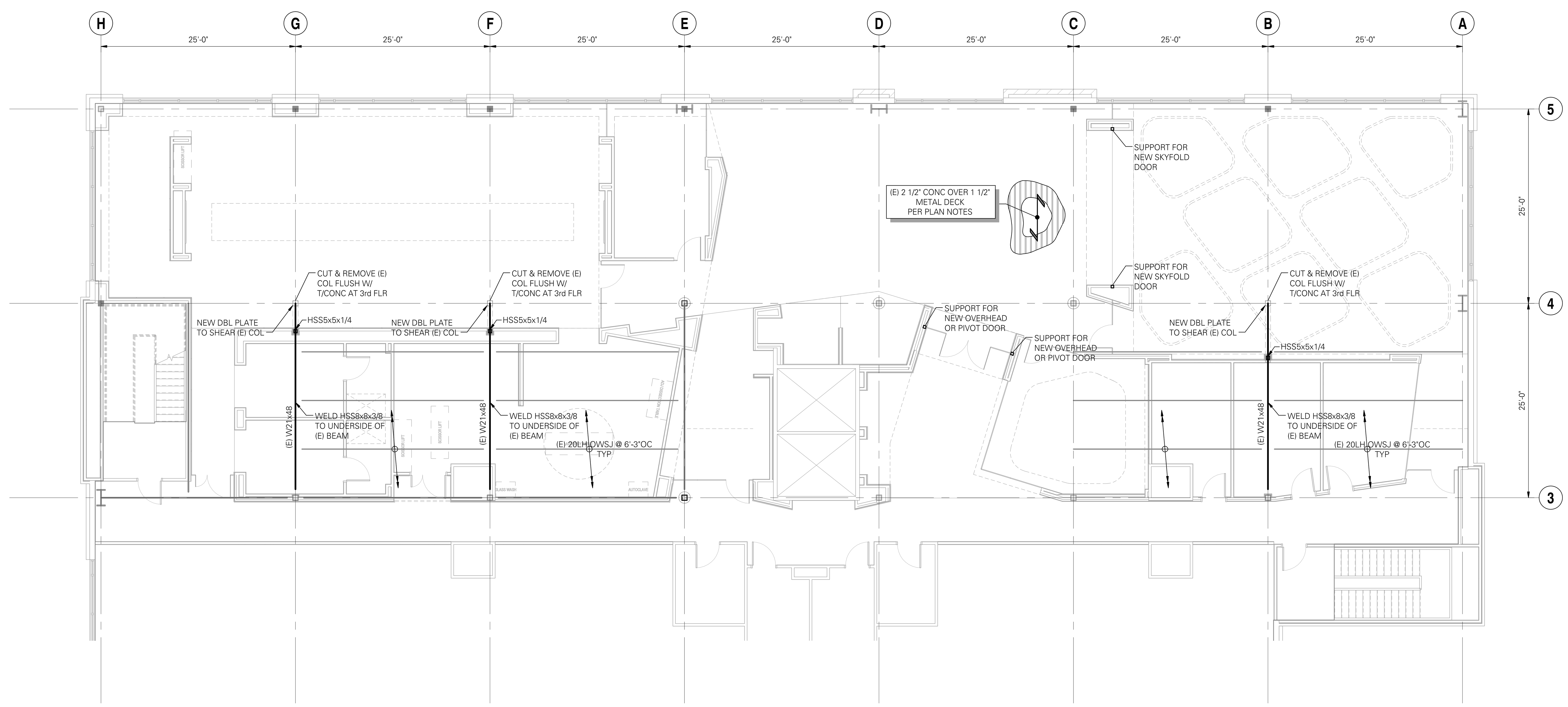


ROOF FRAMING PLAN
SCALE: 1/8" = 1'-0"



FLOOR FRAMING PLAN - LEVEL 3
SCALE: 1/8" = 1'-0"

Flad Architects

MWENGINEERING

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CIVIL / STRUCTURAL

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Project Key Plan

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Rev	Date	Description

Project Title

University of Idaho

University of Idaho WWAMI

700 S MAIN ST, MOSCOW, ID 83843

WWAMI

Project Phase

Date	Drawn By
11/23/16	BSD
Project Number	Checked By
16041-0241	CTC

Sheet Title

LEVEL 3 FLOOR FRAMING & ROOF FRAMING PLAN

Sheet Number: **S-231** Rev. No.

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Flad Architects

EXHIBIT "B.2"

University of Idaho
Moscow, Idaho

University of Idaho WWAMI
Moscow, Idaho

Flad Project No.15788-00
December 9, 2016

Pricing Set

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The Norton Building, Suite 315
Seattle, Washington 98104

Structural Engineers
DCI Engineers
707 West Second Avenue
Spokane, Washington 99201

MEP Engineers
MW Consulting Engineers
222 North Wall Street #200
Spokane, Washington 99201

DOCUMENT 00 0105

CERTIFICATIONS PAGE

1.1 ARCHITECTURAL

I hereby certify that the plans and specifications for Architectural Work were prepared by me or under my direct supervision and that I am a duly Licensed Architect under the laws of the State of Idaho.

Name: Registration No.

1.2 STRUCTURAL

I hereby certify that the plans and specifications for Structural Engineering Work were prepared by me or under my direct supervision and that I am a duly Licensed Professional Engineer under the laws of the State of Idaho.

Name: Registration No.

1.3 MECHANICAL

I hereby certify that the plans and specifications for Mechanical Work were prepared by me or under my direct supervision and that I am a duly Licensed Professional Engineer under the laws of the State of Idaho.

Name: Registration No.

1.4 ELECTRICAL

I hereby certify that the plans and specifications for Electrical Work were prepared by me or under my direct supervision and that I am a duly Licensed Professional Engineer under the laws of the State of Idaho.

Name: Registration No.

END OF DOCUMENT

SECTION 00 0110

TABLE OF CONTENTS

PROCUREMENT AND CONTRACTING REQUIREMENTS

DIVISION 00 -- PROCUREMENT AND CONTRACTING REQUIREMENTS

00 0105 - Certifications Page

00 0110 - Table of Contents

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01 2500.13 - Substitution Request Form	To be issued
01 2600 - Contract Modification Procedures	To be issued
01 2613 - Requests For Information	To be issued
01 2900 - Payment Procedures	To be issued
01 3100 - Project Management and Coordination	To be issued
01 3216 - Construction Progress Schedule	To be issued
01 3233 - Photographic Documentation	To be issued
01 3300 - Submittal Procedures	To be issued
01 4000 - Quality Requirements	To be issued
01 4533 - Code-Required Special Inspections	To be issued
01 5000 - Temporary Facilities and Controls	To be issued
01 6000 - Product Requirements	To be issued
01 7123 - Field Engineering	To be issued
01 7300 - Execution	To be issued
01 7329 - Cutting and Patching	To be issued
01 7419 - Construction Waste Management and Disposal	To be issued
01 7700 - Closeout Procedures	To be issued
01 7823 - Operation and Maintenance Data	To be issued
01 7839 - Project Record Documents	To be issued
01 9113 - General Commissioning Requirements	To be issued

DIVISION 02 -- EXISTING CONDITIONS

02 4100 - Demolition

DIVISION 05 -- METALS

05 5000 - Metal Fabrications

DIVISION 06 -- WOOD, PLASTICS, AND COMPOSITES

06 1000 - Rough Carpentry

06 4100 - Architectural Woodwork

DIVISION 07 -- THERMAL AND MOISTURE PROTECTION

07 0533 - Fire and Smoke Assembly Identification

07 2100 - Thermal Insulation

07 8413 - Penetration Firestopping

07 9200 - Joint Sealants

DIVISION 08 -- OPENINGS
- 08 1213 - Hollow Metal Frames
- 08 1416 - Flush Wood Doors
- 08 3100 - Access Doors and Panels
- 08 4313 - Aluminum-Framed Storefronts
- 08 7100 - Door Hardware
- 08 8000 - Glazing

DIVISION 09 -- FINISHES
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- 09 2216 - Non-Structural Metal Framing
- 09 2813 - Cementitious Backer Boards
- 09 2900 - Gypsum Board
- 09 3000 - Tiling
- 09 5100 - Suspended Acoustical Ceilings
- 09 6513 - Resilient Base and Accessories
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- 09 6813 - Tile Carpeting
- 09 9123 - Interior Painting

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- 10 2249 - Vertical Lifting Partitions
- 10 2601 - Wall and Corner Guards
- 10 2814 - Toilet and Bath Accessories
- 10 4400 - Fire Protection Specialties

DIVISION 11 -- EQUIPMENT
- 11 5343.13 - Emergency Wash/Shower Safety Equipment
- 11 7829 - Necropsy Equipment

DIVISION 12 -- FURNISHINGS
- 12 2400 - Window Shades
- 12 3553.13 - Metal Laboratory Casework
- 12 3600 - Countertops
- 12 3653 - Laboratory Casework Tops

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- 20 1002 - Additions or Remodeled Facilities
- 20 1006 - Project Finalization
- 20 1007 - Testing, Adjusting, and Balancing
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DIVISION 21 -- FIRE SUPPRESSION
- 21 1313 - Sprinkler Systems

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22 0504 - Plumbing Specialties
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22 0515 - Gauges and Meters
22 0529 - Supports, Anchors, Curbs, Seals and Flashings
22 0548 - Vibration Isolation
22 0553 - Mechanical Identification
22 0700 - Piping Insulation
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26 0526 - Grounding and Bonding
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26 0553 - Electrical Identification
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26 2727 - Supporting Devices
26 5000 - Lighting

END OF SECTION 00 0110

SECTION 02 4100

DEMOLITION

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Selective demolition of building elements for alteration purposes.

1.02 MATERIALS OWNERSHIP

A. Unless otherwise indicated, demolition waste becomes property of Contractor.

1.03 FIELD CONDITIONS

A. Conditions existing at time of inspection for bidding purpose will be maintained by Owner as far as practical.

B. Hazardous Materials: It is not expected that hazardous materials will be encountered in the Work.

PART 2 PRODUCTS -- NOT USED

PART 3 EXECUTION

3.01 GENERAL PROCEDURES AND PROJECT CONDITIONS

A. Comply with applicable codes and regulations for demolition operations and safety of adjacent structures and the public.
   1. Obtain required permits.
   2. Comply with applicable requirements of NFPA 241.
   3. Take precautions to prevent catastrophic or uncontrolled collapse of structures to be removed; do not allow worker or public access within range of potential collapse of unstable structures.
   4. Provide, erect, and maintain temporary barriers and security devices.

B. If hazardous materials are discovered during removal operations, stop work and notify Architect and Owner; hazardous materials include regulated asbestos containing materials, lead, PCBs, and mercury.

3.02 SELECTIVE DEMOLITION FOR ALTERATIONS

A. Drawings showing existing construction and utilities are based on casual field observation and existing record documents only.

B. Maintain weatherproof exterior building enclosure except for interruptions required for replacement or modifications; take care to prevent water and humidity damage.

C. Remove existing work as indicated and as required to accomplish new work.

D. Protect existing work to remain.

3.03 DEBRIS AND WASTE REMOVAL

A. Remove debris, junk, and trash from site.

END OF SECTION 02 4100

SECTION 05 5000
METAL FABRICATIONS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Miscellaneous steel framing and supports.

B. Steel framing and supports for countertops.

1.02 SUBMITTALS

A. Product Data: For the following:
   1. Paint products.
   2. Grout.

B. Shop Drawings: Show fabrication and installation details. Include plans, elevations, sections, and details of metal fabrications and their connections. Show anchorage and accessory items.

PART 2 PRODUCTS

2.01 MISCELLANEOUS MATERIALS

A. Universal Shop Primer: Fast-curing, lead- and chromate-free, universal modified-alkyd primer complying with MPI#79 and compatible with topcoat.

B. Nonshrink, Nonmetallic Grout: Factory-packaged, nonstaining, noncorrosive, nongaseous grout complying with ASTM C1107/C1107M. Provide grout specifically recommended by manufacturer for interior and exterior applications.

2.02 MISCELLANEOUS FRAMING AND SUPPORTS

A. General: Provide steel framing and supports not specified in other Sections as needed to complete the Work.

B. Fabricate units from steel shapes, plates, and bars of welded construction unless otherwise indicated. Fabricate to sizes, shapes, and profiles indicated and as necessary to receive adjacent construction.

2.03 STEEL FRAMING AND SUPPORTS FOR COUNTERTOPS

A. Provide steel framing and supports for countertops as indicated and necessary to complete the Work.

B. Fabricate units from structural-steel shapes, plates, and bars of welded construction, unless otherwise indicated. Fabricate to sizes, shapes, and profiles indicated. Cut, drill, and tap units to receive hardware, hangers, and similar items.

PART 3 EXECUTION

3.01 INSTALLATION, GENERAL

A. Cutting, Fitting, and Placement: Perform cutting, drilling, and fitting required for installing metal fabrications. Set metal fabrications accurately in location, alignment, and elevation; with edges and surfaces level, plumb, true, and free of rack; and measured from established lines and levels.

B. Fit exposed connections accurately together to form hairline joints. Weld connections that are not to be left as exposed joints but cannot be shop welded because of shipping size limitations. Do not weld, cut, or abrade surfaces of exterior units that have been hot-dip galvanized after fabrication and are for bolted or screwed field connections.

C. Field Welding: Comply with the following requirements:
   1. Use materials and methods that minimize distortion and develop strength and corrosion resistance of base metals.
   2. Obtain fusion without undercut or overlap.
   3. Remove welding flux immediately.

4. At exposed connections, finish exposed welds and surfaces smooth and blended so no roughness shows after finishing and contour of welded surface matches that of adjacent surface.

END OF SECTION 05 5000

SECTION 06 1000
ROUGH CARPENTRY

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Preservative treated wood materials.

B. Fire retardant treated wood materials.

C. Miscellaneous wood nailers, furring, and grounds.

1.02 SUBMITTALS

A. Product Data: Provide technical data on wood preservative materials, application instructions, and fire retardant materials.

PART 2 PRODUCTS

2.01 GENERAL REQUIREMENTS

A. Dimension Lumber: Comply with PS 20 and requirements of specified grading agencies.
   1. If no species is specified, provide any species graded by the agency specified; if no grading agency is specified, provide lumber graded by any grading agency meeting the specified requirements.
   2. Grading Agency: Any grading agency whose rules are approved by the Board of Review, American Lumber Standard Committee (www.alsc.org) and who provides grading service for the species and grade specified; provide lumber stamped with grade mark unless otherwise indicated.

B. Lumber fabricated from old growth timber is not permitted.

2.02 DIMENSION LUMBER FOR CONCEALED APPLICATIONS

A. Sizes: Nominal sizes as indicated on drawings, S4S.

B. Moisture Content: S-dry or MC19.

C. Miscellaneous Framing, Blocking, Nailers, Grounds, and Furring:
   1. Lumber: S4S, No. 2 or Standard Grade.
   2. Boards: Standard or No. 3.

2.03 CONSTRUCTION PANELS

A. Communications and Electrical Room Mounting Boards: PS 1 A-C plywood; 3/4 inch thick; flame spread index of 25 or less, smoke developed index of 450 or less, when tested in accordance with ASTM E84.

2.04 ACCESSORIES

A. Fasteners and Anchors:
   1. Metal and Finish: Hot-dipped galvanized steel complying with ASTM A153/A153M for high humidity and preservative-treated wood locations, unfinished steel elsewhere.
   2. Drywall Screws: Bugle head, hardened steel, power driven type, length three times thickness of sheathing.

2.05 FACTORY WOOD TREATMENT

A. Treated Lumber and Plywood: Comply with requirements of AWPA U1 - Use Category System for wood treatments determined by use categories, expected service conditions, and specific applications.
   1. Fire-Retardant Treated Wood: Mark each piece of wood with producer's stamp indicating compliance with specified requirements.
   2. Preservative-Treated Wood: Provide lumber and plywood marked or stamped by an ALSC-accredited testing agency, certifying level and type of treatment in accordance with AWPA standards.

PART 3 EXECUTION

3.01 INSTALLATION - GENERAL

A. Select material sizes to minimize waste.

B. Where treated wood is used on interior, provide temporary ventilation during and immediately after installation sufficient to remove indoor air contaminants.

END OF SECTION 06 1000

SECTION 06 4100
ARCHITECTURAL WOODWORK

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Plastic laminate faced architectural cabinets.

B. Cabinet hardware.

1.02 SUBMITTALS

A. Shop Drawings: Indicate materials, component profiles, fastening methods, jointing details, and accessories.

B. Samples: Submit actual samples of architectural cabinet construction, minimum 24 inches square, illustrating proposed cabinet and shelf unit substrate and finish.

C. Samples: Submit actual sample items of proposed pulls, hinges, shelf standards, and locksets, demonstrating hardware design, quality, and finish.

PART 2 PRODUCTS

2.01 CABINETS

A. Quality Grade: Unless otherwise indicated provide products of quality specified by AWI/AWMAC/WI (AWS) for Custom Grade.

B. Plastic Laminate Faced Cabinets: Premium grade.
   1. Finish - Exposed Exterior Surfaces: Decorative laminate.
   2. Finish - Exposed Interior Surfaces: Decorative laminate.
   3. Finish - Concealed Surfaces: Manufacturer's option.
   4. Door and Drawer Front Edge Profiles: Radius edge with thick applied band.
   5. Door and Drawer Front Retention Profiles: Fixed panel.
   6. Casework Construction Type: Type A - Frameless.
   7. Adjustable Shelf Loading: 50 lbs. per sq. ft.
      a. Deflection: L/144.
   8. Cabinet Style: Flush overlay.
   9. Cabinet Doors and Drawer Fronts: Flush style.
   10. Drawer Construction Technique: Dovetail joints.

2.02 WOOD-BASED COMPONENTS

A. Wood fabricated from old growth timber is not permitted.

2.03 LAMINATE MATERIALS

A. High Pressure Decorative Laminate (HPDL): NEMA LD 3, types as recommended for specific applications.

B. Provide specific types as follows:
   1. Horizontal Surfaces: HGS, 0.048 inch nominal thickness, color as selected, finish as scheduled.
   2. Vertical Surfaces: VGS, 0.028 inch nominal thickness, colors as selected by Architect, finish as scheduled.
   3. Cabinet Liner: CLS, 0.020 inch nominal thickness, colors as selected by Architect, finish as selected.
   4. Laminate Backer: BKL, 0.020 inch nominal thickness, undecorated; for application to concealed backside of panels faced with high pressure decorative laminate.

2.04 COUNTERTOPS

A. Refer to Section 12 3600 - Countertops.

2.05 ACCESSORIES

A. Adhesive: Type that does not contain urea formaldehyde.

B. Bolts, Nuts, Washers, Lags, Pins, and Screws: Of size and type to suit application; galvanized or chrome-plated finish in concealed locations and stainless steel or chrome-plated finish in exposed locations.

C. Grommets: Standard plastic grommets for cut-outs, in color to match adjacent surface.

2.06 HARDWARE

A. Hardware: BHMA A156.9, types as recommended by fabricator for quality grade specified.

B. Adjustable Shelf Supports: Standard back-mounted system using surface mounted metal shelf standards and coordinated cantilevered shelf brackets, satin chrome finish, for nominal 1 inch spacing adjustments.

C. Drawer and Door Pulls: "U" shaped wire pull, steel with satin finish, 4 inch centers.

D. Cabinet Locks: Keyed cylinder, two keys per lock, master keyed, steel with satin finish.

E. Catches: Magnetic.

F. Drawer Slides:
   1. Type: Full extension with overtravel.
   2. Static Load Capacity: Heavy Duty grade.
   3. Mounting: Side mounted.

G. Hinges: European style concealed self-closing type, 100 degrees of opening, BHMA No. 156.9, steel with satin finish, 170 degree opening.

2.07 FABRICATION

A. Assembly: Shop assemble cabinets for delivery to site in units easily handled and to permit passage through building openings.

B. Edging: Fit shelves, doors, and exposed edges with specified edging. Do not use more than one piece for any single length.

C. Fitting: When necessary to cut and fit on site, provide materials with ample allowance for cutting. Provide matching trim for scribing and site cutting.

D. Plastic Laminate: Apply plastic laminate finish in full uninterrupted sheets consistent with manufactured sizes. Fit corners and joints hairline; secure with concealed fasteners. Slightly bevel arises.
   1. Apply laminate backing sheet to reverse side of plastic laminate finished surfaces.
   2. Cap exposed plastic laminate finish edges with material of same finish and pattern.

E. Mechanically fasten back splash to countertops as recommended by laminate manufacturer at 16 inches on center.

F. Provide cutouts for plumbing fixtures. Verify locations of cutouts from on-site dimensions. Prime paint cut edges.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install work in accordance with AWI/AWMAC/WI (AWS) requirements for grade indicated.

B. Grade: Install cabinets to comply with same grade as item to be installed

C. Set and secure cabinets in place, assuring that they are rigid, plumb, and level.
   1. Shim as required with concealed shims. Install level and plumb to a tolerance of 1/8 inch in 96 inches.

D. Use concealed joint fasteners to align and secure adjoining cabinet units.

END OF SECTION 06 4100

SECTION 07 0553

FIRE AND SMOKE ASSEMBLY IDENTIFICATION

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Marking and identification for fire and smoke assemblies including:
   1. Fire walls.
   2. Fire barriers.
   3. Fire partitions.
   4. Smoke barriers.
   5. Smoke partitions.
   6. Other assemblies as required.

1.02 SUBMITTALS

A. Product Data: Manufacturer's printed product literature for each type of marking, indicating font, foreground and background colors, wording, and overall dimensions.

B. Schedule: Completely define scope of proposed marking. Indicate location of affected walls and partitions, and number of markings.

C. Samples: Submit two samples of each type of marking proposed for use, of size similar to that required for project, illustrating font, wording, and method of application.

PART 2 PRODUCTS

2.01 PERFORMANCE REQUIREMENTS

A. Identification and marking of fire walls, fire barriers, fire partitions, smoke barriers, smoke partitions, and other walls or surfaces required by the ICC (IBC) or authorities having jurisdiction (AHJ).
   1. Permanently identify with signs or stenciling.

B. Identification locations:
   1. Accessible concealed floor, floor-ceiling, or attic spaces.
   2. Within 15 feet of each end of each assembly and at intervals not exceeding 30 feet measured horizontally along the assembly. Avoid locations obstructed by other construction.
   3. Lettering: Minimum 3 inches high, with minimum 3/8 inch stroke, in color contrasting with background, and approved by the AHJ.
   4. Wording (substitute hour rating for "XX"): (or similar as approved by AHJ):
      "XX" HOUR RATED
      FIRE AND/OR SMOKE ASSEMBLY
      PROTECT ALL OPENINGS AND PENETRATIONS

C. Languages: Provide all markings in English.

PART 3 EXECUTION

3.01 INSTALLATION

A. Identify fire and smoke protection assemblies with preprinted signs or by painting with stencil. Identification shall be visible to anyone seeking to remove, penetrate, or alter fire and smoke protection assemblies and shall be permanent.
   1. For preprinted signs, use mechanical fasteners or adhesives capable of permanently bonding signs to surfaces on which signs are placed.
   2. For painted signs; ensure compatibility of coats and substrates.
   3. Provide identification on each side of assembly.

END OF SECTION 07 0553

SECTION 07 2100

THERMAL INSULATION

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Batt insulation for filling perimeter window spaces and crevices in exterior wall.

B. Sound attenuation insulation.

1.02 SUBMITTALS

A. Product Data: Provide data on product characteristics, performance criteria, and product limitations.

PART 2 PRODUCTS

2.01 BATT INSULATION MATERIALS

A. Where batt insulation is indicated, either glass fiber or mineral fiber batt insulation may be used, at Contractor's option.

B. Glass Fiber Batt Insulation: Flexible preformed batt or blanket, complying with ASTM C665; friction fit.
   1. Flame Spread Index: 25 or less, when tested in accordance with ASTM E84.
   2. Smoke Developed Index: 450 or less, when tested in accordance with ASTM E84.
   3. Combustibility: Non-combustible, when tested in accordance with ASTM E136, except for facing, if any.
   4. Facing: Unfaced.

C. Mineral Fiber Batt Insulation: Flexible or semi-rigid preformed batt or blanket, complying with ASTM C665; friction fit; unfaced flame spread index of 0 (zero) when tested in accordance with ASTM E84.
   1. Smoke Developed Index: 0 (zero), when tested in accordance with ASTM E84.

2.02 SOUND ATTENUATION INSULATION MATERIALS

A. Sound Attenuation Insulation: Mineral fiber insulation; Flexible or semi-rigid preformed batt or blanket, complying with ASTM C665; friction fit; unfaced flame spread index of 0 (zero) when tested in accordance with ASTM E84.
   1. Smoke Developed Index: 0 (zero), when tested in accordance with ASTM E84.
   2. Minimum Density: Minimum 2.5 lb/cu ft.

PART 3 EXECUTION

3.01 BATT INSTALLATION

A. Install insulation in accordance with manufacturer's instructions.

B. Install in exterior wall spaces without gaps or voids. Do not compress insulation.

END OF SECTION 07 2100

SECTION 07 8413

PENETRATION FIRESTOPPING

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Penetrations in fire-resistance-rated floors and walls.

B. Penetrations in smoke barriers.

1.02 SUBMITTALS

A. Product Data: Manufacturer's product literature for each type of firestop product to be installed on Project. Indicate uses, performance and limitation criteria, and test data.
   1. SUBMIT DATA FOR EACH TYPE OF FIRESTOPPING FOR EACH SPECIFIC CONDITION AND EACH SPECIFIC APPLICATION.

B. Shop Drawings: Show materials, installation methods, and relationships to adjacent construction for each through fire-penetration fire stop system, each type of construction condition penetrated, each type of penetrating item; and each fire resistive joint system.
   1. SUBMIT SHOP DRAWINGS FOR EACH SPECIFIC INSTALLATION CONDITION. Identify intended products and applicable UL Design No.

C. Product Schedule: For each penetration firestopping system. Include location and design designation of qualified testing and inspecting agency.

1.03 QUALITY ASSURANCE

A. Installer Qualifications: A firm that has been approved by FM Global per FM 4991 - Approval of Firestop Contractors, or been evaluated by UL and found to comply with its "Qualified Firestop Contractor Program Requirements."

1.04 PRE-INSTALLATION MEETING

A. Pre-Installation Meeting: Conduct meeting at Project site minimum two weeks prior to start of firestopping installation and associated work.

B. Record discussion, including agreement or disagreement on significant matters. Furnish copies of report to all parties present within 5 days after meeting date.

PART 2 PRODUCTS

2.01 PERFORMANCE REQUIREMENTS

A. General: Provide firestopping systems that are produced and installed to resist the spread of fire, according to requirements indicated, and resist passage of smoke and other gases. Firestop systems shall maintain the original fire resistance rating of floor, wall, or partition assembly in which firestop system is being installed.

B. F-Rated Through-Penetration Firestop Systems: Provide through-penetration firestop systems with F ratings indicated, as determined per ASTM E814, but not less than that equaling or exceeding the fire-resistance rating of the constructions penetrated.

C. T-Rated Through-Penetration Firestop Systems: Provide through-penetration firestop systems with T ratings, in addition to F ratings, as determined per ASTM E814, where indicated and where systems protect penetrating items exposed to contact with adjacent materials in occupiable floor areas.

2.02 PENETRATION FIRESTOPPING

A. Penetrations in Fire-Resistance-Rated Floors and Walls: Provide penetration firestopping with ratings determined per ASTM E814 or UL 1479, based on testing at a positive pressure differential of 0.01-inch wg.
   1. F-Rating: Not less than the fire-resistance rating of constructions penetrated.

B. Penetrations in Smoke Barriers: Provide penetration firestopping with ratings determined per UL 1479.

C. Accessories: Provide components for each penetration firestopping system that are needed to install fill materials and to maintain ratings required. Use only those components specified by penetration firestopping manufacturer and approved by qualified testing and inspecting agency for firestopping indicated.

PART 3 EXECUTION

3.01 CONDITIONS REQUIRING FIRESTOPPING

A. Provide firestopping for conditions specified whether or not firestopping is indicated, and if indicated, whether such material is designated as insulation, safing, or otherwise.

B. Penetrations: Included are conduit, cable, wire, pipe, duct, or other elements which pass through one or both outer surfaces of a fire rated floor, wall, or partition.

C. Provide firestopping to fill miscellaneous voids and openings in fire-rated construction in manner essentially the same as specified herein before.

3.02 INSTALLATION

A. General: Install penetration firestopping to comply with manufacturer's written installation instructions and published drawings for products and applications indicated.

B. Install forming materials and other accessories of types required to support fill materials during their application and in the position needed to produce cross-sectional shapes and depths required to achieve fire ratings indicated.

C. Install fill materials for firestopping by proven techniques to produce the following results:

3.03 IDENTIFICATION

A. Identify penetration firestopping with preprinted metal or plastic labels. Attach labels permanently to surfaces adjacent to and within 6 inches of firestopping edge so labels will be visible to anyone seeking to remove penetrating items or firestopping. Use mechanical fasteners or self-adhering-type labels with adhesives capable of permanently bonding labels to surfaces on which labels are placed.

   "Warning - Penetration Firestopping - Do Not Disturb. Notify Building Management of Any Damage."
   Contractor's name, address, and phone number.
   Designation of applicable testing and inspecting agency.
   Date of installation.
   Manufacturer's name.
   Installer's name.

3.04 FIELD QUALITY CONTROL

A. Owner will engage a qualified testing agency to perform tests and inspections.

3.05 PENETRATION FIRESTOPPING SCHEDULE

A. Where UL-classified systems are indicated, they refer to system numbers in UL (FRD) under product Category XHEZ.
   1. Floor Penetration Systems
      a. Concrete floors with a minimum thickness less than or equal to 5 inches.
         1) UL-Classified Products FA Series or CA Series.
      b. Concrete floors with a minimum thickness greater than 5 inches.
         1) UL-Classified Products FB Series or CB Series.
   2. Wall Penetration Systems
      a. Framed walls.
         1) UL-Classified Products WL Series or CL Series.

END OF SECTION 07 8413

SECTION 07 9200

JOINT SEALANTS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Silicone joint sealants.

B. Latex joint sealants.

PART 2 PRODUCTS

2.01 MATERIALS, GENERAL

A. Compatibility: Provide joint sealants, backings, and other related materials that are compatible with one another and with joint substrates under conditions of service and application, as demonstrated by joint-sealant manufacturer, based on testing and field experience.

B. Colors of Exposed Joint Sealants: As selected by Architect from manufacturer's full range.

2.02 SILICONE JOINT SEALANTS

A. Single-Component, Nonsag, Non-staining, Neutral-Curing Silicone Joint Sealant: ASTM C920, Type S, Grade NS, Class 50, for Use NT, NT, G, M, A, and O.

2.03 LATEX JOINT SEALANTS

A. Latex Joint Sealant: Acrylic latex or siliconized acrylic latex, ASTM C834, Type OP, Grade NF.

2.04 JOINT SEALANT BACKING

A. Provide sealant backings of material that are nonstaining; are compatible with joint substrates, sealants, primers, and other joint fillers; and are approved for applications indicated by sealant manufacturer based on field experience and laboratory testing.

PART 3 EXECUTION

3.01 PREPARATION

A. Surface Cleaning of Joints: Clean out joints immediately before installing joint sealants to comply with joint-sealant manufacturer's written instructions.

B. Joint Priming: Prime joint substrates where recommended by joint-sealant manufacturer or as indicated by preconstruction joint-sealant-substrate tests or prior experience. Apply primer to comply with joint-sealant manufacturer's written instructions. Confine primers to areas of joint-sealant bond; do not allow spillage or migration onto adjoining surfaces.

3.02 INSTALLATION OF JOINT SEALANTS

A. Sealant Installation Standard: Comply with recommendations in ASTM C1193 for use of joint sealants as applicable to materials, applications, and conditions indicated.

B. Install sealant backings of kind indicated to support sealants during application and at position required to produce cross-sectional shapes and depths of installed sealants relative to joint widths that allow optimum sealant movement capability.

END OF SECTION 07 9200

SECTION 08 1213
HOLLOW METAL FRAMES

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Non-fire-rated hollow metal frames for non-hollow metal doors.

B. Fire-rated hollow metal frames for non-hollow metal doors.

C. Interior glazed borrowed lite frames.

1.02 SUBMITTALS

A. Product Data: Materials and details of design and construction, hardware locations, reinforcement type and locations, anchorage and fastening methods, and finishes; and one copy of referenced grade standard.

B. Shop Drawings: Details of each opening, showing elevations, glazing, frame profiles, and identifying location of different finishes, if any.

1.03 DELIVERY, STORAGE, AND HANDLING

A. Store in accordance with applicable requirements and in compliance with standards and/or custom guidelines as indicated.

PART 2 PRODUCTS

2.01 DESIGN CRITERIA

A. Door Frame Type: Provide hollow metal door frames with integral casings.

B. Steel used for fabrication of frames shall comply with one or more of the following requirements; Galvannealed steel conforming to ASTM A653/A653M, cold-rolled steel conforming to ASTM A1008/A1008M, or hot-rolled pickled and oiled (HRPO) steel conforming to ASTM A1011/A1011M, Commercial Steel (CS) Type B for each.

C. Accessibility: Comply with ICC A117.1 and ADA Standards.

D. Glazed Lights: Non-removable stops on non-secure side; sizes and configurations as indicated on drawings. Style: Manufacturers standard.

E. Hardware Preparations, Selections and Locations: Comply with BHMA A156.115, NAAMM HMMA 830 and NAAMM HMMA 831 or ANSI/SDI A250.8 (SDI-100) in accordance with specified requirements.

F. Frames for Interior Glazing or Borrowed Lites: Construction and face dimensions to match door frames, and as indicated on drawings.

G. Frames Wider than 48 Inch: Reinforce with steel channel fitted tightly into head of frame, flush with top.

2.02 HOLLOW METAL DOOR FRAMES WITH INTEGRAL CASINGS

A. Frame Finish: Factory primed and field finished.

B. Interior Door Frames, Non-Fire Rated: Full profile/continuously welded type.
   1. Based on SDI Standards: ANSI/SDI A250.8 (SDI-100).
      a. Level 2 - Heavy-duty.
      b. Physical Performance Level B, 500,000 cycles; in accordance with ANSI/SDI A250.4.
      c. Frame Metal Thickness: 16 gage, 0.053 inch, minimum.

C. Fire-Rated Door Frames: Full profile/continuously welded type.
   1. Based on SDI Standards: ANSI/SDI A250.8 (SDI-100).
      a. Level 2 - Heavy-duty.
      b. Physical Performance Level B, 500,000 cycles; in accordance with ANSI/SDI A250.4.
      c. Frame Metal Thickness: 16 gage, 0.053 inch, minimum.

2.03 ACCESSORIES

A. Silencers: Resilient rubber, fitted into drilled hole; 3 on strike side of single door, 3 on center mullion of pairs, and 2 on head of pairs without center mullions.

2.04 FINISHES

A. Primer: Rust-inhibiting, complying with ANSI/SDI A250.10, door manufacturer's standard.

END OF SECTION 08 1213

SECTION 08 1416

FLUSH WOOD DOORS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Flush wood doors; flush and flush glazed configuration; non-rated.

1.02 SUBMITTALS

A. Product Data: Indicate door core materials and construction; veneer species, type and characteristics.

B. Shop Drawings: Show doors and frames, elevations, sizes, types, swings, undercuts, beveling, blocking for hardware, factory machining, factory finishing, cutouts for glazing and other details.

1.03 QUALITY ASSURANCE

PART 2 PRODUCTS

2.01 DOORS AND PANELS

A. Doors: See drawings for locations and additional requirements.
   1. Quality Level: Premium Grade, Heavy Duty performance, in accordance with AWI/AWMAC/WI (AWS).
   2. Wood Veneer Faced Doors: 5-ply unless otherwise indicated.

B. Interior Doors: 1-3/4 inches thick unless otherwise indicated; flush construction.
   1. Provide solid core doors at each location.

2.02 DOOR AND PANEL CORES

A. Non-Rated Solid Core and 20 Minute Rated Doors: Type particleboard core (PC), plies and faces as indicated.

2.03 DOOR FACINGS

A. Veneer Facing for Transparent Finish: To be selected by Architect, HPVA Grade A, slice/cut to be selected by Architect, with book match between leaves of veneer, running match of spliced veneer leaves assembled on door or panel face.
   1. Vertical Edges: Same species as face veneer.
   2. "Pair Match" each pair of doors; "Set Match" pairs of doors within 10 feet of each other when doors are closed.

B. Facing Adhesive: Type I - waterproof.

2.04 ACCESSORIES

A. Glazing Stops: Wood, of same species as door facing, butted corners; prepared for countersink style tamper proof screws.

B. Astragals for Non-Rated Double Doors: Steel, T shaped, overlapping and recessed at face edge.

C. Door Hardware: As specified in Section 08 7100.

2.05 DOOR CONSTRUCTION

A. Fabricate doors in accordance with door quality standard specified.

B. Factory machine doors for hardware other than surface-mounted hardware, in accordance with hardware requirements and dimensions.

C. Factory fit doors for frame opening dimensions identified on shop drawings, with edge clearances in accordance with specified quality standard.

2.06 FACTORY FINISHING - WOOD VENEER DOORS

A. Finish work in accordance with AWI/AWMAC/WI (AWS), Section 5 - Finishing for grade specified and as follows:
   1. Transparent:
      a. System - 9, UV Curable, Acrylated Epoxy, Polyester or Urethane.

    b. Stain: As selected by Architect.
    c. Sheen: Satin.

B. Factory finish doors in accordance with approved sample.

C. Seal door top edge with color sealer to match door facing.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install doors in accordance with manufacturer's instructions and specified quality standard.

B. Coordinate installation of doors with installation of frames and hardware.

END OF SECTION 08 1416

SECTION 08 3100

ACCESS DOORS AND PANELS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Wall access door and frame units.

PART 2 PRODUCTS

2.01 ACCESS DOOR AND PANEL APPLICATIONS

A. Walls, Unless Otherwise Indicated:
   1. Material: Steel.
   2. Size: 12 by 12 inch, unless otherwise indicated.
   3. Standard duty, hinged door.
   4. Tool-operated spring or cam lock; no handle.
   5. In All Wall Types: Surface mounted face frame and door surface flush with frame surface.

B. Walls in Wet Areas:
   1. Material: Steel, hot-dipped zinc or zinc-aluminum-alloy coated.
   2. Size: 12 by 12 inch, unless otherwise indicated.
   3. Standard duty, hinged door.
   4. Tool-operated spring or cam lock; no handle.
   5. In All Wall Types: Surface mounted face frame and door surface flush with frame surface.

2.02 WALL AND CEILING UNITS

A. Access Doors: Factory fabricated door and frame units, fully assembled units with corner joints welded, filled, and ground flush; square and without rack or warp; coordinate requirements with assemblies that units are to be installed in.
   1. Door Style: Single thickness with rolled or turned in edges.
   2. Frames: 16 gage, 0.0598 inch, minimum.
   3. Single Thickness Steel Door Panels: 1/16 inch, minimum.
   4. Steel Finish: Primed.
   5. Primed and Factory Finish: Polyester powder coat; color as selected by Architect from manufacturer's standard colors.
   6. Hardware:
      a. Latch/Lock: Tamperproof tool-operated cam latch.
      b. Number of Locks/Latches Required: As recommended by the manufacturer for the size of the unit.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install units in accordance with manufacturer's instructions.

B. Install frames plumb and level in openings. Secure rigidly in place.

END OF SECTION 08 3100

SECTION 08 4313

ALUMINUM-FRAMED STOREFRONTS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Aluminum-framed storefront, with vision glass.

B. Aluminum entrance doors and frames.

1.02 SUBMITTALS

A. Product Data: Provide component dimensions, describe components within assembly, anchorage and fasteners, glass and infill, internal drainage details.

B. Shop Drawings: Indicate system dimensions, framed opening requirements and tolerances, affected related Work, expansion and contraction joint location and details, and field welding required.

1.03 WARRANTY

A. Correct defective Work within a five year period after Date of Substantial Completion.

PART 2 PRODUCTS

2.01 BASIS OF DESIGN -- FRAMING FOR MONOLITHIC GLAZING

A. Center-Set Style:
   1. Basis of Design: Kawneer North America; Trifab 400 Framing System: www.kawneer.com.

2.02 BASIS OF DESIGN -- SWINGING DOORS

A. Medium Stile, Monolithic Glazing:
   1. Basis of Design: Kawneer North America; 350 Standard Entrances: www.kawneer.com.

2.03 STOREFRONT

A. Aluminum-Framed Storefront: Factory fabricated, factory finished aluminum framing members with infill, and related flashings, anchorage and attachment devices.
   1. Glazing Rabbet: For 1/4 inch monolithic glazing.
   2. Finish: Superior performing organic coatings.
      a. Factory finish all surfaces that will be exposed in completed assemblies.
      b. Touch-up surfaces cut during fabrication so that no natural aluminum is visible in completed assemblies, including joint edges.
      c. Coat concealed metal surfaces that will be in contact with cementitious materials or dissimilar metals with bituminous paint.
   3. Finish Color: As selected by Architect from manufacturer's standard line.
   4. Fabrication: Joints and corners flush, hairline, and weatherproof, accurately fitted and secured; prepared to receive anchors and hardware; fasteners and attachments concealed from view; reinforced as required for imposed loads.
   5. Construction: Eliminate noises caused by wind and thermal movement, prevent vibration harmonics, and prevent "stack effect" in internal spaces.
   6. System Internal Drainage: Drain to the exterior by means of a weep drainage network any water entering joints, condensation occurring in glazing channel, and migrating moisture occurring within system.

2.04 COMPONENTS

A. Aluminum Framing Members: Tubular aluminum sections, drainage holes and internal weep drainage system.
   1. Glazing Stops: Flush.

B. Swing Doors: Glazed aluminum.
   1. Thickness: 1-3/4 inches.

2.05 MATERIALS

A. Extruded Aluminum: ASTM B221 (ASTM B221M).

B. Fasteners: Stainless steel.

2.06 FINISHES

A. Superior Performance Organic Coating System: AAMA 2605 two coat, thermally cured polyvinylidene fluoride system.

1. Polyvinylidene fluoride (PVDF) multi-coat thermoplastic fluoropolymer coating system, including minimum 70 percent PVDF color topcoat and minimum total dry film thickness of 0.9 mil; color and gloss as indicated on drawings.

2.07 HARDWARE

A. Door Hardware: As specified in Section 08 7100 - Door Hardware.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install wall system in accordance with manufacturer's instructions.

B. Metal Protection: Where aluminum is in contact with dissimilar metals, protect against galvanic action with materials recommended by manufacturer or by installing nonconductive spacers.

C. Attach to structure to permit sufficient adjustment to accommodate construction tolerances and other irregularities.

D. Align assembly plumb and level, free of warp or twist. Maintain assembly dimensional tolerances, aligning with adjacent work.

END OF SECTION 08 4313

SECTION 08 7100

DOOR HARDWARE

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Hardware for wood and aluminum doors.

B. Electrically operated and controlled hardware.

1.02 ADMINISTRATIVE REQUIREMENTS

A. Furnish templates for door and frame preparation to manufacturers and fabricators of products requiring internal reinforcement for door hardware.

B. Convey Owner's keying requirements to manufacturers.

1.03 SUBMITTALS

A. Product Data: Manufacturer's catalog literature for each type of hardware, marked to clearly show products to be furnished for this project.

B. Hardware Schedule: Detailed listing of each item of hardware to be installed on each door. Use door numbering scheme as included in the Contract Documents. Identify electrically operated items and include power requirements.

C. Maintenance Data: Include data on operating hardware, lubrication requirements, and inspection procedures related to preventative maintenance.
   1. Submit manufacturer's parts lists and templates.

D. Keys: Deliver with identifying tags to Owner by security shipment direct from hardware supplier.

1.04 WARRANTY

A. Provide five year warranty for door closers.

PART 2 PRODUCTS

2.01 DOOR HARDWARE - GENERAL

A. Provide hardware specified or required to make doors fully functional, compliant with applicable codes, and secure to the extent indicated.

B. Provide products that comply with the following:
   1. Applicable provisions of federal, state, and local codes.
   2. Hardware Preparation for Wood Doors with Wood or Steel Frames: BHMA A156.115W.
   3. Products Requiring Electrical Connection: Listed and classified by UL (DIR) as suitable for the purpose specified and indicated.

C. Electrically Operated and/or Controlled Hardware: Provide all power supplies, power transfer hinges, relays, and interfaces required for proper operation; provide wiring between hardware and control components and to building power connection.

D. Finishes: Provide door hardware of the same finish unless otherwise indicated.
   1. Finish: Satin stainless steel, 630 (US32D).
   2. Finish Definitions: BHMA A156.18.
   3. Exceptions:
      a. Where base metal is specified to be different, provide finish that is an appearance equivalent according to BHMA A156.18.
      b. Door Closer Covers and Arms: Color to be selected by Architect from manufacturer's standard colors.
      c. Hardware for Aluminum Storefront Doors: Finished to match door, except hand contact surfaces to be satin stainless steel.

2.02 LOCKS AND LATCHES

A. Locks: Provide a lock for every door, unless specifically indicated as not requiring locking.
   1. Trim: Provide lever handle or pull trim on outside of all locks unless specifically stated to have no outside trim.

2. Lock Cylinders: Provide key access on outside of all locks unless specifically stated to have no locking or no outside trim.

B. Lock Cylinders: Manufacturer's standard tumbler type, six-pin standard core.

C. Keying: Grand master keyed.
   1. Include construction keying.

D. Latches: Provide a latch for every door that is not required to lock, unless specifically indicated "push/pull" or "not required to latch".

2.03 HINGES

A. Hinges: Provide hinges on every swinging door.
   1. Provide five-knuckle full mortise butt hinges unless otherwise indicated.
   2. Provide ball-bearing hinges at all doors having closers.
   3. Provide non-removable pins on outswinging doors.
   4. Where electrified hardware is mounted in door leaf, provide power transfer hinges.

2.04 PUSH/PULLS

A. Push/Pulls: Comply with BHMA A156.6.
   1. Provide push and pull on doors not specified to have lockset, latchset, exit device, or auxiliary lock.
   2. On solid doors, provide matching push plate and pull plate on opposite faces.

2.05 MORTISE LOCKSETS

A. Locking Functions: As defined in BHMA A156.13, and as follows:
   1. Passage: F01.
   2. Privacy: F19, or F02 with retraction of deadbolt by use of inside lever/knob.
   3. Office: F04, key not required to lock, remains locked upon exit.
   4. Classroom: F05, key required to lock.
   5. Store Door: F14, deadbolt locked by key from both sides, not an emergency exit (must be unlocked during occupied hours).

2.06 FLUSHBOLTS AND COORDINATORS

A. Flushbolts: Lever extension bolts in leading edge of door, one bolt into floor, one bolt into top of frame.
   1. Pairs of Swing Doors: At inactive leaves, provide flush bolts of type as required to comply with code.
   2. Floor Bolts: Provide dustproof strike except at metal thresholds.

2.07 CLOSERS

A. Closers: Complying with BHMA A156.4.
   1. Provide a door closer on every corridor door.
   2. On pairs of swinging doors, if an overlapping astragal is present, provide coordinator to ensure the leaves close in proper order.
   3. At corridors, locate door-mounted closer on room side of door.

2.08 STOPS AND HOLDERS

A. Stops: Complying with BHMA A156.8; provide a stop for every swinging door, unless otherwise indicated.
   1. Provide wall stops, unless otherwise indicated.
   2. If wall stops are not practical, due to configuration of room or furnishings, provide overhead stop.
   3. Stop is not required if positive stop feature is specified for door closer; positive stop feature of door closer is not an acceptable substitute for a stop unless specifically so stated.

2.09 PROTECTION PLATES AND ARCHITECTURAL TRIM

A. Protection Plates:
   1. Kickplate: Provide on push side of every door with closer, except aluminum storefront doors.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install hardware in accordance with manufacturer's instructions and applicable codes.

B. Use templates provided by hardware item manufacturer.

C. Do not install surface mounted items until finishes applied to substrate are complete.

3.02 ADJUSTING

A. Adjust hardware for smooth operation.

END OF SECTION 08 7100

SECTION 08 8000
GLAZING

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Glazing units.

B. Glazing compounds and accessories.

1.02 SUBMITTALS

A. Product Data on Glazing Unit Glazing Types: Provide structural, physical and environmental characteristics, size limitations, special handling and installation requirements.

B. Product Data on Glazing Compounds and Accessories: Provide chemical, functional, and environmental characteristics, limitations, special application requirements. Identify available colors.

1.03 QUALITY ASSURANCE

A. Perform Work in accordance with GANA (GM) and GANA (SM) for glazing installation methods.

PART 2 PRODUCTS

2.01 PERFORMANCE REQUIREMENTS

A. Safety Glazing: Where safety glazing is indicated, provide glazing that complies with 16 CFR 1201, Category II.

2.02 GLASS MATERIALS

A. Float Glass: Provide float glass based glazing unless noted otherwise.
   1. Heat-Strengthened and Fully Tempered Types: ASTM C1048, Kind HS and FT.
   2. Fully Tempered Safety Glass: Complies with ANSI Z97.1 and 16 CFR 1201 criteria.
   3. Thicknesses: As indicated; provide greater thickness as required for exterior glazing wind load design.

2.03 GLAZING UNITS

A. Monolithic Interior Vision Glazing:
   1. Applications: Interior glazing unless otherwise indicated.
   2. Glass Type: Fully tempered float glass.
   3. Tint: Clear.
   4. Thickness: 1/4 inch, nominal.

2.04 ACCESSORIES

A. Setting Blocks: Silicone, with 80 to 90 Shore A durometer hardness; ASTM C864 Option II. Length of 0.1 inch for each square foot of glazing or minimum 4 inch x width of glazing rabbet space minus 1/16 inch x height to suit glazing method and pane weight and area.

B. Spacer Shims: Neoprene, 50 to 60 Shore A durometer hardness; ASTM C864 Option II. Minimum 3 inch long x one half the height of the glazing stop x thickness to suit application, self adhesive on one face.

C. Glazing Tape, Back Bedding Mastic Type: Preformed, butyl-based, 100 percent solids compound with integral resilient spacer rod applicable to application indicated; 5 to 30 cured Shore A durometer hardness; coiled on release paper; black color.

PART 3 EXECUTION

3.01 INSTALLATION - DRY GLAZING METHOD (TAPE AND TAPE)

A. Cut glazing tape to length and set against permanent stops, projecting 1/16 inch above sight line.

B. Place setting blocks at 1/4 points with edge block no more than 6 inch from corners.

C. Rest glazing on setting blocks and push against tape for full contact at perimeter of pane or unit.

D. Place glazing tape on free perimeter of glazing in same manner described above.

E. Install removable stop without displacement of tape. Exert pressure on tape for full continuous contact.

F. Carefully trim protruding tape with knife.

END OF SECTION 08 8000

SECTION 09 2116.23

GYPSUM BOARD SHAFT WALL ASSEMBLIES

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Gypsum board shaft wall assemblies.

1.02 SUBMITTALS

A. Product Data: For each component of gypsum board shaft wall assembly.

PART 2 PRODUCTS

2.01 PANEL PRODUCTS

A. Gypsum Shaftliner Board, Type X: ASTM C1396/C1396M; manufacturer's proprietary fire-resistive liner panels with paper faces.

B. Gypsum Shaftliner Board, Moisture- and Mold-Resistant Type X: ASTM C1396/C1396M; manufacturer's proprietary fire-resistive liner panels with moisture- and mold-resistant core and surfaces.

2.02 NON-LOAD-BEARING STEEL FRAMING

A. Steel Framing Members: Comply with ASTM C645 requirements for metal unless otherwise indicated.

B. Firestop Tracks: Top runner manufactured to allow partition heads to expand and contract with movement of the structure while maintaining continuity of fire-resistance-rated assembly indicated; in thickness not less than indicated for studs and in width to accommodate depth of studs.

2.03 AUXILIARY MATERIALS

A. General: Provide auxiliary materials that comply with manufacturer's written recommendations.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install supplementary framing in gypsum board shaft wall assemblies around openings and as required for blocking, bracing, and support of gravity and pullout loads of fixtures, equipment, services, heavy trim, furnishings, wall-mounted door stops, and similar items that cannot be supported directly by shaft wall assembly framing.

END OF SECTION 09 2116.23

SECTION 09 2216

NON-STRUCTURAL METAL FRAMING

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Non-load-bearing steel framing systems for interior gypsum board assemblies.

B. Suspension systems for interior gypsum ceilings and soffits.

1.02 SUBMITTALS

A. Product Data: Provide data describing framing member materials and finish, product criteria, load charts, and limitations.

B. Product Data: Provide manufacturer's data on partition head to structure connectors, showing compliance with requirements.

C. Shop Drawings:
   1. Indicate prefabricated work, component details, stud layout, framed openings, anchorage to structure, acoustic details, type and location of fasteners, accessories, and items of other related work.

D. Evaluation Reports: Submit evaluation reports certified under an independent third party inspection program administered by an agency accredited by IAS to ICC-ES AC98, IAS Accreditation Criteria for Inspection Agencies.

PART 2 PRODUCTS

2.01 PERFORMANCE REQUIREMENTS

A. Comparative Steel Thicknesses:

Steel Sheet Thickness for Studs and Runners
Minimum Steel Base Metal (Uncoated) Thickness

	Steel		High Strength Steel		
Gage	inch	mil	Designation	inch	mil
20	0.033	33	ProStud 33MIL	0.0329	33
20	0.030	30	ProStud 30MIL	0.0296	30
20	0.030	30	ProStud 20*	0.0190	19
25	0.018	18	ProStud 25**	0.0150	15

Yield Strength unless otherwise noted: 33 ksi
* Yield Strength: 65 ksi
** Yield Strength: 50 ksi
ProStud data from ClarkDietrich Building Systems.

2.02 FRAMING SYSTEMS

A. Framing Members, General: Comply with ASTM C754 for conditions indicated.

B. Studs and Runners: ASTM C645. Use either steel studs and runners or high strength steel studs and runners.
   1. Standard Steel Studs and Runners:
      a. Minimum Base-Metal Thickness: 0.030 inch.
      b. Depth: 3-5/8 inches , unless indicated otherwise on Drawings.
   2. High Strength Steel Studs and Runners:
      a. Minimum Base-Metal Thickness: 0.019 inch.
      b. Depth: 3-5/8 inches, unless indicated otherwise on Drawings.

C. Slip-Type Head Joints: Where indicated, provide one of the following:
   1. Single Long-Leg Runner System: ASTM C645 top runner with 2 inch deep flanges in thickness not less than indicated for studs, installed with studs friction fit into top runner and with continuous bridging located within 12 inches of the top of studs to provide lateral bracing.

2. Double-Runner System: ASTM C645 top runners, inside runner with 2 inch deep flanges in thickness not less than indicated for studs and fastened to studs, and outer runner sized to friction fit inside runner.
3. Deflection Track: Steel sheet top runner manufactured to prevent cracking of finishes applied to interior partition framing resulting from deflection of structure above; in thickness not less than indicated for studs and in width to accommodate depth of studs.
   a. Products:
      1) Cemco; CST Slotted Deflection Track: www.cemcosteel.com
      2) ClarkDietrich Building Systems; MaxTRAK Slotted Deflection Track: www.clarkdietrich.com

D. Header/Sill System: Preformed, pre-engineered header/sill, minimum 0.033 inch, galvanized sheet steel for use at openings in metal stud wall systems.
   1. Products:
      a. Cemco; Pro X Header: www.cemcosteel.com.

E. Bridging / Bracing Bar: Engineered, pre-notched, 0.033 inch, galvanized sheet steel spacer bar for interior metal stud walls.
   1. Products:
      a. ClarkDietrich Building Systems; Spazzer Bar: www.clarkdietrich.com.

F. Hat-Shaped, Rigid Furring Channels: ASTM C645.

G. Cold-Rolled Furring Channels: 0.053 inch uncoated-steel thickness, with minimum 1/2 inch wide flanges.

2.03 SUSPENSION SYSTEMS

A. Tie Wire: ASTM A641/A641M, Class 1 zinc coating, soft temper, 0.062 inch diameter wire, or double strand of 0.048 inch diameter wire.

B. Wire Hangers: ASTM A641/A641M, Class 1 zinc coating, soft temper, 0.016 inch in diameter.

C. Flat Hangers: Steel sheet, in size indicated on Drawings.

D. Carrying Channels: Cold-rolled, commercial-steel sheet with a base-metal thickness of 0.053 inch and minimum 1/2 inch wide flanges.

E. Furring Channels (Furring Members):
   1. Cold-Rolled Channels: 0.053 inch uncoated-steel thickness, with minimum 1/2 inch wide flanges, 3/4 inch deep.
   2. Steel Studs and Runners: ASTM C645
      a. Minimum Base-Metal Thickness: 0.033 inch.
   3. High Strength Steel Studs and Runners: ASTM C645
      a. Minimum Base-Metal Thickness: 0.023 inch.
   4. Hat-Shaped, Rigid Furring Channels: ASTM C645, 7/8 inch deep.
      a. Minimum Base-Metal Thickness: 0.033 inch.

PART 3 EXECUTION

3.01 INSTALLATION, GENERAL

A. Installation Standard: ASTM C754.

3.02 INSTALLING FRAMED ASSEMBLIES

A. Install framing system components according to spacings indicated, but not greater than spacings required by referenced installation standards for assembly types.

B. Install tracks (runners) at floors and overhead supports. Extend framing full height to structural supports or substrates above suspended ceilings except where partitions are indicated to terminate at suspended ceilings. Continue framing around ducts penetrating partitions above ceiling.

3.03 INSTALLING SUSPENSION SYSTEMS

A. Install suspension system components according to spacings indicated, but not greater than spacings required by referenced installation standards for assembly types.

1. Hangers: 48 inches o.c.
2. Carrying Channels (Main Runners):48 inches o.c.
3. Furring Channels (Furring Members): 16 inches o.c.

END OF SECTION 09 2216

SECTION 09 2813

CEMENTITIOUS BACKER BOARDS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Cementitious backer board for installation with gypsum board assemblies.

1.02 SUBMITTALS

A. Product Data: Manufacturer's specifications and installation instructions for each cementitious backer board component, including other data as required to show compliance with these Specifications.

PART 2 PRODUCTS

2.01 CEMENTITIOUS BACKER BOARDS

A. Cementitious Backer Boards: ANSI A118.9 and ASTM C1288 or ASTM C1325, with manufacturer's standard edges.
   1. Products:
      a. C-Cure; C-Cure Board 990: www.c-cure.com.
      b. Custom Building Products; Wonderboard: www.custombuildingproducts.com.
      c. FinPan, Inc.; Util-A-Crete Concrete Backer Board or ProTec: www.finpan.com.
      d. National Gypsum Company, Permabase Cement Board: www.nationalgypsum.com.
      e. USG Corporation; DUROCK Cement Board: www.usg.com.
   2. Thickness: 5/8 inch.

2.02 JOINT TREATMENT MATERIALS

A. Joint Tape:
   1. Alkalai-resistant glass mesh tape as recommended by cementitious backing board manufacturer.

B. Joint Compound for Cementitious Backer Boards:
   1. Latex-portland cement mortar per ANSI A118.1 or ANSI A118.4.

2.03 AUXILIARY MATERIALS

A. Steel Drill Screws: No. 8 drill point, corrosion resistant, wafer head screws per ASTM C1002, unless otherwise indicated.

PART 3 EXECUTION

3.01 APPLYING CEMENTITIOUS BACKER BOARDS

A. Cementitious Backer Units: ANSI A108.11.

B. Install cementitious backing boards in manner to minimize end-butt joints or avoid them entirely where possible.

C. Locate both edge or end joints over supports.

D. Place fasteners in field of panels first, working out toward edges. Space fasteners maximum 8 inches o.c.

3.02 FINISHING CEMENTITIOUS BACKING BOARD

A. Apply joint treatment at cementitious backer board joints (both directions); flanges of penetrations; fastener heads, surface defects and elsewhere as required to prepare work for applied finish materials in conformance with manufacturers recommendations.

END OF SECTION 09 2813

SECTION 09 2900
GYPSUM BOARD

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Interior gypsum board.

1.02 SUBMITTALS

A. Product Data: For each type of product.

PART 2 PRODUCTS

2.01 INTERIOR GYPSUM BOARD

A. Manufacturers:
   1. CertainTeed Corp.: www.certainteed.com.
   2. Continental Building Products: www,continental-bp.com.
   3. Georgia-Pacific Gypsum LLC: www.gp.com.
   4. National Gypsum Company: www.nationalgypsum.com.
   5. USG Corporation: www.usg.com.

B. Gypsum Board, Type X: ASTM C1396/C1396M.
   1. Thickness: 5/8 inch.
   2. Long Edges: Tapered.

C. Impact Resistant Gypsum Wallboard:
   1. Application: High-traffic areas indicated.
   2. Hard Body Impact: Level 2, minimum, when tested ASTM C1629/C1629M.
   3. Mold Resistance: Score of 10, when tested per ASTM D3273.
   4. Thickness: 5/8 inch.
   5. Edges: Tapered.

2.02 TRIM ACCESSORIES

A. Interior Trim: ASTM C1047.
   1. Material: Galvanized or aluminum coated sheet steel.

2.03 PARTITION CLOSURES

A. Adjustable partition closures: Pre-assembled, STC rating of 50 minimum, except where indicated higher, with finish to match mullion as determined by Architect.

B. Manufacturer:
   1. Mull-it-Over Products; Mullion Trim Cap: www.mullitoverproducts.com

2.04 JOINT TREATMENT MATERIALS

A. Comply with ASTM C475/C475M.

B. Joint Tape:
   1. Interior Gypsum Board: Paper.

C. Joint Compound for Interior Gypsum Board: For each coat use formulation that is compatible with other compounds applied on previous or for successive coats.

PART 3 EXECUTION

3.01 APPLYING AND FINISHING PANELS, GENERAL

A. Comply with ASTM C840.

3.02 APPLYING INTERIOR GYPSUM BOARD

A. Install interior gypsum board in the following locations:
   1. Wallboard Type: As indicated on Drawings.

B. Single-Layer Application:
   1. On ceilings, apply gypsum panels before wall/partition board application to greatest extent possible and at right angles to framing unless otherwise indicated.

2. On partitions/walls, apply gypsum panels horizontally (perpendicular to framing) unless otherwise indicated and minimize end joints.

3.03 FINISHING GYPSUM BOARD

A. Gypsum Board Finish Levels: Finish panels to levels indicated below and according to ASTM C840:
   1. Level 1: Ceiling plenum areas, concealed areas, and where indicated.
   2. Level 3: Where indicated on Drawings.
   3. Level 4: At surfaces exposed to view unless otherwise indicated.
   4. Level 5: Where indicated on Drawings.

END OF SECTION 09 2900

SECTION 09 3000

TILING

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Tile for floor applications.

B. Tile for wall applications.

C. Non-ceramic trim.

1.02 SUBMITTALS

A. Product Data: Provide manufacturers' data sheets on tile, mortar, grout, and accessories. Include instructions for using grouts and adhesives.

B. Shop Drawings: Indicate tile layout, patterns, color arrangement, perimeter conditions, junctions with dissimilar materials, control and expansion joints, thresholds, ceramic accessories, and setting details.

C. Samples: Mount tile and apply grout on two plywood panels, minimum 18 by 18 inches in size illustrating pattern, color variations, and grout joint size variations.

1.03 FIELD CONDITIONS

A. Do not install solvent-based products in an unventilated environment.

B. Maintain ambient and substrate temperature of 50 degrees F during installation of mortar materials.

PART 2 PRODUCTS

2.01 TILE

A. Manufacturers: All products of each type by the same manufacturer.

B. Glazed Wall Tile: ANSI A137.1, standard grade.
   1. Size: 4-1/4 by 4-1/4 inch, nominal.
   2. Surface Finish: Matte glaze.
   3. Color(s): To be selected by Architect from manufacturer's standard range.
   4. Trim Units: Matching bullnose, cove, and base shapes in sizes coordinated with field tile.

C. Porcelain Floor Tile: ANSI A137.1, standard grade.
   1. Size: To be selected by Architect.
   2. Surface Finish: Non-slip.
   3. Color(s): To be selected by Architect from manufacturer's standard range.
   4. Trim Units: Matching cove base shapes in sizes coordinated with field tile.

2.02 TRIM AND ACCESSORIES

A. Non-Ceramic Trim: Brushed stainless steel, style and dimensions to suit application, for setting using tile mortar or adhesive.

2.03 SETTING MATERIALS

A. Latex-Portland Cement Mortar Bond Coat: ANSI A118.4 or ANSI A118.15.

2.04 GROUTS

A. Epoxy Grout: ANSI A118.3 chemical resistant and water-cleanable epoxy grout.

2.05 MAINTENANCE MATERIALS

A. Grout Release: Temporary, water-soluble pre-grout coating.

2.06 ACCESSORY MATERIALS

A. Waterproofing Membrane: Specifically designed for bonding to cementitious substrate under thick mortar bed or thin-set tile; complying with ANSI A118.10.
   1. Fluid or Trowel Applied Type:
      a. Material: Synthetic rubber.
      b. Thickness: 25 mils, minimum, dry film thickness.

PART 3 EXECUTION

3.01 INSTALLATION - GENERAL

A. Install tile and grout in accordance with applicable requirements of ANSI A108.1a through ANSI A108.13, manufacturer's instructions, and TCNA (HB) recommendations.

B. Lay tile to pattern indicated. Do not interrupt tile pattern through openings. Extend tile work into recesses and under or behind equipment and fixtures to form complete covering without interruptions unless otherwise indicated

3.02 INSTALLATION - FLOORS - THIN-SET METHODS

A. Over interior concrete substrates, install in accordance with TCNA (HB) Method F113, dry-set or latex-Portland cement bond coat, with epoxy grout.
   1. Use waterproofing membraneunder all floor tile.
   2. Where epoxy grout is indicated, but not epoxy bond coat, install in accordance with TCNA (HB) Method F115.

3.03 INSTALLATION - WALL TILE

A. Over gypsum wallboard on wood or metal studs install in accordance with TCNA (HB) Method W243, thin-set with dry-set or latex-Portland cement bond coat, unless otherwise indicated.

END OF SECTION 09 3000

SECTION 09 5100

SUSPENDED ACOUSTICAL CEILINGS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Suspended metal grid ceiling system.

B. Acoustical units.

1.02 SUBMITTALS

A. Product Data: Provide data on acoustical units and suspension system components.

B. Shop Drawings: Indicate grid layout and related dimensioning.

C. Samples: Submit two samples 12 by 12 inch in size illustrating material, edges, and finish of acoustical units.

D. Samples: Submit two samples each, 12 inches long, of suspension system main runner.

1.03 FIELD CONDITIONS

A. Maintain uniform temperature of minimum 60 degrees F, and maximum humidity of 40 percent prior to, during, and after acoustical unit installation.

PART 2 PRODUCTS

2.01 ACOUSTICAL UNITS

A. Acoustical Units - General: ASTM E1264, Class A.

B. Glass Fiber Acoustical Panels Type APC1: Transparent membrane faced glass fiber, ASTM E1264 Type XII, Form 2, Pattern E, with the following characteristics:
   1. Basis of Design: Armstrong World Industries, Inc.; Optima HealthZone: www.armstrong.com.
   2. Size: 24 by 48 inches.
   3. Thickness: 1 inches.
   4. Edges: Reveal.
   5. Surface Color: White.
   6. Suspension System: Exposed grid Type 1.

C. Glass Fiber Acoustical Panels Type APC2: Transparent membrane faced glass fiber, ASTM E1264 Type XII, Form 2, Pattern E, with the following characteristics:
   1. Basis of Design: Armstrong World Industries, Inc.; Optima HealthZone: www.armstrong.com.
   2. Size: 12 by 48 inches.
   3. Thickness: 1 inches.
   4. Edges: Reveal.
   5. Surface Color: White.
   6. Suspension System: Exposed grid Type 2.

D. Glass Fiber Acoustical Panels Type APC3: Transparent membrane faced glass fiber, ASTM E1264 Type XII, Form 2, Pattern E, with the following characteristics:
   1. Basis of Design: Armstrong World Industries, Inc.; Optima: www.armstrong.com.
   2. Size: 12 by 48 inches.
   3. Thickness: 1 inches.
   4. Edges: Reveal.
   5. Surface Color: White.
   6. Suspension System: Exposed grid Type 3.

E. Glass Fiber Acoustical Panel Ceiling Clouds: Transparent membrane faced glass fiber, ASTM E1264 Type XII, Form 2, Pattern E, with the following characteristics:
   1. Basis of Design: Armstrong World Industries, Inc.; Optima: www.armstrong.com.
   2. Thickness: 1 inches.
   3. Edges: Square.
   4. Surface Color: White.

5. Suspension System: Exposed grid Type 1.
6. Edge Trim: Armstrong World Industries, Inc.; 4" Axiom - Vector: www.armstrong.com; color white.

2.02 SUSPENSION SYSTEM(S)

A. Suspension Systems - General: Complying with ASTM C635/C635M; die cut and interlocking components, with stabilizer bars, clips, splices, perimeter moldings, and hold down clips as required.

B. Exposed Steel Suspension System Type 1: Formed steel, commercial quality cold rolled; intermediate-duty.
   1. Basis of Design: Armstrong World Industries, Inc.; Prelude XL: www.armstrong.com.
   2. Profile: Tee; 15/16 inch wide face.
   3. Construction: Double web.
   4. Finish: White painted.

C. Exposed Steel Suspension System Type 2: Formed steel, commercial quality cold rolled; intermediate-duty.
   1. Basis of Design: Armstrong World Industries, Inc.; TechZone with SuprafineXL: www.armstrong.com.
   2. Profile: Tee; 9/16 inch wide face.
   3. Construction: Double web.
   4. Finish: White painted.

D. Exposed Steel Suspension System Type 3: Formed steel, commercial quality cold rolled; intermediate-duty.
   1. Basis of Design: Armstrong World Industries, Inc.; SuprafineXL: www.armstrong.com.
   2. Profile: Tee; 9/16 inch wide face.
   3. Construction: Double web.
   4. Finish: White painted.

2.03 ACCESSORIES

A. Support Channels and Hangers: Galvanized steel; size and type to suit application, seismic requirements, and ceiling system flatness requirement specified.

B. Perimeter Moldings: Same material and finish as grid.

C. Acoustical Sealant For Perimeter Moldings: Non-hardening, non-skinning, for use in conjunction with suspended ceiling system.

PART 3 EXECUTION

3.01 INSTALLATION - SUSPENSION SYSTEM

A. Install suspension system in accordance with ASTM C636/C636M, ASTM E580/E580M, and manufacturer's instructions and as supplemented in this section.

B. Lay out system to a balanced grid design with edge units no less than 50 percent of acoustical unit size.

3.02 INSTALLATION - ACOUSTICAL UNITS

A. Install acoustical units in accordance with manufacturer's instructions.

B. Fit acoustical units in place, free from damaged edges or other defects detrimental to appearance and function.

END OF SECTION 09 5100

SECTION 09 6513

RESILIENT BASE AND ACCESSORIES

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Resilient base.

B. Resilient molding accessories.

1.02 SUBMITTALS

A. Product Data: Provide data on specified products, describing physical and performance characteristics; including sizes, patterns and colors available; and installation instructions.

B. Shop Drawings: Indicate seaming plan.

C. Verification Samples: Submit two samples, 6 inches long illustrating color and pattern for each resilient base and accessory product specified.

1.03 FIELD CONDITIONS

A. Maintain temperature in storage area between 55 degrees F and 90 degrees F.

PART 2 PRODUCTS

2.01 RESILIENT BASE

A. Resilient Base: ASTM F1861, Type TS rubber, vulcanized thermoset; top set Style A, Straight, and Style B, Cove, and as follows:
   1. Height: 4 inch.
   2. Thickness: 0.125 inch thick.
   3. Finish: Satin.
   4. Length: Roll.
   5. Colors: As selected by Architect from manufacturer's full color range

2.02 MOLDING ACCESSORIES

A. Moldings, Transition and Edge Strips: Same material as flooring.
   1. Nosings for carpet.
   2. Reducer strip for resilient flooring.
   3. Transition strips.

PART 3 EXECUTION

3.01 RESILIENT BASE

A. Comply with manufacturer's instructions for installing resilient base.

B. Fit joints tightly and make vertical. Maintain minimum dimension of 18 inches between joints.

C. At external corners, use premolded units. At exposed ends, use premolded units.

3.02 MOLDING ACCESSORY INSTALLATION

A. Comply with manufacturer's written instructions for installing resilient accessories.

END OF SECTION 09 6513

SECTION 09 6516.23

VINYL SHEET FLOORING

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Vinyl sheet flooring.

1.02 SUBMITTALS

A. Product Data: For each type of product.

B. Shop Drawings: For each type of flooring. Include flooring layouts, locations of seams, edges, columns, doorways, enclosing partitions, built-in furniture, cabinets, and cutouts.

C. Samples: For each exposed product and for each color and pattern specified in manufacturer's standard size, but not less than 6 by 9 inch sections.

PART 2 PRODUCTS

2.01 UNBACKED VINYL SHEET FLOORING

A. Basis-of-Design: Armstrong Flooring, Inc.; Medintech: www.armstrong.com. Provide indicated product, or comparable product by the following:
   1. Forbo Industries, Inc.: www.forbo.us.
   2. Gerflor: www.gerflorusa.com.
   3. Johnsonite; A Tarkett Company: www.johnsonite.com.
   4. Mannington Mills, Inc.: www.mannington.com.
   5. Shaw Industries Group, a Berkshire Hathaway Company: www.shawfloors.com.
   6. Polyflor, Ltd., Distributed by Gerbert Limited: www.polyflor.com.

B. Seams: Heat welded.

C. Total Thickness: 0.080 inch.

D. Seamless-Installation Method: Heat welded.

E. Integral coved base with cap strip.

PART 3 EXECUTION

3.01 EXAMINATION

A. Concrete Substrates: Test per ASTM F710.
   1. Verify that substrates are dry and free of curing compounds, sealers, and hardeners.
   2. Remove substrate coatings and other substances that are incompatible with flooring adhesives and that contain soap, wax, oil, or silicone, using mechanical methods recommended by vinyl sheet flooring manufacturer. Do not use solvents.
   3. Alkalinity and Adhesion Testing: Perform tests recommended by vinyl sheet flooring manufacturer. Proceed with installation only after substrate alkalinity falls within range on pH scale recommended by manufacturer in writing, but not less than 6 or more than 9 pH.
   4. Moisture Testing: Proceed with installation only after substrates pass testing according to floor tile manufacturer's written recommendations, but not less stringent than the following:
      a. Perform anhydrous calcium chloride test per ASTM F1869. Proceed with installation only after substrates have maximum moisture-vapor-emission rate in 24 hours as recommended by flooring manufacturer
      b. Perform relative humidity test using in situ probes per ASTM F2170. Proceed with installation only after substrates have a maximum percent relative humidity level as recommended by the flooring manufacturer.
      c. Provide one test for every 1000 square feet of floor slab.

3.02 VINYL SHEET FLOORING INSTALLATION

A. Unroll resilient sheet flooring and allow it to stabilize before cutting and fitting.

B. Lay out vinyl resilient sheet flooring as follows:
   1. Maintain uniformity of flooring direction.

2. Minimize number of seams; place seams in inconspicuous and low-traffic areas, at least 6 inches away from parallel joints in flooring substrates.
3. Match edges of flooring for color shading at seams.
4. Avoid cross seams.

C. Scribe and cut sheet flooring to butt neatly and tightly to vertical surfaces, permanent fixtures, and built-in furniture including cabinets, pipes, outlets, and door frames.

D. Extend sheet flooring into toe spaces, door reveals, closets, and similar openings.

E. Seamless Installation:
   1. Heat-Welded Seams: Comply with ASTM F1516. Rout joints and heat weld with welding bead to permanently fuse sections into a seamless flooring. Prepare, weld, and finish seams to produce surfaces flush with adjoining flooring surfaces.

F. Integral-Flash-Cove Base: Cove flooring 6 inches up vertical surfaces. Support flooring at horizontal and vertical junction with cove strip. Butt at top against cap strip.

END OF SECTION 09 6516.23

SECTION 09 6813

TILE CARPETING

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Carpet tile, fully adhered.

1.02 SUBMITTALS

A. Product Data: Provide data on specified products, describing physical and performance characteristics; sizes, patterns, colors available, and method of installation.

B. Shop Drawings: Indicate layout of joints.
   1. Include carpet type, color, and dye lot.
   2. Include pattern type, location, and direction.

C. Samples: Submit two carpet tiles illustrating color and pattern design for each carpet color selected.

PART 2 PRODUCTS

2.01 MATERIALS

A. Tile Carpeting: Fusion bonded or tufted as selected by Architect, manufactured in one color dye lot.
   1. Tile Size: 18 by 18 inch, nominal.
   2. Color: To be selected by Architect.
   3. Pattern: To be selected by Architect.
   4. Critical Radiant Flux: Minimum of 0.22 watts/sq cm, when tested in accordance with ASTM E648 or NFPA 253.
   5. Surface Flammability Ignition: Pass ASTM D2859 (the "pill test").
   6. VOC Content: Provide CRI Green Label Plus certified product; in lieu of labeling, independent test report showing compliance is acceptable.
   7. Backing Material: Polypropylene.

2.02 ACCESSORIES

A. Subfloor Filler: White premix latex; type recommended by flooring material manufacturer.

B. Adhesives: Acceptable to carpet tile manufacturer, compatible with materials being adhered; maximum VOC of 50 g/L; CRI Green Label certified; in lieu of labeled product, independent test report showing compliance is acceptable.

PART 3 EXECUTION

3.01 INSTALLATION

A. Blend carpet from different cartons to ensure minimal variation in color match.

B. Cut carpet tile clean. Fit carpet tight to intersection with vertical surfaces without gaps.

C. Lay carpet tile in square pattern, with pile direction parallel to next unit, set parallel to building lines.

END OF SECTION 09 6813

SECTION 09 9123
INTERIOR PAINTING

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Surface preparation and the application of paint systems on interior substrates.

1.02 SUBMITTALS

A. Product Data: For each type of product. Include preparation requirements and application instructions.

B. Certification: By manufacturer that all paints and coatings comply with VOC limits specified.

PART 2 PRODUCTS

2.01 MANUFACTURERS

A. Benjamin Moore & Co. (Moore): www.benjaminmoore.com.

B. PPG Paints (PPG): www.ppgpaints.com.

C. Sherwin-Williams Company (The) (SW): www.sherwin-williams.com.

2.02 PAINT, GENERAL

A. VOC Content : For field applications that are inside the weatherproofing system, paints and coatings shall comply with VOC content limits of authorities having jurisdiction and the following VOC content limits:

B. Colors: As selected by Architect from manufacturer's full range.

C. Finish Sheen Schedule:
   1. Provide the following finish paint sheens, unless indicated otherwise.
      a. Gypsum board wall surfaces- general: Eggshell/satin.
      b. Gypsum board wall surfaces- toilet, locker, Anatomy, Prosection, and similar Semi-gloss.
      c. Gypsum board ceiling surfaces: Flat or satin.
      d. Hollow Metal Doors and Frames: Semi-gloss.
      e. Mechanical/Electrical Equipment and panel doors: Semi-gloss.

PART 3 EXECUTION

3.01 PREPARATION

A. Comply with manufacturer's written instructions and recommendations applicable to substrates indicated.

B. Remove hardware, covers, plates, and similar items already in place that are removable and are not to be painted. If removal is impractical or impossible because of size or weight of item, provide surface-applied protection before surface preparation and painting.

C. Clean substrates of substances that could impair bond of paints, including dust, dirt, oil, grease, and incompatible paints and encapsulants.

3.02 APPLICATION

A. Apply paints according to manufacturer's written instructions and to recommendations in "MPI Manual."

3.03 INTERIOR PAINTING SCHEDULE

A. Steel Substrates:
   1. Semi-Gloss, Acrylic Enamel Finish: Two finish coats over a prime coat.
      a. Prime Coat: Quick-drying, rust inhibitive, acrylic latex based primer, as recommended by manufacturer, applied at spreading rate to achieve a total dry film thickness not less than 1.5 mils.
         1) Moore: P04 Super Spec HP Acrylic Metal Primer.
         2) PPG: 90-912 Pitt-Tech Plus Int/Ext DTM Industrial Primer.
         3) SW: Pro-Cryl Universal Primer B66-310 Series.

b. First and Second Coats: Low odor, semi-gloss, acrylic latex interior enamel applied at spreading recommended by manufacturer to achieve a total dry film thickness not less than 1.4 mils.
1) Moore: N539 Ultra Spec 500 Interior Zero VOC Semi-Gloss Finish.
2) PPG: 6-4510XI Speed Hide Zero VOC Semi-Gloss Interior Latex.
3) SW: ProMar 200 Zero VOC Interior Latex Semi-Gloss B31-2600 Series.

B. Galvanized-Metal Substrates:
1. Semi-Gloss, Acrylic Enamel Finish: Two finish coats over a galvanized metal primer.
a. Prime Coat: Galvanized metal primer, as recommended by manufacturer, applied at spreading rate to achieve a total dry film thickness not less than 3.0 mils.
1) Moore: P04 Super Spec HP Acrylic Metal Primer.
2) PPG: 90-912 Pitt-Tech Plus Int/Ext DTM Industrial Primer.
3) SW: Pro-Cryl Universal Primer B66-310 Series.
b. First and Second Coats: Low odor, semi-gloss, acrylic latex interior enamel applied at spreading recommended by manufacturer to achieve a total dry film thickness not less than 1.4 mils.
1) Moore: N539 Ultra Spec 500 Interior Zero VOC Semi-Gloss Finish.
2) PPG: 6-4510XI Speed Hide Zero VOC Semi-Gloss Interior Latex.
3) SW: ProMar 200 Zero VOC Interior Latex Semi-Gloss B31-2600 Series.

C. Gypsum Board Substrates:
1. Flat, Acrylic Finish: 2 finish coats over a primer.
a. Primer: Latex-based, interior primer applied at spreading rate recommended by manufacturer to achieve a total dry film thickness not less than 1.2 mils.
1) Moore: N534 Ultra Spec 500 Interior Zero VOC Latex Primer.
2) PPG: 6-4900XI Speed Hide Zero VOC Interior Latex Primer.
3) SW: ProMar 200 Zero Interior Latex Primer B28W8200.
b. First and Second Coats: Flat acrylic-latex, interior enamel applied at spreading rate recommended by manufacturer to achieve a total dry film thickness not less than 2.5 mils.
1) Moore: N535 Ultra Spec 500 Interior Zero VOC Flat Finish.
2) PPG: 6-4110XI Speed Hide Zero VOC Flat Interior Latex.
3) SW: ProMar 200 Zero Interior Latex Flat B31-2600 Series.
2. Eggshell, Acrylic-Enamel Finish: 2 finish coats over a primer.
a. Primer: Latex-based, interior primer applied at spreading rate recommended by manufacturer to achieve a total dry film thickness not less than 1.2 mils.
1) Moore: N534 Ultra Spec 500 Interior Zero VOC Latex Primer.
2) PPG: 6-4900XI Speed Hide Zero VOC Interior Latex Primer.
3) SW: ProMar 200 Zero Interior Latex Primer B28W8200.
b. First and Second Coats: Low-luster eggshell, acrylic-latex, interior enamel applied at spreading rate recommended by manufacturer to achieve a total dry film thickness not less than 2.8 mils.
1) Moore: N538 Ultra Spec 500 Interior Zero VOC Eggshell Finish.
2) PPG: 6-4310XI Speed Hide Zero VOC Eggshell Int. Latex.
3) SW: ProMar 200 Zero Interior Latex Eg-Shel B20-2600 Series.
3. Semi-Gloss, Acrylic Epoxy Coating System: Provide 2 finish coats over prime/seal coat with total dry film thickness not less than 4.0 mils.
a. Primer/Sealer: Latex-based, interior primer applied at spreading rate recommended by manufacturer to achieve a total dry film thickness not less than 1.2 mils.
1) Moore: N534 Ultra Spec 500 Interior Zero VOC Latex Primer.
2) PPG: 6-4900XI Speed Hide Zero VOC Interior Latex Primer.
3) SW: ProMar 200 Zero Interior Latex Primer B28W8200.
b. First and Second Finish Coats: High Performance Acrylic Epoxy Coating.
1) Moore: Corotech Pre-Catalyzed Waterborne Epoxy V341 Semi-Gloss.
2) PPG: 16-510 Pitt Glaze WB1 Pre Catalyzed Waterborne Semi Gloss Epoxy

3) SW: Zero VOC Waterborne Catalyzed Epoxy B73-300 Series.

END OF SECTION 09 9123

SECTION 10 1101

VISUAL DISPLAY BOARDS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Markerboards.

1.02 SUBMITTALS

A. Product Data: Provide manufacturer's data on markerboard and accessories.

B. Shop Drawings: Indicate wall elevations, dimensions, joint locations, special anchor details.

C. Samples: Submit two samples 2 by 2 inch in size illustrating materials and finish, color and texture of markerboard.

1.03 WARRANTY

A. Provide five year warranty for markerboard to include warranty against discoloration due to cleaning, crazing or cracking, and staining.

PART 2 PRODUCTS

2.01 VISUAL DISPLAY BOARDS

A. Glass Markerboards
   1. Glass Markerboard: 1/4 inch thick, low iron, laminated glass with flat polished, beveled edges. Include pen rail.
   2. Basis-of-Design: Peter Pepper Products, Inc.; Model GB Glass Writing Surface with Model 5792 Pen Rail: www.peterpepper.com. Provide specified product or comparable product.
   3. Interlayer Color: White
   4. Corners: Radiused.
   5. Sizes: As indicated on Drawings.
   6. Mounting: Aluminum disc concealed fasteners.

B. Magnetic Glass Markerboards
   1. Glass Markerboards: 6-mm tempered, low-iron glass markerboard, with smooth polished edge and eased corners; color coated on back surface; magnetic back surface.
      a. Basis-of-Design: Skyline Design; Vitracolor Magnetic Marker Glass with Marker Rail. Provide indicated product, or comparable product approved by Architect.
      b. Panel Sizes: As indicated on Drawings.
      c. Color and Surface: Clear, back painted Silver Metallic No. 2003-28.
      d. Mounting: Z-clip cleat provided by glass markerboard manufacturer.

2.02 ACCESSORIES

A. Mounting Brackets: Concealed.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install boards in accordance with manufacturer's instructions.

B. Secure units level and plumb.

END OF SECTION 10 1101

SECTION 10 2123
CUBICLES

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Suspended overhead metal curtain track and guides.

B. Surface mounted overhead metal curtain track and guides.

C. Curtains.

1.02 SUBMITTALS

A. Product Data: Provide data for curtain fabric characteristics.

B. Shop Drawings: Indicate a reflected ceiling plan view of curtain track, hangers and suspension points, attachment details, schedule of curtain sizes.

C. Samples: Submit 12 by 12 inch sample patch of curtain cloth with representative top, bottom, and edge hem stitch detail, heading with reinforcement, bottom weight, and carrier attachment to curtain header.

D. Samples: Submit 12 inch sample length of curtain track including typical splice, wall and ceiling hanger, and escutcheon.

PART 2 PRODUCTS

2.01 MANUFACTURERS

A. Cubicle Track and Curtains:
   1. A. R. Nelson Co: www.arnelson.com.
   2. C/S General Cubicle: www.c-sgroup.com/cubicle-track-curtains.
   3. Imperial Fastener Co., Inc: www.imperialfastener.com.

2.02 TRACKS AND TRACK COMPONENTS

A. Track: Extruded aluminum sections; one piece per cubicle track run; I-beam profile.
   1. Structural Performance: Capable of supporting vertical test load of 50 lbs without visible deflection of track or damage to supports, safely supporting moving loads, and sufficiently rigid to resist visible deflection and without permanent set.
   2. Track End Stop: To fit track section.
   3. Track Bends: Minimum 12 inch radius; fabricated without deformation of track section or impeding movement of carriers.
   4. Finish on Exposed Surfaces: Clear anodized finish.

B. Curtain Carriers: Nylon slider to accurately fit track; designed to eliminate bind when curtain is pulled; fitted to curtain to prevent accidental curtain removal; minimum three carriers per foot of track length.

C. Wand: Aluminum hollow section, attached to lead carrier, for pull-to-close action.

2.03 CURTAINS

A. Curtain Materials:
   1. Flame spread index of 25, maximum; smoke developed index of 450, maximum; when tested in accordance with ASTM E84.
   2. Naturally flame resistant or flameproofed; capable of passing NFPA 701 test.
   3. Curtain Fabric: To be selected by Architect.
   4. Open Mesh Cloth: Open weave to permit air circulation; flameproof material, same color as curtain.
   5. Curtain Fabrication:
      a. Manufacture curtains of one piece, sized 10 percent wider than track length. Terminate curtain 15 inches from floor.
      b. Include open mesh cloth at top 22 inches of curtain for room air circulation.
      c. Curtain Heading: Triple thickness 2 inches wide, with stitched button holes for carriers 6 inches on center, double fold bottom hem 2 inches wide with lead weights included. Lock stitch seams in two rows. Turn seam edges and lock stitch.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install curtain track to be secure, rigid, and true to ceiling line.

B. Secure track to ceiling system.

C. Install curtains on carriers ensuring smooth operation.

END OF SECTION 10 2123

SECTION 10 2249
VERTICAL LIFTING PARTITIONS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Vertical lifting partitions.

B. Partition folding mechanism, ceiling guards, and operating hardware.

C. Electric operator.

1.02 SUBMITTALS

A. Product Data: Provide data on partition materials, operation, hardware and accessories, electric operating components, and colors and finishes available.

B. Shop Drawings: Indicate opening sizes, static and dynamic loads, adjacent construction and finish trim, and stacking height.

C. Samples for Review: Submit two samples of surface finish, 12 by 12 inches size, illustrating quality, colors selected, texture, and weight.

PART 2 PRODUCTS

2.01 MANUFACTURERS

A. Basis of Design: Skyfold Inc.; Skyfold Classic 60: www.skyfold.com. Provide product indicated or comparable product approved by the Architect.

2.02 PERFORMANCE REQUIREMENTS

A. Acoustical Performance: Provide operable panel partitions tested by a qualified testing agency for the following acoustical properties according to test methods indicated:
   1. Sound-Transmission Requirements: Operable panel partition assembly tested for laboratory sound-transmission loss performance according to ASTM E90, determined by ASTM E 413, and rated for not less than the STC indicated.
      a. STC: Not less than 61.

B. Electrical Components, Devices, and Accessories: Listed and labeled as defined in NFPA 70, by a qualified testing agency, and marked for intended location and application.

C. Operable partition shall be designed to have a design life of minimum 10,000 complete closed/open cycles.

2.03 PARTITION PANELS

A. Vertical Lifting Panels: Partition system, including panels, seals, finish facing, suspension system, operators, and accessories.
   1. Partition system shall have a stacking height ratio of 1:5 to 1:10, depending on height of wall.
   2. Each panel shall be individually removable. Removal of a single panel shall not effect, dislocate or cause the removal of any adjacent panels
   3. Panel Weight: 7 lbs/sq. ft.
   4. Panel Width: Equal widths.

2.04 PANEL FOLDING MECHANISM

A. Provide pantograph type system manufacturerd from structural grade aluminum extrusions and structural shapes as standard with the manufacturer.

B. All wear surfaces, such as bearings, bushings, spacers, pins, discs, and sleeves, shall be designed to function quietly with minimum wear for minimum 10,000 cycles.

C. Provide steel hangers for support to steel structure.

2.05 PANEL FINISH FACINGS

A. Provide finish facings for panels that comply with indicated fire-test-response characteristics and that are factory applied to vertical lifting panel partitions with appropriate backing, using mildew-resistant nonstaining adhesive as recommended by facing manufacturer's written instructions.

1. Apply one-piece, seamless facings free of air bubbles, wrinkles, blisters, and other defects, with invisible seams complying with Shop Drawings for location, and with no gaps or overlaps. Vertical seams are not permitted. Tightly secure and conceal raw and selvage edges of facing for finished appearance.

B. Fabric Wall Covering: 100 percent polyolefin woven fabric, from same dye lot, treated to resist stains.
   1. Color/Pattern: As selected by Architect.

2.06 ELECTRICAL CHARACTERISTICS AND COMPONENTS

A. Electric Operator: Nominal speed of 5 to 10 per minute travelling speed; adjustable friction clutch brake actuated by solenoid controlled motor starter; enclosed limit switch; enclosed magnetic reversing starter.
   1. One operator shall be equipped with an LED that flashes fault codes in the event of a power failure.
   2. Include wiring from control stations to motor. Coordinate operator wiring requirements and electrical characteristics with building electrical system.

B. Control Station: Two standard keyed, three button OPEN-STOP-CLOSE type; 24 volt circuit; recess mounted.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install partition in accordance with manufacturer's instructions and ASTM E557.

B. Install electric operator, wiring, and controls. Locate control station(s) as indicated.

C. Fit and align partition assembly level and plumb.

3.02 ADJUSTING

A. Adjust partition assembly to provide smooth operation from stacked to full open position. Do not over-compress acoustic seals.

END OF SECTION 10 2249

SECTION 10 2601

WALL AND CORNER GUARDS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Corner guards.

B. Impact-resistant wall covering.

1.02 SUBMITTALS

A. Product Data: Indicate physical dimensions and features.

B. Samples: Submit two sections of bumper rail, 24 inch long, illustrating component design, configuration, color and finish.

PART 2 PRODUCTS

2.01 COMPONENTS

A. Corner Guards - Surface Mounted:
   1. Material: Type 304 stainless steel, No. 4 finish, 16 gage, 0.060 inch thick.
   2. Width of Wings: 3 inches.
   3. Corner: Square.
   4. Color: As selected from manufacturer's standard colors.

2.02 IMPACT-RESISTANT WALL COVERINGS

A. Impact-Resistant Sheet Wall Covering: Fabricated from semirigid, plastic sheet wall-covering material.
   1. Material: PG/PETG thermoplastic; rigid, smooth.
   2. Basis of Design: Inpro Corporation: www.inprocorp.com. Provide indicated product or comparable by the following:
      a. Construction Specialties, Inc.: www.c-sgroup.com.
      b. Inpro Corporation (IPC): www.inprocorp.com.
      c. Korogard Wall Protection Systems; Koroseal Interior Products, LLC: www.korogard.com.
   3. Sheet Thickness: 0.040 inch.
   4. Color and Texture: As selected by Architect from manufacturer's full range.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install components in accordance with manufacturer's instructions, level and plumb, secured rigidly in position to wall framing members only.

B. Position corner guard 4 inches above finished floor to height indicated on Drawings.

END OF SECTION 10 2601

SECTION 10 2814

TOILET AND BATH ACCESSORIES

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Accessories for toilet rooms, showers, and utility rooms.

B. Grab bars.

PART 2 PRODUCTS

2.01 TOILET ROOM ACCESSORIES

A. Grab Bars: Stainless steel, nonslip grasping surface finish.
   1. Heavy Duty Grab Bars: Floor supports are acceptable if necessary to achieve load rating.
      a. Push/Pull Point Load: Minimum 1000 pound-force, minimum.
      b. Dimensions: 1-1/2 inch outside diameter, minimum 0.125 inch wall thickness, exposed flange mounting, 1-1/2 inch clearance between wall and inside of grab bar.
      c. Length and Configuration: As indicated on drawings.

2.02 SHOWER CCESSORIES

A. Shower Curtain Rod: Stainless steel tube, 1 inch outside diameter, 0.04 inch wall thickness, satin-finished, with 3 inch outside diameter, minimum 0.04 inch thick satin-finished stainless steel flanges, for installation with exposed fasteners.

B. Robe Hook: Heavy-duty stainless steel, single-prong, rectangular-shaped bracket and backplate for concealed attachment, satin finish.

2.03 UTILITY ROOM ACCESSORIES

A. Combination Utility Shelf/Mop and Broom Holder: 0.05 inch thick stainless steel, Type 304, with 1/2 inch returned edges, 0.06 inch steel wall brackets.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install accessories in accordance with manufacturers' instructions in locations indicated on the drawings.

B. Install plumb and level, securely and rigidly anchored to substrate.

C. Mounting Heights: As required by accessibility regulations, unless otherwise indicated.

END OF SECTION 10 2814

SECTION 10 4400

FIRE PROTECTION SPECIALTIES

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Fire extinguishers.

B. Fire extinguisher cabinets.

1.02 SUBMITTALS

A. Product Data: Provide extinguisher operational features, extinguisher ratings and classifications, and color and finish.

B. Product Data: Provide fire extinguisher cabinet features, color, and finish.

C. Shop Drawings: Indicate locations of cabinets and cabinet physical dimensions.

1.03 FIELD CONDITIONS

A. Do not install extinguishers when ambient temperature may cause freezing of extinguisher ingredients.

PART 2 PRODUCTS

2.01 MANUFACTURERS

A. Fire Extinguishers:
  1. Ansul, a Tyco Business: www.ansul.com.
  2. JL Industries, Inc: www.jlindustries.com.
  3. Larsen's Manufacturing Co: www.larsensmfg.com.
  4. Pyro-Chem, a Tyco Business: www.pyrochem.com.
  5. Strike First Corporation of America: www.strikefirstusa.com.

B. Fire Extinguisher Cabinets and Accessories:
  1. Ansul, a Tyco Business: www.ansul.com.
  2. JL Industries, Inc: www.jlindustries.com.
  3. Larsen's Manufacturing Co: www.larsensmfg.com.
  4. Pyro-Chem, a Tyco Business: www.pyrochem.com.
  5. Strike First Corporation of America: www.strikefirstusa.com.

2.02 FIRE EXTINGUISHERS

A. Fire Extinguishers - General: Comply with product requirements of NFPA 10 and applicable codes, whichever is more stringent.

B. Multipurpose Dry Chemical Type Fire Extinguishers: Carbon steel tank, with pressure gage.
  1. Class: A:B:C type.
  2. Size: 10 pound.
  3. Finish: Baked polyester powder coat, red color.

2.03 FIRE EXTINGUISHER CABINETS

A. Fire Rating: Listed and labeled in accordance with ASTM E814 requirements for fire resistance rating of walls where being installed.

B. Cabinet Construction: Non-fire rated.
  1. Formed primed steel sheet; 0.036 inch thick base metal.

C. Cabinet Configuration: Semi-recessed type.
  1. Trim: Flat, with 1 inch wide face.

D. Door: 0.036 inch thick, reinforced for flatness and rigidity; latch. Hinge doors for 180 degree opening with two butt hinge. Provide nylon catch.

E. Door Glazing: Tempered glass, clear, 1/8 inch thick, and set in resilient channel glazing gasket.

F. Cabinet Mounting Hardware: Appropriate to cabinet, with pre-drilled holes for placement of anchors.

G. Finish of Cabinet Exterior Trim and Door: Red baked enamel.

H. Finish of Cabinet Interior: White colored enamel.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install in accordance with manufacturer's instructions.

B. Install cabinets plumb and level in wall openings, 60 inches from finished floor to inside top of cabinet, unless otherwise indicated

C. Secure rigidly in place.

D. Place extinguishers in cabinets.

END OF SECTION 10 4400

SECTION 11 5343.13

EMERGENCY WASH/SHOWER SAFETY EQUIPMENT

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Safety station – combination shower and covered eye/face wash unit.
   1. Floor mounted.

B. Barrier free safety station – combination shower and eye/face wash unit.
   1. Floor mounted.

1.02 SUBMITTALS

A. Product Data: Specifications, technical data, standard details, and installation recommendations for each type of emergency wash/shower safety equipment required.

B. Shop Drawings: Showing in large scale, methods of construction, joining, dimensions, materials, thickness, finishes of materials, installation, relation to adjoining work, and other details required to fully illustrate the work.

PART 2 PRODUCTS

2.01 MANUFACTURERS

A. Basis-of-Design Manufacturer: Water Saver Faucet Co.: www.wsflab.com. Provide products indicated or comparable products by the following:
   1. Broen Inc.: www.broen.us.
   2. Guardian Equipment: www.gesafety.com.

2.02 SAFETY STATION – FLOOR MOUNTED COMBINATION SHOWER AND COVERED EYE/FACE WASH

A. Combination emergency shower and eye/face wash unit. Eye/face wash unit with dual spray outlets and flip top dust cover, shower activated by pull rod.

B. Basis of Design: WaterSaver Faucet Co.; SS950BC: www.wsflab.com.

2.03 BARRIER FREE SAFETY STATION – FLOOR MOUNTED COMBINATION SHOWER AND EYE/FACE WASH

A. Basis of Design: WaterSaver Faucet Co.; SSBF994: www.wsflab.com.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install emergency safety equipment to comply with OSHA 29 CFR29 1910.151, “Medical Services and First Aid.”
   1. Refer to ANSI Z358.1 regarding design, performance, installation, use and maintenance for all emergency eyewash and shower units.

3.02 FIELD QUALITY CONTROL

A. Testing: Test emergency wash safety equipment units after service lines have been tested and balanced. Before testing, clean, sanitize, and lubricate each equipment item in accordance with manufacturer's printed recommendations.

END OF SECTION 11 5343.13

SECTION 11 7829
NECROPSY EQUIPMENT

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Cadaver storage rack.

B. Pathology workstation.

1.02 SUBMITTALS

A. Product Data: Specifications, technical data, standard details, and installation recommendations for each type of necropsy equipment required.

B. Shop Drawings: Showing in large scale, methods of construction, joining, dimensions, materials, thickness, finishes of materials, installation details including location of anchorage, fitting to adjoining work, and other details required to fully illustrate the work.

C. Maintenance Manual: Manuals shall be of type used by factory technicians for service and repair, and include parts list and schematic diagrams.

1.03 QUALITY ASSURANCE

A. Product Standard: Comply with SEFA 8, "Laboratory Furniture--Casework, Shelving and Tables--Recommended Practices."

PART 2 PRODUCTS

2.01 CADAVER STORAGE RACK

A. Basis of Design: Mortech Manufacturing, Inc.; Model 7030-12: www.mortechmfg.com.

B. Heavy gage stainless steel and aluminum construction.

C. Downdraft and backdraft ventilation.

D. Roller Assemblies: Five per bay.

E. Adjustable leveling feet.

2.02 PATHOLOGY WORKSTATION

A. Basis of Design: Mortech Manufacturing, Inc.; Model GL100: www.mortechmfg.com.

B. Stainless steel construction with all welds ground and polished with No. 4 satin finish.

C. Size: 32 inches W by 60 inches L by 89.5 inches H.

PART 3 EXECUTION

3.01 INSTALLATION

A. General: Set each item of necropsy equipment securely in place; level, and adjust to correct height. Anchor to supporting substrate where indicated and where required for proper operation. Conceal anchorage where possible.

3.02 FIELD QUALITY CONTROL

A. Testing: Coordinate start-up of necropsy equipment tables after service lines have been tested and balanced, and voltage, and similar requirements have been properly adjusted.

B. Test necropsy equipment to demonstrate it is operating properly and that controls and safety devices are functioning. Repair or replace necropsy equipment found to be defective in operation, including units that are operating below capacity or with excessive noise or vibration.

END OF SECTION 11 7829

SECTION 12 2400
WINDOW SHADES

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Window shades and accessories.

1.02 SUBMITTALS

A. Product Data: Provide manufacturer's standard catalog pages and data sheets including materials, finishes, fabrication details, dimensions, profiles, mounting requirements, and accessories.

B. Shop Drawings: Include shade schedule indicating size, location and keys to details.

C. Source Quality Control Submittals: Provide test reports indicating compliance with specified fabric properties.

D. Verification Samples: Minimum size 6 inches square, representing actual materials, color and pattern.

E. Project Record Documents: Record actual locations of control systems and show interconnecting wiring.

1.03 QUALITY ASSURANCE

A. Manufacturer Qualifications: Company specializing in manufacturing products specified in this section, with not less than five years of documented experience.

1.04 WARRANTY

A. Provide manufacturer's warranty from Date of Substantial Completion, covering the following:
   1. Shade Hardware: One year.
   2. Fabric: One year.
   3. Aluminum and Steel Coatings: One year.

PART 2 PRODUCTS

2.01 MANUFACTURERS

A. Manually Operated Roller Shades:
   1. Draper, Inc: www.draperinc.com.
   2. Lutron Electronics Co., Inc: www.lutron.com.
   3. Hunter Douglas: www.hunterdouglas.com.
   4. MechoShade Systems, Inc.; : www.mechoshade.com.
   5. SWFcontract, a division of Springs Window Fashions, LLC.: www.swfcontract.com.

2.02 WINDOW SHADE APPLICATIONS

A. Shades: Sheer shades.
   1. Type: Roller shades.
   2. Fabric: As selected by Architect..
   3. Color: As selected by Architect from manufacturer’s full range of colors.
   4. Mounting: Inside (between jambs).
   5. Operation: Manual.

2.03 ROLLER SHADES

A. Roller Shades: Fabric roller shades complete with mounting brackets, roller tubes, hembars, hardware and accessories; fully factory-assembled.
   1. Drop: Regular roll.
   2. Size: As indicated on drawings.

B. Fabric: Non-flammable, color-fast, impervious to heat and moisture, and able to retain its shape under normal operation; PVC-free; 100 percent recycled.
   1. Sheer Shades: Reduce glare yet still reveal considerable details to the outside; no privacy; Openness Factor greater than 1 percent.
   2. Flammability: Pass NFPA 701 large and small tests.

3. Fungal Resistance: No growth when tested according to ASTM G21.

C. Roller Tube: As required for type of operation, extruded aluminum with end caps.
   1. Dimensions: Manufacturer's standard, selected for suitability for installation conditions, span, and weight of shades.
   2. Fabric Attachment: Utilize double sided adhesive tape.

D. Hembars and Hembar Pockets: Wall thickness designed for weight requirements and adaptation to uneven surfaces, to maintain bottom of shade straight and flat.

E. Manual Operation: Clutch operated continuous loop; beaded ball chain.

2.04 ACCESSORIES

A. Fascias: Size as required to conceal shade mounting.
   1. Style: As selected by Architect from shade manufacturer’s full selection.
   2. Material and Color: To match shade.

B. Brackets and Mounting Hardware: As recommended by manufacturer for mounting configuration and span indicated.

C. Fasteners: Non-corrosive, and as recommended by shade manufacturer.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install in accordance with manufacturer's instructions and approved shop drawings, using mounting devices as indicated.

B. Adjust level, projection and shade centering from mounting bracket. Verify there is no telescoping of shade fabric. Ensure smooth shade operation.

3.02 CLOSEOUT ACTIVITIES

A. Demonstration: Demonstrate operation and maintenance of window shade system to Owner's personnel.

END OF SECTION 12 2400

SECTION 12 3553.13
METAL LABORATORY CASEWORK

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Metal cabinets and cabinet hardware.

1.02 SUBMITTALS

A. Product Data: Details of materials, component dimensions and configurations, construction details, joint details, attachments; manufacturer's catalog literature on hardware, accessories, and service fittings, if any.

B. Shop Drawings: Casework locations, large scale plans, elevations, cross sections, rough-in and anchor placement dimensions and tolerances, clearances required, and utility locations, if any.

C. Keying Schedule: Include schematic keying diagram and index each key set to unique designations that are coordinated with the Contract Documents.

1.03 CONCURRENT SUBMITTALS

A. Concurrent Submittals: Submittals for the following Sections shall be coordinated and submitted simultaneously.
   1. Section 12 3653 - Laboratory Casework Tops.

PART 2 PRODUCTS

2.01 MANUFACTURERS

A. Metal Laboratory Casework:
   1. Bedcolab Ltd: bedcolab.com.
   2. Lab Crafters, Inc.: www.lab-crafters.com.
   3. Mott Manufacturing: www.mott.ca.
   4. Kewaunee Scientific Corp: www.kewaunee.com.

2.02 METAL LABORATORY CASEWORK

A. Casework: Die-formed metal sheet; each unit self-contained and not dependent on adjacent units or building structure for rigidity; factory-fabricated, factory-assembled, and factory-finished.
   1. Style: Flush overlay.
   2. Steel Sheet Metal:
      a. Gables, Front and Back Panels, Gusset Plates and Rails: 18 gage, 0.0478 inch minimum thickness.
      b. Drawers, Cabinet Floors, Shelves, Filler Panels and Drawer Dividers: 20 gage, 0.0359 inch minimum thickness.
      c. Backing Sheet to Door and Door Fronts: 22 gage, 0.0299 inch minimum thickness.
   3. Structural Performance: In addition to the requirements of SEFA 3, SEFA 7 and SEFA 8M, provide components that safely support the following minimum loads, without deformation or damage:
      a. Base Units: 500 lbs/linear ft across the cabinet ends.
      b. Drawers: 150 pounds.
      c. Hanging Wall Cases: 300 lbs.
      d. Shelves: 100 pounds.
   4. Metal Finish Performance Requirements:
      a. Abrasion resistance: Maximum weight loss of 5.5 mg. per 100 cycle when tested on a Taber Abrasion Tester #E40101 with 1000 gm wheel pressure and Calibrase #CS10 wheel.
      b. Humidity resistance: Withstand 1000 hour exposure in saturated humidity at 100 degrees F.
      c. No visible effect to surface finish following 100 hour continuous application of a water soaked cellulose sponge, maintained in a wet condition throughout the test period.
      d. Salt Spray: Withstand minimum 200 hour salt spray test.

5. Corners and Joints: Without gaps or inaccessible spaces or areas where dirt or moisture could accumulate.
6. Edges and Seams: Smooth. Form counter tops, shelves, and drain boards from continuous sheets.
7. Shelf Edges: Turn down 1 inch on each side and return 5/8 inch front and back.
8. Ends: Close open ends with matching construction.
9. Welding: Electric spot weld; grind joints smooth and flush.
10. Drawers and Doors: Fabricate drawer and door fronts of sandwiched sheets of sheet steel welded together and reinforced for hardware. Fill with sound deadening core.
11. Finish on Sheet Steel: Provide surface finish having chemical resistance equal to Level 0 (no change) or Level 1 (slight change of gloss or slight discoloration) according to SEFA 8M.
    a. Coating Type: Baked on epoxy; minimum two coats.
    b. Color: As selected from manufacturer's standard selection.

B. Countertops: As specified in Section 12 3653.

2.03 MATERIALS

A. Sheet Steel: High-strength low-alloy, cold rolled and leveled unfinished steel sheet, ASTM A1008/A1008M, Class 1 (matte) finish.

B. Solvent-Resistant Liner Material: Polypropylene.

2.04 CABINET HARDWARE

A. Cabinet Hardware: Manufacturer's standard styles, exposed components stainless steel.
   1. Finish of Exposed Components: No. 4 finish.

PART 3 EX ECUTION

3.01 INSTALLATION

A. Perform installation in accordance with manufacturer's instructions and with SEFA 2.3.

B. Replace units that are damaged, including those that have damaged finishes.

END OF SECTION 12 3553.13

SECTION 12 3600
COUNTERTOPS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Countertops for architectural cabinet work.

B. Wall-hung counters and vanity tops.

1.02 SUBMITTALS

A. Product Data: Manufacturer's data sheets on each product to be used, including:
   1. Preparation instructions and recommendations.
   2. Storage and handling requirements and recommendations.
   3. Specimen warranty.

B. Shop Drawings: Complete details of materials and installation; combine with shop drawings of cabinets and casework specified in other sections.

C. Verification Samples: For each finish product specified, minimum size 6 inches square, representing actual product, color, and patterns.

PART 2 PRODUCTS

2.01 COUNTERTOPS

A. Quality Standard: Premium Grade, in accordance with AWI/AWMAC/WI (AWS).

B. Plastic Laminate Countertops: High-pressure decorative laminate (HPDL) sheet bonded to substrate.
   1. Laminate Sheet: NEMA LD 3, Grade HGS, 0.048 inch nominal thickness.
      a. Surface Burning Characteristics: Flame spread index of 25, maximum; smoke developed index of 450, maximum; when tested in accordance with ASTM E84.
      b. Finish: Matte or suede, gloss rating of 5 to 20.
   2. Exposed Edge Treatment: Square, substrate built up to minimum 1-1/4 inch thick; covered with matching laminate.
   3. Back and End Splashes: Same material, same construction.
   4. Fabricate in accordance with AWI/AWMAC/WI (AWS), Section 11 - Countertops, Premium Grade.

2.02 ACCESSORY MATERIALS

A. Particleboard for Supporting Substrate: ANSI A208.1 Grade 2-M-2, 45 pcf minimum density; minimum 3/4 inch thick; join lengths using metal splines.

B. Adhesives: Chemical resistant waterproof adhesive as recommended by manufacturer of materials being joined.

2.03 FABRICATION

A. Fabricate tops and splashes in the largest sections practicable, with top surface of joints flush.

B. Provide back/end splash wherever counter edge abuts vertical surface unless otherwise indicated.

C. Wall-Mounted Counters: Provide skirts, aprons, brackets, and braces as indicated on drawings, finished to match.

PART 3 EXECUTION

3.01 INSTALLATION

A. Securely attach countertops to cabinets using concealed fasteners. Make flat surfaces level; shim where required.

B. Attach plastic laminate countertops using screws with minimum penetration into substrate board of 5/8 inch.

C. Seal joint between back/end splashes and vertical surfaces.

END OF SECTION 12 3600

SECTION 12 3653

LABORATORY CASEWORK TOPS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Laboratory casework tops.
   1. Cast epoxy resin tops.
   2. Wall support system for tops.

1.02 SUBMITTALS

A. Product Data: For each type of laboratory casework top specified.

B. Shop Drawings: For laboratory casework tops showing plan layout, location and type of service fittings.

1.03 CONCURRENT SUBMITTALS

A. Concurrent Submittals: Submittals for the following Sections shall be coordinated and submitted simultaneously.
   1. Section 12 3553.13 - Metal Laboratory Casework.

PART 2 PRODUCTS

2.01 PERFORMANCE REQUIREMENTS

A. Seismic Performance: Laboratory casework tops shall withstand the effects of earthquake motions determined according to ASCE 7.

2.02 CAST EPOXY RESIN TOPS

A. Manufacturers:
   1. Durcon Inc.; www.durcon.com.

B. Factory molded tops of modified epoxy resin formulation, uniform mixture throughout full thickness; especially compounded and cured to provide optimum physical and chemical resistance; smooth, non-specular finish of color indicated.

C. Provide front and end overhang of 1 inch over base cabinets, form with continuous drip groove on under surface 1/2 inch from edge; tolerance not exceeding plus or minus 1/32 inch. Provide in longest practical lengths.
   1. Thickness: 1 inch.
   2. Color: Black.

D. Backsplash: Applied butt type; 4 inches high, unless indicated otherwise; provide end curbs where tops abut walls, fume hoods, and other fixed surfaces.

2.03 COUNTER TOP SUPPORT SYSTEM

A. Counter Top Suport System: Surface mounted, L-shaped brackets fabricated from aluminum T sections. Brackets shall be all-welded construction with welds ground smooth and polished.
   1. Bracket Capacity: 450 pounds.
   2. Product: Rangine Corporation; Rakks EH-1800 Series as indicated on Drawings.

PART 3 EXECUTION

3.01 INSTALLATION

A. Comply with installation requirements in SEFA 2. Abut top and edge surfaces in one true plane with flush hairline joints and with internal supports placed to prevent deflection. Locate joints only where indicated on Shop Drawings.

B. Fastening Tops to Base Cabinets:
   1. Epoxy Tops: Secure tops to cabinets with silicone adhesive, applied at each corner and continuously along perimeter edges.

C. Fastening Tops to Metal Wall-Hung Brackets:

1. Epoxy Tops: Secure tops to brackets with screws, applied at each corner by screwing through top bracket arm into underside of countertop. Provide pre-drilled holes for field installed stainless steel flathead torx or square head screws.

D. Caulk space between wall and countertops with mildew-resistant silicone sealant specified in Section 07 9200 - Joint Sealants.

END OF SECTION 12 3653

SECTION 20 1000
GENERAL MECHANICAL REQUIREMENTS

PART 1 GENERAL

1.01 SCOPE

A. Furnish labor, materials, and equipment necessary for completion of work unless indicated or noted otherwise.

B. Put all systems into full operation and adjust to specified conditions.

C. Pay all permits and fees levied by utility companies and/or governing agencies.

1.02 REQUIREMENTS OF REGULATORY AGENCIES

A. Perform work in accordance with applicable provisions of International Mechanical Code, International Building Code, Uniform Plumbing Code, all State and local codes and Ordinances, and adoptions thereof. Provide materials and labor necessary to comply with rules, regulations, and ordinances.

B. In case of differences between building codes, state laws, local ordinances, utility company regulations, and Contract Documents, the most stringent shall govern.

1.03 SHOP DRAWINGS

A. Shop drawings and material schedules shall be submitted for approval on all materials and equipment prior to ordering.

1.04 MECHANICAL COST BREAKDOWN

A. The contractor shall furnish to the Owner's Representative a breakdown of the mechanical construction cost within 30 days of notice to proceed. Each item shall include separate figures for labor and material.

1.05 CUTTING AND PATCHING

A. Cutting and patching for work installed in this Division is the responsibility of Section doing the work. Patch and repair walls, floors, ceilings and roofs with materials of same quality and appearance as adjacent surfaces unless otherwise shown. Surface finishes shall exactly match existing finishes of same materials.

1.06 OUTAGES

A. All connections to and disconnections from Owner utilities shall be coordinated with and approved by the Owner prior to proceeding with the work.

END OF SECTION 20 1000

SECTION 20 1002
ADDITIONS OR REMODELED FACILITIES

PART 1 GENERAL

1.01 SITE INSPECTION

A. Examine premises and understand the conditions that may affect performance of work of this Division before submitting proposals for this work.

1.02 PHASED CONSTRUCTION

A. Contractor shall be aware that this is a phased project. There will be occupied areas adjacent to construction areas that must remain operable.

B. Contractor shall coordinate work to interface with existing work and/or other contract work as indicated on the drawings.

C. Contractors schedule shall allow for work provided by the Owner, or others, such as asbestos abatement and/or equipment removal or cleanup.

D. All systems shall be fully operational to the extent that they are installed at the termination of each phase of the work.

E. System ducts and/or piping passing through existing, future, or other phase areas shall be installed, if required, to make work installed under the current phase operational.

F. All connections to and disconnections from existing utilities such as heating, water, sewer, etc. and temperature control systems shall be coordinated with and approved by the Owner prior to proceeding with the work.

1.03 DEMOLITION

A. Demolition of mechanical systems and equipment in remodeled areas shall be provided under Division 20 through 23.

END OF SECTION 20 1002

SECTION 20 1006
PROJECT FINALIZATION

PART 1 GENERAL

1.01 OPERATION AND MAINTENANCE MANUAL

A. Bind Operation and Maintenance Manual for Mechanical Systems in a black hard-backed binder to include complete information on parts replacement and maintenance requirements for all systems and equipment provided under Divisions 20 through 23. This shall include maintenance and operation data for owner furnished equipment installed under Divisions 20 through 23 where information is provided with the equipment by the Owner.

1.02 OPERATING AND INSTRUCTIONAL PERIOD

A. Complete instructional period on operation and maintenance of all mechanical and control systems shall be provided for Owner’s operating and maintenance personnel.

1.03 RECORD DRAWINGS

A. Record differences between mechanical work as installed and as shown in Contract Documents on a set of prints of mechanical drawings to be furnished by Owner’s Representative. Return these prints to Owner’s Representative.

1.04 PROJECT CLOSEOUT

A. The Contractor shall notify the Owner’s Representative in writing when the project is ready for punch lists. After punch lists are complete, written notice must be forwarded to the Owner’s Representative requesting final checkout.

1.05 GUARANTEE

A. In addition to standard one year warranty specified in General Conditions, guarantee heating, cooling and plumbing systems to be free from noise in operation that may develop because of failure to construct system in accordance with Contract Documents.

1.06 EQUIPMENT AND MATERIALS

A. Materials used under this Contract, unless specifically noted otherwise, shall be new and have the latest and most current model line produced by the manufacturer. Each item of equipment shall conform to the latest Standard Specifications of the American Society for Testing Materials and shall conform to any applicable standards of the United States Department of Commerce.

B. Motor and equipment name plates as well as applicable UL and AGA labels shall be in place when Project is turned over to the Owner.

END OF SECTION 20 1006

SECTION 20 1007
TESTING, ADJUSTING, AND BALANCING

PART 1 GENERAL

1.01 SCOPE

A. Air and domestic hot water distribution systems shall be balanced to conditions specified and indicated on the drawings by an independent balancing agency.

1.02 TESTING AGENCY

A. Work by this Agency shall be done under direct supervision of a qualified Heating and Ventilating Engineer employed by Agency or be a member of the AABC or NEBB balancing organizations.

END OF SECTION 20 1007

SECTION 20 1009
MECHANICAL COMMISSIONING SUPPORT

PART 1 GENERAL

1.01 SCOPE

A. The equipment and systems referenced in the Related Work section are to be commissioned in accordance with the Idaho State Energy Code. The contractor has specific responsibilities for scheduling, coordination, startup, testing and documentation. Coordinate all commissioning activities with the Commissioning Authority. The Commissioning Authority will work under direct contract with the Owner.

B. Include time for commissioning activities on the construction schedule to complete commissioning prior to substantial completion with the exception of seasonal testing which the commissioning agent determines should coincide with peak heating and cooling weather conditions.

END OF SECTION 20 1009

SECTION 21 1313
SPRINKLER SYSTEMS

PART 1 GENERAL

1.01 PROJECT INCLUDES

A. Extension of existing fire sprinkler system in the building.

B. Fire protection sprinklers will be provided throughout the building. Wet-pipe systems will be used throughout, except in areas subject to freezing.

C. Systems will be calculated for a light hazard density in most areas. Mechanical rooms, and storage areas will be designed for an ordinary hazard group 1 density.

D. System design will be based on a current water supply information provided by the water department or the owner.

E. Zoning for the system is to be determined.

F. The system will be supplied by a connection to the existing campus water main.

G. All shop drawings and calculations produced by the contractor shall be approved by the local fire department.

H. All work will be in accordance with NFPA 13 and the International Fire Code.

1.02 PRODUCTS

A. Sprinklers will be quick response throughout in accordance with the 2013 NFPA 13. White, semi-recessed glass bulb sprinklers with white escutcheons will be used. Extended coverage sprinklers will be used where appropriate and where expense can be reduced by doing so.

B. Pipe will be black steel throughout, of schedule and wall thickness as required and permitted by NFPA 13. All threaded pipe will be schedule 40.

C. Hangers will be primarily c-clamps.

1.03 INSTALLATION

A. All sprinklers to be centered in ceiling tiles.

END OF SECTION 21 1313

SECTION 22 0503
PLUMBING PIPING AND VALVES

PART 1 GENERAL

1.01 SCOPE

A. Furnish and install all domestic hot and cold water piping within the building all connect with outside utility lines 5 feet from building where applicable; or with existing water piping where indicated.

B. Furnish and install all soil, waste, and vent piping systems within building and connect with outside utility lines 5 feet out from building where applicable; or with existing waste piping where indicated.

C. Furnish and install natural gas piping systems from the Utility Meter outside the building to the gas fired appliances where indicated. Natural gas piping from the Utility Mains to the meter shall be provided by the serving utility. Contractor shall coordinate with Utility and pay any utility charges

D. Furnish and install complete indirect waste systems as indicated. In general, this work shall include coil pan drains, relief valve and equipment drains, unit cooler drains and plumbing fixture drains which are piped indirect. Work shall include connection to equipment, trap if required, and piping to point of discharge.

1.02 HOT AND COLD WATER PIPING – ABOVE GRADE

A. Type L hard drawn copper conforming to ASTM-B-88. Wrought copper fitting with 95/5 (no lead) solder.

1.03 ABOVE GRADE WASTE AND VENT PIPE

A. Service weight cast iron with heavy duty no-hub couplings and neoprene gasket.

B. Schedule 40 galvanized steel with Durham coated cast iron fittings.

C. DWV copper drainage tube with DWV fittings.

1.04 NO-HUB COUPLINGS

A. No-hub couplings shall be equal to Husky SD 2000. Corrugated Couplings for pipe size through 4” shall have a minimum of 4 bands and 6 bands for 5” through 10” Smooth couplings through 4” shall have 2 bands and 4 bands for 5” through 10”. System shall meet ASTM C-654 and performance requirements of FM 1680 class 1.

1.05 NATURAL GAS PIPING ABOVE GRADE

A. Schedule 40 steel pipe conforming to ASTM A 53, fittings to be ASTM B16.3, malleable iron or ASTM A234, forged steel welding type. Joints NFPA 54, threaded to ANSI B31.2 or B31.9 for pipe 2 inches and under, welded to ASME Sec 1 or ANSI /AWS D1.1 for pipe over 2 inches.

1.06 INDIRECT WASTE PIPING

A. Type L or M hard drawn copper. Wrought copper fitting with 50/50 solder.

B. Provide a trap and union on all piping connected to air handling equipment. Depth of trap seal shall equal the total static pressure scheduled for air handler.

1.07 NATURAL GAS PIPING ABOVE GRADE

A. Schedule 40 steel pipe conforming to ASTM A 53, fittings to be ASTM B16.3, malleable iron or ASTM A234, forged steel welding type. Joints NFPA 54, threaded to ANSI B31.2 or B31.9 for pipe 2 inches and under, welded to ASME Sec 1 or ANSI /AWS D1.1 for pipe over 2 inches.

1.08 BALL VALVES

A. Up to 2 inch: 125 lb. cast bronze, standard port, stainless steel ball, Teflon seat, lever handle, threaded ends.

1.09 BUTTERFLY VALVES

A. Up to 2 inch: 175 PSI cast bronze, stainless steel disc and stem, Viton® seal, lever handles, threaded ends.

B. Over 2 inch: 150 PSI, lug type conforming to API609, iron body, bronze disc, stainless steel stem, Buna or EPT seat, infinite position lever handle with memory stop.

C. Valves 4 inch and over shall be furnished with gear drive and handle with position indicator.

1.10 CHECK VALVES

A. Up to 2 inch: 125 lb., cast bronze, bronze pin, renewable Buna seat, threaded ends.

B. Over 2 inch: wafer type cast iron body, 125 lb, stainless steel internal with Buna seat.

END OF SECTION 22 0503

SECTION 22 0504
PLUMBING SPECIALTIES

PART 1 GENERAL

1.01 FLOOR CLEANOUTS

A. Coated cast iron body, scoriated, heavy duty nickel bronze top, fully adjustable, and secured to body. Gasket sealed iron closure plug.

1.02 WALL CLEANOUT

A. Coated cast iron cleanout tee. Gasket sealed iron plug. Shallow type, round, stainless steel wall cover with center vandal-proof screw.

1.03 TRAP PRIMERS

A. Automatic metering type to operate on pressure drop in piping serving fixture. Device shall be completely serviceable and installed in accessible location.

1.04 WATER HAMMER ARRESTORS

A. Arrestors shall be bellows or bladder type to separate compression chamber from potable water.

1.05 FLOOR DRAINS

A. Drain shall be furnished with companion traps of material to match connecting piping.

B. Drain bodies shall be coated cast iron and to include flashing collar and weep hole.

C. Drain strainers in finished areas shall be nickel bronze unless otherwise noted and cast iron in unfinished areas.

1.06 BACKFLOW PREVENTERS

A. Regulations: Devices shall meet the requirements of ASSE, AWWA, and USC Foundation for Cross Connection Control and Hydraulic Research.

B. Assembly shall be complete with double check or reduced pressure backflow device, isolation valves, strainer, relief valves, and drain connection. See drawings for size and type.

C. Backflow device shall have bronze body, stainless steel springs with all internal parts corrosion resistant.

END OF SECTION 22 0504

SECTION 22 0513
MOTORS

PART 1 GENERAL

1.01 STANDARDS

A. Electrically driven or electrically connected equipment shall be of a type which shall conform to any applicable standards of the National Bureau of Standards of the United States Department of Commerce or the standards of the Underwriters Laboratories or another nationally recognized testing laboratory. Equipment items shall bear the UL label or equivalent.

1.02 STARTERS

A. Installation and wiring of motor controls shall be accomplished under Division 26.

B. Magnetic starters and thermal protective devices (heaters) not a factory mounted integral part of packaged equipment are specified in Division 26.

C. Magnetic starters located within motor control center shall be provided under Division 26.

1.03 MOTOR CONTROLS

A. Variable frequency drives and associated thermal protective devices are furnished by Section 23 09 23 and installed by Division 26.

B. Disconnects shall be provided under Division 26.

1.04 ELECTRIC MOTORS

A. Unless otherwise noted, electric motors rated ½ HP and smaller shall be rated 115 volts, single phase, those rated ¾ HP and larger shall be rated as specified and scheduled. Motors provided for mechanical equipment shall be “High Efficiency” type. Motors shall be suitable for use with Variable Frequency Drives where required.

END OF SECTION 22 0513

SECTION 22 0515
GAUGES AND METERS

PART 1 GENERAL

1.01 THERMOMETERS

A. Straight type with adjustable swivel joint, 7 inch scale to suit application and well suitable for service.

1.02 PRESSURE GAUGES

A. Provide gauges with 4½ inches minimum dial, 1.0 % maximum error and range adequate to cover full operating range.

B. Gauges shall be provided with cocks and snubbers.

C. Face of dial shall identify units that the gauge is reading.

END OF SECTION 22 0515

SECTION 22 0529
SUPPORTS, ANCHORS, CURBS, SEALS AND FLASHINGS

PART 1 GENERAL

1.01 PIPE HANGERS

A. All piping systems shall be supported with proper hangers for the service. Hangers and supports for insulated piping shall be provided with suitable insulation saddles or shields.

1.02 SLEEVES AND PLATES

A. Provide sleeves around pipes passing through floors, walls, partitions, or structural members. Pipe openings drilled or cast in concrete wall panels do not require sleeve.

B. Furnish and install trim plates on all pipe penetrations exposed to view. Plates shall be chromium plated brass escutcheons. Plates shall secure to pipe except where pipe penetrates floor it shall secure to sleeve.

1.03 EQUIPMENT STANDS

A. Concrete and/or metal bases, foundations, brackets and stands for mechanical equipment shall be provided as required for proper support of mechanical equipment.

1.04 HOUSEKEEPING PADS

A. Equipment housekeeping pads shall be reinforced concrete sized to suit the equipment. Concrete pads not in Division 22.

1.05 CURBS

A. Curbs for roof exhausters and packaged roof top equipment specified with the equipment shall be provided under this Section of the specifications. Coordinate with roofing system.

1.06 SEALS AND CAULKING

A. Where pipes or ducts pass through walls they shall be completely sealed and isolated from the walls by the use of l½ lb. density fiberglass blanket insulation around exterior of pipe or duct and plastic non-hardening caulking seals at both sides. In areas where water may occur at floor penetrations caulking shall be watertight.

B. All utility openings entering building underground shall be thoroughly sealed using Link-Seal.

1.07 FIRE WALL PENETRATIONS

A. All holes or voids created to extend mechanical systems through fire rated floors, ceilings and walls shall be sealed under Division 22 with an intumescent material with ICBO, BOCAI and SBCCI (NRB 243) approved ratings to 3 hours per ASTM E-814 (UL 1479).

1.08 FLASHING

A. All pipes passing through the roof shall be flashed at the roof with 4 lbs. sheet lead or other flashing specifically designed for use with the roofing system used.

END OF SECTION 22 0529

SECTION 22 0548

VIBRATION ISOLATION

PART 1 GENERAL

1.01 SCOPE

A. Furnish and install vibration isolation mountings for all piping and motorized equipment installed under this contract in accordance with the requirements outlined by the project acoustician (Threshold) in the acoustic design guidelines.

1.02 DESIGN CRITERIA

A. Mountings shall provide 98 % efficiency for all applications where equipment is not mounted on slabs at grade and 95 % for equipment installed on slabs on grade. Final selection shall be based on equipment as well as vibration.

1.03 FLEXIBLE PIPE CONNECTIONS

A. Project Requirements
   1. Provide flexible pipe connections for any base-mounted pumps or air compressors.

END OF SECTION 22 0548

SECTION 22 0553
MECHANICAL IDENTIFICATION

PART 1 GENERAL

1.01 MATERIAL AND EQUIPMENT IDENTIFICATION

A. Piping and Equipment
   1. Piping is to be labeled a minimum of every 20’ and at changes in direction and near valves and tees with plastic bands identifying fluid and direction of flow. Also identify at branches, wall penetrations, and valves. Lettering to be readable from 20’, fire sprinkler piping does not require identification.

B. Ceiling Grid Markings
   1. The lay-in ceiling grid shall be marked with mechanically fastened engraved plastic plates to identify the location of all fans, terminal boxes, air handlers, or other mechanical equipment which is scheduled or identified by number and installed above the ceiling. The engraved identification is to match the identification on the contract documents.

END OF SECTION 22 0553

SECTION 22 0700
PIPING INSULATION

PART 1 GENERAL

1.01 SCOPE

A. Insulate domestic hot and cold water piping and fittings.

1.02 STANDARDS

A. Unless specified otherwise, insulation shall have been compositely tested for fire and smoke hazard ratings according to recognized standard testing methods and shall have ratings not exceeding flame spread 25, fuel contributed 50 and smoke developed 50.

B. Agencies Standards:
1. ASTM E-84
2. NFPA 255
3. UL 723

1.03 MATERIAL

A. Rigid, molded fiberglass with all-purpose jacket and pressure sensitive closure system.

B. Insulated PVC fitting covers, equal to Zeston with “Hi-Lo” insulation inserts.

1.04 DOMESTIC HOT WATER PIPING

A. Sizes 2 inch and under: 1 inch thick rigid fiberglass

B. Branch runouts less than 12 feet in length: ½ inch thick rigid fiberglass

C. Sizes over 2 inch: 1½ inches thick rigid fiberglass

1.05 COLD WATER PIPING

A. 1 inch thick rigid fiberglass

END OF SECTION 22 0700

SECTION 22 3000
PLUMBING EQUIPMENT

PART 1 GENERAL

1.01 WATER HEATERS

A. Gas fired water heating system with storage type heaters and water storage tanks, high efficiency, sealed combustion.

1.02 IN-LINE CIRCULATOR PUMPS

A. Bronze casing with stainless steel rotor, bronze impeller and alloy steel shaft. B&G, TACO, PACO and Armstrong.

END OF SECTION 22 3000

SECTION 22 3100
EQUIPMENT INSTALLED ONLY

PART 1 GENERAL

1.01 SCOPE

A. Rough-in, connect and mount equipment indicated and scheduled. In general, work under this section shall include equipment furnished under separate contract, different division or owner furnished.

END OF SECTION 22 3100

SECTION 22 4000
PLUMBING FIXTURES

PART 1 GENERAL

1.01 SCOPE

A. Fixtures shall be complete with fittings, trim, supplies, traps supports, and carriers to make a complete installation.

1.02 WATER CLOSETS

A. Public toilet room fixtures are white, wall mount commercial grade vitreous china fixtures with heavy duty carriers. Water closets shall be designed to effectively flush with the specified water volumes. Seats are institutional grade, with an open front, extended back, brass bolts, without cover and check hinge. Flush valve operated.

1.03 URINALS

A. Urinals are white, wall mount commercial grade vitreous china fixtures with heavy duty carriers, designed to effectively flush with the specified water volumes. Flush valve operated. No waterless urinals.

1.04 SENSOR OPERATED FLUSH VALVES

A. Chrome plated, battery powered automatic valve.

1.05 LAVATORIES

A. Public toilet room lavatories are white, wall or counter mount commercial grade vitreous china, with heavy duty carriers for wall hung fixtures.

1.06 COUNTER MOUNTED SINKS

A. Stainless steel, commercial grade, self-rimming.

1.07 LAVATORY FAUCET

A. Single lever, all brass construction with temperature limit stops similar to model 8413.

1.08 SINK FAUCETS

A. Single handle faucet with hose and spray similar to model 8720.

1.09 SHOWER MIXING VALVES

A. Pressure balancing mixing valve.

1.10 SERVICE SINKS

A. Terrazzo floor mounted with splash shield, faucet hose and wall hook and mop hanger. Stern Williams, Fiat, Florestone.

1.11 EMERGENCY EQUIPMENT

A. Manufactured to meet ANSI Standard and OSHA rules and regulations.

1.12 SPECIAL FIXTURES

A. Laboratory fixtures and fixtures and trim of a special nature shall be of manufacture scheduled.

END OF SECTION 22 4000

SECTION 23 0513
MOTORS

PART 1 GENERAL

1.01 STANDARDS

A. Electrically driven or electrically connected equipment shall be of a type which shall conform to any applicable standards of the National Bureau of Standards of the United States Department of Commerce or the standards of the Underwriters Laboratories or another nationally recognized testing laboratory. Equipment items shall bear the UL label or equivalent.

1.02 STARTERS

A. Installation and wiring of motor controls shall be accomplished under Division 26.

B. Magnetic starters and thermal protective devices (heaters) not a factory mounted integral part of packaged equipment are specified in Division 26.

C. Magnetic starters located within motor control center shall be provided under Division 26.

1.03 MOTOR CONTROLS

A. Variable frequency drives and associated thermal protective devices are furnished by Section 23 09 33 and installed by Division 26.

B. Disconnects shall be provided under Division 26.

1.04 ELECTRIC MOTORS

A. Unless otherwise noted, electric motors rated ½ HP and smaller shall be rated 115 volts, single phase, those rated ¾ HP and larger shall be rated as specified and scheduled. Motors provided for mechanical equipment shall be “High Efficiency” type. Motors shall be suitable for use with Variable Frequency Drives where required. Fractional HP motors from 1/12 HP through 1 HP shall be of the electronically communicated motor (ECM) type.

END OF SECTION 23 0513

SECTION 23 0515
GAUGES AND METERS

PART 1 GENEAL

1.01 THERMOMETERS

A. Straight type with adjustable swivel joint, 7 inch scale to suit application and well suitable for service.

1.02 PRESSURE GAUGES

A. Provide gauges with 4½ inches minimum dial, 1.0 % maximum error and range adequate to cover full operating range.

B. Gauges shall be provided with cocks and snubbers. Steam gauges shall be provided with pigtails.

C. Face of dial shall identify units that the gauge is reading.

1.03 GAUGE TEST PORTS

A. Provide temperature/pressure test ports adjacent to all gauges and DDC sensors. Where gauges and sensors are in the same thermal or hydraulic location, a single test port may be utilized.

END OF SECTION 23 0515

SECTION 23 0529

SUPPORTS, ANCHORS, CURBS, SEALS AND FLASHINGS

PART 1 GENERAL

1.01 PIPE HANGERS

A. All piping systems shall be supported with proper hangers for the service. Hangers and supports for insulated piping shall be provided with suitable insulation saddles or shields.

1.02 SLEEVES AND PLATES

A. Provide sleeves around pipes passing through floors, walls, partitions, or structural members. Pipe openings drilled or cast in concrete wall panels do not require sleeve.

B. Furnish and install trim plates on all pipe penetrations exposed to view. Plates shall be chromium plated brass escutcheons. Plates shall secure to pipe except where pipe penetrates floor it shall secure to sleeve.

1.03 EQUIPMENT STANDS

A. Concrete and/or metal bases, foundations, brackets and stands for mechanical equipment shall be provided as required for proper support of mechanical equipment.

1.04 HOUSEKEEPING PADS

A. Equipment housekeeping pads shall be reinforced concrete sized to suit the equipment. Concrete pads not in Division 23.

1.05 SEALS AND CAULKING

A. Where pipes or ducts pass through walls they shall be completely sealed and isolated from the walls by the use of l½ lb. density fiberglass blanket insulation around exterior of pipe or duct and plastic non-hardening caulking seals at both sides. In areas where water may occur at floor penetrations caulking shall be watertight.

B. All utility openings entering building underground shall be thoroughly sealed using Link-Seal.

1.06 FIRE WALL PENETRATIONS

A. All holes or voids created to extend mechanical systems through fire rated floors, ceilings and walls shall be sealed under Division 23 with an intumescent material with ICBO, BOCAI and SBCCI (NRB 243) approved ratings to 3 hours per ASTM E-814 (UL 1479).

1.07 FLASHING

A. Counter flashing for all roof mounted mechanical equipment shall be provided under Division 23.

B. All pipes passing through the roof shall be flashed at the roof with 4 lbs. sheet lead or other flashing specifically designed for use with the roofing system used.

END OF SECTION 23 0529

SECTION 23 0548
VIBRATION ISOLATION

PART 1 GENERAL

1.01 SCOPE

A. Furnish and install vibration isolation mountings for ductwork, fans, air handling units, pumps, and motorized equipment installed under this contract in accordance with the requirements outlined by the project acoustician in the acoustic design guidelines.

1.02 PROJECT REQUIREMENTS

A. Penetration isolation of conduit and duct penetrations of walls, roofs, and floors.

B. Sound attenuators

C. Flexible duct connectors

1.03 DESIGN CRITERIA

A. Mountings shall provide 98 % efficiency for all applications where equipment is not mounted on slabs at grade and 95 % for equipment installed on slabs on grade. Final selection shall be based on equipment as well as vibration.

1.04 EQUIPMENT AND COIL CONNECTORS

A. Equipment and coil connectors shall be flexible stainless steel braided hose with carbon steel fittings.

B. Provide flexible duct connections for any HVAC unit with a fan.

END OF SECTION 23 0548

SECTION 23 0553

MECHANICAL IDENTIFICATION

PART 1 GENERAL

1.01 MATERIAL AND EQUIPMENT IDENTIFICATION

A. Piping and Equipment
   1. Piping is to be labeled a minimum of every 20’ and at changes in direction and near valves and tees with plastic bands identifying fluid and direction of flow. Also identify at branches, wall penetrations, and valves. Lettering to be readable from 20’, fire sprinkler piping does not require identification.

B. Ceiling Grid Markings
   1. The lay-in ceiling grid shall be marked with mechanically fastened engraved plastic plates to identify the location of all fans, terminal boxes, air handlers, or other mechanical equipment which is scheduled or identified by number and installed above the ceiling. The engraved identification is to match the identification on the contract documents.

END OF SECTION 23 0553

SECTION 23 0700
HVAC INSULATION

PART 1 GENERAL

1.01 SCOPE - DUCTWORK

A. Insulate all supply air ducts connected to equipment with cooling coils and not otherwise indicated to be internally lined that are inside the building envelope with duct wrap.

B. Insulate ducts with duct liner where indicated on the plans.

C. Insulate all supply and return ductwork outside the building envelope.

D. Insulate outside air ductwork.

E. Insulate ductwork with fire rated duct wrap when indicated on the drawings.

1.02 SCOPE - PIPING

A. Insulate refrigerant suction and hot gas piping and fittings.

1.03 SCOPE - EQUIPMENT

A. Insulate heating and cooling equipment including valves, pumps, tanks, traps, converters, etc.

1.04 STANDARDS

A. Unless specified otherwise, insulation shall have been compositely tested for fire and smoke hazard ratings according to recognized standard testing methods and shall have ratings not exceeding flame spread 25, fuel contributed 50 and smoke developed 50.

B. Agencies Standards:
   1. ASTM E-84
   2. NFPA 255
   3. UL 723

1.05 MATERIAL - DUCTWORK

A. Inside the building
   1. 1½ inches thick flexible fiberglass duct wrap with all-purpose jacket.
   2. One inch thick, 1½ lb. density fiberglass duct liner, faced with black coated mat.

B. Outside the building
   1. 3 inches thick flexible fiberglass duct wrap with all-purpose jacket and weather resistant protective finish.

C. Outside Air Ductwork
   1. 3 inches thick flexible fiberglass duct wrap with all-purpose jacket for systems less than 2800 cfm.
   2. 4½ inches thick flexible fiberglass duct wrap with all-purpose jacket for systems greater than 2800 cfm.

D. Fire Rated Duct Wrap
   1. UL listed fire barrier insulation system. UL listed as a 2 hour duct enclosure.

1.06 MATERIAL - PIPING

A. Rigid, molded fiberglass with all-purpose jacket and pressure sensitive closure system.

B. Insulated PVC fitting covers, equal to Zeston with “Hi-Lo” insulation inserts.

1.07 REFRIGERANT PIPING

A. Flexible Foamed Plastic Pipe Insulation
   1. ½ inch thick for one inch outside diameter and smaller pipe.
   2. ¾ inch thick for 1 1/8 diameter and larger pipe.
   3. 1 inch thick for 2 1/8 inch outside diameter and larger pipe (two layers of ½ inch).
   4. Increase thickness ½ inch on piping exposed to outdoor air.
   5. Sheet or molded fittings as recommended by manufacturer. Thickness to match pipe insulation.

1.08 MATERIAL - EQUIPMENT

A. Fiberglass boards or blankets with temperature limitations to match application.

B. Reusable, fibrous glass, lace-up mat equal to Pittsburgh-Corning “Temp-Mat” shall be installed on valves and equipment requiring removable of insulation for service.

END OF SECTION 23 0700

SECTION 23 0923

ENERGY MANAGEMENT AND DIRECT DIGITAL CONTROL SYSTEM

PART 1 GENERAL

1.01 SCOPE

A. Provide equipment, labor, materials, and services for complete automatic control system. System equipment and apparatus shall be a microprocessor based system designed for HVAC equipment. The control system shall have standalone capability and shall be capable of control point adjustment from field controller via a hand held terminal or from the remote operators' station.

B. General Control System shall be manufactured by Siemens or Alerton as an extension to the existing campus wide EMCS. System shall connect to the Owner's existing operator terminal and include a complete graphic control package.

C. VRF Control System shall be an extension of the existing Mitsubishi Control System.

D. Control wiring and power wiring for control purposes shall be provided in this section in accordance with Division 26 and the National Electrical Code.

E. Control diagrams and sequences of operation will be on the Construction Documents.

1.02 BASIC MATERIALS

A. Valve and damper actuators shall be Belimo.

B. Control Valves shall have stainless steel ball and stem.

C. Dampers shall be Ruskin.

END OF SECTION 23 0923

SECTION 23 0933
VARIABLE FREQUENCY DRIVES

PART 1 GENERAL

1.01 SCOPE

A. Furnish and install microprocessor based Pulse Width Modulated adjustable frequency AC drives. Drives shall be UL labeled and accept inputs from the Energy Management Control system for control of speed for variable volume pumping and fan systems. Drives shall be complete with protection circuits.

B. ABB series ACH 550 with BACnet interface.

END OF SECTION 23 0933

SECTION 23 2300
REFRIGERANT PIPING AND SPECIALTIES

PART 1 GENERAL

1.01 PIPING

A. Meet requirements of ASTM B280, “Specification for Seamless Copper Tube for Air Conditioning and Refrigeration Field Service.”

B. Pre-charged refrigerant line sets shall be manufacturer designed and approved and used only where specifically noted or specified.

1.02 REFRIGERANT FITTINGS

A. Wrought copper with long radius elbows

1.03 SUCTION LINE TRAPS

A. Manufactured standard one-piece traps

1.04 BRAZING MATERIAL

A. Sil-Fos or Easy-Flo

1.05 FILTER-DRIER

A. Filter drier shall be full line size replaceable core type with nonferrous casing and Schraeder type valve.

1.06 SIGHT GLASS

A. Combination moisture and liquid indicator with protection cap.

1.07 MANUAL SHUT-OFF VALVES

A. Ball valves designed for refrigeration service and full line size with cap seals.

1.08 FLEXIBLE CONNECTORS

A. Provide in each liquid line and suction line at both condensing unit and evaporator on systems larger than five tons and as indicated on the plans.

B. Connectors shall be for refrigerant service with bronze seamless corrugated hose and bronze braiding.

END OF SECTION 23 2300

SECTION 23 3100
DUCTWORK

PART 1 GENERAL

1.01 QUALITY CONTROL

A. Sheet metal ductwork and shall be constructed in strict accordance with the latest edition of SMACNA standards for HVAC duct construction and with the International Mechanical Code

1.02 DUCTS

A. Fabricate of zinc-coated lock-forming quality steel sheets meeting requirements of ASTM A 527, “Sheet Steel Zinc-Coated (Galvanized) by the Hot-Dip Process, Lock Forming Quality”, with Type G coating.

1.03 MEDIUM VELOCITY DUCT AND FITTINGS

A. Medium velocity ductwork shall be defined as all supply ductwork downstream of the air handling unit supply fan to the connection at the inlet side of terminal boxes.

B. Duct construction shall be suitable for pressures up to 6 inches WC.

C. Round ductwork shall be spiral lockseam construction or single-rib construction.

1.04 FLEXIBLE DUCT

A. Manufactured assembly consisting of inner lining bonded to spring steel helix wrapped with 1 inch thick fiberglass insulation and vapor barrier outer jacket.

END OF SECTION 23 3100

SECTION 23 3300
DUCTWORK ACCESSORIES

PART 1 GENERAL

1.01 VOLUME DAMPERS

A. Opposed Blade
  1. 16 gauge galvanized steel, opposed blade type with 3/8 inch pins and end bearings. Blades shall have 1/8 inch clearance all around.
  2. Damper shall operate within acoustical duct liner.

B. Single Blade
  1. In accordance with SMACNA
  2. Up to 18 inches long: 20 gauge galvanized steel with 3/8 inch pins and quadrant.
  3. 19 to 48 inches long: 16 gauge galvanized steel with ½ inch rod pin and quadrant.
  4. Provide 1/8 inch clearance all around blade.
  5. Dampers over 12 inches high shall be opposed blade.

C. In flexible branch ducts and round take-offs
  1. Sheet metal spin-in type round branch take-off complete with manual volume damper with locking quadrant.

1.02 DAMPER REGULATORS

A. Dampers shall have locking quadrants

1.03 AIR TURNS

A. Turning vanes shall be fabricated in accordance with SMACNA standards, single vane type.

1.04 FIRE DAMPERS

A. Fabricated of galvanized steel with interlocking curtain blades.

B. Assembly shall include 10 gauge, or UL labeled, wall sleeve and duct mounting collars to match ductwork.

C. Blade configuration (in or out of the air stream) shall be as scheduled.

D. Dampers shall equal or exceed rating scheduled.

E. Fusible links, UL listed, shall separate at 165 °F.

1.05 COMBINATION FIRE/SMOKE DAMPERS

A. Fabricate with multiple blades with 16 gauge galvanized steel frame and blades, oil-impregnated bronze or stainless steel sleeve bearings and plated steel axles, stainless steel jamb seals, plated steel concealed linkage, stainless steel closure spring, blade stops, and lock and actuator shaft.

B. Operator shall be designed to hold damper open with power. Spring to close damper on loss of power. Operator shall be electric type suitable to operate on 120 VAC, 60 cycle. Operators shall be UL listed and labeled. Provide end switches to indicate damper position.

C. Provide factory sleeve for each damper. Install damper operator on exterior of sleeve and link to damper operating shaft.

D. Fusible link, UL listed, shall separate at 165 °F.

1.06 FLEXIBLE CONNECTORS

A. Provide flexible duct connectors on all ductwork connected to air moving equipment except curb mounted roof exhausters, ceiling exhaust fans and internally isolated air handling equipment with integral flex connectors.

B. Flexible duct connectors shall be heavy glass fabric, double coated with neoprene.

END OF SECTION 23 3300

SECTION 23 3400
HVAC FANS

PART 1 GENERAL

1.01 CENTRIFUGAL FANS

A. Backward inclined, forward curved, and airfoil or radial in accordance with schedules.

B. Housing: Heavy gauge steel constructed in accordance with AMCA for scheduled fan class, adequately braced, and designed for minimum turbulence.

1.02 ACCESSORIES

A. Provide weather cover for motor and drive on fans installed outdoors.

1.03 ROOF EXHAUSTERS

A. Centrifugal fan unit, V-belt or direct drive, in accordance with schedule.

B. Housing shall be aluminum or galvanized steel prefinished in baked-on enamel. Upblast units shall include drainage provisions.

C. Base shall have continuous gasket to fit curb and provide counter flashing.

D. Curbs shall be all welded, minimum 8 inches high with nailer strip and internal insulation.

1.04 CEILING FANS

A. Centrifugal direct drive fan unit

B. Housing shall be galvanized steel, internally lined, resiliently mounted motors, and gravity backdraft damper in discharge.

C. Grille shall be steel or aluminum with baked white enamel finish.

END OF SECTION 23 3400

SECTION 23 3500
SOUND ATTENUATORS

PART 1 GENERAL

1.01 CASING

A. Outer casing to be minimum 22 gauge galvanized steel. All seams welded or lock formed and filled with mastic and shall be airtight to 10 inches WG pressure differential.

B. Interior partitions to be minimum 24 gauge galvanized steel perforated to maximum 18 % of area.

1.02 FILLER

A. Filler material shall be acoustically absorptive made from inorganic material. Material shall be compressed to eliminate voids and prevent settling. Material shall be vermin and moisture proof.

B. Filler material not to exceed flame spread of 15, fuel contribution 15 and smoke development 0 when tested in accordance with ASTM E84, NFPA 255 or UL-723.

END OF SECTION 23 3500

SECTION 23 3600

AIR TERMINAL UNITS

PART 1 GENERAL

1.01 CONTROL ACTUATORS

A. Actuators shall be furnished under Section 23 09 23 and be installed by terminal manufacturer. Mounting costs to be borne by terminal box manufacturer and be included in cost of terminal unit.

1.02 CASING

A. Galvanized steel, acoustically lined.

1.03 VOLUME REGULATOR

A. Volume regulator shall provide constant delivery air control within 5 % of rated flow down to 25 % of unit rated CFM, independent of system static pressure.

1.04 CALIBRATION

A. Terminal units shall be factory calibrated and set (field adjustable) to provide scheduled minimum and maximum air flows.

1.05 COILS

A. Electric resistance type. Coils shall match capacity scheduled with connections located in accordance with drawings.

END OF SECTION 23 3600

SECTION 23 3700
AIR OUTLETS AND INLETS

PART 1 GENERAL

1.01 RETURN OR EXHAUST REGISTERS/GRILLES

A. Fixed deflection bar or curved blade with spacing and position as scheduled.

B. Fabricate 1¼ inch margin frame with countersunk screw mounting and gasket.

C. Fabricate of steel or aluminum with factory off-white baked enamel finish.

1.02 SIDEWALL SUPPLY REGISTERS/GRILLES

A. Streamlined and individually adjustable blades, depth of which exceeds ¾ inch maximum spacing with spring or other device to set blades, double deflection. Front vanes to be in dimension scheduled.

B. Fabricate 1¼ inch margin frame with countersunk screw mounting and gasket.

C. Fabricate of steel or aluminum extrusions, with factory baked enamel finish.

D. Provide integral, gang-operated opposed blade dampers with removable key operator, operable from face.

1.03 MODULAR DIFFUSERS

A. Square or rectangular with minimum 4 individual cores. Cores shall be spring loaded and be removable without tools. Cores to be designed to alter direction of throw.

B. Diffuser shall be louvered face design with extruded vanes.

1.04 CEILING SLOT DIFFUSER

A. Continuous slots of number and spacing scheduled with adjustable vanes for left, right or vertical discharge.

B. Fabricate of aluminum extrusions with off-white baked enamel finish.

C. Fabricate margin frame to match schedule for mounting.

D. Provide end caps to seal ends of diffusers and alignment strips when sections are to be joined.

1.05 PERFORATED FACE

A. Perforated face with modular adjustable pattern controllers behind the face.

B. Perforated panel shall be removable with concealed hangers and spring retainer.

C. Furnish in baked enamel off white finish.

1.06 SPECIALTY LAB DIFFUSERS/GRILLES

A. As noted on the drawings.

END OF SECTION 23 3700

SECTION 23 4000
AIR CLEANING DEVICES

PART 1 GENERAL

1.01 DISPOSABLE PANEL FILTERS, EXTENDED AREA

A. Media: Pleated, non-woven, reinforced cotton fabric, supported and bonded to welded wire grid, and enclosed in cardboard frame.

B. Panel sizes as scheduled, minimum thickness is 2 inches. Provide 4 inches thick where indicated.

C. 25 to 30 % dust spot efficiency, 90 to 92 % weight arrestance, 500 FPM face velocity, 0.30 inch WG initial resistance, 1.0 inch WG recommended final resistance.

D. Design Basis: Farr 30/30

1.02 FILTER GAUGES

A. Direct reading dial, minimum 3½ inches diameter, diaphragm activated dial in metal case, vent valves, front calibration adjustment, and adjustable signal flag.

B. Range shall be 0 to 2 inches standard with 2 % full scale accuracy. Range of units furnished for high efficiency filters shall exceed recommended change out pressure of specified filter.

C. Provide static pressure tips with integral compression fittings.

1.03 DISPOSABLE PANEL HIGH EFFICIENCY FILTERS

A. Media: High density glass fibers laminated to synthetic backing to form lofted filter media.

B. Media supported by contour stabilizers on entering and exit sides for tapered radial pleat configuration.

C. Enclosing Frame: Galvanized steel with periphery of filter media continuously bonded to inside of enclosing frame and protective diagonal members on entering and leaving air sides of frame.

D. Rating: 80 to 85 % efficiency ASHRAE 52-76 test standard. 98 % arrestance rating, initial resistance, 0.50 inch WG at 500 FPM, 1.0 inch recommended final resistance.
   1. Farr Riga-Flo 100

END OF SECTION 23 4000

SECTION 23 6201
VARIABLE REFRIGERANT FLOW SYSTEMS

PART 1 GENERAL

1.01 MANUFACTURER

A. Mitsubishi to match existing VRF System.

1.02 INDOOR UNITS

A. Ducted, concealed type, in-ceiling cassette, or high wall ductless, as noted on the plans. Include filter and condensate pumps.

1.03 OUTDOOR UNITS

A. Heat pump heating and cooling or cooling only, as noted on plans.

1.04 MANUFACTURER REQUIREMENTS

A. Manufacturer shall select branch controllers, size refrigerant piping and provide a fully functional control system.

END OF SECTION 23 6201

SECTION 23 7413

OUTDOOR, CENTRAL STATION. AIR HANDLING UNITS

PART 1 GENERAL

1.01 SCOPE

A. Rooftop units shall be packaged gas-fired heating and electric cooling units and shall include fans, coils, filter, flat plate ventilation air heat exchanger and mixing box sections as scheduled.

1.02 CASING

A. Double wall construction with 2 inches thick insulation and one inch thick, insulated floor.

B. Provide hinged access doors with lockable handles for complete servicing and maintenance requirements.

1.03 FANS

A. Type and configuration scheduled
   1. Fabricate plug fans without volute housing
   2. Statically and dynamically balanced
   3. Direct drive, vibration-isolated, quiet condenser fans

1.04 INTERNALLY ISOLATED UNITS

A. Fan and motor mounted on common base with base mounted on vibration isolators.

B. Flexible connection between fan and casing.

1.05 COIL SECTIONS

A. Copper tubing, aluminum fins with capacities scheduled on the drawings.

1.06 FILTER SECTIONS

A. Standard casing modules as scheduled. Refer to Section 23 40 00.

1.07 MIXING BOX

A. With low leak dampers when dampers are scheduled with mixing box.

1.08 VENTILATION AIR HEAT EXCHANGER

A. Heat exchanger shall be specially constructed, factory-installed and controlled high performance type designed to match equipment for a completed package.

END OF SECTION 23 7413

SECTION 23 8310
TERMINAL HEAT TRANSFER UNITS

PART 1 GENERAL

1.01 ELECTRIC WALL HEATERS

A. Electric resistance, fan forced wall heaters with integral thermostat to supplement heating, where required.

1.02 DUCTLESS SPLIT SYSTEM

A. High wall, ductless split system for supplemental cooling with matched outdoor unit. Provide wall thermostat for control.
   1. Manufacturer – Mitsubishi.

END OF SECTION 23 8310

SECTION 26 0101
BASIC ELECTRICAL REQUIREMENTS

PART 1 GENERAL

1.01 CONDITIONS AND REQUIREMENTS

A. Refer to instructions to bidders, general conditions, supplementary general conditions, and Division 1 of these specifications that govern work under Division 26. Refer to other sections of these specifications for additional related requirements.

1.02 SCOPE OF WORK

A. The work covered by the Electrical Section (Division 26) of the specifications shall include:
   1. Furnishing all materials and supplying all labor, equipment and services to install the electrical systems as shown on the accompanying drawings and specified herein.
   2. Testing and adjusting of the completed electrical systems in the manner described herein.

1.03 CODES, PERMITS AND FEES

A. Electrical work shall be in complete accordance with the latest revised edition of the following:
   1. National Electrical Code
   2. Uniform Building Code
   3. Uniform Mechanical Code
   4. Uniform Fire Code
   5. Americans with Disabilities Act
   6. Regulations of the State Fire Marshal
   7. Regulations of the State Board of Fire Underwriters
   8. Applicable sections of other State and local codes

B. In case of differences between building codes, state laws, local ordinances, utility company regulations, and Contract Documents, the most stringent shall govern. Promptly notify Owner's Representative in writing of such differences.

C. The Contractor, at their expense, shall obtain permits and inspections required for the electrical work on this project. Inspection certificates shall be included in the Operation and Maintenance Manuals. Deliver copies thereof to the Architect prior to final acceptance of the work.

D. Contractor shall pay all costs levied by utility companies and/or governing agencies associated with electrical service, telephone service, and cable TV service connections and include these costs within their bid. This shall include but not limited to tap fees, service mains, meter and vault charges, etc.

E. Comply with serving utility regulations.

1.04 INTENT AND INTERPRETATIONS

A. It is the intent of these specifications and the accompanying drawings to result in a complete electrical installation in complete accordance with all applicable codes and ordinances.

B. The drawings and specifications are intended to supplement each other and any details contained in one and not the other shall be included as if contained in both. Items not specifically mentioned in the specifications or noted on the drawings, but which are necessary to properly complete the installation of the indicated systems or to render the systems operational, shall be provided, unless specifically excluded.

C. In the event that any discrepancies of any kind exist, or that required items or details have been omitted, the Contractor shall notify the Architect in writing of such discrepancy or omission at least five (5) days prior to bid date. Failure to do so shall be construed as the willingness of the Contractor to supply all necessary materials and labor required for the proper completion of this work.

1.05 DEFINITIONS

A. The term "The Contractor", when used in Division 26 of the specifications, shall be construed to mean the Contractor for the electrical work.

B. The term “Electrical Systems Installer”, where used in Division 26 of the specifications, refers to the firm, licensed by the State to perform electrical installation, which is responsible for immediate supervision of electrical work on the project.

C. The word “provide”, where used in this specification and on the accompanying drawings, shall mean furnish and install.

1.06 DRAWINGS

A. The Electrical Drawings shall serve as the working drawings for the electrical work, but the Architectural Drawings shall take precedence over the Electrical Drawings if any dimensional discrepancies exist. The Electrical Systems Installer shall review the plans for the work of the other trades and shall adjust their work to conform to all conditions indicated thereon.

B. Work covered under Division 26 has been indicated on the drawings in locations that should allow installation without interfering with the work of other trades; however, exact finish locations have not been indicated. Therefore, locations of all work and equipment shall be verified to avoid interferences, preserve headroom, provide access for maintenance and keep openings and passageways clear. Changes shall be made in locations of equipment and materials as required to accomplish these purposes without additional claims or charges by the Contractor.

C. The locations of existing concealed lines and connection points have been indicated as closely as possible from available information. The Contractor shall assume that such connection points are within a 10 foot radius of the indicated location. Where connection points are not within this radius, the Contractor shall contact the Architect for a decision before proceeding or may proceed at their own expense.

D. At the beginning of the work, the Contractor shall set aside one complete set of the drawings which shall be maintained as a complete Record Drawings set. The Record Drawings set shall include one set of drawings for the facility conduit plan prepared by this Contractor as described in paragraph 2.04 below. Notations shall be done in a neat and legible manner as specified in Division 01 and in accordance with the Architect’s instructions.

1. The record drawings shall be updated daily by the foreman to show every change from the original drawings and the exact locations, sizes and kinds of equipment. This set of drawings shall not be used for any other purpose and shall be maintained at the job site and available for review at any time.
2. Record drawings shall indicate actual size of electrical equipment routing of major raceway systems and location of control devices.
3. The actual location and elevation of all buried lines, boxes, monuments, stub-outs and other provisions for future connection shall be shown on the record drawings and shall be referenced to the building lines or approved bench marks.
4. Upon completion of the job, the Contractor shall deliver the record drawings marked-up to the Architect.

E. By the act of submitting a bid, the Contractor shall be deemed to have:

1. Examined the site and familiarize themselves with the conditions affecting the work. No additional allowance shall be granted because of lack of knowledge of such conditions.
2. Verify all measurements at the building and acquaint themselves with the existing conditions before submitting their bid proposal.
3. Examined all architectural, structural, mechanical and other applicable drawings.
4. Become familiar with the electrical drawings and specifications.
5. Developed an understanding of the electrical system requirements.
6. Discussed the project with the Electrical System Installer and determine that he can successfully execute the electrical work.
7. Accepted such conditions and included allowances for them in their bid.

1.07 ELECTRICAL COST BREAKDOWN

A. The Contractor shall furnish to the Owner’s Representative a breakdown of the electrical construction cost within thirty (30) days of notice to proceed. The breakdown shall be in general conformance with the following:

1. Bonds, Permits, Fees

2. Cartage, Rentals, Shack
3. Supervision
4. Demolition
5. Branch Circuit Conduit and Wire
6. Branch Circuit Labor
7. Devices and Plates
8. Trim Labor
9. Lighting Materials
10. Lighting Labor
11. Lighting Control Materials
12. Lighting Control Labor
13. Equipment Connection Labor
14. Low Voltage Pathway Material
15. Low Voltage Pathway Labor

1.08 TEMPORARY ELECTRICAL SERVICES

A. Refer to Section 01 29 00

1.09 PAYMENT REQUESTS

A. Payment requests for materials and equipment will not be reviewed or approved until shop drawings have been received and approved.

1.10 GUARANTEE

A. The electrical equipment and installation shall be guaranteed for a period of one (1) year from date of acceptance unless an individual item or specification is otherwise noted as longer. The Contractor shall make good at their own expense all defects in their work, and/or equipment furnished by them, which shall develop at any time during the one year guarantee period and shall stand any expense of cutting and patching and repairing made necessary by their corrections of unsatisfactory work or equipment operation.

1.11 ALTERNATES

A. See Section 01 23 00 for a list of alternates to bid for this project. Contractor shall include cost of their bid for complete working electrical system as described in the alternates and shown on the drawings.

PART 2 PRODUCTS

2.01 MATERIALS AND EQUIPMENT

A. Materials used under this Contract, unless specifically noted otherwise shall be delivered to the site new, in their original unbroken packages and shall be of the best quality of their respective kind and shall conform to the latest Standard Specifications of the American Society for Testing Materials, National Electrical Manufacturers' Association, National Board of Fire Underwriters or other appropriate agency. Standard items shall bear the stamp indicating listing by Underwriter's Laboratories, Inc. when such listing is available. Custom-designed items shall be fabricated of UL approved materials.

B. Throughout these specifications various materials, equipment, apparatus, etc., are specified by manufacturer, brand name, type or catalog number. Such designations are to establish standards of desired quality and construction and shall be the basis of the bid.

C. Substitutions will be allowed only as herein provided. No substitutions will be permitted without the Architect's written acceptance. Refer to Division 1 of these specifications for additional requirements.

1. All prior acceptance submittals shall be accompanied by a transmittal letter indicating date, project name, product description/type, and deviations from contract documents if any.
2. Subject to the Engineer's discretions certain items may be considered for substitution only after samples have been submitted for review.

D. Contractors wishing to bid on equipment other than that listed shall obtain prior acceptance of same. Unless prior acceptance (By Addendum) is issued to all bidders, the Contractor will be held to furnish all items exactly as scheduled and/or specified.

E. Unauthorized product substitution will be removed from the job site and replaced with the specified item at the Contractor's expense.

2.02 EQUIPMENT/MATERIAL SUBSTITUTIONS

A. Throughout these specifications and drawings, various materials, equipment, apparatus, etc., are specified or scheduled by manufacturer, brand name, type or catalog number. Such designation is to establish standards of desired quality and construction and shall be the basis of design and the bid.

B. Substitutions will not be permitted without written approval

C. Where two or more manufacturer designations are listed in these specifications, choice will be optional with the Contractor except that where more than one manufacturer is listed, and only one manufacturer's catalog number is specified or only one manufacturer scheduled on the drawings (basis of design) that standard of quality, dimensional characteristics, capacities, and construction shall be maintained by materials or equipment supplied by the other manufacturer(s).

D. If the Division 26 Contractor uses manufacturers other than the basis of design, the Contractor shall be responsible for:

1. Insuring the substituted item will fit the available space while allowing proper maintenance access.
2. Any changes required by other Contractors caused by the substituted equipment.

E. In the event other than specified equipment is used and will not fit job site conditions, this Contractor assumes responsibility for replacement with items indicated as the basis of design.

F. See specifications Section(s) 26 01 01 for product prior approval requirements.

2.03 OWNER FURNISHED EQUIPMENT AND MATERIALS

A. The Contractor shall accept and become responsible for all Owner furnished equipment and materials. Inspect all equipment and materials to determine suitability for installation. Immediately notify the Owner of any defects or deficiencies. Failure to so notify the Owner shall mean that the Contractor warrants that all equipment and materials are of the proper quantity, design and are free from all defects. Properly store all equipment and materials.

2.04 SUBMITTALS FOR REVIEW

A. Shop Drawings

1. Refer to Section 01 33 00.
2. Shop drawings, catalog information and material schedules shall be submitted for approval on all materials and equipment prior to ordering. This applies to all specified material and equipment in Division 26.
3. Provide specific wiring diagrams for all equipment requiring electrical or control wiring. Upon approval, copies of these diagrams shall be forwarded to pertinent contractors.
4. Prior to construction, a facility conduit plan shall be submitted for review showing the routing of all conduits and the mounting of the conduits, (e.g. below grade, concealed, surface mounted, etc.), the locations of all junction boxes, and the devices or equipment the conduits where the conduits are terminated. Shop drawing submittal shall be the same size as the contract Shop drawing shall be generated using a computer aided drafting program; as-built drawings shall be delivered to the Architect. CAD floorplans of the contract documents will be provided by the Owner's representative on CD-ROM to the Electrical Contractor in .DWG format only after completion of an "Consent for the Release of Electronic Files" (forwarded by the Owner's representative on request).

B. Furnish complete shop drawing/catalog data for equipment and materials to be used in the work for review. Allow sufficient time for developing shop drawings, processing and review time so that the installation will not be delayed.

C. Shop drawings shall be reviewed, approved and stamped by Contractor prior to submitting to Owner's Representative for approval. Submittals without such approval will be returned without review.

D. Submit data in accordance with Section 01 33 00 and in accordance with this section. Data shall be black and white, on 8½×11 inch or 11×17 inch, single, one-sided sheets suitable for copying. Diagrams and drawings larger than 8½×11inch shall be accordion folded to fit in a three ring binder. Drawings and catalog data must be clean, neat copies. FAX material or other poor quality copies will not be acceptable.

E. Submittals shall be bound in a black 3-ring binder with the project name on the cover. Provide index tabs for each specification section in same order and using same name as appears in the Specifications.

F. Where choices of options and accessories are available or specified, provide written description of what is to be furnished. If necessary, list page numbers where submitted items are described.

G. Underline applicable data.

H. If material or equipment is not as specified or submittal is not complete, it will be rejected. Only complete submittal including all applicable specification sections will be reviewed.

I. Catalog data or shop drawings for equipment that are noted as being reviewed shall not supersede Contract Documents.

J. Review comments shall not relieve Contractor from responsibility for deviations from Contract Documents unless attention has been called to such deviations in writing at time of submission, nor shall they relieve this Contractor from responsibility for errors in items submitted.

K. Check work described by catalog data with Contract Documents for deviations and errors.

L. Submit four (4) copies of each shop drawing. The Engineer will retain one stamped copy, one will be provided to the Architect and a two stamped and reviewed copies will be returned to the Contractor. The Contractor shall be responsible for distribution of required number of reviewed copies to parties other than the Owner's Representative(s).

PART 3 EXECUTION

3.01 GENERAL

A. Workmanship shall be of first quality throughout and shall be in complete accordance with the applicable codes.

3.02 SCHEDULING

A. This Contractor is advised that the work on this project is phased to suit the requirements of the Owner. During construction, it may be necessary to make temporary connections or installations to accommodate the phased nature of the work. Some work may need to be installed and then reinstalled in order to satisfy the operational requirements of the Owner. Power changeover for existing loads shall be made in the smallest possible increments with branch circuit by branch circuit re-connection required wherever possible.

   1. Refer to Specification Section 01 31 00 for additional project scheduling / phasing requirements.

B. The controlling issue governing the work described under Division 26 shall be: DE-ENERGIZING OF ANY FEEDER, SWITCHBOARD, PANEL, BRANCH CIRCUIT OR OTHER EXISTING ELECTRICAL DEVICE OR ITEM SHALL BE AFFECTED ONLY AFTER NOTIFICATION AND SCHEDULING WITH THE OWNER'S PROJECT COORDINATOR.

C. The Contractor shall prepare written proposed schedules for all systems, feeders, panels and branch circuits to be de-energized and submit same to the Owner's Project Coordinator fourteen (14) days in advance of the first schedule item for acceptance. Schedules shall include at least the following:

   1. Specific load to be de-energized
   2. Proposed date and time to be de-energized and re-energized

3. Backup plan should an emergency occur during the outage period (for critical loads)

D. Schedules proposed by the Contractor are subject to adjustment by the Owner.

E. The Contractor is advised that the above notification and scheduling requirement may necessitate rescheduling, partial completion and re-connection, overtime work at night or on weekends or delay of the work. Contractor costs incurred due to the above shall be included in the original bid price and shall not be the cause for additional claims or charges to the Owner.

3.03 COORDINATION, INSERTS AND OPENINGS

A. This installation requires extensive interfacing. It is the responsibility of the Contractor to clarify any questions or discrepancies with the Architect and to ascertain and verify installation conditions about which he is unsure prior to commencing work. Further, during the entire construction period, coordinate, verify and confirm that related work by other trades is done in a manner that will not complicate or compound the electrical systems work.

B. Locations of devices, outlets, fixtures, equipment, etc. as shown on the drawings are approximate unless dimensioned. Exact locations of such items shall be determined by the Architect’s representative or secured from special details and drawings. The Contractor shall insure that no switches or other electric control devices are mounted such that they are trapped behind opened doors or otherwise rendered inaccessible.

C. Obtain rough-in and connection dimensions as required for power, control and grounding connections to equipment items that require electrical connection.

D. Verify the physical dimensions of each item of electrical equipment to fit the available space and promptly notify the Architect/Engineer prior to roughing-in, if conflicts appear. Coordination of equipment to the available space and to the access routes through the construction shall be the Contractor’s responsibility.

E. Provide inserts for hangers, brackets, clamps, etc. as required to support boxes, raceways, cables, fixtures, equipment, etc. Coordinate location and routing to avoid interference with work of other trades. Method of insert placement shall suit the type of construction into which the inserts are to be installed.

F. Furnish and install sleeves and block-outs required for openings in the structure needed to install the electrical work. The responsibility for proper placement of sleeves and block-outs shall be with the Contractor.

G. Openings for electrical work shall be carefully caulked or grouted as required. Spare conduits shall be tightly capped.

H. All roof and exterior wall penetrations shall be flashed and counter-flashed watertight. Caulking shall be equal to General Electric silicone construction sealants.

3.04 CUTTING AND PATCHING

A. Cutting of concrete or other building materials shall be avoided where possible. The Contractor shall have a workman present at the pouring of concrete and at the building of any masonry that contains electrical work.

B. All cutting and patching of new and existing construction required for the installation of systems and equipment specified in Division 26 shall be the responsibility of the Division 26 Contractor. All cutting shall be accomplished with masonry saws, drills or similar equipment to provide neat uniform openings.

C. Patch and repair walls, floors, ceilings, and roof with materials of same quality and appearance as adjacent surfaces unless otherwise shown. Surface finishes shall exactly match existing finishes of same materials. All patching shall meet the approval of the Owner’s Representative.

D. All cutting and patching made necessary to repair defective equipment, defective workmanship or by neglect of this Contractor to properly anticipate their requirements shall be included in Division 26.

E. Cut carefully to minimize necessity for repairs to existing work. Do not cut beams, columns, or trusses or other structural members without the Owner Representative’s written approval.

F. Cutting, patching, repairing, and replacing pavement, sidewalks, roads, landscaping and curbs to permit installation of work specified or indicated under this Division is responsibility of Division 26.

3.05 PRODUCT DELIVERY, STORAGE AND HANDLING

A. See Section 26 01 01 for additional requirements.

B. Follow manufacturer's directions in delivery, storage, protection, and installation of equipment and materials.

C. Promptly notify Owner's Representative in writing of conflicts between requirements of Contract Documents and manufacturer's directions and obtain written instructions from Owner's Representative before proceeding with work. Contractor shall bear expenses arising from correcting deficiencies of work that do not comply with manufacturer's directions or such written instructions from Owner's Representative.

D. Deliver equipment and material to site and tightly cover and protect against dirt, water, and chemical or mechanical injury but have readily accessible for inspection. Store items subject to moisture damage (such as controls) in a dry, heated space.

E. Notify Owner of equipment delivery dates, twenty-four (24) hours in advance of delivery.

F. The Contractor shall be responsible for protection of equipment furnished in this Division from vandalism and weather during all phases of construction. Damaged equipment shall be restored to like new condition or replaced at the Contractor's expense.

G. Any factory painted equipment scratched or marred during shipment or construction shall be restored to original "new" condition. This includes complete repainting if necessary to provide exact paint match.

3.06 PROTECTION AND CLEANING

A. The Contractor shall provide adequate means for protection and shall fully protect all material and equipment against damage from any causes during the progress of the work and until approval by the Architect.

B. All material and equipment, both when in storage and during construction, shall be covered in such a manner that no finished surfaces will be damaged, marred or splattered with plaster or paint, and all electrical conductors, buses and connections, electronic components and moving parts shall be kept clean and dry.

C. All damaged material or equipment, including face plates of panels and switchboard sections, shall be replaced or refinished by the manufacturer at no additional expense to the Owner.

D. During the progress of the work, the Contractor shall clean up after their workers and shall leave the premises and all portions of the building in which he is working free from their debris.

E. Provide and maintain suitable barriers, protective devices, lights and warning signs where required for protection of the public and employees about the building and site.

3.07 PAINTING

A. All necessary painting shall be included in the Division 26 in order to complete this project. Painting for this project shall include:

1. All exposed surface mounted conduit and fittings installed under this project shall be painted to match the existing ceiling wall finish.
2. All existing ceiling / wall surfaces that are damaged during construction shall be patched and painted to match the existing ceiling / wall finish.

B. Where exposed electrical raceways and equipment are to be painted, schedule work to insure that such electrical items are installed prior to painting or that items installed afterward are painted later to match the original finishes.

C. Protect latches on panelboard covers, wiring devices, device faceplates, clocks, and other electrical devices against accidental painting.

D. Protect nameplates and labels on electrical equipment from being obscured by paint.

3.08 VISITING THE PROJECT SITE

A. Examine premises and understand the conditions that may affect performance of work of this Division before submitting proposals for this work.

B. No subsequent allowance for time or money will be considered for any consequence related to failure to examine existing site conditions.

3.09 TESTS

A. See individual specification sections for Testing Requirements.

END OF SECTION 26 0101

SECTION 26 0102
PROJECT FINALIZATION

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Operation and Maintenance Manual

B. Operation and Maintenance Training/Startup

C. Spare Parts/Maintenance Materials

D. Warranties

E. Final Cleaning

F. Record Drawings

G. Punch List Procedures

H. Maintenance Services

1.02 RELATED SECTIONS

A. Refer to Section 01 77 00 - Contract Closeout

B. Section 26 01 01 - Basic Electrical Requirements

1.03 OPERATION AND MAINTENANCE MANUAL

A. Bind Operation and Maintenance Manual for Electrical Systems in a black three-post, hard-backed binder imprinted lettering with the job title, date, Engineer, Architect and Contractor names.
   1. Provide a master index at the beginning of Manual showing items included. Use plastic index tabs for end section of the Manual.
   2. First section shall consist of name, address, and phone number of Architect, Mechanical and Electrical Engineers, General Contractor, and Electrical Contractors.
   3. Provide a separate section for each section of the specifications. Provide index for each section listing equipment included.

B. Product literature, catalog cuts, etc. shall be clean copies. FAX or other poor quality prints will not be acceptable.

C. Submit one (1) copy of Operation and Maintenance Manual to Owner’s Representative for review. After this review and final approval of the manuals, prepare two (2) copies of approved manuals for use during the instruction period. Following instruction period, turn over both copies to the Owner.

D. In general, the following shall be included in the Operation and Maintenance Manual for each electrical equipment item:
   1. List of electrical equipment used indicating name, model, serial number, and name plate data of each item together with number and name associated with each system item as indicated on the drawings.
   2. Manufacturer’s maintenance instructions: Instructions shall include name of vendor, installation instructions, parts numbers and lists, operation instructions of equipment, and maintenance and lubrication instructions.
   3. Step-by-step procedure to follow in putting each piece of electrical equipment into operation
   4. Wiring diagram for particular equipment item
   5. Refer to individual specification sections for additional information required to be incorporated into the Operation and Maintenance Manual.

E. Include the following additional items in the O&M Manual:
   1. Summary list of spare equipment parts furnished under this contract
   2. Test Records of feeders, transformers, circuit breakers, telephone/data wiring, etc.
   3. Signed checklist of Instruction Period
   4. Copies of specific product Warranties.
   5. Electrical identification schedules

6. Copies of manual describing specific maintenance services that will be furnished

1.04 OPERATION AND MAINTENANCE TRAINING/STARTUP

A. Upon completion of the work, the Contractor shall assemble the Electrical Systems Installer and any subcontractors together with factory representatives for system start-up and demonstration. These people shall assist in start-up and check out each system and remain at the site until the total electrical system operation is acceptable and understood by the Owner's designated maintenance and/or operation personnel. The Electrical System Installer or a subcontractor or factory representative designated by them shall also give personal instructions on operation and maintenance of the electrical equipment to the Owner's maintenance and/or operation personnel.

B. Provide a videotape of the training sessions conducted and furnish copies of the tape to the Owner and Engineer. A professional shall tape training sessions to provide a quality video that the Owner can use to train future employees or refresh their operating personnel in the system operation and maintenance. Use VHS format.

C. To prove acceptance of operation and instruction by the Owner's representative, the Contractor shall prepare a written statement of approval detailing it for their signature. The statement shall read as follows:

"I, the Contractor, together with the Electrical Systems Installer and the associated factory representatives, have started each system and the total electrical system, and have demonstrated their normal operation to the Owner's representative and have instructed them in the operation and maintenance thereof."

____________________________ Owner's Representative

____________________________ Contractor

Electrical System	Demonstrated By/Witnessed By	Instruction Time Allotment	Date
Demonstrate Operation and Instruct Owner in Maintenance of General Electrical System & Motor Controls	/	8.0 hrs	
Written Guarantee Received	/		
O&M Manuals Received	/		
As-Built Drawings Received	/		

1.05 SPARE PARTS/MAINTENANCE MATERIALS

A. Provide summarized list of spare parts that are to be furnished. Incorporate into O&M Manual.

B. Refer to individual specification sections for spare parts to be furnished under this contract.

C. Turn spare parts and materials over to Owner.

1.06 WARRANTIES/GUARANTEES

A. The Contractor shall guarantee all work to be free from defects in material and workmanship for a period of one (1) year. See General Conditions for beginning of guarantee period. The Contractor shall make good at their own expense all defects in their work and/or equipment furnished by them, which shall develop at any time during the one (1) year guarantee period and shall stand any expense of cutting and patching and repairing made necessary to correct unsatisfactory work or equipment operation.

B. Manufacturer's warrantee certificates shall be included in the Operation & Maintenance Manuals for equipment that is warranted by the manufacturer for a period greater than one year.

1.07 CLEAN-UP

A. Clean up all equipment, materials, cartons and other debris that is a direct result of the installation of equipment under this contract.

B. Clean exposed conduits, equipment, and fixtures. Repair damaged finishes and leave everything in working order.

C. Remove stickers from fixtures and electrical equipment.

1.08 RECORD DRAWINGS

A. Record differences between electrical work as installed and as shown in Contract Documents, on a set of prints of electrical drawings to be furnished by Owner's Representative. Return these prints to Owner's Representative at completion of Project. Notations made on drawings shall be neat and legible. These drawings shall not be used for any other purposes.

B. Refer to individual specification sections for additional requirements.

1.09 PUNCH LIST PROCEDURES

A. The Contractor shall notify the Owner's Representative in writing when the project is ready for punch lists. After punch lists are complete, written notice must be forwarded to the Owner's Representative requesting final checkout. Any additional trips by the Engineer to the site for punch list verification that become necessary due to items on previous punch lists that have not been completed at the time of the final checkout will be billed to the Contractor at normal rate plus travel expenses.

B. At the time of punch list and final project checkout, the project foreman shall accompany the Engineer and remove coverplates, panel covers and other access panels to allow complete review of the entire electrical systems.

1.10 MAINTENANCE SERVICES

A. Provide separate manual describing specific maintenance services to be provided as required under specific specification sections.

END OF SECTION 26 0102

SECTION 26 0160
ELECTRICAL DEMOLITION FOR REMODELING

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Phased remodel construction in existing occupied buildings

B. Additions to existing occupied buildings

C. Asbestos control within existing buildings

D. Demolition and salvage within existing buildings

1.02 RELATED SECTIONS

A. Reference Section 26 01 01

PART 2 PRODUCTS

2.01 MATERIALS AND EQUIPMENT

A. Materials and equipment for patching and extending work: As specified in individual Sections.

PART 3 EXECUTION

3.01 EXAMINATION

A. Verify field measurements and circuiting arrangements are as shown on drawings.

B. Verify that abandoned wiring and equipment serve only abandoned facilities.

C. Demolition drawings are based on casual field observation and existing record documents. Report discrepancies to the Architect/Engineer before disturbing existing installation.

D. Beginning of demolition means installer accepts existing conditions.

3.02 PREPARATION

A. Coordinate utility service outages with Owner.

B. Provide temporary wiring and connections to maintain existing systems in service during construction. When work must be performed on energized equipment or circuits, use personnel experienced in such operations.

C. Existing Electrical Service: Maintain existing system in service until new system is complete and ready for service. Disable system only to make switchovers and connections. Reference Section 26 01 01 - Scheduling. Make temporary connections to maintain service in areas adjacent to work area.

3.03 DEMOLITION OF EXISTING ELECTRICAL WORK

A. Remove existing electrical equipment including switchgear, panels, and disconnect devices, conduit and wiring, as indicated on the construction drawings. Completely remove such equipment from the site and properly dispose of it, unless specifically instructed otherwise.

B. Remove conduit as required to accommodate work of other trades. Remaining existing branch circuit may be reused to the extent possible.

C. Remove inactive and abandoned raceways except raceways embedded in floors and walls, and raceways completely concealed above ceilings, may remain as long as such materials do not interfere with new installations.

D. Remove inactive and abandoned wire; including disconnected circuits and circuits from which all terminal devices or loads have been eliminated.

E. All openings left in existing construction by removal of existing equipment shall be patched and finished to match existing finishes.

F. If during demolition, existing active services are encountered they shall be relocated as required to accommodate the remodeling. The continuity of said services shall be maintained at all times, except as provided under Section 26 01 01 - Scheduling.

3.04 RELOCATION OF EXISTING EQUIPMENT

A. Relocate existing electrical equipment as indicated on the drawings. Equipment to be relocated shall be serviced and repaired as necessary to place in good working order and to the satisfaction of the Architect/Engineer. Relocated equipment shall be disconnected and completely reconnected to required services at new location.

B. Cap off and abandon or remove existing services as required where existing equipment is disconnected or removed.

3.05 POTENTIAL ASBESTOS AND LEAD HAZARD

A. Specific attention is directed to the possibility of the existence of asbestos and lead bearing compounds and/or materials at the project site. If any building material is encountered during construction which is suspected of containing asbestos or lead, the contractor must consult with UI EHS to identify the material constituents prior to any disturbance of that material.

3.06 EXISTING UTILITIES AND PIPING

A. The locations of existing concealed lines and connection points have been indicated as closely as possible from available information. The Contractor shall assume that such connection points are within a 10 foot radius of the indicated location. Where connection points are not within this radius, the Contractor shall contact the Owner’s Representative for a decision before proceeding or may proceed at their own expense.

B. Connection points to existing work shall be located and verified prior to starting new work.
   1. Prior to commencing any excavation or ditching activity, the Contractor shall verify the exact location and inverts of all existing utilities and connection points in the area of their proposed excavation. Notify Owner’s representative for further direction if actual inverts will not allow the proper installation of new work.
   2. The Contractor shall be responsible for damages that might be caused by their failure to exactly locate and preserve underground utilities.

3.07 CUTTING AND PATCHING

A. Reference Section 26 01 01, Paragraph 3.04: Cutting and Patching

END OF SECTION 26 0160

SECTION 26 0519
BUILDING WIRE AND CABLE

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Building wire and cable

B. Service entrance cable

C. Wiring connectors and connections

1.02 RELATED SECTIONS

A. Section 26 05 53 - Electrical Identification

1.03 REFERENCES

A. NECA Standard of Installation (National Electrical Contractors Association)

B. NETA ATS - Acceptance Testing Specifications for Electrical Power Distribution Equipment and Systems (International Electrical Testing Association)

C. NFPA 70 - National Electrical Code

1.04 SUBMITTALS FOR REVIEW

A. Product Data: Submit information covering every type of wire or cable to be provided on the project.

1.05 PROJECT CONDITIONS

A. Verify that field measurements are as indicated.

B. Conductor sizes are based on copper unless specifically indicated as aluminum or “AL”.
   1. All new conductors shall be copper, unless specifically noted otherwise.

C. Aluminum conductors shall not be installed unless specifically indicated on the drawings.

D. Wire and cable routing indicated is approximate unless dimensioned.

1.06 COORDINATION

A. Where wire and cable destination is indicated and routing is not shown, determine exact routing and lengths required.

PART 2 PRODUCTS

2.01 BUILDING WIRE

A. Manufacturers: Conductors shall be as manufactured by:
   1. American Insulated
   2. Cerro
   3. Encore
   4. Essex
   5. Houston
   6. Southwire

B. Wire and cable shall be copper single conductor type with 600 volt insulation, unless otherwise indicated.

C. Copper conductors shall be soft drawn, minimum 98 % conductivity.

D. Grounding conductors shall be copper in all cases, no exceptions.

E. #12 and smaller wire shall be solid with type TW, THW or THWN insulation. Larger wire shall be stranded with type THW or THWN insulation.

F. Dedicated neutral conductors shall be installed for all branch circuits. Sharing of neutral conductors shall not be allowed for branch circuits.

G. Outer jackets of conductors shall be color coded as follows:
   1. 120/208 volt circuits.
      a. Phase A-Black
      b. Phase B-Red

c. Phase C-Blue
d. Neutral-White
2. 277/480 volt circuits.
a. Phase A-Brown
b. Phase B-Orange
c. Phase C-Yellow
d. Neutral-White
3. Insulated ground wires-Green.
4. On large conductors, for which color coded jackets are not available, install bands of adhesive non-fading colored tape or slip-on bands of colored plastic tubing over the cables and wires at their terminations and in the vaults, wireways, junction boxes and outlet boxes. In vaults and wireways, install the color coding at each end of the wireway and at approximately 3 foot intervals within the vault or wireway.
5. Materials used for identification shall be colorfast and shall withstand cleaning. Colors used shall be the same as specified for outer jackets.

PART 3 EXECUTION

3.01 EXAMINATION

A. Verify that interior of building has been protected from weather.

B. Verify that mechanical work likely to damage wire and cable has been completed.

C. Verify that raceway installation is complete and supported.

3.02 INSTALLATION IN RACEWAYS

A. Wire and cable shall be run in metal raceways, except where plastic conduit has been specifically approved. Pull all conductors into raceway at same time.

B. Electrical feeder runs are shown schematically. Exact routing shall be determined by the contractor based upon field coordination with building structure and the work of other trades. The actual routing of feeder conduits shall be determined at the site and properly entered on the As-built drawings by the contractor.

C. Branch circuit runs are shown schematically. Except where exact routing is indicated, branch circuit home runs may be grouped and the actual routing of branch circuit conduits may be determined at the site and properly entered on the As-built drawings.

D. Electrical feeders and branch circuits shall be installed in accordance with the National Electrical Code. Provide and install appropriately sized pull boxes and junction boxes for electrical feeders and branch circuits in accordance with National Electrical Code requirements.

E. All branch circuit shall be provided with dedicated neutral conductors. Shared neutral conductors are not allowed.

F. Use solid conductor for feeders and branch circuits 12 AWG and smaller.

G. Use stranded conductors for control circuits.

H. Use conductor not smaller than 12 AWG for power and lighting circuits.

I. Use conductor not smaller than 14 AWG for signal and control circuits, except as indicated.

J. Use 10 AWG conductors for the entire length of the branch circuit for 20 ampere, 120 volt branch circuits longer than 75 feet.

K. Use 10 AWG conductors for all exterior lighting circuits.

L. Use suitable wire pulling lubricant for building wire 4 AWG and larger.

M. Neatly train and lace wiring inside boxes, equipment, and panelboards.

N. Where more than three current carrying conductors are installed in a single raceway, the minimum wire size shall be increased to provide allowable load current of 100 % of the overcurrent device in accordance with National Electrical Code, Table 310-15(b)(2)(a).

O. All splices shall be made in properly sized junction/pull boxes.

P. Service entrance and feeder conductors shall be installed without splices.

Q. Except where sizes are indicated on the drawings, the following schedule shall be adhered to:

Circuit Overcurrent Device Rating	Conductor Sizes
20 amperes or less	#12
25 or 30 amperes	#10
35 or 40 amperes	#8
45 or 50 amperes	#6
60 or 70 amperes	#4
80 or 90 amperes	#2
100 or 110 amperes	#1
125 or 150 amperes	#1/0

R. Where ambient temperatures are within 50 °F of the maximum allowable operating temperatures of the insulation of a conductor, provide conductors with insulation of higher temperature rating suitable for the temperature to be encountered.

S. Identify and color code all wire and cable as specified above. Identify each conductor with its circuit number or other designation indicated.

3.03 WIRING CONNECTIONS AND TERMINATIONS

A. The use of wire nuts is restricted to splices in wire #8 and smaller and shall be made with Scotchlok or approved equal. Splices made in conductors larger than #8 shall be made with Compression type connectors, and provided with heat shrink type insulation which meets or exceeds the existing conductor insulation.

B. Clean conductor surfaces before installing lugs and connectors.

C. Make splices, taps, and terminations to carry full ampacity of conductors with no perceptible temperature rise.

D. Re-tighten all bolt type connections twenty-four (24) to forty-eight (48) hours after installation and before taping. All bolt type connections to bus-bars shall employ spring loaded Belleville washers.

E. All cables shall extend between outlets with complete electrical continuity and without any shorts or grounds. Cables shall be uninterrupted and unspliced.

F. Cables shall be routed so as to maintain a separation of at least 2 feet from all heat sources and from ballasts, transformers, dimmers and all other sources of electromagnetic interference. Avoid cables in areas where they may be damaged as a result of normal use of the area.

G. Cable run in suspended ceiling cavities shall not lie upon the ceiling or be supported from ceiling suspension wires or from conduits or pipes, but shall be suspended from the building structural elements using cable ties.

H. Care shall be exercised during installation not to damage the cable insulation. Damaged cables shall be removed and replaced.

I. Stranded conductors shall not be connected directly to wiring devices. Where such connections are to be made, insulated solid copper wire “tails” shall be spliced to the stranded conductors in the outlet box.

END OF SECTION 26 0519

SECTION 26 0520
EQUIPMENT WIRING

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Electrical connections to equipment

B. Mechanical control revisions to existing equipment

1.02 RELATED SECTIONS

A. Section 26 05 19 - Building Wire and Cable

B. Section 26 05 30 - Conduit

C. Section 26 05 32 - Boxes

1.03 REFERENCES

A. NEMA WD 1 - General Purpose Wiring Devices

B. NEMA WD 6 - Wiring Devices - Dimensional Requirements

C. NFPA 70 - National Electrical Code

1.04 SUBMITTALS FOR REVIEW

A. Product Data: Provide wiring device manufacturer’s catalog information showing dimensions, configurations, and construction.

1.05 REGULATORY REQUIREMENTS

A. Conform to requirements of NFPA 70.

B. Products: Listed and classified by Underwriters Laboratories, Inc. as suitable for the purpose specified and indicated.

1.06 COORDINATION

A. Obtain and review shop drawings, product data, manufacturer’s wiring diagrams, and manufacturer’s instructions for equipment furnished under other sections.

B. Determine connection locations and requirements.

C. Sequence rough-in of electrical connections to coordinate with installation of equipment.

D. Sequence electrical connections to coordinate with start-up of equipment.

PART 2 PRODUCTS

2.01 CORDS AND CAPS

A. Manufacturers: Leviton, Bryant, Hubbell, Pass & Seymour, and Arrow-Hart.

B. Attachment Plug Construction: Conform to NEMA WD 1.

C. Configuration: NEMA WD 6, UL 498, heavy duty nylon construction with external cord clamp and dead-front construction, with rating and NEMA configuration molded on the device. Match receptacle configuration at outlet provided for equipment.

D. Cord Construction: NFPA 70, Type SO multi-conductor flexible cord with identified equipment grounding conductor, suitable for use in damp locations.

E. Size: Suitable for connected load of equipment, length of cord, and rating of branch circuit overcurrent protection.

PART 3 EXECUTION

3.01 EXAMINATION

A. Verify that equipment is ready for electrical connection, wiring, and energization.

3.02 ELECTRICAL CONNECTIONS

A. Make electrical connections in accordance with equipment manufacturer’s instructions.

B. Make conduit connections to equipment using flexible conduit. Use liquidtight flexible conduit with watertight connectors in damp or wet locations.

C. Connect heat producing equipment using wire and cable with insulation suitable for temperatures encountered.

D. Provide receptacle outlet to accommodate connection with attachment plug.

E. Provide cord and cap where field-supplied attachment plug is required.

F. Install suitable strain-relief clamps and fittings for cord connections at outlet boxes and equipment connection boxes.

G. Install disconnect switches, controllers, control stations, and control devices to complete equipment wiring requirements.

H. Install terminal block jumpers to complete equipment wiring requirements.

I. Install interconnecting conduit and wiring between devices and equipment to complete equipment wiring requirements.

J. Provide final connection of all equipment items as scheduled. Coordinate work with the equipment supplier/installer.

K. Obtain dimensioned shop drawings from the equipment suppliers prior to rough-in of branch circuits.

L. Where equipment requires a cord connection, install a new cord and cap if the one furnished does not match the receptacle provided.

M. Circuit breaker, feeder and fuse sizes shall be coordinated with the nameplate data on the equipment actually furnished.

END OF SECTION 26 0520

SECTION 26 0526
GROUNDING AND BONDING

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Grounding electrodes and conductors

B. Equipment grounding conductors

C. Bonding

1.02 REFERENCES

A. NETA ATS - Acceptance Testing Specifications for Electrical Power Distribution Equipment and Systems (International Electrical Testing Association)

B. NFPA 70 - National Electrical Code

1.03 PERFORMANCE REQUIREMENTS

A. Grounding System Resistance: 25 ohms

1.04 SUBMITTALS FOR REVIEW

A. Submit under provisions of Section 26 01 01.

B. Product Data: Provide data for grounding electrodes and connections, installation details, dimensioned plan view drawings of the buildings showing the grounding system, and criteria for system test and acceptance. As a minimum, said drawings shall show the type and location of all conductors, fasteners, splices and connectors, and all ground terminals. Submittal shall include design criteria and calculations for any deviations from these specifications.

1.05 PROJECT FINALIZATION

A. Submit under provisions of Section 26 01 02.

B. Operation and Maintenance Data: Include manufacturer's descriptive literature, operating instructions, installation instructions, maintenance and repair data, and parts listing.

C. Warranty: Submit manufacturer's warranty and ensure forms have been filled out in Owner's name and registered with the manufacturer

1.06 OPERATION AND MAINTENANCE DATA

A. Section 01 77 00 - Contract Closeout: 01 78 23 - Operation and Maintenance Data

B. Project Record Documents: Record actual locations of components and grounding electrodes.

C. Certificate of Compliance: Indicate approval of installation by authority having jurisdiction.

1.07 QUALITY ASSURANCE

A. Conform to requirements of NFPA 70.

B. Product: Listed and classified by Underwriters Laboratories, Inc. as suitable for the purpose specified and indicated.

PART 2 PRODUCTS

2.01 WIRE

A. Material: Stranded copper

B. System grounding electrode conductors and bonding conductors shall be stranded single conductors, with 600 volt insulation, sized to meet NFPA 70 requirements, as manufactured by General Cable, Rome, Southwire or Triangle.

PART 3 EXECUTION

3.01 GENERAL

A. Grounding conductors shall be copper in all cases - no exceptions.

3.02 DISTRIBUTION GROUNDING

A. Where a conduit enters a painted sheet metal enclosure, the paint shall be cleaned from the area around the locknut to allow metal-to-metal contact or a grounding locknut shall be used.

B. Provide a redundant equipment grounding conductor together with each feeder run in addition to the conduit system grounding path.

C. Provide a redundant equipment grounding conductor, in addition to the conduit system ground path and in addition to the phase and neutral conductors shown on the plans, in each branch circuit conduit which supplies receptacles, lights or fixed electrical equipment. An additional isolated ground conductor shall be provided where so indicated on the drawings.

D. Connect the ground terminal on each receptacle to the metallic raceway system with a bonding jumper, except in the case of surge-suppression or isolated-ground type receptacles. The ground terminal of surge-suppression or isolated-ground type receptacles shall be connected to an insulated equipment grounding conductor run with the branch circuit conductors, but isolated from the conduit system except at the panelboard, where it shall be connected to the panelboard ground bus. Maintain continuity of the ground to every outlet in the system.

3.03 DOCUMENTATION

A. At the completion of the project, drawings and photographs shall be updated to as-built status and incorporated in the project Operation and Maintenance Manuals.

3.04 TESTING

A. After installation, the grounding electrode systems shall be tested for system conductivity and ground terminal resistance-to-earth.

B. Tests shall be conducted using three-point Vibraground test equipment in accordance with applicable standards.

C. The test report shall be included in the Operation and Maintenance Manual.

END OF SECTION 26 0526

SECTION 26 0530
CONDUIT

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Metal conduit

B. PVC coated metal conduit

C. Flexible metal conduit

D. Liquidtight flexible metal conduit

E. Electrical metallic tubing

F. Rigid plastic conduit

G. Fittings and conduit bodies

1.02 RELATED SECTIONS

A. Section 26 05 26 - Grounding and Bonding

B. Section 26 05 32 - Boxes

C. Section 26 05 53 - Electrical Identification

D. Section 26 27 27 - Supporting Devices

1.03 REFERENCES

A. ANSI C80.1 - Rigid Steel Conduit, Zinc Coated

B. ANSI C80.3 - Electrical Metallic Tubing, Zinc Coated

C. ANSI C80.5 - Rigid Aluminum Conduit

D. ANSI/NEMA FB 1 - Fittings, Cast Metal Boxes, and Conduit Bodies for Conduit and Cable Assemblies

E. ANSI/NFPA 70 - National Electrical Code

F. NECA “Standard of Installation”

G. NEMA RN 1 - Polyvinyl Chloride (PVC) Externally Coated Galvanized Rigid Steel Conduit and Intermediate Metal Conduit

H. NEMA TC 3 - PVC Fittings for Use with Rigid PVC Conduit and Tubing

1.04 DESIGN REQUIREMENTS

A. Conduit Size: ANSI/NFPA 70

1.05 SUBMITTALS

A. Product Data: Provide data for metallic conduit, flexible metal conduit, liquidtight flexible metal conduit, metallic tubing, nonmetallic conduit, flexible nonmetallic conduit, nonmetallic tubing, fittings, conduit bodies, and fire sealants.

B. Shop drawing submittal shall be the same size as the contract documents and shall show the floorplan scaled at 1/8 inch = 1 foot.

1.06 PROJECT RECORD DOCUMENTS

A. Submit under provisions of Section 01 78 39.

B. Accurately record actual routing of conduits larger than 1 inch.

1.07 DELIVERY, STORAGE, AND HANDLING

A. Deliver, store, protect, and handle Products to site under provisions of Section 26 01 01.

B. Accept conduit on site. Inspect for damage.

C. Protect conduit from corrosion and entrance of debris by storing above grade. Provide appropriate covering.

D. Protect PVC conduit from sunlight.

1.08 PROJECT CONDITIONS

A. Verify that field measurements are as shown on drawings.

B. Verify routing and termination locations of conduit prior to rough-in.

C. Conduit routing is shown on drawings in approximate locations unless dimensioned. Route as required to complete the wiring system.

PART 2 PRODUCTS

2.01 METAL CONDUIT

A. Manufacturers: Allied Tube and Conduit, LTV, Triangle PWC, Western Tube and Conduit, or equal

B. Rigid Steel Conduit: ANSI C80.1

C. Rigid Aluminum Conduit: ANSI C80.5

D. Intermediate Metal Conduit (IMC): Rigid steel

E. Fittings and Conduit Bodies: ANSI/NEMA FB 1; Threaded galvanized or cadmium plated steel fittings. Bushings shall have nylon insulated throats

2.02 PVC COATED METAL CONDUIT

A. Manufacturers: Rob Roy Industries, or equal

B. Description: NEMA RN 1; rigid steel conduit with external PVC coating, 20 mil thick

C. Fittings and Conduit Bodies: ANSI/NEMA FB 1; Threaded galvanized or cadmium plated steel fittings. Bushings shall have nylon-insulated throats. All steel fittings shall have an external PVC coating to match conduit.

2.03 FLEXIBLE METAL CONDUIT

A. Manufacturers: AFC, Anamet, Triangle PWC, or equal

B. Description: Interlocked, galvanized steel construction

C. Fittings: ANSI/NEMA FB 1: Specifically designed for the purpose

2.04 LIQUIDTIGHT FLEXIBLE METAL CONDUIT

A. Manufacturers: AFC, Anamet, Electriflex, Alflex, or equal

B. Description: Interlocked, galvanized steel construction with PVC jacket.

C. Fittings: ANSI/NEMA FB 1: Specifically designed for the purpose

2.05 ELECTRICAL METALLIC TUBING (EMT)

A. Manufacturers: Allied Tube and Conduit, LTV, Triangle PWC, or equal

B. Description: ANSI C80.3; galvanized tubing

C. Fittings and Conduit Bodies: ANSI/NEMA FB 1; steel, set screw type with nylon insulated throats on connectors

2.06 RIGID PLASTIC CONDUIT

A. Manufacturers: Carlon, PW Pipe, Triangle PWC, or equal

B. Description: NEMA TC 2; Schedule 40 PVC

C. Fittings and Conduit Bodies: NEMA TC 3

2.07 CONDUIT WITH INNERDUCTS

A. Manufacturers: Carlon, Optic-Gard/PE, No 13109, or approved equal

B. Description: NEMA TC 2

C. Fittings and Conduit Bodies: NEMA TC 3

PART 3 EXECUTION

3.01 INSTALLATION

A. Minimum conduit size shall be ¾”.

B. Primary service and secondary service entrance conduit types shall be any combination of the following:
   1. Rigid metal conduit for exposed, concealed, underground or underslab runs.
   2. Rigid nonmetallic conduit with a separate ground wire for underground, or underslab on grade, runs.

C. Feeder conduit types shall be as follows:
   1. Rigid metal conduit for exposed, underground or underslab runs.
   2. Intermediate metal conduit in walls, above ceilings, in poured concrete or in masonry, except for runs in hazardous locations.
   3. Electrical metallic tubing with separate ground wire in non-masonry/concrete walls, above ceilings, and where exposed in non-hazardous locations.
   4. Rigid nonmetallic conduit with a separate ground wire for underground or under slab on grade runs, except runs in hazardous locations.

D. Branch circuit conduit types shall be as follows:
   1. Rigid metal conduit for exposed runs up to 4 feet 6 inches above the finished floor in sheltered spaces, for all exposed runs subject to the weather, for runs in hazardous locations and for underground or underslab runs.
   2. Intermediate metal conduit in walls, above ceilings, in poured concrete or in masonry, except runs in hazardous locations.
   3. Electrical metallic tubing in non-masonry/concrete walls or above ceilings, and for exposed runs in non-hazardous locations.
   4. Liquid-tight flexible steel conduit for connections to transformers, motors and other vibrating equipment in damp and wet areas or where exposed to the weather.
   5. Flexible steel conduit for connections to transformers, motors and other vibrating equipment in dry, sheltered areas.
   6. Rigid nonmetallic conduit with a separate ground wire for underground or under slab on grade runs.

E. Conduits shall be sized in accordance with the applicable codes except where larger conduits are called for on drawings. Sizes shown on the drawings are based on the use of rigid metal conduit and copper conductors with THW insulation unless noted otherwise.

F. Do not install conduit in poured concrete or masonry walls or slabs without the Architect's approval.

G. All conduit penetrations of structural elements or conduits run within masonry walls or slabs shall be approved by the Architect in advance of installation.

H. Conduits run in masonry shall be placed at least 1 inch from the surface. Care shall be taken to avoid placing conduits where they will be subjected to excessive heat.

I. Conduit ends shall be capped using standard capped bushings or steel "pennies" and bushings to prevent entrance of foreign materials during construction.

J. Rigid conduit and IMC shall be reamed after threads are cut. Joints shall be cut square and shall butt solidly into couplings. Running threads will not be permitted. Cut ends of EMT shall also be reamed.

K. Bends in rigid conduit, IMC and EMT runs larger than 1¼ inch shall be of factory-made elbows unless otherwise specifically approved. Bends in 1¼ inch and 1 inch runs shall be made in an approved bending machine (or factory made). Hickey bends will not be permitted in conduits larger than ¾ inch. Bends shall not show flattening.

L. The radius of the inner edge curve of any field bend shall not be less than indicated in the following table:

Conduit Size (inches)	Inside Radius (inches)
½	4
¾	5
1	6

Conduit Size (inches)	Inside Radius (inches)
1¼	8
1½	10
2	12
2½	15
3	18
3½	21
4	24

M. Where conduit runs are 100 feet or longer or contain the equivalent of four (4) 90 degrees bends, pull/junction boxes shall be provided. Pull box locations shall be indicated on the as-built drawings.

N. Provide a #12 AWG copper pull wire or a polyethylene pull rope rated at 250 pounds (minimum) tensile strength in each conduit left empty for future use.

O. Conduits containing innerducts shall consist of a four inch PVC Schedule 40 outer conduit (underground) or RGS (above ground or indoors), with three 1¼ inch ribbed polyethylene innerducts. Install all innerducts at once without crushing or kinking.

P. Ground and bond conduit under provisions of Section 26 05 26.

Q. Identify conduit under provisions of Section 26 05 53.

R. Branch circuit runs are shown schematically. Except where exact routing is indicated, branch circuit home runs may be grouped and the actual routing of branch circuit conduits may be determined at the site and properly entered on the As-built drawings.

3.02 RACEWAY INSTALLATION - SPECIAL ABOVE-GROUND REQUIREMENTS

A. Conduits shall be concealed in the building construction to the fullest extent possible except in electrical rooms, mechanical rooms and where exposed runs are indicated or cannot be avoided. Exposed conduits shall be run parallel to walls and ceilings and at the ceiling wherever possible.

B. Conduits, whether exposed or concealed, shall be securely supported and fastened at intervals of nominally every 10 feet and within 36 inches of each outlet, ell, fitting, panel, etc. Suspended conduits shall be supported by metal rings or by trapeze hangers of Unistrut or Kindorf channel and threaded steel rods. Multiple runs of conduit on ceilings and walls shall be mounted on Unistrut or Kindorf channel. Perforated plumber’s tape shall not be used. Single runs of exposed conduit shall be supported with steel pipe straps. Conduit shall not be supported from ducts, plumbing or other piping or from other conduits but only from building structural elements. Reference additional conduit support requirements under provisions of Section 26 27 27.

C. Provide suitable fittings to accommodate expansion and deflection where conduit crosses seismic, control and expansion joints, or wherever conduit may be affected by dissimilar movements of the supporting structure.

D. Where conduit is exposed to the weather or in wet locations, make joints liquid and gastight. Ends of all such conduits shall be sealed after conductors.

E. Keep conduit at least 6 inches from hot water or steam pipes and at least 18 inchesfrom the covering on flues and the like.

F. Do not cut, notch or drill structural framing members for the installation of conduit without the Architect’s advance approval in each case.

G. Rigid steel conduit shall be used at roof penetrations. Where conduits pass through the roof, provide channel supports below the roof spanning the structural elements of the roof and braced to the building structure in at least two (2) directions at right angles to one another. The conduit penetrating the roof shall be secured to the supports at two (2) points below the roof as required to render the portion above the roof rigid.

H. Where flexible metal conduit is used for equipment connections or other special (approved) situations, provide a continuous copper ground conductor sized in accordance with the applicable codes. Liquidtight flexible metal conduit shall be used for all equipment connections in damp and wet areas. Flexible conduit used for connections to vibrating equipment shall be approximately 3 feet long and contain one (1) 90 degree bend.

I. Install conduits so that there is a minimum of 12 inches of clearance between bottom of conduit and top of removable ceiling tiles.

3.03 SLEEVES

A. Provide sleeves of sufficient size to permit ready installation of each conduit which passes through concrete walls or suspended slabs. Sleeves in concrete beams, joists, columns or footing walls may be installed only where permitted by the Architect.

B. For conduit that passes through suspended concrete slabs, place sleeves with the top one inch above finished slab and the bottom flush with underside of slab. In all other cases, place sleeves with the ends flush with the concrete surfaces. Space sleeves at least three diameters apart on center or more if required by the Architect.

C. Where conduits pass through fire resistive walls, ceilings or floors, sleeves shall be packed with fire resistive compound equal to 3M Fire Barrier.

D. Penetrations through fire rated floors, ceilings and walls shall be sealed using an approved fire barrier sealant. Fire barrier sealants shall be a UL Rated material classified for use in through-penetration fire stop systems, and shall have ICBO, BOCAI, and SBCCI (NRB 243) approved rating per ASTM-814 (UL 1479). The sealant shall be equal to 3M CP-25 caulk, FS 195 strips and CS 195 sheet forms or an approved equal. Acceptable manufacturers are STI, 3M, Pensil, Hilti, Dow, Fyre Putty, Hevi-Duty and Nelson.

1. Where sleeves penetrate existing fire resistive concrete walls or floors, the annular space around the sleeve shall be filled with fire resistive intumescent compound equal to STI “Spec Seal” firestop sealant as manufactured by Specified Technologies, Inc., Somerville, New Jersey. If the annular space exceeds ¾ inch, it shall be filled instead with fire resistive grout equal to STI “Spec Seal” firestop mortar.
2. Where sleeves penetrate fire resistive sheetrock walls or ceilings or where they penetrate fire resistive suspended ceilings, the annular space around the sleeve shall be filled with fire resistive intumescent compound equal to STI “Spec Seal” firestop sealant.
3. Where sleeves pass through fire resistive walls, ceilings or floors, sleeves shall be packed with fire resistive intumescent compound equal to STI “Spec Seal” firestop putty.
4. A manufacturer’s supplied installation detail shall be submitted for each type of assembly with the UL approval and limitations indicated.

END OF SECTION 26 0530

SECTION 26 0531
SURFACE RACEWAYS

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Surface metal raceways

B. Multi-outlet assemblies

1.02 RELATED SECTIONS

A. Section 26 05 26 - Grounding and Bonding

B. Section 26 27 26 - Wiring Devices: Receptacles

C. Section 26 27 27 - Supporting Devices

D. Section 27 05 28 - Telephone Service, Pathways, and Wiring

1.03 REFERENCES

A. National Electrical Code Article 362 - Wireways, Article 374 - Auxiliary Gutters

B. National Electrical Contractor's Association (NECA) Standard of Installation

C. NEMA WD 6 - Wiring Device Configurations

D. Underwriters Laboratories (UL) Standard of Safety 870 - Wireways, Auxiliary gutters and Associated Fittings

1.04 SUBMITTALS

A. Product Data: Provide dimensions, knockout sizes and locations, materials, fabrication details, finishes, and accessories.

1.05 REGULATORY REQUIREMENTS

A. Furnish products listed and classified by Underwriters Laboratories, Inc. or other testing firm acceptable to authority having jurisdiction as suitable for purpose specified and shown.

PART 2 PRODUCTS

2.01 SURFACE METAL RACEWAY

A. Manufacturers: Wiremold, or approved equal

B. Description: Sheet metal channel with fitted cover, suitable for use as surface metal raceway.

C. Size: As shown on drawings. If not shown, raceway shall be Wiremold #V700.

D. Finish: As selected by Architect.

E. Fittings, Boxes, and Extension Rings: Furnish manufacturer's standard accessories.

2.02 MULTI OUTLET ASSEMBLY

A. Manufacturers: Wiremold, or approved equal

B. Multi outlet Assembly: Sheet metal channel with fitted cover, with pre-wired receptacles, suitable for use as multi outlet assembly.

C. Size: As indicated on drawings. If not shown, raceway shall be Wiremold #V2400. Where isolated ground receptacles are indicated on the drawings, raceway shall be Wiremold #G3000. Where receptacles and data/telephone outlets are indicated on the drawings, raceways shall be Wiremold #V4000 with internal divider.

D. Receptacles: NEMA WD 6, type 5-15R, single receptacle, unless indicated otherwise.

E. Receptacle Spacing: As indicated on drawings.

F. Channel Finish: As selected by Architect.

G. Fittings: Furnish manufacturer's standard couplings, elbows, outlet and device boxes, and connectors.

PART 3 EXECUTION

3.01 INSTALLATION

A. Install Products in accordance with manufacturer's instructions.

B. Use flat-head screws, clips, and straps to fasten raceway channel to surfaces. Mount plumb and level.

C. Use suitable insulating bushings and inserts at connections to outlets and corner fittings.

D. Wireway Supports: Provide steel channel as specified in Section 26 27 27.

E. Close ends of wireway and unused conduit openings.

F. Ground and bond raceway and wireway under provisions of Section 26 05 26.

END OF SECTION 26 0531

SECTION 26 0532
BOXES

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Wall and ceiling outlet boxes

B. Pull and junction boxes

1.02 RELATED SECTIONS

A. Section 26 05 30 - Conduit

B. Section 26 27 16 - Cabinets and Enclosures

C. Section 26 27 26 - Wiring Devices

1.03 REFERENCES

A. NECA - Standard of Installation

B. NEMA FB 1 - Fittings and Supports for Conduit and Cable Assemblies

C. NEMA OS 1 - Sheet-steel Outlet Boxes, Device Boxes, Covers, and Box Supports

D. NEMA OS 2 - Non-metallic Outlet Boxes, Device Boxes, Covers and Box Supports

E. NEMA 250 - Enclosures for Electrical Equipment (1000 Volts Maximum)

F. NFPA 70 - National Electrical Code

1.04 SUBMITTALS

A. Product Data: Provide data for wall and ceiling outlet boxes, floor boxes, pull, and unction boxes.

B. Record actual locations and mounting heights of outlet, pull, and junction boxes on project record documents.

1.05 REGULATORY REQUIREMENTS

A. Provide Products listed and classified by Underwriters Laboratories, Inc., as suitable for the purpose specified and indicated.

PART 2 PRODUCTS

2.01 OUTLET BOXES

A. Manufacturers: Appleton, Crouse Hinds, Killark, O Z Gedney, Raco/Bell, Steel City, or equal.

B. Boxes shall accommodate the devices to be installed and shall be sized as required by the applicable codes for number and size of conduits and conductors entering and leaving. Round or octagon boxes will not be permitted unless specifically called for. Boxes shall have galvanized finish.

C. Boxes shall be of code gauge steel and provided with plaster, tile or other appropriate device rings.

D. Outlet boxes and device boxes mounted in non-masonry walls shall be minimum 4 inches square by 1½ inches deep exclusive of rings and shall be provided with covers or device rings as specified. Boxes for wall switches and data/telephone outlets shall be minimum 2 1/8 inches deep exclusive of rings. Boxes for data/telephone outlets shall be minimum 4 11/16 inches square by 2 1/8 inches deep exclusive of rings.

E. Outlet boxes, telephone/data boxes, and device boxes mounted in masonry walls shall be double gang masonry boxes with a minimum depth of 2½ inches for 4 inch masonry walls and 3½ inches for 6 inch or 8 inch masonry walls (exclusive of rings).

F. Weatherproof boxes shall be non-rusting cast metal with threaded hubs. Boxes shall have screw mounted, gasketed covers. Plugs shall be installed in all unused holes.

G. Boxes installed in masonry walls shall have tile covers.

2.02 PULL AND JUNCTION BOXES

A. Manufacturers: Circle AW, Hoffman, Rittal, or equal

B. Special oversized outlet boxes and junction boxes shall be code gauge steel and of the knockout type. Boxes shall have screw mounted covers for surface or flush mounting. Boxes shall be sized in accordance with applicable codes. Special outlet boxes shall accommodate the equipment served.

C. In damp or wet locations sheet metal pull boxes shall be hot dipped galvanized after fabrication then finish painted with two coats of rust-resistant paint. Use covers with neoprene gaskets affixed with stainless steel screws. Seal around conduit entries with silicone based sealant.

PART 3 EXECUTION

3.01 EXAMINATION

A. Verify exact locations of floor boxes and outlets prior to rough-in.

3.02 GENERAL INSTALLATION

A. Install boxes in accordance with NECA “Standard of Installation.”

B. Install in locations as shown on drawings, and as required for splices, taps, wire pulling, equipment connections and compliance with regulatory requirements.

C. Electrical boxes are shown on drawings in approximate locations unless dimensioned. Adjust box location up to 10 feet if required to accommodate intended purpose.

D. Boxes shall be supported independently of the conduit system. Do not fasten boxes to ceiling support wires.

E. Where boxes occur in pre-cast concrete construction, the Contractor shall coordinate said installation with the Contractor building the precast construction to produce shop drawings showing all box locations. Provisions shall be made for conduit entry from top or bottom of wall panels. All conduit and boxes shall be installed concealed and flush respectively. These requirements shall be met whether the precast work is done at the site or a location remote from the site.

F. All boxes shall be plumb. Supports shall be noncombustible and corrosion resistant. In suspended ceilings, bar hangers shall be used to support the boxes from the ceiling channels. Refer to architectural drawings for exact heights of outlets not specified herein or indicated on the drawings. Unused knockouts in boxes shall be left sealed.

G. Do not mount control or disconnecting devices more than 6 feet 6 inches above finish floor.

H. Do not locate cabinets, outlets or other apertures larger than 16 square inches in rated fire walls.

I. Prior to installation, the Owner reserves the right to relocate any outlet or device within 6 feet of the location indicated on the plans at no additional cost.

J. Where rigid conduit or IMC enters a box, fitting or device through a knockout, double locknuts and an insulated metallic bushing shall be used. EMT shall terminate at knockouts with an insulated throat fitting and one locknut. Connectors shall be made up tight to insure electrical continuity of the raceway system.

K. Provide all necessary supports and backing for all enclosures and equipment.

L. Attach boxes, outlets, straps, cabinets and equipment to wood with wood or lag screws, to metal with machine screws or bolts, and to concrete with expansion anchors or self-drilling metal anchors and machine screws or bolts. Use size and number of attachments as required to support equipment weight with a safety factor of four (4) minimum.

M. Provide access doors where boxes are not exposed or located within an accessible ceiling unless indicated to be provided under other Divisions. Access doors shall comply with Section 08305.

3.03 OUTLET BOX INSTALLATION

A. Each lighting outlet, switch, receptacle and other miscellaneous device shall be provided with a suitable box.

B. Align adjacent wall mounted outlet boxes for receptacles, data/telephone outlets, and similar devices.

C. Use flush mounting outlet box in finished areas.

D. Locate flush mounting box in masonry wall to require cutting of masonry unit corner only. Coordinate masonry cutting to achieve neat opening.

E. Outlet boxes installed in masonry walls shall be set deep enough to allow a masonry facing over the plaster ring to frame the opening. Center outlet in a course of masonry. Masonry boxes shall be mounted as follows:
   1. From floor to height of 6 feet, mount so that bottom of box rests on block joint.
   2. Above 6 feet, mount so that top of box rests on block joint.

F. Do not install flush mounting box back-to-back in walls; provide minimum or 6 inches separation. Provide minimum or 24 inches separation in fire-rated assemblies and acoustic rated walls.

G. Secure flush mounting box to interior wall and partition studs. Accurately position to allow for surface finish thickness.

H. Use stamped steel bridges to fasten flush mounting outlet box between studs.

I. Install flush mounting box without damaging wall insulation or reducing its effectiveness.

J. Use adjustable steel channel fasteners for hung ceiling outlet box.

K. Use cast outlet box in exterior locations, where exposed to the weather and wet locations.

L. Where two or more of the same type devices occur adjacent to each other, they shall be in a gang type box with a gang type cover. Where different type devices occur adjacent to each other, space outlet boxes so that finish plates will be spaced 1 inch apart. Where receptacles or switches are shown side by side but at different heights, they shall be centered one above the other unless noted otherwise.

M. Unless otherwise indicated, switch boxes shall be mounted with bottom at 48 inches, over counter convenience outlet boxes shall be centered 8 inches above the counter top or higher as required to clear the backsplash, desk height outlet boxes shall be mounted with bottom at 32 inches and other convenience outlets shall be mounted with bottom at 16 inches above the finished floor. Coordinate outlet locations and provide box extensions or other equipment as required where outlets occur in cabinet backs.

N. Outlets in acoustical ceilings are to be in the center of the acoustical tile or in the center of a joint in the acoustical tile.

O. Align all outlets horizontally or vertically for a uniform and neat appearance.

3.04 PULL AND JUNCTION BOX INSTALLATION

A. Pull boxes and junction boxes shall be provided as indicated on the drawings and/or as required.

B. Boxes larger than 200 cubic inches or 18 inches in any dimension shall use a hinged enclosure in interior dry locations, surface-mounted cast metal box in other locations.

C. Install pull boxes and junction boxes above accessible ceilings and in unfinished areas only.

D. Inaccessible Ceiling Areas: Install outlet and junction boxes no more than 6 inches from ceiling access panel or from removable recessed luminaire.

3.05 ADJUSTING

A. Adjust flush-mounting outlets to make front flush with finished wall material.

B. Install knockout closures in unused box openings.

END OF SECTION 26 0532

SECTION 26 0553
ELECTRICAL IDENTIFICATION

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Nameplates

B. Wire and Cable Markers

C. Underground Conduit Markers

D. Pull and Junction Box Identification

E. Device Plate Identification

1.02 RELATED SECTIONS

A. Section 26 27 26 - Wiring Devices

PART 2 PRODUCTS

2.01 NAMEPLATES

A. Nameplates shall be laminated phenolic plastic, black front and back with white core, with lettering etched through the outer covering, except where other colors are a code requirement (e.g., service entrance main disconnects). White engraved letters on black background shall be 3/16 inch high at push-button stations, thermal overload switches, receptacles, wall switches and similar devices, where the nameplate is attached to the device plate. All other locations, lettering shall be ½ inch high. Nameplates shall be securely fastened to the equipment with No. 4 Phillips, round-head, cadmium-plated, steel self-tapping screws or nickel-plated brass bolts. Engraving directly on stainless steel device plates is acceptable. Nameplates shall describe the function or use of the item.

2.02 WIRE AND CABLE MARKERS

A. Manufacturers: W. H. Brady Co, Seton, Tyton.

B. Markers shall be cloth tape, split sleeve, or tubing type.

PART 3 EXECUTION

3.01 PREPARATION

A. Degrease and clean surfaces to receive identification materials.

3.02 NAMEPLATE INSTALLATION

A. The following items shall be equipped with nameplates:
   1. Motor starters, motor control switches, pushbutton stations, control panels and time switches.
   2. Disconnect switches, panelboards, switchboards, and separate overcurrent devices mounted in switchboards. Indicate voltage and phase.
   3. Service entrance main disconnects. Indicate other service entrance locations, if any.
   4. Circuit breakers, contactors and relays in separate enclosures.
   5. Switches or dimmers controlling luminaires not located within sight of the controlling device.
   6. Special electrical system components, terminal cabinets, equipment cabinets and equipment racks.
   7. Wall switches controlling equipment.
   8. Special receptacles.

3.03 WIRE IDENTIFICATION

A. Provide wire markers on each conductor in panelboards, gutters, pull boxes, and at load connection.

B. Identify with branch circuit or feeder number for power and lighting circuits.

C. Identify with control wire number as indicated on equipment manufacturer's shop drawings.

3.04 DUCTBANK WARNING TAPE

A. Identify underground conduits using one underground warning tape per trench.

3.05 PULL BOX AND JUNCTION BOX IDENTIFICATION

A. Each pull and junction box shall be neatly identified with permanent black marker or stick on labels on the outside of the box (where the box is concealed) and on the inside of the box (in exposed locations). Identify each pull and junction box with a system description as follows:
   1. Lighting – Ltg.
   2. Receptacles – Rec.
   3. Equipment – AHU-1 or MZU-1.
   4. Computer – Com.
   5. Telephone – Tel.
   6. Fire Alarm – FA.

END OF SECTION 26 0553

SECTION 26 2726
WIRING DEVICES

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Wall switches

B. Receptacles

C. Device plates and decorative box covers

1.02 RELATED SECTIONS

A. Section 26 05 32 - Boxes

1.03 REFERENCES

A. NECA - Standard of Installation

B. NEMA WD 1 - General Requirements for Wiring Devices

C. NEMA WD 6 - Wiring Device - Dimensional Requirements

D. NFPA 70 - National Electrical Code

1.04 SUBMITTALS FOR REVIEW

A. Product Data: Provide manufacturer's catalog information showing dimensions, colors, and configurations.

1.05 QUALIFICATIONS

A. Manufacturer: Company specializing in manufacturing the Products specified in this section with minimum three years documented experience.

1.06 REGULATORY REQUIREMENTS

A. Provide products listed and classified by Underwriters Laboratories, Inc., as suitable for the purpose specified and indicated.

1.07 EXTRA MATERIALS

A. Furnish two of each style, size, and finish wall plate.

PART 2 PRODUCTS

2.01 WIRING DEVICES

A. Wiring devices shall be of the same manufacturer insofar as possible. Devices shall be specification grade, switches and receptacles shall be rated 20 amperes, and receptacles shall be grounding type.

B. Devices shall be side wired only.

C. Except as otherwise specified on the drawings, wiring devices shall be Hubbell, Pass & Seymour, Cooper, or Leviton and shall be in accordance with the following schedule:

Device	Hubbell Catalog #	Pass & Seymour Catalog #	Cooper Catalog #	Leviton Catalog #
Single Pole Switch	1221	20AC1	1221	1221-2
Single Pole Switch w/pilot light (120V)	1221-PLC	20AC1-CPL	1221ILC	1221-PLC
2-pole Switch	1222	20AC2	1222	1222-2
3-way Switch	1223	20AC3	1223	1223-2
4-way Switch	1224	20AC4	1234	1224-2
Duplex Receptacle, Standard	5252	5262	5252	5252
Duplex Receptacle, Hospital Grade	8200	9200-HG	8200	8200
Duplex Receptacle, GFI	GF-5262	1591F	GF5292	6598

Device	Hubbell Catalog #	Pass & Seymour Catalog #	Cooper Catalog #	Leviton Catalog #
Duplex Receptacle, Isolated Ground	IG5252	IG6200	IG5262	5262-IG
Duplex Receptacle, Surge-Protected	IG5252-IS	G6262-ISP	IG5262S	N/A
Single Receptacle (15A, 125V)	5251	5261	5251	5251
Duplex Receptacle (20A, 125V)	5352	5362	5352	5352
Single Receptacle (20A, 125V)	5351	5361	5351	5351
Single Receptacle (30A, 125V)	9308	5920	5716N	5371
Single Receptacle (30A, 250V)	9330	5930	5700N	5372
Single Receptacle (30A, 125/250V)	9430	5744	9344N	278
Single Receptacle (50A, 250V)	9367	5950	5709N	5374
Single Receptacle (50A, 125/250V)	9450	5754	7985N	279

D. Wiring device colors shall match existing.

E. Where only one receptacle, single or duplex, is supplied by a branch circuit (dedicated circuit), the receptacle shall have the same ampere rating as the overcurrent protective device ahead of the circuit.

F. Where receptacles are provided for equipment not having grounding-type cords and cord caps, the Contractor shall furnish and install new cords and cord caps on equipment to match new receptacles.

G. Key operated switches shall be same as above except with lock type mechanism. All switches shall use the same key.

H. Weatherproof devices shall be the same as standard devices except with diecast lockable weatherproof plate equal to Intermatic #WP1010HMC.

I. Switch and receptacle combinations shall be devices as above in a 2-gang box.

J. Flush floor power outlets shall be grounded duplex outlets with cast box and brass coverplate equal to Hubbell #B2537 with #S3725. Pedestal type floor fittings shall include duplex or double duplex outlets as indicated with satin chromium finish and cover plates.

K. Flush floor telephone outlet covers shall be brass with two concentric openings with screw type plugs. Model numbers shall be as indicated on the drawings.

L. Ground fault interrupting receptacles shall be duplex type with “Test” and “Reset” buttons. Receptacle shall have feed-through provisions for protection of downstream receptacles. Unit shall be complete with cover plate. Receptacles located on the building exterior, in toilet rooms, and elsewhere as shown on the drawings shall be GFI type. Provide cast weatherproof cover plates with hinge on top for receptacles on the building exterior.

2.02 DEVICE PLATES

A. Device boxes and blanked outlets shall have stainless steel plates equal to Sierra S-Line. Blank outlet plates shall be factory marked to identify the system to which it is connected. Stainless steel plates shall be 0.04 inch thick with #302 satin finish.

   1. When new devices are installed within rooms with existing wiring devices, devices and device plates shall match existing devices to the fullest extent possible.

PART 3 EXECUTION

3.01 EXAMINATION

A. Verify that outlet boxes are installed at proper height.

B. Verify that wall openings are neatly cut and will be completely covered by wall plates.

C. Verify that floor boxes are adjusted properly.

D. Verify that branch circuit wiring installation is completed, tested, and ready for connection to wiring devices.

3.02 PREPARATION

A. Provide extension rings to bring outlet boxes flush with finished surface.

B. Clean debris from outlet boxes.

3.03 INSTALLATION

A. Install devices plumb and level.

B. Install switches with OFF position down.

C. Install galvanized steel plates on outlet boxes and junction boxes in unfinished areas, above accessible ceilings, and on surface mounted outlets.

D. Unless otherwise indicated, switches and receptacles shall be oriented vertically, except that horizontal orientation shall be permitted above counters where vertical space is constricted. Weatherproof receptacles shall be mounted horizontally with the hinge at the top.

E. Unless otherwise indicated, switches shall be mounted with center at 48 inches above the floor. Over counter receptacles shall be mounted with center 8 inches above counter top or higher where required to clear backsplash. Unless otherwise indicated, other receptacles shall be mounted with center at 16 inches above floor. Receptacles for equipment shall be mounted at a height appropriate for connection to the equipment.

F. Receptacles for electric water coolers shall be concealed behind the water cooler enclosure.

G. Where vertically oriented, receptacles shall be installed with the grounding slot at the top, except above counters where the grounding slot shall be at the bottom. Where horizontally oriented, receptacles shall be installed with the grounding slot to the right.

H. Wiring shall be connected to the side wiring terminals on wiring devices.

3.04 FIELD QUALITY CONTROL

A. Inspect each wiring device for defects.

B. Operate each wall switch with circuit energized and verify proper operation.

C. Verify that each receptacle device is energized.

D. Test each receptacle device for proper polarity.

E. Test each GFCI receptacle device for proper operation.

3.05 ADJUSTING

A. Adjust devices and wall plates to be flush and level.

3.06 CLEANING

A. Clean exposed surfaces to remove splatters and restore finish.

END OF SECTION 26 2726

SECTION 26 2727
SUPPORTING DEVICES

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Conduit and equipment supports

B. Anchors and fasteners

1.02 REFERENCES

A. NECA Standard of Installation (National Electrical Contractors Association)

B. NFPA 70 - National Electrical Code

1.03 SUBMITTALS FOR REVIEW

A. Submit under provisions of Section 26 01 02.

B. Product Data: Provide manufacturer's catalog data for fastening systems.

1.04 PROJECT FINALIZATION

A. Submit under provisions of Section 26 01 02.

B. Operation and Maintenance Data: Include manufacturer's descriptive literature, installation instructions, maintenance and repair data, and parts listing.

1.05 QUALITY ASSURANCE

A. Conform to requirements of NFPA 70.

B. Products: Listed and classified by Underwriters Laboratories, Inc. as suitable for the purpose specified and indicated.

PART 2 PRODUCTS

2.01 PRODUCT REQUIREMENTS

A. Materials and Finishes: Corrosion resistant.

B. Select materials, sizes, and types of anchors, fasteners and supports to carry the loads of equipment and conduit, including weight of wire in conduit.

C. Anchors and Fasteners:
1. Concrete Structural Elements: Use precast inserts, expansion anchors and preset inserts.
2. Steel Structural Elements: Use beam clamps, spring steel clips, and welded fasteners.
3. Concrete Surfaces: Use self drilling anchors and expansion anchors.
4. Hollow Masonry, Plaster, and Gypsum Board Partitions: Use toggle bolts and hollow wall fasteners.
5. Solid Masonry Walls: Use expansion anchors and preset inserts.
6. Sheet Metal: Use sheet metal screws.
7. Wood Elements: Use wood screws.

2.02 FORMED STEEL CHANNEL

A. Manufacturers:
1. B-Line or equal

B. Description: Galvanized steel or zinc plated.

PART 3 EXECUTION

3.01 INSTALLATION

A. Locate and install anchors, fasteners, and supports in accordance with NECA "Standard of Installation".
1. Do not fasten supports to pipes, ducts, mechanical equipment, or conduit.
2. Do not drill or cut structural members.
3. Obtain permission from Architect/Engineer before drilling or cutting structural members.

B. Fabricate supports from structural steel or formed steel members. Rigidly weld members or use hexagon-head bolts to present neat appearance with adequate strength and rigidity. Use spring lock washers under all nuts.

C. Secure floor mounted equipment to floor with machine bolts and anchors in accordance with the manufacturer's recommendations and seismic requirements.

D. Install surface-mounted cabinets and panelboards with minimum of four (4) anchors. Cabinets and panelboards shall not be secured to hollow masonry, plaster, or gypsum board partitions - provide additional blocking as required between studs to securely anchor the cabinet or panelboard.

E. In wet and damp locations use steel channel supports to stand cabinets and panelboards 1 inch off wall.

F. Use sheet metal channel to bridge studs above and below cabinets and panelboards recessed in hollow partitions.

END OF SECTION 26 2727

SECTION 26 5000
LIGHTING

PART 1 GENERAL

1.01 SECTION INCLUDES

A. Interior luminaires and accessories

B. Emergency lighting units

C. Exit signs

D. Ballasts

E. Fluorescent dimming ballasts and controls

F. Fluorescent lamp emergency power supply

G. Lamps

H. Luminaire accessories

1.02 RELATED SECTIONS

A. Section 09 91 00 - Painting

B. Section 26 27 26 - Wiring Devices

1.03 REFERENCES

A. ANSI C78.379 - Electric Lamps - Incandescent and High-Intensity Discharge Reflector Lamps - Classification of Beam Patterns

B. ANSI C82.1 - Ballasts for Fluorescent Lamps - Specifications

C. ANSI C82.4 - Ballasts for High-Intensity Discharge and Low Pressure Sodium Lamps (Multiple Supply Type)

D. NEMA WD 6 - Wiring Devices-Dimensional Requirements

E. NFPA 70 - National Electrical Code

F. NFPA 101 - Life Safety Code

1.04 SUBMITTALS FOR REVIEW

A. Submit under provisions of Section 26 01 01 and as noted below
   1. Prepare submittals promptly and deliver to architect, leaving sufficient time for adequate review and possible resubmittals without jeopardizing project schedule.
   2. Make initial submittal in complete package at one time. Incomplete submittal will be returned unreviewed. Resubmittal must contain all resubmittals at one time. Do not resubmit approved fixtures.
   3. Architect will review only one initial submittal and one resubmittal for each item.
   4. Do not release orders until review of submittals is complete.
   5. Review of submittals and architect’s approval notations are for general conformance with information given and design concept expressed in contract documents. Contractor is responsible for dimensions, quantities, methods of construction, coordination between trades, and detailed compliance with contract documents.
   6. Architect’s approval does not authorize any deviation from contract documents unless each deviation is circled by contractor on the submittal and marked “OK” by the Architect.

B. “Prior Approval” pre-qualification before bid: Manufacturers other than those listed may request pre-qualification to bid. To request pre-qualification, submit complete materials to architect for review at least ten calendar days before bid date.
   1. Standard products: For each light fixture type, submit the following:
      a. Product data sheets
      b. Photometric report from independent testing laboratory, calculated according to illuminating Engineering Society standards, showing:
         1) Candela distribution curves and tables in lengthwise, crosswise, and 45 degree horizontal planes through fixture and 5 degree increments of vertical angles.

2) Zonal lumen summary in 10 degree increments
3) Efficiency
4) Spacing ratios
5) Lamp shield angles
6) Coefficients of utilization
7) Average luminance at lengthwise, crosswise, and 45 degree, 55 degree, 65 degree, 75 degree, and 85 degree vertical viewing angles.

c. For site lights, classroom lights, and chalkboard/wallwash lights, submit computer calculations to demonstrate equal performance to specified products. Verify with architect the required calculations and assumptions to be used (dimensions, room reflectance, lamp lumen, light loss factor, etc.). For classroom lights, calculate light level on ground with a 5 foot grid of points. For classroom lights, calculate light level on a horizontal desktop at a height of 2 feet 6 inches AFF, on ceiling, and on all four walls with a 2 foot grid of points. For chalkboard/wallwash lights, calculate light level on entire wall with a 2 foot grid of points.

d. Samples when requested by architect.

2. If architect determines that manufacturer is pre-qualified to bid, architect will issue on addendum to contract documents indicating additional manufacturer's name. Pre-qualification does not relieve contractor from full compliance with contract documents.
3. After-bid substitutions: None. Manufacturers other than those listed may request pre-qualification to bid as noted above.

C. Shop Drawings: Indicate dimensions and components for each luminaire that is not a standard product of the manufacturer.

D. Product Data: Provide dimensions, ratings, and performance data.

1.05 PROJECT FINALIZATION

A. Submit under provisions of Section 26 01 02.

B. Luminaires shall be provided with new lamps prior to final acceptance of the project. Any lamps used for more than ninety (90) days as temporary lighting shall be replaced by the Contractor.

C. Operation and Maintenance Data: Include manufacturer's descriptive literature, operating instructions, installation instructions, maintenance and repair data, and parts listing.

D. Warranty: Submit manufacturer's warranty and ensure forms have been filled out in Owner's name and registered with the manufacturer.

1.06 QUALITY ASSURANCE

A. Conform to requirements of NFPA 70.

B. Manufacturer: Company specializing in manufacturing the Products specified in this section with minimum three years documented experience.

C. Product: Listed and classified by Underwriters Laboratories, Inc. as suitable for the purpose specified and indicated.

1.07 WARRANTY

A. Submit under provisions of Section 26 01 02.

B. Interior luminaires furnished under this section shall be guaranteed against defective parts or workmanship for a period of one (1) year after the date of substantial completion. The guarantee shall cover full parts and labor.

C. Products: Listed and classified by Underwriters Laboratories, Inc. as suitable for the purpose specified and indicated.

PART 2 PRODUCTS

2.01 LUMINAIRES

A. Furnish Products as scheduled on the Lighting Fixture Schedule. Refer to Section 26 01 02 for substitutions and product options.

B. Provide luminaires complete with lamps, tubes, ballasts, brackets, hardware, poles, bases, etc. as required for a complete and operable lighting system.

C. Luminaires shall have manufacturer's standard finish unless otherwise noted. Luminaires installed on exterior of building shall be weather-resistant design and display a "Damp" or "Wet" location label as required per applicable codes. Fixtures installed on low density tile shall be designed for direct surface mounting.

D. Fluorescent luminaires installed on the exterior of the building and/or in unheated spaces shall have cold weather ballasts.

E. Recessed or semi-recessed luminaires shall be provided to be compatible with ceilings as installed. Furnish and install frames where required for proper installation. Recessed incandescent luminaires shall be thermally protected. Integrally ballasted luminaires shall have thermally protected ballasts.

F. Luminaires requiring caps, mounting spacers, hold-down clips or other accessory items shall be furnished complete with same, whether the catalog numbers shown include such items or not.

G. Luminaires shall be designed or gasketed to eliminate any light leaks.

2.02 EXIT SIGNS

A. Exit lights shall be self-contained, fully automatic AC/DC units with sealed pure lead battery and solid state charger. AC operating voltage shall be 120 or 277 volts as required to match area lighting. Lamps shall be LED type unless otherwise indicated on the drawings.

2.03 FLUORESCENT DIMMING BALLASTS

A. Fluorescent dimming ballasts for T-5, T-8, and T-12 lamps:
   1. Manufacturers: Refer to Lighting Fixture Schedule.
   2. Description: Refer to Lighting Fixture Schedule.
   3. Voltage: Match luminaire voltage.

2.04 FLUORESCENT LAMP EMERGENCY POWER SUPPLY

A. Fluorescent luminaires indicated as emergency units shall be complete with an automatic battery pack assembly to operate one lamp. Installation shall be done at the luminaire manufacturer's factory. Unit may be field installed if installation does not void UL label of battery pack or luminaire. Battery pack assemblies for T8 lamps shall provide an initial 1350 lumen, a minimum of 800 lumen of light output after 1½ hours of operation, and shall be equal to Bodine B50 series. Battery pack assemblies for 2-pin twin, quad, or triple twin tube lamps shall provide an initial 950 lumen (for 26W lamp), a minimum of 570 lumen of light output after 1½ hours of operation, and shall be equal to Bodine B426 series. Battery pack assemblies for 4-pin twin, quad, or triple twin tube lamps shall provide an initial 750 lumen (for 26W lamp), a minimum of 450 lumen of light output after 1½ hours of operation, and shall be equal to Bodine B94C series. Luminaire shall have valid UL label with battery-pack installed and be warranted for five years.

B. Include TEST switch and AC ON indicator light, installed to be operable and visible from the outside of an assembled luminaire.

2.05 LAMPS

A. Lamp Manufacturers: General Electric, Osram/ Sylvania, Philips, or approved equal. Where proprietary lamps are indicated by manufacturer's name on the Lighting Fixture Schedule, they shall be furnished exactly as specified.

PART 3 EXECUTION

3.01 INSTALLATION

A. General:
   1. Install light fixtures securely, level, plumb, aligned, and in straight rows. Light fixtures must be installed so they do not shift during relamping or adjustment.
   2. Install in accordance with manufacturer's instructions.

3. Point-source fixtures: Locate as dimensioned, or in center of tile or on tile joint as drawn; ¼ inch max. off-center tolerance.
4. Linear fixtures: 1/8 inch max. off-of-true horizontal or vertical variation in any 8 feet portion of run.
5. Install fixtures with lamps oriented in same direction within each room.

B. Recessed Fixtures:
   1. Point-source fixtures: Install hanger bars to adjacent ceiling framing members and fasten securely.
   2. Install bottom of housing aligned with finished ceiling.
   3. Seismic Supports:
      a. Slack wires for fixtures in suspended ceilings: #12 solid wires from fixture to structure above, pulled tight and secured with a minimum of four wire turns at top and bottom. Slack wires must comply with applicable portions of Section 09511: Suspended Acoustic Ceilings.
      b. Incandescent point-source fixtures: One (1) slack wire.
      c. Compact fluorescent point-source fixtures: One (1) slack wire.
      d. HID point-source fixtures: Slack wire at each of two (2) diagonal corners.
      e. Fluorescent troffers: Slack wire at each of two (2) diagonal corners if fixture weighs less than 56 pounds; slack wire at each of four (4) corners if fixture weighs more than 56 pounds.
      f. Hold-down clips for fluorescent troffers: Two (2) on each long side (four total per fixture).
   4. Keep ceiling insulation at least 3 inches away from fixture unless approved for insulated ceiling.
   5. Install trims after painting of spaces. Install trims tightly, with no gaps or light leaks.

C. Ceiling-Mounted and Pendant Fixtures:
   1. Supports: Provide support for suspension points so fixtures can be installed securely, including horizontal bars to ceiling members and diagonal wires to structure as required. In suspended grid ceilings, use Peerless Truegrid or equal suspension brackets.
   2. Fixture weight less than 50 pounds at each suspension point: Hang from strap or stud on outlet box, or at non-feed points, provide ¼ inch-20 stud projecting ¾ inch below ceiling.
   3. Fixture weight 50 pounds or more at each suspension point: Hang directly from structure, either independent of outlet box or from stud extending through outlet box to structure.

D. Wall-Mounted Fixtures:
   1. Mounting heights, indicated are from finished floor to centerline of outlet box or recessed housing, unless noted otherwise.
   2. Provide backing in wall as required. Fixtures must not droop or tilt away from wall.
   3. Wet locations: For surface-mounted fixtures, install continuous bead of sealant between fixture and wall. For recessed fixtures, install sealant to fill gaps between recessed housing and wall.

E. Pole-Mounted or Base-Mounted Fixtures:
   1. Install galvanized nuts and washers above and below mounting plate for leveling. After leveling, pack grout between mounting plate and concrete footing, and cut off tops of anchor bolts so base cover fits over entire base assembly.
   2. ¼ inch maximum out-of-plumb tolerance for assemblies up to 20 feet high; ½ inch maximum if taller.
   3. Touch up paint after poles are installed.

3.02 INSTALLATION OF LUMINAIRES

A. Luminaires shall be installed as indicated and in accordance with the manufacturer's recommendations. Where mounting dimensions are not shown, refer to Architectural drawings for installation details. Luminaires shall be symmetrically located unless otherwise indicated. Luminaire locations shall be exactly moduled with ceiling tile where same occurs.

B. Surface-mounted luminaires shall be supported from outlet box fixture studs, mounting brackets or mounting straps or shall be secured directly to the structural system. Outlet boxes and mounting brackets (or straps) shall be secured to a joist or similar structural unit or to an approved metal support which is secured to such a structural unit. The use of toggle bolts for luminaire support will not be permitted.

C. Pendant or stem-mounted luminaires shall be suspended from single stem assemblies consisting of adjustable stem, ceiling canopy, self-aligning ball coupling at the canopy into which the stem is fastened (allowing the luminaires to swing freely) and fixture studs in 4 inch octagonal outlet boxes where the luminaires are connected electrically. Mounting brackets for hanger stems that do not contain wiring may be fastened, as above, to dummy outlet boxes or shall be securely fastened to the structural ceiling. Outlet boxes and/or stem-mounting brackets shall be secured to a joist or similar structural unit or to an approved metal support which is secured to such a structural unit. Suspended luminaires shall hang level regardless of uneven or sloping ceilings. Maximum hanger spacing for continuous-row fluorescent luminaires shall be 8 feet. Maximum hanger spacing shall be 4 feet where luminaires having 4 foot channels are used. Twin stem assemblies will not be permitted.

D. Pendant or stem-mounted luminaires shall be provided with matching stems at all support locations. Each stem shall be provided with an internal safety cable securely fastened to the luminaire and to a structural member and shall be capable of supporting ten (10) times the luminaire weight.

E. Luminaires weighing more than fifty (50) pounds shall be supported independently of the junction box provided for electrical connection.

F. Wall-mounted luminaires shall be supported by wall brackets secured to luminaire studs in the outlet boxes or to outlet box “ears”.

G. Recessed luminaires shall be complete with all required hardware and accessories in each case. Where lay-in luminaires cannot be used in suspended ceilings, recessed luminaires shall be installed complete with bar hangers and shall be supported from the ceiling suspension system.

H. Where luminaires are installed in a de-mountable type ceiling, provide a length of flexible conduit and proper conductors such that luminaire may be relocated four feet in any direction without changing the electrical connection.

I. Recessed luminaires in fire rated ceilings shall either be approved for the fire rating of the ceiling or shall be protected by a fire rated housing approved by local authorities and manufacturer. Approval must be in writing and must conform to UL approved assemblies. (Refer to Architect’s drawings for UL assembly numbers.)

J. Install clips to secure recessed grid-supported luminaires in place.

K. Where fluorescent luminaires are installed in continuous rows, provide a separate wireway for branch circuit conductors or use conductors with insulation rated for the temperature and other conditions encountered.

L. Installation of luminaires in Mechanical rooms shall be coordinated with the ductwork and other obstructions. Provide special hangers, as required.

M. All adjustable luminaires shall be aimed as directed by the Architect/Engineer. All luminaires shall be aimed at night.

N. Bond products and metal accessories to branch circuit equipment grounding conductor.

3.03 WIRING

A. Luminaires shall be wired with type TFFN wire. Minimum size shall be No. 16—use larger wire where indicated or where recommended by luminaire manufacturer. Fluorescent troffers shall be connected with branch circuit conductors run in flexible metal conduit not more than 6 feet in length.

B. Provide luminaires with wiring for two-level lighting as indicated. Where 3- or 4-lamp luminaires are used, connect inside lamps to one ballast and outside lamps to one ballast.

C. Exit signs, emergency lighting units and fluorescent luminaire emergency power packs shall be connected to an unswitched leg of the lighting circuit in the area as indicated on the drawings.

D. Bond luminaires and metal accessories to the branch circuit grounding conductor.

3.04 ADJUSTING AND CLEANING

A. Aim and adjust luminaires as indicated, or if not indicated, as directed by the Owner's representative.

B. Position exit sign directional arrows as indicated.

C. Remove dirt and debris from enclosures.

D. Clean photometric control surfaces as recommended by manufacturer.

E. Clean finishes and touch up damage.

3.05 NOISY BALLASTS

A. The Owner's representative shall determine which ballasts are excessively noisy and to be replaced at no cost to the Owner.

3.06 PROTECTION OF FINISHED WORK

A. Relamp luminaires that have failed lamps at Substantial Completion.

END OF SECTION 26 5000

University of Idaho

WWAMI TI at Gritman MOB

Sprenger Construction VE and other Pricing Options Rec'd 28 JAN 17 - **UPDATED 9 MAR 17** *Value Engineering Matrix / Tracking / Summary*

9 MAR 17

RECAPITULATION

			Item					
			Original Bid 21 Dec 16			4,008,616.00		
			Less Original 30 % Contingency			(925,065.00)		
			Subtotal			3,083,551.00		
			Less Category 1.0 thru 3.0 Savings			(505,939.20)		
			Plus Category 0.0 Costs			62,649.00		
			Subtotal			(443,290.20)		
			Revised Costs			2,640,260.80		
			Revised 10% Design & Est Contingency			264,026.08		
			Revised Total			2,904,286.88		

Orig #	Accept Decline	Cat.	Value Engineering Item	Origin	Discipline's Affected	Target Savings	Remarks	#
			TOTAL CATEGORY 0.0 ITEMS (cost + items)			**$62,649**		
			TOTAL CATEGORY 1.0 ITEMS			$233,613		
			TOTAL CATEGORY 2.0 ITEMS			$218,113		
			TOTAL CATEGORY 3.0 ITEMS			$54,213		
			TOTAL CATEGORY 4.0 ITEMS			$50,213		
			TOTAL CATEGORIES 1.0 Thru 3.0			$505,939		
			TOTAL ALL SAVINGS CATEGORIES			$556,152		
16		0.0	Explore substitution of aluminum storefront system at main suite entry in lieu of structural glazing.	UI	Arch'l	**$0**	No pricing yet. All believe this will be an increase.	
34		0.0	Need to account for restroom delta due to increased occupancy load.	UI	Arch'l Mech'l	**$51,974**	**Update 27 Feb 17: Per Sprenger e-mail, dated 2017-02-24.** Added drywall / studs / tile	
39		0.0	Rubber Base	S	Arch'l	**$2,500**	Price Increased between December and January.	

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9 MAR 17

33		0.0	Verify concrete floor finish bid accounts for RetroPlate process.	FLAD	Arch'l	$2,675	Verified	
40		0.0	Add for Add'l Scullery Sink	S	Plumb	$5,500	**Add** per email dtd **9 Feb 17**	
0		1.0	UI to carry Change Order Contingency. Sprenger to carry Design & Estimating Contingency.	UI	Gen'l	$0	Sprenger will carry 10% Design and Estimating Contingency at this point. Calculated above.	
2		1.0	Eliminate Skylights and associated roofing, structure, framing & drywall.	UI	Arch'l	$12,537	$2,221 Skylight Frames; $8,316 Roofing; $2,000 Drywall	
3		1.0	Reduce Glass Marker Board product specification from 1/2" thick to 1/4" thick or perhaps 1/8" thick laminated.	S	Arch'l	$53,268	**Savings 9 Feb 17.** Per FLAD, we can use 1/4" thickness given the size of the boards specified. 1/8" thick not an option.	
5		1.0	Specify different carpet.	S	Arch'l	$7,664	Shaw Carpet. What product line is this savings based upon?	
6		1.0	Substitute VCT for Mondo Rubber Flooring product.	S	Arch'l	$38,385	VCT specification?	
19		1.0	Substitute alternate sink for Mortec sinks at labs.	S	Mech'l	$0	No Alternates found **9 Feb 17.**	
20		1.0	Substitute alternate eye wash stations for Guardian eye wash stations.	S	Mech'l	$1,759		
21		1.0	Eliminate HEPA filters at the diffusers	S	Mech'l	$0	Included in Mechanical Savings, Item #35	
22		1.0	Substitute powder coated or aluminum grilles for stainless steel grilles	S	Mech'l	$0	Included in Mechanical Savings, Item #35	
24		1.0	Exam lights become OF/CI items.	UI	Elect'l	$105,600	UI Will need to include this item and a cost allowance in the UI FFE package.	
25		1.0	Reduce STC of Skyfold door.	S	Arch'l	$8,000	(Classic 51 in lieu of 60)	
32		1.0	Substitute Brand X metal reglets for Fry reglets	FLAD	Arch'l	$0	Savings under $100**. 9 Feb 17.**	
41		1.0	Deduct for Eliminating 3rd Double Sink	S	Plumb	$6,400		
8		2.0	No sound absorption material at bottom of clouds, just batt insulation on top of the clouds.	S	Arch'l	$23,090	**Update: 23 Feb 17**: Per Sprenger e-mail, dated 2017-02-23.	
9		2.0	Revised cloud edge detail.	S	Arch'l	$0	Included as part of item 8. Per Sprenger e-mail, dated 2017-02-23.	
10		2.0	Eliminate recessed curtain track, use surface mount track instead.	S	Arch'l	$10,000	**Update 23 Feb 17:** Dupree pricing for item 10 & 11 was $66,038 combined. **Confirmed per Sprenger e-mail, dated 2017-02-22.**	

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9 MAR 17

11		2.0	Substitute revised curtain fabric selection for specified product.	S	Arch'l	$26,038	**Update 23 Feb 17:** Dupree pricing for item 10 & 11 was $66,038 combined. **Confirmed per Sprenger e-mail, dated 2017-02-22.**	
14		2.0	Eliminate steel floor at main suite entrance.	UI	Arch'l	$5,000	**Update 23 Feb 17:** Per Sprenger e-mail, dated 2017-02-23.	
15		2.0	Eliminate Steel wall and ceiling "wrap" at main suite entrance.	UI	Arch'l	$0	**Update 23 Feb 17:** Per Sprenger e-mail, dated 2017-02-23. Included as part of item 14 above.	
26		2.0	Substitute alternate manufacturer for overhead door for specified Skyfold. (at reduced STC).	S	Arch'l	$30,000	**Update 23 Feb 17:** Per Sprenger e-mail, dated 2017-02-22. Modernfold vertical opening partition.	
30		2.0	Eliminate the desire to finish the public corridor open to structure above. Only open to structure at elevator lobby. Remainder of public corridor ceiling finished per original shell and core plans.	UI	Arch'l	$2,000	**Update 3 Mar 17:** $2,000 savings in paint. **Verify if any other savings are to be had.**	
31		2.0	Substitute carpet for stained concrete in public corridor (stained concrete at elevator lobby only).	S	Arch'l	$2,065	**Update 3 Mar 17:** Awaiting pricing. **Need Pricing**	
35		2.0	Sprenger line item for Mechanical & Plumbing is $782k. FLAD's estimate for Mechanical & Plumbing is $601k. The delta is $181k - or about 30% of FLAD's estimate. Can these costs be reconciled? What thoughts are there as to the difference?	UI	Mech'l	$79,920		
36		2.0	Sprenger line item for Electrical is $630k. FLAD's estimate for Electrical is $579k. The delta is $51k - or about 8% of FLAD's estimate. Fairly close, but can these costs be reconciled further?	UI	Elect'l	$0		
38		2.0	Eliminate Testing and Balance Allowance	S	Mech'l	$40,000	Per Gropp	
43		2.0	Additional Savings in Drywall, Paint, & Finishes	S	Arch'l	$0	**No additional savings**	

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9 MAR 17

12		3.0	Simplify drywall detail F/A-901 to eliminate double studs and ledge at 10" AFF.	S	Arch'l	$6,400	Perhaps use a reglet to create the paint break rather than the ledge.	
28		3.0	Explore substitutions and possible savings in the lighting package.	S	Elect'l	$0	No additional savings**. 9 Feb 17.**	
29		3.0	Potentially relocate just one column (at Classroom) leave the two columns targeted for relocation in the Anatomy Lab "as is."	UI	Struct	$21,991	Estimate 60% of the savings priced in Item 37. Eliminates two column relocations - requires we keep the column relocation at the classroom.	
42		3.0	Explore deleting dedicated back-up HVAC Unit	UI	Mech'l	$15,000	**per email 9 Feb 17.**	
44		3.0	Moscow Glass & Awning	S	Arch'l	$0	Duplicate to Item 3**. 9 Feb 17.**	
13		3.0	Substitute different ACT product and/or size at the Anatomy Lab.	S	Arch'l	$10,822	Clean Room 870 Optima 3252**. 9 Feb 17.**	
17		4.0	Substitute alternate water heater for water heater specified.	S	Mech'l	$2,742		
18		4.0	Eliminate - or reduce capacity - of storage tank at hot water heater	S	Mech'l	$1,120	All believe City Plan Review will not allow this item.	
23		4.0	Substitute alternate manufacturer for exam lights.	S	Elect'l	$0	Not Priced.	
37		4.0	Eliminate All Column Relocations	S	Struct	$36,652	Sprenger provided a price to eliminate all column relocations.	
4		4.0	Substitute Standard Marker Boards for Glass Marker Boards.	S	Arch'l	$5,699	**Savings 9 Feb 17.**	
27		4.0	Eliminate overhead door and provide side stack operable wall instead.	UI	Arch'l	$0	**What is potential savings if go to a horizontal stackable operable partition system.**	
7		2.0	Substitute different sound absorption material for specified sound absorption material at clouds.	S	Arch'l	$4,000	**Update: 23 Feb 17**: Per Sprenger e-mail, dated 2017-02-23.	

Concept 2B: Boise, backlit cut metal letters on pins
- No seal

WWAMI
MEDICAL EDUCATION

University
of Idaho


Proposed WWAMI lease
at Gritman Medical Center
Existing WWAMI
Facilities
Existing WWAMI
Medical Education Building
N
0
150
300
600
900
1,200
Feet

UNIVERSITY OF IDAHO

SUBJECT

Request for waiver of institutional funds cap for Athletics

REFERENCE

February 2017	Idaho State Board of Education (Board) reviewed University of Idaho (UI) request for four-year waiver of Athletic institutional fund usage limit. Board asked UI to return for additional consideration, pending additional analysis of projected athletic budgets.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.3.b.

BACKGROUND/ DISCUSSION

The University of Idaho (UI) Athletics Department (Athletics) is projecting an operating deficit of approximately $1 million for the current fiscal year (FY2017) unless additional funding can be provided. No deficit currently exists, but is projected by the end of the current fiscal year.

The projected deficit is being driven primarily by anticipated shortfalls in several categories of revenue. During FY2016, the football team played two guarantee games against the University of Southern California and Auburn University. These two games generated guarantee revenue of $2,100,000. During the current fiscal year, the football team again played two guarantee games against the University of Washington and Washington State University. These two games generated guarantee revenue of $1,575,000. This schedule change created a $525,000 decrease in game guarantee revenue.

Athletics donations are anticipated to be down slightly for FY2017. Athletics projects that contributions to the Vandal Scholarship Fund (VSF) will be down $150,000 from prior fiscal year levels, and non-VSF donations are projected to be down $200,000 from prior fiscal year levels. This decrease is attributed, in part, to the move from the Football Bowl Subdivision (FBS) to the Football Championship Subdivision (FCS).

Also, student athletic activity fee revenue has been declining steadily since FY2012. The updated estimate for FY2017 student athletic activity fee revenue is $1,802,000 (which is $528,000 under FY2012 levels).

Within the last few months, two football events have generated additional revenue that will reduce the projected Athletics deficit. In December 2016, the Vandals were invited to compete in the Famous Idaho Potato Bowl. Participation in this game has generated additional net revenue to help offset the projected operating deficit. In addition, the Sun Belt Conference finished in 3rd place overall (within the Group of 5), while the Athletics Department had budgeted revenue associated with a 5th place finish. This improved conference standing has also generated additional revenue for the Athletics Department.

The FY2017 athletics caps for UI are $2,973,100 for General Funds, $1,266,100 for Gender Equity, and $949,500 for Institutional Support. The grand total of all athletics caps is $5,188,700.

To address the above-noted temporary shortfalls, and to smooth the university's transition from the FBS to the FCS and the accompanying adjustments to overall Athletics operations, UI is requesting authorization to tap additional available institutional funds to support athletic programs. The university requests Board approval of a one-time, one-year waiver of the FY2017 institutional funds cap, authorizing expenditures of not more than $1,949,500 from available institutional funds. This flexibility will enable UI to avoid an overall athletic operating deficit in FY2017 and will sustain student athlete programs while the university adjusts its operations and budget plans over the next few years.

IMPACT

Allowing use of up to $1 million in additional institutional funds in FY2017 will enable UI to maintain continuity of athletic operations while it realigns its programs to balance expenditures and revenues as it makes the FBS to FCS transition. Sufficient institutional funds (separate from General Fund and student athletic activity fee resources) are available for this one time outlay.

STAFF COMMENTS AND RECOMMENDATIONS

Under Board policy, Institutional Funds "*include, but are not limited to, auxiliaries, investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative overhead charged to revenue-generating accounts across campus. Institutional Funds do not include tuition and fee revenue*." Institutional reserves which accumulate from unexpended tuition and fees cannot be used within the Institutional Fund category for Athletics. The UI has confirmed that it has sufficient reserves within the "institutional funds" category to increase outlays by at least $1 million.

Since the Board's February 2017 review of the UI's earlier (multi-year) waiver request, Board staff has coordinated with UI's administrative staff and has confirmed that deliberate planning is underway to adjust the institution's athletic programs and accompanying budgets in the grace period which will be provided if the Board approves the requested one-year Institutional Fund waiver. This flexibility will help avoid short-term disruptions to operations which would be necessary if the UI had to operate within the current FY2017 institutional fund limit.

Staff will continue to work with UI counterparts to ensure that a viable, multi-year operating budget plan is put in place and presented to the Board. In the meantime, the Business Affairs and Human Resources Committee has directed staff to begin a systematic review of the Board's current policy on athletic limits. This review may eventually impact—but was not prompted by—the specific situation which is the basis of the UI's proposed waiver request.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to waive Board policy V.X.3.b. and allow the University of Idaho to temporarily increase its institutional funds athletics expenditure limit for FY2017 by an amount not to exceed $950,500 ($1,900,000 total); and that the university report on its revised athletics budget plans in conjunction with the institutions' annual athletic reports to the Board in April 2018.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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