



**STATE BOARD OF EDUCATION MEETING**

**August 15-16, 2018**

**Idaho State University**

**Pond Student Union Building**

**1065 South 8<sup>th</sup> Avenue, Bldg. 14**

**Pocatello, Idaho**

**Wednesday, August 15, 2018, 10:30 a.m.**

**BOARDWORK (Sargent Family Board Room)**

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (Sargent Family Board Room)**

1. Idaho State University – Annual Progress Report – Information Item

**WORK SESSION (Wood River Room) (Time Certain – 1:00 PM)**

**PPGA**

High School Graduation Requirements – Information Item

**DEPARTMENT OF EDUCATION**

1. Developments in K-12 Education – Information Item
2. Idaho SAT School Day 2018 – Information Item
3. Educator Credential – Content, Pedagogy and Performance Assessments and Qualifying Scores – Action Item
4. Idaho Accountability Framework Survey Requirements – Action Item

**EXECUTIVE SESSION – Closed to the public**

1. Idaho State University

To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student.

2. University of Idaho

To go into executive session pursuant to Section 74-206(1)(b) and (f), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student and to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated.

**Thursday August 16, 2018, 8:00 a.m. (Wood River Room)**

**OPEN FORUM**

**CONSENT**

**Section II – Business Affairs**

1. Boise State University – Easement - Ada County Highway District – Action Item
2. University of Idaho – Easement Release for University of Idaho Space at North Idaho College's Molstead Library – Action Item
3. Lewis-Clark State College – Donation of Funds Moved from the College to the Foundation – Action Item
4. Property Easement – Fire Services – Action Item

**IRSA**

5. Quarterly Report for Programs Approved by the Executive Director – Information Item

**PPGA**

6. Institution President Approved Alcohol Permits Report – Action Item
7. Data Management Council Appointments – Action Item
8. State Rehabilitation Council Appointments – Action Item
9. Accountability Oversight Committee Appointments – Action Item
10. Idaho State University – Alcohol During Tailgating – Action
11. Boise State University – Alcohol During Tailgating – Action Item

**SDE**

12. Assessment Bias and Sensitivity Committee Appointments – Action Item

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

2. Division of Career Technical Education – Annual Progress Report – Information Item
3. Higher Education Task Force – Guided Pathways Workgroup – Action Item
4. Data Dashboard Update – Information Item
5. Board Policy I.Q. Accountability Oversight Committee – First Reading – Action Item
6. Board Policy IV.I. Eastern Idaho Technical College – First Reading – Repeal – Action Item



7. Proposed Rule 08-0104-1801 – Residency (Postsecondary Tuition) – Action Item
8. Proposed Rule 08-0113-1801 – Rules Governing the Opportunity Scholarship – Action Item
9. Proposed Rule 08-0202-1802 – Rules Governing Uniformity – Alternate Route to Administrator Certification – Action Item
10. Proposed Rule 08-0202-1803 – Rules Governing Uniformity – Educator Credential Technical Corrections/Clarification – Action Item
11. Proposed Rule 08-0202-1804 – Rules Governing Uniformity – Professional Endorsement – Action Item
12. Proposed Rule 08-0202-1805 – Rules Governing Uniformity – Career Technical Educator Certification - Endorsements – Action Item
13. Proposed Rule 08-0203-1804 – Rules Governing Thoroughness – Career Technical Education – Content Standards – Incorporated by Reference – Action Item
14. Proposed Rule 08-0501-1801 – Rules Governing Seed Certification – Action Item
15. Proposed Rule 47-0102-1801 – Rules Governing Extended Employment Services – Action Item
16. Proposed Rule 55-0103-1801 – Rules of Career Technical Schools – Career Technical School Funding Formula – Action Item

## **BUSINESS AFFAIRS AND HUMAN RESOURCES**

### **Section I – Human Resources**

1. Board Policy II.F. – Policies Regarding Nonclassified Employees – First Reading – Action item
2. Idaho State University – Multi-Year Employment Agreement – Head Women’s Basketball Coach – Action Item
3. University of Idaho – Personnel Matters - Action Item

### **Section II – Finance**

1. FY 2020 Budget Request - Action Item
2. FY 2020 Capital Budget Requests – Action Item
3. Intercollegiate Athletics Reports – NCAA Academic Progress Rate (APR) Reports – Information Item
4. Board Policy V.I. – Real and Personal Property and Services – First Reading – Action Item
5. Boise State University – Baker Tilly Agreement for Oracle Corporation - HCM Cloud System Implementation – Action Item
6. Boise State University - Amendment to Multi-Media and Marketing Rights Agreement for Boise State University Athletics – Learfield Communications – Action Item
7. Boise State University – Acquisition of Real Property – Action Item
8. University of Idaho – Authorization of Pitman Center Exterior Repairs – Action Item
9. Lewis-Clark State College – Career Technical Education Center Development Agreement – Action Item

## **INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**

1. Three-Year Program Plan – Action Item
2. Idaho State University – Ph.D., Rehabilitation and Communication Sciences – Action Item
3. University of Idaho – M.S., Plant Pathology – Action Item
4. Board Policy III.N. General Education - First Reading – Action Item
5. Board Policy III.C. Graduate Medical Education - Second Reading - Action Item
6. Board Policy III.Y. Advanced Opportunities – Second Reading - Action Item
7. Board Policy III.Z. Planning and Delivery of Postsecondary Programs – Second Reading - Action Item
8. Complete College America Momentum Pathways Initiative – Information Item

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 (208) 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

**BOARDWORK  
AUGUST 15, 2018**

---

1. Agenda Approval

Changes or additions to the agenda

2. Minutes Approval

**BOARD ACTION**

**I move to approve the minutes from the June 20-21, 2018 Regular Board meeting, July 13, 2018 Special Board meeting, and July 27, 2018 Special Board meeting as submitted.**

3. Rolling Calendar

**BOARD ACTION**

**I move to set August 28-29, 2019 as the date and Pocatello as the location for the August 2019 regularly scheduled Board meeting.**

**BOARDWORK  
AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018



Trustees of Boise State University  
Trustees of Idaho State University  
Trustees of Lewis-Clark State College  
Board of Regents of the University of Idaho  
State Board for Career Technical Education

---

# **DRAFT**

**STATE BOARD OF EDUCATION  
June 20-21, 2018  
Eastern Idaho Technical College  
Rooms 6163/6164  
Idaho Falls, Idaho**

A regularly scheduled meeting of the State Board of Education was held June 20-21, 2018 at Eastern Idaho Technical College in Idaho Falls, Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 1:00pm MST.

**Present:**

Linda Clark, Vice President  
Emma Atchley  
Andrew Scoggin

Don Soltman  
Richard Westerberg  
Sherri Ybarra\*, State Superintendent

**Absent:**

Debbie Critchfield, Vice President  
David Hill, Secretary

\*Except Where Noted

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**Wednesday, June 20, 2018**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)**

1. Eastern Idaho Technical College (EITC) Annual Progress Report

Board member Soltman introduced the item then invited President of Eastern Idaho Technical College (EITC), Dr. Rick Aman, to provide his annual report to the Board.

Dr. Aman begins by sharing with Board members for the upcoming fall semester, EITC has enrolled 810 credit seeking students and received 1,200 applications which equate to an increase of 115% compared to the same time the previous year, highlighting the need for EITC within the local community. Dr. Aman continues the four priorities for EITC as it transitions to the College of Eastern Idaho (CEI) are academic transfer (including 2+2 agreements, consortium agreements and dual credit), STEM, online education and workforce development. President Aman then shares with Board members the vision for CEI moving forward and how the college intends to build partnerships with the local community, business and industry.

Board member Atchley then expresses her appreciation for President Aman and his leadership during the transition from EITC to CEI to which President Aman responds with his appreciation of the Board for their vision creating CEI.

There were no additional questions or comments from the Board.

**BOARDWORK**

1. Agenda Review/Approval

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the agenda as posted.** The motion carried 6-0. Ms. Critchfield and Dr. Hill were absent from voting.

2. Minutes Review / Approval

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the minutes from the March 15, 2018 Special Board meeting, April 9, 2018 Special Board meeting, April 18-19, 2018 Regular Board meeting, May 16-17, 2018 Board Retreat, and June 1, 2018 Special Board meeting as submitted.** The motion carried 6-0. Ms. Critchfield and Dr. Hill were absent from voting.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

3. Rolling Calendar

**BOARD ACTION**

**M/S (Westerberg/Atchley): To set May 15-16, 2019 as the date and Boise as the location for the 2019 Board Retreat and June 19-20, 2019 as the date and North Idaho College as the location for the June 2019 regularly scheduled Board meeting.** The motion carried 6-0. Ms. Critchfield and Dr. Hill were absent from voting.

**WORKSESSION**

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)**

**1. System-wide Access and Affordability Strategies**

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

Board President, Dr. Linda Clark introduced the item and then invited the Board's Chief Academic Officer, Dr. Randall Brumfield to present strategies for the Board's consideration to increase postsecondary access and affordability through a system-like practice across Idaho's public higher education institutions. Joining Dr. Brumfield were the Board's Chief Fiscal Officer, Mr. Carson Howell, Director of Research, Dr. Cathleen McHugh and Chief Planning and Policy Officer, Ms. Tracie Bent.

Dr. Brumfield begins by sharing with Board members the purpose of today's work session is for the Board to consider four (4) strategies to increase access and affordability for students across the state; General Education Coordination, Open Education Resources (OER), Prior Learning Assessment (PLA), and New Student Fees.

**Common Course Numbering & Open Education Resources**

Dr. Brumfield begins by reminding Board members in 2014 the Board approved policy that formally established the State General Education Committee, charged with the responsibility for reviewing competencies and rubrics for institutionally designated General Education categories and ensuring transferability. However, institutions share responsibility for selecting courses at their campuses that should apply to the General Education Matriculation (GEM) framework. Institutions are also responsible for designating courses to meet one of the six GEM area requirements. As a result, duties ascribed to the State General Education Committee do not involve coordinating or clearinghouse functions for GEM courses. With the implementation of a GEM common course list beginning in Fall 2019, Board policy will need to be amended to ensure a process exists for centralized maintenance and continuity of the state common course list, as well as review and consideration of proposed courses. This includes ensuring that courses do not differ across institutions in meeting GEM area requirements. Finally, Dr.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Brumfield states it is important for the Board to understand this is something that should allow for greater transparency and visibility, but also serve as a starting point to look at ways to make college more affordable for students.

The Board's Executive Director, Mr. Matt Freeman, then comments implementation and maintenance of common course numbering requires constant tuning by the college and university faculty and work by both Board staff and a statewide committee to maintain.

Board member Westerberg then remarks on the importance for the Board to make clear their expectations for common course numbering and to develop policy to support the Board's expectations in regards to implementing and maintaining common course numbering.

Board member Soltman then asks if there have been any conversations about the use of Open Education Resources (OER) in conjunction with GEM courses. Dr. Brumfield responds use of OER in GEM courses has been discussed in a number of groups, particularly with the Council on Academic Affairs and Programs (CAAP), General Education Committee and the Institutional Research and Student Affairs (IRSA) Committee and that all three have expressed the need for Board members to define the Boards expectations with using OER.

Board member Scoggin then asks if there are other states or systems who have successfully implemented the use of OER to which Dr. Brumfield responds the state of Florida has implemented common course numbering managed through a state committee comprised of faculty from across the state with much success. Dr. Brumfield then comments that if the Board were to make the decision to transition to OER, they must think of OER not so much as an online resource, but also as a way to minimize cost to students. Adding it is important to remember textbook costs are an upfront cost to students, particularly freshmen, who have not even set foot in a college classroom at the time of purchase and it is important for the Board to think of OER as another way to deliver affordable instruction to students.

Board member Scoggin then asks how soon OER could be implemented to which Dr. Brumfield responds based upon available funds and institution support it could be possible to move forward with a phased approach beginning with select courses for the coming year. Board President Clark adds OER was included on the agenda for the June Student Advisory Council meeting and discussed in some detail and that from the student perspective OER is a priority. Additionally, Dr. Clark comments she is intrigued with the idea shared from Lewis-Clark State College (LCSC) who, in addition to OER, is working to implement additional models offered for a very low cost and she hopes this is considered as a viable option as well.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Board member Westerberg then comments he shares Board member Scoggin's frustration and suggests the Board request an implementation plan, with a timeline and a listing of resources and impediments, either system-wide or at the institutional level, to know if the Board is making progress in this area.

Board member Atchley then comments it would be the most practical for the Board to begin implementation with those courses that are commonly numbered and to concentrate on those common courses that all students are required to take.

Dr. Clark then asks Dr. Brumfield if it were feasible for him to provide a detailed timeline, with barriers for implementation, at the Board's August meeting. Dr. Brumfield responds in the affirmative and then asks if the timeline should include only those courses eligible for adoption in the 2019/2020 school year or a more long-term timeline. Board member Westerberg responds the timeline should include those courses that could be implemented as quickly and reasonably as possible, starting with General Education courses. Board member Scoggin adds the timeline should include target courses for the first year, to be expanded upon in the second year and then again, in the third year to provide the Board some sense of the process and the direction of institutions in relation to OER. Board member Scoggin also asks if there are resources available to aid Board and institution staff in this process.

Dr. Clark asks for clarification on the role of faculty as it relates to implementing OER and that it was her understanding faculty would not be developing resources, but rather recommending existing resources. Dr. Brumfield responds it would be at the liberty of faculty to determine if a textbook meets course pedagogy. The Board's Executive Director, Mr. Matt Freeman, then comments the contemplated stipends for institution faculty could include development of OER resources to which Dr. Brumfield answered in the affirmative as well as editing and scaffolding of existing textbooks. Dr. Clark then asks of the 43 courses identified for common course numbering, how soon Board staff could identify those eligible for OER. Board member Soltman then comments what the Board is requesting will take time and requires a degree of patience on the part of the Board. Mr. Soltman then reminds Board members faculty control their curriculum and the Board will need their support developing OER. Dr. Brumfield then comments a majority of faculty are not on campus during the summer break, however, most faculty administrators are accessible and asks to what extent the Board feels this should be prioritized and working with Provosts and Deans to implement OER would be dependent on the extent to which the Board feels this should be done.

Board President Clark then requested feedback from the Provost and Deans in attendance; Dr. Laura Woodworth Nye, Executive Vice President and Provost for Idaho State University (ISU); Dr. John Wiencek, Provost and Executive Vice President for University of Idaho (UI); Dr. Todd Schwarz, Executive Vice President and Chief Academic Officer for College of Southern Idaho (CSI); Dr. Lita Burns, Vice President for Instruction



**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

for North Idaho College (NIC) and Ms. Lori Barber, Dean of General Education for College of Eastern Idaho (CEI) .

Dr. Wiencek shares with Board members implementation of OER is something UI has been working on for the past three years and that while faculty appreciate and understand the financial burdens placed on students, control over the curriculum is viewed as their domain falling under academic freedom and simply imposing something without faculty input could result in it not moving forward.

Dr. Woodworth Nye then comments OER is something ISU has been working on with a group of dedicated faculty who have launched OER for use in their classrooms. She continues one of the challenges with OER is that it tends to be a grassroots effort coming out of the disciplines and that in relation to their healthcare programs, ISU faculty have had a difficult time finding appropriate OER materials for use in their unique environment. Dr. Woodworth Nye then states it would be of benefit to ISU to have a larger faculty conversation at the discipline, state or regional level to understand how other disciplines have implemented these systems across both a single campus and multi-location campus similar to ISU.

Ms. Barber then shares with Board members the CEI English Department has transitioned to using OER whenever possible, however, like ISU; CEI has experienced similar challenges with the use of OER for their health sciences programs. Ms. Barber then states CEI's Psychology and Sociology departments will be piloting OER during the fall semester and will then review the results to determine if they will continue with OER for future semesters. Finally, Ms. Barber shares with Board members that while there are many benefits that come with using OER, there are some limitations as well, specifically with the science programs.

Dr. Clark then shares a suggestion made by UI President, Chuck Staben, during the Higher Education Presidents Council (HEPC) June meeting to offer incentives to implement OER at the department level rather than individually at the faculty level.

Dr. Schwarz then comments most of the state's colleges and universities have already undertaken initiatives to provide affordable resources to students and that, similar to LCSC, CSI has researched options to reduce the overall cost of textbooks and implementation of a Board Policy to support initiatives under way would be welcome.

Dr. Burns then shares faculty at NIC are very conscious of the cost to students and many have started developing their own resources to help offset costs to students by becoming more creative around traditional OER resources while still trying to reduce costs to students.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Dr. Wiencek then comments the challenge with OER is getting a culture to change and providing incentives at the department level would lead to more long-term change compared to providing incentives at the individual level.

Board member Scoggin then comments he appreciates the feedback provided today by the institutions but is not clear on the direction the institutions are taking with regards to OER and asks how the Board can aid in the process.

Board member Westerberg then modifies his previous request for each institution to provide an implementation plan to also include a report of what measures they are taking to address textbook costs and implementation of OER.

Mr. Freeman then asks for confirmation from the Board they would like to receive at the Board's August meeting an inventory, from each institution, on their current efforts as they relate to OER as well as any additional efforts underway or being considered to lower the cost of textbooks. Board member Scoggin adds, if, out of those reports arises a set of recommendations for where the Board might start to go then this too could be added to the inventory. Board member Westerberg comments the purpose is for the institutions to inform the Board on the direction they are headed, to which Dr. Clark adds specifically with those common course numbered courses.

Dr. Wiencek then comments if the desired outcome is to lower the price point for students, the Board should request each academic program provide a total textbook cost to complete their curriculum and how they plan to reduce those costs. Dr. Clark states her agreement with this, adding the report should include where you are at currently, your plans moving forward, and what you need from the Board to move forward as rapidly as possible. Board member Scoggin adds the end goal should be for students to move through the system most efficiently and cost effectively as possible.

Finally, Dr. Clark asks the institutions to provide their report to the Board at the October Board meeting.

**Prior Learning Assessment (PLA)**

Dr. Brumfield begins by sharing with Board members Prior Learning Assessment (PLA) is an opportunity for individuals to earn postsecondary credit(s) through the demonstration of knowledge, usually through performance on comprehensive exams or portfolio development. Dr. Brumfield continues PLA methods provide a bridge for student learning acquired outside the traditional postsecondary classroom environment. Examples of the most popular prior learning assessments include Advanced Placement (AP), College Level Examination Program (CLEP), academic department challenge exams, and student portfolio evaluation. For active service military personnel and military veterans, the Joint Services Transcript (JST) and DANTES Subject Standardized Tests (DSST) are

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

traditional forms of PLA. Research indicates that adult and non-adult learners who earn credit through PLA are more likely to persist, take more courses over a longer period of time, and graduate with a postsecondary credential. For these reasons, access to PLA is essential to helping reduce costs for students, while achieving the State Board's goal that 60% of 25-34 year olds hold a post-secondary credential by 2025. Though Board Policy III, Continuing Education and Prior Learning, provides definitions and guidance for PLA it does not provide direction for institutions as to how PLA should be implemented across the system; therefore, a need exists to develop consistent and transparent approaches to delivering and recognizing PLA methods, as well as awarding credit and articulating transfer credit for PLA.

Board member Scoggin asks if this is an item being considered by the Institution, Research & Student Affairs (IRSA) Committee. Board member Westerberg responds in the affirmative adding the IRSA Committee is seeking input from Board members to help prioritize which of the items to address and when to address them.

Vice President for Instruction for North Idaho College (NIC), Dr. Lita Burns, comments another area to explore would be development of a statewide policy for a PLA tool that could be used by institutions to award credit for prior learning experience to those individuals currently in the workforce who wish to return to an institution to pursue their degree. Dr. Burns adds this would also help to address challenges with Horizontal Alignment as well.

Board member Atchley then comments the Northwest Commission on Colleges and Universities (NWCCU) has language addressing PLA that could be used by the Board as a starting point to form a policy on PLA. Ms. Atchley continues the only item of concern she has would be NWCCU's limit of a maximum of 25 credits that could be applied towards a degree. Finally, Ms. Atchley states the Board should consider every avenue available to continue to offer students ways to complete their degree, adapted to suite Idaho's needs. Dr. Clark adds this is not exclusive to Idaho and that many states are grappling with this same issue.

Finally, Ms. Bent states the Board does have a policy addressing PLA, however, that policy is very open and is limited to defining the terms related to PLA and requiring institutions to have policies in place on how to award PLA.

### **Processing Fees**

Mr. Howell begins by reminding Board members at the April 2018 Board meeting, the Board approved the FY19 tuition and fees for the public four-year institutions. Fees are broken into three categories: general and career technical fees, institutional local fees approved by the Board, and institutional local fees approved by the chief executive officer. The fees are described in Board policy V.R. The general and career technical fees, along

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

with the institutional fees approved by the Board, are presented and approved by the Board annually at the April meeting. The institutional local fees approved by the chief executive officer are fees that are approved at the institution level. These fees approved by the institutions include processing fees and can be used to fund an auxiliary of the institution. Prior to eliminating the application fee for resident students, many of the institutions used the application fee to fund the admissions office operations. There are differences in how institutions administer fees such as the orientation, enrollment, and graduation fees. The timing of fees can affect whether those fees can be paid through financial aid funds or if the fees must be paid with other funds.

Board member Soltman then asks to what extent students are expected to pay for the ongoing operations of university entities, such as the Registrar's Office, and are we looking for revenue streams to pay for these different departments or should they be considered part of the overall university expense. Board member Soltman then comments he is appalled by the number and types of fees assessed by the institutions, adding, the appearance is the institutions are out to get what they can get, citing the "*Fee to Confirm Enrollment Upon Admission*" as one example and that this gives the appearance that another fee was deleted and substituted with this one. Mr. Howell responds this could indeed be the case and brings the discussion back to what are these fees paying for and if a self-support auxiliary is funded through these fees and a fee is deleted then the revenue needs to be made up from somewhere. Mr. Howell then states Board staff would like guidance from the Board on how to address these types of fees.

Ms. Bent adds part of the policy question is when the fees are applied, which fees can be rolled in to the cost of attendance that could then be covered by financial aid or scholarship. She continues there is also the issue of transparency and is it more transparent to students to have a more consolidated fee to cover different costs as opposed to multiple, smaller fees, and what is the true cost of attendance, in addition to tuition.

Mr. Freeman then asks if the Business Affairs & Human Resources (BAHR) Committee has considered this item to which the BAHR Committee Chair, Mr. Westerberg, responds the Board has always recognized it is about the total cost of attendance, regardless of whether or not it is called tuition or a fee and the BAHR Committee is working on simplifying the fee structure to make the cost of attendance more transparent and easier to pay for with financial aid and scholarship funds.

Dr. Clark ends the work session by reminding Board members of the great many recommendations that came from the Governor's Higher Education Task Force, however, there is a limitation to what the Board can address due to current staffing and the Board office needs more staff and cannot stretch the existing staff any further. Finally, Dr. Clark states everything discussed today is important, but the Board must prioritize and make choices on what to address first.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

At this time, Board took a 20 minute break, returning at 3:00 pm

**STATE DEPARTMENT OF EDUCATION (SDE)**

1. Developments in K-12 Education

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

Prior to beginning her update to the Board, Superintendent Ybarra requested a moment of personal privilege to recognize retiring Deputy Superintendent, Mr. Pete Koehler and to thank him for his years of service to Idaho's students. Board President Dr. Linda Clark also expressed her appreciation for Mr. Koehler, noting he has been a major participant in the Board's initiatives and committees and thanking him for his hard work.

Superintendent Ybarra continued with a brief update to the Board on the current work of the State Department of Education staff which includes reaching out to school districts, K-3 Literacy Training, professional development around the new Science Standards, Assessment Literacy Training, meetings with stakeholders to prepare the Public School Budget Request and review of the preliminary data from the 2018 Idaho Standards Achievement Test (ISAT).

Superintendent Ybarra then invited the National Assessment of Educational Progress (NAEP) Coordinator for the State Department of Education, Dr. Paul Kleinert, to share the results of the 2017 NAEP with the Board.

Dr. Kleinert begins by sharing 81% of Idaho students performed at or above basic on the Grade 4 Mathematics assessment which equates to an average scale score of 240 out of 500, one point higher than the national average of 239 and that since 2007 there has been no significant change in Idaho's score, with the exception of English Language Learner (ELL) students who experienced a decrease of 9 scale points.

Board member Soltman then asked why, if the NAEP test is used as an indicator for change, Idaho's scores have not increased. Superintendent Ybarra responded that while the intent is to see an increase in scores, the data is used to inform higher level policy decisions and the data indicates Idaho is holding their own especially in light of Idaho's incredible population growth. Mr. Koehler then adds the continuous drum beat has been the state is not doing well for its children and this data is fundamental proof the state is as, if not more competitive, as the states around us adding the scores are proof the children in Idaho's public schools and charter schools are getting a good education. Board member Clark then comments the NAEP is not a growth test but rather a measurement of Grade 4 and Grade 8 students over time against a national standard.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Superintendent also adds it is not typical to see a gain of more than 1-2 % points or a decrease of more than 3-4%.

Dr. Kleinert continues with an update on the results for Grade 8 Mathematics, sharing 74% of Idaho students scored at or above basic which equates to an average scale score of 284 out of 500, two points higher than the national average of 282 and that since 2007 there has been no significant change in Idaho's score, with the exception of ELL students who experienced a decrease of 16 points.

Dr. Kleinert then shares for the Grade 4 Reading assessment 70% of students performed at or above basic which equates to an average score of 223 out of 500, two points higher than the national average of 221 and that since 2007 there has been no significant change in Idaho's score, with the exception of Students with Disabilities who experienced a decrease of 12 scale points and ELL students who experienced a decrease of 17 scale points.

Finally, Dr. Kleinert shares for the Grade 8 Reading assessment 81% of students performed at or above basic, which equates to an average score of 270 out of 500, five points higher than the national average of 265 and that since 2009 Idaho has seen a significant increase in the student group score of five scale points.

Superintendent Ybarra then comments the increase in the Grade 8 Reading scores are due to Idaho's investment in the reading initiative, and that significant increases of more than one point are not typical and the increase of five points in Grade 8 Reading scores is very promising.

Dr. Dale Kleinert, Idaho Operations Director for AdvancED shared with Board members feedback from school districts on the AdvancED survey has been positive.

There were no additional questions or comments from the Board.

2. Hardship Status – Albion Elementary School

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

Superintendent Ybarra introduced the item, sharing with Board members the conditions supporting the Board's October 1999 approval of the request by Cassia County School District, #151, for Albion Elementary School to be designated a hardship elementary school have not changed and the item today is the school district's annual report to the Board as required in Idaho Code Section 33-1003(2)(b).

There were no questions or comments from the Board.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

3. Proposed Rule, IDAPA 08.02.03, Rules Governing Thoroughness, Annual Measurable Achievement Objectives (AMO)

**BOARD ACTION**

**M/S (Ybarra/Scoggin):** To approve the proposed rule amendment to IDAPA 08.02.03, Rules Governing Thoroughness, as submitted in Attachment 1. The motion carried 6-0. Ms. Critchfield and Dr. Hill were absent from voting.

Superintendent Ybarra introduced the item sharing with Board members changes to the state accountability system and statewide assessment program have made the Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAO's) obsolete.

There were no questions or comments from the Board.

4. Professional Standards Commission – Proposed Rule, Docket No. 08-0202-1801, Rules Governing Uniformity

**BOARD ACTION**

**M/S (Ybarra/Westerberg):** To approve the revised Idaho Standards for Initial Certification of Professional School Personnel as submitted in Attachment 2. The motion carried 6-0. Ms. Critchfield and Dr. Hill were absent from voting.

**AND**

**M/S (Ybarra/Westerberg):** To approve Proposed Rule Docket No. 08-0202-1801, Rules Governing Uniformity, as submitted in Attachment 1. The motion carried 6-0. Ms. Critchfield and Dr. Hill were absent from voting.

Superintendent Ybarra introduced the item sharing with Board members the revisions to IDAPA 08.02.02, Rules Governing Uniformity, and the Idaho Standards for Initial Certification of Professional School Personnel will enable Idaho colleges and universities to better prepare teachers according to these updated initial certification standards and endorsements.

There were no questions or comments from the Board.

5. Proposed Rule, Docket No. 08-0203-1801, Rules Governing Thoroughness, Incorporation by Reference

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**BOARD ACTION**

**M/S (Ybarra/Westerberg): To approve the amended Idaho Special Education Manual as submitted in Attachment 2.** The motion carried 6-0. Ms. Critchfield and Dr. Hill were absent from voting.

**AND**

**M/S (Ybarra/Westerberg): To approve Proposed Rule Docket No. 08-0203-1801, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1.** The motion carried 6-0. Ms. Critchfield and Dr. Hill were absent from voting.

Superintendent Ybarra introduced the item sharing with Board members the proposed changes to the Idaho Special Education Manual (Manual) will bring the Manual into alignment with the Idaho Administrative Procedures Act (IDAPA), Idaho Code, Individuals with Disabilities Education Act (IDEA), Every Student Succeeds Act (ESSA), and recent court decisions as well as provide clear and consistent guidance for school personnel.

There were no questions or comments from the Board.

6. Red Tape Committee Recommendations

**BOARD ACTION**

**M/S (Ybarra/Soltman): To accept the recommendations of the Red Tape Committee as submitted in Attachment 1.** The motion carried 6-0. Ms. Critchfield and Dr. Hill were absent from voting.

Superintendent Ybarra introduced the item sharing with Board members the Red Tape Committee was formed to address the concerns of district administrators and charter school directors over reporting requirements to the different state agencies and, if implemented, the recommendations presented to the Board today would reduce the administrative burden of school districts and charter schools across the state, allowing administrators and their staff to dedicate more time and energy to the education of their students.

There were no questions or comments from the Board.

At this time, the Board recessed for the evening at 3:42pm MST.



**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**Thursday June 21, 2018, 8:00 a.m., Eastern Idaho Technical College, Rooms 6163/6164 Idaho Falls, Idaho.**

Board President Dr. Linda Clark called the meeting to order at 8:00 a.m. Mountain Time for regularly scheduled business. There were three (3) participants for Open Forum.

**OPEN FORUM**

Mr. Ladd Edmo, Vice Chairman for Shoshone Bannock Tribes; Ms. Sidney Upsis Fellows, member of the Shoshone-Bannock Tribe and Idaho State University student; and Mr. Gaylen Edmo, member of the Shoshone-Bannock Tribe and University of Idaho Law School student addressed the Board to encourage Board members to approve the proposed amendment to Board policy Section V.R.3.,a. to lower tuition for American Indian students effective for the 2019-2020 academic year.

**CONSENT AGENDA**

**BOARD ACTION**

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

**Audit**

1. Idaho State University – Operating Agreement between Idaho State University (ISU) and Idaho State University Foundation, Inc.

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the operating agreement between Idaho State University and Idaho State University Foundation, Inc., as presented.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**Business Affairs & Human Resources – Section I Human Resources**

2. Boise State University – Amendments to Annual Contract for Eric Kiesau, Assistant Coach, Men's Football

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the request by Boise State University to amend its single year employment agreement with Eric Kiesau as proposed,**

**BOARDWORK  
AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**commencing after Board approval and terminating on February 28, 2019, at a base salary of \$220,000 and supplemental compensation provisions, as presented in Attachment 3.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

3. Lewis-Clark State College – Faculty Rank and Promotion – Bill Hayne

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the request by Lewis-Clark State College to advance Bill Hayne to the rank of Assistant Professor, with opportunity for continuing advancement in rank as per institutional policy.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**Business Affairs & Human Resources – Section II Finance**

4. Boise State University – Nike, Inc. Agreement – Amendment

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the request by Boise State University to extend its multi-sport product supply and sponsorship agreement with NIKE, Inc. for an additional two years, as outlined herein.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**Planning, Policy & Governmental Affairs (PPGA)**

5. Idaho Division of Vocational Rehabilitation – Idaho State Rehabilitation Council Membership

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the appointment of Kenna Buckner to the State Rehabilitation Council as a representative for a community rehabilitation provider for a term of three years effective July 1, 2018, ending June 30, 2021.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the appointment of Darin Lindig to the State Rehabilitation Council as a representative for business, industry and labor for a**

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**term of three years effective June 1, 2018 ending May 31, 2021.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

6. Data Management Council Appointments

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the reappointment of Chris Campbell to the Data Management Council as a representative of the Department of Education for a term commencing July 1, 2018 and ending June 30, 2020.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the reappointment of Don Coberly to the Data Management Council as a school district representative for a term commencing July 1, 2018 and ending June 30, 2020.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the reappointment of Mathew Rauch to the Data Management Council as a school district representative for a term commencing July 1, 2018 and ending June 30, 2020.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the reappointment of Georgia Smith to the Data Management Council as a representative of the Department of Labor for a term commencing July 1, 2018 and ending June 30, 2020.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the appointment of Cathleen McHugh to fill the remainder of Carson Howell's term on the Data Management Council, ending June 30, 2019.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

7. Accountability Oversight Committee Appointments

**BOARDWORK  
AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the reappointment of Julian Duffey to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2018 and ending on June 30, 2020.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the reappointment of Rob Sauer to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2018 and ending on June 30, 2020.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the reappointment of Roger Stewart to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2018 and ending on June 30, 2020.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

8. Institution President Approved Alcohol Permits

**BOARD ACTION**

**M/S (Soltman/Atchley): To accept the report on institution president approved alcohol permits.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

9. Coeur d'Alene School District/Post Falls School District – Boundary Annexation/Excision

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the corrected boundary legal description for the Coeur d'Alene School District as submitted in Attachment 1.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

10. Lewis-Clark State College – Facilities Naming – Center for Arts and History

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the request by Lewis-Clark State College to name the Center for Arts and History the Lee and Deanna Vickers Center for Arts and History. The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.**

**State Department of Education (SDE)**

11. Request for Waiver of 103% Student Transportation Funding Cap

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the request by St. Maries School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 143%, for a total of \$16,261 in additional funds from the public school appropriation. The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.**

**AND**

**M/S (Soltman/Atchley): To approve the request by Plummer-Worley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 119.67%, for a total of \$25,040 in additional funds from the public school appropriation. The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.**

**AND**

**M/S (Soltman/Atchley): To approve the request by Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 133%, for a total of \$55,107 in additional funds from the public school appropriation. The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.**

**AND**

**M/S (Soltman/Atchley): To approve the request by Butte County School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 133%, for a total of \$2,832 in additional funds from the public**

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**school appropriation.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the request by Orofino School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 130.27%, for a total of \$28,736 in additional funds from the public school appropriation.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the request by Bliss School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 119.67%, for a total of \$3,540 in additional funds from the public school appropriation.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the request by Mountain View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 150.50%, for a total of \$32,511 in additional funds from the public school appropriation.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the request by Kootenai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 203%, for a total of \$2,424 in additional funds from the public school appropriation.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the request by Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 118.62%, for a total of \$68,005 in additional funds from the public school appropriation.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**AND**

**M/S (Soltman/Atchley): To approve the request by Kamiah School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 143%, for a total of \$11,369 in additional funds from the public school appropriation. The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.**

**AND**

**M/S (Soltman/Atchley): To approve the request by Highland School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 123%, for a total of \$5,321 in additional funds from the public school appropriation. The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.**

**AND**

**M/S (Soltman/Atchley): To approve the request by Kellogg School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2017 of 108.41%, for a total of \$17,395 in additional funds from the public school appropriation. The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.**

12. Transport Students Less Than One-And-One-Half Miles for the 2017-2018 School Year

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the requests by ninety-nine (99) school districts and twelve (12) charter schools as submitted in Attachment 1 for approval to transport students less than one and one-half miles for the 2017-2018 school year. The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.**

13. Appointment to the Professional Standards Commission

**BOARD ACTION**

**M/S (Soltman/Atchley): To appoint Peter McPherson as a member of the Professional Standards Commission for a three-year term beginning July 1, 2018, and ending June 30, 2021, representing the State Department of Education. The**

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

14. Emergency Provisional Certificates

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the request by the Professional Standards Commission for the one-year emergency provisional certificates for Tabitha Notareus, Charles Chesbro, Randall Annunziato, Chelsey Stucki, Megan Hinojos and MaKinzie Adamson to teach the content area and grade ranges at the specified school districts as provided herein.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)**

**Section I – Human Resources**

1. Chief Executive Officer Compensation

**BOARD ACTION**

**M/S (Westerberg/Scoggin): To approve an hourly rate of \$74.34 (annual salary of \$154,627) for Matt Freeman as Executive Director of the State Board of Education, effective June 17, 2018.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Westerberg/Soltman): To approve an hourly rate of \$54.17 (annual salary of \$112,674) for Jane Donnellan as Administrator of the Division of Vocational Rehabilitation, effective June 17, 2018.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Westerberg/Soltman): To approve an hourly rate of \$54.43 (annual salary of \$113,214) for Ron Pisaneschi as General Manager of Idaho Public Television, effective June 17, 2018.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**



**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**M/S (Westerberg/Soltman): To approve an hourly rate of \$57.65 (annual salary of \$119,912) for Dwight Johnson as Administrator of the Division of Career Technical Education, effective June 17, 2018.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs & Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members the Board's Executive Director has completed the annual performance evaluations for the administrator of the Division of Career & Technical Education, the administrator of the Division of Vocational Rehabilitation, and the general manager of Idaho Public Television. Mr. Westerberg then states the salary recommendations for these positions are based on the evaluations and the individual agencies' Division of Financial Management approved compensation plans for FY2019 and approval of the proposed salaries will allow staff to enter the salaries for FY2019 into the state payroll system.

There were no questions or comments from the Board.

2. Supplemental Retirement 403(b) Plan – Amendments

**BOARD ACTION**

**M/S (Westerberg/Atchley): To approve amendments to the Closed Supplemental Retirement 403(b) Plan Appendix A document set forth in Attachment 1.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs & Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members eligible participants in the Board's Supplemental 403(b) Retirement Plan (Plan) are determined by the Board and listed by name in Appendix A to the Plan. In the event the Board desires to expand the Plan participants, it must do so by approving a revision to append Appendix A. With the appointment of Dr. Martin Schimpf as interim president at Boise State University (BSU), commencing July 1, 2018 and terminating June 30, 2019, the addition of Dr. Schimpf in the Plan would only be for the period of one year with the same commencement and termination dates as his appointment of interim president.

There were no questions or comments from the Board.

**Section II – Finance**

1. FY 2019 Operating Budgets

**M/S (Westerberg/Soltman): To approve the FY 2019 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Career Technical Education,**

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**Agricultural Research and Extension Service, Health Education Programs and Special Programs, as presented in Attachments 1-28.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs & Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members approval today establishes the agency and institutional fiscal spending plans for FY2019 and allows the agencies and institutions to continue operations from FY2018 into FY2019.

Board member Atchley then questions the significant increases in executive and administrative funding for Boise State University (BSU) and University of Idaho (UI), noting the total increase in executive/administrative compensation BSU is shown to be 13.5% compared to an increase of only 3.8% for faculty and for UI a 7.2% increase in executive/administrative compensation compared to an increase of 1.88% for faculty.

Associate Vice President of Budget & Planning for Boise State University, Mr. Kenneth Kline, explains an increase in the overall number of positions is what is driving the increase in executive/administrative compensation. Board member Atchley then comments that during the Board's February meeting, BSU shared with Board members their struggle to retain faculty and to provide enough faculty to teach the number of students enrolled at BSU and that what Mr. Kline has shared with the Board today would indicate BSU has more administrative positions than faculty. Mr. Kline responds in the affirmative and offers to provide a detailed accounting of the positions included in the FY2019 budget request to the Board.

University of Idaho (UI) Vice President for Finance, Mr. Brian Foisy, explains UI has moved to an era of market-based compensation, having established target compensation for individual employees and not groups or classifications and these targets apply to executive and administrative employees as well as faculty and staff.

Board member Westerberg comments Board member Atchley brings forward an important point, highlighting the fact that administrative costs for allocation have increased much faster than instruction staff and the BAHHR Committee should spend some time to determine why this is.

There were no additional questions or comments from the Board.

**2. FY2020 Line Item Budget Requests**

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

There were no questions or comments from the Board.

**3. Board Policy V.R. – Establishment of Fees – First Reading**

---

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**BOARD ACTION**

**M/S (Westerberg/Atchley): To approve the first reading of proposed amendment to Board policy Section V.R.3,.a. establishing a new fee effective for the 2019-2020 academic year, contingent on state appropriations to offset the cost; to authorize Idaho State University to pilot the new fee during the 2018-2019 school year; and to direct staff to develop an FY 2020 line item request for funds to offset the fee.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs & Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members the Idaho Indian Education Committee (IIEC) has identified cost as a barrier to Idaho American Indian students access to postsecondary education. With the goal of increasing access to postsecondary education for tribal members, who meet specific eligibility requirements, the IIEC has requested the Board establish a fee in lieu of tuition, similar to other fees established by the Board.

Mr. Westerberg then invited IIEC Chair, Dr. Yolanda Bisbee, and committee member Ms. Selena Grace, to present to the Board on the need for the proposed fee.

At the end of the presentation, Board member Scoggin asks if a legal analysis has been conducted to determine any possible legal ramifications if the Board were to move forward with approving the proposed fee. The Board's Deputy Attorney General, Ms. Jenifer Marcus responds an exhaustive legal analysis has not been completed; however, a United States Supreme Court decision supports the approach, in an employment context, of treating tribes and tribal members differently than other minority classifications based upon their status as sovereign nations.

There were no additional questions or comments from the Board.

4. Boise State University – Authorization of Planning/Design – Baseball Field

**BOARD ACTION**

**M/S (Westerberg/Scoggin): To approve the request by Boise State University to proceed with planning and design of a new baseball field for a total cost not to exceed \$500,000.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members the request from Boise State University (BSU) for the design phase of the proposed baseball field project

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

conforms to the requirements for major capital projects established in Board Policy V.K. and that following successful completion of the design phase, BSU will need to return to the Board for approval of the financing plan for the project and to obtain Board approval to proceed into construction.

There were no questions or comments from the Board.

5. Boise State University – Revisions and Additions to 2018-19 Online Program Fees

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the proposed online program fee reductions and the proposed pricing model for the “Passport to Education” pilot program as described in the attached FY 2019 Boise State University revised fee schedule.** The motion carried 4-0 with Dr. Clark abstaining. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item and then invited Associate Vice President of Budget & Planning for Boise State University (BSU), Mr. Kenneth Kline, to present the proposal to the Board.

Mr. Kline begins by sharing with Board members the Passport to Education pilot program will be launched through an exclusive partnership with Cap Ed Credit Union and made available to all 75,000 of its members. The pilot program has been designed to allow participants the ability to earn a college degree online from BSU for 5%-50% less than other national providers. Passport members will be charged a monthly subscription fee that will remain fixed for as long as the student maintains payments and stays enrolled in the program.

There were no additional questions or comments from the Board.

6. Boise State University – Amendment to Multi-Media and Marketing Rights Agreement for Boise State University (BSU) Athletics  
This item was provided in the agenda materials as an information item.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members this agreement signifies a significant change in the way the Board operates marketing agreements with Learfield Sports Marketing (Learfield). Mr. Westerberg then requests Boise State University present the proposed changes to the Board. Representing Boise State University were

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Athletic Director, Mr. Curt Apsey; General Counsel, Mr. Matt Wilde; and Director of Trademark Licensing and Enforcement, Ms. Rachael Bickerton.

Mr. Wilde begins BSU's presentation by sharing with Board members in 2009 Boise State University entered into a multimedia and sports marketing agreement with Learfield for seven years commencing July 1, 2010 with three additional one-year options. In 2014, BSU elected to exercise its first option to extend the agreement through June 30, 2025 and has now exercised its second option for a new three-year extension that would extend the contract until 2028. The new terms of the agreement will be July 1, 2010 through June 30, 2028 and would provide BSU an additional \$17,450,000 over the current contract through additional revenue each year and the three additional years of the contract. Mr. Wilde then states in addition to the monetary consideration, the amendment would also allow for multi-media rights for categories specifically excluded in the original 2009 agreement, including off campus beer and wine promotions and partnerships in the casino/gaming categories.

Board member Westerberg then asks for additional information on what the casino and gaming industry partnerships would look like to which Mr. Apsey responds on campus events would be treated like any other major corporate partner. Off campus, would be something to the effect of Broncos playing on the road in another state and fans could go to a facility to participate in a "watch party" and associated activities. Mr. Apsey then states if the event is not operated in good taste or compromises the BSU brand, the university would act accordingly.

Board member Scoggin then asks how the proposed agreement would restrict the ability for a location or individual to invite someone to watch a particular game to which Mr. Apsey responds it would not, however, if they were to host a watch party and then decorate the location in BSU's marks then it would.

Board member Westerberg then asks if there are any concerns, based upon the national discussion around sports gaming, with BSU collaborating with the gambling industry to which Mr. Apsey responds the national discussion creates concerns, regardless of any partnerships with the gaming and casino industry.

Board member Atchley then asks how BSU polices the use of their mark to which Ms. Bickerton responds the approval and enforcement process is the same for anyone using the BSU name and trademark. Ms. Bickerton then states trademark licensing is run through IMG and BSU has access to their resources for enforcement and it is not uncommon for alumni, fans, other licensees and sponsors to report misuse of BSU's marks.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Board member Scoggin then asks what the financial impact would be if BSU were not to extend their branding to these additional areas to which Mr. Apsey responds the current contract would remain the same.

Board member Westerberg then asks if the agreement requires Learfield to prepare a marketing plan on an annual basis and, if so, who would approve that plan. Ms. Bickerton responds the contract requires Learfield to present a marketing plan to the Athletic Director on an annual basis and once the Athletic Director has approved the concept of sponsorship, every request for use of the BSU logo must receive approval from the Trademark Licensing and Enforcement Department as well. Mr. Westerberg then asks if a particular request were denied, would it have a financial impact on the agreement with Learfield to which Mr. Apsey responds in the negative, adding the wording in the contract is "in good faith" and it is his belief there would not be any financial impact unless the university were to repeatedly deny requests and he does not believe the university would approve a request based solely on the financial incentive.

Board member Westerberg then states his concern with the amendment, specifically the approval process and the financial consequences if Learfield were not allowed to market a product in the manner in which they desire. Mr. Westerberg then states, in his opinion, approval of these categories must be reviewed at the Presidential level.

Board member Westerberg then requests unanimous consent to return this item to the Business Affairs & Human Resources (BAHR) Committee for additional work. There were no objections.

There were no additional questions or comments from the Board.

7. Boise State University and Idaho State University – Revised Purchasing Practices for Boise State University (BSU) and Idaho State University (ISU)

**BOARD ACTION**

**M/S (Westerberg/Scoggin): To approve Boise State University's and Idaho State University's proposed purchasing policies revision as submitted in Attachment 1 and 2; to find it substantially consistent with Title 67, Chapter 92 Idaho Code; and to authorize the universities to implement the revised purchasing policies effective July 1, 2018.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members the proposed revision to the Board-approved purchasing policies are required to address new federal procurement

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

regulations for sponsored projects and should improve the timeliness and efficiency of the acquisition process for Boise State University and Idaho State University.

There were no questions or comments from the Board.

8. Idaho State University – Authorization of Planning/Design – Holt Arena Seating

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the request by Idaho State University to revise its six year capital plan to include the proposed project for new seating for the Holt Arena to enable the University to begin fundraising for the project, and to approve the University's request to begin the planning and design phase of the project.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members Idaho State University (ISU) is seeking Board approval to begin fundraising efforts and to initiate planning and design for the acquisition of new seating in Holt Arena.

There were no questions or comments from the Board.

9. Idaho State University – Authorization of Construction Phase – Anatomy and Physiology Lab Building Addition at ISU Meridian Health Science Center

**BOARD ACTION**

**M/S (Westerberg/Atchley): To approve the request by Idaho State University to revise its six-year capital project plan and to begin construction of the Anatomy and Physiology Lab building addition at the Meridian Health Science Center, at a cost not to exceed \$7.75M.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members Idaho State University (ISU) is seeking Board approval to begin construction of the Anatomy and Physiology Lab Building Addition at the ISU Meridian Health Science Center. Mr. Westerberg then invited Vice President for Health Sciences for ISU, Dr. Rex Force and ISU Interim Chief Financial Officer, Mr. Brian Hickenlooper to answer any questions from the Board.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Board member Soltman then asked for an update on the projects timeline to which Dr. Force responds substantial completion is anticipated for late summer 2019. Board member Soltman then asks how this will affect the Idaho College of Osteopathic Medicine (ICOM) students to which Dr. Force responds per the existing contingency plan, ICOM students will be using the existing lab space during construction. Board President Clark then asks how the construction will impact the existing parking to which Dr. Force responds the construction layout and details are still to be worked out, however, the plan is to not affect ISU's existing parking.

There were not additional questions or comments from the Board.

10. University of Idaho – Idaho Central Credit Union (ICCU) Arena Funds Investment Approval

**BOARD ACTION**

**M/S (Westerberg/Scoggin): To approve the request by the University of Idaho to approve the transfer of funds to the University of Idaho Foundation as outlined in the materials presented to the Board, and to authorize the Vice President for Finance and Administration to sign the MOU at Attachment 1.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members pursuant to Board Policy V.E. University of Idaho (UI) is requesting Board approval to transfer the corpus of the \$10 million received from Idaho Central Credit Union (ICCU) for the Arena project to the UI Foundation in order to earn interest on the donated funds as the University waits for the start of the project. UI will then return to the Board for approval of the financing plan and to begin the construction phase of the Arena project once fund-raising is complete.

There were no questions or comments from the Board.

11. University of Idaho – Acquisition of Real Property – Sandpoint

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the request by the University of Idaho to authorize the acquisition of the real property located in Bonner County as described in the materials presented to the Board, and to authorize the University's Vice President for Finance and Administration to execute all necessary transaction documents related thereto.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.



**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members University of Idaho (UI) is seeking Board approval to acquire the 48 acre property to establish the Sandpoint Organic Agriculture Center (SOAC). Mr. Westerberg then invited University of Idaho (UI) Vice President for Finance, Mr. Brian Foisy to present the terms of the acquisition to the Board. Joining Mr. Foisy were Ms. Jennifer Root, Senior Director of Development for the College of Agricultural and Life Sciences, and Ms. Carly Schoepflin, Director of Communications and Strategic Initiatives for the College of Agricultural and Life Sciences.

Ms. Root begins by sharing with Board members UI has a unique opportunity to strengthen its presence in Northern Idaho through the acquisition of the Sandpoint Orchard located near Sandpoint, Idaho for the purpose of establishing the Sandpoint Organic Agriculture Center (SOAC). Ms. Root continues the 48-acre property includes a variety of existing heirloom apple trees, two-story lodge building, bunkhouse, and other specialized improvements and acquisition of the property would take place through a bargain sale. The land and improvements were recently appraised at \$3,382,000; however, the seller has offered the property to UI for \$2,200,000.

Mr. Foisy then comments if UI were to invest its own funds to recreate a research and extension center of this nature costs would exceed \$5,000,000. Finally, Mr. Foisy states UI has the funds over a five (5) year period to cover the purchase as presented here today.

There were no additional questions or comments from the Board.

12. University of Idaho – Authorization of Planning/Design – Potato Seed Building

**BOARD ACTION**

**M/S (Westerberg/Scoggin): To approve the request by the University of Idaho to implement the planning and design phase of the capital project for the proposed Seed Potato Germplasm Facility, for a total cost of \$5,500,000, with costs for the Planning and Design phase not to exceed \$650,000. Authorization includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the planning and design phase of the project.** The motion carried 4-0 with Board member Atchley abstaining. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members University of Idaho (UI) is seeking Board approval to proceed with the Planning and Design phase of a Capital Project to design and construct a Seed Germplasm Potato Facility to be located on the

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

main campus of the UI in Moscow, Idaho. Mr. Westerberg then invited University of Idaho (UI) Vice President for Finance, Mr. Brian Foisy to present the request to the Board.

Mr. Foisy begins by sharing with Board members UI proposes to construct a Seed Potato Germplasm Facility as part of the ongoing effort to collaborate with and support the potato industry within the State of Idaho. The university currently maintains an existing Seed Potato Germplasm laboratory within the Iddings Agricultural Sciences Laboratory Building on the main campus of the university in Moscow, Idaho. However, this facility is small in size and scale, limiting production and germplasm storage. There is high demand from researchers and the potato industry to increase production and expand storage capacity.

Board member Soltman then asks where facility will be located to which Mr. Foisy responds UI is contemplating a stand-alone facility on the main campus, with the final location being determined during the planning and design phase.

There were no additional questions or comments from the Board.

13. College of Eastern Idaho Real and Personal Property Transfer

**BOARD ACTION**

**M/S (Westerberg/Atchley): To approve the quitclaim deed transferring title of the Eastern Idaho Technical College campus to the College of Eastern Idaho, except for that portion of the campus encumbered with the Building Authority Site Lease and Facilities Lease.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Westerberg/Scoggin): To approve the execution of the Educational Facility Property Agreement documenting the parties understanding regarding the transfer of real and personal property to the College of Eastern Idaho.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Westerberg/Atchley): To authorize the Executive Director to execute all documents necessary to authorize the College of Eastern Idaho to use the portion of the campus encumbered with the Building Authority Site Lease and Facilities lease, as well as any other documents required to transfer the Eastern Idaho Technical College campus and personal property to the College of Eastern Idaho.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members as of July 1, 2018 Eastern Idaho Technical College (EITC) will no longer exist and the transfer to the College of Eastern Idaho (CEI) of real and personal property used by EITC to offer career technical education is required in order for CEI to continue providing career technical education as well as academic programs in its role as a community college. Mr. Westerberg then requested the Board's Deputy Attorney General, Ms. Jenifer Marcus, provide a summary of the transfer as well as answer any questions from the Board.

Ms. Marcus begins by sharing with Board members approval of the motion today will transfer title from EITC to CEI with the exception of Building 6 Health Sciences Building constructed with bonds issued by the Idaho State Building Authority in 2005. Ms. Marcus continues the facility will be subleased to CEI until the bonds have been paid off, at which time the Board will transfer title of this facility to CEI. Finally, Ms. Marcus states repayment of bonds has historically been through appropriation to the Department of Administration.

Board member Soltman then asks if the funding source for paying the bonds was out of appropriated funds to which Ms. Marcus responds in the affirmative, adding Building Authority projects are repaid through annual appropriations. Dr. Clark then asks for the anticipated payoff for the bonds to which Ms. Marcus responds the end of FY2024. Board member Soltman then asks if EITC will continue to exist until 2024 to which Ms. Marcus responds in the negative adding EITC is being dissolved statutorily and will no longer exist in statute as of July 1, 2018.

There were no additional questions or comments from the Board.

At this time, the Board took a 20-minute break, returning at 10:00 am MST.

### **INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)**

1. College of Southern Idaho – Bachelor of Arts in Education  
This item was provided in the agenda materials as an information item.

Instruction, Research & Student Affairs (IRSA) Committee member, Mr. Richard Westerberg, introduced the item sharing with Board members the IRSA Committee was conflicted on how to proceed with this item and it is the desire of the IRSA Committee for the Board to discuss the proposal today and then vote on the proposal at the Board's Regular meeting in August. Mr. Westerberg then requests the College of Southern Idaho (CSI) present their proposal to the Board. Representing CSI were President Dr. Jeff Fox,

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Executive Vice President and Chief Academic Officer Dr. Todd Schwarz, and Associate Dean of Early College, Dr. Jonathan Lord. Also present was Dr. Laura Woodworth Nye, Executive Vice President and Provost of Idaho State University (ISU).

Prior to beginning his presentation, Dr. Schwarz shares with Board members CSI intends to propose a Bachelors of Applied Science in Education and not a Bachelor of Arts in Education as previously submitted. Dr. Schwarz continues the proposed Bachelor of Science in Education was designed in direct collaboration with stakeholders to respond to the workforce needs in Region IV. Dr. Schwarz then states CSI's proposal is a departure from existing teacher education programs and emphasizes learning opportunities in a direct cohort model, delivered year round over the course of three years to accelerate completion. Finally, Dr. Schwarz states the program leverages an apprenticeship model of instruction with students entering the classroom immediately, earning 25 percent of their credits in a practical learning based environment. The program compliments and does not replace current programing while addressing some of the conclusions of the 2017 Teacher Pipeline Report and other dire circumstances specific to Region IV.

President Fox then shares with Board members CSI's mission as a community college is to serve their community and that currently Region IV is experiencing a severe teacher shortage, which, from the perspective of CSI is a workforce issue and CSI is approaching it as such. Dr. Fox continues the 2017 Teacher Pipeline Report affirmed the existing programs are not fulfilling the need and CSI's proposal is a new concept and new way to address this issue. Dr. Schwarz then comments the proposed Bachelor of Science in Education has been designed with the Board's strategic goals in mind, especially in regards to access and completion.

Dr. Woodworth Nye then shares with the Board ISU has worked for many years with CSI in the Twin Falls market and has a long-standing relationship and Elementary Education is just one piece of ISU's presence in Twin Falls. Dr. Woodworth Nye continues by sharing ISU is in the process of implementing new measures from a data perspective to try to understand where Idaho's teachers are going statewide and whether they are employed as teachers in Idaho. She acknowledges there are leaks in the pipeline and that many of the teachers ISU is producing, 30-40 annually, become employed in Utah and Wyoming. Dr. Woodworth Nye then states one of the differences between the programs offered by CSI and ISU is CSI's application of the cohort/apprenticeship model. Dr. Woodworth Nye acknowledges ISU has many part-time students and the university is trying to move them through the program as quickly as possible, however, there are many challenges with this situation. Finally, Dr. Woodworth Nye states ISU's commitment across their footprint is to look at ways of getting working professionals into a pathway that works efficiently for them where CSI's model is focused on getting students from the region in to classrooms within that same region.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Board member Soltman then asks if the 30-40 graduates per year are from ISU's main campus to which Dr. Woodworth Nye responds system wide. To this, Dr. Schwarz adds Region IV is seeking to fill approximately 370 openings in Region IV alone.

Board member Scoggin then comments the move of community colleges offering four-year degrees is increasing nationwide and the Board should consider how this could enhance education in our state.

Board member Soltman then asks if the proposed Bachelors of Applied Science is considered a terminal degree to which Dr. Schwarz responds in the affirmative.

Board member Westerberg then comments the way in which Board Policy III.Z. is written, ISU must deliver a Bachelor of Arts and if the Board were to approve the proposal, there are policy issues that must be worked through.

Board member Clark then shares her concern with the proposal, reminding Board members currently there are institutions whose primary responsibility is Teacher Preparation and it is her opinion the Board must look at these programs and make adjustments where necessary before expanding the offerings of the community colleges. Regarding the Teacher Pipeline, Dr. Clark states there are three elements, however two of those elements are not getting much attention; teacher compensation and mentoring. Dr. Clark continues the Career Ladder was designed to put in place a teacher compensation program to attract more individuals to teaching and compensate them at a level more commensurate with STEM professions, and, equally important the state would have a compensation level at the top tier that would retain our teachers. As we know, the legislature decided not to fund the top step and replaced this with the Master Teacher Premium. Dr. Clark then states many of Idaho's teachers who are leaving the profession are going to neighboring states because they pay more money and the Board must deal with the issue of how to retain the best and brightest teachers. Dr. Clark continues the second issue is mentoring, reminding Board members the state gave up a strong mentoring program several years ago and has been struggling to put it back in place. Finally, Dr. Clark states both of these elements require a tremendous amount of attention before the Board should change the responsibility of the community colleges.

Dr. Schwarz then comments there is a tremendous amount of brand loyalty within the local community for CSI and although ISU is a wonderful partner, feedback from CSI's constituents has shown students would have completed programs with CSI if the program were available.

There were no additional questions or comments from the Board.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

2. College of Southern Idaho – Bachelor of Applied Science – Advanced Food Technology

**BOARD ACTION**

**M/S (Westerberg/Scoggin): To approve the request by the College of Southern Idaho to create a new program that will award a Bachelor of Applied Science in Advanced Food Technology in substantial conformance to the program proposal submitted as Attachment 1.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Instruction, Research & Student Affairs (IRSA) Committee member, Mr. Richard Westerberg, introduced the item and then invited Dr. Todd Schwarz, Executive Vice President and Chief Academic Officer for College of Southern Idaho (CSI), to present the program proposal to the Board.

Dr. Schwarz begins by sharing with Board members the Bachelor of Applied Science in Advanced Food Technology was developed in response to requests from local industry to educate the workforce they currently need and plan to increase into the future. Dr. Schwarz continues many of CSI's expected student body are currently employed in the industry and would like to advance in their career and the most frequent opportunities for advancement occur in supervision or management positions, both of which require a candidate to have a Bachelor's degree.

There were no questions or comments from the Board.

3. Board Policy III.C. Graduate Medical Education – First Reading

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the first reading of proposed Board Policy III.C. as provided in Attachment 1.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Instruction, Research & Student Affairs (IRSA) Committee member, Mr. Richard Westerberg, introduced the item and then invited the Board's Chief Academic Officer, Dr. Randall Brumfield, to present the proposal to the Board.

Dr. Brumfield begins by sharing with Board members the proposed policy will establish the Graduate Medical Education Committee to coordinate the states 10 year graduate medical education plan and that the committee will consist of no more than 30 members to be appointed by the Board for no more than 5 years with a chair and vice-chair serving for 2 years.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

The Board's Executive Director, Mr. Matt Freeman, adds the legislature approved funding for a coordinator to help facilitate this work, however, the Board did not receive funding for a Full Time Position (FTP).

Board member Soltman then asked if Dr. Ted Epperly, President and CEO of Family Medicine Residency of Idaho, was involved in the drafting of the proposed policy to which Dr. Brumfield responds in the affirmative as well as the drafting of the committee charter.

There were no additional questions or comments from the Board.

4. Board Policy III.E. Certificates and Degrees – First Reading

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the first reading of proposed amendments to Board policy III.E. Certificates and Degrees as submitted in Attachment 1.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Instruction, Research & Student Affairs (IRSA) Committee member, Mr. Richard Westerberg, introduced the item and then invited the Board's Chief Academic Officer, Dr. Randall Brumfield, to present the proposed amendments to the Board.

Dr. Brumfield begins by sharing with Board members the intent of the proposed amendments is to update the definition to baccalaureate degree to clarify that coursework may include academic and technical courses. Dr. Brumfield then adds the proposed amendments were drafted with assistance from the Provosts and Chief Academic Officers from each of the state's institutions.

Board member Westerberg then states it is essential the Board have a clear definition of what an applied degree is.

There were no additional questions or comments from the Board.

5. Board Policy III.Y. Advanced Opportunities – First Reading

**BOARD ACTION**

**M/S (Westerberg/Atchley): To approve the first reading of proposed amendments to Board Policy III.Y. Advanced Opportunities as submitted in Attachment 1.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Instruction, Research & Student Affairs (IRSA) Committee member, Mr. Richard Westerberg, introduced the item and then invited the Board's Chief Academic Officer, Dr. Randall Brumfield, to present the proposed amendments to the Board.

Dr. Brumfield begins by sharing with Board members the Advanced Placement® (AP) Program, as defined in Board Policy III.Y., is administered by The College Board and allows a high school student to earn college credit based upon their score on a national AP exam. Currently Board policy provides institutions the discretion to accept a student's AP exam score to award college credit or advance standing, however, the proposed amendments would require institutions to award academic credit consistently for an AP scores of 3, 4, and 5 to satisfy general education requirements, major requirements, and/or elective credit requirements for degree completion with the option for institutions to award more credit for scores of 4 or 5. Additionally the proposed amendments would require the Board office to review the validity of the credits awarded every three years.

Board member Soltman then asks how the proposed amendments would address inconsistencies and thresholds currently experienced with the awarding of AP credits. Dr. Brumfield responds approval of the proposed amendments would establish that credit be awarded for any exam score of three or higher. Mr. Soltman then asks how credit will be awarded for an exam score of 4 or 5 to which Dr. Brumfield responds the baseline would be a score of 3.

Board member Scoggin then asks why the proposed amendments would not create a consistent approach for AP exam scores of 3, 4 and 5 to which Dr. Brumfield responds currently there is not complete uniformity across the system making it difficult to apply a consistent approach to how scores are credited. Board President Clark adds this issue is not exclusive to Idaho but is one encountered nationwide and is one reason why students elect to take dual credit courses over AP courses because they will know exactly how many credits they have earned as they enter college. Dr. Brumfield then comments the possibility of aligning courses with AP exams could be added as an item for discussion at the GenEd Summit in September.

There were no additional questions or comments for the Board.

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

**BOARD ACTION**

**M/S (Westerberg/Scoggin): To approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and**



**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**Courses as submitted in Attachment 1.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Instruction, Research & Student Affairs (IRSA) Committee member, Mr. Richard Westerberg, introduced the item and then invited the Board's Chief Academic Officer, Dr. Randall Brumfield, to present the proposed amendments to the Board.

Dr. Brumfield begins by sharing with Board members the proposed amendments to Board policy III.Z would authorize 2-year institutions to partner with 4-year institutions for delivery of baccalaureate programs, allow community colleges to serve as designated institutions for applied baccalaureate degrees for their service region, and allow for a memorandum of understanding (MOU) to be developed between 4-year and 2-year institutions when more than one institution shares the same service region for the delivery of academic or technical credit.

Board member Westerberg then comments the materials supporting the requested changes indicate the University of Idaho (UI) and Boise State University (BSU) deliver Applied Baccalaureate Degrees; however, these two institutions do not have a technical mission. Dr. Brumfield explains Board staff was not comfortable with rendering a decision on whether to limit these two institutions to which Mr. Westerberg responds if the institution does not have a technical mission than they should be excluded.

Interim Provost and Vice President for Academic Affairs for Boise State University, Dr. Tony Roark, explains to Board members BSU has a long standing Bachelor of Applied Science Program that is very robust, degree completion program, and the university would be reticent to lose the program which would occur if BSU were to be excluded from the policy. Mr. Westerberg then states it was his misunderstanding this degree was offered at BSU. He then directed Board staff to remove UI and to leave BSU intact.

Board member Atchley then comments both the University of Idaho (UI) and College of Southern Idaho (CSI) have an assigned Food Science Degree, and while one offers an academic degree and the other an applied degree, should both institutions have an obligation to work together in the food science area. Board member Westerberg responds by stating the Board should work to refine language that requires collaboration among the institutions in this type of situation.

There were no additional questions or comments from the Board.

## **PLANNING, POLIICY AND GOVERNMENTAL AFFAIRS (PPGA)**

### **2. Idaho Public Television – Annual Report**

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

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item and then invited the General Manager of Idaho Public Television, Mr. Ron Pisaneschi, to present his annual report to the Board.

At the end of the presentation, Board member Soltman thanked Mr. Pisaneschi for his presentation and for raising the quality of productions provided to the citizens of Idaho.

There were no additional questions or comments from the Board.

3. 2019 Legislative Ideas

**BOARD ACTION**

**M/S (Soltman/Scoggin): I move to approve the Legislative Ideas expressed here this morning as 1 through 6 and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item and then reminded Board members of the directive from the Governor's Office that all state agencies, commissions and boards submit only mission critical legislation for the upcoming session. Board member Soltman then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, present a summary of the proposed legislative ideas.

Ms. Bent begins by sharing with Board members a total of five (5) legislative ideas were submitted to the Board for consideration; four (4) from the institutions and one (1) from Board staff. Ms. Bent then provided a brief overview of the items submitted, beginning with Board staff's recommendation for legislation related to Seed Certification that, if enacted, would no longer require the Board go through the formal rule promulgation process for seed certification. Ms. Bent continues the Board submitted this same legislation last year, however, during the 2018 Legislative Session, the Potato Commission requested the legislation be held and that a broader group composed of the University of Idaho's College of Agriculture and the various agricultural commissions be formed to look at more holistic changes to the section of code. If the broader group were to form consensus and bring forward a consensus piece of legislation, the consensus legislation would be brought to the Board for consideration in lieu of this item.

Ms. Bent continues the second legislative idea is a proposed constitutional amendment submitted by the University of Idaho and is substantially similar to the Agricultural

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Endowment – CAFÉ Dairy legislative idea approved by the Board in 2017. During the last session, this legislation was held in the House Agriculture Committee due to questions raised by legislators as to the constitutionality of the proposed legislation.

The third legislative idea, submitted by North Idaho College (NIC) is a request to eliminate the community college tuition cap but leave in place the percentage restriction. Ms. Bent states NIC is very close to meeting the cap and would like the ability to set tuition exceeding the cap if necessary. Ms. Bent continues the fourth legislative idea, submitted by Lewis-Clark State College (LCSC), would allow LCSC to expand their program offerings and finally, the fifth legislative idea, submitted by UI, is a proposed statute change to address the concerns associated with the Agricultural Endowment-CAFÉ Dairy legislation.

Board member Atchley then requests clarification on the percentage restriction language included in NIC's legislative idea to which Ms. Bent responds the community colleges are limited by the percent in which they can increase tuition each year. Board member Atchley then asks if the intent is to eliminate the cap and allow fees to increase every year to which Ms. Bent responds the local Board of Trustees for each community college sets the tuition for their college and the intent is to remove the \$2,500 cap; but retain the allowable percentage increase.

Board member Scoggin then requested a placeholder for any recommendations that come from the Operational Systems Integration Consultant Request for Proposals (RFP) the Board office is currently forming.

Board member Westerberg then asks if the request from LCSC is related to specific programs they would like to offer to which Provost and Vice President for Academic Affairs for Lewis-Clark State College, Dr. Lori Stinson responds LCSC has long been considering requesting the ability to offer graduate programs in select areas, specifically nursing education and teacher education.

Board member Soltman then reminds Board members again of the Governor's request to limit any legislative ideas to mission critical items and it is his opinion the items submitted do not rise to that level, with the exception of the Seed Certification legislation.

There were no additional questions or comments from the Board.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

4. Institution, Agency, and Special/Health Programs Strategic Plans

**BOARD ACTION**

**M/S (Soltman/Westerberg): To approve the FY2019 – FY2024 strategic plans as submitted in Attachments 1 through 23.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item and then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent to provide an overview of the plans to the Board.

Ms. Bent reminds Board members the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year that must encompass, at a minimum, the current year and four years going forward and, once approved, the Board office will submit the plans to the Division of Financial Management by July 1, 2018.

There were no questions or comments from the Board.

At this time, the Board recessed for lunch, returning at 12:30 pm MST.

5. Division of Career Technical Education – Extension of Limited Occupational Certificates

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the request by the Division of Career Technical Education to waive the three year limit of the interim certificate in IDAPA 08.02.02.015.06.b. for one year for those individuals listed in Attachment 1.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item and then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent to provide an overview of the request to the Board.

Ms. Bent begins by sharing with Board members administrative rule limits interim certificates to three years and they are nonrenewable. Idaho's Career & Technical Education cohort program included individuals with an interim certificate that will expire this year. The proposal before the Board today is a request for an extension to allow these individuals to complete their program.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

There were no questions or comments from the Board.

6. Apply Idaho – Private Institution Participation

**BOARD ACTION**

**M/S (Soltman/Scoggin): To approve the participation of Northwest Nazarene University and College of Idaho, in Apply Idaho, contingent upon the terms and conditions in a Memorandum of Understanding that will be drafted by Board staff and authorize the Executive Director to execute the Memorandum of Understanding on behalf of the Board.** The motion carried 4-1 with Ms. Atchley voting Nay. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item and then invited the Board's Chief Fiscal Officer, Mr. Carson Howell to provide an overview of the request to the Board. Mr. Howell was asked to present this item to the Board based upon his involvement in the development of the Apply Idaho portal during his time as the Board's Director of Research.

Mr. Howell begins by sharing with the Board approval of this item would provide Idaho high school students the ability to select participating private, non-profit institutions within the Apply Idaho application. Mr. Howell then states the private, non-profit institutions that have expressed an interest in participating in Apply Idaho understand that in order for the Board office to evaluate and improve the Apply Idaho application, it would be necessary to provide information back to the Board office on enrollment and student progress. Finally, Mr. Howell shares Board approval is only for participation in Apply Idaho and would not affect the Board's Direct Admissions initiative.

Board member Atchley then states her discomfort with this request, noting the two institutions, Northwest Nazarene University and College of Idaho, are not under the purview of the Board and because of this, the Board has no control over their admission policies and no process in place to address any issues that may arise during the application process.

There were no additional questions or comments from the Board.

7. Board Policy I.E. Executive Officers, V.I. Real and Personal Property and Services, and V.U. Entertainment and Related Expenses – Second Reading

**BOARD ACTION**

**M/S (Soltman/Westerberg): To approve the second reading of proposed amendments to Board Policy Section I.E. Executive Officers, as submitted in**

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**Attachment 1.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Atchley): To approve the second reading of proposed amendments to Board Policy Section V.I. Real and Personal Property and Services, as submitted in Attachment 2.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Soltman/Westerberg): To approve the second reading of proposed amendments to Board Policy Section V.U. Entertainment Related Expenses, as submitted in Attachment 3.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item and then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent to provide an overview of the request to the Board.

Ms. Bent begins by sharing with Board members this is a second reading of the proposed amendments to Board Policy Section I.E. and approval of the amendments would eliminate the requirements for presidential housing, automobile allowance and entertainment expenses from Board policy.

Board member Scoggin then asks if the proposed amendments would still allow institution presidents access to funds for the purpose of fundraising and other work they are expected to perform in a social setting. Ms. Bent responds in the affirmative, however, the funds must be from non-state sources and could not be a part of the compensation package. Board member Scoggin then asks if these amendments could possibly limit a president's fund raising ability and performance of other duties as required.

Board President Clark then comments this emanated from discussions by Board of what should be in the president contracts. Board member Scoggin then asks how long the language has existed in policy to which Ms. Bent responds a minimum of eight (8) years.

There were no additional questions or comments from the Board.

8. Boise State University – Board Policy I.J. Use of Institutional Facilities and Services – First Reading

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**BOARD ACTION**

**M/S (Soltman/--): To approve the first reading of Board policy I.J. Use of Institutional Facilities and Services, adding two additional locations to the list of approved locations for alcohol service at Boise State University in conjunction with student athletic events as specified in Attachment 1.** There was no second and the motion failed.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item and then invited Vice President for Campus Operations for Boise State University (BSU), Ms. Randi McDermott, to present the proposal to the Board.

Ms. McDermott shares with Board members BSU's request includes the DeChevrieux Field as an outdoor alternative for pre-game events planned for the Caven Williams Sports Complex in conjunction with NCAA football as well as the Alumni and Friends Center for pre-game events in conjunction with NCAA basketball games.

There were no questions or comments from the Board.

9. Boise State University – Alcohol Service 2018 Student Athletic Events

**BOARD ACTION**

**M/S (Soltman/Scoggin): To approve the request by Boise State University for alcohol service in full compliance with all applicable provisions of Board Policy I.J., including sections I.J.2.c., d, and e as applicable to the location. Alcohol services are provided for the 2018-2019 football and basketball season in the following locations: for pre-game football: Caven-Williams Sports Complex, Allen Noble Hall of Fame, the Alumni and Friends Center; to approve in-suite service in the Stueckle Sky Center; and to approve pre-game service in the following location for basketball: the Double R Ranch Club Room in the Taco Bell Arena and to also include the Famous Idaho Potato Bowl, Spring Football Game, and Conference Championship Game if applicable.** The motion carried 4-1 with Mr. Westerberg voting Nay. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item, sharing with Board members the item before the Board today is a authorization of Boise State University's alcohol service as provided for under Board Policy I.J.

There were no questions or comments from the Board.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

10. Idaho State University – Alcohol Service 2018 Home Football Games

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the request by Idaho State University to establish secure areas as specified in Attachment 1 and 2 for the purpose of allowing alcohol service during pre-game activities under all of the conditions outlined in Board policy I.J. subsection 2.c. for the 2018 football season.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item sharing with Board members approval of the motion today would allow Idaho State University (ISU) to continue with limited alcohol service at football games during the 2018 season.

There were no questions or comments from the Board.

11. University of Idaho – Alcohol Service 2018 Home Football Games – Pre-Game Events

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the request by the University of Idaho to establish a secure area on the Student Activities Field and North Kibbie Field under the conditions set forth in this request and in full compliance with all of the provisions set forth in Board policy I.J.2., for the purpose of allowing alcohol service during the 2018 football season, including post-season home games, and the spring 2019 football scrimmage, with a post-season report brought back to the Board.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item sharing with Board members approval of the motion today would allow the University of Idaho (UI) to serve alcohol in the approved areas within the limits of Board policy I.J.

There were no questions or comments from the Board.

12. University of Idaho – Alcohol Service 2018 Home Football/Basketball Games – Suite Club Seating



**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the request by the University of Idaho to allow alcohol service during the 2018 football season, the spring 2019 football scrimmage, and the 2018-19 basketball season, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2.c. The motion carried 4-1 with Mr. Westerberg voting Nay. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.**

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item sharing with Board members approval of the motion today would allow the University of Idaho (UI) to expand alcohol service to home basketball games.

Board member Scoggin then asked what other locations the Board has allowed for the sale and consumption of alcohol during home basketball games, to which Board President Clark responded Taco Bell Arena on the campus of Boise State University.

There were no additional questions or comments from the Board.

13. University of Idaho – Alcohol Permit, 2018 Home Football Games – Tailgating

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the request by the University of Idaho for authority to establish tailgating areas where consumption of alcohol by game patrons may occur in parking lots 34, 57, 57E and 110 as shown in Attachment 1 and under the conditions set forth in this request and in full compliance with all provisions set forth in Board policy I.J.2 during the 2018 football season, including post-season home games, and the spring 2019 football scrimmage, with a post-season report brought back to the Board. The motion carried 3-2 with Mr. Scoggin and Mr. Westerberg voting Nay. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.**

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Don Soltman, introduced the item and then invited General Counsel for the University of Idaho (UI), Mr. Kent Nelson, to present the request to the Board.

Mr. Nelson shares UI's request before the Board today seeks approval from the Board to allow consumption of alcohol by home football game patrons tailgating in designated areas on the UI campus.

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

Board member Scoggin asks if UI has requested Board approval to allow tailgating in previous years to which Mr. Nelson responds in the negative, adding, this is the first year UI has had the ability to request approval from the Board to allow tailgating activities on campus and that tailgating activities occurring in previous years were a violation of Board policy.

Board President Clark then asks if UI was directed to bring their plan to the Board for approval to which the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, responds the recent policy change allows for tailgating with Board approval on an annual basis.

Board member Scoggin then comments Board members are appointed to the State Board of Education; however, it is his opinion the Board spends an inordinate amount of time not on the education of children, but on the adult entertainment of non-students. Mr. Scoggin then asks if there are other locations where the Board has allowed for tailgating, to which Dr. Clark responds Boise State University (BSU), however, it is her understanding tailgating on the BSU campus is tied to an agreement with the Boise City Police Department. Vice President for Campus Operations for Boise State University (BSU), Ms. Randi McDermott, confirms this and adds BSU is in compliance with Board policy. Board member Scoggin then comments it would be his preference not to allow an expansion of the use of alcohol on campus, however, the Board must be consistent in its approval of the use of alcohol on campus.

Board member Soltman then reminds the Board the change in policy was due in part to UI's desire for the Board to take formal action, from a liability standpoint, on the definition of tailgating and where such activities could be authorized. Mr. Nelson confirms this and adds the desire of UI has been for the Board to provide institutions the ability to recognize tailgating was occurring on their campus and to better control bad conduct resulting from such activities. Board member Scoggin then asks if it is UI's belief that individuals will not become overly intoxicated as long as the activity is confined to an approved area. Mr. Nelson responds alcohol is a problem on every campus across the nation and the revised policy will now allow UI to better predict where there may be issues.

Ms. Bent then comments the Board had not previously approved tailgating at BSU and the current year is the first year where tailgating would be permitted, pending Board approval. Ms. Bent continues BSU's previous motion (Tab 9 of the PPGA Agenda), did not include a request for tailgating.

Board member Soltman then asks representatives from Boise State University (BSU) and Idaho State University (ISU) if it was their intent to submit a request for tailgating for the 2018-2019 football season to the Board for approval. Representatives from both institutions answered in the affirmative. Ms. Bent confirmed that BSU's agenda item did include a proposal to allow alcohol in designated tailgating areas; however, ISU did not

**BOARDWORK**  
**AUGUST 15, 2018**

---

DRAFT MINUTES

June 20-21, 2018

submit a proposal with their agenda material. Board President Clark asked if they needed a decision at this time or could wait until the August Board meeting. Both institutions answered in the affirmative. Dr. Clark then suggested both BSU and ISU submit their requests for tailgating to the Board at the regular Board meeting in August.

**ELECTION of OFFICERS**

**BOARD ACTION**

**M/S (Westerberg/Scoggin): To appoint Dr. Linda Clark as Board President, Debbie Critchfield as Vice President, and Dr. David Hill as Secretary.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting. The positions of the new officers take effect immediately.

**OTHER BUSINESS**

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

**BOARD ACTION**

**M/S (Westerberg/Soltman): To adjourn the meeting at 1:11 pm Mountain Time.** The motion carried 5-0. Ms. Critchfield, Dr. Hill and Superintendent Ybarra were absent from voting.



**STATE BOARD OF EDUCATION  
July 13, 2018  
Office of the State Board of Education  
Len B. Jordan Building  
650 W State Street, 3<sup>rd</sup> Floor  
Boise, Idaho**

A special meeting of the State Board of Education was held July 13, 2018 in the large conference room on the third floor of the Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 3:00pm MST. A roll call of members was taken.

**Present:**

Dr. Linda Clark, President  
Debbie Critchfield, Vice President  
Dr. David Hill, Secretary  
Emma Atchley

Andrew Scoggin  
Don Soltman  
Richard Westerberg  
Sherri Ybarra, State Superintendent

**EXECUTIVE SESSION (Closed to the Public)**

1. University of Idaho

**M/S (Critchfield/Hill): To go into Executive Session pursuant to Section 74-206(1)(b) and (d), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student and to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code. A roll call vote was taken and the motion carried 8-0.**

Board members entered in to Executive Session at 3:04 pm MST.

**M/S (Westerberg/Scoggin): To go out of Executive Session. The motion carried 8-0.**

Board members exited Executive Session at 4:29pm MST.



## DRAFT

STATE BOARD OF EDUCATION  
July 27, 2018  
Office of the State Board of Education  
Len B. Jordan Building  
650 W State Street, 3<sup>rd</sup> Floor  
Boise, Idaho

A special meeting of the State Board of Education was held July 27, 2018 in the large conference room on the third floor of the Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 10:30am MST. A roll call of members was taken.

**Present:**

Dr. Linda Clark, President  
Debbie Critchfield, Vice President  
Dr. David Hill, Secretary  
Emma Atchley

Andrew Scoggin  
Don Soltman  
Richard Westerberg  
Sherri Ybarra, State Superintendent

### EXECUTIVE SESSION (Closed to the Public)

1. University of Idaho

**M/S (Critchfield/Hill): To go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student.** A roll call vote was taken and the motion carried 8-0.

Board members entered in to Executive Session at 10:32 am MST.

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

Board members exited Executive Session at 1:05pm MST.

**BOARDWORK  
AUGUST 15, 2018**

---

DRAFT MINUTES

July 27, 2018

**OPEN MEETING**

The Board reconvened in Open Session at 1:05pm MST where Board President Clark read the following statement:

*"The Board convened in Executive Session to consider an exempt matter which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206(1)(b). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law".*

**OTHER BUSINESS**

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

**M/S (Westerberg/Scoggin): To adjourn the meeting at 1:07pm MST.** The motion carried 8-0.

**WORK SESSION  
AUGUST 15, 2018**

---

**SUBJECT**

High School Graduation Requirements

**REFERENCE**

August 31, 2017

Board approved proposed rules amending the senior project graduation requirements allowing students who participate in an internship or earn an associated degree or certificate at the time of graduation to use this to meet the senior project requirement and defined diploma to include language clarify that school districts may provide endorsement or designations on the diploma to indicate the student completed an emphasis area such as CTE, STEM, or Arts pathway.

November 15, 2017

Board approved both pending rules April 19, 2018  
Board approved a temporary rule, Docket 08-0203-1801, expanding the exemptions to the High School Graduation Requirements to include the exemption established in SB 1267a (2018)

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.02.03.105, Rules Governing Thoroughness – High School Graduation Requirements  
Section 33-523, Idaho Code, STEM Diploma

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

**BACKGROUND/DISCUSSION**

Senate Bill 1267a (2018), created a new section of Idaho Code, Section 33-523, Idaho Code, STEM Diploma. Section 33-523, Idaho Code, creates an optional STEM diploma that school districts and charter schools may grant students who meet the minimum state graduation requirements and earn:

- a. Eight (8) or more credits in mathematics;
- b. Eight (8) or more credits in science; and
- c. In addition to the mathematics and science credits listed above earn five (5) credits in the student's choice of any or all subject of science, technology, engineer or mathematics.

Additionally, Section 33-523, Idaho Code, exempts students who complete eight or more credits in mathematics and have completed Algebra II or higher-level mathematics prior to the student's senior from taking two (2) credits of mathematics during the student's senior year. Senate Bill 1267a (2018) included an emergency clause and went into effect when the Governor signed the bill on March 13, 2018.

**WORK SESSION  
AUGUST 15, 2018**

---

The Board established graduation requirements (also referred to as “Exit Standards”) are specified in IDAPA 08.02.03.105. These requirements have been tweaked around the edges in recent years; however, they have not had a comprehensive look since the High School Redesign efforts in 2006. In 2006 the Board went through an inclusive process to gather input and communicate the importance of raising the standards for high school graduation. As a result of this two year effort, the college entrance exam requirement, increased math and science credits, the requirement for math during the senior year, and the senior project were established. As part of this process, a number of compromises were made. Rather than require four years of math, the math credit requirements were moved to three years of math with at least one of those years being during the senior year. Additionally, the development of the senior project was left up to the school district as long as it included an written report and an oral presentation. While the senior project is required to be completed in the senior year, current language would allow for the senior project to be started much earlier and span over multiple years. School districts have interpreted this language, based on the title, to mean the senior project must be done during the senior year.

In recent years Board members have expressed an interest in making sure our graduation requirements are relevant and meaningful. The College and Career Readiness Competencies were adopted by the Board and added to the content standards incorporated by reference into IDAPA 08.02.03 in 2017 as a part of this effort. In the meantime as the Board has added exemptions to the senior math requirement to accommodate students taking more rigorous math during the high school career and would like other options available to them during their senior year.

The purpose of this Work Session is to explore various options for updating Idaho’s high school graduations requirements and discuss possible administrative rule amendments, both short term for this year and more comprehensive amendments that could be vetted with various stakeholder groups around the state for next year.

While the removal of lessening of requirements can go into effect the year they are accepted by the Legislature, any increases in the graduation requirements such as the requirement for students to take four years of math would need to have an extended effective date. As an example, the previous increase in the math and science credit requirements were adopted by the Board and established in rule in 2006. The first year they went into effect for students was for student entering the ninth grade in 2009 (graduating in 2013). This allowed for school districts to restructure their schedules and hire additional math and science teachers prior to students entering high school and being subject to the new requirements.

**IMPACT**

Based on the discussion, Board staff will bring back a proposed rule prior to the end of August 2018 to address the senior math requirement impacted by Senate bill 1267a (2018) and any additional changes that can be implemented this first



**WORK SESSION  
AUGUST 15, 2018**

---

year, and then start the process of engaging stakeholders for any compressive amendments the Board may way to explore in 2019.

**ATTACHMENTS**

- Attachment 1 – Current High School Math Requirements
- Attachment 2 – Senior Math Requirement Analysis
- Attachment 3 – State Requirements – Staff Summary
- Attachment 4 – ECS Analysis of State Graduation Requirements

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff have gathered feedback from various stakeholders throughout the last year as well as through the negotiated remaking process this year. Additionally, Board staff reached out to the Education Commission for the States for information on national trends as well as looking at what some of the more “high performing” in the sense of “go on” rates and other college and career readiness indicators require for their high school graduation requirements. The Board’s research staff have also completed a comprehensive analysis of the impact of the current senior math requirement.

Feedback received from or discussed with various education stakeholders included:

- Increasing the math credit requirements to four years
- Removing the senior math requirement
- Updating the reference to Algebra to add integrated math to be consistent with language used in the math content standards
- Increase the minimum math content level from Geometry and Algebra I to include statistics or Algebra II equivalent math or financial literacy
- Remove the dual credit or AP restriction for computer science courses to be able to be used in lieu of math or science credits
- Add additional language to the language allowing school districts to award high school credits based on mastery to explain how this could be accomplished
- Add additional language to address “challenge courses”
- Amend or remove the language defining “credit”
- Amend the Senior Project to:
  - Be more structured and meaningful
  - Require internship or apprenticeship
  - Start in the ninth grade
  - Require it be structured around the “8<sup>th</sup> grade plan”
  - Remove it entirely
- Tie a graduation requirement to the “8<sup>th</sup> grade plan” created by students and updated annually throughout high school

The analysis of the senior math requirement shows that the requirement has led to more students taking four years of math (math in their junior and senior year). More students are taking less rigorous math during their senior year. Some

**WORK SESSION  
AUGUST 15, 2018**

---

school districts have reported that this is due to the student “maxing out” on the level of math available at the school. As an example, few schools have calculus available for students that have already taken the available lower levels of math. A more comprehensive review will need to be done to determine if this is the case in most school districts showing this trend or isolated to a limited number of school districts. Students performed better in the highest level of math they attempted. Additionally, students who did not take math during their senior year had higher rates of remedial need.

Preliminary short-term staff recommends include:

- Maintaining the senior math requirement and only incorporating the additional exemption required by Section 33-523, Idaho Code
- Updating language regarding mastery to define mastery as “competency” of a subjects content standards and add a reference to school districts establishing policies on awarding credits based on mastery
- Remove the restrictions on the computer science courses and time them to the Idaho computer science content standards
- Update references to math courses to include Algebra I equivalent or Integrated Math standards
- Allow one engineering credit to be used to be used in lieu of a science credit
- Amend the language of the senior project to specify the project may be started earlier in high school and provide more structure around the requirement while still leaving the school district with multiple pathways for meeting the requirement
- Clean up outdated language

Preliminary long-term recommendations include:

- Increasing the minimum math content area to 8 math credits (4 years)
- Redefine “Credit” to account for mastery and challenge courses
- Provide more clarification around math courses to help school districts understand how career technical math courses fit within the requirements as well as financial literacy and quantitative reasoning
- Create math pathways that align with postsecondary math pathways currently under development

Additional areas of discussion include:

- Allowing flexibility in one or two required core credits if the credits are tied to the students career pathway, 8<sup>th</sup> grade plan, or other student interest
- Add a mentor requirement
- Re-evaluate alignment with postsecondary requirements
- Identify college and career readiness assessment based on competencies adopted by the Board in 2017

Kelly Brady with the Department of Education will be available to discuss with the Board feedback received from the school districts participating in the mastery based education incubators.

**BOARD ACTION**

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

IDAPA 08  
TITLE 02  
CHAPTER 03

**08.02.03 – RULES GOVERNING THOROUGHNESS**

**000. LEGAL AUTHORITY.**

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.  
(4-5-00)

**(BREAK IN CONTINUITY OF SECTIONS)**

**103. INSTRUCTION GRADES 1-12.**

**01. Instruction.** Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.\* (\*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

**02. Instructional Courses.** At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)

**a.** Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (3-20-14)

**b.** Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

**c.** Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

**d.** Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

**104. OTHER REQUIRED INSTRUCTION.**

Other required instruction for all students and other required offerings of the school are: (4-1-97)

**01. Elementary Schools.** (4-11-06)

**a.** The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)  
Health (wellness)  
Physical Education (fitness) (4-11-06)

**b.** Additional instructional options as determined by the local school district. For example:  
Languages other than English  
Career Awareness (4-1-97)

**02. Middle Schools/Junior High Schools.**

(4-11-06)

**a.** No later than the end of Grade eight (8) each student shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the state and school district's or LEA's graduation standards in preparation for postsecondary goals. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (3-28-18)

**b.** A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (3-12-14)

**c.** Other required instruction for all middle school students:  
Health (wellness)  
Physical Education (fitness) (4-11-06)

**d.** Other required offerings of the school:  
Family and Consumer Science  
Fine & Performing Arts  
Career Technical Education  
Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

**03. High Schools.**

(4-11-15)

**a.** High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education and the instruction necessary to assure students are college and career ready at the time of graduation. (3-28-18)

**b.** High schools will annually review and update with the student the parent-approved student learning plans outlined in Subsection 104.02.a.. (4-11-15)

**105. HIGH SCHOOL GRADUATION REQUIREMENTS.**

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

**01. Credit Requirements.** The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

**a.** Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

**b.** Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve

**WORK SESSION  
AUGUST 15, 2018**

---

**ATTACHMENT 1**

credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-17)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit. (4-19-18)T

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student's choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than mathematics are not required to retake a mathematics course as long as they have earned six (6) credits of high school level mathematics. (4-19-18)T

iii. Students who have completed six (6) credits or more of high school mathematics prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking mathematics during their last year of high school. High School mathematics credits completed in middle school shall count for the purposes of this section. (4-19-18)T

iv. Students who earn eight (8) or more high school credits of mathematics and complete Algebra II or higher level mathematics courses are exempt from taking mathematics during their last year of high school. High school mathematics credits earned in middle school shall count for the purposes of this section. (4-19-18)T

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit. (4-19-18)T

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States

**WORK SESSION  
AUGUST 15, 2018**

---

**ATTACHMENT 1**

history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

**g.** Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (3-28-18)

**h.** Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

**i.** Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the school district. (3-28-18)

**02. Content Standards.** Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

**03. College Entrance Examination.** (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)

**a.** A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT. (3-28-18)

**b.** A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-25-16)

**i.** Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a; (3-28-18)

**ii.** Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or (3-28-18)

**iii.** Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

**c.** A student may elect an exemption in from the college entrance exam requirement if the student is: (3-28-18)

**i.** Receiving special education services through a current Individual Education Plan (IEP) that specifies the student meets the alternate assessment eligibility criteria; (3-28-18)

**ii.** Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

**WORK SESSION  
AUGUST 15, 2018**

---

**ATTACHMENT 1**

- iii. Transferring from out of state to an Idaho high school in grade twelve (12). (3-28-18)

d. A school district, on behalf of a student, on a form established by the State Department of Education, may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances. (3-28-18)

**04. Senior Project.** A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. (3-28-18)

**05. Civics and Government Proficiency.** Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-29-17)

**06. Middle School.** A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.06.a. through 105.06.c. of this rule are met. (3-25-16)

- a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school for the same course; and (3-25-16)

c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-25-16)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.06.a. through 105.06.b. of this rule. (3-25-16)

**07. Special Education Students.** A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

**08. Foreign Exchange Students.** A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

**(BREAK IN CONTINUITY OF SECTIONS)**

**200. K-12 IDAHO CONTENT STANDARDS.**

As stated in Subsection 105.02 of these Thoroughness rules, all students graduating from Idaho public high schools must meet locally established content standards. The standards set forth in Section 004 of this rule are state content



**WORK SESSION  
AUGUST 15, 2018**

---

**ATTACHMENT 1**

standards that shall be the minimum standards used by every school district in the state in order to establish a level of academic content necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state content standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules. The implementation time and effective date for these Content Standards rules is the graduating senior class of 2005. (3-29-10)

**201. -- 999. (RESERVED)**

# SENIOR MATH REQUIREMENT REPORT

An examination of the impact of Idaho's requirement that math be taken in the last year of high school

## Introduction

Section 105.01.b.ii.4 of IDAPA 08.02.03 Rules Governing Thoroughness requires that students entering the 9th grade in the fall of 2009 or later take two semesters of math in the last year of high school in order to graduate. This rule is informally referred to as the "senior math requirement".

### Purpose of This Report

The purpose of this report is to examine the impact of the senior math requirement in Idaho to better inform future policy decisions on high school graduation requirements.

### Questions Examined

This report explores the following questions:

- **How did the senior math requirement change course-taking behavior at the secondary and postsecondary level?**
  - Did students take easier math courses in the senior year of high school?
  - Did students take a gap year in the junior year instead of the senior year of high school?
  - Did students take higher level postsecondary math courses?
  - Did students take and pass more postsecondary math courses?
- **How did students perform at the secondary and postsecondary level?**
  - Did students receive higher grades in higher level math courses?
- **Did the senior math requirement better help prepare students for taking postsecondary math courses?**
  - Did fewer students need remediation?

## Methods

### Data Source

Data for this report came from the Educational Analytics System of Idaho (EASI)

### What is a cohort?

This report bases cohorts on the year a student graduated or when a student would have most likely graduated.

### How was the difficulty level of math courses determined?

Categorization of the difficulty level of math courses was based upon a table developed in a report titled "Teacher Characteristics and Secondary Mathematics Achievement in Idaho" that categorizes difficulty based upon the course and the grade level of the student when taking the course. As the data in this report included courses not referenced in the original table because of the inclusion of additional years, the original was expanded to include the additional courses (See Appendix A).

# Report Limitations

What needs to be taken into consideration when reviewing the findings?

## LIMITED REVIEW OF UPDATED MATH DIFFICULTY LEVEL TABLE

Due to the timing of the requests to review courses added to the original secondary math course difficulty table developed and validated by Dr. Champion and Dr. Carney of Boise State University, only one school district was able to review and validate courses added to the original table.

## INCOMPLETE DATA

### *Missing Cohorts Before 2010-2011*

The Educational Analytics System of Idaho began data collection in the 2010-2011 academic year. As a result, the first year of students with data for the senior year is the 2010-2011 cohort. Unfortunately discrepancies and missing records for the 2010-2011 cohort required reliance on the 2011-2012 cohort as the primary comparison year, since it is the last cohort that did not graduate under the senior math requirement. In an effort to achieve greater consistency, this report examines data for the junior and senior year of cohorts starting in 2012 and ending in 2016.

### *Missing Summer School Data*

School districts are not required to submit data for summer courses, so this report does not include math courses taken during the summer.

### *Does Not Include Transfer Students*

EASI does not include data for courses taken as a home-school student or courses taken from private schools. All students not enrolled for more than 120 days in a public school during each school year were therefore excluded from the analysis.

## CONFOUNDING VARIABLES

### *Changes to Math Content Standards*

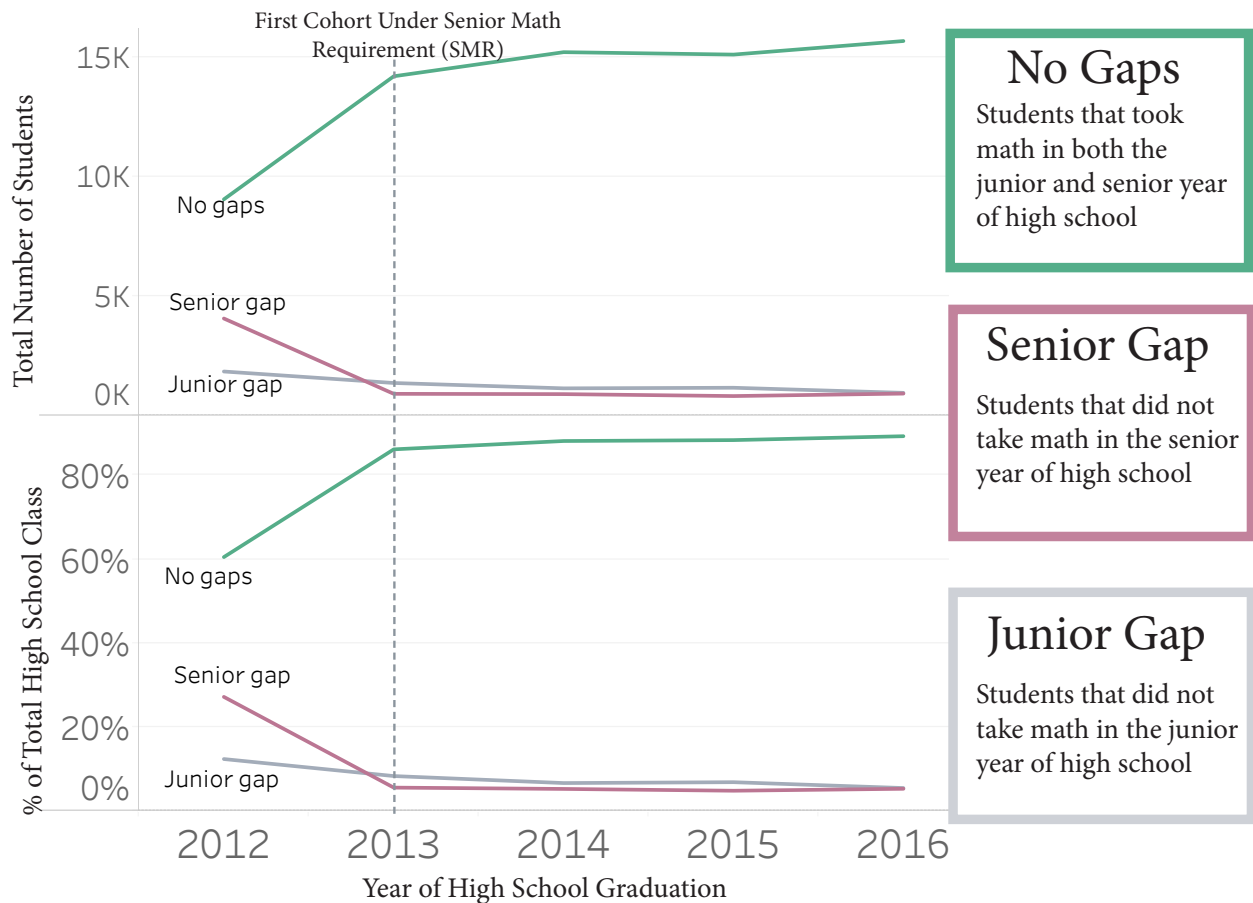
New mathematical content standards were adopted by Idaho in 2010 and formally required in the 2011-2012 school year. As a result, some students in the 2012 cohort could have taken math courses under different content standards. Additionally, differences in performance across cohorts could be attributed to changes in content standards.

# SECONDARY FINDINGS



Did more students not take math in the junior year after the senior math requirement?

Figure 1. When students chose to not take a math course



What does the graph show?

- The graph shows whether or not a student took any math course in their junior year only (Senior Gap), their senior year only (Junior Gap), or in both their junior and senior year of high school (No Gaps).

Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year

What is the major takeaway?

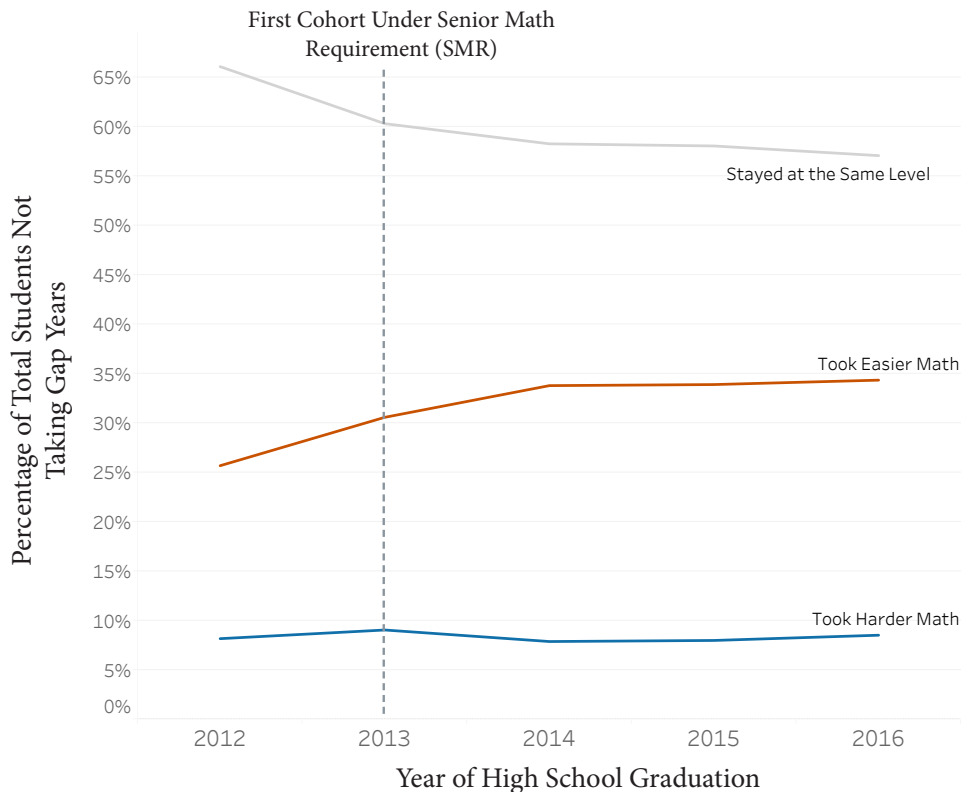
The spike in the number and percentage of students taking math in the junior and senior year after the high school class of 2012 indicates that more students took math in both their junior and senior years of high school following implementation of the senior math requirement.

# SECONDARY FINDINGS



Did students that took math in both their junior and senior year take an easier class in the senior year than they took in their junior year?

Figure 2. Type of math taken in the senior year vs. type of math taken in the junior year



## Stayed at the Same Level

Students that took a math course in their senior year that was at a similar level as the as the math course the took in their junior year

## Took Easier Math

Students that took a math course that was less challenging in the senior year than the course they took in the junior year

## Took Harder Math

Students that took a math course in their senior year that was more difficult than the math course they took in their junior year

## What does the graph show?

- The graph shows the most difficult math course attempted in the junior year in comparison with the most difficult math course attempted in the senior year.

## Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year
- Students that took math in their junior and senior years

## What is the major takeaway?

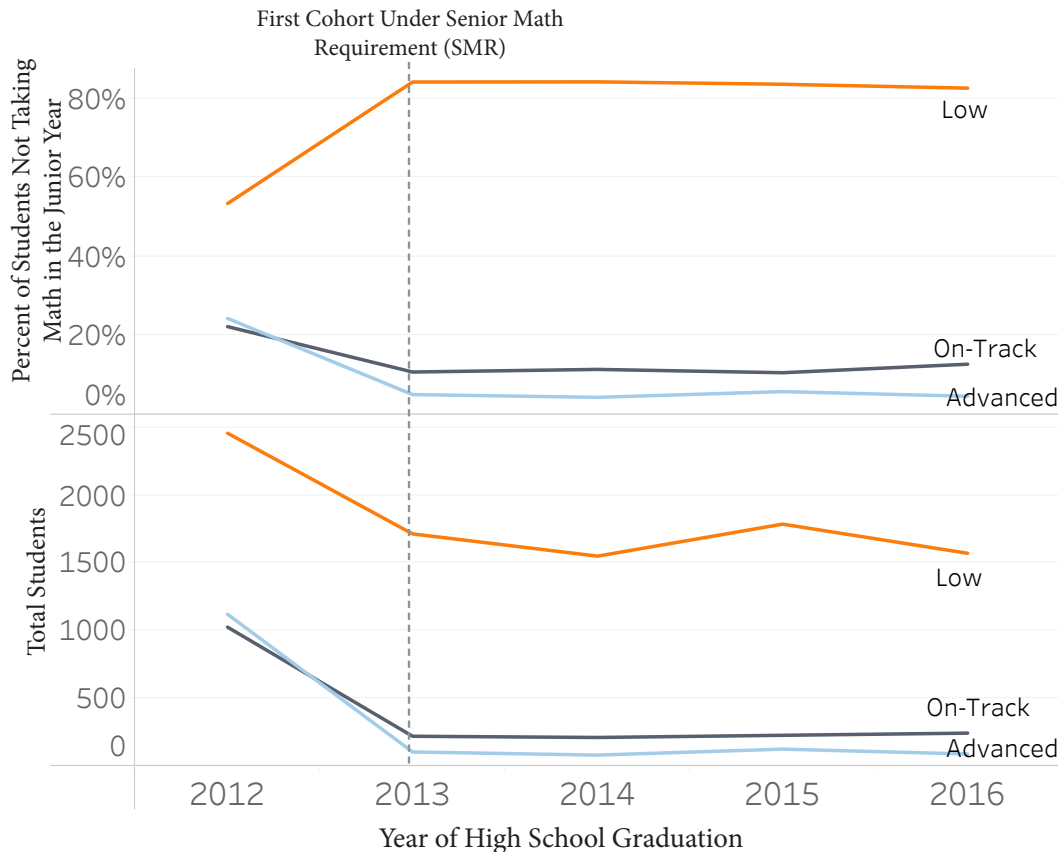
The increase in the percentage of students falling into the “Took Easier Math” category after the class of 2012 indicates that students started taking easier math courses following implementation of the senior math requirement. Further examination of course-taking behavior revealed that a majority of students taking easier math classes started in a class appropriate for their grade level in the junior year and transitioned into math classes below their grade level in the senior year.

# SECONDARY FINDINGS



For students that did not take math in their junior year, what level of math did they take in their senior year?

Figure 3. Math track selected after not taking math in the junior year



## Low

Students not taking a class their junior year and taking a class below their grade level in the senior year

## On-Track

Students not taking a class their junior year and taking a class expected for their grade level in the senior year

## Advanced

Students not taking a class their junior year and taking a course above their grade level in the senior year

What does the graph show?

- The graph shows the highest math course attempted by a student in their senior year of high school

Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year
- Students that did not take math in their junior year, but took math in their senior year of high school

What is the major takeaway?

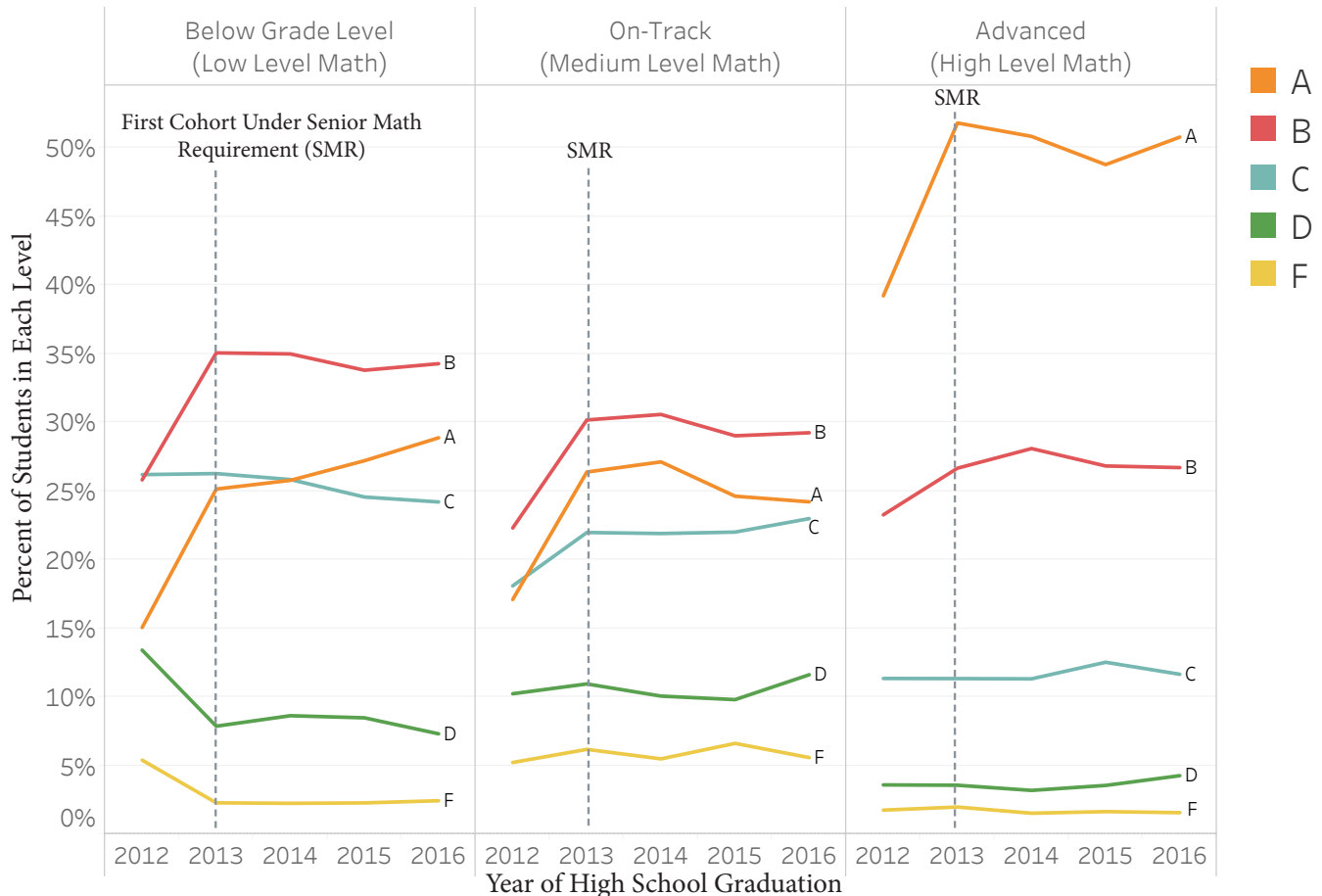
The spike in the percentage of students in the orange “Low” category after 2012 means that more students not taking a math class in their junior year of high school jumped into easier math classes in their senior year after the senior math requirement. However, the dip in the total number of students in all of the categories reflects that fewer students did not take math in the junior year overall.

# SECONDARY FINDINGS



How did students perform in the highest level of math they attempted in high school?

Figure 4. Grades achieved for the highest level of math attempted, by highest level of math attempted



## What does the graph show?

The graph shows the highest grade achieved for the highest level of math attempted in high school in the junior or senior year. For example, of the students in the class of 2012 that only attempted math courses below their grade level in terms of difficulty (“Below Grade Level”) during their junior or senior year, 26% received a B as their highest grade. Categories of math classes are based off of the “low”, “medium”, and “high” categories in the math difficulty table (see Appendix A).

## Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year

## What is the major takeaway?

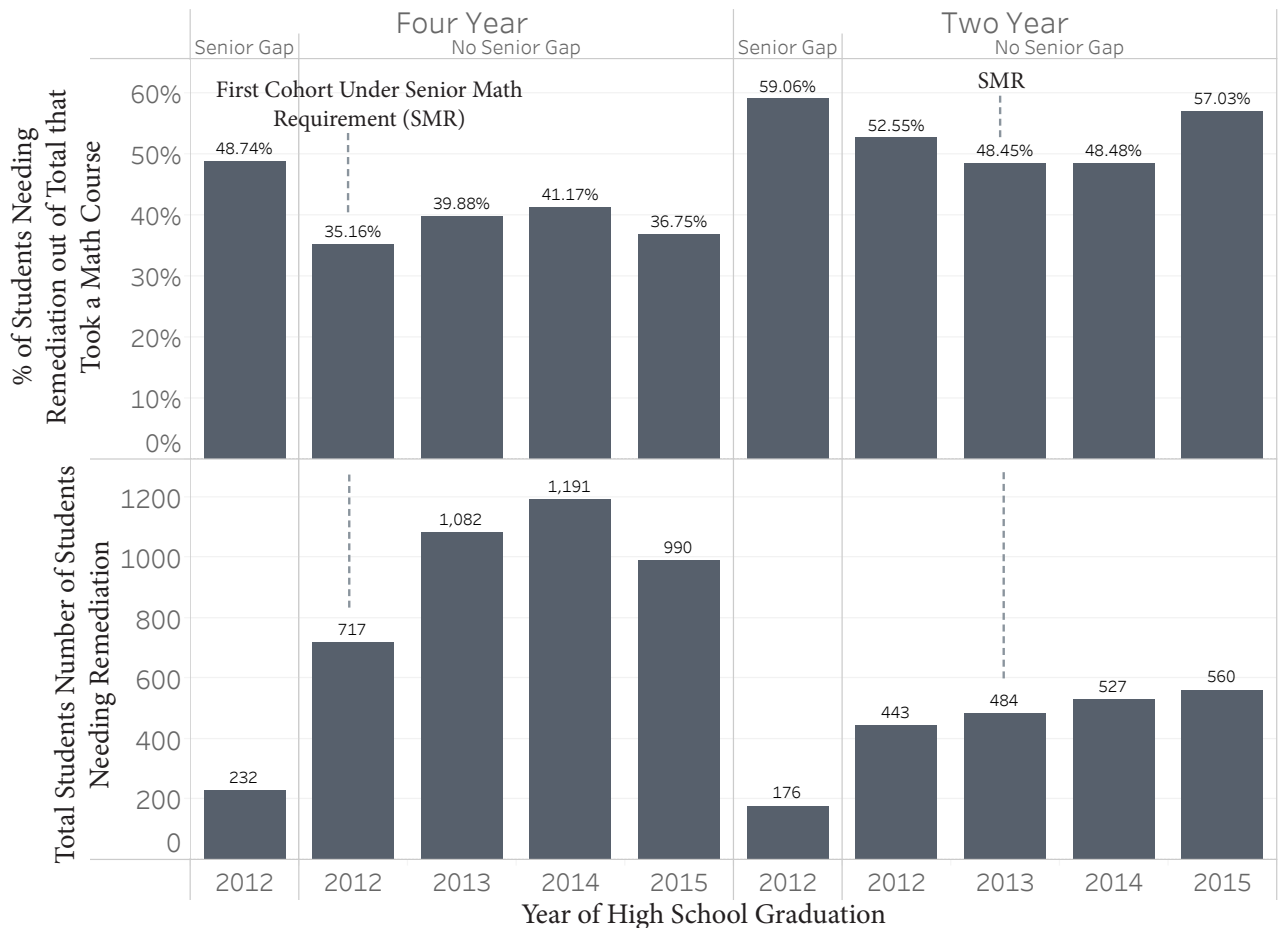
Increases in the percentage of students receiving As and Bs in all math difficulty categories after the class of 2012 indicates that students performed better in the highest level of math they attempted following implementation of the senior math requirement.

# POSTSECONDARY FINDINGS



How many students needed remediation after the senior math requirement?

Figure 5. Percent of students needing remediation by institution type



## What does the graph show?

The graph shows the number and percentage of students flagged as needing remediation or taking a remedial math class in the first two years of postsecondary education at a four year institution or a two year institution. “Senior Gap” refers to students that did not take math in the senior year of high school, for the 2012 cohort only. “No Senior Gap” refers to students that did take math in the senior year of high school.

## Who is in the graph?

- Students that attended a public high school in Idaho for more than 120 days in their junior and senior year
- Students enrolled at an Idaho public institution other than College of Eastern Idaho (CEI) or College of Western Idaho (CWI) within a year of graduating high school. Students enrolled in CWI or CEI were excluded from the data set due to incorrectly flagged remedial coursework or the absence of data.

## What is the major takeaway?

Students in the high school class of 2012 that did not take math in their senior year (“Senior Gap”) had higher rates of remedial need in math than students in the same high school class that did take math in their senior year (“No Senior Gap”). Additionally, a greater percentage of students enrolled in two year institutions needed remediation or took remedial math courses than students enrolled in four year institutions.



**Idaho State Board of Education  
High School Graduation Requirements Summary**

**Overview**

Based on a review of an Education Commission of the States (ECS) report released in February 2015 (updated August 2018) and additional information provided on state websites, the majority of states (27) have a single, standard diploma. Eleven (11) states use diploma pathways, with students having the option regarding the diploma they wish to pursue (typically standard and advanced, but some of these states also include a “waiver” diploma with lower requirements than the standard diploma). An additional six (6) states allow endorsements or subject-specific merit seals of distinction to be attached to the diploma. In some cases, the endorsements or merits are added to the standard diploma, while in others, when a student is endorsed, it becomes an advanced diploma. Finally, six (6) states leave all or most of the decisions regarding graduation requirements to local school districts, with many of these states basing their requirements on students’ demonstration of proficiency or mastery of certain core subjects.

While there are a few exceptions, in the majority of subjects (particularly core subjects), Idaho’s graduation requirements are relatively similar to many other states. There are three areas (math, senior project, and credit for mastery / proficiency) that deserve further exploration, as detailed in the remainder of this report.

Please note that throughout the report, requirements are referenced in Carnegie units, as they are standard units that all state requirements can be converted to and are used by ECS and other entities to compare state requirements. Carnegie units are equivalent to one (1) year of study. In Administrative Code, Idaho’s graduation requirements are detailed in credits, with each credit being granted for 60 hours of study, which essentially equates to one (1) semester. Thus, two (2) credits in Idaho are equal to one (1) Carnegie unit.

**Section 1: Math Graduation Requirements**

As demonstrated in Table 1, the majority of states (26) require three (3) Carnegie units of math for graduation. Only two (2) states require less (2 Carnegie Units). In sixteen (16) states, students must complete four (4) full years of math.

Table 2 and Table 3 provide additional details about the math requirements for states requiring 3 Carnegie Units or 4 Carnegie Units of math. The level of math required for graduation varies amongst states. As shown in Table 1, of the 26 states that require 3 Carnegie units for graduation, 8 states (16% of all states, 31% of states requiring 3 Carnegie units) require students to complete Algebra I, while 10 states (20% of all states, 38% of states requiring 3 Carnegie units) require students to complete a math course above Algebra I (typically Algebra II, though there is some variation). Eleven (11) states specify that 3 Carnegie units are required, but do not identify a specific level of math that must be achieved. The requirements in states requiring 4 Carnegie

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 3**

units are typically more stringent, with 13 states (26% of all states, 81% of states requiring 4 Carnegie units) requiring students to take Algebra II or its equivalent or higher.

Regardless of the number of units or level of math required, a total of six (6) states require math during students senior year. Of these, four (4) states require that students take a math or quantitative reasoning course during all four years of high school.

**Table 1: State Comparison of Math Credit Requirements**

# Carnegie Units Required (for standard diploma)	# of States	% of States	States Included
2 Carnegie Units (2 years / 4 credits)	2	4%	California, Montana
3 Carnegie Units (3 years / 6 credits)	26	52%	Alaska, Connecticut (changing eff 2023), Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New York, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Virginia, Washington, Wisconsin, Wyoming
4 Carnegie Units (4 years / 8 credits)	16	32%	Alabama, Arizona, Arkansas, Delaware, D.C., Florida, Georgia, Louisiana, Michigan, New Mexico, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, West Virginia
Locally Set (6) or By Pathway (1)	7	14%	Colorado, Maine, Massachusetts, Mississippi, New Hampshire, Pennsylvania, Vermont

**Table 2: Details about States with 3 Carnegie Units of Math Required**

# Carnegie Units Required (for standard diploma)	# of States	% of States	States Included
3 Carnegie Units w/ requirement of Algebra I or equivalent	8	16%	Connecticut, Hawaii, Idaho, Illinois, New Jersey, Oklahoma, Virginia, Washington
3 Carnegie Units w/ requirement of math higher than Algebra I	10	20%	Indiana, Kentucky, Maryland, Minnesota, New York, Oregon, South Dakota, Texas, Utah
3 Carnegie Units + Requirement of Math / Quantitative all years of HS	3	6%	Indiana, Kentucky, Maryland
Senior Math required	1	2%	Idaho

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 3**

**Table 3: Details about States with 4 Carnegie Units of Math Required**

# Carnegie Units Required (for standard diploma)	# of States	% of States	States Included
4 Carnegie Units w/ requirement of Algebra I or equivalent	1	2%	Florida
4 Carnegie Units w/ requirement of math higher than Algebra I	13	26%	Alabama, Arizona, Arkansas, Delaware, D.C., Georgia, Louisiana, Michigan, New Mexico, North Carolina, Ohio, Tennessee, West Virginia
4 Carnegie Units + Requirement of Math / Quantitative all years of HS	1	2%	Tennessee
Senior Math required	1	2%	Michigan

**Table 4: Counting Computer Science towards Math Graduation Requirement**

How States Count Computer Science towards Graduation Requirements	# of States	% of All States	States Included
Computer Science Counts for Math	15	30%	Alabama, Delaware, D.C., Illinois, Kentucky, Louisiana, Maryland, Minnesota, New Jersey, North Carolina, North Dakota, Oklahoma, Tennessee, Texas, Wisconsin
Computer Science Counts for Math or Science	14	28%	Arkansas, Florida, Georgia, Idaho, Iowa, Michigan, Nevada, New Mexico, Ohio, Pennsylvania, Utah, Virginia, Washington, West Virginia
Computer Science Counts for Another Requirement	5	10%	Maryland (technology education), Oklahoma (foreign language), Tennessee (elective focus), Texas (foreign language), Virginia (CTE)
At District Discretion	4	8%	Arizona, California, Colorado, New York

**Policy Considerations**

- Adjusting language in Administrative Code to better align with the Idaho Content Standards:
  - Section 105.01.d.i. requires students to complete two credits of “Algebra I or courses that meet the Idaho Algebra I Content Standards.” The current Idaho Content Standards address high school math, but do not have separate Algebra I standards. The standards are done in an integrated fashion, and while some school districts address them through the traditional course sequence (Algebra I, Geometry, etc.), others have adopted integrated high school math. Based on a review of the standards

and language used by other states with similar standards, recommends the requirement be “Algebra I or Integrated Math I or equivalent.”

- Section 105.01.d.i. requires students to complete two credits of “Geometry or courses that meet the Idaho Geometry Content Standards.” The current Idaho Content Standards address high school math, but do not have separate Geometry standards. Based on a review of the standards (which use integrated high school math) and language used by other states with similar standards, staff recommends the requirement be “Geometry or integrated equivalent.”

2. Adjusting language related to Senior Math (options):

- Maintain senior math in its current form.
- Maintain senior math by requiring students to take a math or quantitative reasoning course (which could include physics, statistics, or even financial literacy) all four years of high school).
- Eliminate the senior math requirement and leave all other requirements the same (with language adjustments as recommended).
- Eliminate the senior math requirement, but require a higher level of math (Algebra II or Integrated Math II or equivalent) for graduation.

3. Cleaning up outdated language:

- Section 105.06.c. related to granting high school credits during middle school refers to teachers who are properly certified and who meet “the federal definition of highly qualified.” The Every Student Succeeds Act eliminated the highly qualified language from federal law, so staff recommends cleaning up this section of rule.

## **Section 2: Senior Project Graduation Requirement**

While the review conducted by State Board staff revealed that many school districts and schools across the country require a senior project or capstone, it is clear that it is currently more common for the requirement to be instituted locally rather than by the state. With the exception of the written report and oral presentation, Idaho’s current requirement would fall into this category. Some states (Colorado, Connecticut, Kentucky, Rhode Island) allow a senior project or capstone to be used to demonstrate competency and grant students proficiency-based credit. Other states encourage capstones or require them for certain endorsements.

Some feedback from the field has indicated that while Idaho’s broad language related to the senior project allows flexibility, it has also resulted in some students completing projects that are not meaningful or academically engaging. A 2013 report by Hanover Research provides guidance regarding best practices, with a focus on implementing senior capstone projects in a manner that encourages student engagement during their senior year. The report indicates that senior capstone projects can help students synthesize prior learning, develop valuable skills (research, planning, leadership, and collaboration if there is a group component), and can build a bridge to the student’s future career or higher education plans.

Policy Considerations

1. Maintain the senior project requirement as it is, but provide more substantial guidance and recommendations regarding implementation.
  - This could be done by the SDE providing additional guidance / recommendations.
  - This could be done by requiring district to establish a guidance document.
2. Maintain the senior project requirement, but add more specifics regarding project qualifications.
  - Example 1: Require that the project be connected to the students 8<sup>th</sup> grade plan and/or career or higher education plans.
  - Example 2: Specify that the project must include a work-based experience (internship, apprenticeship, etc.) or product in addition to a paper and presentation.
3. Eliminate the senior project requirement and encourage districts to require / encourage capstones at the local level.

**Language regarding Mastery-Based Credits**

While there are some states that address some or all of their graduation requirements through a mastery- or competency-based system, there are other states that have a standard diploma but allow credits to be given by local school districts or schools based on students' demonstration of proficiency. While Idaho's language related to mastery-based credits allows maximum flexibility for districts, some feedback from the field has indicated that districts may be hesitant to use this option because of lack of clarity regarding appropriate ways to determine a student has appropriately mastered the content and is deserving of credit.

Of other states that have a standard diploma system, but offer mastery-based credits, Kentucky has some of the more developed language. Kentucky allows high school graduation credit to be awarded either through 120 hours of instructional time (in Carnegie units) in a subject or through performance-based credits. The awarding of performance-based credits is done locally and does not have a minimum number of instructional hours. However, in order to award performance-based credits, each district must establish a policy for their performance-based system that details their processes, grading system, and other details. The Kentucky State Department of Education also provides guidance on their website: <https://education.ky.gov/educational/AL/pbc/Pages/default.aspx>

Policy Considerations

1. Maintain the mastery-based credit language as it is in rule, but provide more substantial guidance and recommendations from the state regarding implementation.
  - Guidance and recommendations could be provided on the State Department website.

- Additional guidance, support, and discussions could be facilitated in partnership with stakeholder groups (IASA, ISBA, IEA, etc.).
2. Adjust the mastery-based credit language in rule to require districts to establish a policy for awarding credit.
  3. Adjust the mastery-based credit language in rule by adding more specifics regarding the methods that districts and schools can use to determine if a student has adequately demonstrated proficiency in a subject.



Response to information request

Prepared August 2018  
Jennifer Zinth, Principal: High School and STEM  
[jzinth@ecs.org](mailto:jzinth@ecs.org)

## This response was prepared for Tracie Bent, Idaho State Board of Education

### Your Question:

You requested updated information on state-by-state high school graduation requirements.

### Our Response:

**Statewide graduation requirements:** 47 states and the District of Columbia have minimum statewide high school graduation requirements. The three states that do not have statewide minimum Carnegie unit requirements are Colorado, Massachusetts, and Pennsylvania, though all three have statewide assessment or recommended graduation requirements.

**Total units required:** These vary broadly, from 13 units in a small number of states to 26 units for some pathways in a small number of states.

**Endorsements/seals to the standard diploma, and advanced diplomas:** At least eight states currently offer an endorsement or seal to the standard diploma, while in at least four additional states, 2017 legislation or state board rulemaking calls for endorsements or seals to be added to the diploma at a later date.

In addition, at least five states offer an advanced diploma with requirements that exceed those for the standard diploma.

These options vary considerably across states, in terms of whether states offer an academically- or CTE-oriented diploma or endorsement (or both), the number of measures students must meet to earn an advanced diploma or endorsement, how far those measures deviate from those required for the standard diploma, and whether the advanced diploma or endorsement is awarded based on accumulation of additional and/or more rigorous Carnegie units, assessment scores, other achievements, or some combination thereof.

The eight states offering an endorsement or seal to the standard diploma does not include the states that make available a state seal of biliteracy to students who, in addition to completing high school graduation requirements, have completed certain coursework and/or demonstrated proficiency in a language other than English.

Unless otherwise indicated, all high school graduation requirements in this table are presented in Carnegie units, with 1 unit reflecting one year of study.

### Additional data & links

[High School Diploma Options That Meet Federal Graduation Rate Calculation Requirements](#) (ECS, February 2018)

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**This analysis does not include:**

**Exit exam requirements.** Some 15 states currently require students to achieve a minimum score on subject area assessment(s) in addition to completing course requirements.

**Civics assessment requirements.** An increasing number of states require all students to correctly answer a certain number of questions from the USCIS Naturalization Exam as a condition of high school graduation.

**Competency-based alternatives to Carnegie unit requirements.** Approximately 40 states allow students to substitute a locally or state-determined demonstration of competency in a subject for Carnegie unit requirements. These policies vary significantly, with those at one end limiting students to demonstrating competency in a foreign language, to those at the other end completely eliminating references to Carnegie unit in statute or regulation. Additional information on these policies is available on request.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.



**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Alabama</b>	Standard	4, incl. English I, II, III, IV	4, incl. 1 Algebra I, 1 Geometry, 1 Algebra II <sup>1</sup>	4, incl. 1 World History, 1 U.S. History I, 1 U.S. History II, .5 U.S. Government, .5 Economics	4, incl. 1 Biology, 1 physical science <sup>2</sup>	1.5, incl. 1 Lifelong Individualized Fitness Education (LIFE), .5 Health Education	See below  3 units chosen from CTE, foreign language, arts ed.	See below  3 units chosen from CTE, foreign language, arts ed.	2.5	1 Career Preparedness  See below  3 units chosen from CTE, foreign language, arts ed.	•	24	Ala. Admin. Code r. 290-3-1-.02(8)(a)
<b>Alaska</b>	Standard	4	3	3	2	1 Health/ Physical Education	•	•	-	-	•	21 (13 specified in reg.) <sup>3</sup>	4 AAC 06.075
<b>Arizona</b>	Standard	4 units English or English as a Second Language <sup>4</sup>	4, incl. 3 units containing content aligned to the Arizona Math Standards for Algebra I, Geometry, and	3, incl. 1 American history (incl. AZ history), 1 world history/geography, .5 U.S. govt. (incl. civics and AZ govt.), .5 economics	3	•	See below  1 unit arts or CTE	•	7 <sup>7</sup>	See below  1 unit arts or CTE	•	22	A.A.C. R7-2-302

<sup>1</sup> 4<sup>th</sup> unit math must be chosen from *Alabama Course of Study: Mathematics* or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary equivalent courses

<sup>2</sup> 3<sup>rd</sup> and 4<sup>th</sup> unit science must be chosen from *Alabama Course of Study: Science* or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary equivalent course

<sup>3</sup> Each chief school administrator shall develop and submit to the district board for approval a plan consisting of district high school graduation requirements. The plan must require that, before graduation, a student must have earned at least 21 units of credit. Specific subject area units-of-credit requirements must be set out in each district plan and must require students to complete the 13 units specified here.

<sup>4</sup> Units shall include but not be limited to the following: reading American and other world literature, reading informational text, writing, research methods, speaking and listening skills, grammar, and vocabulary.

<sup>7</sup> Seven units of additional courses prescribed by the local school district governing board or charter school.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Algebra II <sup>5</sup> , 1 unit that includes significant math content <sup>6</sup>										
<b>Arkansas</b>	Standard (Smart Core)	4	4 units, with student choosing Option 1 or Option 2  Option 1 <sup>8</sup> : Incl. 1 Algebra I or Algebra A & B <sup>9</sup> , 1 Geometry or Investigating Geometry or Geometry A & B <sup>10</sup> , 1 Algebra II and 1 unit with range of options <sup>11</sup>	3, incl. 1 unit world history, 1 unit U.S. history, .5 unit civics  .5 unit economics reqd. and may meet social studies or career focus reqts.	3 units, with student choosing Option 1 or Option 2  Option 1: 3 lab units, chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics	1, incl. .5 p.e., .5 health and safety	.5 Fine Arts		6 Career Focus  .5 unit economics reqd. and may meet social studies or career focus reqts.	.5 Oral Communications		22	ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; section <a href="#">9.03.1 et seq.</a> )

<sup>5</sup> The requirement for the third credit covering Algebra II may be met by but is not limited to the following: a math course comparable to Algebra II course content; computer science, career and technical education and vocational education, economics, science and arts courses as determined by the local school district governing board or charter school.

<sup>6</sup> As determined by local school district or charter school.

<sup>8</sup> All students must take a math course in grade 11 or grade 12 and complete Algebra II.

<sup>9</sup> Grades 7-8 or 8-9

<sup>10</sup> Grades 8-9 or 9-10

<sup>11</sup> Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an AP math.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Option 2: 1 unit Computer science and 3 units from Option 1		Option 2: 1 unit Computer science and 2 units from Option 1								
<b>Arkansas</b>	Waiver (Core)	4	4 units, with student choosing Option 1 or Option 2  Option 1: Incl. 1 unit Algebra or equivalent, 1 unit Geometry or equivalent <sup>12</sup>  Option 2: 1 unit Computer Science and 3 units from Option 1	3, incl. 1 unit world history, 1 unit U.S. history, .5 unit civics  5 unit economics reqd. and may meet social studies or career focus reqts.	3 units, with student choosing Option 1 or Option 2  Option 1: Incl. 1 unit Biology or equivalent, 1 unit physical science.  Option 2: 1 unit Computer science and 2 units from Option 1	1, incl. .5 p.e., .5 health and safety	.5 arts	•	6 Career Focus  5 unit economics reqd. and may meet social studies or career focus reqts.	.5 Oral Communications	•	22	ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; section <a href="#">9.03.1 et seq.</a> )
<b>California</b>	Standard	3	2 <sup>13</sup> , incl. Algebra I	3, incl. 1 unit United States history and geography;	2, incl. biological and physical sciences	2 units p.e.	See below  1 visual or performing arts or	See below  1 visual or performing arts or	•	•	•	13	West's Ann.Cal.Educ. Code § 51225.3, 51224.5

<sup>12</sup> All math units must build on the base of algebra and geometry knowledge and skills. A two-year algebra equivalent or a two-year geometry equivalent may each be counted as 2 units of the 4 unit requirement.

<sup>13</sup> If the district requires more than 2 units math for graduation, a district may adopt a policy allowing a student to substitute a “category C” approved computer science course for a math course, per Section 51225.35.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
				1 unit world history, culture, and geography; .5 unit American government and civics; .5 unit economics			foreign language	foreign language					
California	Advanced	California awards the Golden State Seal Merit Diploma to students who complete all graduation requirements and who demonstrate mastery of the curriculum in at least 6 subject areas, 4 of which must be English language arts, math, science and U.S. history, with the 2 remaining subject areas chosen by the student. Specifically: <ul style="list-style-type: none"><li>English language arts/literacy (ELA): Student must earn either:<ul style="list-style-type: none"><li>Grade of ≥ B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11</li><li>Earn achievement level of ≥ “Standard Met” for the high school Smarter Balanced Summative Assessment</li></ul></li><li>Mathematics: Students must earn either:<ul style="list-style-type: none"><li>Grade of ≥ B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11</li><li>Earn achievement level of ≥ “Standard Met” for the high school Smarter Balanced Summative Assessment</li></ul></li><li>Science: Student must earn either:<ul style="list-style-type: none"><li>Grade of ≥ B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11</li><li>A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA</li></ul></li><li>Social studies: Student must earn either:<ul style="list-style-type: none"><li>A grade of ≥ B (or numerical equivalent) upon completion of the required U.S. history course (each semester)</li><li>A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA</li></ul></li><li>Two additional subject areas—students may choose from any of the following:<ul style="list-style-type: none"><li>Any additional qualifying grade or score listed above, earned for the subject of ELA, math, science, or U.S. history not already used to meet eligibility</li><li>A grade of ≥ B (or numerical equivalent) upon the completion of high school courses in other subjects</li><li>A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or the LEA.</li></ul></li></ul>											West's Ann.Cal.Educ. Code § 51450 – 51455; 5 CCR § 876; California Department of Education <a href="#">website</a>
Colorado	Standard	With the exception .5 unit U.S. and Colorado government, all graduation requirements set by local districts.  <b>Eff. Class of 2021:</b> All districts must adopt graduation requirements that at a minimum meet the requirements of state board-set <a href="#">Graduation Guidelines</a> . State-level menu of options identifies minimum cut scores or other metrics in English and math on the following measures: Accuplacer, ACT, ACT WorkKeys, Advanced Placement, ASVAB, Concurrent Enrollment, District Capstone, Industry Certificate, International Baccalaureate, SAT, and collaboratively developed, standards-based performance assessment.											CO Const. Art. IX, § 15; C.R.S.A. § 22-1-104; C.R.S.A. §22-2-106(1)(a.5); Colorado Department

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		Districts may make all options available or choose which choices from the menu of options to make available to students. Students select from district-determined menu of options how they will demonstrate college- and career-readiness in English language arts and math. Students may use different options to demonstrate college- and career-readiness in English and math. Districts may raise minimum scores required on an option for the standard diploma, add graduation requirements in other content areas, or adapt the college and career demonstrations necessary to earn a standard high school diploma to accommodate for English learners, gifted students and students with disabilities.											of Education <a href="#">Graduation Guidelines Menu of Options</a>
Colorado	Advanced diploma and endorsement	<p><b>Postsecondary and Workforce Readiness (PWR) Diploma:</b> <a href="#">Conversations are underway</a> to identify the metrics necessary for students to earn a Postsecondary and Workforce Readiness endorsement to the high school diploma.</p> <p><b>Diploma Endorsement in STEM:</b> <a href="#">HB17-1201</a> authorizes a local education provider to grant a diploma endorsement in STEM (local education providers are not required to award the diploma endorsement in STEM) to a student who:</p> <ul style="list-style-type: none"> <li>Meets high school graduation requirements at a high level of proficiency as specified by the local education provider</li> <li>Completes with a minimum 3.5 GPA on a 4.0 scale, a coherent sequence of at least four courses in the areas of science, technology, engineering and mathematics as determined by the local education provider, which courses are in addition to minimum graduation requirements in these areas</li> <li>Demonstrate proficiency in math by achieving of the following scores: <ul style="list-style-type: none"> <li>≥ 28 on the math portion of the ACT</li> <li>≥ 600 on the math portion of the SAT</li> <li>≥ 5 on an IB math exam</li> <li>≥ 4 on an AP math exam</li> <li>≥ 100 on the Accuplacer</li> <li>≥ on the Armed Services Vocational Aptitude Battery Test (ASVAB)</li> </ul> </li> <li>Complete a final capstone project that demonstrates a high level of mastery, as set by the local education provider for each of the following competencies (additional definitions for each competency set forth in statute) <ul style="list-style-type: none"> <li>Inquiry-based learning</li> <li>Creative problem-solving</li> <li>Experimentation</li> <li>Critical thinking</li> <li>Deductive and inductive reasoning</li> <li>Understanding of engineering principles</li> <li>Effective communication skills.</li> </ul> </li> </ul> <p>Each granting local education must work with local STEM-related business and industry leaders and appropriate institutions of higher education to establish the high proficiency levels of mastery that a student must demonstrate in each of the aforementioned competencies.</p>											C.R.S. 22-7-1009 and 22-7-1017; 22-7-1009.3
Connecticut	Standard	4	3	3, incl. .5 unit civics and American govt.	2	1 unit p.e.	See below  1 unit arts or vocational education			See below  1 unit arts or vocational education		20 (14 specified in statute)	C.G.S.A. § 10-221a(b)

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Connecticut</b> (eff. Class of 2023)	Standard	Effective with the class of 2023, course requirements are not prescribed by subject area but by the following subject area groups: <ul style="list-style-type: none"> <li>• Nine units in the humanities, incl. civics and the arts</li> <li>• Nine units in science, technology, engineering and mathematics</li> <li>• One unit in physical education and wellness</li> <li>• One unit in health and safety education, as described in <a href="#">section 10-16b</a></li> <li>• One unit in world languages<sup>14</sup></li> <li>• One unit mastery-based diploma assessment.</li> </ul>										25	C.G.S.A. § 10-221a(c)
<b>Delaware</b>	Standard	4	4, incl. Algebra I, Geometry, Algebra II or equivalent <sup>15</sup>	3, incl. 1 unit U.S. History	3 lab science, incl. 1 Biology	1.5, incl. 1 unit p.e. and .5 health education	-	2 <sup>16</sup>	3.5	3 units in a Career Pathway	<sup>17</sup>	24	14 Del. Admin. Code 505 4.0
<b>District of Columbia</b>	Standard	4	4, incl. Algebra I, Geometry, Algebra II <sup>18</sup>	4, incl. World History 1 and 2, U.S. History, U.S. Government, and District of Columbia History	4, incl. 3 lab science, incl. 1 Biology	1.5 p.e. and health	1, incl. .5 art and .5 music	2	3.5	<sup>19</sup>	100 hours volunteer community service	24	5-A DCMR § 2203

<sup>14</sup> May be completed (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed 4.

<sup>15</sup> Students must earn a unit of math during the senior year.

<sup>16</sup> Earned either by (a) completing 2 units in the same world language, or (b) demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive communication, reading and writing, that uses the levels of proficiency as identified by the American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education.

<sup>17</sup> During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A student participating in a dual enrollment or dual credit course shall be considered to be meeting the majority of credits, as long as a credit in Mathematics is earned during the senior year.

<sup>18</sup> All students must enroll in Algebra I by the 10<sup>th</sup> grade, unless the school is approved for a waiver.

<sup>19</sup> At least 2 of the 24 Carnegie Units for graduation must include a College Level or Career Preparatory (CLCP) course approved by the LEA and successfully completed by the student. The course may fulfill subject matter or elective unit requirements as deemed appropriate by the LEA. CLCP courses approved by the LEA may include courses at other institutions.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

ATTACHMENT 4

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Florida	Standard	4, incl. ELA I, II, III, IV	4, incl. 1 Algebra I and 1 Geometry <sup>20</sup>	3, incl. 1 U.S. history, 1 world history, .5 economics <sup>21</sup> , .5 U.S. govt.	3, incl. 2 lab units, incl. 1 Biology I and 2 in equally rigorous courses <sup>22</sup>	1 unit p.e.	See below  1 unit fine or performing arts, speech and debate, or practical arts <sup>23</sup>	•	8	See below  1 unit fine or performing arts, speech and debate, or practical arts <sup>24</sup>  One of the 24 units must be completed as an online course	Minimum 2.0 GPA on 4.0 scale	24 <sup>25</sup>	West's F.S.A. § 1003.4282
Florida	Endorsed	The following designations may be included on the standard high school diploma, <b>by completing the standard diploma requirements as well as the designation requirements.</b>  <b>Scholar designation:</b> <ul style="list-style-type: none"><li><b>Math:</b> Earn one credit in Algebra II and one unit in statistics or an equally rigorous course. Eff. Class of 2018, students must also pass the Geometry standardized, statewide assessment.</li></ul>											West's F.S.A. § 1003.4285

<sup>20</sup> A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.

<sup>21</sup> .5 unit economics must include financial literacy

<sup>22</sup> A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I.

<sup>23</sup> The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory.

<sup>24</sup> The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory.

<sup>25</sup> In lieu of completing these 24 units, students may earn a standard diploma by completing an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

# WORK SESSION AUGUST 15, 2018

## ATTACHMENT 4

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<ul style="list-style-type: none"> <li><b>Science:</b> Pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.<sup>26</sup></li> <li><b>Social studies:</b> Pass the statewide, standardized United States History EOC assessment.<sup>27</sup></li> <li><b>Foreign language:</b> Earn two credits in the same foreign language.</li> <li><b>Electives:</b> Earn at least one credit in an AP, IB, an Advanced International Certificate of Education, or a dual enrollment course.</li> </ul> <p><b>Merit designation:</b></p> <ul style="list-style-type: none"> <li>Earn one or more industry certifications from a state approved list.</li> </ul>											
<b>Georgia</b>	Standard	4, incl. 1 American Literature/Composition and 1 Ninth-Grade Literature and Composition	4, incl. Mathematics I or GPS Algebra, or equivalent and Mathematics II or GPS Geometry, or equivalent and Mathematics III or GPS Advanced Algebra or equivalent.	3, incl. 1 U.S. History, 1 World History, .5 American Government/Civics, .5 Economics.	4, incl. 1 Biology, 1 either Physical Science or Physics, 1 unit chosen from Chemistry, Earth Systems, Environmental Science or an AP/IB course, and a 4 <sup>th</sup> unit.	1 unit Health and Physical Education	See below  3 units chosen from CTAE, Fine Arts or Modern Language/Latin	See below  3 units chosen from CTAE, Fine Arts or Modern Language/Latin <sup>28</sup>	4	See below  3 units chosen from CTAE, Fine Arts or Modern Language/Latin		23	Ga Comp. R. & Regs. 160-4-2-.48
<b>Hawaii</b>	Standard	4, incl. English Lang. Arts 1, English Lang. Arts 2,	3, incl. 1 unit Algebra I, 1 unit Geometry,	4, incl. 1 unit U.S. History and Govt., 1 unit World	3, incl. Biology and 2 units standards based	1 unit p.e. and .5 unit health <sup>29</sup>	See below  2 units chosen from world	See below  2 units chosen from world	6	.5 Personal/Transition Plan	•	24	Board of Education Policy <a href="#">102-15</a>

<sup>26</sup> A student enrolled in an AP, IB, or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets this requirement without having to take the statewide, standardized Biology I EOC assessment.

<sup>27</sup> A student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets this requirement without having to take the statewide, standardized United States History EOC assessment.

<sup>28</sup> Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

<sup>29</sup> Or proficiency-based equivalent of p.e. and/or health

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.



**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		.5 Expository Writing, 1.5 Common Core-aligned-electives or proficiency-based equivalents	1 unit Common Core-aligned math elective or proficiency-based equivalent	History and Culture, .5 unit Modern History of Hawaii, .5 unit Participation in a Democracy, 1 unit standards based social studies elective or proficiency based equivalent	science electives or proficiency-based equivalents		language, fine arts, or CTE, or proficiency-based equivalents	language, fine arts, or CTE, or proficiency-based equivalents		See below  2 units chosen from world language, fine arts, or CTE, or proficiency-based equivalent			
<b>Hawaii</b>	Advanced	<p>Students who earn a minimum cumulative 3.0 GPA and complete the standard diploma requirements may earn one or more honors recognition certificates by completing additional requirements:</p> <p><b>Academic Honors:</b> Student must complete the following:</p> <ul style="list-style-type: none"> <li>4 units math, including 1 Algebra II and one unit beyond Algebra II. The unit beyond Algebra II must be earned through the following course, or AP, IB or Running Start equivalent: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus.</li> <li>4 units science, including Biology I or AP or IB equivalent.</li> <li>2 units minimum of AP/IB/Running Start courses (equivalent to credits for two college courses).</li> </ul> <p><b>CTE Honors:</b> Student must complete program of study (2-3 courses in sequence plus a state-identified specific academic course requirement). In doing so, student must:</p> <ul style="list-style-type: none"> <li>Earn at least a B in each required program of study.</li> <li>Meet or exceed proficiency on performance-based exams for corresponding program of study.</li> </ul> <p><b>STEM Honors:</b> Student must complete the following:</p> <ul style="list-style-type: none"> <li>4 units math, including 1 Algebra II and one unit beyond Algebra II. The unit beyond Algebra II must be earned through the following course, or AP, IB or Running Start equivalent: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus.</li> <li>4 units science, including Biology I or AP or IB equivalent.</li> <li><a href="#">STEM Capstone project</a> in one of the approved ACCN courses identified in the link.</li> </ul>											Hawaii State Department of Education <a href="#">Graduation Requirements webpage</a>
<b>Idaho</b>	Standard	4.5, incl. .5 communications	3, incl. 1 unit Algebra, 1 unit	2.5 units, incl. 1 unit govt., 1 unit U.S. history,	3, incl. 2 lab-based.	.5 health/	See below  1 unit humanities,	See below  1 unit humanities,	•	•	College entranc	23 (14.5 specif	<a href="#">IDAPA 08.02.03.105</a>

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Geometry, 1 unit math of the student's choice <sup>30</sup>  AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may be counted as a math credit if the student has completed Algebra II standards. <sup>31</sup>	.5 unit economics	Up to 1 unit AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science Credit. <sup>32</sup>	wellness <sup>33</sup>	chosen from visual arts, music, theatre, dance, world language, literature, history, philosophy, architecture, or comparative world religions <sup>34</sup>	chosen from visual arts, music, theatre, dance, world language, literature, history, philosophy, architecture, or comparative world religions			exam <sup>35</sup>  Senior project <sup>36</sup>	4 (in reg.)	

<sup>30</sup> Algebra I or Geometry may be fulfilled by courses that meet the Idaho Algebra I or Geometry Content Standards as approved by the State Department of Education. One of the required math units must be taken in the last year of high school in which the student intends to graduate. An exemption from this requirement is available to students who (a) have completed 3 units or more of high school math prior to the fall of their last year of high school, including at least 2 semesters of an Advanced Placement or dual credit calculus or higher level course, or (2) complete 4 or more high school units of math and complete Algebra II or higher level math courses. In both instances, math courses completed in middle school must count for purposes of these provisions.

<sup>31</sup> Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.

<sup>32</sup> Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.

<sup>33</sup> As part of the Health/Wellness course, students must receive a minimum of 1 class period on CPR training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED).

<sup>34</sup> To fulfill this requirement, visual arts, music, theatre, dance, world language course must be aligned to the Idaho content standards for those subjects; literature, history, philosophy, architecture, or comparative world religions course may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards.

<sup>35</sup> Student must take the SAT or ACT before the end of grade 11. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT.

<sup>36</sup> By the end of grade 12, a student must complete a senior project, which must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Illinois</b>	Standard	4	3, incl. 1 unit Algebra I, 1 unit that incl. geometry content, and 1 unit (which may be AP CS) <sup>37</sup>	2, incl. 1 unit U.S. history (or a combination of U.S. history and U.S. govt.)  Eff. Class of 2020: .5 unit civics	2	.5 health <sup>38</sup>	See below  1 unit chosen from art, music, foreign language or CTE	See below  1 unit chosen from art, music, foreign language or CTE	•	2 writing-intensive courses <sup>39</sup>  .25 unit consumer education  See below  1 unit chosen from art, music, foreign language or CTE	-	16.75	105 ILCS 5/27-22; February 2016 <a href="#">Guidance Document, State Graduation Requirements</a>
<b>Indiana</b>	Standard (Core 40)	4, which must incl. a balance of literature, composition and speech	3, either Algebra I, geometry, Algebra II or Integrated Mathematics I, II, III <sup>40</sup>	3, incl. 1 U.S. history, .5 U.S. govt., .5 economics, and 1 either world history and civilization or geography and history of the world	3, incl. 1 biology, 1 chemistry, physics or integrated chemistry-physics, and 1 add'l unit Core 40 science courses	1.5, incl. .5 health and wellness and 1 p.e.	See below  3 units "directed electives" chosen from world languages, fine arts or CTE	See below  3 units "directed electives" chosen from world languages, fine arts or CTE	3	See below  3 units "directed electives" chosen from world languages, fine arts or CTE	•	20	511 IAC 6-7.1-5

<sup>37</sup> If student successfully completes Algebra II or an integrated mathematics course with Algebra II content.

<sup>38</sup> While not a graduation requirement, 105 ILCS 5/27-6 provides that daily physical education is a required course for students each year of high school. In addition,

<sup>39</sup> One of which must be English (and may count toward meeting 1 of the 4 required units of English) and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.

<sup>40</sup> Three units math must be taken after entering high school. A student must be enrolled in a math or quantitative reasoning course each year of high school.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Indiana	Waiver (Minimum)	4, which must incl. a balance of literature, composition and speech <sup>41</sup>	2, incl. 1 Algebra I or Integrated Mathematics I <sup>42</sup>	2, incl. 1 U.S. history, .5 U.S. govt., .5 in another social studies course, global economics, or consumer economics <sup>43</sup>	2, incl. 1 biology. The 2 units must include content from one of the major science discipline categories <sup>43</sup>	1.5, incl. .5 health and wellness <sup>44</sup> and 1 p.e.			3, plus 2.5 "flex credits" <sup>45</sup>	3 college and career pathway		20	511 IAC 6-7.1-4
Indiana	Advanced (Core 40 with Academic Honors) <sup>46</sup>	4, which must incl. a balance of literature, composition and speech	4, incl. either Algebra I, geometry, Algebra II or Integrated Mathematics	3, incl. 1 U.S. history, .5 U.S. govt., .5 economics, and 1 either history and	3, incl. 1 biology, 1 chemistry, physics or integrated chemistry-physics, and 1 add'l	1.5, incl. .5 health and wellness <sup>48</sup> and 1 p.e.	1	3 or 4 – either 3 units in Core 40 courses in a single world language,	3 or 4, depending on # of world lang. units completed	Student must earn "C" or higher in courses that count toward the diploma, and min "B" cumulative GPA in all courses.		23.5	511 IAC 6-7.1-6

<sup>41</sup> Min. 3 units must be from English language arts; 1 unit may be from business technology, family and consumer sciences, technology education or career-technical having predominantly English language arts content. If a student completes a Level III world language course, the school may waive 1 unit of the language arts requirement.

<sup>42</sup> Unless the student has completed Algebra I or Integrated Mathematics I before entering high school. A minimum of 1 unit of the math requirement must be from the mathematics area of study. One unit may be from business technology, family and consumer sciences, technology education or career-technical having predominantly math content.

2 math units must be earned after the student enters high school. A student must earn 1 unit math or quantitative reasoning during the student's junior or senior year.

<sup>43</sup> Life science, physical science, earth and space science. One unit may be from family and consumer sciences or career-technical courses having predominantly science content.

<sup>44</sup> May be waived if student completes certain numbers of credits from certain family and consumer sciences courses or health careers education courses offered through career-technical programs.

<sup>45</sup> "Flex credits" are 2.5 units in any combination of the following: (A) Additional courses to extend the college and career pathway; (B) Courses involving workplace learning [list of possible courses in regulation]; (C) Advanced career-technical education, college credit; (D) Additional courses in language arts, social studies, math, science, world languages or fine arts.

<sup>46</sup> A student who has earned an international baccalaureate diploma is eligible to receive a Core 40 diploma with academic honors.

<sup>48</sup> May be waived if student completes certain numbers of credits from certain family and consumer sciences courses or health careers education courses offered through career-technical programs.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			cs I, II, III, and 1 add'l unit in Core 40 math courses <sup>47</sup>	civilization or geography and history of the world	unit Core 40 science courses			or 2 units in Core 40 courses in each of 2 world languages		<p>Students encouraged to complete college and career pathway.</p> <p>In addition, student must complete 1 of the following:</p> <ul style="list-style-type: none"> <li>• 2 units in 2 or more AP courses and take corresponding AP exams</li> <li>• Dual credit courses from the priority course list resulting in six (6) verifiable transcribed college credits.</li> <li>• Combination of AP/IB/dual credit<sup>49</sup></li> <li>• SAT with composite score <math>\geq 1250</math> composite, <math>\geq 560</math> math, <math>\geq 590</math> evidence-based</li> </ul>			

<sup>47</sup> Student must earn at least 3 of the required 4 math units after entering high school. Student must be enrolled in a math or quantitative reasoning course each year of high school.

<sup>49</sup> Two of the following: (a) A minimum of 3 verifiable transcribed college credits from the priority course list; 1 unit in an AP course and take corresponding AP exam; (c) 1 unit of IB standard level course and corresponding exams.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
										<div>reading and writing section</div> <ul style="list-style-type: none"><li>• ACT with composite score of ≥ 26 and completion of written section</li><li>• 2 units in IB courses and take corresponding exams</li></ul>			
Indiana	Advanced (Core 40 with Technical Honors)	4, which must incl. a balance of literature, composition and speech	3, incl. either Algebra I, geometry, Algebra II or Integrated Mathematics I, II, III <sup>50</sup>	3, incl. 1 U.S. history, .5 U.S. govt., .5 economics, and 1 either world history and civilization, or geography and history of the world	3, incl. 1 biology, 1 chemistry, physics or integrated chemistry-physics, and 1 add'l Core 40 science course	1.5, incl. .5 health and wellness <sup>51</sup> and 1 p.e.			6	Min. 3 units in the college and career preparation courses in a state-approved college and career pathway, and earn either pathway-designated industry-based certification or credential, or pathway-designated dual credit courses from the lists of priority courses resulting in 6 verifiable transcribed college credits.  Student must earn “C” or higher in courses that count toward the diploma, and min “B”	23.5	511 IAC 6-7.1-7	

<sup>50</sup> Students must earn 3 units math after entering high school. A student must be enrolled in a math or quantitative reasoning course each year of high school.

<sup>51</sup> May be waived if student completes certain numbers of credits from certain family and consumer sciences courses or health careers education courses offered through career-technical programs.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

ATTACHMENT 1													
State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
										<p>cumulative GPA in all courses.</p> <p>Student must complete one of the following:</p> <ul style="list-style-type: none"><li>Any of the options listed for the Core 40 with Academic Honors</li><li>Min. scores on WorkKeys<sup>52</sup></li><li>Minimum scores on Accuplacer<sup>53</sup></li><li>Minimum scores on Compass<sup>54</sup></li></ul>			
Indiana	Standard (Eff. Class of 2023)	<p>Effective with the graduating Class of 2023, all students will be required to satisfy three Graduation Pathway Requirements:</p> <ul style="list-style-type: none"><li>Meet statutorily defined diploma credit and curricular requirements</li><li>Demonstrate employability skills through at least one of the following:<ul style="list-style-type: none"><li>Project-based learning experience</li><li>Service-based learning experience</li><li>Work-based learning experience</li></ul></li><li>Complete at least one postsecondary competency:<ul style="list-style-type: none"><li>Honors Diploma: Complete requirements for either academic or technical honors diploma</li><li>ACT: College-ready benchmarks</li><li>SAT: College-ready benchmarks</li><li>ASVAB: Minimum qualifying score to enter military</li><li>State- and industry-recognized credential or certification</li><li>State-, federal-, or industry-recognized apprenticeship</li><li>CTE concentrator (complete at least 3 units in career sequence with min. “C” average)</li></ul></li></ul>											<a href="#">Indiana State Board of Education Graduation Pathways</a>

<sup>52</sup> Level 6 for Reading for information and Applied mathematics, and Level 5 for Locating information.

<sup>53</sup> Writing 80, Reading 90, Math 75

<sup>54</sup> Algebra 66, Writing 70, Reading 80

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<ul style="list-style-type: none"> <li>o AP.IB/dual credit/Cambridge International courses or CLEP exams: Earn "C" average in at least 3 courses</li> <li>o Locally created pathway that meets the framework from and earns approval of state board</li> </ul>											
<b>Iowa</b>	Standard	4	3	3 <sup>55</sup>	3	1 unit p.e.	•	•	•	•	•	14	Iowa Admin. Code 281-12.5(5)
<b>Kansas</b>	Standard	4, incl. reading, writing, literature, communication, and grammar <sup>56</sup>	3, incl. algebraic and geometric concepts	3, incl. world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography; and, except as otherwise provided in S.B.R. 91-31-32, a course of instruction in Kansas history and govt.	3, incl. at least 1 lab. 3 units must incl. physical, biological, and earth and space science concepts	1 unit p.e. - must incl. health and may incl. safety, first aid, or physiology	1 unit, which may include art, music, dance, theatre, forensics, and other similar studies	•	6	•	•	21	K.A.R. 91-31-35(a), (b)

<sup>55</sup> The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history

<sup>56</sup> The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.



**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Kentucky</b>	Standard	4, incl. 1 unit each English I, II, III, IV <sup>57</sup>	3, incl. 1 unit each Algebra I, Geometry, Algebra II <sup>58, 59</sup>	3	3 units lab science	.5 unit p.e., .5 unit health	1 unit history and appreciation of visual and performing arts <sup>60</sup>	•	7 <sup>61</sup>	As necessary: math or language arts transitional course or intervention <sup>62</sup>	Demonstrate performance based competency in technology	22	704 Ky. Admin. Regs. 3:305, Section 2
<b>Louisiana</b>	Standard (TOPS University Diploma)	4, incl. English I, English II, English III or an alternative	4, incl. Algebra I, geometry, Algebra II (or Integrated Mathematics I, II, III)	4, incl. 1 U.S. history (or AP U.S. History or IB History of the Americas I); 1 unit chosen from civics with a section on free enterprise, government, or AP U.S. government and politics,	4, incl. Biology I, Chemistry	2, incl. 1.5 p.e. and .5 health	1 <sup>68</sup>	2 units same language	3		All students complete the FAESA	24	La. Admin Code. tit. 28, Pt CXV, § 2318

<sup>57</sup> Language arts must be taken each year of high school

<sup>58</sup> Math course must be taken each year of high school.

<sup>59</sup> An integrated, applied, interdisciplinary, occupational, or technical course that prepares a student for a career path based on the student's individual learning plan may be substituted for a traditional Algebra I, Geometry, or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky core academic standards. Any mathematics course other than Algebra I, Geometry, or Algebra II shall be counted as an elective.

<sup>60</sup> Or another arts course that incorporates this content

<sup>61</sup> Seven units "Academic and career interest standards-based learning experiences," including 4 standards-based learning experiences in an academic or career interest based on the student's individual learning plan.

<sup>62</sup> If a student does not meet the college readiness benchmarks for math or English and language arts as established by the Council on Postsecondary Education in 13 KAR 2:020, the student shall take a math or English and language arts transitional course or intervention, which is monitored to address remediation needs, before exiting high school.

<sup>68</sup> Chosen from art, music, dance, theater, speech III and IV (one unit combined), fine arts survey, drafting, media arts, photography I/II, or digital photography

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<sup>63</sup> and English IV or	and 4 <sup>th</sup> unit <sup>65</sup>	and 2 add'l units <sup>66</sup>	1, 2 add'l units <sup>67</sup>								

<sup>63</sup> AP English language arts and composition, IB literature, IB language and literature, IB literature and performance

<sup>65</sup> Chosen from algebra III, advanced math--functions and statistics, advanced math--pre-calculus, pre-calculus, IB math studies (math methods), calculus, AP calculus AB, IB mathematics SL, AP calculus BC, AP statistics, IB further mathematics HL, IB mathematics HL, probability and statistics, or AP computer science A.

<sup>66</sup> (a). one of:

- (i). European history;
- (ii). AP European history;
- (iii). western civilization;
- (b). one of:
  - (i). world geography;
  - (ii). AP human geography;
  - (iii). IB geography;
- (c). one of:
  - (i). world history;
  - (ii). AP world history;
  - (iii). IB history of the Americas II;
- (d). IB economics;
- (e). economics;
- (f). AP macroeconomics;
- (g). AP microeconomics;
- (h). AP psychology

<sup>67</sup> (a). Earth science;

(b). environmental science;

- (c). physical science;
- (d). agriscience II--the elective course agriscience I is a pre-requisite;
- (e). one of:
  - (i). chemistry II;
  - (ii). AP chemistry;
  - (iii). IB chemistry I;
  - (iv). IB chemistry II;
- (f). one of:
  - (i). AP environmental science;
  - (ii). IB environmental systems;

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		alternative <sup>64</sup>											
Louisiana	Standard (Career Diploma)	4, incl. English I, English II, 2 add'l units <sup>69</sup>	4, incl. algebra I, applied algebra I, or algebra I-Pt. 2 and 3 add'l units <sup>70</sup>	2, incl. 1 unit chosen from U.S. history, AP U.S. history, IB history of the Americas I, and 1 add'l unit <sup>71</sup>	2, incl. 1 biology and 1 add'l unit <sup>72</sup>	2, incl. 1.5 p.e. and .5 health education <sup>73</sup>	•	•	•	9 units in Jump Start course sequence, workplace experiences and credentials	Completion of approved industry-recognized credential  All student	23	La. Admin Code. tit. 28, Pt CXV, § 2319

(g). one of:

(i). physics I;

(ii). IB physics I;

(iii). AP physics I;

(h). one of:

(i). AP physics C: electricity and magnetism;

(ii). AP physics C: mechanics;

(iii). IB physics II;

(iv). AP physics II;

(i). one of:

(i). biology II;

(ii). AP biology;

(iii). IB biology I;

(iv). IB biology II;

<sup>64</sup> AP English literature and composition, IB literature, IB language and literature, IB literature and performance

<sup>69</sup> Chosen from technical writing, business English, English III, English IV, any AP or IB English course, or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE.

<sup>70</sup> Chosen from geometry, financial literacy (formerly financial math), math essentials; algebra II; advanced math-functions and statistics; advanced math--pre-calculus, algebra III, pre-calculus, business math, probability and statistics, comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE, or integrated mathematics I, II, and III may be substituted for algebra I, geometry, and algebra II and shall count as 3 math credits.

<sup>71</sup> Chosen from civics, government, AP U.S. government and politics comparative, or AP U.S. government and politics: United States.

<sup>72</sup> Chosen from chemistry I, physical science, earth science, agriscience II, environmental science, or any AP or IB science course.

<sup>73</sup> JROTC I and II may be used to meet the health education requirement

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											s complete the FAFSA		
Maine	Standard	Until the passage of <a href="#">2018 L.D. 1666</a> in July 2018, Maine statute required districts, effective with students graduating in 2020-21, to phase in the following graduation requirements in which awarding of a diploma was contingent on student demonstration of proficiency in the state standards in the following content areas (state standards have been developed in 8 content areas: career and education development, English language arts, health and physical education, mathematics, science and technology, social studies, visual and performing arts, and world languages. <ul style="list-style-type: none"><li>2020-2021: Student demonstrates proficiency in meeting state standards in English language arts, math, science and technology, and social studies.</li><li>2021-2022: Above plus meets state standards in <b>one additional content area</b> of the student’s choice</li><li>2022-2023: Above plus meets state standards in <b>two additional content areas</b> of the student’s choice</li><li>2023-2024: Above plus meets state standards in <b>three additional content areas</b> of the student’s choice</li><li>2024-2025: Student demonstrates proficiency in meeting the state standards in <b>all content areas</b>.</li></ul> With the passage of L.D. 1666, districts may choose whether to award diplomas based on proficiency-based or credit-based standards.  State-determined credit requirements that must be adopted by districts declining the proficiency-based diploma option do not appear to have been determined as of August 2018.											20-A M.R.S.A. § 4722-A
Maryland	Standard	4 <sup>74</sup>	3, incl. 1 with algebra instruction, or 1 or more units in subsequent math courses for which	3, incl. 1 unit U.S. history, 1 unit world history, 1 unit	3 units, incl. 1 lab <sup>76</sup>	5 unit p.e., .5 unit health	1 unit visual arts, music, theater, or dance, or a combination thereof	See below  2 units chosen from world language or advanced technology education, or successful completion		1 unit technology education <sup>77</sup>  Students complete a locally designed, state approved high	75 hours student service <sup>78</sup>	21 (18 specified in regs)	COMAR 13A.03.02.03, COMAR 13A.03.02.05

<sup>74</sup> Four units of organized instruction in comprehension of literary and informational text, writing, speaking and listening, language, and literacy

<sup>76</sup> Three credits of organized instruction which includes a laboratory component engaging in the application of the science and engineering practices, the crosscutting concepts, and disciplinary core ideas including Earth/space science, life science, physical science (chemistry and physics), engineering, and technology, aligned to the Maryland High School Assessment for science;

<sup>77</sup> Includes the application of knowledge, tools, and skills to solve practical problems and extend human capabilities

<sup>78</sup> Students complete either (a) 75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades, or (b) A locally designed program in student service that has been approved by the State Superintendent of Schools.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			algebra is a prereq. <sup>75</sup>					of a state-approved career and technology program		school program of environmental literacy			
<b>Massachusetts</b>	Standard	Graduation requirements are generally established by local boards. "Physical education shall be taught as a required subject in all grades for all students."											M.G.L.A. 69 § 1D, M.G.L.A. 71 § 3
<b>Massachusetts</b>	Recommended (MassCore)	4	4, incl. Algebra II or integrated equivalent <sup>79</sup>	3, incl. U.S. history and world history	3 lab-based <sup>80</sup>	As req'd by law	1 <sup>81</sup>	2 units same language <sup>82</sup>	5 units add'l core courses, which may include CTE	Students encouraged to complete as many as possible: Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning.		22	<a href="#">Adopted</a> by state board 2007
<b>Michigan</b>	Standard	4	4 units, incl. Algebra I, Geometry, Algebra II or integrated equivalent,	3, incl. 1 unit U.S. history and geography, 1 unit world history and geography, .5 unit	3 units, incl. at least biology and either chemistry, physics, anatomy, or	1 unit covering p.e. and health	1 unit visual arts, performing arts, or applied arts	2 units same foreign language completed in any grades K-12 <sup>86</sup>		Complete an online course or learning experience			M.C.L.A. 380.1278a, M.C.L.A. 380.1278b, M.C.L.A. 380.1166

<sup>75</sup> Each student shall enroll in a mathematics course in each year of high school that the student attends, up to a maximum of 4 years of attendance, unless in the 5th or 6th year a mathematics course is needed to meet a graduation requirement.

<sup>79</sup> Students recommended to take math their senior year of high school.

<sup>80</sup> Technology/engineering coursework may count for MassCore science credit

<sup>81</sup> Students enrolled in a CTE program of study may opt out of foreign language and art and still complete MassCore.

<sup>82</sup> Students enrolled in a CTE program of study may opt out of foreign language and art and still complete MassCore.

<sup>86</sup> Or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English, based on guidelines developed by the department. For the graduating classes of 2016 through 2024, a student may partially or fully complete 1 unit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction (that is in addition to the 1 unit arts required for all students).

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			and 4 <sup>th</sup> math unit <sup>83</sup>	economics <sup>84</sup> and .5 unit civics	agricultural science <sup>85</sup>								
<b>Minnesota</b>	Standard	4	3, incl. 1 unit Algebra II, and 1 unit Algebra I by end of 8 <sup>th</sup> grade <sup>87</sup>	3.5, incl. U.S. history, geography, government and citizenship, world	3, incl. 1 biology, 1 chemistry or physics <sup>89</sup>	•	1 unit arts <sup>90</sup>	•	7	•	•	21.5	M.S.A. § 120B.024

<sup>83</sup> 4<sup>th</sup> unit such as trigonometry, statistics, precalculus, calculus, applied math, accounting, business math, a retake of algebra II, or a course in financial literacy. A student may complete algebra II over 2 years with 2 credits awarded or over 1.5 years with 1.5 credits awarded for the purposes of these provisions.

A pupil also may partially or fully fulfill the algebra II requirement by completing a department-approved formal career and technical education program or curriculum, such as a program or curriculum in electronics, machining, construction, welding, engineering, computer science, or renewable energy, and in that program or curriculum successfully completing the same content as the algebra II benchmarks assessed on the department-prescribed state high school assessment, as determined by the department.

Each pupil must successfully complete at least 1 mathematics course during his or her final year of high school enrollment.

<sup>84</sup> The ½ -credit economics requirement may be satisfied by completion of at least a ½ -credit course in personal economics that includes a financial literacy component as described in section 1165, if that course covers the subject area content expectations for economics developed by the department and approved by the state board.

<sup>85</sup> Or successfully completing a program or curriculum that provides the same content as the chemistry or physics benchmarks, as determined by the department. A student may fulfill the requirement for the third science credit by completing a department-approved computer science program or curriculum or formal career and technical education program or curriculum. The legislature strongly encourages pupils to complete a fourth credit in science, such as forensics, astronomy, Earth science, agricultural science, environmental science, geology, physics, chemistry, physiology, or microbiology.

<sup>87</sup> A CTE credit may fulfill a math credit requirement. A computer science credit or Project Lead the Way credit may fulfill a math credit requirement if the credit meets state academic standards in math.

<sup>89</sup> An agriculture science or CTE credit may fulfill the elective science credit if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the district. An agriculture or CTE credit may fulfill the credit in chemistry or physics if the credit meets the state chemistry or physics academic standards as approved by the district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or CTE credit may not fulfill the required biology credit.

A Project Lead the Way credit may fulfill a science credit requirement if the credit meets the state academic standards in science.

<sup>90</sup> A CTE credit may fulfill the arts credit requirement

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
				history, and economics <sup>88</sup>									
<b>Mississippi</b>	Standard (no longer avail. eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I	4, incl. 1 world history, 1 U.S. history, .5 geography, .5 U.S. govt., .5 economics, .5 Mississippi Studies	4, incl. 1 Biology	1, incl. .5 Contemporary Health and .5 p.e.	1 arts	•	5	1 Technology or Computer Science	•	24	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-2
<b>Mississippi</b>	Waiver (District Option; not required to be offered) (no longer avail. eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I	3, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 Mississippi Studies	3, incl. Biology I	.5 Contemporary Health	1 arts	-	4.5	1 Technology or Computer Science	•	21	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-1
<b>Mississippi</b>	Career Pathway Diploma (no longer avail. eff. Class of 2020)	4, incl. English I, English II	3, incl. Algebra I	3, incl. 1 U.S. history, .5 U.S. govt., .5 Mississippi Studies	3, incl. Biology I	.5, either Contemporary Health or p.e.	•	-	2.5 units selected from the student's approved program of study	5, incl. 4 units career and technical in student's program of study, and 1 Technology or Computer Science	•	21	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-3

<sup>88</sup> A .5 unit of economics taught in a school's agriculture education or business department may fulfill a .5 unit in social studies if the credit is sufficient to satisfy all of the academic standards in economics.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Mississippi	Early Exit Diploma (no longer avail. eff. Class of 2022)	2, incl. English II (equivalent course)	3, incl. Algebra I (equivalent course)	2.5, incl. 1 world history, 1 U.S. history (equivalent course), .5 Mississippi Studies	2, incl. Biology I (equivalent course)	1 any combination p.e. and health	1 arts	•	5 <sup>91</sup>	1 Technology or Computer Science	-	17.5	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-4
Mississippi	Standard (eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I <sup>92</sup>	3.5, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	3, incl. Biology I	1, incl. .5 p.e., .5 Contemporary Health	1 arts	•	5.5	2, incl. 1 Technology or Computer Science and 1 College and Career Readiness		24	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-6
Mississippi	Career and Technical Endorsement (eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I <sup>93</sup>	3.5, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	3, incl. Biology I	1, incl. .5 p.e., .5 Contemporary Health	1 arts	•	3.5	6, incl. 4 career and technical, 1 Technology or Computer Science and 1 College and Career Readiness	Overall GPA of ≥ 2.5, ≥ Silver level on WorkKeys, successfully complete either a CTE dual credit, a career pathway experience, or	26	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-7

<sup>91</sup> Should focus on college admission or national certification requirements

<sup>92</sup> Student should take a math or math equivalency senior year

<sup>93</sup> Student should take a math or math equivalency senior year

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.



**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											earn state board of ed. approved national credential		
<b>Mississippi</b>	Academic Endorsement (eff. Class of 2022)	4, incl. English I, English II, and 2 units above English II	4, incl. Algebra I and 2 math courses above Algebra I <sup>94</sup>	3.5, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	3, incl. Biology I and 2 add'l courses above Biology I	1, incl. .5 p.e., .5 Contemporary Health	1 arts	•	7.5, incl. 2 advanced electives of the College Preparatory curriculum reqts.	2, incl. 1 Technology or Computer Science and 1 College and Career Readiness	Overall GPA of ≥ 2.5, courses must meet MS IHL college prep. curriculum (CPC) reqts., Earn MS college readiness benchmarks (ACT sub scores of 17 in English and 19 in Math or completion of	26	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-8

<sup>94</sup> Student should take a math or math equivalency senior year

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											appropriate Essentials of College Math or Essentials of College Literacy with an 80 or above (in senior year) or on the SAT as defined by IHL, complete one add'l reqt. <sup>95</sup>		
<b>Mississippi</b>	Distinguished Academic Endorsement	4, incl. English I, English II and 2 units above English II	4, incl. Algebra I and 2 math courses above Algebra I <sup>96</sup>	4, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	4, incl. Biology I and 2 add'l courses above Biology I	1, incl. .5 p.e., .5 Contemporary Health	1 arts	•	8, incl. 2 IHL advanced electives and meet College Preparatory Curriculum	2, incl. 1 Technology or Computer Science and 1 College and Career Readiness	Earn overall GPA of ≥ 3.0, courses must meet MS IHL CPC recommended	28	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-9

<sup>95</sup> Complete either (a) AP course with ≥ C and take appropriate AP exam, (b) Diploma Program IB Course with ≥ C and take appropriate IB exam, (c) One dual credit course and earn ≥ C in the course.

<sup>96</sup> Student should take a math or math equivalency senior year

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											requirements, Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or on the SAT as defined by IHL, meet one add'l reqt. <sup>97</sup>		
<b>Missouri</b>	Standard	4 "Communication Arts"	3	3	3	1 p.e. and .5 health ed.	1 fine art	•	7	1 unit practical arts, .5 personal finance	•	24	5 Mo. Code of State Regulations 20-100.190
<b>Montana</b>	Standard	4	2	2	2	1 unit health enhancement <sup>98</sup>	1 unit arts	•	•	1 unit CTE	•	20 (13 specified in reg.)	Mont. Admin. R. 10.55.905

<sup>97</sup> Complete: (a) One AP course with  $\geq$  B and take appropriate AP exam, (b) Diploma Program IB course with  $\geq$  B and take the appropriate IB exam, (c) One dual credit course and earn  $\geq$  B in the course.

<sup>98</sup> .5 unit each year for 2 years

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Nebraska</b>	Standard	4	3, with course content that incl. algebraic, geometric, data analysis, and probability concepts	3, with course content that includes civics/government, geography, United States and world history, and economic concepts	3, with course content that incl. biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.	•	•	•	•	•	•	20 (13 specified in reg.)	Neb. Admin. R. & Regs. Tit. 92, Ch. 10, §003.05
<b>Nevada</b>	Standard	4, incl. reading, composition and writing	3	2, incl. 1 American govt., 1 American history	2	2.5, incl. 2 p.e. and .5 health	See below 1 arts and humanities, JROTC (Level III or IV), or CTE		7.5	.5 use of computers  See below  1 arts and humanities, JROTC (Level III or IV), or CTE  Eff. Class of 2022: College and career ready flex credit <sup>99</sup>		22.5	NAC 389.664
<b>Nevada</b>	Advanced	4, incl. reading, composition and writing	4, incl. Algebra II or higher	3, incl. 1 American govt., 1 American history, 1	3	2.5, incl. 2 p.e. and .5 health			6	.5 use of computers  See below	Min. 3.25 GPA on 4.0 grading	24	NAC 389.663

<sup>99</sup> May be completed by any of the following: (a) Level II or Level III course of study in a CTE program area prescribed pursuant to NAC 389.803, (b) 4<sup>th</sup> year of mathematics, which must include Algebra II or another course which follows such a course of study, (c) Third year of social studies, or (d) Third year of science.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
				social studies						1 arts and humanities , JROTC (Level III or IV), or CTE	scale (weighted or unweighted) for all credits applicable toward graduation		
<b>Nevada</b>	College and Career Ready Diploma	<p>To receive a college- and career-ready diploma, a student must:</p> <ul style="list-style-type: none"> <li>Successfully complete the requirements to receive an advanced diploma</li> <li>Demonstrate proficiency in speaking no less than two languages, or have earned not less than two of the credits used to complete the advanced diploma requirements in: <ul style="list-style-type: none"> <li>AP courses</li> <li>IB courses</li> <li>Dual credit or dual enrollment courses</li> <li>CTE courses</li> <li>Work-based learning courses</li> <li>A world language course</li> </ul> </li> <li>Obtain a college-ready endorsement or a career-ready endorsement.</li> </ul> <p><b>College-ready endorsement:</b> To earn a college-ready endorsement, a student must:</p> <ul style="list-style-type: none"> <li>Complete a college readiness assessment prescribed in the Nevada Board of Regents Handbook, and</li> <li>Receive not less than the minimum scores for initial placement into college-level English and mathematics courses prescribed in the Nevada Board of Regents Handbook</li> </ul> <p><b>Career-ready endorsement:</b> To earn a college-ready endorsement, a student must:</p> <ul style="list-style-type: none"> <li>Receive not less than the minimum score prescribed by the State Board of Education on a career readiness assessment prescribed by the State Board</li> <li>Either: <ul style="list-style-type: none"> <li>Satisfy the requirements for the issuance of a certificate pursuant to subsection 4 of <a href="#">NAC 389.800</a>; or</li> <li>Obtain an industry-recognized credential identified by the Executive Director of the Office of Workforce Innovation in the Office of the Governor</li> </ul> </li> </ul>										24	N.R.S. 390.605; text of regulation adopted but not yet codified

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>New Hampshire</b> 100	Standard	4 <sup>101</sup>	3, incl. algebra credit that may be earned through a sequential, integrated or applied program <sup>102</sup>	2.5, incl. 1 US and NH history, .5 US and NH govt./civics, .5 economics (incl. personal finance), .5 world history, global studies or geography	2, incl. 1 physical sciences and 1 biological sciences	1.5, incl. 1 p.e. and .5 health education	.5 arts	•	6	.5 information and communications technologies	•	20	N.H. Code Admin. R. 306.27
<b>New Jersey</b>	Standard	4	3, incl. Algebra I or equivalent, Geometry or equivalent, and a third year of mathematics that builds on the concepts and skills of	3, incl. 2-year course in U.S. and NJ history, 1 world history, and the integration of civics, economics, geography and global content in	3 lab units, incl. 1 lab biology/life science or equivalent, 1 chosen from chemistry, environmental science, or physics, and a 3 <sup>rd</sup>	3 units health, safety, and p.e., to be taken as .75 unit each year of enrollment	1 visual and performing arts	1 world languages or demonstration of proficiency	•	.5 financial, economic, business, and entrepreneurial literacy  1 unit either 21st century life and	Technological literacy integrated throughout the curriculum	24 (19.5 specified in reg.)	N.J.A.C. 6A:8-5.1; N.J.S.A. 18A:35-1

<sup>100</sup> Regulations provide for “required credits for graduation and graduation competencies” but clarify: “Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.”

<sup>101</sup> Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts.

<sup>102</sup> Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			algebra and geometry and that prepares students for college and 21st century careers	all course offerings	lab/inquiry-based unit					careers, or CTE			
<b>New Mexico</b>	Standard	4, with major emphasis on grammar, nonfiction writing and literature	4, incl. 1 unit equal to or higher than Algebra II <sup>103</sup>	3.5, incl. U.S. history and geography, world history and geography, government and economics, and .5 New Mexico history	3, incl. 2 lab	1 p.e. Student s must also complete a course in health education in middle or HS	•	See below  1 unit chosen from a career cluster course, workplace readiness or a language other than English	7.5	See below  1 unit chosen from a career cluster course, workplace readiness or a language other than English  At least one unit reqd. for graduation must be earned as an AP, honors, dual credit or distance learning course	•	24	N. M. S. A. § 22-13-1.1

<sup>103</sup> Algebra II is a requirement unless a parent submits written, signed permission for the student to complete a lesser math unit

A financial literacy course that meets state math academic content and performance standards shall qualify as one of the four required math units.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>New York</b>	Standard (Regents Diploma)	4	3, incl. either Integrated Algebra, Geometry, and Algebra 2/Trigonometry or Mathematics A and Mathematics B	4, incl. 1 American history, .5 economics and .5 participation in govt. (or the equivalent of these three courses)  Eff. Class of 2020: 1 American history, 2 units global history and geography, .5 economics and .5 participation in govt. (or the equivalent of these courses)	3	2.5, incl. 2 p.e. and .5 health	1 units arts	1	•	The learning standards for technology may be met either through a course in technology education or through an integrated course combining technology with mathematics and/or science.  The learning standards for parenting may be met either through a separate course in parenting or through integration in a course in health or family and consumer sciences.		22 (18.5 specified in regulation)	8 NYCCR 100.5

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.



**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
New York	Regents Diploma with Honors	A local school district may award a student a Regents diploma with honors or a Regents diploma with advanced designation with honors to a student who achieves an average of 90% in all Regents examinations required for the diploma. Each Regents examination score carries a weight of one and such score shall not be multiplied by the number of units of study being examined. Averages below 90.0 percent shall not be rounded upward to 90 percent.  A district may award a Regents diploma with honors or a Regents diploma with advanced designation with honors to a student who has substituted no more than two approved alternative assessments for a Regents examination required for the diploma. In such instance, the student's score on any substituted alternative assessments shall not be considered in the calculation to determine whether such student has achieved an average of 90 percent.											8 NYCRR 100.5
New York	Regents Diploma with Advanced Designation	To earn a Regents diploma with an advanced designation a student must complete, in addition to the requirements for a Regents diploma: <ul style="list-style-type: none"><li>Additional Regents exams in math: Students must pass two or three commencement level Regents exams in math through one of the following combinations:<ul style="list-style-type: none"><li>Two exam combination. A student must pass:<ul style="list-style-type: none"><li>Mathematics A and Mathematics B</li><li>Mathematics A and Algebra 2/Trigonometry; or</li><li>Mathematics B and Integrated Algebra.</li></ul></li><li>Three exam combination: A student must pass:<ul style="list-style-type: none"><li>Mathematics A or Integrated Algebra or Algebra I (common core); and</li><li>(B) Geometry or Geometry (common core); and</li><li>(C) Mathematics B or Algebra 2/Trigonometry or Algebra II (common core); and</li></ul></li><li>For students who elect to meet the requirements for a Regents diploma through the mathematics pathway assessment, such students must also pass one additional assessment in mathematics in a different course selected from the list of department approved alternatives</li></ul></li><li>One additional Regents exam in science or a department-approved alternative, for a total of two Regents exams, with at least one in life science and at least one in physical science<ul style="list-style-type: none"><li>For students who elect to meet the requirements for a Regents diploma through the science pathway assessment, such students must also pass one additional Regents exam in science or a department-approved alternative, for a total of three Regents exams, provided that the total number of science examinations passed include at least one in life science and at least one in physical science</li></ul></li><li>Two additional units in a language other than English for a total of three units and the Regents comprehensive assessment in that language when available. In those languages for which no Regents comprehensive assessment is available, a locally developed test, which is aligned to the checkpoint B learning standards for languages other than English, may be administered.</li></ul> Students completing a five-unit sequence in CTE or the arts (visual arts, music, dance, and theatre) are not required to complete the additional two units of the language other than English requirement for the Regents diploma with advanced designation but must still meet the requirements for the total number of units of credit.											8 NYCRR 100.5
North Carolina	Standard (Future	4: English I, II, III, IV	4, incl. NC Math 1, 2, and 3 and a	4, incl. 1 American History:	3, incl. 1 physical science, 1	1 Health and	See below	See below	4 <sup>105</sup> , chosen from CTE,	See below	•	22	<a href="#">North Carolina State Board of</a>

<sup>105</sup> Four-course concentration recommended

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
	Ready Core)		fourth mathematics course to be aligned with the student's post high school plans <sup>104</sup>	Founding Principles, Civics and Economics; 1 American History I, 1 American History II; and 1 World History	Biology, 1 earth/environmental science	Physical Education	2 units chosen from CTE, arts, or world language	2 units chosen from CTE, arts, or world language	ROTC, arts, or any other subject area or cross-disciplinary courses (e.g., math, science, social studies, English and dual enrollment courses	2 units chosen from CTE, arts, or world language			<a href="#">Education Policy GRAD-004</a>
<b>North Carolina</b>	Endorsements	The North Carolina State Board of Education Policy Manual sets forth the requirements for students to earn a: <ul style="list-style-type: none"> <li>• Career Endorsement</li> <li>• College Endorsement</li> <li>• College/UNC Endorsement</li> <li>• North Carolina Academic Scholars Endorsement</li> <li>• Global Languages Endorsement</li> </ul>											<a href="#">North Carolina State Board of Education Policy GRAD-007</a>
<b>North Dakota</b>	Standard	4, from a sequence that includes literature, composition, and speech	3, which may incl. 1 unit computer science	3, incl. 1 U.S. history, and either  .5 U.S. govt. and .5 economics, or  1 problems of democracy	3, consisting of either:  1 biology, 1 chemistry, 1 physics, or  1 biology, 1 physical science, 1 unit or two	1, either 1 unit p.e. or .5 p.e. and .5 health	See below  3 units chosen from foreign languages, Native American languages, fine arts or CTE courses	See below  3 units chosen from foreign languages, Native American languages, fine arts or CTE courses	5	See below  3 units chosen from foreign languages, Native American languages, fine arts or CTE courses	•	22	NDCC, 15.1-21-02.2

<sup>104</sup> In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart. Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
				And One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history	.5 units any other science.								
<b>North Dakota</b>	Waiver (Optional High School Curriculum) <sup>106</sup>	4, from a sequence that includes literature, composition, and speech	2	3, which may include up to one-half unit of North Dakota studies and one-half unit of multicultural studies	2	1, either 1 unit p.e. or .5 p.e. and .5 health	See below  2 units chosen from foreign languages, Native American languages, fine arts or CTE courses	See below  2 units chosen from foreign languages, Native American languages, fine arts or CTE courses	7	See below  2 units chosen from foreign languages, Native American languages, fine arts or CTE courses	•	21	NDCC, 15.1-21-02.3

<sup>106</sup> If after completing at least two years of high school a student has failed to pass at least one-half unit from three subsections in section 15.1-21-02.1 or has a GPA at or below the twenty-fifth percentile of other students in the district who are enrolled in the same grade, the student may request that the student's career advisor, guidance counselor, or principal meet with the student and the student's parent to determine if the student should be permitted to pursue an optional high school curriculum, in place of the requirements set forth in section 15.1-21-02.1. If a student's parent consents in writing to the student pursuing the optional high school curriculum, the student is eligible to receive a high school diploma upon completing the following requirements:

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Ohio	Standard	4	4, incl. either 1 Algebra II or equivalent, or 1 advanced computer science <sup>107</sup>	3, incl. .5 American history, .5 American govt., 2 social studies <sup>108</sup>  Eff. Class of 2021: 2 units social studies must incl. .5 world history and civilizations	3 lab science, incl. 1 physical science, 1 life science, 1 unit advanced study <sup>109</sup> , <sup>110</sup>	1, incl. .5 p.e. and .5 health	•	•	5	•	<sup>111</sup>	20	R.C. § 3313.603(C)
Ohio	Honors	<p>Until Class of 2021: For the academic honors diploma, the international baccalaureate diploma, and the career tech honors diploma, students may choose to pursue the diploma by meeting the requirements of the former rule or by meeting the requirements below.</p> <p>For any honors diploma, a student must:</p> <ul style="list-style-type: none"> <li>• Maintain an overall GPA of at least 3.5 on a 4.0 scale up to the last grading period of the senior year</li> <li>• Earn a composite score of 27 on the 2016 ACT assessment (excluding the optional writing test) or a combined score of 1280 on the 2016 SAT math and evidence-based reading and writing sections, or an equivalent score on future ACT or SAT assessments.</li> </ul> <p>Eff. Class of 2021:</p> <p><b>Academic honors diploma:</b></p> <ul style="list-style-type: none"> <li>• At least four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher level course, or a four course sequence that contains equivalent or higher content</li> <li>• At least four units of science including two units of advanced science</li> </ul>											OAC 3301-16-02

<sup>107</sup> Students in Class of 2019 and beyond pursuing a career-technical instructional track shall not be required to take algebra II or advanced computer science, and instead may complete a career-based pathway mathematics course approved by the department of education as an alternative.

<sup>108</sup> Each school shall integrate the study of economics and financial literacy, as expressed in the social studies academic content standards adopted by the state board of education and the academic content standards for financial literacy and entrepreneurship adopted under division (A)(2) of that section, into one or more existing required social studies credits or into the content of another class.

<sup>109</sup> Chosen from (a) Chemistry, physics, or other physical science, (b) Advanced biology or other life science, (c) Astronomy, physical geology, or other earth or space science, (d) Computer science

<sup>110</sup> No student shall substitute a computer science course for a life sciences or biology course

<sup>111</sup> All students must achieve one of the following: (a) [Earn at least 18 points on seven end-of-course tests](#), (b) [Earn an industry-recognized credential and score of at least 13 on ACT WorkKeys](#), (c) [Earn “remediation-free” scores on ACT or SAT](#).

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<ul style="list-style-type: none"><li>• Four units of social studies</li><li>• Either three units of one world language or no less than two units of each of two world languages studied</li><li>• One unit of fine arts.</li></ul> <p><b>International Baccalaureate Honors Diploma:</b> Complete all requirements established by the International Baccalaureate Organization for the International Baccalaureate Diploma Programme, and:</p> <ul style="list-style-type: none"><li>• Earn four units of mathematics including algebra I, geometry, algebra II (or equivalent), and one other higher-level course, or complete a four course sequence that contains equivalent or higher content</li><li>• Earn four units of science including biology, chemistry, and at least one unit of advanced science</li><li>• Earn four units of social studies</li><li>• Earn four units of world languages (with at least two units for each language studied)</li><li>• Earn one unit of fine arts</li><li>• Complete a field experience and document the experience in a portfolio specific to the student's international baccalaureate area of focus</li><li>• Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's international baccalaureate area of focus that is reviewed and validated by external experts.</li></ul> <p><b>Career technical honors diploma:</b></p> <ul style="list-style-type: none"><li>• At least four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher level course, or a four course sequence that contains equivalent or higher content</li><li>• At least four units of science including two units of advanced science</li><li>• Four units of social studies</li><li>• Four units in a career-technical education program that leads to an industry recognized credential, results in an apprenticeship, or is part of an articulated career pathway which can lead to post-secondary credit. If the student's program design does not provide for any of these outcomes, then the student must achieve the proficiency benchmark established for the applicable Ohio career-technical competency assessment or the equivalent</li><li>• Achieve the proficiency benchmark established for the Ohio career-technical competency assessment available at <a href="http://webxam.org">webxam.org</a> (additional content available at <a href="http://education.ohio.gov">education.ohio.gov</a>) or an equivalent assessment aligned with state-approved and industry validated technical standards</li><li>• Two units of one world language</li><li>• Complete a field experience and document the experience in a portfolio specific to the student's career technical area of focus</li><li>• Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's career technical area of focus that is reviewed and validated by external experts</li><li>• A score of least six on the ACT WorkKeys reading for information assessment section and a score of at least six on the ACT WorkKeys applied mathematics section satisfies the requirement.</li></ul> <p><b>STEM honors diploma:</b></p>											

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<ul style="list-style-type: none"> <li>Five units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher-level course, or a four course sequence that contains equivalent or higher content</li> <li>Five units of science including two units of advanced science. One single course may fulfill the fifth required credit in both science and mathematics for the STEM honors diploma.</li> <li>Either three units of one world language or no less than two units of each of two world languages studied</li> <li>One unit of fine arts</li> <li>Two units of electives with a focus in STEM coursework</li> <li>Complete a field experience and document the experience in a portfolio specific to the student's STEM area of focus</li> <li>Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's STEM area of focus that is reviewed and validated by external experts.</li> </ul> <p><b>Arts honors diploma:</b></p> <ul style="list-style-type: none"> <li>Four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher-level course or a four course sequence that contains equivalent or higher content</li> <li>Three units of science including one unit of advanced science</li> <li>Either three units of one world language or no less than two units of each of two world languages studied</li> <li>Four units of fine arts</li> <li>Two units of electives with a focus in fine arts coursework</li> <li>Complete a field experience and document the experience in a portfolio specific to the student's art area of focus</li> <li>Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's art area of focus that is reviewed and validated by external experts.</li> </ul> <p><b>Social science and civic engagement honors diploma:</b></p> <ul style="list-style-type: none"> <li>Four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher-level course, or a four course sequence which contains equivalent or higher content</li> <li>Three units of science including one unit of advanced science</li> <li>Five units of social studies</li> <li>Either three units of one world language or no less than two units of each of two world languages studied</li> <li>One unit of fine arts</li> <li>Three units of electives with a focus in social science and/or civics coursework</li> <li>Complete a field experience and document the experience in a portfolio specific to the student's social studies area of focus</li> <li>Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's social studies area of focus that is reviewed and validated by external experts.</li> </ul>											

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Oklahoma <sup>112</sup>	Standard	4, incl. Grammar, Composition, Literature, or any English course approved for college admission reqts	3, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics, or any mathematics course with content and/or rigor above Algebra I and approved for college admission reqts.	3, incl. 1 American history, .5 Oklahoma history, .5 U.S. govt, and 1 add'l unit <sup>113</sup>	3 lab science, including one unit or set of competencies of life science, meeting the standards for Biology I; one unit or set of competencies of physical science, meeting the standards for Physical Science, Chemistry or Physics; and one unit or set of competencies from the domains of physical science, life science or earth and	-	See below  1 unit or set of competencies in fine arts or speech	See below  2 units same foreign language or two computer technology approved for college admission reqts	1 <sup>114</sup>	See below  2 units same foreign language or two computer technology approved for college admission reqts  See below  1 unit or set of competencies in fine arts or speech	<sup>115</sup>	17	70 Okla.St. Ann. § 11-103.6(B)

<sup>112</sup> All requirements are framed as “units or sets of competencies”

<sup>113</sup> From the subjects of History, Government, Geography, Economics, Civics, or non-Western culture and approved for college admission requirements

<sup>114</sup> Unit or set of competencies in English, math, lab science, history and citizenship skills, foreign language or computer technology, or career and technology education courses, concurrently enrolled courses, AP courses or IB courses approved for college admission requirements

<sup>115</sup> Complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
					space science such that the content and rigor is above Biology I or Physical Science								
<b>Oklahoma</b> <sup>116</sup>	Waiver	4, incl. 1 grammar and composition <sup>117</sup>	3, incl. Algebra I which may be taught in contextual methodology	3, incl. 1 U.S. history, .5 to 1 U.S. govt., .5 Oklahoma history, .5 to 1 other social studies <sup>118</sup>	3, incl. Biology I or Biology I taught in a contextual methodology, 2 units or sets of competencies in the areas of life, physical, or earth science or technology	-	1 arts	See below  1 computer education or world language	-	See below  1 computer education or world language	<sup>119</sup>	15	70 Okl. St. Ann. § 11-103.6(C)
<b>Oregon</b>	Standard	4, incl. equivalent of 1 unit Written Composition	3, incl. 1 Algebra I and 2 units at a level higher than Algebra I	3, incl. history, civics, geography and economics (including personal finance)	3	2, incl. 1 p.e. and 1 health	See below  3 units chosen from CTE, the arts or world languages	See below  3 units chosen from CTE, the arts or world languages	•	See below  3 units chosen from CTE, the arts or world languages	Demonstrate proficiency in Essential Skills	24 (18 specified in reg)	OAR 581-022-2000(6)

<sup>116</sup> Requirements framed as “units or sets of competencies”

<sup>117</sup> 3 remaining units may include, but are not limited to American Literature, English Literature, World Literature, Advanced English Courses, other English courses with content and/or rigor equal to or above grammar and composition

<sup>118</sup> May include, but are not limited to World History, Geography, Economics, Anthropology, or other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History.

<sup>119</sup> Complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.



**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Pennsylvania</b>	Standard	Unit requirements set by local districts.  Other high school graduation requirements must include: <ul style="list-style-type: none"> <li>• Course completion and grades</li> <li>• Demonstration of proficiency as determined by the school district, charter school (including a cyber charter school) or AVTS, if applicable, in each of the State academic standards not assessed by a State assessment</li> <li>• Demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics (Appendix A-2); Science and Technology and Environment and Ecology (Appendix B), as determined by:               <ul style="list-style-type: none"> <li>○ Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if applicable</li> <li>○ Locally approved and administered assessments</li> <li>○ Completion of an AP or IB exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.</li> </ul> </li> </ul>											22 Pa. Code § 4.24
<b>Rhode Island</b>	Standard	4	4	3	3	“Pursuant to LEA policies and applicable state law, the additional six required courses are presumed to include, but not limited to world languages, the arts, technology, physical education, and health.”					<sup>120</sup>	20	200-RICR-20-10-2.3.1
<b>South Carolina</b>	Standard	4	4	3, incl. 1 U.S. History and Constitution, .5 economics, .5 U.S. govt., 1 other social studies	3	1 p.e. or junior ROTC	•	See below  1 foreign language or career and technology education	7	1 computer science  See below  1 foreign language or career and technology education	•	24	S.C. Code of Regulations R. 43-234
<b>South Dakota</b>	Standard	4, incl. 1.5 writing, 1.5 literature, (incl. .5 American lit.), .5 speech or debate, .5	3, incl. 1 Algebra I, 1 geometry, 1 Algebra II	3.5, incl. 1 U.S. history, .5 U.S. govt., .5 geography, .5 world history, .5 personal	3 lab science, incl. 1 biology, 1 physical science, 1 chemistry or physics	1, incl. .5 p.e. and .5 health or health integration	1 fine arts	See below  1 unit in any combination CTE, capstone experience or service	•	•	•	22 (16.5 specified in reg.)	ARSD 24:43:11:01, :02

<sup>120</sup> Eff. Class of 2021 (?), students must also successfully complete a performance-based diploma assessment, defined in regulation as “multifaceted assignments that serve as a culminating demonstration of a student’s applied learning skills and knowledge of one or more content areas.”

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		language arts elective		finance or economics				learning, or world language					
<b>Tennessee</b>	Standard	4, incl. English I, English II, English III, and English IV	4, incl.. Algebra I, Geometry, Algebra II or the equivalent Integrated Math I, II, III, and another math course beyond Algebra I or Integrated Math I. <sup>121</sup>	3, incl. United States History and Geography, World History and Geography, Economics, and United States Government and Civics.	3 lab science, incl. Biology, Chemistry or Physics, and a third lab science	1.5, incl. .5 p.e. and 1 wellness	1	2	3	.5 personal finance <sup>122</sup>	Students must complete ACT or SAT, complete 1 year of computer education, and have a satisfactory record of attendance and discipline	22	Tenn. Comp. R. & Regs. 0520-01-03-.06; T. C. A. § 49-6-1010
<b>Tennessee</b>	Endorsed (State Distinction)												Tenn. Comp. R. & Regs. 0520-01-03-.06(c)(3)
<b>Texas</b>	Standard (Foundation)	4, incl. English I, English II, English III (or AP or IB),	3, incl. 1 Algebra I, 1 geometry, 1 advanced math	3, incl. 1 U.S. History Studies Since 1877, .5 U.S. Govt., .5	3, incl. 1 Biology, 1 unit chosen from lab-based	1 p.e.	1 fine arts	2 units same language or 2 units computer programming	5	•	<sup>125</sup>	22	V.T.C.A. Ed. Code § 28.025(b-1); 19 TAC § 74.11, 74.12

<sup>121</sup> Students must be enrolled in a mathematics course each year of high school.

<sup>122</sup> Three years of JROTC may be substituted for one-half (½) credit of Personal Finance if the JROTC instructor attends the Personal Finance training.

<sup>125</sup> Demonstrated proficiency, as determined by the district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		and an advanced English course selected from specified courses	selected from specified courses	Economics with Emphasis on the Free Enterprise System and Its Benefits, 1 world history or world geography	courses <sup>123</sup> , and 1 lab science chosen from specified courses			ng languages, incl. computer coding <sup>124</sup>					
<b>Texas</b>	Endorsements and performance acknowledgements	<p>Students are expected to earn 1 or more endorsements in addition to the credit requirements for the Foundation High School Program, unless the student's parent or person in loco parentis, after being advised by the school's counselor of the benefits of graduating from high school with one or more endorsements, files written permission on a Texas Education Agency-adopted form, allowing the student to graduate without earning an endorsement.</p> <p>To earn any endorsement, a student must:</p> <ul style="list-style-type: none"> <li>• Complete 26 units</li> <li>• Complete a 4<sup>th</sup> unit math chosen from specified courses</li> <li>• Complete an additional unit science chosen from specified courses (alternatives available for student pursuing an arts and humanities endorsement)</li> <li>• Two additional elective credits that may be selected from the list of courses specified in <a href="#">§74.11(g)</a> or (h).</li> </ul> <p>Regulations set forth the additional requirements necessary to earn the following endorsements:</p> <ul style="list-style-type: none"> <li>• Science, technology, engineering, and mathematics (STEM)</li> <li>• Business and industry</li> <li>• Public services</li> <li>• Arts and humanities</li> <li>• Multidisciplinary studies</li> </ul> <p>In addition, regulation defines how students may earn performance acknowledgements on the student's transcript for outstanding performance on various measures.</p>											19 TAC § 74.12
<b>Utah</b>	Standard	4	3, incl. Secondary	3, incl. 1 U.S. history, .5	3, incl. 2 units from two of the	2 units physical and	1.5 arts	-	5.5	2, incl. 1 CTE course from menu	-	24	U.A.C. R277-700-6

<sup>123</sup> Integrated Physics and Chemistry; Chemistry; Physics; Principles of Technology; or a comparable AP or IB chemistry or physics course that does not count toward another credit required for graduation.

<sup>124</sup> To be selected from Computer Science I, II, and III, AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level, and IB Computer Science Higher Level.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Mathematics I, II, III <sup>126</sup>	Geography for Life, .5 World Civilizations, .5 U.S Govt. and Citizenship, and .5 Social studies	following five science foundation areas: earth science, biological science, chemistry, physics, computer science, plus 1 unit from an approved list	health education from a menu of options				of options, .5 Digital Studies, .5 General Financial Literacy			
<b>Vermont</b>	Standard	<p>Vermont is implementing proficiency-based graduation requirements. A student meets the requirements for graduation when the student demonstrates evidence of proficiency in the curriculum below, and completion of any other requirements specified by the student's local board.</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematical content and practices</li> <li>• Scientific inquiry and content knowledge</li> <li>• Global citizenship</li> <li>• Physical education and health education</li> <li>• Artistic expression</li> <li>• Transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology)</li> </ul>											<a href="#">Vermont State Board of Education Series 2000 – Education Standards</a> , rule 2120.7
<b>Virginia</b>	Standard	4	3, incl. at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data	3, plus 1 economics and personal finance. Social studies courses must include U.S. and Virginia History, U.S.	3 lab science, incl. include course selections from at least two different science disciplines: earth	2 health and physical education	See below  2 world language, fine arts, or CTE  Eff. Class of 2022: Credits earned for this	See below  2 world language, fine arts, or CTE  Eff. Class of 2022: Credits earned for this	4, incl. at least 2 sequential electives	See below  2 world language, fine arts, or CTE  Eff. Class of 2022: Credits earned for this	Virtual course  CTE credential [eff. Class of 2022: or AP/IB/honors course]	22	8 VAC 20-131-50, -51

<sup>126</sup> Opt-out provisions from Secondary Mathematics III. In addition, a student who successfully completes a Calculus course with a “C” grade or higher has completed mathematics graduation requirements, regardless of the number of mathematics credits earned.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Analysis, Algebra II, [pre-Class of 2022: or other math courses above the level of Algebra II] [eff. Class of 2022: or other math courses approved by the board] <sup>127</sup>	and Virginia Government, and one course in either world history or geography or both.	sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the IB Diploma <sup>128</sup>  Eff. Class of 2022: Credit reqts. may be fulfilled by interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas.		requirement shall include one credit in fine or performing arts or CTE	requirement shall include one credit in fine or performing arts or CTE		requirement shall include one credit in fine or performing arts or CTE	Eff. Class of 2022: 5 "C"s <sup>129</sup>		
<b>Virginia</b>	Advanced Studies (Recommended)	4	4, incl. at least three different courses	4, plus 1 economics and personal	4, incl. at least three different science	2 health and physical	See below  1 fine arts or CTE	3, incl. 3 years one language or two years	3	See below  1 fine arts or CTE	Virtual course	26	8 VAC 20-131-50, 51

<sup>127</sup> Computer science may be considered a math credit

<sup>128</sup> Computer science may be considered a science credit

<sup>129</sup> Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the [Profile of a Virginia Graduate](#) approved by the board.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			selections from among: Algebra I, Geometry, Algebra II, or other math courses above the level of Algebra II <sup>130</sup>	finance. Social studies courses must include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both	disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the IB Diploma <sup>131</sup>  Eff. Class of 2022: Credit reqts. may be fulfilled by interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas.	education		two languages			CTE credential [eff. Class of 2022: or AP/IB/honors course]  Eff. Class of 2022: 5 "C"s <sup>132</sup>		

<sup>130</sup> Computer science may be considered a math credit

<sup>131</sup> Computer science may be considered a science credit

<sup>132</sup> Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the [Profile of a Virginia Graduate](#) approved by the board.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Virginia	Awards for Exemplary Performance	<p><b>Governor's Seal:</b> Shall be awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in AP, IB, Cambridge, or dual enrollment courses.</p> <p><b>Board of Education Seal:</b> Shall be awarded to students who complete the requirements for a Standard Diploma or an Advanced Studies Diploma with an average grade of "A".</p> <p><b>Board of Education's Career and Technical Education Seal:</b> Shall be awarded to students who earn a Standard Diploma or an Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The board shall approve all professional licenses and examinations used to satisfy these requirements.</p> <p><b>Board of Education's Seal of Advanced Mathematics and Technology:</b> Shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, trade, or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. The board shall approve all professional licenses and examinations used to satisfy these requirements.</p> <p><b>Board of Education's Seal for Excellence in Civics Education:</b> Shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and (i) complete Virginia and United States history and Virginia and United States government courses with a grade of "B" or higher; (ii) have good attendance and no disciplinary infractions as determined by local school board policies; and (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that satisfy the requirements of clause (iii) of this subdivision include: (a) volunteering for a charitable or religious organization that provides services to the poor, sick, or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c) participating in JROTC; (d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or (e) participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation shall be deemed to have met this community service requirement.</p>											8 VAC 20-131-50
Washington	Standard	4	3, incl. 1 Algebra I or Integrated Mathematics I, 1 Geometry or Integrated Mathematics II, and 1 unit aligned with the	3, incl. 1 U.S. history, 1 contemporary world history, geography, and problems, .5 civics, .5 social studies elective and	3, incl. 2 lab science and 1 unit aligned with the student's interests and High School and Beyond Plan	2, incl. 1.5 fitness and .5 health	2 arts	See below  2 world languages or personalized pathway reqts.	4	1 CTE  See below  2 world languages or personalized pathway reqts.	-	24	WAC 180-51-068

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			student's interests and High School and Beyond Plan	Successful completion of Washington state history and government									
<b>West Virginia</b>	Standard	4, incl. English 9, 10, 11, 12 or English 12 CR or Transition English Language Arts for Seniors	4, incl. Math I or Algebra I, Math II or Geometry, Math III STEM or Math III LA or Math III TR or Algebra II, Math IV or other options	4, incl. 1 unit from World Studies or an AP social studies course, 1 unit from United States Studies or United States Studies—Comprehensive or AP U.S History, 1 civics, 1 add'l social studies course	3, incl. 1 Earth and Space Science, 1 Biology or AP Biology, and 1 add'l course or AP science course	2, incl. 1 p.e. and 1 health	1 arts	-	4 Personalized Education Plan	-	-	22	<a href="http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=50144&amp;Format=PDF">http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=50144&amp;Format=PDF</a>

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.



**WORK SESSION  
AUGUST 15, 2018**

**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Wisconsin	Standard	4, incl. writing composition	3 <sup>133</sup>	3, incl. state and local govt.	3 <sup>134</sup>	2, incl. 1.5 p.e. and .5 health <sup>135</sup>	•	•	•	•	<sup>136</sup>	15 <sup>137</sup>	W.S.A. 118.33 (1)(a), (am), (b)
Wisconsin	CTE diploma	<p>A school board may grant a technical education high school diploma to a pupil who does all of the following:</p> <ul style="list-style-type: none"> <li>• Satisfies the requirements for a standard diploma</li> <li>• Earns in the high school grades the same total number of credits that the school board requires of other pupils for high school graduation</li> <li>• Successfully completes a technical education program, established by the school board, in a subject or subjects.</li> <li>• Satisfies the civics exam requirement established for all students.</li> </ul> <p>In establishing a technical education program, the school board may incorporate standards for industry-recognized certifications. Annually, the department shall provide to each school board operating high school grades a list of such certifications. The school board shall indicate on a pupil's technical education high school diploma the certifications attained by the pupil.</p>											W.S.A. 118.33(g)
Wyoming	Standard	4	3	3, incl. history, American govt. and economic systems and institutions	3 <sup>138</sup>								W.S. § 21-2-304(a)(iii)

<sup>133</sup> A student may earn up to 1 unit math upon completing a computer science that the department has determined qualifies as computer sciences according to criteria established by the department, or upon completing a CTE course that the local board determines satisfies a math requirement. A single CTE course may not substitute for both a math and science credit.

<sup>134</sup> A student may earn a unit of science upon completing each course in agriculture that the department has determined qualifies as science according to criteria established by the department, or up to 1 unit science on completing a CTE course that the local board determines satisfies a science requirement. A single CTE course may not substitute for both a math and science credit.

<sup>135</sup> Health may be completed in grades 7-12

<sup>136</sup> Except as otherwise provided, a school board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day, or the pupil has been enrolled in an alternative education program.

<sup>137</sup> The state superintendent shall encourage school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.

<sup>138</sup> 1 year of which may be satisfied by 1 year computer science.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**DEPARTMENT OF EDUCATION  
AUGUST 15, 2018**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>DEVELOPMENTS IN K-12 EDUCATION</b>	Information Item
<b>2</b>	<b>IDAHO SAT SCHOOL DAY 2018</b>	Information Item
<b>3</b>	<b>EDUCATOR CREDENTIAL – CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENTS AND QUALIFYING SCORES</b>	Motion to Approve
<b>4</b>	<b>IDAHO ACCOUNTABILITY FRAMEWORK SURVEY REQUIREMENTS</b>	Motion to Approve

**DEPARTMENT OF EDUCATION**  
**AUGUST 15, 2018**

---

**SUBJECT**

Developments in K-12 Education

**BACKGROUND/DISCUSSION**

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board, including:

- New Chief Deputy Superintendent
- Spotlight: national recognition for Idaho teacher
- Reports coming in October

**BOARD ACTION**

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

THIS PAGE INTENTIONALLY LEFT BLANK

**DEPARTMENT OF EDUCATION  
AUGUST 15, 2018**

---

**SUBJECT**

Idaho SAT School Day 2018

**REFERENCE**

August 2013	Board approved removing the ACCUPLACER as an acceptable college entrance examination.
August 2015	Board removed the Compass exam as an acceptable college entrance examination for students graduating after 2016.
August 2017	Board approved rule language clarifying college entrance examination participation requirements for students with disabilities, exemption criteria and an application process to waive the college entrance exam in extenuating circumstances.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-105 and 33-1612, Idaho Code  
Idaho Administrative code, IDAPA 08.02.03 – Section 105, College Entrance Examination

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: A Well Educated Citizenry, Objective A: Access

**BACKGROUND/DISCUSSION**

In accordance with IDAPA 08.02.03.105.03, students must take a college entrance exam to meet minimum graduation requirements. The State Department of Education oversees the administration of a statewide SAT on a school day established by the Department and The College Board. This informational item provides an overview of the scores from the 2018 administration.

**IMPACT**

The Idaho SAT School Day ensures students can meet the college entrance exam graduation requirement at no additional cost to the students.

**ATTACHMENTS**

Attachment 1 – Presentation

**STAFF COMMENTS AND RECOMMENDATIONS**

The college entrance exam requirement was added to the high school graduation requirements as part of the Board's High School Redesign Initiative in 2003. As part of the initial research the college entrance exam was identified as a barrier to students going on to postsecondary education after high school. Studies showed many students high school students from first generation families and other underserved population often did not take the a college entrance exam due to a sense of underachievement and a feeling that they would not do well on the exam while students coming from families that did not have family members that had

**DEPARTMENT OF EDUCATION  
AUGUST 15, 2018**

---

gone to postsecondary education it was just not even considered. By requiring the exam to be taken as part of the high school graduation requirements students who would not have considered taking a college entrance exam and see that they could be successful at the postsecondary level or could identify areas that needed improvement so they could be successful at the postsecondary level.

**BOARD ACTION**

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



## SAT 2018 Update

SAT 2018 Update | 1

## SAT Test Day 2018: Idaho Mean Score



Evidence-Based Reading and Writing	Math	Total Score
Idaho - Mean Scores		
503	486	989
SAT College and Career Readiness Benchmark Values		
480	530	NA

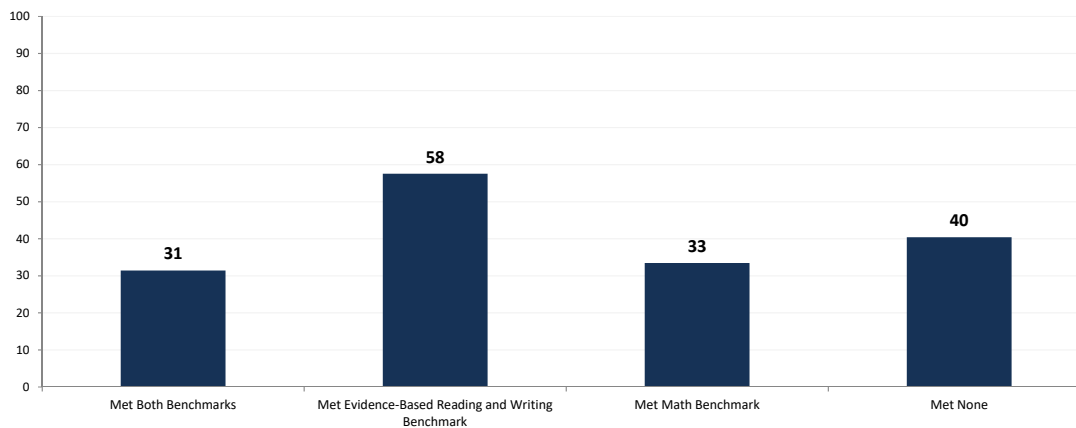
Benchmark values are not designed to be combined to create a composite benchmark.

SAT 2018 Update | 2

## SAT Benchmark Attainment



SAT School Day 2018 - Benchmark Attainment (%) for 11th Graders in Idaho

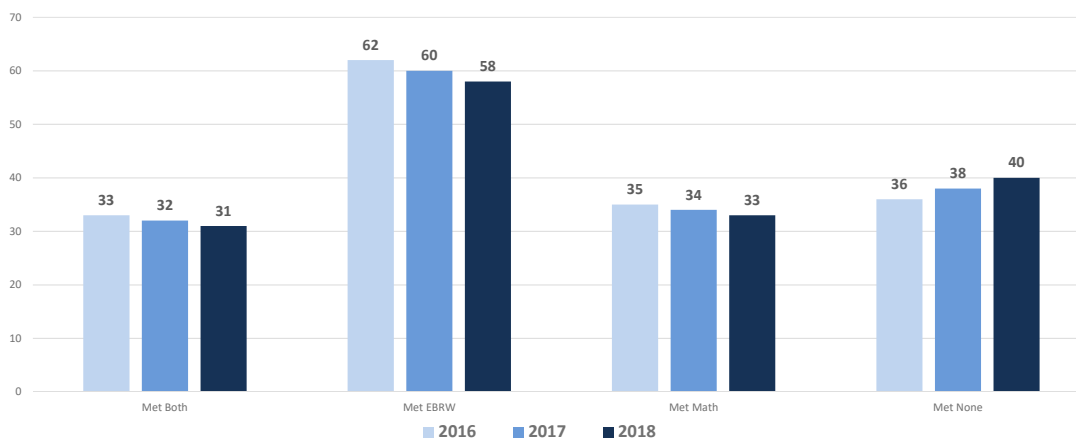


SAT 2018 Update | 3

## SAT Benchmark Comparison



Benchmark Attainment 2016-2018 Comparison



SAT 2018 Update | 4



# Questions



**Karlynn Laraway** | Director of Assessment & Accountability

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6976

[klaraway@sde.idaho.gov](mailto:klaraway@sde.idaho.gov)

[www.sde.idaho.gov](http://www.sde.idaho.gov)



*Supporting Schools and Students to Achieve*

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

SAT 2018 Update|5

**DEPARTMENT OF EDUCATION  
AUGUST 15, 2018**

---

**SUBJECT**

Content, Pedagogy, and Performance Assessments – Qualifying Scores

**REFERENCE**

October 2017	Board approved competency based assessment and rubric
February 2018	Board accepted PSC recommendation to approve current Praxis II assessments and Idaho qualifying scores

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.02.02.015.01.d - Standard Instructional Certificate, IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification, IDAPA 08.02.02.021 – Endorsements, and IDAPA 08.02.02.042 – Alternate Routes to Certification.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Effective and Efficient Educational System, Objective A: Quality Teaching Workforce

**BACKGROUND/DISCUSSION**

As per the Idaho Administrative Code listed above, one of the requirements for obtaining certification requires that proficiency be demonstrated in content, pedagogy, and performance. Currently, ETS Praxis II Subject Assessments with State Board-approved qualify scores are the only State Board-approved assessments.

During the State Board of Education's October 19, 2017 meeting, the Professional Standards Commission (PSC) was directed to evaluate and bring forward recommendations on additional state-approved assessments and qualifying scores that may be used for certification purposes.

Therefore, during its June 2018 meeting, the PSC voted to recommend approval of additional assessments for content, pedagogy, and performance (Attachment 1). Also during this June 2018 meeting, the PSC voted to recommend approval of several changes to the State Board-approved content assessments and qualifying scores (Attachment 2). The additions and changes include a new computer science subject assessment and qualifying score, new American Sign Language assessment and cut score, the inclusion of American Indian Language subject area, and the addition of Elementary Subtests equivalent to the Early Childhood Education assessment.

**DEPARTMENT OF EDUCATION  
AUGUST 15, 2018**

---

**IMPACT**

These additional assessments will ensure compliance with Idaho Administrative code and provide greater flexibility in assessing the competencies required of certified instructional staff.

**ATTACHMENTS**

Attachment 1 – Content, Pedagogy, and Performance Assessments

Attachment 2 – Content Area Assessments and Qualifying Scores

**STAFF COMMENTS AND RECOMMENDATIONS**

IDAPA 08.02.02, Rules Governing Uniformity references Board Approved assessments for content, pedagogy and performance for various purposes. IDAPA 08.02.02.17 references content, pedagogy and performance assessments as the tool for assuring qualified teachers are in Idaho Schools. Out of state waiver applicants are required to show evidence of passing an approved assessment in all three areas to qualify for a waiver. Additional endorsements can be added onto a certification by receiving qualifying score on an approved assessment and individuals under the Alternate Authorization – Content Specialist must receive a qualify score on an approved assessment prior to entering the classroom. Despite the multiple references to multiple types of assessments the only approved assessments, prior to October 2018, were content assessments in the form of the PRAXIS.

**BOARD ACTION**

I move to accept the recommendation of the Professional Standards Commission to approve the Content, Pedagogy, and Performance Assessments as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to accept the recommendation of the Professional Standards Commission to approve the Content Area Assessments and Cut Scores as provided in Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## **Content, Pedagogy, and Performance Assessments**

### **IDAPA 08.02.02.017 CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.**

**01. Assessments.** State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

<b>Content</b>	<b>Pedagogy</b>	<b>Performance</b>
<ul style="list-style-type: none"><li>• ETS Praxis II Subject Assessments</li><li>• ETS Praxis Content Knowledge for Teaching (CKT) Assessments as they become available</li><li>• American Board Subject Area Exam (ABCTE)</li><li>• Out-of-state approved content area assessments</li><li>• Baccalaureate degree or higher from a regionally accredited institution in the specific content area in which the candidate is seeking an endorsement</li></ul>	<ul style="list-style-type: none"><li>• Idaho Standards for Model Pre-Service Student Teaching Experience – State Specific Requirement</li></ul>	<ul style="list-style-type: none"><li>• Common Summative Assessment<ul style="list-style-type: none"><li>○ Based on the Statewide Teacher Evaluation Framework</li><li>○ Overall rating of basic or higher</li><li>○ No components rated as unsatisfactory</li><li>○ Individualized Professional Learning Plan (IPLP)</li></ul></li></ul>

DEPARTMENT OF EDUCATION  
AUGUST 15, 2018

Standard Instructional Certificate					
Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State-Cut Score
7921	Agriculture Science & Technology	(6-12)	5701 Argiculture	147	147
7010	All Subjects	(K-8)	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
			Elementary Education: 5003 Mathematics Subtest	157	157
			Elementary Education: 5004 Social Studies Subtest	155	155
			Elementary Education: 5005 Science Subtest	159	159
8722	American Government/Political Science	(5-9)	5931 Government/Political Science	149	149
7222		(6-12)			
7770	American Indian Language	(K-12)	-	-	-
7038	Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
8421	Biological Science	(5-9)	5440 Middle School Science	150	150
7421		(6-12)	5235 Biology: Content Knowledge	139	-
7083	Blended Early Childhood Education/Early Childhood Special Education	(Birth-Grade 3)	5025 Early Childhood Education <b>OR Elementary Subtests (see All Subjects)</b>	156	156
			5691 Special Education: Preschool/Early Childhood	159	159
7014	Blended ElementaryEducation/Elementary Special Education	(Grade 4-Grade 6)	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
			Elementary Education: 5003 Mathematics Subtest	157	157
			Elementary Education: 5004 Social Studies Subtest	155	155
			Elementary Education: 5005 Science Subtest	159	159
7093	Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154
8770	Chemistry	(5-9)	5440 Middle School Science	150	150
7440		(6-12)	5245 Chemistry: Content Knowledge	139	-
8144	Communication	(5-9)	5221 Speech Communication: Content Knowledge	143	-
7144		(6-12)			
8400	Computer Science	(5-9)	<del>5651</del> 5652 Computer Science	160 149	171 149
7400		(6-12)			
7030	Deaf/Hard of Hearing	(K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
7019	Early Childhood Special Education	(Pre-K-3)	5025 Early Childhood Education	156	156
			5691 Special Education: Preschool/Early Childhood	159	159
8451	Earth and Space Science	(5-9)	5440 Middle School Science	150	150
7451		(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
8228	Economics	(5-9)	5911 Economics	150	150
7228		(6-12)			
8990	Engineering	(5-9)	5051 Technology Education	154	159
7990		(6-12)			
8120	English	(5-9)	5047 Middle School English Language Arts	164	164
7120		(6-12)	5038 English Language Arts: Cotent Knowledge	167	167
7126	English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
	Exceptional Child Generalist	(K-8)	5543 Special Education: Core Knowledge and Mild to Moderate Applications	153	158
7036			Elementary Education: 5002 Reading and Language Arts Subtest	157	157
7037			Elementary Education: 5003 Mathematics Subtest	157	157
7029			Elementary Education: 5004 Social Studies Subtest	155	155
			Elementary Education: 5005 Science Subtest	159	159
7971	Family and Consumer Sciences	(6-12)	5122 Family and Consumer Sciences	153	153

Standard Instructional Certificate					
Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State-Cut Score
8226	Geography	(5-9)	5089 Middle School Social Studies	149	155
7226		(6-12)	5921 Geography	153	-
8542	Geology	(5-9)	5440 Middle School Science	150	150
7542		(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
7028	Gifted and Talented	(K-12)	5358 Gifted Education	157	157
8520	Health	(5-9)	5551 Health Education	155	-
7520		(6-12)			
7521		(K-12)			
8221	History	(5-9)	5089 Middle School Social Studies	149	155
7221		(6-12)	5941 World and U.S. History: Content Knowledge	141	-
8133	Humanities	(5-9)	-	-	-
7133		(6-12)			
8134	Journalism	(5-9)	-	-	-
7134		(6-12)			
7080	Junior ROTC	(6-12)	-		
7139	Literacy	(K-12)	5301 Reading Specialist	164	164
7092	Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
7299	Mathematics Consulting Teacher	-	-	-	-
8320	Mathematics - Basic	(5-9)	5169 Middle School Mathematics	165	165
7320		(6-12)			
8300	Mathematics	(5-9)	5161 Mathematics: Content Knowledge	160	160
7300		(6-12)			
8820	Music	(5-9)	5113 Music: Content Knowledge	148	161
7820		(6-12)			
7810		(K-12)			
8420	Natural Science	(5-9)	5440 Middle School Science	150	150
7420		(6-12)	5435 General Science: Content Knowledge	149	-
	Online-Teacher	(Pre-K-12)	-	-	-
8510	Physical Education (PE)	(5-9)	5091 Physical Education: Content Knowledge	143	-
7512		(6-12)			
7511		(K-12)			
8430	Physical Science	(5-9)	5440 Middle School Science	150	150
7430		(6-12)	5245 Chemistry: Content Knowledge <b>OR</b>	139	-
			5265 Physics: Content Knowledge <b>OR</b>	129	-
			5435 General Science: Content Knowledge	149	-
8450	Physics	(5-9)	5265 Physics: Content Knowledge	129	-
7231		(6-12)			
7231	Psychology	(5-9)	5391 Psychology	154	154
		(6-12)			
8200	Social Studies	(5-9)	5089 Middle School Social Studies	149	155
7200		(6-12)	5081 Social Studies: Content Knowledge	150	-

Standard Instructional Certificate					
Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State-Cut Score
8229	Sociology	(5-9)	5952 Sociology	154	154
7229		(6-12)			
8236	Sociology/Antrhopology	(5-9)	5952 Sociology	154	154
7236		(6-12)			
7045	Special Education Consulting Teacher	-	-	-	-
7020	Teacher Librarian	(K-12)	5311 Library Media Specialist	151	-
7981	Technology Education	(6-12)	5051 Technology Education	154	159
8137	Theater Arts	(5-9)	5641 Theatre	148	-
7137		(6-12)			
8852	Visual Arts	(5-9)	5134 Art: Content Knowledge	151	158
7852		(6-12)			
7851		(K-12)			
7035	Visual Impairment	(K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5282 Special Education: Teaching Students with Visual Impairments	163	163
8700	World Language (All other languages not listed below)	(5-9)	5841 World Language Pedagogy	151	158
7700		(6-12)			
7710		(K-12)			
7701	World Language - American Sign Language	(K-12)	American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3	-
7702		(5-9)			
8796	World Language - Chinese	(5-9)	5665 Chinese (Mandarin): World Language	164	164
7796		(6-12)			
7715		(K-12)			
8830	World Language - French	(5-9)	5174 French: World Language	156	162
7730		(6-12)			
7712		(K-12)			
8740	World Language - German	(5-9)	5183 German: World Language	157	163
7740		(6-12)			
7713		(K-12)			
7750	World Language - Latin	(K-12)	5601 Latin	152	-
8720	World Language - Spanish	(5-9)	5195 Spanish: World Language	163	168
7720		(6-12)			
7711		(K-12)			

## Pupil Service Staff Certificate

Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Cut Score	Multi State-Cut Score
7018	Audiology	-	-	-	-
7022	School Counselor	(K-12)	-	-	-
7021	School Counselor - Basic	(K-12)			
7027	School Nurse	-	-	-	-
7024	School Psychologist	-	-	-	-
7026	School Social Worker	-	-	-	-
7025	Speech-Language Pathologist	-	-	-	-
9000	Occupational Therapist				
9001	Physcial Therapist				

## Administrator Certificate

Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Cut Score	Multi State-Cut Score
7053	School Principal	(Pre-K-12)	-	-	-
7050	Superintendent	(Pre-K-12)	-	-	-
7046	Director of Special Education	(Pre-K-12)	-	-	-



**DEPARTMENT OF EDUCATION  
AUGUST 15, 2018**

---

**SUBJECT**

Student Engagement Survey

**REFERENCE**

August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education, including the use of a student survey in school identification for K-8 schools.
February 2018	Board approved use of AdvancED Student Engagement Surveys in grades 3-8 for the 2017-2018 school year.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee  
Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance  
IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3: Data-Informed Decision Making, Objective A: Data Access and Transparency

**BACKGROUND/DISCUSSION**

The new state accountability system was established through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes all federally required indicators, groups schools into three categories, and then divides the indicators between student achievement and school quality within each category. The majority of the federally required indicators fall under student achievement; however, states are required to have at least one non-academic school quality indicator. Idaho selected a student engagement survey to serve as a school quality indicator for all school categories and as the indicator used in the school identification system in K-8 schools.

After two survey options were presented to the Board with stakeholder feedback and input, the Board approved the use of the student engagement survey by AdvancED for the 2017-2018 school year. The Board agreed to review the results from the initial survey and feedback from stakeholders and update or change the engagement survey used in 2019 and future years if necessary.

The accountability framework includes engagement surveys for students in high schools and alternative schools and also includes engagement and satisfaction surveys for parents and teachers beginning in the 2018-2019 school year. It is the

**DEPARTMENT OF EDUCATION  
AUGUST 15, 2018**

---

intention of the Department and Board staff to convene stakeholder groups to select questions for parent and teacher surveys to be administered beginning in spring 2019. The questions will be submitted for Board review and approval in October 2018.

**IMPACT**

In order to comply with federal requirements under ESSA and the state accountability system as described in our state's consolidated plan, Idaho must administer an engagement survey to students in grades 3-12, parents, and teachers. Changes to the survey administered to students in grades 3-8 in 2018 and used in school identification would require an amendment to the state's plan prior to implementing a change.

**ATTACHMENTS**

Attachment 1 – 2018 Survey Results  
Attachment 2 – Elementary Survey  
Attachment 3 – Middle School Survey  
Attachment 4 – High School Survey  
Attachment 5 – Stakeholder Feedback  
Attachment 6 – Parent Survey  
Attachment 7 – Staff Survey

**STAFF COMMENTS AND RECOMMENDATIONS**

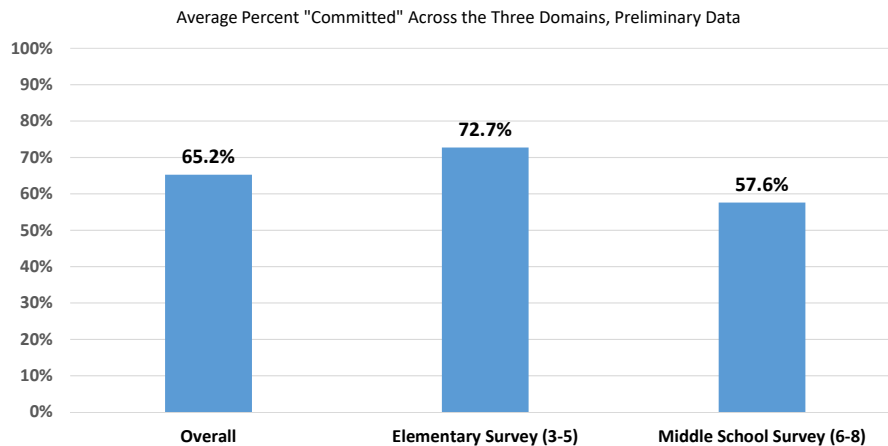
Pursuant to IDAPA 08.02.03.112, for the 2018-2019 school year parent, student and teacher satisfaction and engagement surveys will be required measures of school quality for all grade ranges as part of the state accountability system. The student satisfaction and engagement survey was partially implemented for students in grades 3 through 8 for the 2017-2018 school year. Board staff and Department staff met starting in April 2018 to develop a process for engaging stakeholders in the development of the satisfaction and engagement surveys, in June the Department received a proposal from AdvancED to conduct all of the satisfaction and engagement surveys. The Department indicated a desire to Board staff to move forward with the AdvancED surveys. At that time Board staff put on hold efforts to convene the various stakeholder groups that will be impacted by the surveys to gather feedback and work on the development of survey questions for the three groups, until such time as the Board made a determination if they would like to move forward with the AdvancED proposal, use alternative satisfaction surveys that have been developed by other vendors, or develop the surveys "in-house."

**BOARD ACTION**

I move to approve questions and student engagement surveys for grades 3 – 12 beginning in the 2018-2019 school year, as submitted in Attachments 2, 3, and 4.

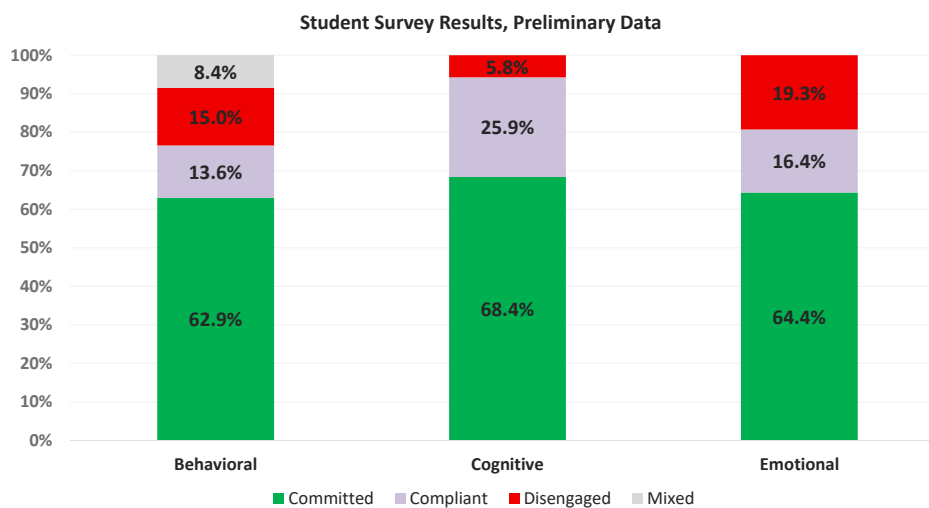
Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Student Engagement Survey - Overall



AOC July 2018 | 1

## Student Engagement by Domain

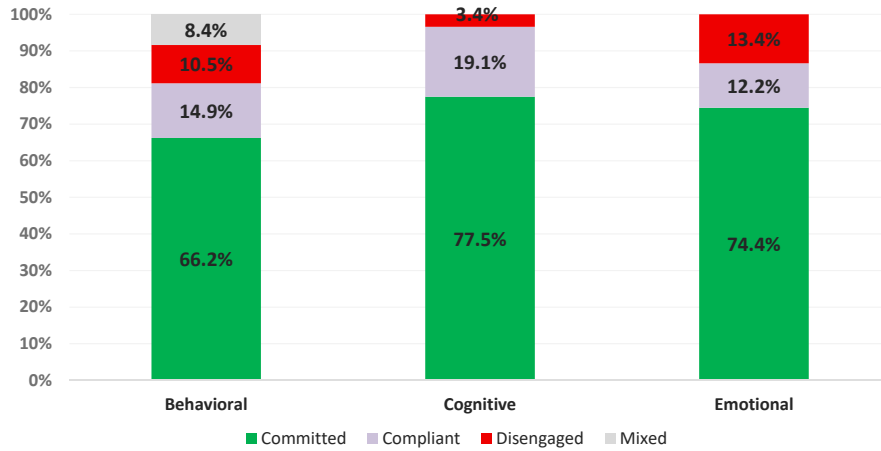


AOC July 2018 | 2

## Elementary School Survey



Elementary Survey Results, Preliminary Data

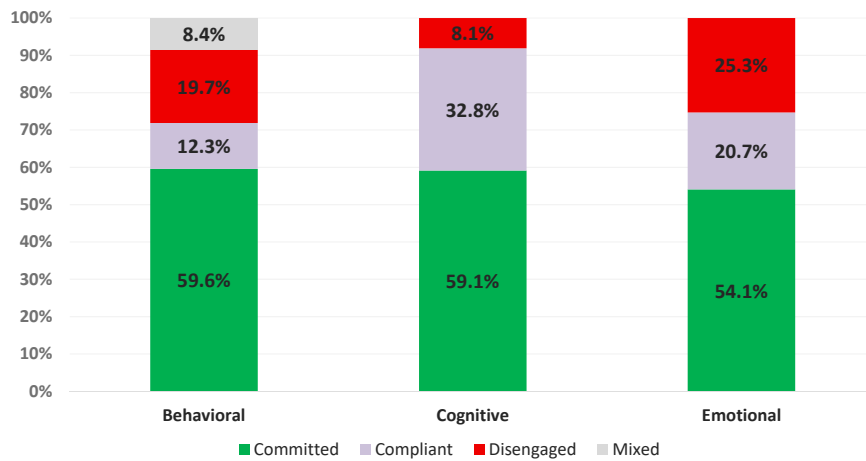


AOC July 2018 | 3

## Middle School Survey



Middle School Survey Results, Preliminary Data



AOC July 2018 | 4

## Elementary School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

### Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade

### Questions

1. When I'm in class...
  - ☐ I want to talk about what I am learning.
  - ☐ I do enough to make a good grade.
  - ☐ I get so busy with my work and forget what time it is.
  - ☐ I have a hard time doing the work.
  - ☐ I do not try my best.
2. If the classwork is hard to do, I...
  - ☐ try a little more.
  - ☐ do my very best.
  - ☐ get a little nervous.
  - ☐ put my head down on my desk.
  - ☐ need to think better.
3. Doing the same kind of work every day in class...
  - ☐ is okay with me.
  - ☐ makes me want to ask if we can do something different.
  - ☐ keeps me out of trouble.
  - ☐ does not keep my attention.
  - ☐ keeps me on task.

4. Going to an activity after school or at night...
  - makes my parents happy.
  - is something I do if I have to.
  - is something I like to do.
  - is something I do not like.
  - is fun because I see my friends and teachers.
5. When I use a computer, I...
  - am excited about learning.
  - finish my work.
  - want to do things that aren't what my teacher told me to do.
  - stay on task.
  - try to do more than what my teacher wants me to do.
6. School rules...
  - let me know what I can do.
  - make me not like school.
  - help me to be a good student.
  - are hard for me to follow.
  - help me make good choices.
7. As a student...
  - I do my best to get good grades.
  - I stay busy even when I don't like to work.
  - I learn the most when I work with other students.
  - I find ways to keep learning when I am not at school.
  - I do my work if the teacher says I have to.
8. Choose one you agree with the most.
  - I raise my hand to do things that are new or easy.
  - I use words I've learned when my teacher asks me to.
  - I finish my work so that I can help others.
  - Sometimes I do not know why I have to do the work.
  - What I learn is not something I might not use outside of school.
9. When do you use what you learn in class?
  - I talk about it at home.
  - I use it to help me learn other things.
  - I only use it to get a good grade.
  - I don't think about how to use what I learn.
  - I don't use it.
10. Before I have a test, I...
  - study a lot.
  - learn what is needed to pass.
  - think about it just before it is time to take the test.
  - read extra things to help me with the test.
  - don't study.

11. When I don't know something, I...
- ☐ talk about it with other students to get help.
  - ☐ read the directions again and try to get it right.
  - ☐ work on what I can do.
  - ☐ find something else to do.
  - ☐ ask my teacher for help.
12. The things I learn in school...
- ☐ help me think about new ways to do things.
  - ☐ help me do my homework.
  - ☐ help me make good grades.
  - ☐ I won't use when I am older.
  - ☐ I do not care about.
13. The activities I do in class...
- ☐ are ones I like.
  - ☐ are done because my teacher makes me.
  - ☐ are not fun.
  - ☐ are not fun, but I do them anyway.
  - ☐ are not fun, so I pretend that I am sick so that I don't have to do them.
14. How do you feel when you say something in front of the class?
- ☐ Good, if my teacher likes it.
  - ☐ Okay, if it is the same as what other students say.
  - ☐ Special, like my words are important.
  - ☐ Not special, because no one cares what I say.
  - ☐ I don't often talk in front of the class.
15. At the end of the school day, I feel...
- ☐ that going to school is something I have to do.
  - ☐ excited about tomorrow's school day.
  - ☐ very happy that I learned something.
  - ☐ like the day was very long.
  - ☐ that I wish I could stay home tomorrow.
16. How do you feel about most of your teachers?
- ☐ I feel that they help me to learn.
  - ☐ I feel that they care about me.
  - ☐ I feel that they do not want me to bother them.
  - ☐ I do not know if they care about me.
  - ☐ I feel that they only want me to do my work and be quiet.
17. What do you like most about your school?
- ☐ I like using technology.
  - ☐ I do not like very much about school.
  - ☐ I like fun times, like lunch and recess.
  - ☐ I like not having to work very hard to get good grades.
  - ☐ I like seeing my friends.



18. I feel my school work is...

- ☐ important.
- ☐ something that makes me proud.
- ☐ something I have to do to please my parents.
- ☐ boring.
- ☐ something that makes me feel like I am not smart.

19. Learning goals...

- ☐ help me to stay interested in learning new things.
- ☐ are something I have to use.
- ☐ do not help me at all.
- ☐ keep me on task.
- ☐ make me want to do better work.

20. What makes you feel good as a student?

- ☐ I feel good when I finish my work.
- ☐ I feel good when my teacher says nice things to me.
- ☐ I do not feel good very often.
- ☐ I feel good when I do extra work because I want to.
- ☐ I feel good when I do not give up.



## Middle School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

### Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 6th grade
- ☐ 7th grade
- ☐ 8th grade

### Questions

1. When I'm in class...
  - ☐ I work as hard as I can.
  - ☐ I just act like I'm working.
  - ☐ I get excited about what I'll learn next.
  - ☐ my mind wanders.
  - ☐ I don't do my work.
2. If the classwork is hard to do, I...
  - ☐ work harder.
  - ☐ try my very best.
  - ☐ get nervous and scared.
  - ☐ don't do the work.
  - ☐ realize I need to be a better thinker and not just memorize the information.
3. Doing the same type of activity every day...
  - ☐ lets me know what to expect.
  - ☐ does not give me opportunities to be a leader.
  - ☐ keeps me out of trouble.
  - ☐ is boring.
  - ☐ keeps me on task.

4. Participating in before or after school clubs is...
  - o something I do because my teacher, parents, or friends expect me to do so.
  - o something I do when it is strongly encouraged.
  - o something I look forward to doing.
  - o not interesting to me, so I do not participate.
  - o another way I feel connected to the school.
5. When I use a technology to learn, I...
  - o am very focused on the activity.
  - o finish the activity.
  - o easily get distracted.
  - o am somewhat focused on the activity.
  - o try harder to exceed my teacher's expectations.
6. The rules at my school...
  - o let me know what I can do.
  - o make me want to stay home.
  - o help me to be a better student.
  - o are ones that I do not follow.
  - o keep me from making bad choices.
7. Which response best describes how you see yourself as a student?
  - o I participate in activities to get good grades.
  - o The activities don't really interest me, but I keep myself busy during class.
  - o I enjoy learning with my peers and from my teachers.
  - o I work outside of the classroom to help me learn more about my lessons.
  - o I only participate if my teacher makes me.
8. Which statement do you agree with the most?
  - o I seek learning activities that make me think.
  - o I use vocabulary words in class when it is required.
  - o I complete the activities so I can help others.
  - o Sometimes I don't know why I have to do the activity.
  - o I don't think what I'm learning connects to real life.
9. How do you use the information you learn in class?
  - o I talk with friends and family about what I learn in class.
  - o I use information from some classes to help in other classes.
  - o I use information when I am trying to impress the teacher.
  - o I never use the information we go over in class.
  - o The information we go over in class is not important to me.
10. How do you study for a test?
  - o I participate in study groups outside of school.
  - o I memorize only the facts and information I need for a test.
  - o I look over my notes right before the test.
  - o I study my notes after class every day.
  - o I don't study for a test.

11. When I don't understand something...
- ☐ I talk with other students outside of class so they can help me.
  - ☐ I try to figure it out on my own.
  - ☐ I move on to what I do understand.
  - ☐ I don't worry about it.
  - ☐ I ask my teacher for help during class.
12. My classes are teaching me skills that...
- ☐ help me think about things differently.
  - ☐ help me do my homework.
  - ☐ I need to know to get a good grade.
  - ☐ I will never use in real life.
  - ☐ I do not want to learn.
13. The activities I do in class...
- ☐ connect to what interest me.
  - ☐ are hard for me to finish, but my teachers expect me to.
  - ☐ are not always fun, but I have to participate.
  - ☐ are boring and do not apply to me.
  - ☐ are things I wish we did not have to do.
14. How do you feel when you say something in front of the class?
- ☐ I feel good if my teacher likes it.
  - ☐ I feel comfortable if my opinion is the same as my friends.
  - ☐ I feel like my opinion matters.
  - ☐ No one cares if I talk.
  - ☐ I've learned that it is better to be quiet.
15. Which response best describes how you feel at the end of the school day?
- ☐ I feel like it is another day that I went to school.
  - ☐ I can't wait to be at school tomorrow.
  - ☐ I want to talk about what I learned.
  - ☐ I feel like I want the day to go faster.
  - ☐ I count the days until the year is over.
16. Which of the following statements best describes your relationship with your teachers?
- ☐ I know I can talk to my teachers about anything.
  - ☐ It's obvious my teachers care about me.
  - ☐ I don't think my teachers care if I learn.
  - ☐ I don't talk to my teachers very much.
  - ☐ I only talk to my teachers when I have questions about my work.
17. What do you enjoy most about your school?
- ☐ When I use technology.
  - ☐ There's not much I enjoy.
  - ☐ I enjoy lunch and PE.
  - ☐ I don't have to work very hard.
  - ☐ Being with friends.



18. When I think about my school work...
- I feel that it has meaning and purpose.
  - I am proud of the work I do.
  - I do it to please others.
  - I think about how boring it is.
  - I think I am going to fail.
19. Having personal learning goals...
- motivates me to do my best
  - is something I have to have.
  - is not something I am interested in right now.
  - keeps me on task.
  - makes me want to achieve more than what is required.
20. Success to me is...
- when I have met the requirements of the class.
  - when I haven't disappointed my teacher.
  - a feeling I don't have very often.
  - when I exceed my teacher's expectations.
  - never giving up.

## High School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

### Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12<sup>th</sup> grade

### Questions

1. Complete this sentence: When I'm in class...
  - ☐ I ask questions and contribute to discussions.
  - ☐ I do just enough to make a good grade.
  - ☐ I get so involved in my work I lose track of time.
  - ☐ I struggle to do the work.
  - ☐ I do not try hard at all.
2. Challenging learning activities make me...
  - ☐ work a little harder than I normally do.
  - ☐ strive to do my very best.
  - ☐ feel nervous and scared.
  - ☐ stop doing the work assigned.
  - ☐ realize I need to be a better thinker and not just memorize the information.
3. When teachers change their method of instruction...
  - ☐ I give them just enough to get by.
  - ☐ I am more interested and deeply involved in the lesson.
  - ☐ I do not complete readings and assignments.
  - ☐ I don't get as bored.
  - ☐ I have to work harder to get a good grade.

4. Participating in extracurricular activities is...
  - ☐ something I do when my teacher gives me a grade for participating.
  - ☐ something I do when there is an art exhibit or play.
  - ☐ something I do when it is important to my future success.
  - ☐ not interesting to me, so I do not participate.
  - ☐ a way for me to feel connected to the school.
5. The use of technology...
  - ☐ helps me stay focused and better understand the lesson.
  - ☐ makes me want to complete the assigned task.
  - ☐ distracts me from the assigned task.
  - ☐ keeps my attention long enough to get some work done.
  - ☐ raises my level of interest and makes me feel challenged.
6. School rules...
  - ☐ are established for a good reason.
  - ☐ are hard for me to follow.
  - ☐ are established for maximum student success.
  - ☐ do not apply to me.
  - ☐ help me monitor my actions.
7. Which response best describes how you see yourself as a student?
  - ☐ My level of participation depends on what grade I want.
  - ☐ I only participate in the activities that interest me.
  - ☐ The input I get from my teachers and peers is rewarding.
  - ☐ I engage in work outside the classroom to develop a better understanding of my lessons.
  - ☐ My teacher has to make me participate.
8. Which statement do you agree with the most?
  - ☐ I look for learning activities that challenge me.
  - ☐ I use academic vocabulary to impress my peers.
  - ☐ My classes prepare me for success in the work force.
  - ☐ Most activities I participate in do not relate to my life.
  - ☐ I do not try because the work is not important to me.
9. In what ways do you use the information you learn in class?
  - ☐ I apply what I learn to everyday problems or new situations.
  - ☐ I often use the information to help me in other classes.
  - ☐ I use the information when I am trying to get a good grade.
  - ☐ I've never thought about it.
  - ☐ I don't use it.
10. The way I prepare for a test is by...
  - ☐ leading study groups after school.
  - ☐ memorizing only the facts and information I need for a good grade.
  - ☐ studying right before the test.
  - ☐ setting aside time daily for reviewing homework and notes.
  - ☐ I rarely prepare for tests.

11. When I struggle with a lesson...
- ☐ I discuss the concept with teachers and peers outside of class.
  - ☐ I review the lesson to gain a better understanding.
  - ☐ I work on what I do understand.
  - ☐ I ask my teacher for help during class.
  - ☐ I forget about it.
12. The skills I am learning in class...
- ☐ change the way I think about things.
  - ☐ make my homework easier.
  - ☐ help me pass the course.
  - ☐ will not help me in the future.
  - ☐ make no sense to me.
13. Classroom activities...
- ☐ make it easier for me to relate to current issues.
  - ☐ are difficult, but I know my teachers want me to participate in them.
  - ☐ are not fun, but I participate anyway.
  - ☐ are boring and have no value to me.
  - ☐ are things I wish we did not have to do.
14. How do you feel when you are voicing your opinion in class?
- ☐ I feel like it's what my teacher wants to hear.
  - ☐ I feel comfortable if my opinion is the same as others in the class.
  - ☐ I feel like it may influence the opinions of others.
  - ☐ I feel like no one is listening to me.
  - ☐ I never voice my opinion.
15. Which response best describes how you feel at the end of the school day?
- ☐ It is another day at school.
  - ☐ I never want to miss school.
  - ☐ I want to talk about what I learned.
  - ☐ I am glad the day is over.
  - ☐ I am tempted not to go to school.
16. Which of the following statements best describes your relationship with most of your teachers?
- ☐ I know I can go to my teachers about anything.
  - ☐ My teachers make sure I do my best at all times.
  - ☐ I don't think my teachers care if I learn.
  - ☐ I do not try to have a relationship with my teachers.
  - ☐ My teachers work with me on difficult content when I ask them to.
17. What do you enjoy most about your school?
- ☐ I enjoy the use of technology in our classrooms.
  - ☐ I do not enjoy much about school.
  - ☐ I enjoy the extracurricular activities that are offered.
  - ☐ I enjoy not having to work very hard at passing my classes.
  - ☐ I enjoy being with my friends.



18. When thinking about my school work...

- I recognize the meaning and purpose it has for my future.
- I think of how proud I am of the work I do.
- I think how much I need to do to make a passing grade.
- I come up with excuses not to do it.
- I get frustrated and give up.

19. Developing personal learning goals...

- helps me plan for life after graduation.
- is something I think about doing eventually.
- is not something I'm interested in right now.
- keeps me focused and on task.
- is necessary to achieve the level of success I desire.

20. School success to me is...

- when I have completed class requirements.
- when my teacher rewards me for my hard work.
- something I do not feel very often.
- when my work exceeds my teacher's expectations.
- when I can answer difficult questions on the test.



June 13, 2018

Trustees:  
Kim Johnson  
Jim Hermann  
Alan Krick  
Jennifer Parkins  
Susan Rigg

Superintendent:  
Wendy J. Moore

Principal:  
Kelly Caldwell

Counselor:  
Jon Scriptor

Clerk:  
Lezah Shinkle

To: Dale Kleinert, AdvancEd  
Re: AdvancEd Surveys

Dear Mr. Kleinert,

I just want to let you know how much we appreciate being able to use the AdvancEd surveys this past year to survey our students to meet the new SBOE requirements.

We utilized our time in keyboarding classes to survey elementary students in grades 3-6 and the process was seamless. We did not have to find extra time that took away from core instruction and felt the process was well rolled out and a seamless process for our staff and students. Students in 7<sup>th</sup> and 8<sup>th</sup> grade were able to take the survey during their first hour classes on their 1:1 devices. This took minimal time to complete and once again we felt that the process was well designed and easy to implement.

As a school district that is accredited through AdvancEd. The survey process was one our students were familiar with and the data provided our district with useful information that we believe presents a more accurate picture of our district than what we would get with other surveys.

I hope that SBOE continues to use Advance Ed surveys to meet this requirement, as it aligns with our district practices and we believe the data to be a fair representation of our district.

If you have any questions, please feel free to contact me.

Sincerely,



Wendy J. Moore, PhD  
Superintendent

**Dale Kleinert**

---

**From:** Anita Wilson <aswilson@caldwellschools.org>  
**Sent:** Thursday, June 14, 2018 10:42 AM  
**To:** Dale Kleinert  
**Subject:** Surveys for Accreditation

Good Morning,

I am sending this email in support of using the Advanc-Ed surveys for the accreditation process as well as all accountability processes.

The quality, consistency, reliability, and validity of all Advanc-Ed programs and procedures is second to none. Thank-you for your time.

--

Anita Wilson  
Principal,  
Caldwell High School  
208-455-3304

Go Cougars!

Follow us on Social Media

Facebook: Caldwell High School [www.facebook.com/Caldwellhighschool](http://www.facebook.com/Caldwellhighschool)

Instagram: @caldwell\_hs\_cougs

Twitter: @Caldwell\_Cougs

**Dale Kleinert**

---

**From:** Eric Lords <elords@shelleyschools.org>  
**Sent:** Thursday, June 14, 2018 10:43 AM  
**To:** Dale Kleinert  
**Subject:** Surveys

Good morning Dale,

Shelley High School would like to use eProve surveys for our SDE and our accreditation this year. This will eliminate our school from duplicating surveys to our stakeholders.

Thank You

--

Eric Lords  
Principal  
Shelley High School  
208-357-7400

**Dale Kleinert**

---

**Subject:** FW: Survey update

**From:** Marc Gee [<mailto:marc.gee@psd201.org>]

**Sent:** Monday, June 18, 2018 9:31 AM

**To:** Christy Anderson

**Subject:** Re: Survey update

RE: Advanc-Ed Surveys to Meet ESSA reporting requirements

To Whom It May Concern:

As a superintendent in Idaho, I would like to express my support for continuing to utilize the Advanc-Ed surveys to meet the ESSA reporting requirements because of the ease of administration and what we potentially can receive from the report in usable information.

We used these surveys in two of our schools this past spring (2018) and met with minimal disruptions to the school day. Because of our past use of Advanc-Ed in the accreditation process, the survey format was familiar for students and they did not report any problems as we moved through the process.

As to the content, I have used the surveys in multiple school districts and in multiple grade levels and have always come away with actionable data. In addition, the wording of the surveys is such that it leads towards school improvement and analysis.

I would encourage using the surveys on a continual basis for the coming years to meet the ESSA reporting requirements.

Thank you.

Marc Gee  
Superintendent  
Preston School District

**Dale Kleinert**

---

**From:** Steve Kirkland <steve.kirkland@dist283.org>  
**Sent:** Wednesday, June 13, 2018 10:33 AM  
**To:** Dale Kleinert  
**Subject:** AdvancED Surveys

Dale,

Thanks again for the use of the AdvancED surveys this school year. Administering the surveys was seamless and got to the heart of what we need to know about our students and school. We were hesitant when we found out we were going to be giving yet another survey! This, however, was able to be incorporated easily as we are already using the AdvancED surveys annually.

Thanks again,

**Steve Kirkland** | Principal  
**Kendrick Jr./Sr. High School**  
Phone: (208) 289-4202 | Fax: (208)289-4213  
<http://www.dist283.org>

---

Notice: This email message is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.

**Dale Kleinert**

---

**From:** Elisabeth G Fenter <EFenter@lewistonschools.net>  
**Sent:** Tuesday, June 12, 2018 3:38 PM  
**To:** Dale Kleinert  
**Subject:** Advanc-Ed Surveys

Good afternoon, Dale,

I just wanted to say thank you for the assistance with the student feedback surveys! These were extremely easy to set up and give to students, and the process took a relatively short amount of time. We look forward to being able to offer these surveys to all of our stakeholders--parent, teachers, and students--next year.

Best regards,

Lisa  
Lisa Fenter  
Director of Curriculum and Assessment  
Lewiston Independent School District #1  
3317 12th Street Lewiston, ID 83501  
[efenter@lewistonschools.net](mailto:efenter@lewistonschools.net)

Dale Kleinert

---

**From:** Paula Gordon <gordonp@mudlake.net>  
**Sent:** Thursday, June 07, 2018 12:15 PM  
**To:** Dale Kleinert  
**Subject:** Letter of Recommendation

To Whom It May Concern,

I am writing this letter in hopes that it is able to provide the State Board of Education with the confidence and assurance they need to move forward with utilizing Advanced Ed's surveys in correlation with the required surveys necessary to fulfill ESSA requirements. As the superintendent of Clark County, I can attest to how important useful surveys are and the data that is retrieved from them. Equally as important to me is the ease in which these surveys were able to be conducted and might I add with no technical issues.

Again, I am a strong proponent of utilizing these same surveys that are necessary for Accreditation to be used for ESSA requirements as well. Should you have any questions or concerns, please do not hesitate to contact me.

Warmest Regards,

*Paula L. Gordon*

Superintendent  
Clark County SD #161  
208-374-5215

**Dale Kleinert**

---

**Subject:** Student Surveys

Dale,  
I would like to highly recommend that the state board uses AdvancED to do the surveys required though Essa. I gave my 3-8 grade students these surveys and had no problems. As a school who will be going through the accreditation process this year, it will take less instructional time out of the year to just do surveys once a year rather than have to give all our students multiple surveys. It is my recommendation that the state board continue to use AdvancED in creating the student surveys going forward through next school year.

Stefanie Shaw  
Dietrich Schools  
Superintendent/Elementary Principal  
208-544-2158  
Cell 208-539-9381  
Fax 208-544-2832  
[stefanies@dietrichschools.org](mailto:stefanies@dietrichschools.org)  
Perseverance, Integrity, Respect



## Parent Survey



Survey Code: 94906280000101

---

### Instructions

The purpose of this survey is to find out your opinions about your child's school. Read each statement and choose the response that most closely matches your opinion. Record your response on the answer sheet provided. Open-ended responses should be recorded on this survey document. Please answer each item honestly. Your responses will be completely confidential. Please return both this survey and the answer sheet.

### Information About Me

1. Gender

1 = Male

2 = Female

2. Race

1 = American Indian or Alaska Native

2 = Asian

3 = Black or African American

4 = Native Hawaiian or Other Pacific Islander

5 = White

6 = Two or more races

3. Ethnicity

1 = Hispanic

2 = Not Hispanic or Latino

4. Oldest Child's Grade in this School

99 = Pre-K

0 = K

1 = 1st grade

2 = 2nd grade

3 = 3rd grade

4 = 4th grade

5 = 5th grade

6 = 6th grade

7 = 7th grade

8 = 8th grade

9 = 9th grade

10 = 10th grade

11 = 11th grade

12 = 12th grade

### Purpose and Direction

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree null = Not Applicable

1. Our school's purpose statement is clearly focused on student success.
2. Our school's purpose statement is formally reviewed and revised with involvement from parents.
3. Our school has established goals and a plan for improving student learning.

### Governance and Leadership

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree null = Not Applicable

4. Our school's governing body operates responsibly and functions effectively.
5. Our school's governing body does not interfere with the operation or leadership of our school.

## Parent Survey



Survey Code: 94906280000101

---

- 6. Our school has high expectations for students in all classes.
- 7. Our school shares responsibility for student learning with its stakeholders.
- 8. Our school communicates effectively about the school's goals and activities.
- 9. Our school provides opportunities for stakeholders to be involved in the school.

### Teaching and Assessing for Learning

- 5 = Strongly Agree    4 = Agree    3 = Neutral    2 = Disagree    1 = Strongly Disagree    null = Not Applicable
- 10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.
  - 11. All of my child's teachers give work that challenges my child.
  - 12. All of my child's teachers use a variety of teaching strategies and learning activities.
  - 13. All of my child's teachers meet his/her learning needs by individualizing instruction.
  - 14. All of my child's teachers work as a team to help my child learn.
  - 15. All of my child's teachers help me to understand my child's progress.
  - 16. All of my child's teachers keep me informed regularly of how my child is being graded.
  - 17. All of my child's teachers report on my child's progress in easy to understand language.
  - 18. My child sees a relationship between what is being taught and his/her everyday life.
  - 19. My child knows the expectations for learning in all classes.
  - 20. My child has at least one adult advocate in the school.
  - 21. My child is given multiple assessments to measure his/her understanding of what was taught.
  - 22. My child has up-to-date computers and other technology to learn.
  - 23. My child has access to support services based on his/her identified needs.

### Resources and Support Systems

- 5 = Strongly Agree    4 = Agree    3 = Neutral    2 = Disagree    1 = Strongly Disagree    null = Not Applicable
- 24. Our school provides qualified staff members to support student learning.
  - 25. Our school provides an adequate supply of learning resources that are current and in good condition.
  - 26. Our school provides a safe learning environment.
  - 27. Our school provides students with access to a variety of information resources to support their learning.
  - 28. Our school provides excellent support services (e.g., counseling, and/or career planning).
  - 29. Our school provides opportunities for students to participate in activities that interest them.
  - 30. Our school ensures that the facilities support student learning.

## Parent Survey



Survey Code: 94906280000101

---

- 31. Our school ensures the effective use of financial resources.
- 32. Our school ensures that instructional time is protected and interruptions are minimized.

### Using Results for Continuous Improvement

5 = Strongly Agree    4 = Agree    3 = Neutral    2 = Disagree    1 = Strongly Disagree    null = Not Applicable

- 33. Our school ensures that all staff members monitor and report the achievement of school goals.
- 34. My child is prepared for success in the next school year.
- 35. My child has administrators and teachers that monitor and inform me of his/her learning progress.

### Open-Ended Questions

Please write your responses below.

1. What do you like best about our school?

2. What do you like least about our school?

3. What is one suggestion you would like to offer to improve our school?



## Staff Survey for Schools

Gender

- ☐ Male
- ☐ Female

Race

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

Ethnicity

- ☐ Hispanic
- ☐ Not Hispanic or Latino

Role

- ☐ Support Staff
- ☐ Teacher
- ☐ Administrator
- ☐ Other

Experience Level

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-10 years
- ☐ 11-20 years
- ☐ More than 20 years

1. Our school's purpose statement is clearly focused on student success.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

2. Our school's purpose statement is formerly reviewed and revised with involvement from stakeholders.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

3. Our school's purpose statement is based on shared values and beliefs that guide decision-making.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

8. Our school's leaders support an innovative and collaborative culture.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

9. Our school's leaders expect staff members to hold all students to high academic standards.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

10. Our school's leaders hold themselves accountable for student learning.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

11. Our school's leaders hold all staff members accountable for student learning.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral  
☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral  
☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral  
☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

15. Our school's leaders provide opportunities for stakeholders to be involved in the school.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral  
☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from formative assessments and examination of professional practice.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral  
☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral  
☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral  
☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

19. All teachers in our school use a variety of technologies as instructional resources.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral  
☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

20. All teachers in our school use a process to inform students of their learning expectations and standards of performance.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

21. All teachers in our school provide students with specific and timely feedback about their learning.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

27. In our school, related learning support services are provided for all students based on their needs.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral
- ☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

29. In our school, all staff members use student data to address the unique learning needs of all students.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral
- ☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

30. In our school, staff members provide peer coaching to teachers.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral
- ☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

31. In our school, a formal process is in place to support new staff members in their professional practice.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral
- ☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral
- ☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral
- ☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

34. In our school, all school personnel regularly engage families in their children's learning progress.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral
- ☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable

35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.

- ☐ Strongly Agree      ☐ Agree      ☐ Neutral
- ☐ Disagree      ☐ Strongly Disagree      ☐ Not Applicable



36. Our school provides qualified staff members to support student learning.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

37. Our school provides instructional time and resources to support our school's goals and priorities.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

38. Our school provides sufficient material resources to meet student needs.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

39. Our school provides protected instructional time.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

40. Our school provides a variety of information resources to support student learning.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

41. Our school provides a plan for the acquisition and support of technology to support student learning.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

44. Our school provides opportunities for students to participate in activities that interest them.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

45. Our school maintains facilities that support student learning.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

46. Our school maintains facilities that contribute to a safe environment.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

47. Our school uses multiple assessment measures to determine student learning and school performance.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

48. Our school employs consistent assessment measures across classrooms and courses.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

49. Our school has a systemic process for collecting, analyzing, and using data.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

51. Our school uses data to monitor student readiness and success at the next level.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

52. Our school leaders monitor data related to student achievement.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

53. Our school leaders monitor data related to school continuous improvement goals.

- |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree             | <input type="radio"/> Neutral        |
| <input type="radio"/> Disagree       | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

**Open-ended questions:**

54. What do you like best about our school?

55. What do you like least about our school?

56. What is one suggestion you would like to offer to improve our school?

**CONSENT  
AUGUST 16, 2018**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>BAHR - SECTION II – BOISE STATE UNIVERSITY – EASEMENT – ADA COUNTY HIGHWAY DISTRICT</b>	Motion to Approve
2	<b>BAHR - SECTION II –UNIVERSITY of IDAHO– EASEMENT RELEASE – UI SPACE AT NORTH IDAHO COLLEGE’S MOLSTEAD LIBRARY</b>	Motion to Approve
3	<b>BAHR - SECTION II – LEWIS-CLARK STATE – DONATION OF FUNDS MOVED FROM THE COLLEGE TO THE LCSC FOUNDATION</b>	Motion to Approve
4	<b>BAHR – SECTION II – CYBERCORE C3 FIRE EASEMENT</b>	Motion to Approve
5	<b>IRSA – QUARTERLY REPORT FOR PROGRAMS APPROVED BY THE EXECUTIVE DIRECTOR</b>	Information Item
6	<b>PPGA – ALCOHOL PERMITS REPORT – PRESIDENT APPROVED</b>	Motion to Approve
7	<b>PPGA – DATA MANAGEMENT COUNCIL APPOINTMENTS</b>	Motion to Approve
8	<b>PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS</b>	Motion to Approve
9	<b>PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENTS</b>	Motion to Approve
10	<b>PPGA – IDAHO STATE UNIVERSITY – ALCOHOL DURING TAILGATING</b>	Motion to Approve
11	<b>PPGA – BOISE STATE UNIVERSITY – ALCHOL DURING TAILGATING</b>	Motion to Approve

**CONSENT**  
**AUGUST 16, 2018**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
12	<b>SDE – ASSESSMENT BIAS AND SENSITIVITY COMMITTEE APPOINTMENTS</b>	Motion to Approve

---

**CONSENT**  
**AUGUST 16, 2018**

---

**BOISE STATE UNIVERSITY**

**SUBJECT**

Conveyance of easement to Ada County Highway District

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

The conveyance of an easement agenda item is a non-strategic Board governance agenda item.

**BACKGROUND/DISCUSSION**

Boise State University (BSU) requests permission to grant an easement to the Ada County Highway District (ACHD) for the purpose of placing a pedestrian crossing signal and crosswalk on the north side of University Drive and Lincoln Avenue. The size of the conveyance is approximately 550 square feet. A map detailing the location of the proposed easement is included in Attachment 1.

**IMPACT**

Board approval will allow ACHD to move forward with the installation of the crossing signal. The additional signal will allow students to cross one street instead of two to get to the main campus or BSU housing. It is expected that the additional crossing will reduce incidents of jaywalking, thereby increasing student safety.

**ATTACHMENTS**

Attachment 1 – Proposed Easement Agreement

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to grant an easement to the Ada County Highway District as outlined in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Project Name: University Dr & Lincoln Ave Pedestrian Crossing  
Project No. 21655  
Name: Idaho State Board of Education  
R/W Parcel No: 1 & 2  
T3N, R2E, Sec 15  
APN: S1015120612 & S1010346610

---

(Reserved for Ada County Recorder)

## **PERMANENT EASEMENT**

THIS PERMANENT EASEMENT (the "Easement"), is made and entered into this \_\_\_\_ day of \_\_\_\_\_, 201\_\_\_\_, by and between, **Idaho State Board of Education**, hereinafter referred to as "GRANTOR," and ADA COUNTY HIGHWAY DISTRICT, a body politic and corporate of the State of Idaho, hereinafter referred to as "ACHD."

WITNESSETH:

FOR GOOD AND SUFFICIENT CONSIDERATION, IT IS AGREED:

### SECTION 1. Recitals.

1.1 GRANTOR owns the real property located in Ada County, Idaho more particularly described on Exhibit "A" attached hereto and by this reference incorporated herein (hereinafter "Servient Estate").

1.2 ACHD has jurisdiction over the public highways, including sidewalks, and public rights-of-way which adjoin and are adjacent to the Servient Estate (hereinafter the "Dominant Estate").

1.3 ACHD desires to obtain an easement on, over and across the Servient Estate for the purposes hereinafter described, and, for the consideration and on the terms and conditions hereinafter set forth, GRANTOR is willing to grant such easement to ACHD.

### SECTION 2. Grant of Easement and Authorized Uses.

GRANTOR hereby grants to ACHD a permanent exclusive easement over and across the Servient Estate for use by the public, including pedestrians and bicyclists, and the following uses and purposes:

(a) placement of a Public Right-of-Way (as defined in Idaho Code, section 40-117);

(b) construction, reconstruction, operation, maintenance and placement of necessary culverts, sluices, drains, ditches, waterways, embankments, retaining walls, grade separation structures, roadside improvements, pedestrian facilities, and any other structures, works or fixtures incidental to the preservation or improvement of an adjacent Highway ;

(c) statutory rights of ACHD, utilities and irrigation districts to use the Public Right-of-Way.

### SECTION 3. Permanent Easement; Covenants Run with the Land.

The Ada County Highway District (ACHD) is committed to compliance with Title VI of the Civil Rights Act of 1964 and related regulations and directives. ACHD assures that no person shall on the grounds of race, color, national origin, gender, disability or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any ACHD service, program or activity.

EBTR Permanent Easement - 1  
(2/11/14)

Project Name: University Dr & Lincoln Ave Pedestrian Crossing  
Project No. 21655  
Name: Idaho State Board of Education  
R/W Parcel No: 1 & 2  
T3N, R2E, Sec 15  
APN: S1015120612 & S1010346610

This is a permanent easement. This Easement, and the covenants contained herein shall be a burden upon the Servient Estate and shall run with the land. The Easement and the covenants and agreements made herein shall inure to the benefit of and be binding upon, ACHD and GRANTOR, and Grantor's successors and assigns to the Servient Estate.

**SECTION 4. Appurtenant.**

The Easement herein granted is appurtenant to the Dominant Estate and a burden on the Servient Estate.

**SECTION 5. Maintenance.**

ACHD shall maintain the physical integrity of any facilities constructed by ACHD on the Servient Estate in good condition and repair and as required to satisfy all requirements of applicable laws, the policies of ACHD and sound engineering practices. The repair and maintenance of such facilities shall be at the sole cost and expense of ACHD; provided if the damage to such facilities is as a result of the activities of GRANTOR, GRANTOR'S guests, invitees, contractors or agents, the repair shall be at the sole cost and expense of GRANTOR. This Section shall not release GRANTOR'S obligation to provide routine maintenance required under any applicable state or local law, ordinance or regulation as to any pedestrian facilities that may be placed on the Servient Estate.

**SECTION 6. Indemnification.**

ACHD shall, subject to the limitations hereinafter set forth, indemnify, save harmless and defend regardless of outcome GRANTOR from expenses of and against suits, actions, claims or losses of every kind, nature and description, including costs, expenses and attorney fees caused by or arising out of any negligent acts by the ACHD or the ACHD's officers, agents and employees while acting within the course and scope of their employment, which arise from or which are in any way out of ACHD's construction, use and maintenance on the Servient Estate. Any such indemnification hereunder by the ACHD is subject to the limitations of the Idaho Tort Claims Act (currently codified at chapter 9, title 6, Idaho Code). Such indemnification hereunder by the ACHD shall in no event cause the liability of the ACHD for any such negligent act to exceed the amount of loss, damages, or expenses of attorney fees attributable to such negligent act, and shall not apply to loss, damages, expenses, or attorney fees attributable to the negligence of GRANTOR.

**SECTION 7. Recordation.**

This Easement shall be recorded in the Official Real Property Records of Ada County, Idaho.

TO HAVE AND TO HOLD this Easement unto the ACHD forever.

The Ada County Highway District (ACHD) is committed to compliance with Title VI of the Civil Rights Act of 1964 and related regulations and directives. ACHD assures that no person shall on the grounds of race, color, national origin, gender, disability or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any ACHD service, program or activity.

EBTR Permanent Easement - 2  
(2/11/14)



Project Name: University Dr & Lincoln Ave Pedestrian Crossing  
Project No. 21655  
Name: Idaho State Board of Education  
R/W Parcel No: 1 & 2  
T3N, R2E, Sec 15  
APN: S1015120612 & S1010346610

GRANTOR covenants to ACHD that ACHD shall enjoy the quiet and peaceful possession of the Servient Estate; and, GRANTOR warrants to ACHD that GRANTOR is lawfully seized and possessed of the Servient Estate and has the right and authority to grant this Easement to ACHD.

IN WITNESS WHEREOF, the undersigned have caused this Easement to be executed the day, month and year first set forth above.

GRANTOR:  
Idaho State Board of Education

\_\_\_\_\_  
By:  
Its:

\_\_\_\_\_  
By:  
Its:

STATE OF IDAHO       )  
                                  ) ss.  
County of Ada        )

On this \_\_\_\_\_ day of \_\_\_\_\_, 201\_\_\_\_, before me,  
\_\_\_\_\_, a Notary Public in and for the State of Idaho, personally  
appeared, \_\_\_\_\_, known or identified to me to be the  
\_\_\_\_\_ who executed this instrument on behalf of **Idaho**  
**State Board of Education.**

(SEAL)

\_\_\_\_\_  
Notary Public for Idaho  
Residing at: \_\_\_\_\_  
My commission expires: \_\_\_\_\_

The Ada County Highway District (ACHD) is committed to compliance with Title VI of the Civil Rights Act of 1964 and related regulations and directives. ACHD assures that no person shall on the grounds of race, color, national origin, gender, disability or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any ACHD service, program or activity.

EBTR Permanent Easement - 3  
(2/11/14)

Ada County Highway District  
Project No. 21655.0  
University Dr/Lincoln Ave Pedestrian Crossing

• Parcel 1 •

**Permanent Easement Description**

An easement located in the NW ¼ of the NE ¼ of Section 15, Township 3 North, Range 2 East, Boise Meridian, and being a part of *Parcel A* shown on Record of Survey No. 9382 found on file as Instrument No. 113019959 in the office of the Recorder, Ada County, Idaho, more particularly described as follows:

Commencing at a 5/8" diameter iron pin marking the intersection of *University Drive* and *Lincoln Avenue* from which a 5/8" diameter iron pin marking the intersection of *University Drive* and *Manitou Avenue* bears S 89°48'00" E a distance of 990.64 feet as shown on Record of Survey No. 9382 found on file as Instrument No. 113019959 in said office of the Recorder;

Thence N 89°48'00" W a distance of 33.00 feet to a point on the westerly right-of-way of *University Drive*;

Thence N 0°24'14" E along said westerly right-of-way a distance of 33.00 feet to the POINT OF BEGINNING;

Thence continuing N 0°24'14" E a distance of 20.04 feet to a point;

Thence leaving said westerly right-of-way N 89°35'46" W a distance of 5.00 feet to a point;

Thence S 0°24'14" W a distance of 20.06 feet to a point;

Thence S 89°48'00" E a distance of 5.00 feet to the POINT OF BEGINNING.

This parcel contains 100 square feet (0.002 acres) and is subject to any other easements, existing or in use.

Prepared by: Glenn K. Bennett, PLS  
Civil Survey Consultants, Incorporated  
May 24, 2018



Ada County Highway District  
Project No. 21655.0  
University Dr/Lincoln Ave Pedestrian Crossing

• Parcel 2 •

**Permanent Easement Description**

An easement located in the NW ¼ of the NE ¼ of Section 15, Township 3 North, Range 2 East, Boise Meridian, and being a part of *BOISE STATE COLLEGE* as shown in Book 26 of Plats at Page 1618 in the office of the Recorder, Ada County, Idaho, more particularly described as follows:

Commencing at a 5/8" diameter iron pin marking the intersection of *University Drive* and *Lincoln Avenue* from which a 5/8" diameter iron pin marking the intersection of *University Drive* and *Manitou Avenue* bears S 89°48'00" E a distance of 990.64 feet as shown on Record of Survey No. 9382 found on file as Instrument No. 113019959 in said office of the Recorder;

Thence S 89°48'00" E along the centerline of said *University Drive* a distance of 70.50 feet to a point;

Thence leaving said centerline N 0°12'00" E a distance of 42.00 feet to a point on the northerly right-of-way of *University Drive* and the POINT OF BEGINNING;

Thence N 89°48'00" W along said northerly right-of-way a distance of 4.24 feet to a point;

Thence a distance of 51.95 feet along the arc of a 33.00 foot radius curve right, said curve having a central angle of 90°12'14" and a long chord bearing N 44°41'53" W a distance of 46.75 feet to a point on the easterly right-of-way of *University Drive*;

Thence N 0°24'14" E along said easterly right-of-way a distance of 4.22 feet to a point;

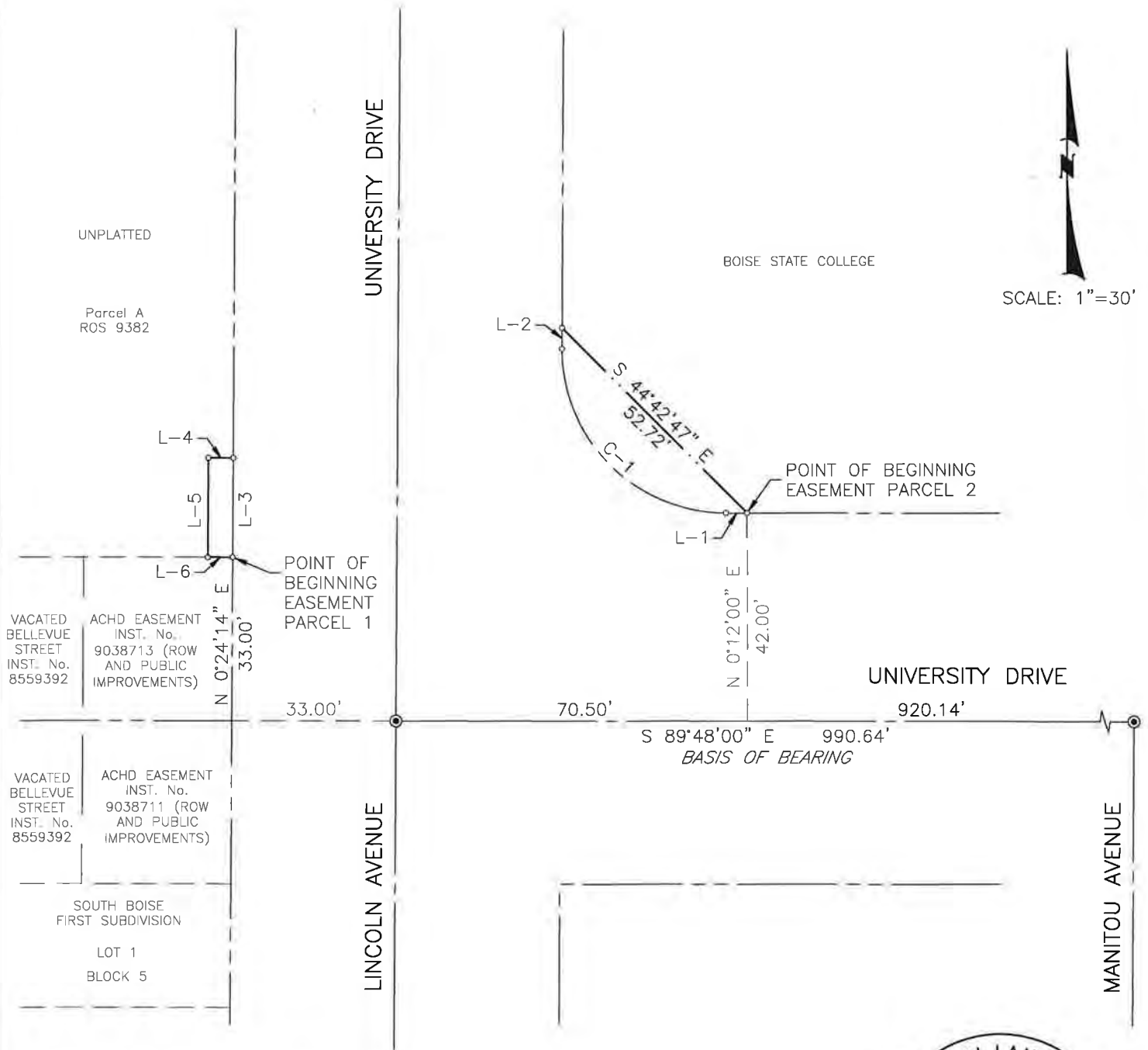
Thence leaving said easterly right-of-way S 44°42'47" E a distance of 52.72 feet to the POINT OF BEGINNING.

This parcel contains 462 square feet (0.011 acres) and is subject to any other easements, existing or in use.

Prepared by: Glenn K. Bennett, PLS  
Civil Survey Consultants, Incorporated  
May 24, 2018



SKETCH TO ACCOMPANY PERMANENT EASEMENT DESCRIPTIONS  
IN THE NW 1/4 OF THE NE 1/4 OF SECTION 15,  
TOWNSHIP 3 NORTH, RANGE 2 EAST, BOISE MERIDIAN,  
ADA COUNTY, IDAHO



## LINE DATA

LINE	BEARING	DISTANCE
L-1	N 89°48'00" W	4.23'
L-2	N 0°24'14" E	4.22'
L-3	N 0°24'14" E	20.04'
L-4	N 89°35'46" W	5.00'
L-5	S 0°24'14" W	20.06'
L-6	S 89°48'00" E	5.00'

## CURVE DATA

CURVE	DELTA	RADIUS	ARC	TANGENT	CHORD	CHORD BRNG.
C-1	100.00°	33.12	33.12	46.75	46.75	N 44°41'53" E



CIVIL SURVEY CONSULTANTS, INC.  
2893 SOUTH MERIDIAN ROAD  
MERIDIAN, IDAHO 83642  
(208)888-4312



**CONSENT**  
**AUGUST 16, 2018**

---

**UNIVERSITY OF IDAHO**

**SUBJECT**

Release of Regents easement rights at North Idaho College's (NIC's) Molstead Library, Coeur d'Alene.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(2).

**ALIGNMENT WITH STRATEGIC PLAN**

Partial release of an easement permitting University of Idaho (UI) administrative office use at NIC's Molstead Library does not correspond with strategies established by the Board's strategic plan, but does accomplish a practical business action for UI.

**BACKGROUND/DISCUSSION**

In 1989 the Regents acquired an easement to occupy a portion of a building on the NIC campus now known as the Molstead Library. UI pays NIC for the annual operating costs of the UI easement space. This space includes classrooms still utilized by UI and an office space that has not been used by UI since 2002, when most UI administrative functions were relocated to another UI facility.

After UI's office uses were re-located out of UI's space in the Molstead Library, UI leased that vacated space to NIC for their administrative functions. UI has collected rent from NIC in an amount that is equivalent to the operating costs billed to UI by NIC for the remainder of that easement space being used for UI classrooms and which shall be retained by the Regents for continuing classroom use on the NIC campus.

UI is proposing to release the portion of the easement area it no longer occupies or anticipates using in the future. In return the release of these easement rights is conditioned upon NIC providing operating services (utilities and janitorial) to UI's classrooms at no cost, and for so long as UI occupies the remaining easement area.

**IMPACT**

The proposed easement release will have no financial impact as it perpetuates the existing financial arrangement between the two institutions but releases a portion of office space no longer needed by UI and provides building services for classroom space that is needed by UI.

**ATTACHMENTS**

Attachment 1 – Draft Partial Release of Space Easement

**CONSENT**  
**AUGUST 16, 2018**

---

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents for conveying the subject property rights in the manner presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**PARTIAL RELEASE OF SPACE EASEMENT**

This Partial Release of Space Easement is made and entered on the date of the last signature set forth below, by University of Idaho ("U of I"). Signature on behalf of North Idaho College ("NIC") demonstrates acceptance of this Partial Release.

**RECITALS**

WHEREAS, U of I and NIC entered into that certain Agreement Creating Classroom and Administrative Space Easement (the "Space Easement") dated October 20, 1989 for the purpose of NIC granting U of I an easement to use and occupy certain classroom and administrative space in NIC's Molstead Library (the "Easement Area"). A diagram of the Space Easement Area is attached hereto as Exhibit A (and shown as the shaded area);

WHEREAS, in addition to granting U of I classroom and administrative space, Section 3 of the Space Easement also provided for U of I to pay NIC a pro rata share of cleaning and maintenance costs for NIC's cleaning and maintenance of the Easement Area.

WHEREAS, in consideration of NIC providing to U of I, at no cost, the same level of cleaning and maintenance in the "University of Idaho Classrooms" (as depicted in Exhibit A) that is described by Section 3 of the Space Easement, U of I has agreed to release its easement right to the administrative space of the Easement Area, which comprises approximately 1454 square feet of the Easement Area (the "Administrative Space") at no cost to NIC;

NOW, THEREFORE, for good, valuable and sufficient consideration, the receipt of which is hereby acknowledged, U of I hereby agrees that the Space Easement shall be, and hereby is, amended to effectuate U of I's release of its easement right to the Administrative Space, and NIC hereby acknowledges that U of I shall no longer pay for the cleaning and maintenance performed by NIC as provided by Section 3 of the Space Easement. Thus, as of the date of the last signature below the area the "Easement Area" shall refer only to the classroom space, consisting of approximately 5,046 square feet. A depiction of the revised Easement Area (which includes only the shaded classroom space) is attached hereto as Exhibit B. This revised Easement Area shall replace any prior depiction of the Easement Area.

**IN WITNESS WHEREOF**, U of I has executed this Partial Release of Space Easement as of the date set forth below, and NIC accepts this Partial Easement Release.

**University of Idaho**

By: \_\_\_\_\_  
Its: \_\_\_\_\_

Date: \_\_\_\_\_

**North Idaho College**

By: \_\_\_\_\_  
Its: \_\_\_\_\_

Date: \_\_\_\_\_





Revised 4/2018



GSF=22,660  
NSF=19,744

**TAB 2 Page 4**



**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Approval of donation moved from Lewis-Clark State College (LCSC) to the LCSC Foundation

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.E.2.a.v.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: A Well Educated Citizenry, Objective A: Access. The result of this decision will better allow students to receive scholarships and permanent financial relief, thus allowing more students access with lesser debt.

**BACKGROUND/DISCUSSION**

An emeritus faculty member donated funds to set up an emergency loan fund via memorial donations. The funds were transferred to the Native American Minority Student Services local account upon receipt. The emergency loan fund was established and annual fundraisers were organized to benefit the emergency loan fund.

The donor is now requesting that his donations, which total \$8,956 and the fundraiser monies, which total \$11,411, be repurposed into a scholarship. This would require a transfer of \$20,167 from Lewis-Clark State College to the LCSC Foundation. The donor shared that the loan may be difficult for students to repay and his intent is to support students without them taking on additional financial debt. He believes a scholarship better fits his wishes.

The LCSC Foundation staff recognizes that all future fundraiser monies generated for the new scholarship must be directly deposited with the Foundation.

**IMPACT**

There is no financial impact to the institution although it creates a slight efficiency. This provides a scholarship for students resulting in simplicity in distribution and oversight compared to a small loan fund.

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy V.E. states that if the transfer of funds from the institution to the foundation is greater than \$10,000, approval must be obtained from the Board unless the donor inadvertently directed the contribution to the institution that was intended for the foundation. The original contribution was made to the institution, but the donor asked that the funds be used as a scholarship instead of a loan fund.

Staff recommends approval.

**CONSENT**  
**AUGUST 16, 2018**

---

**BOARD ACTION**

I move to approve the request by Lewis-Clark State College to transfer \$20,167 from Lewis-Clark State College to the LCSC Foundation as requested by the donor.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT**  
**AUGUST 16, 2018**

---

**SUBJECT**

Easement to be granted at the Cybercore and C3 buildings in Idaho Falls, Idaho.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH THE STRATEGIC PLAN**

The conveyance of an easement agenda item is a non-strategic Board governance agenda item.

**BACKGROUND/DISCUSSION**

The Cybercore Integration Center and the Collaborative Computing Center (C3) buildings are currently under construction. As stated in the INL release for the groundbreaking, the Cybercore Integration Center will host advanced electronics labs for industry, government and academia to work together in engineering cyber and physical security innovations for critical infrastructure, like the power grid. The C3 will provide a modern computing environment where INL researchers, Idaho universities, and industry can develop new nuclear materials, advance nuclear energy concepts and conduct other scientific research.

The construction of these two buildings requires authorization from the Board to approve fire easements.

**IMPACT**

Approval for the fire department easements is required for construction of the buildings.

**ATTACHMENTS**

Attachment 1 – Proposed Easement

**STAFF COMMENTS AND RECOMMENDATIONS**

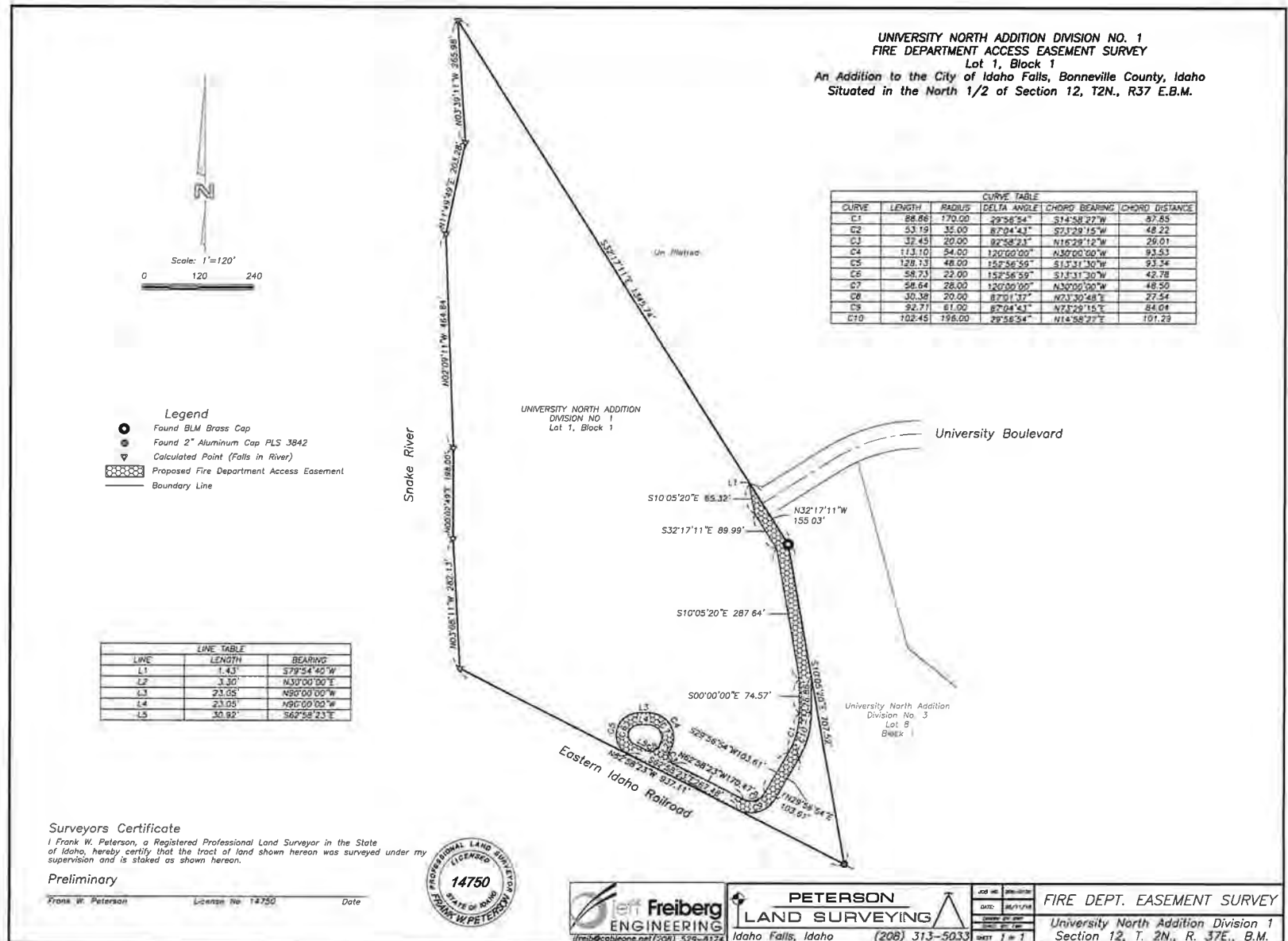
Amendments to Board Policy V.I. are also on the agenda and would allow institutions, schools, and agencies to execute easements for emergency services among other things without prior Board approval. Without amendments to the policy, Board approval is required.

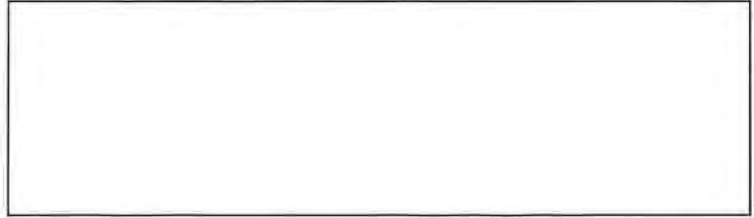
Staff recommends approval.

**BOARD ACTION**

I move to approve the easement as submitted to the Board in Attachment 1, and to authorize the Executive Director to execute the easement and any related transactional documents.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**GRANT OF EASEMENT**

THIS INDENTURE, made this \_\_\_\_\_ day of \_\_\_\_\_, 2018, between THE STATE OF IDAHO BY AND THROUGH THE STATE BOARD OF EDUCATION, hereinafter referred to as "GRANTOR", and the CITY OF IDAHO FALLS, a municipal corporation, P.O. Box 50220, Idaho Falls, Idaho 83405, County of Bonneville, hereinafter referred to as "GRANTEE".

**WITNESSETH**

For and in consideration of the sum of One and No/100 Dollars (\$1.00) and other good and valuable consideration paid by GRANTEE, the receipt of which is hereby acknowledged, GRANTOR hereby grants, bargains and conveys unto GRANTEE, and its successors and assigns forever, a permanent fire access easement over, across and under the following described real estate, situated in the County of Bonneville, State of Idaho, to-wit:

All that portion of land describe as "**FIRE DEPARTMENT ACCESS EASEMENT AREA**" on the Record of Survey filed with the Office of the Recorder for Bonneville County as Instrument No. \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_,

This easement may be used as a fire apparatus access road per the definition described therein the 2009 International Fire Code, the GRANTOR or their heirs, successors or assigns, shall comply with all requirements of this code as it is adopted per City of Idaho Falls Code 7-10-1, and GRANTEE shall have the right, at GRANTOR'S or the heirs, successors or assigns, expense, to remove, cut, trim any trees, brush, ornamental shrubbery or plants, or other obstructions on said premises which may injure or interfere with the use thereof by the GRANTEE for such purposes. Such right may be exercised without prior notice to GRANTOR or its heirs, successors or assigns.

GRANTOR or its heirs, successors or assigns further agree that they will hold the GRANTEE or its licensees, or permittees harmless from damage incurred to any items constructed on, over or under these premises described, that was constructed or permitted to be constructed by the servient estate subsequent to this instrument.

GRANTOR further agrees it will construct no permanent structures upon the premises described, including but not limited to buildings constructed on permanent foundations, light posts, sign posts or other structures which are not readily movable with nominal expense.

To have and to hold unto GRANTEE and its successors and assigns forever.

IN WITNESS WHEREOF, GRANTOR has hereunto subscribed its hand and seal on this day and year first above written.

\_\_\_\_\_  
Matt Freeman

Executive Director

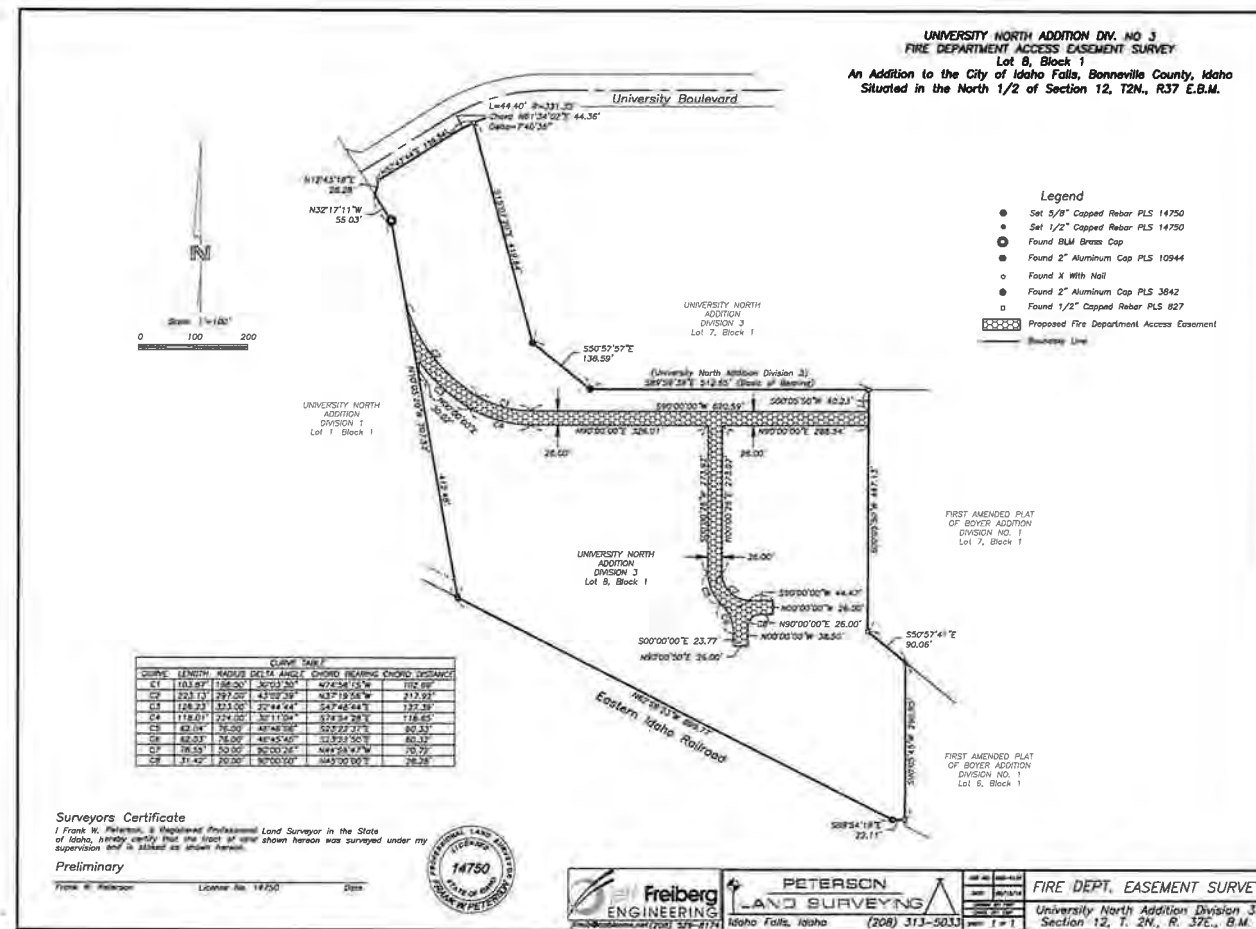
STATE OF IDAHO                    )  
  ) ss:  
County of \_\_\_\_\_ )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2018 before me, the undersigned, a notary public, in and for said State, personally appeared \_\_\_\_\_, known or identified to me to be the \_\_\_\_\_ of \_\_\_\_\_, a limited liability company, and whose name is subscribed to the within instrument and acknowledged to me that he is authorized to execute the same for and on behalf of said \_\_\_\_\_.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

\_\_\_\_\_  
Notary Public of Idaho  
Residing at: \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_





**GRANT OF EASEMENT**

THIS INDENTURE, made this \_\_\_\_\_ day of \_\_\_\_\_, 2018, between THE STATE OF IDAHO BY AND THROUGH THE STATE BOARD OF EDUCATION, hereinafter referred to as "GRANTOR", and the CITY OF IDAHO FALLS, a municipal corporation, P.O. Box 50220, Idaho Falls, Idaho 83405, County of Bonneville, hereinafter referred to as "GRANTEE".

**WITNESSETH**

For and in consideration of the sum of One and No/100 Dollars (\$1.00) and other good and valuable consideration paid by GRANTEE, the receipt of which is hereby acknowledged, GRANTOR hereby grants, bargains and conveys unto GRANTEE, and its successors and assigns forever, a permanent fire access easement over, across and under the following described real estate, situated in the County of Bonneville, State of Idaho, to-wit:

All that portion of land describe as "**FIRE DEPARTMENT ACCESS EASEMENT AREA**" on the Record of Survey filed with the Office of the Recorder for Bonneville County as Instrument No. \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_,

This easement may be used as a fire apparatus access road per the definition described therein the 2009 International Fire Code, the GRANTOR or their heirs, successors or assigns, shall comply with all requirements of this code as it is adopted per City of Idaho Falls Code 7-10-1, and GRANTEE shall have the right, at GRANTOR'S or the heirs, successors or assigns, expense, to remove, cut, trim any trees, brush, ornamental shrubbery or plants, or other obstructions on said premises which may injure or interfere with the use thereof by the GRANTEE for such purposes. Such right may be exercised without prior notice to GRANTOR or its heirs, successors or assigns.

GRANTOR or its heirs, successors or assigns further agree that they will hold the GRANTEE or its licensees, or permittees harmless from damage incurred to any items constructed on, over or under these premises described, that was constructed or permitted to be constructed by the servient estate subsequent to this instrument.

GRANTOR further agrees it will construct no permanent structures upon the premises described, including but not limited to buildings constructed on permanent foundations, light posts, sign posts or other structures which are not readily movable with nominal expense.

To have and to hold unto GRANTEE and its successors and assigns forever.

IN WITNESS WHEREOF, GRANTOR has hereunto subscribed its hand and seal on this day and year first above written.

\_\_\_\_\_  
Matt Freeman

Executive Director

STATE OF IDAHO                    )  
  ) ss:  
County of \_\_\_\_\_ )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2018 before me, the undersigned, a notary public, in and for said State, personally appeared \_\_\_\_\_, known or identified to me to be the \_\_\_\_\_ of \_\_\_\_\_, a limited liability company, and whose name is subscribed to the within instrument and acknowledged to me that he is authorized to execute the same for and on behalf of said \_\_\_\_\_.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

\_\_\_\_\_  
Notary Public of Idaho  
Residing at: \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_

**CONSENT**  
**AUGUST 16, 2018**

---

**SUBJECT**

Programs and Changes Approved by Executive Director - Quarterly Report

**REFERENCE**

April 2017

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

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs; and Objective B: Medical Education. V. Medical related postsecondary programs (other than nursing).

**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 April 2018 and July 2018 by the Executive Director.

**ATTACHMENTS**

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

**IMPACT**

The report will provide the Board with a complete list of new academic and career technical programs and changes approved by the Executive Director over a three-month period consistent with Board Policy III.G.

**BOARD ACTION**

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

THIS PAGE INTENTIONALLY LEFT BLANK

**CONSENT**  
**AUGUST 16, 2018**

**Academic Programs**

Approved by Executive Director  
April 2018 and July 2018

<b>Institution</b>	<b>Program Changes</b>
BSU	Discontinue MA, Art Education
BSU	Discontinue BS in Pre-Professional degrees: Pre-Medical, Pre-Dental, Pre-Veterinary Medicine
CSI	Discontinue AA, Geography
CSI	Discontinue AA, Criminal Justice – Correctional Specialist Emphasis
CWI	New AS in Computer Science
CWI	New AS in Engineering
CWI	New AS in STEM – Mathematics Department
UI	Discontinue Bachelor of Science in Physical Education

<b>Institution</b>	<b>Other Program Changes</b> (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	<ul style="list-style-type: none"> <li>• Create a new Middle School Mathematics Endorsement</li> <li>• Graduate Certificate in History for Second Educators</li> <li>• Create two new emphases in Ed.D. Curriculum and Instruction               <ul style="list-style-type: none"> <li>○ Counselor Education and Supervision</li> <li>○ Educational Leadership</li> </ul> </li> </ul>
BSU	Name change from Department of Art to the Department of Art, Design and Visual Studies
BSU	MBA track name change – from Part-Time Program to Professional Program
BSU	M.Ed in ENL name change – from Master of Education in English to Master of Education in Teaching English to Speakers of Other Languages
BSU	Creation of new Cyber-Physical System certificates: <ul style="list-style-type: none"> <li>• Hardware and Firmware Focus</li> <li>• Industrial Control Focus</li> <li>• Power Systems Focus</li> <li>• Software Focus</li> </ul>
CWI	Create the following academic certificates: <ul style="list-style-type: none"> <li>• Biotechnology Laboratory Assistant certificate (12 credits)</li> <li>• Geographic Information Systems Certificate (18 credits)</li> </ul>
ISU	Kasiska Division of Health Sciences modifications/reorganization <ul style="list-style-type: none"> <li>• School of Nursing to College of Nursing</li> <li>• School of Rehabilitation and Communication Sciences to College of Rehabilitation and Communication Sciences</li> <li>• School of Health Professions to College of Health Professions</li> <li>• Move programs housed in Office of Medical and Oral Health to the College of Health Professions (Dental Hygiene, Dental Sciences, Family Medicine, and Physician Assistant Studies)</li> </ul>

**CONSENT**  
**AUGUST 16, 2018**

<b>Institution</b>	<b>Other Program Changes</b> (Does not require approval but requires notification to OSBE per policy III.G.)
ISU	Name change from M.A. in Historical Resources Management to an M.A. in History

**Career and Technical Education Programs**  
**Approved by Executive Director**

<b>Institution</b>	<b>Program Changes</b>
CEI	Discontinue BTC for the MCSA option and MCSE option within the computer technologies program
CEI	Discontinue AAS/ITC in Applied Accounting
CEI	Discontinue ATC, Marketing and Management within Business Technology program
CEI	Discontinue ATC, Web Development Specialist
CEI	Discontinue AAS/BTC in Office Technology
CWI	Discontinue BTC, Heavy-Equipment Technician 1 and 2
CWI	Discontinue AAS/ACT, Heavy-Equipment Welding and Fabrication
CWI	Discontinue AAS/ATC, Powersports and Small Engine Repair
CWI	Discontinue BTC, Heavy-Duty Truck Technician 1 and 2
LCSC	Add ITC, Web Design option under Business Technology & Service program

<b>Institution</b>	<b>Other Program Changes</b> (Does not require approval but requires notification to OSBE per policy III.G.)
CEI	Program Name Changes <ul style="list-style-type: none"> <li>• Business Technology to Business Management</li> <li>• Web Development to Web Application Development</li> </ul>
CEI	Program Change: <ul style="list-style-type: none"> <li>• Change name of program from AAS for Apprenticeship and Journeyman to AAS, Apprenticeship</li> <li>• Include HVAC programs in the AAS</li> </ul>

**CONSENT**  
**AUGUST 16, 2018**

---

**SUBJECT**

Institution President Approved Alcohol Permits

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institutions mission of educating students.

**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 Regular June 2018 Board meeting. Since that meeting, Board staff has received twenty-five (25) permits from Boise State University, six (6) permits from Idaho State University, nine (9) permits from the University of Idaho and one (1) permits from Lewis-Clark State College.

Attachment 1 lists the alcohol permits that have been approved by the President's since the last Board meeting.

**ATTACHMENTS**

Attachment 1 - List of Approved Permits by Institution

**BOARD ACTION**

I move to accept the report on institution president approved alcohol permits.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**CONSENT  
AUGUST 16, 2018**

**ATTACHMENT 1**

<b>APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY March 2018 – January 2019</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Brandsource Regional Meeting	Stueckle Sky Center		X	6/05/2018
Bronco Dairy Booster Auction	Stueckle Sky Center	X		6/08/2018
Western Watershed Art Auction and Reception	Student Union Building		X	6/09/2018
Singaore CEO Retirement Celebration	Stueckle Sky Center		X	6/17/2018
Buddy Guy	Morrison Center		X	6/21/2018
Salt and Light Summer Gala	Stueckle Sky Center		X	6/21/2018
Idaho SBDC Director Retirement	COBE	X		6/21/2018
Ron White Comedy Show	Morrison Center		X	6/22/2018
Tedeschi Trucks Band	Morrison Center		X	6/23/2018
Intermountain Gas Company Reception	Stueckle Sky Center		X	6/26/2018
The Illusionists Adam Trent	Morrison Center		X	6/26/2018
Financial Seminar	COBE	X		6/27/2018
Janitorial Trade Show	Stueckle Sky Center	X		6/27/2018
Celebration of Life – Ray Flachbart	Stueckle Sky Center		X	7/23/2018
Albertsons Produce Department Celebration	Stueckle Sky Center		X	7/25/2018
Venture College Mixer	Venture College	X		8/09/2018
1988 Nampa High School Class Reunion	Alumni and Friends Center		X	8/11/2018
Bronco Athletics Meeting	Hall of Fame	X		8/16/2018
Around the world Tour	Alumni and Friends Center	X		8/27/2018
NCA 25 <sup>th</sup> Anniversary Commemoration	Student Union Building	X		9/04/2018
EPRC – Energy Policy Research Conference	Student Union Building	X		9/06/2018
IMGMA	Annual Conference Dinner		X	9/13/2018

**CONSENT  
AUGUST 16, 2018**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Make a Wish Fundraiser	Stueckle Sky Center		X	9/17/2018
Shinedown/Godsmack Concert	Taco Bell Arena		X	10/09/2018
ECCO Holiday Party	Stueckle Sky Center		X	12/08/2018

**APPROVED ALCOHOL SERVICE AT  
IDAHO STATE UNIVERSITY  
April 2018 – June 2018**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Idaho State Republication Convention	Holt Arena		X	6/28-29/2018
Bramblla Wedding	Stephens Performing Arts Center		X	7/07/2018
Idaho Falls City Club Annual Meeting	Bennion Student Union Building		X	7/11/2018
Dairy West Board Dinner	Alumni House		X	7/17-18/18
Skyline High – High School Reunion	Bennion Student Union Building		X	7/21/2018
Morton/Campbell Wedding	Stephens Performing Arts Center		X	8/18/18

**CONSENT  
AUGUST 16, 2018**

<b>APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO June 2018 – November 2018</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Thank You Reception Helane Davis	Menard Law Building Foyer	X		6/15/2018
BVBD Celebration	Commons	X		6/29/2018
VIP Winners Presentation and Reception	Bruce Pitman Center	X		7/11/2018
Admin Retreat	Commons	X		8/08/2018
New Faculty Orientation Dinner	Commons	X		8/13/2018
Alpha Phi 90 <sup>th</sup> Reunion	Bruce Pitman Center	X		9/08/2018
Environmental Science 25 <sup>th</sup> Anniversary	Education Building West Lawn	X		9/22/2018
Confucius Institute Day	Legacy Point Idaho Water Center	X		9/25/2018
Vandal Sports Properties Sponsor Hospitality	Kibbie North Field		X	11/10/2018

<b>APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE August 2018</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Art on the Fly Programming	Gallery	X		8/09/2018

**CONSENT**  
**AUGUST 16, 2018**

---

**SUBJECT**

Data Management Council Appointments

**REFERENCE**

June 2016	The Board reappointed Georgia Smith, Don Coberly, Chris Campbell, Matthew Rauch and Shari Ellertson to the Data Management Council. The Board appointed Connie Black to the Data Management Council.
June 2017	The Board reappointed Tami Haft, Carson Howell, Todd King, Heather Luchte, and Vince Miller to the Data Management Council.
October 2017	The Board appointed Luke Schroeder to the Data Management Council.
June 2018	The Board reappointed Chris Campbell, Don Coberly, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen McHugh to the Data Management Council.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Data Access and Transparency

**BACKGROUND/DISCUSSION**

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of the Educational Analytics System of Idaho (EASI) and oversees the creation, maintenance and usage of this system. There are 12 seats on the Council. The Council consists of:

- One representative from the Office of the State Board of Education.
- Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.
- One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in the section above.
- Two representatives from the State Department of Education.
- Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.
- One representative from the Division of Career Technical Education.
- One representative from the Department of Labor.

Each year half of the seats are up for appointment. Each term is two years commencing on July 1<sup>st</sup>. At the June 2018 Regular Board Meeting the Board

**CONSENT**  
**AUGUST 16, 2018**

---

reappointed several members but there were two seats left vacant. A seat reserved for a community college representative become open July 1, due to the completion of Connie Black's term. A seat reserved for a 4-year college or university representative became open July 1, due to the completion of Shari Ellertson's term. The Data Management Council sought nominations of individuals who would be willing to fill those roles and considered those nominations during its annual in-person meeting in mid-July.

**IMPACT**

The appointment of Dale Pietrzak and Dianna J. Renz will result in all seats on the Data Management Council being filled.

**ATTACHMENTS**

Attachment 1 – Current Data Management Council Membership

Attachment 2 – Letter of Interest from Dale Pietrzak

Attachment 3 – Letter of Interest from Dianna J. Renz

**STAFF COMMENTS AND RECOMMENDATIONS**

The Data Management Council met and voted to recommend Dale Pietrzak to the Board for appointment on the Data Management Council. Mr. Pietrzak is currently serving as the Director of Institutional Research and Assessment at the University of Idaho. The Data Management Council also voted to recommend Dianna J. Renz to the Board for appointment on the Data Management Council. Ms. Renz is currently Associate Vice President of Planning, Strategy, and Effectiveness at North Idaho College. The Data Management Council felt that Mr. Pietrzak and Ms. Renz would bring valuable experience and perspective to the Council.

Staff recommends approval.

**BOARD ACTION**

I move to approve the appointment of Dale Pietrzak to the Data Management Council as the representative for a four year college or university for a term effective immediately and expiring on June 30, 2020.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve the appointment of Dianna J. Renz to the Data Management Council as the representative for a community college for a term effective immediately and expiring on June 30, 2020.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT  
AUGUST 16, 2018**

---

**Attachment 1**

**Idaho State Board of Education  
DATA MANAGEMENT COUNCIL  
Current Membership – 7/13/2018**

---

---

Tami Haft  
North Idaho College  
**Term: July 1, 2017 – June 30, 2019**

---

---

Vacant  
Community College  
**Term: July 1, 2018 – June 30, 2020**

---

---

Cathleen McHugh - Chair  
Office of the State Board of Education  
**Term: July 1, 2017 – June 30, 2019**

---

---

Chris Campbell – Vice Chair  
State Department of Education  
**Term: July 1, 2018 – June 30, 2020**

---

---

Todd King  
State Department of Education  
**Term: July 1, 2017 – June 30, 2019**

---

---

Don Coberly  
Boise School District  
**Term: July 1, 2018 – June 30, 2020**

---

---

Heather Luchte - Secretary  
Career & Technical Education  
**Term: July 1, 2017 – June 30, 2019**

---

---

Vacant  
4-year college or university  
**Term: July 1, 2018 – June 30, 2020**

---

---

Vince Miller  
Idaho State University  
**Term: July 1, 2017 – June 30, 2019**

---

---

Matthew Rauch  
Kuna School District  
**Term: July 1, 2018 – June 30, 2020**

---

---

Luke Schroeder  
Kimberly School District  
**Term:  
November 1, 2017 – June 30, 2019**

---

---

Georgia Smith  
Department of Labor  
**Term: July 1, 2018 – June 30, 2020**

---

**CONSENT  
AUGUST 16, 2018**

---

**Attachment 2**

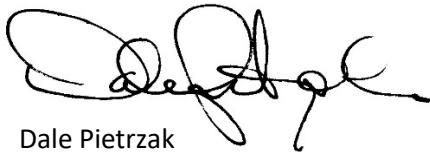
May 23, 2018

Dear Carson and Data Management Council:

I wish to express my interest in being a member of the Data Management Council. I have been involved in data systems, analysis and management in various roles in clinical settings (HIPPA Compliance), k-12 (FERPA Compliance) and Higher Education (FERPA Compliance). As a researcher I have worked with various IRB Boards and processes and am familiar with the various compliance elements relative to the research process as well. I currently serve as the Director of Institutional Effectiveness and Accreditation and for the University of Idaho. In this roll we receive request from internal and external audiences and make determinations about what level and type of data is able to be provided. Additionally we provide/consult with these audiences regarding the type of analysis and analytics that is most likely to be of benefit to them.

I have attached a recent vita if that would be of assistance in this process as well. If there is any additional information that is of assistance please feel free to contact me.

Sincerely,



Dale Pietrzak

Director Institutional Effectiveness & Accreditation  
NWCCU Accreditation Liaison Officer  
Professor in Leadership and Counseling  
Administration Building, Room 201  
875 Perimeter Drive MS 3163  
Moscow, ID 83844-3163  
208-885-7995

To Whom it May Concern:

Please consider this letter as evidence of my interest in serving on behalf of the Idaho community colleges on the statewide Data Management Council. I have served in the field of institutional research within higher education for the past six years, and worked closely with the Wyoming Community College Commission to develop data consistency efforts for community colleges across the state.

During my time working in higher education in the state of Wyoming, the development of a Statewide Longitudinal Database System was a topic of conversation for a number of years. As a part of this project, we researched the work of other states that had been successful in SLDS efforts. By the time I left the state, Wyoming had not succeeded in development of a P-20K SLDS, but some significant movement was made in the right direction.

As an active member of our Wyoming Community Colleges' statewide IR group, I participated in the planning to develop a statewide Business Objects tool that can report comparable data for all Wyoming community colleges. As a part of this effort, we designed a statewide data governance system that addressed creating data definitions with data governance functional groups, and providing input on best measures to use for statewide reporting. Additionally, our statewide IR group worked in collaboration with the Research and Planning office of the Wyoming Department of Workforce Services to obtain employment and wage data of community college graduates.

Although I am new to North Idaho College, I am learning more about the reporting requirements for higher education in the state of Idaho, and am interested in developing open conversations about measures of success and the meaning of specific data points with educational leaders at the State Board of Education. On both the NIC campus and at the state level, I am particularly interested in ensuring leaders have the data they need to make informed decisions.

I would be honored to represent North Idaho College and the State of Idaho in the continuing efforts of the Data Management Council.

Sincerely,

Dianna Renz, Associate Vice President for Planning, Strategy, and Effectiveness



**CONSENT**  
**AUGUST 16, 2018**

---

**IDAHO DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**

Idaho State Rehabilitation Council Membership (Council) Membership

**REFERENCE**

December 2016	Board appointed Robert Atkins to the Council as a representative for business/industry and labor for a term of three years.
April 2017	Board appointed two new members to the Council and re-appointed three current members to the Council.
June 2017	Board appointed Joe Anderson to the Council for a three-year term.
April 2018	Board reappointed Mike Hauser and Suzette Whiting and appointed Sarah Tueller to the Council.
June 2018	Board appointed Kenna Buckner and Darin Lindig to the Council.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 2: EDUCATIONAL ATTAINMENT: Objective C: Access

**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;

**CONSENT**  
**AUGUST 16, 2018**

---

- 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 one (1) re-appointment, (1) nomination and one (1) termination for Board approval: The Council would like to re-appoint Mel Leviton to serve a second term as a representative of the State Independent Living Council. The Council would like to nominate Dwight Johnson to represent the Workforce Development Council. Dwight will fill the vacancy left by Gordon Graff whose 2nd term ends August 31, 2018.

**CONSENT**  
**AUGUST 16, 2018**

---

**IMPACT**

The above (1) re-appointment and (1) nomination will bring the Council membership to a total of (17) seventeen. Minimum composition for the council is 15 members.

**ATTACHMENTS**

Attachment 1 – Current Council Membership

**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 re-appointment of Mel Leviton to the State Rehabilitation Council as a representative for State Independent Living Council for a term of three years effective October 1, 2018, ending September 30, 2021.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes\_\_\_\_\_ No\_\_\_\_\_

I move to approve the appointment of Dwight Johnson to the State Rehabilitation Council as a representative for the Workforce Development Council for a term of three years effective September 1, 2018, ending August 31, 2021.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes\_\_\_\_\_ No\_\_\_\_\_

**CONSENT  
AUGUST 16, 2018**

---

**Attachment 1**

**State Rehabilitation Council Membership as of June 30, 2018**

<b>Members Shall Represent:</b>	<b>Number of Representatives Required</b>	<b>Name</b>	<b>Term Ends</b>
<b>Former Applicant or Recipient</b>	Minimum 1	Joe Anderson	5/31/2020
<b>Parent Training &amp; Information Center...</b>	Minimum 1	Sarah Tueller	6/30/2021
<b>Client Assistant Program</b>	Minimum 1	Dina Flores - Brewer	No end date
<b>VR Counselor</b>	Minimum 1	Suzette Whiting	6/30/2021
<b>Community Rehabilitation Program</b>	Minimum 1	Kenna Buckner	6/30/2021
<b>Business, Industry and Labor</b>	Minimum 4	Lucas Rose	6/30/2020
		Darin Lindig	5/31/2021
		Ron Oberleitner	3/31/2020
		Robert Atkins	12/31/2020
<b>Disability Advocacy groups</b>	No minimum or maximum	Molly Sherpa	3/31/2020
		Janice Carson	3/31/2020
		Mike Hauser	2/28/2021
<b>State Independent Living Council</b>	Minimum 1	Mel Leviton	9/30/2018
<b>Department of Education</b>	Minimum 1	Kenrick Lester	6/30/2020
<b>Director of Vocational Rehabilitation</b>	Minimum 1	Jane Donnellan	No end date
<b>Idaho's Native American Tribes</b>	Minimum 1	Ramona Medicine Horse	No end date
<b>Workforce Development Council</b>	Minimum 1	Gordon Graff/vacating	8/31/2018
		17 Members	

6/22/2018

**CONSENT**  
**AUGUST 16, 2018**

---

**SUBJECT**

Accountability Oversight Committee (Committee) Appointment

**REFERENCE**

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee.
June 2015	Board approved second reading to amend Board Policy I.Q.
April 2016	Board approved second reading of amendment to Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special education.
June 2017	Board approved reappointment of John Goedde and Jackie Thomason.
June 2018	Board approved reappointment of Julian Duffey, Rob Sauer, and Roger Stewart.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.Q.  
Accountability Oversight Committee

**BACKGROUND/DISCUSSION**

The Committee was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. It provides oversight of the K-12 statewide assessment system, ensures effectiveness of the statewide system, and recommends improvements or changes as needed to the Board.

The Committee consists of:

- The Superintendent of Public Instruction or designee,
- Two Board members, and
- Five at-large members appointed by the Board, one of whom must have a special education background.

On July 20, Jackie Thomason notified Board staff that, due to other professional commitments, she was resigning her position on the Accountability Oversight Committee. She has been a member of the committee since its inception and is the outgoing Chair.

The Accountability Oversight Committee discussed the vacancy at its meeting on July 30, 2018, and determined that they would recommend a school district employee with a focus in assessment and accountability fill the vacancy. The committee recommends Jodie Mills for appointment to the committee.

**CONSENT**  
**AUGUST 16, 2018**

---

Jodie Mills is the Chief Academic Officer for the Caldwell School District, a position she has held since July 2012. Her role includes administration and supervision of academic and assessment services. She was previously the Systems Improvement Coordinator for the Idaho State Department of Education, supporting implementation of school improvement plans and guiding schools and districts in using data to identify strengths and weaknesses in their system. Ms. Mills also has extensive experience working with school districts and schools, including as a Principal, Assistant Principal, Director of Testing, Director of Federal Programs, and as a Science and Physical Education Teacher. Jodie Mills has a Bachelor of Science in Secondary Education from Western Montana College, a Masters of Education from University of Idaho, and an Education Specialist in Education Leadership / Superintendent from University of Idaho. Her resume is provided as Attachment 2.

**IMPACT**

Approval of Jodie Mills will fill all the at-large seats on the Committee.

**ATTACHMENTS**

Attachment 1 – Current Accountability Oversight Committee Membership  
Attachment 2 – Jodie Mills Resume

**STAFF COMMENTS AND RECOMMENDATIONS**

In order to maintain the rolling committee member terms appointments to seats that become vacant prior to the end of the term are made for the remainder of the term they are filling. Jackie Thomason's term expires on June 30, 2019. Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making at-large appointments to the Committee, consideration should be given to the appointees' background, representative district / school size, and regional distribution. Staff recommends approval.

**BOARD ACTION**

I move to approve the appointment of Jodie Mills to the Accountability Oversight Committee effective immediately and ending on June 30, 2019.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

**ACCOUNTABILITY OVERSIGHT COMMITTEE  
JULY 2018**

---

State Board of Education Member –  
Ex-Officio

Debbie Critchfield

---

State Board of Education Member –  
Ex-Officio

Linda Clark

---

Superintendent of Public Instruction or Designee –  
Ex-Officio

Pete Koehler (Designee)  
Deputy Superintendent  
State Department of Education

---

Member At Large and Committee Chair  
Term: July 1, 2017- June 30, 2019

Vacant

---

Member At Large  
Term: July 1, 2017-June 30, 2019

John Goedde  
Former Idaho State Senator  
Former School Board Trustee, Coeur d'Alene District  
#271

---

Member At Large  
Term: July 1, 2018 - June 30, 2020

Roger Stewart  
Professor, College of Education  
Boise State University

---

Member At Large  
Term: July 1, 2018 - June 30, 2020

Rob Sauer  
Superintendent  
Homedale School District #370

---

Member At Large (Special Education)  
Term: May 19, 2018 - June 30, 2020

Julian Duffey  
Special Education Director  
Bonneville Joint School District #93

---

Board Staff Support

Alison Henken  
K-12 Accountability and Projects Program Manager  
Office of the State Board of Education  
[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
208-332-1579

---

## Jodie M. Mills

6101 South Tarrega Lane • Meridian, Idaho 83642  
Phone: 208.431.4145 • E-Mail: tcjod@hotmail.com



### Objective

---

Seeking appointment to the Accountability Oversight Committee.

### Experience

---

#### Chief Academic Officer

July 2012 – Current

##### *Caldwell School District #132*

- Administration and supervision of development plans for facilitating professional development programs for teachers and school leaders.
- Administration and supervision of academic and assessment services, including intervention programs. Oversight of the development and monitoring strategies to ensure achievement of performance outcomes and learning goals.
- Collect and analyze all state and district testing data and prepare reports for administration and teachers. Analyze student achievement data with recommendations of strengths, weaknesses and overall trends with sub-populations.
- Administration, supervision and maintenance of all federal and state education budgets associated to all education programs and federal programs.

#### Education Solutions Manager

July 2011 – July 2012

##### *SchoolNet, Inc.*

- Management and supervision of *SchoolNet* deployment: Drafting and implementing overall project plan including risks, milestones, issues, deliverables and timelines
- Management and supervision of all project plans: Professional development, support, communication, assessment, curriculum, strategic planning, data and quality assurance.
- Supervision of all personnel including recommendations for hiring/termination, workload, delegating of assignments, staff training, monitoring and evaluating performance, initiating corrective or disciplinary actions.

#### Systems Improvement Coordinator

July 2009 – July 2011

##### *Idaho State Department of Education*

- Management, implementation and coordination of all school improvement plans for districts and schools identified as "persistently low achieving".
- Collect and analyze all state and district testing data and prepare reports for administration and teachers. Analyze student achievement data with recommendations of strengths, weaknesses and overall trends with sub-populations.
- Provide specific technical assistance and professional development to districts and schools in areas identifies as weak, specifically working with building and district leadership teams.



**Jodie M. Mills**



**Principal**

**July 2007 – July 2009**

***Burley High School - Cassia County School District #151***

- Administration and supervision of all classroom instruction, standards and benchmark implementation, progress monitoring and formative/summative assessments, and teacher effectiveness.
- Administration and development of all building maintenance and operations including all safety inspections and incident reporting.
- Supervision of all personnel including recommendations for hiring/termination, workload, delegating of assignments, staff training, monitoring and evaluating performance, initiating corrective or disciplinary actions.
- Administration, supervision and maintenance of all building budgets.

**Director of Testing, Data Analysis and Technology**

**July 2009 – July 2011**

***Cassia County School District #151***

- Administration and supervision of all assessments including training, implementation, policies and procedures.
- Administration and oversight of testing, technology and curriculum, including development and monitoring strategies.
- Collect and analyze all state and district testing data and prepare reports for administration and teachers. Analyze student achievement data with recommendations of strengths, weaknesses and overall trends with sub-populations.
- Administration, supervision and maintenance of all assessment and technology plans and budgets.

**Director of Federal Programs and Assessments**

**July 1999 – July 2004**

***Minidoka County School District #331***

- Administration and supervision of all federal and state program requirements, mandates, policies and procedures.
- Administration and supervision of all assessments including training, implementation, policies and procedures.
- Collect and analyze all state and district testing data and prepare reports for administration and teachers. Analyze student achievement data with recommendations of strengths, weaknesses and overall trends with sub-populations.
- Administration, supervision and maintenance of all testing and federal program plans and budgets.

**Assistant Principal**

**January 1997 – July 1999**

***Heyburn Elementary – Minidoka County School District #331***

- Administration and supervision of all student discipline, strategies, interventions and incentives.
- Collect and analyze all state, district and school testing data and prepare reports for administration and teachers. Analyze student achievement data with recommendations of strengths, weaknesses and overall trends with sub-populations.

**Jodie M. Mills**



**Science/PE Teacher**

**Minico High School - Minidoka County School District #331**

- General classroom teacher in the area(s) of Biology, Human Anatomy, AP Biology, Honors Biology and Biochemistry; Physical Education and Weights for grades 10-12
- Head Varsity Girls Basketball Coach (1992 – 1999), Assistant Girls Volleyball and Softball Coach (1994, 1996-1998).

**Education**

---

- **Education Specialist in Education Leadership/Superintendent** **May, 2005**  
*University of Idaho – Moscow, Idaho*
- **Masters of Education/Education Administration** **May, 1999**  
*University of Idaho – Moscow, Idaho*
- **Bachelor of Science: Secondary Education** **May, 1989**  
*Western Montana College – Dillon, Montana*

**Education Credentials**

---

**State of Idaho**

**Expire: September 1, 2019**

- Administrator: Superintendent
- Administrator: School Principal (K-12)
- Standard Secondary
  - Biological Sciences (6-12)
  - Physical Education (K-12)
  - Physical Education & Health (6-12)

**References**

---

- **Dr. Shalene French** – Superintendent, Caldwell School District #132  
208-455-3300
- **Wendy Johnson** – Superintendent, Kuna School District #3  
208-922-1000
- **Melissa Langan** – Principal, Caldwell School District #132  
208-697-4652
- **Leigh Peebles** – Principal, Caldwell School District #132  
208-615-6691

**CONSENT**  
**AUGUST 16, 2018**

---

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Alcohol During Tailgating

**REFERENCE**

2007-2017	Each year the Board has approved a request to establish secure areas for pre-game activities that serve alcohol for the football season.
October 2017	The Board approved revisions to Board Policy I.J. subsection 2.c. and 2.d. establishing designated area's for alcohol service in conjunction with student athletic events and allowing for the consumption of alcohol by game patrons in tailgating areas with prior Board approval.
June 2018	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2018 football season.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.J. – Use of Institutional Facilities and Services With Regard to the Private Sector  
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions  
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

**ALIGNMENT WITH STRATEGIC PLAN**

Tailgating activities that serve alcohol are a non-strategic, Board governance agenda item.

**BACKGROUND / DISCUSSION**

Board policy allows consumption of alcohol on campus in conjunction with athletic events provided an acceptable operations and management plan has been provided and approved by the Board annually at the June Board meeting. During the 2007 through 2017 football seasons, Idaho State University operated and managed such plans with Board approval. Those ten years of operation have had no significant adverse incidents and the atmosphere has been operated and managed in a positive and fan- and family-friendly manner.

In accordance with approval granted by the Board for the 2017 football season, Idaho State University reports that the program in place worked well and there were no reports of violations of the policy or Board approved conditions, nor were there incidents of underage drinking. Idaho State University is continuing to work with campus Public Safety, the Pocatello City Police Department, and other officials to provide a controlled area for service of alcohol prior to home football games.

**CONSENT**  
**AUGUST 16, 2018**

---

Idaho State University requests Board approval pursuant to SBOE Policy I.J.2.d. to allow consumption of alcohol by home football game patrons who tailgate in designated areas on ISU's campus in Pocatello. Idaho State University will follow all requirements of the Board policy regarding alcohol consumption at tailgating.

The parking lots designated in Attachment 1 will be those used for tailgating where private alcohol may be consumed. Within these areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state laws and regulations governing alcohol usage, including minor in possession and public intoxication.

The timeframe for tailgating each game day that may be authorized by the President shall take place no longer than from between 10:00 am and 10:00 pm. Alcoholic beverages must be in an opaque container without labels or branding of alcohol manufacturers or distributors. Game patrons will not be allowed to take alcohol outside the designated tailgate areas. Idaho State University will not sell alcohol or serve alcohol in the tailgate areas or license or allow any vendor to sell or dispense alcohol in the tailgate area. Only private individuals who are authorized to be in the tailgate area may bring alcohol for personal consumption and that of their guests.

Patrons must access these lots through the marked entrances only.

**IMPACT**

Approval will allow for the consumption of alcohol by game day patrons in the identified parking lots for a time specified by the President, but no longer than the hours between 10:00 am and 10:00 pm.

**ATTACHMENTS**

Attachment 1 - Map of Designated Tailgating Area

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy I.J. allows for the chief executive officer to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are

**CONSENT**  
**AUGUST 16, 2018**

---

consistent with the proper image and the mission of the institution.” Amendments made to Board Policy I.J. at the October 2017 Regular Board meeting expanded options for institutions, with Board approval, to serve alcohol in conjunction with NCAA student athletic events under specific conditions and specified locations, including the option to establish “tailgating areas” in Board approved areas and times. Board Policy I.J. requires proposal for alcohol service in conjunction with student athletic events to be submitted to the Board in June.

Idaho State University’s proposal will establish four areas identified in Attachment 1 where game day patrons may consume alcohol and will allow the institution president to set the times as long as they are within the hours of 10:00 am and 10:00 pm. Idaho State University submitted a request to allow alcohol service in conjunction with pre-game events to the Board at the June Board meeting in compliance with the policy requirement. This request did not include a request for approval of alcohol consumption in tailgating areas. Approval of this request at the August Board meeting will require the Board to waive the June submittal requirement.

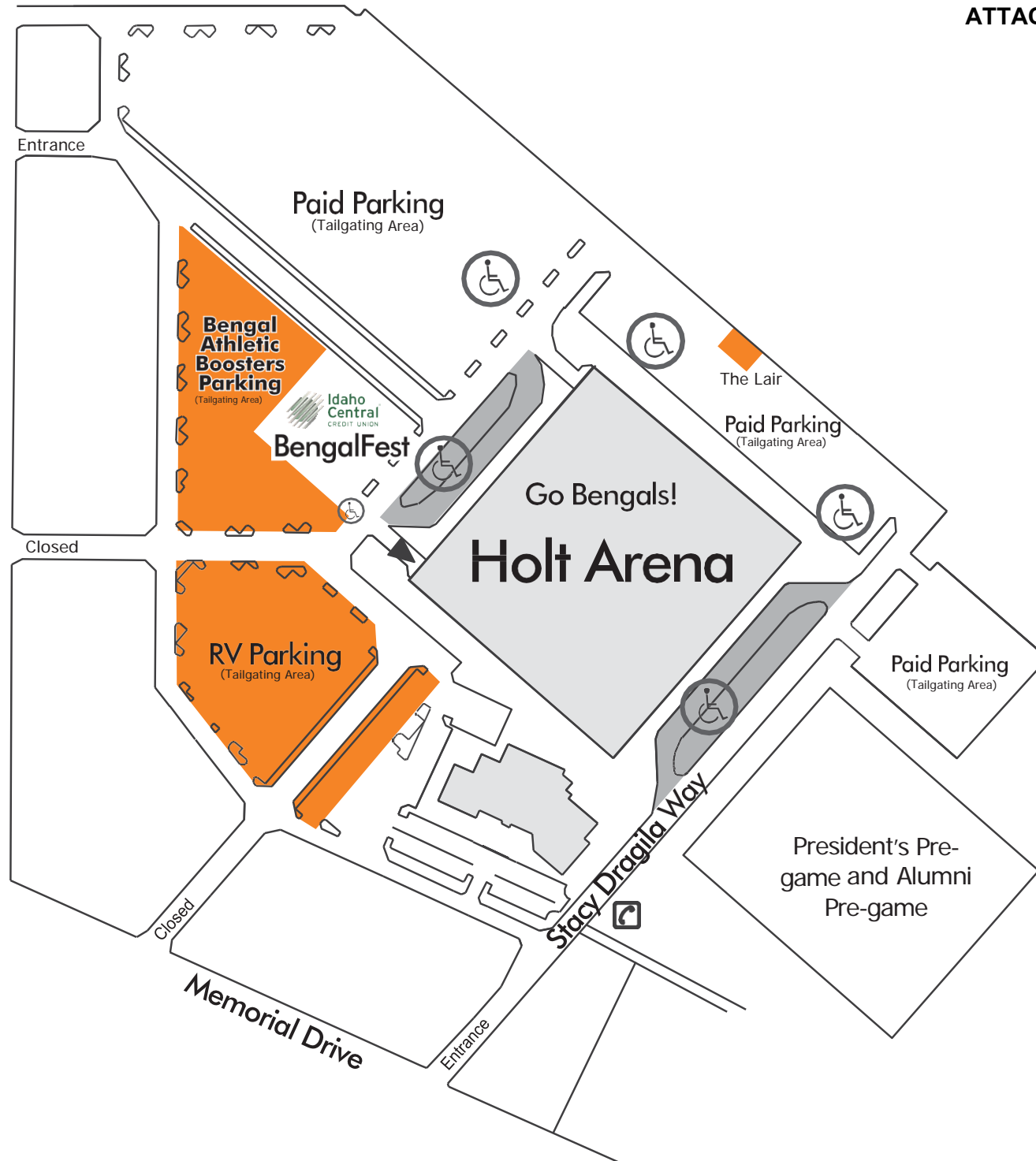
**BOARD ACTION**

I move to waive the requirement in Board Policy I.J.2.c that “Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board’s regularly scheduled June Board meeting for the ensuing year” one-time for this request.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve the request by Idaho State University for authority to establish tailgating areas where consumption of alcohol by game patrons may occur in the parking lots designated in Attachment 1, and under the conditions set forth in this request, in full compliance with all provisions of Board policy I.J.2 during the 2018 football season.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**CONSENT**  
**AUGUST 16, 2018**

---

**BOISE STATE UNIVERSITY**

**SUBJECT**

Alcohol during tailgating for the 2018 football season, post-season, Famous Idaho Potato Bowl, and 2019 Spring Game

**REFERENCE**

2013-2017	The Board approved yearly requests to establish secure areas for activities that serve alcohol for the football season, post-season, and spring football game.
October 2017	The Board approved revisions to Board Policy I.J. subsection 2.c. and 2.d. establishing designated area's for alcohol service in conjunction with student athletic events and allowing for the consumption of alcohol by game patrons in tailgating areas with prior Board approval.
June 2018	Board approved a request to allow alcohol service in secure areas for pre-game activities that serve alcohol for the 2018 football season, post-season, Famous Idaho Potato Bowl and 2019 Spring Game. The Board did not take action on a proposal to allow alcohol in designated tailgating areas. The Board denied a request to expand alcohol service to DeChevrieux Field for pregame football activities and the Alumni and Friends Center for pregame basketball activities.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.J – Use of Institutional Facilities and Services with Regard to Private Sector  
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.  
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: A Well Educated Citizenry  
Objective A: Access / Objective D: Quality Education

**BACKGROUND/DISCUSSION**

Boise State University (BSU) seeks to enhance the gameday experience by ensuring secure, safe and enjoyable spaces for patrons to gather prior to games. Athletic events serve as strategic opportunities to build relationships with friends, alumni and donors, which often result in contributions that impact scholarships and academic programs for all students.

**CONSENT**  
**AUGUST 16, 2018**

---

Current Board policy allows Idaho institutions to seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA sporting events. For the past twelve seasons, the BSU has consistently received Board approval for the allowance of alcohol service in the Stueckle Sky Center as well as other locations. The University has a history of running successful events with no serious issues or incidents related to the service of alcohol.

In October of 2017, the Board amended Board Policy I.J. to allow alcohol to be consumed, with prior Board approval, at private tailgate spaces that are leased to patrons for home games. The policy now requires BSU to seek approval annually to designate specific parking lots and/or areas of university grounds that will be used for tailgating where alcohol may be consumed by game day patrons.

Accordingly, BSU seeks approval to designate the parking and other limited areas shown in orange in Attachment 1 as tailgate areas for the 2018-2019 football season including the postseason, the Famous Idaho Potato Bowl, and the spring 2019 scrimmage. This includes both traditional parking lot spaces along with some grassy areas where patrons lease small canopies that function the same as traditional parking spaces, albeit without cars. Access to these areas on game day is limited to marked and, in some cases, barricaded entrances where patrons must show proof of authorization to enter.

The University will follow all requirements of Board policy regarding alcohol consumption for tailgating as set forth in Board Policy I.J. Within the tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state laws and regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages, public intoxication, and Boise City Code 6-01-15, Unlawful Consumption of or Possession of Alcoholic Beverages in a Public Place.

The game day timeframe during which tailgating with alcohol consumption that may be authorized by the President will fall between 10:00 AM and 10:00 PM, per Board policy. Generally, access to tailgate spaces is limited to four hours before kickoff and lasts until one hour after the game ends; however, this can vary depending on kickoff time and the day of the week that the game is scheduled. Because of this variance, the University seeks approval to allow tailgating for some or all of the time on each game day, between the hours of 10:00 AM and 10:00 PM, as authorized by the President.

Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area. The University will not sell alcohol, serve alcohol in the tailgate area nor license, or allow any vendor to sell or dispense alcohol in the tailgate area. Only game patrons who have purchased a



**CONSENT**  
**AUGUST 16, 2018**

---

space may bring alcohol into the tailgate area for personal use by themselves and their guests.

**IMPACT**

Approval will allow Boise State University to provide pre-game fan experiences for game patrons who leased or licensed tailgate spaces and their private guests. The University does not anticipate any added expense with the new policy as security has been in place in years past for all tailgate areas. This plan also aligns with provisions provided for in the Boise City Code, and thus matches enforcement plans of Boise City Police.

**ATTACHMENT**

Attachment 1 – Layout – Tailgate areas

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy I.J. allows for the chief executive officer to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and...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.” Amendments made to Board Policy I.J. at the October 2017 Regular Board meeting expanded options for institutions, with Board approval, to serve alcohol in conjunction with NCAA student athletic events under specific conditions and specified locations, including the option to establish “tailgating areas” in specific parking lots or limited areas of university grounds and times with prior Board approval. Board Policy I.J. requires proposal for alcohol service in conjunction with student athletic events to be submitted to the Board in June.

Boise State University submitted a proposal to allow the consumption of alcohol by game patrons in designated areas for the June Board meeting. The Board did not take action on that request at the June Board meeting. Boise State University’s proposal will establish four areas identified in Attachment 1 where game day patrons may consume alcohol and will allow the institution president to set the times as long as they are within the hours of 10:00 am and 10:00 pm. Boise State University’s request includes designating a large portion of DeChevrieux Field as an tailgating area where the consumption of alcohol will be allowed. Board Policy I.J. does allow for “parking lots or limited areas of university grounds with

**CONSENT**  
**AUGUST 16, 2018**

---

controlled access” to be designated. The Board rejected a request by Boise State University to designate DeChevrieux Field as an approved location for alcohol service by the institution.

**BOARD ACTION**

I move to approve the request by Boise State University to establish tailgating areas as identified in orange shading in Attachment 1 under the conditions set forth in this request and in compliance with the provisions set forth in Board policy I.J.2. for the 2018-2019 football season, including the postseason, the Famous Idaho Potato Bowl, and the spring 2019 scrimmage.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

CONSENT  
AUGUST 16, 2018

Boise State University  
2018 Football Season  
Tailgate Areas



**CONSENT**  
**AUGUST 16, 2018**

---

**DEPARTMENT OF EDUCATION**

**SUBJECT**

Appointments to the Bias and Sensitivity Committee

**REFERENCE**

November 2014	Board appointed thirty (30) committee members for a two (2) or four (4) year term. A list of ninety (90) additional members were appointed to perform a one-time review.
February 2015	Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
August 2016	Board approved the appointment of committee members.
December 2016	Board disapproved the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item.
August 2017	Board approved the appointment of committee members.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-134, Idaho Code - Assessment Item Review Committee

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: A Well Educated Citizenry, Objective D: Quality Education

**BACKGROUND/DISCUSSION**

In accordance with Section 33-134, Idaho Code, the State Department of Education (Department) recommended and the State Board of Education appointed a review committee to ensure that parents, teachers, administrators, and school board members in Idaho's public education system have the opportunity to review the types and kinds of questions used on state assessments. The law requires a committee of thirty (30) individuals in each of the six (6) educational regions in the state. Each region is represented by two (2) parents, one (1) teacher, one (1) school board member, and one (1) public or charter school administrator. Committee members shall serve a term of four (4) years.

This committee is to review all summative computer adaptive test questions for bias and sensitivity. The committee is authorized to make recommendations to revise or eliminate computer adaptive test questions from the Idaho Standards Assessment Test in English Language Arts/Literacy and Mathematics.

The Department recommends the following people to serve 4-year terms on the Bias and Sensitivity Committee, expiring June 30, 2022: Bill Rutherford (Region 1

**CONSENT**  
**AUGUST 16, 2018**

---

District Administrator), Robin Merrifield (Region 1 District Administrator), Judy K. Novobielski-Muhs (Region 1 District Administrator), David Brinkman (Region 1 School Board Member), Becca Anderson (Region 3 District Administrator), Craig Woods (Region 3 District Administrator), Tanya Koyle (Region 3 Parent), Dionicio Pena (Region 3 School Board Member), Gary Birch (Region 4 Parent), Kathy Millar (Region 4 Parent), Todd Hubbard (Region 4 School Board Member), Darlene Matson Dyer (Region 4 Teacher), Barbara Dee Jones (Region 4 Teacher), Carmelita Benitez (Region 5 District Administrator), Michael Mendive (Region 5 District Administrator), Shawna Sprague (Region 5 Parent), Hayden Raini (Region 5 Parent), Laura Wallis (Region 6 Parent), Lisa Marlow (Region 6 School Board Member), Bonnie Warne (Region 6 Teacher), Ashley Shaffner (Region 6 Teacher) and Cindy Romney (Region 6 Teacher).

**IMPACT**

Appointment of Bias and Sensitivity Committee members ensures statutory compliance.

**ATTACHMENTS**

Attachment 1 – Bias and Sensitivity Committee Members

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-134, Idaho Code, the Bias and Sensitivity Committee is charged with reviewing any new test items that have been added to any summative computer adaptive test, this includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status.

**BOARD ACTION**

I move to approve the request by the State Department of Education to appoint Bill Rutherford, Robin Merrifield, Judy K. Novobielski-Muhs, David Brinkman, Becca Anderson, Craig Woods, Tanya Koyle, Dionicio Pena, Gary Birch, Kathy Millar, Todd Hubbard, Darlene Matson Dyer, Barbara Dee Jones, Carmelita Benitez, Michael Mendive, Shawna Sprague, Hayden Raini, Laura Wallis, Lisa Marlow, Bonnie Warne, Ashley Shaffner and Cindy Romney to serve on the Bias and Sensitivity Committee.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Bias and Sensitivity Committee Members 2018**

APPROVED	REGION	ROLE	FIRST	LAST	TERM EXPIRES	EXTEND	NEW
Aug-16	1	District Administrator	Bill	Rutherford	6/30/2022	Extend	
Aug-16	1	District Administrator	Robin	Merrifield	6/30/2022	Extend	
Aug-16	1	District Administrator	Judy K.	Novobielski-Muhs	6/30/2022	Extend	
Aug-16	1	Parent	Timothy	Hunt	6/30/2020		
Aug-16	1	School Board Member	David	Brinkman	6/30/2022	Extend	
Aug-16	1	Teacher	Mary Lee	Ruch	6/30/2020		
Aug-16	1	Teacher	George	Ives	6/30/2020		
Aug-16	1	Teacher	Jared	Hughes	6/30/2020		
Aug-16	2	District Administrator	James	Doramus	6/30/2020		
Aug-16	2	Parent	Susan	Rigg	6/30/2020		
Aug-16	2	School Board Member	Dawn	Fazio	6/30/2020		
Aug-16	2	School Board Member	John	Menter	6/30/2020		
Aug-16	3	District Administrator	Becca	Anderson	6/30/2022		New
Aug-16	3	District Administrator	Craig	Woods	6/30/2022	Extend	
Aug-16	3	Parent	Cindy	Thorngren Fennell	6/30/2020		
Aug-16	3	Parent	Tanya	Koyle	6/30/2022	Extend	
Aug-16	3	School Board Member	Dionicio (Don)	Pena	6/30/2022	Extend	
Aug-16	3	Teacher	Frank	Robinson	6/30/2020		
Aug-16	3	Teacher	Marie	Thomas	6/30/2020		
Aug-16	4	District Administrator	Angela	Davidson	6/30/2020		
Aug-16	4	District Administrator	Marcia	Grabow	6/30/2020		
Aug-16	4	Parent	Mandy	Baker	6/30/2020		
Aug-16	4	Parent	Olga	Maza-Santos	6/30/2020		
Aug-16	4	Parent	Gary	Birch	6/30/2022	Extend	
Aug-16	4	Parent	Kathy	Millar	6/30/2022	Extend	
Aug-16	4	School Board Member	Todd	Hubbard	6/30/2022		New
Aug-17	4	School Board Member	Teresa	Berry	6/30/2021		
Aug-16	4	Teacher	Darlene Matson	Dyer	6/30/2022	Extend	
Aug-16	4	Teacher	Barbara Dee	Jones	6/30/2022	Extend	
Aug-16	5	District Administrator	Carmelita	Benitez	6/30/2022	Extend	
Aug-16	5	District Administrator	Michael	Mendive	6/30/2022	Extend	
Aug-16	5	Parent	Shawna	Sprague	6/30/2022	Extend	
Aug-16	5	Parent	Tara	Jensen	6/30/2020		
Aug-16	5	Parent	Kris	Wilkinson	6/30/2020		
Aug-16	5	Parent	Hayden	Raini	6/30/2022		New
Aug-16	5	School Board Member	Brooke	Palmer	6/30/2020		
Aug-16	5	School Board Member	David	Mattson	6/30/2020		
Aug-16	5	School Board Member	Janie	Gebhardt	6/30/2020		
Aug-16	5	School Board Member	Dan	Lau	6/30/2020		
Aug-16	5	Teacher	La Nae	Robinson	6/30/2020		
Aug-16	5	Teacher	Teresa	Jackman	6/30/2020		
Aug-16	6	District Administrator	Darnea	Lam	6/30/2020		
Aug-16	6	District Administrator	Gail	Rochelle	6/30/2020		
Aug-16	6	Parent	Laura	Wallis	6/30/2022	Extend	
Aug-16	6	Parent	Joy	McDaniel	6/30/2020		
Aug-16	6	School Board Member	Marlow	Lisa	6/30/2022		New
Aug-16	6	Teacher	Bonnie	Warne	6/30/2022	Extend	
Aug-16	6	Teacher	Schaffner	Ashley	6/30/2022	Extend	
Aug-16	6	Teacher	Cindy	Romney	6/30/2022	Extend	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>IDAHO STATE UNIVERSITY ANNUAL PROGRESS REPORT</b>	Information Item
2	<b>DIVISION OF CAREER TECHNICAL EDUCATION ANNUAL PROGRESS REPORT</b>	Information Item
3	<b>HIGHER EDUCATION TASK FORCE – GUIDED PATHWAYS WORKGROUP</b>	Information Item
4	<b>DATA DASHBOARD UPDATE</b>	Information Item
5	<b>BOARD POLICY I.Q. ACCOUNTABILITY OVERSIGHT COMMITTEE – FIRST READING</b>	Motion to Approve
6	<b>BOARD POLICY IV.I. EASTERN IDAHO TECHNICAL COLLEGE – FIRST READING</b>	Motion to Approve
7	<b>PROPOSED RULE 08-0104-1801 – RESIDENCY (POSTSECONDARY TUITION)</b>	Motion to Approve
8	<b>PROPOSED RULE 08-0113-1801 – RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP</b>	Motion to Approve
9	<b>PROPOSED RULE 08-0202-1802 – RULES GOVERNING UNIFORMITY – ALTERNATE ROUTE TO ADMINISTRATOR CERTIFICATION</b>	Motion to Approve
10	<b>PROPOSED RULE 08-0202-1803 – RULES GOVERNING UNIFORMITY – EDUCATOR CREDENTIAL TECHNICAL CORRECTIONS/CLARIFICATION</b>	Motion to Approve
11	<b>PROPOSED RULE 08-0202-1804 – RULES GOVERNING UNIFORMITY – PROFESSIONAL ENDORSEMENT</b>	Motion to Approve

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

12	<b>PROPOSED RULE 08-0202-1805 – RULES GOVERNING UNIFORMITY – CAREER TECHNICAL EDUCATOR CERTIFICATION - ENDORSEMENTS</b>	Motion to Approve
13	<b>PROPOSED RULE 08-0203-1804 – RULES GOVERNING THOROUGHNESS – CAREER TECHNICAL EDUCATION – CONTENT STANDARDS – INCORPORATED BY REFERENCE</b>	Motion to Approve
14	<b>PROPOSED RULE 08-0501-1801 – RULES GOVERNING SEED CERTIFICATION</b>	Motion to Approve
15	<b>PROPOSED RULE 47-0102-1801 – RULES GOVERNING EXTENDED EMPLOYMENT SERVICES</b>	Motion to Approve
16	<b>PROPOSED RULE 55-0103-1801 – RULES OF CAREER TECHNICAL SCHOOLS – CAREER TECHNICAL SCHOOL FUNDING FORMULA</b>	Motion to Approve



**IDAHO STATE UNIVERSITY**

**SUBJECT**

Idaho State University Annual Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 1: Educational System Alignment

GOAL 2: Educational Attainment

**BACKGROUND/DISCUSSION**

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

Idaho State University utilizes an Institutional Effectiveness and Assessment Council framework to support mission fulfillment. Use of ISU's strategic plan drives the college's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management, and the Legislative Services Office.

**IMPACT**

The annual progress report allows the Board to have an in-depth discussion with the institution regarding the progress they are making toward their strategic plan goals as well as the Board's goals and objectives.

**ATTACHMENTS**

Attachment 1 – Annual Progress Report

**STAFF COMMENTS AND RECOMMENDATIONS**

As part of Idaho State University's annual progress report the Board will have the opportunity for an informal discussion with a group of students to discuss their experiences at Idaho State University.

**BOARD ACTION**

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

ATTACHMENT 1



# Idaho State

---

## UNIVERSITY

### Progress Report

| July 13, 2018 |

## **Strategic Plan Implementation**

In 2016, ISU adopted a formalized strategic planning model that is process oriented, inclusive in nature and transparent. The 10-step planning model requires extensive interaction between a diverse group of participants by using analyzed data, validated perceptions and their organizational experiences to support the progression through the sequential steps. The interaction and discussion help the group create each of the products. If the group cannot come to a consensus or the step isn't completed to the established standard, then the organization cannot move on to the next step. This process proved itself when creating the University plan but also the other eight college, department and program plans that have followed.

During the development of the products, the experiences and perspectives of a diverse group of faculty, staff, students, and community stakeholders adds to the quality of the plan. This level of inclusion also supports greater buy-in of the plan by the group members as well as their associates. Creating this level of diversity and inclusion is a requirement by the groups asking Institutional Effectiveness to facilitate their planning process.

Regarding transparency, all of the products created throughout the process are shared online and through email at various times with the University as a whole. During the University's planning process, there were multiple feedback sessions for internal and external constituents. The planning group reviewed the feedback and incorporated some of the recommendations into the final products. When creating ISU's strategic plan, as well as the objectives' action plans, ISU has invited the public, local and regional businesses, and state and federal government agencies participate. The stakeholders involvement in the planning process was very well received, and their input was valuable to the planning process. By using an automated dashboard, ISU's leadership can quickly see shortcomings in achieving those objectives based on the outcomes of the measures. In 2018, ISU will transition to Watermark's Taskstream, a nationally recognized enterprise system, that will support the entire campus.

Implementation of the new strategic plan began with the development of action plans. Four project action teams, composed of 20-25 faculty, staff, students and stakeholders, conducted a thorough analysis of the assigned strategic objective using products developed during the planning process. The teams focused on the goals and objectives to create action plans. Once developed, the group presented each action plan to the Institutional Effectiveness and Assessment Council's (IEAC) Steering Committee for review, and final approval was given by President Vailas. Of the nine action plans created, six were approved for implementation. Additionally, objective #4 will be implemented in fiscal year 2019. The delay in implementation of this objective was due to a change in leadership at the presidential level.

The University began immediate implementation of two action plans that did not require special funding, and the two plans are at different stages of execution. The IEAC ranked the remaining action plans against other university priorities during the budget prioritization process. Objectives that are focused on student recruitment, marketing and community interaction remain top priorities. In regards to the retention objective, university-wide discussions resulted in significant changes made in student-centric programs throughout the latter half of the fiscal year. There are high expectations that these changes will result in positive advancement of ISU's retention numbers in FY2019.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 15, 2018**

**ATTACHMENT 1**

**Enrollment Numbers**

ISU continues to see gains in Idaho resident enrollment. In Fall 2017 end of term, the institution saw undergraduate Idaho resident new first-time students increase by 143, or 9 percent.

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	
Total Annual Enrollment Full-Time Equivalency (FTE) <sup>1</sup>	10,808	10,589	10,233	9,960		
- Career Technical	810	788	771	747		
- Undergraduate	7,861	7,759	7,378	7,108		
- Graduate	2,137	2,042	2,084	2,105		
Total new degree-seeking undergraduate students <sup>7</sup>	2,287	1,925	1,777	1,811		
- Idaho Resident	1,630	1,562	1,500	1,643		
- Non-resident	150	143	143	110		
- International	507	220	134	58		
1. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.						
7. New students in the summer semester enrolled in the subsequent fall semester are counted as “new” in the fall semester.						
Performance Measure	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	
Goal 1: Grow Enrollment						
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.						
1. Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 18-22 by 20% (450).	actual	2,648	2,306	2,249	2,282	-----
	target					2,702
1.1 Increase full-time, degree-seeking undergraduate enrollment for FYs 18-22 by 18% (291).	actual	2,012	1,710	1,611	1,658	-----
	target					1,905
1.2 Increase graduate degree-seeking student enrollment for FYs 18-22 by 20% (128).	actual	636	596	638	624	-----
	target					698
Idaho State Board Of Education System-Wide Strategic Plan Measures						
1. a. Number of students enrolled in ISU’s Early College Program (SBOE system-wide Strategic Plan Measure)	actual	2,232	2,435	3,012	3,001	-----
	target	1,800	2,344	2,344	2,344	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 15, 2018**

**ATTACHMENT 1**

**Retention Rates**

<b>Performance Measure</b>		<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
<b>Goal 2: Strengthen Retention</b>						
Objective: Improve undergraduate student retention rates by 5% by 2022.						
2. Fall-to-fall, full-time, first-time bachelor degree seeking student retention rate FYs 18-22 <b>Benchmark Definition:</b> A 5% increase in fall-to-fall full-time, first-time bachelor degree- seeking student retention rate beginning from AY 16 (69%) retention numbers (SBOE benchmark -- 80%).	actual	73%	72%	69%	65%	-----
	target					74%
<b>Idaho State Board Of Education System-Wide Strategic Plan Measures</b>						
2. a. Retention rate of degree seeking first-time students <sup>1</sup> (SBOE system-wide Strategic Plan Measure)	actual	73%	72%	69%	65%	-----
	target	75%	80%	80%	74% (ISU) 80% SBOE	
b. Retention rate of degree seeking new transfer degree-seeking students <sup>2</sup> (SBOE system-wide Strategic Plan Measure)	actual	78%	77%	73%	78%	-----
	target	75%	85%	85%	85%	
1. Full-time undergraduate degree-seeking students enrolled as first-time students in the fall semester or were first-time students in the preceding summer who either graduated or returned the next fall. 2. Full-time undergraduate degree-seeking students enrolled as new transfer students in the fall semester or were new transfer students in the preceding summer who either graduated or returned the next fall.						

**Graduation Rates**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>
Graduation Rates (Percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length)	33%	32%	29%	30%

**Research and Economic Development**

In the areas of Research and Economic Development, the University has identified several objectives that aim to establish ISU as a leading research university in Idaho and the nation. Currently ISU is classified in the Carnegie Classification as a "Doctoral University – Moderate Research Activity." One key goal of these objectives is to work towards ranking amongst the universities that are designated as "Higher Research Activity."

These objectives include several elements that radiate from internal to the university towards external constituents that aid in our success: 1) internal growth of research faculty through startup funding, seed grant, and collaborative research grant support; 2) establishment and investment in cohesive Core Facilities – preferably in one or a limited few locations on campus – to provide superior and even world class facilities to ISU’s faculty, their students and collaborators; 3) the establishment of prominence within Idaho’s higher education system through a more collaborative and integrated partnership with Boise State and University of Idaho. The Higher Education Research Council (HERC) and the Center for Advanced Energy Studies (CAES) are two key conduits through which this objective is leveraged; 4) significantly growing ISU’s relationship with the Idaho National Laboratory (INL) through joint appointments of top level researchers academically housed as faculty in ISU. These joint appointments are supported in the key areas of overlap between ISU and the INL – nuclear science and energy, cybersecurity, materials science, and modeling & simulation (including high performance computing); 5) increasing the portfolio of ISU researchers that participate in, and the amount awarded through extramural grant mechanisms; 6) fostering an inventive and entrepreneurial spirit amongst faculty and the establishment of a strong intellectual property portfolio for ISU through support of the Intellectual Property Foundation.

Over the past year, several successes have been achieved in all of these objectives. A selection of these are listed below:

**1) Internal Faculty Support for Research Faculty:**

- The Office for Research awarded over \$163,000 in internal grants to ISU faculty and staff, bringing the total internal awards to approximately \$820,000 since FY14.
- The Office for Research successfully transitioned Internal Faculty Travel Grants of \$25k to the college level so that Deans have better discretion over where travel funding was allocated.
- In FY18, the Office for Research awarded \$277,000 in startup funding to incoming tenure track faculty. In many cases, these funds were matched by the respective colleges.

**2) Core Facilities:**

- The Research Data Center (RDC) Ribbon Cutting/Opening was held in August 2017. The use of this facility is increasing significantly and integration with IRON has occurred and with CAES is proposed. The RDC will also link with the expanding Core Facility space in the Eames Complex.
- Moves of two Core Laboratories to the 50,000 sq/ft Research Footprint in the Eames Complex, with accompanying remodeling have been completed, including “swing” office space: a) Materials Analysis & Microscopy Lab (MAML); b) Center for Archaeology, Materials, and Applied Spectroscopy (CAMAS). This created a long-desired optimization of research, operations and maintenance in core laboratories with complementary missions and provides researchers, faculty and graduate students with world-class equipment and experimental preparation space.
- Components of the Informatics Research Institute (IRI), the GIS Training and Research Center (GIS TReC), and the Idaho Virtualization Laboratory (IVL), located in the Idaho Museum of Natural History, will be relocated to appropriate interactive spaces in the Eames Complex to further supplement the synergy of these core facilities, and provide faculty researchers with state of the art resources.

**3) Establishment of Prominence in Idaho Higher Education Research:**

- The Office for Research sponsored 96 Career Path Internship (CPI) students with salary expenses of \$286,557, 43 graduate students with salary expenses of \$400,658. Many of these students are interns outside the University in Industry, Commerce and the INL.
- Twenty-three posters were presented, with approximately 50 students participating in the FY 2018 undergraduate research symposium funded by HERC, and held on the ISU campus. Forty-five undergraduates represented ISU at the annual Idaho Undergraduate Research Conference in Boise in July 2017, while at this time 10 have already signed up for the 2018 Conference.
- A goal of the NSF EPSCoR project is to increase underrepresented minority student participation. ISU had 13 URM students participating in EPSCoR research.
- Strong leadership and collaboration by ISU faculty are prominent in the statewide EPSCoR and IDeA Network of Biomedical Excellence (INBRE) programs.
- Two STEM cafés were held to introduce female students to STEM careers. This initiative was held with INL collaboration. Forty-seven students participated in Pocatello and Idaho Falls.
- The Office for Research facilitated the involvement of ISU in the first Idaho Department of Commerce IGEM award that involved a collaborative effort of multiple Idaho universities (ISU and Boise State).
- ISU's Vice-President for Research has been elected as the Chair of HERC as of July 1, 2018.

**4) Growing ISU's relationship with the INL:**

- The Office for Research initiated a new relationship with the Idaho National Lab (INL) sponsoring the first CPI students to intern at the INL. Two of these students have been hired by the INL and several more CPI students are currently working there.
- Two Joint Appointments in the cybersecurity space between ISU and the INL have been made. Dr. Larry Leibrock and Mr. Sean McBride, both nationally recognized experts in cybersecurity are jointly appointed through ISU (Informatics Research Institute and College of Technology respectively for ISU) and the National and Homeland Security Directorate (NHSS&T) of the INL.
- In partnership with the INL, a post-doctoral position in Energy Policy was established. Dr. Aditi Verma, a graduate of MIT, under the mentorship of Dr. Donna Lybecker (ISU Political Sciences), will be working in Paris with Director General William Magwood of the OECD Nuclear Energy Agency (NEA) once her visa is approved.
- The Office for Research facilitated ISU's representation of more than 20 faculty members from numerous departments at 3 meetings held at CAES in December 2017 and January 2018, designed to develop collaboration between INL and Idaho universities. Several of the partnerships created through these meetings have been funded through a newly established CAES mechanism.

**5) Growing Extramural Research Funding:**

- During CY17, the Office for Research assisted Faculty with submitting 294 proposals for external funding, requesting \$53,557,976, while processing 224 externally funded awards totaling \$19,828,530. The Year-to-date figures for FY18 have not been finalized, but the trend is for an increase in number of awards received compared to the previous FY, and a comparable dollar amount awarded. Number of proposals are up significantly compared to the previous year.

**6) Fostering Intellectual Property Growth and Entrepreneurship:**

- Over the past year, three patent applications were filed on new technologies discovered by ISU researchers.
- Partnerships were created with U.S. and International companies for the development of two potential pharmaceutical compositions, a pharmaceutical process, and an unmanned Aerial Vehicle (UAV) development and manufacturing program.
- The ISU Intellectual Property Foundation Board was reconstituted with new members and goals for 2018.
- ISU business teams won First Place, 2 runner-up awards, and Honorable Mention awards at the 2017 Idaho Entrepreneurship Challenge.
- The Early Stage Innovation of the Year Award by Idaho Technology Council (ITC) was awarded to Jon Stoner, Deputy Director/Director of Technical Operations at the Idaho Accelerator Center (IAC), a core facility of ISU.

## **Academic Affairs**

Academic Affairs developed partnerships with the College of Southern Idaho, College of Eastern Idaho, and College of Western Idaho to create 2+2 pathways for students to assist in their seamless transfer to ISU. We are working with over 50 programs at the community colleges to build transfer agreements that are major specific.

First Year Transition increased academic coaching contacts with first-year students by more than 300% (5,646 to 19,354); increased Bengal Bridge enrollment by 44%; nearly doubled the number of classes offered during Bengal Bridge (+83%); increased the number of underrepresented populations participating in Bengal Bridge; and coordinated ISU's Early Registration in 2017.

International Programs Office (IPO) established two new Study Abroad opportunities for students; the University of Almeria in Spain and Ibaraki University in Japan. IPO partnered with ISU's College of Science and Engineering began a new joint degree program with the Henan University of Science and Technology in China. This program has the potential to bring 100-150 new Chinese students each semester in Mechanical and Civil Engineering majors. IPO also conducted targeted advising of 61 students who were on probation and saw a 45% improvement in academic standing and another 22% were able to maintain the previous standing without dropping further.

## **College of Arts and Letters**

The College of Arts and Letters' first accomplishment was through its Liberal Arts High program. Since January 1, Arts and Letters professors visited more than 9,000 Idaho middle and high school students. They traveled thousands of miles across the state and gave presentations related to their areas of expertise. In 2017, Arts and Letters launched its Road Scholars Scholarship program. Through the program, it helped 14 high school students attend ISU by giving them scholarships. Faculty and Staff surprised them with the scholarship during an assembly, classroom or small meeting, and told them that they had received more than \$120,000 in ISU scholarships just by applying. The scholarship program had an 87% yield rate, and included recipients friends and siblings joining them at ISU too. New in-state student enrollment for those declaring majors in Arts and Letters increased from 215 in Fall 2016 to 378 in Fall



2017, a 75.8% increase. Arts and Letters also saw substantial enrollment increases in the three counties it focused our Liberal Arts High efforts on: Bannock, Bingham, and Bonneville. The 2016 to 2017 enrollment increases for these counties include Bannock, 44.3%; Bingham, 90%, and Bonneville, 122.6%, resulting in an overall increase of 64.8%.

The College was also successful in several departmental outreach efforts. Arts and Letters brought over 3,200 elementary and high school students for theatre matinee performances and the annual one-act competition, housed hundreds of students for six summer camps, and entertained thousands of students through the various music concerts including Opera Idaho, International Choral Festival, the Marching Band Invitational, and more.

Another Arts and Letters accomplishment was the start of its on-campus dual-enrollment pilot program. The program was implemented on campus in the fall for local high school students to take courses from ISU professors that aren't offered at their high schools. The courses allow students to receive college and high school course credit simultaneously while satisfying ISU general education requirements. The College received approval for the commuter bus to bring high school students in Fort Hall, Snake River, and Blackfoot to campus to participate in the program as well. The pilot program allows the College to help Idaho high school students prepare for College while still in high school and build relationships that facilitate recruitment and retention. This program also helped the College increase graduate enrollment by working with local dual-enrollment teachers to get them enrolled in our graduate programs for advanced teacher training.

#### **College of Business**

In January, the Board of Directors of the AACSB ratified the Continuous Review Improvement Committee's recommendation, granting the College of Business programs in business and accounting AACSB accreditation through 2022. Few Colleges of Business carry AACSB accreditation, and fewer still carry accreditation for both business and accounting. This accreditation puts ISU's College of Business in the top 3% of Colleges of Business worldwide.

The Department of Accounting successfully launched the Master of Taxation (MTax) to meet the needs of local, regional, and national accounting firms. The Healthcare Administration program successfully transitioned from the Division of Health Sciences to the College of Business, and the first Master of Healthcare Administration (MHA) in the State of Idaho was approved by the State Board of Education.

The Center for Entrepreneurship and Economic Development (CEED) qualified eight teams, with a total of twenty-two students, for the 2017 Idaho Entrepreneur Challenge hosted by Boise State University. Idaho State University students placed first in the Agriculture and Agriculture Tech category, winning \$15,000. In total, ISU teams brought home \$22,500 in prize money and educational experience to last a lifetime.

#### **College of Education**

In Fall 2017, the College of Education accepted the first cohort of students into the Master of Arts in Teaching (MAT) program. This program was developed to support teachers in Alternative Route placements to receive their teaching certification. Both the MS in Human Resource Development and the MPE in Athletic Administration were accepted for Western Regional Graduate Program (WRGP) enrollment. Enrollment for these programs commenced in the fall of 2017.

The COE hosted its second annual ISU Future Educator Day in spring, 2017. It hosted 186 high school students that resulted in a 167% increase from last year's event. Students who attended learned about teaching as a profession and got to experience life as an ISU student for the day. Thirty percent of high school seniors at this event matriculated to ISU in the fall of 2017. The College hosted the 17th Annual National Girls and Women in Sports Day Event with Hillary Merkley serving as the keynote speaker. In March 2017, the COE hosted the Bellon Visiting Author Series and highlighted national renowned children's author S.D. Nelson. The COE hosted the 8th annual Business Professionals of America (BPA) Fall Leadership Conference. This conference is designed to bring BPA and Family Career and Community Leaders of America high school members to the ISU campus for a day. Guest presenters including Conner Board, producer and morning anchor of KPVI News 6, ISU Ambassadors, and faculty and staff from the College of Education, the College of Business, the Student Success Center, and members of the ISU College of Education BPA.

### **College of Science and Engineering**

The College of Science and Engineering saw many faculty successes. Ed Tatar, physics associate professor, and three doctoral students are participating in a global, mega-science experiment involving 1,000 other researchers from 30 countries who are studying neutrinos, which are subatomic particles with unusual properties. Shannon Kobs Nawotniak, assistant professor in the Department of Geosciences, is a co-investigator joining a NASA and NOAA study of underwater volcanoes on the Pacific Ocean seafloor that has implications for searching for life on a distant moon of Saturn, Enceladus. The three-year study titled "Systematic Underwater Biogeochemical Science and Exploration Analog (SUBSEA)," will bring in about \$365,000 to ISU and fund two graduate students. Dave Pearson, geosciences assistant professor, is collaborating on a National Science Foundation \$570,000-funded study, of which ISU's portion is about \$172,000, to better understand how mountain ranges in Central Idaho and Southwest Montana formed. Alba Perez-Gracia, chair and associate professor of mechanical engineering, is lead researcher on a collaborative project with Texas A&M and California State University, Fullerton to create a virtual reality system that will potentially assist with arm rehabilitation for people who have suffered from strokes.

Marco Schoen, professor in the Department of Mechanical Engineering, traveled to China to work on his collaborative research project "Active Flow Control of Axial Compressor Systems." This project is in collaboration with the Chinese Academy of Science and the Institute of Engineering Thermophysics in Beijing, China. The project has a budget of approximately \$800K. Related to supporting students in research, the Department of Biological Sciences created a Research Committee to ensure that every biological science undergraduate student interested in research will have the opportunity to participate in faculty-led research.

The College of Science and Engineering also had a number of outreach efforts focused on K-12. This summer, eight Southeast Idaho high school students gained hands-on chemistry lab research experience at ISU through the American Chemical Society's (ACS) Project SEED. ISU Physics and Pocatello Kiwanis hosted the Haunted Science Lab October 28-29 at the Pine Ridge Mall. The Department of Chemistry teamed up with the Idaho Museum of Natural History to offer free summer STEM camp experiences to more than 300 youth from underrepresented populations. The Chemistry Department is in the third year of a 5-year STEM education grant. This was awarded to the Department of Chemistry by the National Science Foundation. The grant allowed the department to offer scholarships to more than 24 students. More than 600 regional junior high and high school students attended Bengal STEM Day 2017. The College of Science and Engineering saw an enrollment growth of 2% for Idaho residents.

**College of Technology**

The College of Technology's average job placement rate last year for students graduating from a career and technical program was 98 percent. Graduates included the first cohort of students from the Veteran to Nurse program, all of who passed the rigorous NCLEX-PN exam.

The College of Technology was also the recipient of a \$2.5 million lead donation for a capital campaign that resulted in renaming the RISE Building the William M. and Karin A. Eames Advanced Technical Education and Innovation Complex. While renovations are currently underway to move several more programs into the new facility, some administrative offices and programs have already moved to occupy portions of the building including the Computer Aided Design Drafting and Computerized Machining Technology programs. Additional contributions of \$350,000 were made to the capital campaign in 2017, and more than \$400,000 were made to the College for other, unrelated development efforts. Gift-in-kind donations of tools, equipment, and other materials were totaled over \$198,000 including a \$41,000 airplane for the Aircraft Maintenance program.

College of Technology research and grant opportunities continued to increase over the course of the year, and we are proud to be one of the leading colleges in the number of grants awarded at Idaho State University. Grants included the prestigious \$200,000 Battelle Energy Alliance Educational Support program grant, which marks the seventh straight year of this funding support. Another key grant was the IGEN grant awarded to the Robotics program for advanced technical research involving innovative hockey protection equipment.

**Kasiska Division of Health Sciences**

The College of Pharmacy and the University of Alaska Anchorage cohort began with the enrollment of 12 students in the second PharmD class in Anchorage Alaska. Anchorage now has its full facilities in place to meet accreditation requirements. The College also completed its accreditation and self-study; a Joint CE Accreditation with Pharmacy, Nursing and Medicine; and it started up a Bengal Pharmacy business collaboration with Adams County Health Center Pharmacy in Council, Idaho, in September 2017.

The School of Nursing graduated its first Ph.D.; increased enrollment in traditional and accelerated programs across the state by 20-30 students; is working towards developing a simulation center of excellence; and re-initiated a Master's of Science in Nursing Education.

Medical Lab Science (MLS) received the maximum 10-year NAACLS reaccreditation. MLS Launched Bengal Lab and its students helped provide lab testing and results for 500 people in the Bengal community through last year's health fairs. Additionally, about 80% of the 2016-2017 MLS cohort gained employment before rotations were complete, and 100% of Radiographic Science students attained a 100% pass rate on the registry (national certification exam) and 100% job placement rate.

Physician Assistant Studies (PAS) received multiple scholarships and grants including four \$4,000 Latino Health Track HRSA funded scholarships, a HRSA funded for Pathway to Diversity Grant, and a HRSA funded Medication Assisted Therapy grant for treating opioid addiction. Additionally, a number of PAS students enrolled in the graduate certificate in Spanish for Health Professions, which has increased by 2300% (0-23 students).

Dental Hygiene initiated its early admission program; it completed its accreditation site visit in 2017; and students in Idaho Falls began a partnership with the new College of Eastern Idaho. Advances in the clinics included digital radiography. Ten graduate students completed their Master's Degree in Dental

Hygiene and 26 undergraduate students graduated with a 100% pass rate on their clinical dental hygiene board exam last summer.

Dental Sciences had their accreditation renewed by Idaho Advanced General Dentistry for the maximum seven years. The program advanced the capabilities by being able to make crowns on same-day appointments for patients. The program-guided surgery that uses CAT scans to make templates to place implants, and the program filled all of its spots for next AY.

Family Medicine proposed to expand global medical education to retain physicians in the state through psychiatry residency and an expansion of its current residency through a possible hospitalist fellowship and a rural training track for Eastern Idaho. Family Medicine developed a transition of care curriculum that focuses on hands-on with patients coming out of the hospital to prevent readmission. It expanded a surgical OB track to teach residents with how to do C-sections and a Rural Training Track – groundwork to establish a new rural training track in Rexburg, Idaho. The Pharmacotherapy Residency program celebrated its 20-year anniversary by expanding the program from two to three residents. The Clinical Research Center was awarded two Patient-Centered Outcomes Research Institute (PCORI) sub-contracts and is conducting new research study evaluating the efficacy of the new Clostridium Difficile vaccine. Health Care Quality created a new division of healthcare sciences course on quality improvement.

The Institute of Rural Health's (IRH) Area Health Education Center (AHEC) on the Pocatello campus received funding through the University of Washington/HRSA for \$386,250. The Traumatic Brain Injury Project was featured in the US Department of Health and Human Services, Administration for Community Living's April 2017 newsletter. Additionally, IRH received an AmeriCorps grant from the Corporation for National and Community Service.

### **ISU-Meridian**

The Meridian campus had its largest Commencement ever held. Conferred a record 297 degrees and 191 students participated in commencement, including 97 students from Renaissance High School who graduated with their Associate of Arts degree; 2017 was the largest number of high school students to graduate from ISU since the inception of the program. Student Services staff met with over 3,500 students throughout the year. This included about 2,500 contacts (emails, phone calls, and in person) for the Director of Enrollment and Student Services and 1,006 contacts for the Assistant Director of Recruitment and Student Services. Thirteen field trips/group tours were coordinated through the Student Services in 2017.

### **ISU-Idaho Falls**

In partnership with College of Eastern Idaho, ISU appointed an academic advisor and program coordinator to be housed at the newly established College of Eastern Idaho. ISU-Idaho Falls plans to greatly expand the number of faculty and courses at its Idaho Falls campus in coming years, offering more degree programs and graduate-level classes centered on science and engineering, technology, energy and the environment.

ISU envisions transforming the Idaho Falls campus to a polytechnic institute with research ties to neighboring Idaho National Laboratory. The Idaho Legislature provided \$1.8 million to jump-start the initiative and \$1.4 million in ongoing funds during the 2017 session. More faculty and classes will help the campus establish itself as a "degree-completion center" rather than a place that students temporarily attend to complete general education requirements before moving or commuting to Pocatello.

ISU began the process of creating a polytechnic initiative with the development of a Polytechnic Steering Committee established by the Vice Provost for Academic Strategy and Institutional Effectiveness. The steering committee is composed of deans from the College of Science and Engineering, Business, and Arts and Letters, as well as members of the Idaho Fall's campus and representatives from the University of Idaho, Brigham Young University-Idaho, the College of Eastern Idaho, and Idaho National Laboratory. The steering committee completed an analysis of polytechnic initiative's strengths, weaknesses, opportunities, and threats, a vision statement, and a mission statement. These documents will guide ISU in the development of future programs and curriculum, a hiring and support plan, and in identifying future opportunities to support Idaho students, industry, and businesses.

### **ISU-Twin Falls**

The Twin Falls Campus increased ISU's presence on the College of Southern Idaho (CSI) campus. With three new TRiO staff and two new resident faculty members, there are now 10 full-time ISU employees located on the CSI campus. It increased proctoring services for students headed to the main campus. Staff trained to administer TEAS for the College of Nursing, ALEKS, and Accuplacer for the College of Technology and ALEKS for academic students. During 2017, the staff proctored 58 tests including class tests for local and commuting students. Employees represented ISU at the CSI Summer Spanish Institute held in Hailey each summer. The campus registered 14 participants for graduate credit. It also offered a Higher Education Advising Day at the CSI Blaine County Center in October. The Campus collaborated with ISU Graduate School on local New Student Orientation and local GRE prep course. It organized the Magic Valley graduation celebration to honor December 2016 graduates and May 2017 graduates; 66 undergraduate students, 14 master's students, and 9 doctoral students were honored. Representatives met with Twin Falls City Economic Development to discuss strategies to increase our visibility in the region for higher education and professional development opportunities.

## **University Advancement and Community Partnerships**

As an integral component of the community, ISU continues to develop partnerships and affiliations through the exchange of knowledge, resources and expertise. ISU remains focused on engaging with the community and enhancing existing relationships, especially through social and cultural events, clinical services and other economic opportunities.

The Idaho State University Foundation remains fully committed to working with ISU in achieving its goals and objectives through philanthropy. The Foundation is ready to work with the University in preparing and planning for the University's second comprehensive capital campaign, and in working with President Satterlee to determine how best to move forward ISU's objectives through private support. In 2017-18, the ISU Foundation received \$13 million in cash and deferred gift commitments, its third best fundraising year in history.

The ALSAM Foundation continues to take keen interest in ISU, particularly at ISU-Meridian. This year, the Foundation received a \$3.85 million cash gift to fund expansion of the Meridian Health Science Center, naming the complex for Sam and Aline Skaggs. Total giving for the ALSAM Foundation at the Meridian facility now exceeds \$10 million. A new proposal is also in the works for ALSAM to consider another legacy gift to enhance that campus.

Supporting ISU students has always been a high priority for Advancement. Foundation board members are motivated when they see ISU students graduate and continue on to productive careers. Sixteen years

ago, ISU presented Jon Huntsman with an honorary doctorate, and at that time, Jon and Karen Huntsman pledged \$50,000 annually for Idaho student scholarships. They later increased that amount to \$100,000 yearly, and this year Karen increased it again to \$200,000 annually. Incredibly, Huntsman support has directly helped 255 students to graduate, and have gifted \$1.6 million toward moving the University forward.

Scholarships and other programs are also supported by the endowment. The Foundation's endowment grew this past year from \$51 million to \$58 million, with a first-step goal of reaching \$100 million for University support.

Another unique partnership between the University, the ISU Foundation and Idaho communities is Bengal Pharmacy. These telepharmacies, originally located in Pocatello and Arco, were created to assist small rural communities that were losing their pharmacies and the critical services provided to citizens. The benefits of these ISU partnerships extend far beyond prescriptions. Students and faculty receive the opportunity to learn, serve and engage as a community pharmacy in areas that have great need. The sincere expressions of deep appreciation for Bengal Pharmacies in Pocatello, Arco, Challis, Council and Kendrick have paid rich dividends for these unique partnerships.

Last year, ISU focused on enhancing partnerships by visiting more than 50 regional businesses that are alumni owned or operated. During the visits, which were live streamed on social media, the ISU Alumni Association featured ISU graduates who are making a difference in their careers. Upwards of 70,000 people viewed the business showcase videos online, and the response was overwhelmingly positive.

Another community outreach effort last year included ISU's annual Celebrate Idaho State event, which attracted more than 3,000 community members to campus to tour programs and learn about the institution. The event began as a community partnership eight years ago, and it continues to grow annually in attendance and support. Changes to the format of the event last year refined the focus to support recruitment efforts and highlight top-level university achievements.

Outreach efforts in the community by ISU resulted in a steady increase in royalties collected through the sale of collegiate licensed apparel. Last year, royalties collected increased by more than 4 percent, and total units sold was up 10 percent in comparison to the previous year. The increase in ISU apparel sold was the direct result of actively marketing in the community and an ongoing promotion of Bengal Wednesday.

A multi-year web migration project was completed in June 2017 to better meet the needs of ISU's constituents. Terminal Four, the institution's new content management system, enables ISU to effectively brand its website, provide timely online updates and ensures all web content meets federal accessibility standards. The new website is also adaptable to mobile devices and tablet screens. Additionally, ISU purchased and implemented SiteImprove, an online program, to regularly audit university web pages for accessibility concerns and potential shortfalls. To date, more than 5,000 web pages are audited weekly by the program.

## **Campus Improvements**

ISU has made a number of enhancements and improvements to campus facilities, including building out the final shell space in our Sam and Aline Skaggs Health Sciences Center at ISU-Meridian and relocating

College of Technology programs into the Eames Complex. Most importantly, ISU plans to launch a master planning effort in fiscal year 2019 under the direction of President Satterlee. The master plan will guide ISU in the future to effectively strategize current and future facility needs.

As a team in FY 2018, ISU Facilities managed 54 Division of Public Works projects valued at \$8,153,530. In total, 17 projects valued at \$5,853,931 were completed and closed out. ISU also managed 375 Internal Project and Space Requests valued at more than \$40 million.

Campus improvement project highlights include:

1. Remodeled and relocated College of Technology administrative offices, Computerized Machining Technology and Computer Aided Design Drafting programs into the Eames Complex.
2. Replaced the lighting in Holt Arena with new LED lights and ultimately achieved a \$65,000 annual energy savings. ISU received an Idaho Power energy incentive in the amount of \$219,118 for the project.
3. Completed the \$1.8 million remodel of four biology teaching labs in the Gale Life Science Center.
4. At ISU-Meridian, completed a \$3.6 million physical therapy and occupational therapy expansion, which included 30,000 square feet of additional distance learning labs and classrooms. The project also drained and replaced the substandard glycol from the entire Meridian hydronic system.
5. Completed extensive remodel projects of the Public Safety Office, Family Dental Clinic and Camas Research Lab.
6. Completed a five-year parking lot maintenance plan to better inform the use of limited parking lot maintenance resources.

**DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Annual Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective B: Alignment and Coordination

**BACKGROUND/DISCUSSION**

This agenda item fulfills the Board's requirement for the Division of Career Technical Education (Division) to provide a progress report on the agency'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.

Dwight Johnson, State Administrator of the Division, will provide an overview of Division's progress in carrying out the agency's strategic plan.

**IMPACT**

The annual progress report allows the Board to have an in-depth discussion with the agency regarding the progress they are making toward their strategic plan goals as well as the Board's goals and objectives.

**ATTACHEMENTS**

Attachment 1 – Progress Report

**BOARD ACTION**

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



# ICTE Annual Report

## Idaho State Board of Education

August 16, 2018

We prepare Idaho's youth and adults for high-skill, in-demand careers.



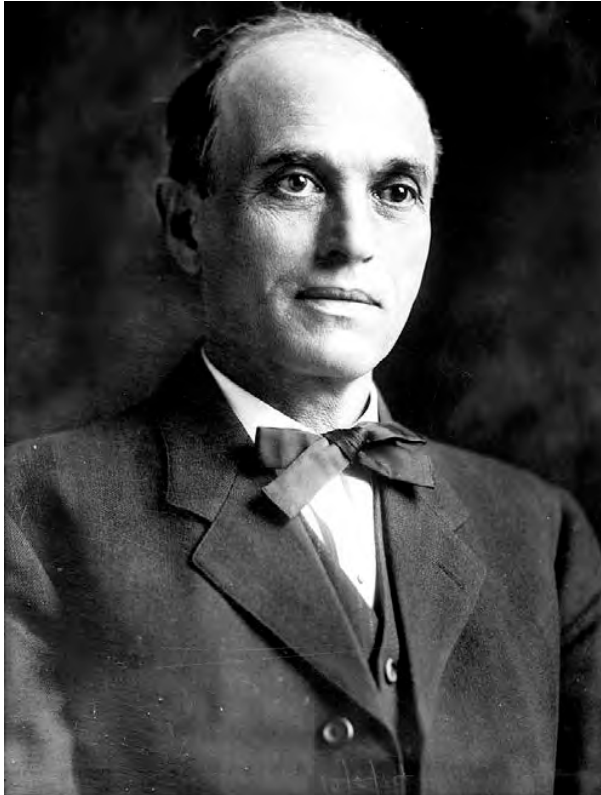
Dwight Johnson, ICTE State Administrator



## The value of Career & Technical Education

- Connects students to real careers
- Provides a talent pipeline for Idaho's business
- Makes education meaningful through applied learning

We prepare Idaho's youth and adults for high-skill, in-demand careers.

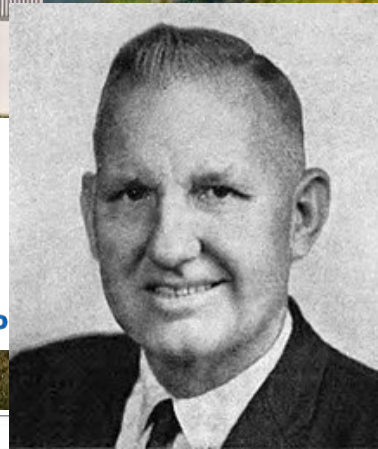


## Celebrating 100 years of CTE In Idaho

**Governor Moses Alexander signed legislation on March 4, 1919**



# Positive Momentum Nationally and in Idaho



We prepare Idaho's youth and adults for high-skill, in-demand careers.



## Secondary CTE Budget: \$16.83 Million

- 718 Programs
- 59,575 individual students enrolled in CTE courses
- 7,783 CTE concentrators (taking a sequence of CTE courses)
- 11,362 students enrolled in career & technical high schools



- **66%** of CTE high school concentrators went on to college compared to 48% of all Idaho students
- **96%** of CTE high school concentrators found a job or moved into postsecondary education, or went into the military

We prepare Idaho's youth and adults for high-skill, in-demand careers.



## Postsecondary FY19 Budget: \$54.51 Million

- 6 Technical Colleges
- 5,754 students enrolled
- 3,383 degrees / certificates earned in 2016



**96%** of technical college completers found jobs or continued their education.





We prepare Idaho's youth and adults for high-skill, in-demand careers.



## Workforce Training Centers:

Provide short-term, customized training solutions for area employers

### REVENUE:

- ICTE provides \$1.23 million for administrative assistance
- Other revenue is from student fees and Industry contracts

<b>2016-17 School Year</b>	<b>Total</b>	CSI	CWI	CEI	ISU	LCSC	NIC
Headcount	<b>44,788</b>	6,446	8,741	10,549	9,621	3,345	6086
No. of Classes	<b>6,005</b>	490	1,397	2,677	523	538	380

**Adult Education: \$3.44 Million**

- 4,931 participants
- 87% completed GED
- 66% retained or improved employment

**Centers for New Directions: \$1.14 Million**

- 356 participants (Single Parents)
- 89% entered or continued an educational training program





We prepare Idaho's youth and adults for high-skill, in-demand careers.



Idaho received  
\$5.8 million in  
“Perkins” funding  
last year.

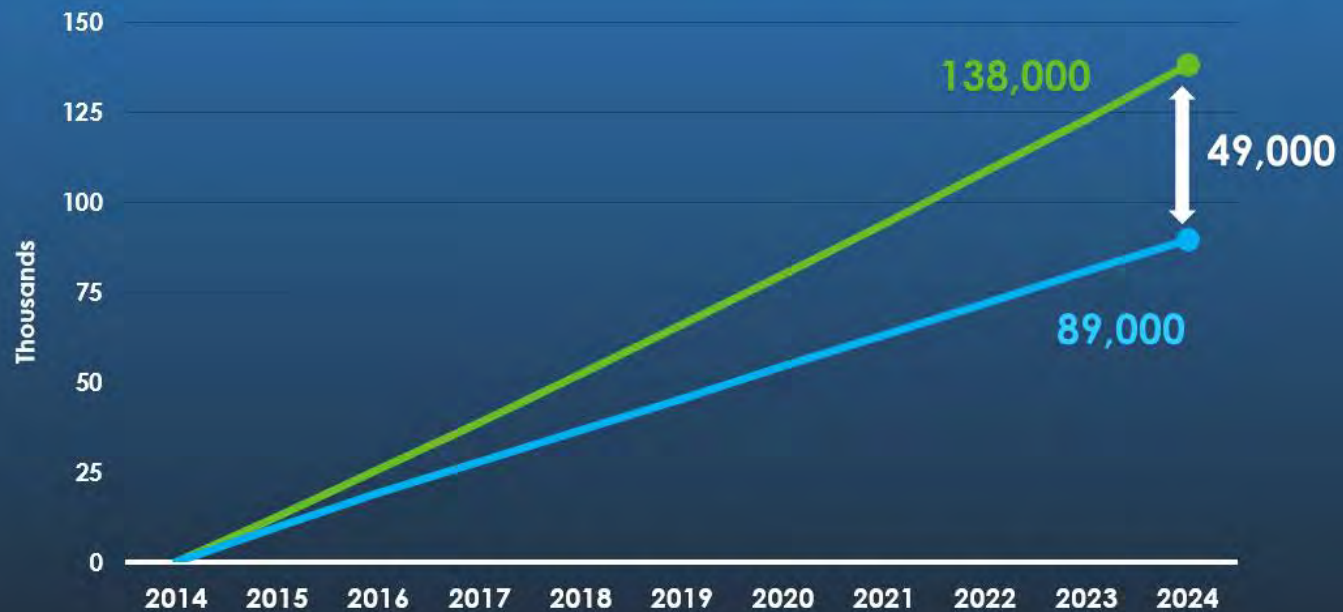
## Highlights of “Perkins V” Reauthorization:

- Effective July 1, 2019
- 4-year State Plan
- Comprehensive Needs Assessment
- 5 Secondary Measures
- 3 Postsecondary Measures
- State set aside to recruit special populations

## Our Challenge: Labor Supply

Projected Growth in **Jobs** and **Workforce** 2014 – 2024

IDAHO  
DEPT. OF LABOR

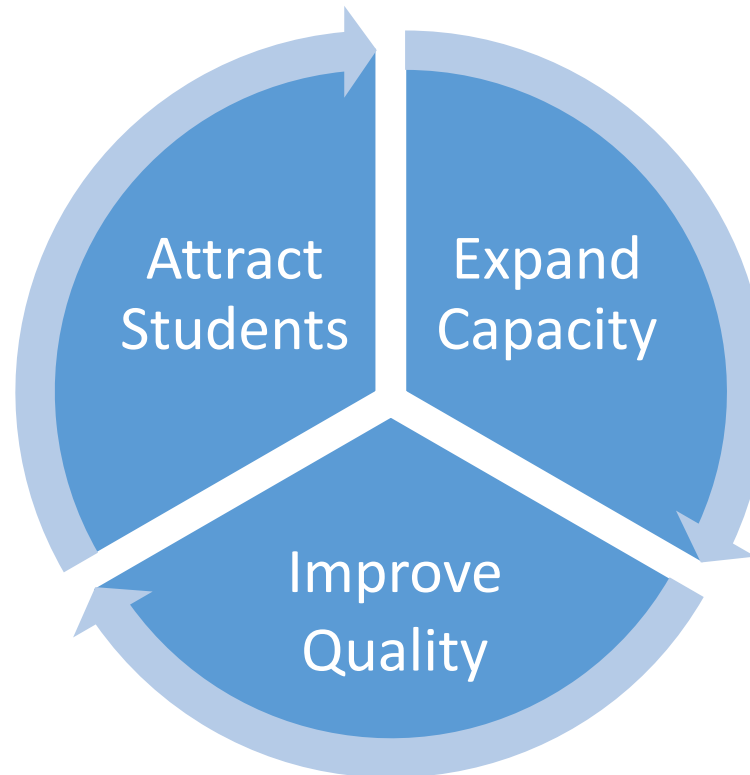


Source: Idaho Department of Labor Long Term Industry Projections and Population Forecast

We prepare Idaho's youth and adults for high-skill, in-demand careers.



## Career Pipeline for Students Talent Pipeline for Industry



We prepare Idaho's youth and adults for high-skill, in-demand careers.



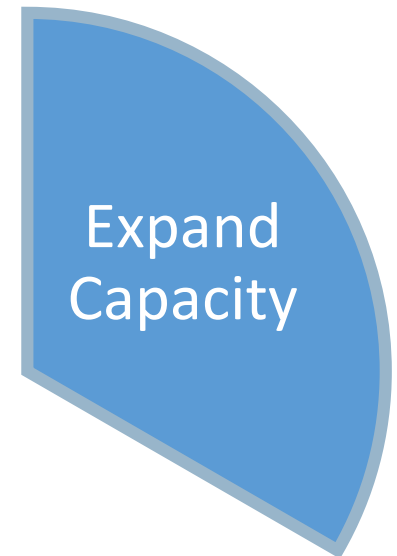
Attract  
Students

- **Improving CTE Image**
- **Customized Recruitment Toolkits**
- **CTE in the Middle School**

We prepare Idaho's youth and adults for high-skill, in-demand careers.



- **Overall Funding Increases**
- **Postsecondary Capacity Expansion**
- **Secondary Capacity Expansion**
- **Building a CTE Teacher Pipeline**



We prepare Idaho's youth and adults for high-skill, in-demand careers.



- **Performance Metrics**
- **Workforce Readiness Incentives**
- **Program Alignment**
- **Professional Development**
- **Work Based Learning**



We prepare Idaho's youth and adults for high-skill, in-demand careers.



# EDUCATING FOR THE AGE OF AGILITY

## THE GOVERNOR'S CONFERENCE ON THE FUTURE OF WORK

Tuesday, September 11, 2018  
J.R. Simplot Headquarters, 1099 W Front Street, Boise



*in partnership with*



J.A. and KATHRYN  
ALBERTSON FAMILY  
FOUNDATION





**Thank you!**





**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**SUBJECT**

Higher Education Task Force - Guided Pathways Workgroup

**REFERENCE**

August 2017	Board approved FY 2019 Budget Requests.
September 29, 2017	Board adopted the Governor's Higher Education Task Force recommendations and amended the FY 2019 Budget Request to add three line items. The addition of the postsecondary degree audit/student data analytics system (K-20 Pipeline Recommendation – Guided Pathways) and the addition of \$5M in Statewide Scholarships for the Opportunity Scholarship (Access and Affordability Work Recommendation - Systemically increase dollars to fund all eligible Idaho high school students...)
October 2017	Board assigned the 12 Task Force Recommendations to one or more of the Board's standing committees for prioritization and initial implementation planning.
December 2017	Board approved implementation prioritization of the Higher Education Task Force recommendations at the committee level.
February 2018	The Board received an update on the implementation of the Higher Education Task Force recommendations.

**ALIGNMENT WITH STRATEGIC PLAN**

Full implementation of the Higher Education Task Force (Task Force) Recommendations will impact all three of the Board's strategic plan goals.

**BACKGROUND/DISCUSSION**

On January 6, 2017, Governor C.L. "Butch" Otter identified the need to focus on the postsecondary part of Idaho's K-through-Career education system and announced the creation of a Higher Education Task Force charged with studying the state of higher education in Idaho. The Task Force was charged with looking at initiatives underway, proven practices that support postsecondary access and completion, and the State's role in funding higher education. In addition, the Task Force was asked to make recommendations that focus on postsecondary access and completion, lead toward increased progress in meeting the Board's 60% College Attainment goal, and transition the existing state-funding formula for higher education to a formula that focuses on student completion. The Board formally adopted the recommendations at the September 29<sup>th</sup> Special Board.

At the October 2017 regularly scheduled Board meeting the Board assigned the various recommendations to Board's standing committees; Business Affairs and Human Resources (BAHR), Instruction, Research and Student Affairs (IRSA), and Planning, Policy and Government Affairs (PPGA). Each of the committees were assigned the task of prioritizing their assigned recommendations. Committee

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

priorities were brought back to the Board for consideration at the regular December Board meeting. The Board approved all prioritization recommendations as submitted. The PPGA Committee was assigned the lead on the Guided Pathways recommendation with the implementation work split between the PPGA and IRSA committee. The PPGA Committee was tasked with developing an implementation plan for K-12 and postsecondary transition recommendations.

As part of this work, Board Member Critchfield convened a workgroup comprised K-12 educators and postsecondary staff that work with advising students. Of the 69 invites, 35 individuals participated (Attachment 2) in two full-day meetings to discuss guided pathways for K-12 students. The focus of the work during these two days were identifying strategies for advising students in elementary and secondary school and helping them through the transition to some form of postsecondary education. The work group identified 24 strategies and then consolidated those strategies to 16 recommendations. The group then prioritized the 16 recommendations. The work group recommendations are provided in priority order as Attachment 1.

**IMPACT**

This item will inform the Board of the progress being made toward implementation on the Higher Education Task Force recommendation P-20 Guided Pathways.

**ATTACHMENTS**

Attachment 1 – K-12 Guided Pathways Workgroup Recommendations  
Attachment 2 – K-12 Guided Pathways Workgroup Participants  
Attachment 3 – Near Peer Advising Model Analysis  
Attachment 4 – North Idaho College Connect Advising Program Outcomes  
Attachment 5 – Transition Coordinator Advising Model Description  
Attachment 6 – Higher Education Task Force Recommendation Assignments

**STAFF COMMENTS AND RECOMMENDATIONS**

This agenda item will update the Board on initial recommendations for strategies to help students receive the college and career advising that they need to be prepared to make decisions about postsecondary education when they leave high school. In addition to this group the IRSA committee is working with the institutions on implementation of the Complete College America game changes adopted by the Board and staff have convened two meetings (Idaho Futures) to work with K-12 and postsecondary staff that provide advising to students. The Idaho Futures group focused on the hand-off between high school and postsecondary institutions. The work of these groups is being coordinated through the Board office, allowing each group to focus on different aspects of the P-20 pipeline.

Of the 16 recommendations from the work group, many are in progress:

- The FY 2020 Budget Request includes a line item request for funding to scale up the parent academy work started at Boise State University and the

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

College of Southern Idaho and funding for a system-wide contract for software that would create a system-wide transcript for high school students taking dual credit courses. (Recommendation 1 and 5)

- The NextSteps website provides resources for college and career advising and career exploration through the Career Information System. Additional efforts need to be made to increase the visibility of the site with parents and to assure the information on the site is culturally relevant. (Recommendation 4)
- The Career Information System provides curriculum for school districts to use in class on for career exploration and the Idaho Digital Learning Academy provides an eighth grade career exploration course. (Recommendation 9)
- In 2017 a large group of stakeholders worked with Board staff, Department of Labor Staff and Department of Education staff to develop common descriptions of college and career advising models school districts could use pursuant to Section 33-1212A, Idaho Code (College and Career Advisors and Student Mentors). This group identified six models. Each of these models can be found on the NextSteps Website and was shared with school districts and charter schools. Near Peer Mentoring and the Transition Coordinator Model are included in these models. Attachment 3 provides an analysis of the impact of the Near Peer Model used in our Idaho school districts. Attachment 5 is the description of the Transition Coordinator model and Attachment 4 shows the success North Idaho College has had with their “NIC Connects” program. This program is an example of the Transition Coordinator model. (Recommendation 11)
- In 2017 the Board incorporated College and Career Readiness Competencies into IDAPA 08.02.03 as an additional content standards student must master by the end of the 12<sup>th</sup> grade. (Recommendation 12)

The discussion with the Board will help staff identify next steps for moving forward with development of an implementation plan regarding the guided pathways recommendation.

**BOARD ACTION**

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

**K-12 Guided Pathways Workgroup – Prioritized Recommendations**

1. Parent Academy
2. Communication/Outreach to parents and students, increased parent and student engagement
3. Transition Coordinators/Near Peers statewide (in all high schools), consistent first year postsecondary experience
4. Parent Portal – resource for college and career advising and career exploration
5. Common Transcripts (HS/Dual Credit)
6. School Counselor Roles/Duties defined (eliminate non-school counselor duties from current tasks)
7. Simplify Advanced Opportunities Administration
8. BEST, AVID, etc. (Student Type) Programs funded/provided statewide
9. Create a uniform K-12 career exploration class
10. Liaison/better customer service/reduce confusion (between K-12 and postsecondary)
11. Uniform Terminology (including postsecondary titles for advisors, single identified point of contact, consistent use of defined transition coordinator model)
12. Senior Projects (expand to include more career exploration/internships) – Require to be more meaningful
13. New standards of Life Skills added to existing content standards
14. College and Career Advising Centers around state with trained staff in college and career advising
15. 8<sup>th</sup> grade advising overhaul (start earlier)
16. System-like Approach to (LEA) College and Career Advising plans (develop best practices)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 2**

**K-12 Guided Pathways Workgroup Participants**

<b>Name</b>	<b>School/District</b>	<b>Role</b>	<b>Nominated By/Category</b>
Byron Yankey			OSBE
Charles Diemart	Owyhee Elementary/Boise SD	School Counselor	ISCA
Cheryl Charlton	IDLA		IDLA
Cindy Beck	Orofino Jr-Sr High/	School Counselor	IEA
Darci Peterson	Vallivue High School	Career Center Spec	SD Advisors
Darnea Lamb	Madison SD	Program Director	SD Advisors
Debbie Critchfield			SBOE
Debbie Lybyer	Lewis-Clark State College	Career and Advising Serv	Institution Advising
Jacque Deahl			SDE
Janie Gebhardt	Pocatello/Chubbuck SD	Board Member	ISBA
Jeralyn Mire	Sandpoint High School/Lake Pend Oreille SD	School Counselor	IEA/ISCA
Jim Anderson	Boise State University	VP Enrollment Services	Institution Advising
Jordan Chesler	New Plymouth HS/New Plymouth SD	School Counselor	ISCA
Joy Miller			OSBE
Kari Overall		Rep	IEA
Kim Campbell	Moscow SD	Board Member	ISBA
Kristi Overfelt	University of Idaho	Director of Student Services	Institution Advising
Lori Lodge	ISCA	School Counselor	ISCA
Louis Pifher	Meridian Medical Arts Charter	Board Member	ISBA
Margarita A. Hernandez	College of Southern Idaho	Multicultural Coordinator	Institution Advising
Marilyn Whitney			Gov
Matt McCarter			SDE
Mike Keckler			OSBE
Millicent Reidy	Wood River High School/Blaine SD	School Counselor	IEA
Patty Alonzo			SDE
Quinn Perry		Rep	ISBA
Randall Brumfield			OSBE
Representative Van Orden			Legislator
Robbie Cupps	Capital HS/Boise SD	College and Career Counselor	IEA
Shawna Walz			IBE
Sherawn Reberry	IDLA		IDLA
Teresa Borrenpohl	North Idaho College	Enrollment Coordinator	Institution Advising
Tim McMurtry			SDE
Tom Schultz	Idaho Forest Group		
Tracie Bent			OSBE

**The Effectiveness of Near Peer Mentoring Programs in Idaho**

**Cathleen M. McHugh, Ph.D.<sup>1</sup>**

**July 14, 2018<sup>2</sup>**

In this paper, I examine whether or not a Near Peer mentoring program increases a school's direct college enrollment rates. I find that schools that implemented a Near Peer mentoring program had higher direct college enrollment rates than otherwise similar schools and that this difference is likely due to the Near Peer program and not due to other factors. I estimate that a Near Peer program increases a school's direct college enrollment rate by approximately 4 percentage points in the first year of implementation and 5 percentage points in subsequent years. The effects are higher and more immediate for males (approximately 6 percentage points in both the first year and also in subsequent years) than females (no statistically significant effect in the first year; 4 percentage points in subsequent years).

These results mostly mirror the results from an earlier version of this paper. The most significant difference is the effect for years subsequent to the first year is smaller than what I estimated in that earlier work. That earlier work did not include data from the 2016-2017 school year which was the second year of implementation for four schools. This suggests that there are differences between the programs which should be examined to more fully understand the full effects of a Near Peer mentoring program.

The Idaho State Board of Education implemented the Idaho Near Peer Mentoring Program in 2011-2012 using grant funds from the College Access Challenge Grant program. A Near Peer mentor is a recent college graduate who works in a high school and helps students with the college application process. This can include helping students complete college applications, financial aid forms and scholarship applications. It can also include simply being a source of information about the college experience. Near Peer mentors typically focus on increasing college enrollment rates among low-income and first-generation students but are available to assist all students. Near Peer mentors are statutorily identified as one option for Idaho schools to use state funds to enhance college advising and career counseling.

Initially, there were two schools that had Near Peer mentoring programs. One of these schools later discontinued the program. An additional ten schools implemented Near Peer programs over the course of several years with another school later discontinuing the program. This left ten schools with Near Peer programs in the 2016-2017 school year.

Before presenting the results from my estimation, I first define how Near Peer programs are currently implemented in Idaho high schools and then discuss how Near Peer schools compare to schools without Near Peer programs. I use these findings to construct a comparison sample for the Near Peer schools. Then I discuss in detail how I estimated the effect of a Near Peer program and display results from this analysis. I conclude with recommendations for future research.

---

<sup>1</sup> Cathleen M. McHugh, Ph.D.  
Chief Research Officer  
Idaho State Board of Education  
[cathleen.mchugh@osbe.idaho.gov](mailto:cathleen.mchugh@osbe.idaho.gov)

<sup>2</sup> This paper updates analysis from January 2018 with data from the 2016-2017 school year.

### Definitions

In Idaho, Near Peer mentors collaborate with high school counseling staff to provide one-on-one and group advising. They also provide assistance to low-income students and students who would be the first in their families to attend college. Their responsibilities include coordinating postsecondary publicity and outreach at the high school as well as raising student and family awareness of college and career opportunities through presentations, classroom visits, parent-mentor nights, and other forms of communication. Peer mentors also develop and administer college and career surveys. Peer mentor service is offered to students interested in any form of postsecondary education program including one-year certifications.

Idaho's Near Peer mentors work 37.5 hours per week including weekdays, evenings, and weekends. All peer mentors hired for the Idaho program hold at least a bachelor's degree from an accredited college or university and have documented interpersonal, collaboration, and problem-solving skills. They possess knowledge of postsecondary application and financial aid processes, local higher education/career resource tools, and academic advising approaches. Peer mentors are also experienced in program planning and delivery, public speaking, presenting, and survey development.

A student is defined as directly enrolling in college if they enroll in a postsecondary program by the fall after high school graduation and attend at least 25% of the term. Data on in-state college enrollment is provided by the Educational Analytics System of Idaho (EASI) which covers all public Idaho institutions. Data on out-of-state college enrollment is provided by the National Student Clearinghouse which includes about 96% of all students in public and private U.S. institutions.<sup>3</sup> This includes four-year programs, two-year programs, and certificate programs.

### Near Peer schools

In the 2016-2017 school year, there were ten schools that had Near Peer programs. Two schools, Payette High School and Buhl High School, had had Near Peer programs at some point but later discontinued them. Near Peer schools are not a representative sample of all Idaho traditional public high schools.<sup>4</sup> Near Peer schools are found in only four of the six education regions in Idaho (See Figure 1). As of 2016-2017, there were no schools in either Region 2 or Region 5 that had a Near Peer program. Near Peer schools are also larger than the average Idaho traditional public high school (see Figure 2). All Near Peer schools are above the median school in terms of Grade 12 enrollment. Finally, Near Peer schools are less likely to be located in cities or in rural areas and more likely to be located in suburbs and towns than other public high schools (see Table 1). There is no Near Peer school located in a city, and, while two-thirds of traditional Idaho high schools without a Near Peer program are located in rural

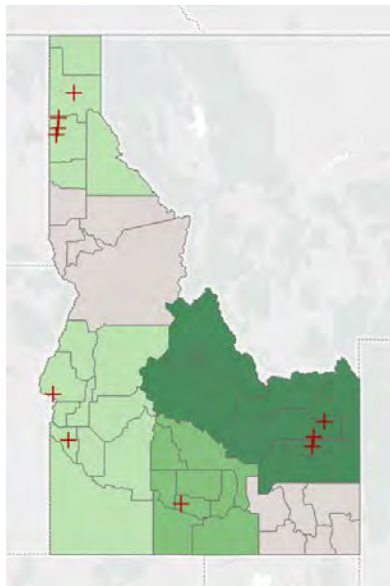
---

<sup>3</sup> National Student Clearinghouse Research Center, *Using NSC StudentTracker for High School Reports: Considerations for Measuring the College Enrollment Rates of High School Graduates* (Herndon, VA: National Student Clearinghouse Research Center, December 19, 2014). Retrieved from <https://nscresearchcenter.org/wp-content/uploads/Considerations-in-Using-NSC-STHS-Reports.pdf>

<sup>4</sup> We include only public high schools that were classified as "regular" and part of a "regular local school district" as defined by the Common Core Dataset (CCD). We further exclude charter schools, magnet schools, shared-time schools, and virtual schools. We also call these schools "traditional" in the paper.

areas, only one-third of Near Peer schools are located in rural areas. Two-thirds of Near Peer schools are located in suburbs or towns compared to only 23 percent of schools without a Near Peer program.

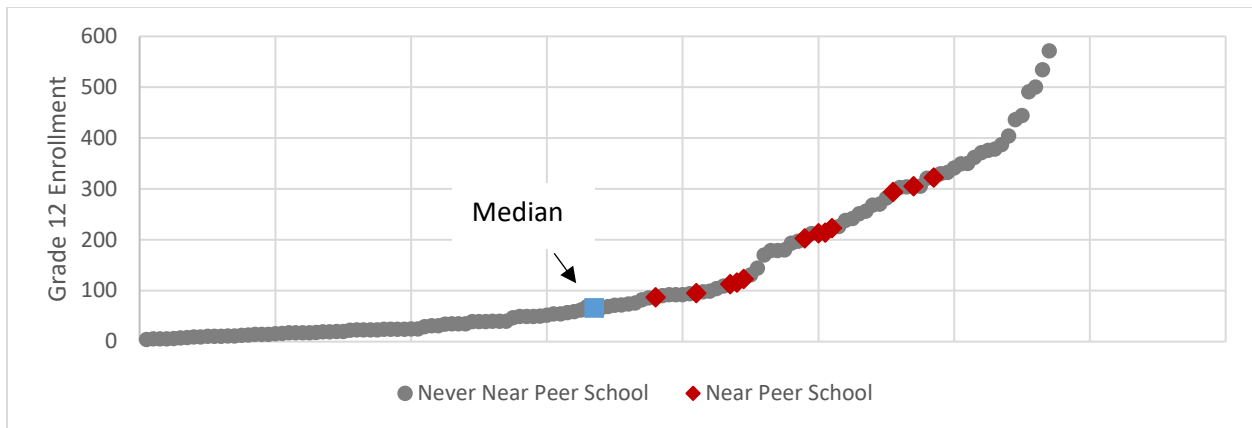
Figure 1: Near Peer Schools in 2016-2017 School Year



Near Peer Schools – 2016-2017 School Year	
Region 1	
Post Falls High School	
Lakeland Senior High School	
Sandpoint High School	
Timberlake Senior High School	
Region 3	
Weiser High School	
Vallivue High School	
Region 4	
Jerome High School	
Region 6	
Bonneville High School	
Rigby High School	
Sugar-Salem High School	

Note: Payette High School had a Near Peer program from 2011-2012 through 2013-2014. Buhl High School had a Near Peer program in 2015-2016.

Figure 2: Grade 12 Enrollment by Near Peer Status, 2016-2017



Note: Payette High School and Buhl High School are included as Near Peer schools in this figure even though their Near Programs were discontinued.



**POLICY, PLANNING AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 3**

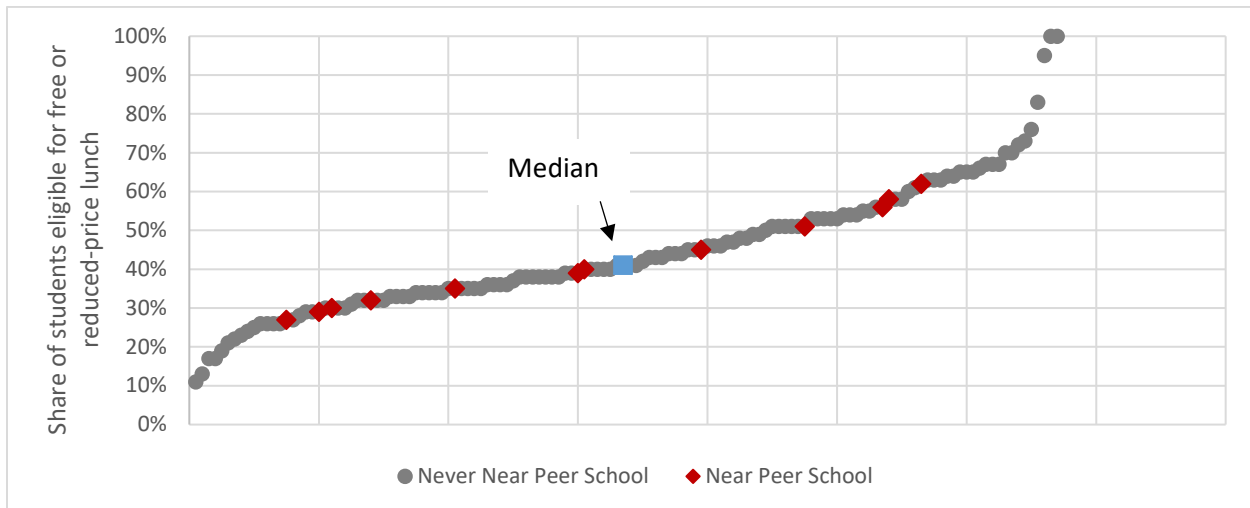
Table 1: School Locale by Near Peer Status, 2014-2015

	Never Near Peer School	Near Peer School
Share of schools classified as located in a:		
City	10%	0%
Suburb	7%	25%
Town	16%	42%
Rural area	67%	33%

Note: I used NCES locale codes in this analysis.

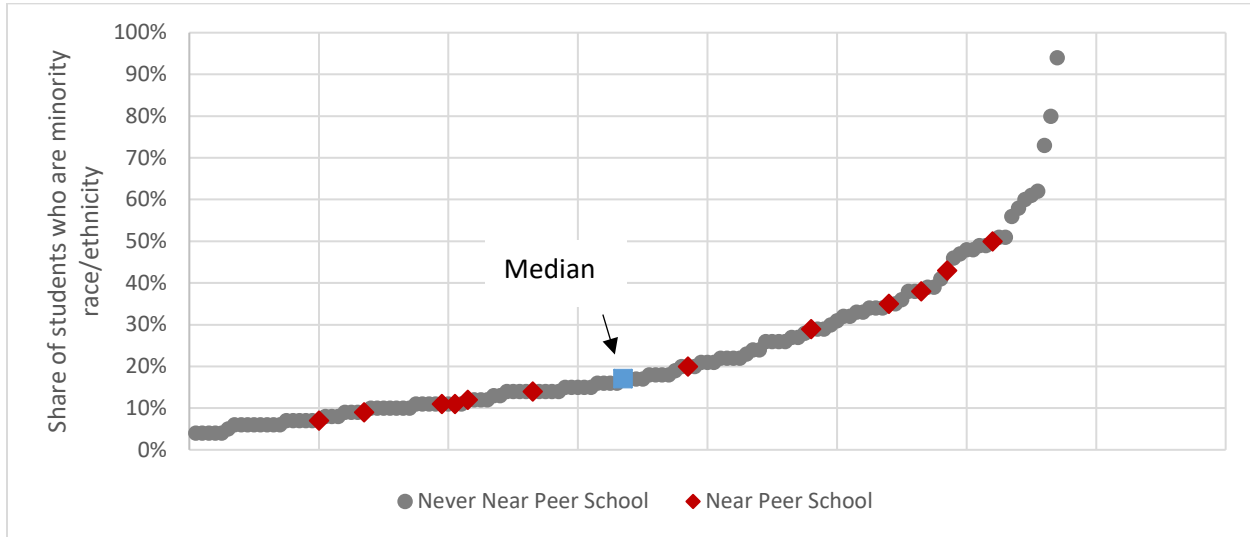
Near Peer schools are more reflective of all traditional high schools in terms of the share of students eligible for free or reduced-price lunch (see Figure 3) and the share of students who are minorities (see Figure 4). Near Peer schools are about evenly distributed above and below the median school for both of these measures. However, there are no Near Peer schools in either tail of the distribution for free and reduced-price lunch status and there are no Near Peer schools in the upper tail for minority status. In other words, no Near Peer school is among the schools with the smallest or largest share of students eligible for free or reduced-price lunch and no Near Peer school is among the schools with the largest share of minority students.

Figure 3: Share of Students Eligible for Free or Reduced-Price Lunch by Near Peer Status, 2016-2017



Note: Payette High School and Buhl High School are included as Near Peer schools in this figure even though their Near Programs were discontinued.

Figure 4: Share of Students who are Minorities by Near Peer Status, 2016-2017



Note: Payette High School and Buhl High School are included as Near Peer schools in this figure even though their Near Programs were discontinued.

In order to understand how a Near Peer program affects direct college enrollment behavior, there needs to be a set of schools to serve as a comparison group for the Near Peer schools. As discussed above, Near Peer schools are not representative of all traditional Idaho public high schools in several respects. Therefore, I made a comparison group by only including schools that fell above the median in terms of Grade 12 enrollment and had a comparable free and reduced-price lunch eligible population and comparable minority population. I then included controls for region and locale.

#### Effect of Near Peer Mentoring programs on direct college enrollment rates

There are difficulties in estimating the effect of a Near Peer program on direct college enrollment. A Near Peer program is implemented at the school level. If I naively compared the direct college enrollment of students who interacted with a Near Peer mentor to their classmates who did not interact with a Near Peer mentor, I would encounter issues with sample selection bias because students were not randomly assigned to either group. Students who were more likely to directly enroll in college even without a Near Peer program may be more likely to interact with Near Peer mentors than otherwise similar students who were less likely to directly enroll. By simply comparing outcomes within a school, I may attribute these already existing differences to the Near Peer program and inflate the estimated effect of the program.

Sample selection bias can also exist for comparisons between schools. Schools that implemented a Near Peer mentoring program may be different in unmeasurable ways than schools that did not implement a program. If I estimated the effect of implementing a Near Peer program on school level outcomes without controlling for this sample selection bias, then, again, effects due to unmeasurable differences may be incorrectly attributed to the Near Peer program.

Furthermore, there may exist a time trend for direct college enrollment rates that exists independently of the Near Peer program. For example, as the economy improves, direct college enrollment rates may decline. Without using a proper estimator, the true effect of the Near Peer program may be underestimated due to this time trend.

In this paper, I use a differences-in-differences estimator to control both for permanent differences in direct college enrollment rates between schools that adopted a Near Peer program and schools that did not adopt a Near Peer program as well as the overall time-trend in direct college enrollment rates. I calculate the share of the school's high school seniors who directly enroll. I do this separately for male students and for female students. This allows me to examine if there are differential effects of a Near Peer program for males and females. I include controls for the share of the school that is minority, the share of the school that is eligible to receive free or reduced-price lunch, and the locale (City/Suburb/Town/Rural) of the school. I also include county-level fixed effects to pick up differences between counties that do not change over time such as the propensity of youths to go on religious missions. Finally, I allow the effect of the Near Peer program to change over time. A program may be more effective after the first year of implementation as processes are fine-tuned.<sup>5</sup>

Table 2 shows the estimated effect of the Near Peer program on all students and the estimated effect on males and females separately. As can be seen, the effect for males is statistically significant<sup>6</sup> in both the first year and in the second and subsequent years. The effect for females is not statistically significant in the first year. For all groups (all students, males, females), the effect is slightly larger in the second and subsequent years than in the first year but these differences are not statistically significant.

Table 2: Estimated Effects of Implementing a Near Peer Program on Direct College Enrollment Rates

	First year after implementation			Second and subsequent years after implementation	
	Estimated coefficient	p-value		Estimated coefficient	p-value
All students	4.2%	0.009		5.1%	0.009
Male students	5.8%	0.015		6.1%	0.006
Female students	2.4%	0.070		4.0%	0.045

Note: Direct college enrollment rates are measured for the fall immediately following high school graduation. Standard errors are clustered at the school level.

One of the key assumptions of a differences-in-differences estimator is that the direct college enrollment time trend would be the same in Near Peer and non-Near Peer schools if there had been no Near Peer program. In other words, the differences-in-differences estimator is not valid if the Near Peer schools' direct college enrollment rates would have diverged from the non-Near Peer schools' direct college enrollment rates even without the Near Peer program. In order to check this assumption, I

<sup>5</sup> I excluded both Payette High School and Weiser High School from the estimation. I excluded both after discussions with the College Access Grant manager about the special circumstances involving these two schools.

<sup>6</sup> I define a result as statistically significant if its p-value is less than or equal to 0.05.

added in leads to the regression by adding a variable indicating that a school implemented the Near Peer program in the next year (as recommended by Angrist and Pischke<sup>7</sup>). If this variable is statistically significant or if it changes the estimates reported in Table 2 above, then it is likely that the differences-in-differences estimator is picking up differences between schools not due to the Near Peer program. Table 3 reports the results from this estimation. As can be seen, the results do not change appreciably which suggests the differences-in-differences estimator is appropriate.

Table 3: Sensitivity Analysis

	Year prior to implementation			First year after implementation			Second and subsequent years after implementation	
	Estimated coefficient	p-value		Estimated coefficient	p-value		Estimated coefficient	p-value
All students	-0.2%	0.897		4.1%	0.025		5.1%	0.015
Male students	1.7%	0.315		6.2%	0.017		6.6%	0.004
Female students	-1.8%	0.531		1.9%	0.218		3.4%	0.134

Note: Direct college enrollment rates are measured for the fall immediately following high school graduation.  
Standard errors are clustered at the school level.

### Discussion

This paper documents a positive effect on direct college enrollment rates due to the presence of a Near Peer program. It also found that Near Peer programs had a greater impact on male students than on female students.

There are several steps which should be taken to better understand these results. These results should be followed up with a qualitative analysis of how Near Peer programs are implemented at the different schools to identify best practices. This will be particularly useful for understanding how a Near Peer program can affect the male direct college enrollment rate differently than the rate for females. Furthermore, strategies for implementing Near Peer programs in smaller schools should be explored and longitudinal impacts of Near Peer program participation should be analyzed. While results from this analysis suggest the Near Peer approach is a promising practice for increasing direct college enrollment rates among Idaho students, understanding whether participating students are retained in college through graduation is key to understanding whether or not a Near Peer program can affect Idaho's educational attainment goal.

---

<sup>7</sup> Joshua D. Angrist and Jörn-Steffen Pischke, *Mostly Harmless Econometrics: An Empiricist's Companion* (Princeton: Princeton University Press, 2009), 233-241.

**POLICY, PLANNING AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 3**

Appendix I: Data Sources

Data Sources:	
Direct college enrollment rates:	Idaho State Board of Education Educational Analytics System of Idaho National Student Clearinghouse
Share of school identified as minority	U.S. Department of Education National Center for Education Statistics Common Core of Data (CCD) "Public Elementary/Secondary School Universe Survey Data", 2010-2011 v.2a, 2011-2012 v.1a, 2012-2013 v.2a, 2013-2014 v.2a. "Public Elementary/Secondary School Universe Survey Membership Data", 2014-2015 v.1a "Public Elementary/Secondary School Universe Survey Lunch Program Eligibility Data", 2014-2015 v.1a  Idaho State Department of Education Special Data Request
Share of school identified as eligible to receive free or reduced-price lunch	
School Locale	U.S. Department of Education National Center for Education Statistics Common Core of Data (CCD) "CCD Geographic Data", 2014-2015

**POLICY, PLANNING AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 3**

Appendix II: Location of Near Peer Schools over Time



Near Peer schools – 2011-2012 School Year	
Region 3	
Payette High School	
Weiser High School	

Near Peer schools – 2012-2013 School Year	
Region 1	
Post Falls High School	
Region 3	
Payette High School	
Weiser High School	



Near Peer schools – 2013-2014 School Year	
Region 1	
Post Falls High School	
Lakeland Senior High School	
Sandpoint High School	
Timberlake Senior High School	
Region 3	
Payette High School	
Weiser High School	

**POLICY, PLANNING AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 3**

<b>Near Peer schools – 2014-2015 School Year</b>
<b>Region 1</b>
Post Falls High School
Lakeland Senior High School
Sandpoint High School
Timberlake Senior High School
<b>Region 3</b>
Weiser High School
<b>Region 6</b>
Bonneville High School



<b>Near Peer schools – 2015-2016 School Year</b>
<b>Region 1</b>
Post Falls High School
Lakeland Senior High School
Sandpoint High School
Timberlake Senior High School
<b>Region 3</b>
Weiser High School
Vallivue High School
<b>Region 4</b>
Buhl High School
Jerome High School
<b>Region 6</b>
Bonneville High School
Rigby High School
Sugar-Salem High School

## **NIC Connect | Program Summary**

Program Contact: Teresa Borrenpohl, Ed.D. | Enrollment Coordinator | (208)665-4523 | Teresa.Borrenpohl@nic.edu

### **Overview**

NIC Connect is an enrollment program that transitions students from high school to college through five purposeful events. North Idaho College representatives visit region one schools for the following engagements:

1. College Application Week
2. Enrollment Process Orientation
3. Scholarship and Financial Aid Workshop
4. Math and English Assessments
5. Registration

All visits were conducted during school hours to high schools in the five northern counties. While each visit was conducted to complete a specific goal, if students attended an event and they were not ready for the next step, NIC representatives would work with the student to bring them up to the same enrollment process steps as their peers.

### **Outcomes**

- 47.4% of Region I high school seniors applied to North Idaho College in 2018. This is up from the five previous years including 2017 (45.94%), 2016 (42.52%), 2015 (37.51%), and 2014 (37.86%).
- 45.44% of NIC applicants from region I high schools have registered for classes (as of June 20, 2018). This is up from the conversion rates of previous years including 2017 (43.95%), 2016 (29.75%), 2015 (37.51%), and 2014 (40.61%).
- 374 NIC Connect participants have registered for classes for the fall 2018 semester. Previous yields include 2017 (279), 2016 (213), 2015 (237), and 2014 (281). 2018 reflects a 25% increase from fall of 2017 to fall of 2018.
- One in five graduating region I seniors are registered for classes at North Idaho College for fall of 2018.
- As of June 20, 2018, NIC Connect students had signed up for 4,852 credits. The average NIC Connect student is registered for 12.97 credits. 12 credits constitutes a full-time student.
- 100% of college counselors expressed satisfaction with the NIC Connect program (70% Strongly Satisfied, 30% satisfied).
- 122 of 142 student exit surveys stated that students now have a contact at North Idaho College that they feel comfortable to reach out to.

### **Feedback from anonymous post-program survey**

"The communication was the best. My students had so many questions and NIC reps were always happy to answer all the emails and questions." – Region I Counselor

"The program is AWESOME! I truly believe that not as many students would enroll in and plan to attend NIC had the placement test and class registration not been offered at the high school to make it easy and accessible for them. It's just too overwhelming for some students to do it by themselves online or set up testing at NIC. The fact that NIC came out MULTIPLE times to administer the ALEKS test for students who needed to retake it was amazing! Reps were willing to help students who were not even going to attend NIC while they were here. That was so nice." – Region I Counselor

"You guys have done a great job of making things simple for us and the making visits to our school are very helpful." – Region I Student

"I am glad that people were here to help with anything." – Student

"Having advisors at the high school made the process so much easier. Applying to college is a somewhat daunting process and having those people was great." -- Student



## **Transition Coordinator Model**

### Overview

The Transition Coordinator model invests resources in the postsecondary institutions to provide college and career advising in the high schools. Transition Coordinators develop and implement services to high school students to help them define their education and career aspirations and to identify the postsecondary programs, including apprenticeships and workforce training, that can help them achieve their goals. Transition Coordinators focus on the middle 50% of high school students who may not be considering higher education. While they collaborate with school counselors and administration, they are not district employees and maintain a higher-education centric focus. Transition coordinators are employed by a regional higher-education institution (i.e. community college or university) and they support the postsecondary aspirations of the high school students whether they are for-credit or non-credit, community/technical college or university, in-state or out-of-state.

The primary responsibilities of a Transition Coordinator include:

- Work with high school students one-on-one and in small groups to develop their academic and career plans to ensure a clear path to successful postsecondary training and access to career fields.
- Engage and include parents in the postsecondary planning process with their students.
- Support students to enroll in advanced opportunities programs that are tied to their academic and career plans.
- Aid in the completion of postsecondary applications, FAFSA and scholarship applications.
- Assist high school guidance counselors with college and career advising events (i.e. career fairs, college days).

### Benefits of the Transition Coordinator Model

- Can serve multiple schools and/or school districts – aggregating funds that might not be sufficient for a district to accomplish the same goals by themselves.
- Coordinators have direct access to resources and professional development opportunities through their employing institution, the Division of Career Technical Education (CTE) as well as other resources available through the postsecondary institutions.
- Provides academic and career planning *along with* support to successfully complete the transition between high school and their chosen postsecondary education path.
- Focus can begin with high school juniors and seniors and then move down to middle/junior high students to provide support for setting career goals and leveraging advanced opportunities.
- Supports the development and tracking of common metrics.

### Delivery

Transition Coordinators are employed by a postsecondary institution in the region and spend the majority of their time in the schools working directly with students. Depending on geography, each transition coordinator could be expected to handle a caseload of approximately 400 students and to be in the high school at least one day per week. Activities would be conducted in small group settings and one-on-one to provide support on the transition to postsecondary process (i.e. workshops to complete college applications, FAFSA forms and scholarships) and in larger groups to expose students to college and career opportunities (i.e. college/career fairs, career exploration, advanced opportunities).

Cost

The total cost per FTE for a Transition Coordinator is estimated to be \$60,000-\$75,000 annually which includes salary, benefits, travel and supplies. The range accounts for the geographic area that the coordinator would cover – a larger geographic area will require a larger travel budget.

Schools/school districts using this model, would be aggregated with other nearby schools/school districts and the coordinator would be assigned specifically to those districts. A planning period would provide the regional postsecondary institution and participating school districts the opportunity to finalize the job description, prioritize activities, and determine a schedule. This process will allow for collaboration to ensure that the school districts needs and expectations are met.

Schools

CTE Transition Coordinators have been providing assistance to high school students for many years specific to the transition between secondary and postsecondary technical college programs. In addition, the Transition Coordinator model has been implemented more broadly to serve all students by the College of Southern Idaho. Four transition coordinators are currently serving 13 high schools across nine school districts.

- |                            |                            |
|----------------------------|----------------------------|
| • Buhl High School         | • Wood River High School   |
| • Filer High School        | • Gooding High School      |
| • Kimberly High School     | • Silver Creek High School |
| • Twin Falls High School   | • Burley High School       |
| • Canyon Ridge High School | • Minico High School       |
| • Magic Valley High School | • Declo High School        |
| • Jerome High School       |                            |

Performance Measures

School districts and charter schools using funds provided through the college and career advising allocation will be required to report on the effectiveness of their program. Performance measures must align to the requirements pursuant to Idaho Code §33-1212A. Measures may vary depending on students served and could include the following:

- Go on rate (including in-state, out-of-state and workforce training)
- Positive placement rate (includes the number of individuals who join the workforce and military in addition to the go on rate)
- Advanced opportunities (includes the number of courses taken for dual credit and technical competency credit at all Idaho public institutions)
- FAFSA and college application completion rates
- College or Career plan completion rates
- Annual reviews of the students Learning Plan
- College Scholarship Completion Rates
- Postsecondary Enrollment Rates

Who to Contact

Districts that are interested in the Transition Coordinator model should contact their regional postsecondary institutions as listed below:

- College of Southern Idaho – Terry Patterson, Dean of Professional-Technical Education, (208)732-6402, [tpatterson@csi.edu](mailto:tpatterson@csi.edu); and Cesar Perez, Associate Dean of Extended Studies, (208)732-6280, [cperez@csi.edu](mailto:cperez@csi.edu)
- College of Western Idaho – Will Fanning, Dean of Professional-Technical Education, (208)562-2380, [willfanning@cwidaho.cc](mailto:willfanning@cwidaho.cc)
- Eastern Idaho Technical College – Sharee Anderson, Vice President of Instruction and Student Affairs (208)524-3000 Ext 3333, [sharee.anderson@my.eitc.edu](mailto:sharee.anderson@my.eitc.edu)
- Idaho State University – Scott Rasmussen, Dean of the College of Technology, (208)282-2507, [rasmcot@isu.edu](mailto:rasmcot@isu.edu)
- Lewis-Clark State College – Rob Lohrmeyer, Dean of Professional-Technical Education, (208)792-2225, [rlohrmey@lcsc.edu](mailto:rlohrmey@lcsc.edu)
- North Idaho College – Christy Doyle, Dean of Health Professions and Nursing, (208)769-3480, [Christy.Doyle@nic.edu](mailto:Christy.Doyle@nic.edu)

**POLICY, PLANNING AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 6**

**Higher Education Task Force Recommendations - Committee Assignments**

<b><u>Recommendation</u></b>	<b><u>Committee Assignment</u></b>
<b>1. Recommendation – Efficiencies, Cost Savings and Service –</b> <u>Drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized and student-centric System (combined with: Centralize and standardize processes to promote system-wide efficiencies).</u>	<b><u>BAHR – Lead</u></b> <u>Business Affairs and HR Systems</u> <u>IRSA Admissions and Registration (student services)</u> <u>PPGA Governmental Affairs Directors consolidation of efforts.</u>
<b>2. Recommendation – 60% Goal –</b> <u>Review and update the 60% goal and establish a clear, credible, and measurable roadmap on how Idaho gets to the 60% goal. Focus on the key outcomes that are critical to the state's economic future and to the continued standard of living and quality of life for Idaho citizens.</u>	<b><u>PPGA Amendment to strategic plan and communications and outreach.</u></b>
<b>3. Recommendation – Structural Change and System Improvements -</b> <u>Implement structural change and system improvements through enhancements to critical areas of the public education system that will remove barriers as students' progress through the educational pipeline and lead students to be prepared for postsecondary technical and academic training and education at the end of their high school experience. System improvements will include an enhanced statewide digital delivery system that creates a single digital campus that integrates and incorporates the Idaho educational system across the state and uses community outreach centers for support of students educational and career goals in local areas, thereby, removing barriers created by time or location restraints to opportunities for preparing students for postsecondary education as well as postsecondary resources. Identified barriers include the relevancy and rigor of the secondary senior year, more targeted advanced opportunities that lead to transferability of dual credits toward degree progress, full implementation of the Complete College America "Game Changers" through the strategies adopted by the Board's Complete College Idaho Plan, and alignment with workforce skills.</u>	<b><u>PPGA – Lead</u></b> <u>(Responsible for K-12 items, and policy issues related to administrative code or statute) – additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes</u> <u>IRSA (Responsible for postsecondary items) – full implementation of Game Changers adopted by the Board in 2012. Implementation of a degree audit/student data analytics system<sup>1</sup> for postsecondary students, development of postsecondary pathways. Development of dual credit pathways and offers that better serve students progression toward a degree or certificate.</u>
<b>4. Recommendation – Guided Pathways (P-20) -</b> <u>Develop and implement a comprehensive guided pathways program starting with early learning opportunities for students that are culturally relevant and provide support and guidance for the student through the education pipeline (early learning to prepare students for kindergarten through graduate degree attainment). An integrated guided pathways program would include parent engagement, student academic and career planning, proactive advising with early and urgent intervention (targeted/relevant), work-based learning, and community engagement (e.g. Indiana's Twenty-first Scholars and Scholar Success programs, Tennessee's Promise and Achieves programs, Iowa's BEST Program and Maryland's Achieving Collegiate Excellence and Success program). Advising activities would start no later than the 8<sup>th</sup> grade. The electronic campus platform will be used to expand access to resources and provide college and career advising and mentoring services to students in areas where other options are not available or practical or where time/life constraints may limit access to in-person resources. Educator and student access to the statewide data analytics/degree audit system will be integrated into the electronic campus platform.</u>	<b><u>PPGA – Lead</u></b> <u>Additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes</u> <u>IRSA Implementation of a degree audit/student data analytics system for postsecondary students.</u>

<sup>1</sup> Implementation of this recommendation has been initiated with the amendment to the FY19 budget request.

**POLICY, PLANNING AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 6**

<p><b>5. Recommendation – Improved Certificate and Degree Completion</b> - Leverage guided pathways to improve postsecondary completion through research based effective programs that lead to on-time completion in certificate and degree programs for all students. Barriers to access for place bound or time bound students will be removed through a state digital campus allowing individuals in remote and rural areas and working adults to access postsecondary education regardless of location and scheduling needs. Early interventions and targeted services will lead to greater retention and completion of postsecondary student's undergraduate goals as well as prepare students to pursue and complete graduate and professional degrees that are equally vital to the economic growth of Idaho.</p>	<p><b>IRSA – Lead</b>  <u>Development of program targeting individuals with some credits and no degree. Implementation of a degree audit/student data analytics system<sup>1</sup></u>  <u>PPGA Amendments to scholarship requirements in Idaho Code and Admin Code<sup>2</sup></u></p>
<p><b>6. Recommendation</b> – Provide a statewide digital delivery system - a digital campus that integrates and incorporates the current public system and partnering private institutions. This system is scalable, high quality, accessible and affordable.</p>	<p><b>IRSA</b></p>
<p><b>7. Recommendation</b> – Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access.</p>	<p><b>BAHR – Lead</b>  <u>Institutional efficiencies, lower tuition and fees, elimination/ streaming of student fees.</u>  <u>PPGA Legislation for scholarships</u></p>
<p><b>8. Recommendation</b> - Further careful analysis, working with a technical committee and outside experts such as National Center for Higher Education Management Systems (NCHEMS) is necessary to ensure the outcomes-based funding model is fully vetted and pressure tested and that proper weighting is provided for each of the formula's metrics. Metrics should include:</p> <ol style="list-style-type: none"> <li>1. <u>Verifiable Job Outs</u></li> <li>2. <u>18-29 Credit Undergraduate Certificates</u></li> <li>3. <u>1-Year Certificates</u></li> <li>4. <u>Associate Degrees</u></li> <li>5. <u>Bachelor Degrees</u></li> <li>6. <u>High Impact Completion Bonus</u></li> <li>7. <u>At-Risk Completion Bonus</u></li> <li>8. <u>Progression per Student Credit Hour Milestone</u></li> <li>9. <u>Transfers</u></li> <li>10. <u>On-Time Completion Bonus</u></li> </ol> <p>The FY 2019 higher education budget line items requested by the colleges and universities should proceed through the budget process this year rather than attempting to launch an outcomes-based funding model for the 2018/2019 year. The State Board of Education should "shadow track" the metric outcomes for the 2018/2019 academic year to allow the institutions to prepare for full implementation in the following year.</p>	<p><b>BAHR</b></p>
<p><b>9. Recommendation – Adopt the Recommendations of the Governor's Workforce Development Task Force</b> – The Governor's Higher Education Task Force should adopt the recommendations of the Governor's Workforce Development Task Force in order to establish a coordinated implementation effort between higher education, industry and state government to meet Idaho's future workforce needs.</p>	<p><u>Varied depending on individual recommendation.</u>  <u>Additional staff work needed in this area.</u></p>
<p><b>10. Recommendation – Competency-Based System</b> – The public higher education system should shift to a competency-based system for career technical education. (Implementation of this recommendation should be included as part of the work on Recommendation 5)</p>	<p><b>IRSA</b></p>

<sup>2</sup> Administrative Code changes take one year to work through the cycle and would be started in FY19.

**POLICY, PLANNING AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 6**

<b>11. Recommendation – Partner with Industry</b> – The public higher education system should partner with industry to include more workplace experiences as part of certificate and degree programs. (Implementation of this recommendation should be included as part of the work on Recommendation 5)	<u>IRSA</u>
<b>12. Recommendation – Workforce Training towards Degree or Certificate Completion</b> – Workforce training completed by an individual should count towards degree or certificate completion. (Implementation of this recommendation should be included as part of the work on Recommendation 5)	<u>IRSA</u>

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**SUBJECT**

Data Dashboard Discussion

**REFERENCE**

August 2011	The Board discussed the need for a dashboard with refined data points to track the institutions' progress in areas that impact the Board's 60% Education Attainment goal.
August 2016	The Board discussed key performance metrics for a data dashboard and was presented with examples of data dashboards created by other education boards.
October 2016	The Board was presented the annual performance measure progress and discussed various metrics that could be part of an educational dashboard. Staff demonstrated various metrics currently available through the Board's website on Tableau. The Board requested a K-20 dashboard.
December 2016	The Board discussed coordination between the Board Office and the Department on developing the K-20 Dashboard. As part of the strategic plan discussion additionally discussed the development and implementation of a single K-20 data dashboard.
April 2017	The Board discussed ISU's new dashboard as a possible model for the Board's K-20 dashboard.

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 1: Objective A: Data Access and Transparency – Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system. Performance Measure: Development of a single K-20 data dashboard and timeline for implementation.

**BACKGROUND/DISCUSSION**

In 2017, an ad-hoc workgroup co-chaired by Board Member Critchfield and Senate Education Committee Chair, Senator Mortimer met to discuss statewide reporting requirements and key performance indicators for measuring progress of the state's education system. As part of this work, the group developed consensus around a list of data elements for use in a data dashboard. These included both K-12 and postsecondary data elements. The list of data elements included a number of data elements required as part of the federally required K-12 school report cards, as well as data elements the Board and Board staff had previously identified for postsecondary performance. As part of the work required to meet the federal K-12 accountability requirements, the State Department of Education contracted with Tembo to develop the K-12 school report cards. This work includes a dashboard for viewing the required data elements from Idaho's accountability system. The federal deadline for having the "school report cards" available is December 2018. Department staff participated in the ad-hoc work group and indicated they would

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

be able to include the additional identified elements into the work that was being done with Tembo. Due to the December deadline the Department has indicated they will phase in the data elements. The first group of data elements will be those required for federal accountability with the second phase including all other indicators in the state accountability framework and those identified by the ad-hoc that are not already part of the accountability framework.

Board staff developed the postsecondary data elements and K-12 transition data elements into a data dashboard for use by the Board until that point when the single K-20 data dashboard can be implemented.

**IMPACT**

A public-facing dashboard will allow state policy makers, parents, students, school administrators, and institution staff access to reports produced using data collected in the Educational Analytics System of Idaho (EASI) as well as data collected by the Integrated Postsecondary Education Data System (IPEDS). While the EASI data will provide the most recent data on the postsecondary system, IPEDS data will allow for comparisons between Idaho's postsecondary institutions and each institution's peer group.

**ATTACHMENTS**

Attachment 1 – Ad-hoc workgroup data elements  
Attachment 2 – State Accountability Framework  
Attachment 3 – Statewide Board Required Postsecondary Performance Measures

**STAFF COMMENTS AND RECOMMENDATIONS**

This item will give the Board an opportunity to review and provide feedback on the postsecondary data elements and the K-12 to postsecondary transition data elements for the K-20 data dashboard. When finalized, postsecondary data elements will be displayed in comparison to peer institutions in those instances where IPEDS data definition's are used. The K-12 data elements will be able to be broken by down viewed in comparison to similar schools and districts with like student populations.

**BOARD ACTION**

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



**Ad Hoc Reporting Committee  
June 15, 2017 Meeting - Data Elements**

**K-12 Data Elements**

- Idaho Standards Achievement Test (ELA, Math, Science), proficiency and growth toward proficiency
- Advanced Opportunities Participation (Dual Credit, AP, Technical Competency Credits)
- Idaho Reading Indicator (statewide reading assessment), proficiency and growth toward proficiency
- College Entrance Exam Scores (College Readiness)
- Rates of students going on to postsecondary education (Go-on Rates)
- CTE certificates and degrees earned in high school/progress toward CTE certificates and degrees
- Low performing schools and districts (grouped by areas of the state, similar demographics, types of students/student groups)
- Financial information/funding all sources, spending per student
- High school graduation rates
- Student demographics (ELL, low-income, minority, special education)
- Public opinion, community approval rating
- Parent surveys
- Student headcounts (by student groups)
- Class size
- Experience level of instructional staff
- Grade point average

**Added Data Elements**

- Expanded Staffing Data (new hires, experience of teachers, type of certification - interim cert/standards cert, etc.)
- Measure of technology capabilities/use

**Postsecondary Data (previously identified)**

1. Completion (Graduation Rate)
  - a. On-Time
  - b. Extended Time
  - c. Same Campus vs. Different Campus
2. Retention & Persistence
  - a. Retention (Year-Over-Year and Still Enrolled)
  - b. New Students 1st Year to 2nd Year
  - c. Transfer Students
3. Dual Credit and/or Advanced Opportunities
  - a. Headcount
  - b. Credits
  - c. Students with less than 10, 10 – 19, 20 or more, CTE Certificate or Associates Degree (at graduation)

4. Scholarship Data
5. Direct Admissions
6. Types/Number Of Degrees Conferred
7. Any Additional Outcomes Based Funding Metrics

Functionality

- Data will need to have some context and analysis around it to be useful to parents and the community as a whole – Board staff to provide standard reports/analysis around some data elements (such as go-on rates, college readiness, etc)
- Data needs to be comparable to peer/like schools and districts
  - Be able to group based
    - on student demographics (ELL, Free Reduced Lunch, etc.)
    - region
    - urban/rural and remote
    - student size
    - staffing (#'s, new hires, teaching staff experience, etc.)
    - technology
  - Data shows multiple years to be able to identify trends
- Ability to break data out by different demographic/student groups, region, urban, remote
- The ability for school personnel to log in and drill down further

**STATE ACCOUNTABILITY FRAMEWORK**

**08.02.03 – RULES GOVERNING THOROUGHNESS**

**112. ACCOUNTABILITY**

School district, charter school district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education..

**01. School Category.**

- a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
- b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
- c. Alternative High Schools.

**02. Academic Measures by School Category.**

- a. K-8:
  - i. Idaho Standards Achievement Tests (ISAT) Proficiency.
  - ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
  - iii. ISAT proficiency gap closure.
  - iv. Idaho statewide reading assessment proficiency.
  - v. English Learners achieving English language proficiency.
  - vi. English Learners achieving English language growth toward proficiency.
- b. High School:
  - i. ISAT proficiency.
  - ii. ISAT proficiency gap closure.
  - iii. English Learners achieving English language proficiency.
  - iv. English Learners achieving English language growth toward proficiency.
  - v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
  - vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
- c. Alternative High School:
  - i. ISAT proficiency.
  - ii. English learners achieving English language proficiency.
  - iii. English learners achieving English language growth towards proficiency.
  - iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
  - v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

**03. School Quality Measures by School Category.**

- a. K-8:
  - i. Students in grade 8 enrolled in pre-algebra or higher.
  - ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
  - iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
- b. High School:
  - i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**ATTACHMENT 2**

- ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
  - iii. Students in grade 9 enrolled in algebra I or higher.
  - iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
- c. Alternative High School:
- i. Credit recovery and accumulation.
  - ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.
  - iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
  - iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

**Postsecondary Institution  
System-wide Performance Measures  
Approve December 2017**

**Timely Degree Completion**

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
- II. Percent of first-time, full-time, freshmen graduating within 150% of time
- III. Total number of certificates/degrees produced, broken out by:
  - a) Certificates of one academic year or more
  - b) Associate degrees
  - c) Baccalaureate degrees
- IV. Number of unduplicated graduates, broken out by:
  - a) Certificates of one academic year or more
  - b) Associate degrees
  - c) Baccalaureate degrees

**Reform Remediation**

- V. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

**Math Pathways**

- VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

**Structured Schedules**

- VII. Number of programs offering structured schedules

**Guided Pathways**

- VIII. Percent of first-time, full-time freshmen graduating within 100% of time

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**SUBJECT**

Board Policy I.Q. Accountability Oversight Committee – First Reading

**REFERENCE**

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee (later renamed I.Q).
April 2015	Board approved the first reading of amendments to Board Policy I.Q. Accountability Oversight Committee
June 2015	The Board approved the second reading of proposed amendments to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.
December 2015	The Board approved the first reading of proposed amendments to Board Policy I.Q.
February 2016	The Board approved the second reading of proposed amendments to Board Policy I.Q. adding an additional at-large member with experience in Special Education.
May 2016	The Board approved the first reading of proposed amendments to Board Policy I.Q.
June 2016	The Board approved the second reading of proposed amendments to Board Policy I.Q. removing the requirement that the chair be an at large member.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee  
IDAPA 08.02.03.111. and 112, Rules Governing Thoroughness (Assessment and Accountability)

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 2: Educational Attainment

**BACKGROUND/DISCUSSION**

The Board's Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee is composed of two Board members, the Superintendent of Public Instruction (or designee), and five (5) at-large members, one of which must have experience serving in a school district in a special education capacity. With the exception of the Board members serving on the committee, all other members are appointed by the Board.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

The current makeup of the committee has provided for balanced discussions at the committee level and recommendations that take into account various perspectives. By having a mix of administrators who are impacted by the results of our state accountability system and individuals with experience in administering and using assessment data, the committee is able to bring forward recommendations that have taken into consideration multiple views.

**IMPACT**

The proposed changes would expand the committee membership from eight (8) to ten (10) members and assure a balance of expertise is maintained on the committee to provide for thorough recommendations to the Board on the state's accountability system.

**ATTACHMENTS**

Attachment 1 – Board Policy I.Q. Accountability Oversight Committee – First Reading

Attachment 2 – Current Accountability Oversight Committee Membership

**STAFF COMMENTS AND RECOMMENDATIONS**

The expansion of the committee by two position will allow for broader representation while remaining a manageable size.

Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of Board Policy I.Q. Accountability Oversight Committee as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

### SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

#### SUBSECTION: Q. Accountability Oversight Committee

~~June 2016~~ October 2018

##### 1. Overview

The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the Board's Accountability Program Manager.

##### 2. Duties and Responsibilities

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

##### 3. Meetings and Operating Procedures

The committee shall meet twice annually, additional meetings may be called by the chair as needed.

##### 4. Membership

The committee membership shall consist of:

- Two members of the Idaho State Board of Education, appointed by the Board president;
- The Superintendent of Public Instruction or designee; and
- One member with experience serving in a school district in a special education capacity
- One member with experience serving in a school district with a focus on assessment and accountability
- One member with experience as a school district superintendent
- One member with experience as a school principal or charter school administrator
- One person with experience working with student achievement assessments and data
- ~~Five~~Two members at-large; ~~appointed by the Board, one of which will have experience serving in a school district in a special education capacity.~~

##### 5. Terms of Membership

Board members appointed to the committee serve at the pleasure of the president of the Board. All other ~~C~~committee members are appointed by the Board and shall serve two-year terms. An incumbent member may be recommended for re-appointment. All



**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: Q. Accountability Oversight Committee**

~~June 2016~~ **October 2018**

terms shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of the year(s) beginning or ending said term.

Appointments shall be staggered to ensure that no more than two (2) appointments will become vacant in any given year.

An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

**6. Reporting**

This committee shall report directly to the Board through the Planning, Policy and Governmental Affairs Committee.

**CONSENT  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

**ACCOUNTABILITY OVERSIGHT COMMITTEE  
JULY 2018**

---

State Board of Education Member –  
Ex-Officio

Debbie Critchfield

---

State Board of Education Member –  
Ex-Officio

Linda Clark

---

Superintendent of Public Instruction or Designee –  
Ex-Officio

Pete Koehler (Designee)  
Deputy Superintendent  
State Department of Education

---

Member At Large and Committee Chair  
Term: July 1, 2017- June 30, 2019

Vacant

---

Member At Large  
Term: July 1, 2017-June 30, 2019

John Goedde  
Former Idaho State Senator  
Former School Board Trustee, Coeur d'Alene District  
#271

---

Member At Large  
Term: July 1, 2018 - June 30, 2020

Roger Stewart  
Professor, College of Education  
Boise State University

---

Member At Large  
Term: July 1, 2018 - June 30, 2020

Rob Sauer  
Superintendent  
Homedale School District #370

---

Member At Large (Special Education)  
Term: May 19, 2018 - June 30, 2020

Julian Duffey  
Special Education Director  
Bonneville Joint School District #93

---

Board Staff Support

Alison Henken  
K-12 Accountability and Projects Program Manager  
Office of the State Board of Education  
[alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov)  
208-332-1579

---

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**SUBJECT**

Board Policy IV.E. Eastern Idaho Technical College – First Reading

**REFERENCE**

August 2003	Board approved the first reading of amendments to Board Policy IV.E. Eastern Idaho Technical College (EITC), amending the process for appointments to the EITC Advisory Council.
October 2003	Board approved the second reading of amendments to Board Policy IV.E.
June 2017	Board approved legislative idea repealing the sections of code establishing EITC.
August 2017	Board approved legislation removing EITC from Idaho Code.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section IV.E. Eastern Idaho Technical College  
Section 33-105. Rules – Executive Department, Subsection 3.

**ALIGNMENT WITH STRATEGIC PLAN**

Board governance item

**BACKGROUND/DISCUSSION**

With the establishment of the College of Eastern Idaho and the repeal of Eastern Idaho Technical College, Board Policy IV.E. Eastern Idaho Technical College has become obsolete. The Board's Executive Director is authorized by the Board to make technical corrections to Board policy. Through this authority, references to EITC will be removed from the Board's Governing Policies and Procedures and replaced with the College of Eastern Idaho. The removal of an entire section of Board Policy is beyond the scope of a technical correction and requires Board action. The proposed amendments will completely remove section IV.I. Eastern Idaho Technical College from Board Policy.

**IMPACT**

Once the second reading is approve Section IV.I will be removed from the Board's Governing Policies and Procedures.

**ATTACHMENTS**

Attachment 1 – Board Policy IV.E. Eastern Idaho Technical College – First Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**BOARD ACTION**

I move to approve the first reading of Board Policy IV.I. Eastern Idaho Technical College as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: IV. Organization Specific Policies and Procedures**  
**SUBSECTION: I. Eastern Idaho Technical College**

**October 2003**

**1. Purpose**

~~Eastern Idaho Technical College (EITC) is responsible for fostering and promoting career technical education services in Region VI in Idaho under Idaho Code.~~

**2. EITC Advisory Council**

~~a. The EITC Advisory Council shall be appointed by the Board as provided for in Idaho Code §33-2212.~~

~~b. The EITC Advisory Council consists of the State Division of Career Technical Education Administrator and the EITC President as ex-officio members, and other members appointed by the Board, each to a term of three (3) years. An appointment to the EITC Advisory Council cannot be made until the nomination process has concluded.~~

**i. Incumbent Reappointment**

~~In the event that the incumbent candidate is interested in reappointment, the Advisory Council shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).~~

**ii. Open Appointment**

~~1) The EITC Advisory Council, on behalf of the Board, will advertise the vacancy in regional newspapers. Such advertisement will solicit interested persons to apply for the vacant position on the EITC Advisory Council.~~

~~2) Each applicant must provide a written statement expressing his or her interest in becoming a member of the EITC Advisory Council. Each applicant must also provide evidence of his or her qualifications for the position and each applicant must identify his or her primary residence.~~

~~3) The EITC Advisory Council will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants.~~

~~4) The EITC Advisory Council will forward only the most highly qualified applicants, in order of preference, through the EITC President to the State~~

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: IV. Organization Specific Policies and Procedures**

**SUBSECTION: I. Eastern Idaho Technical College**

**October 2003**

---

~~Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the EITC Advisory Council.~~

- ~~5) The EITC Advisory Council shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy occurs for any other reason, and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.~~

~~3. Policies and Procedures~~

- ~~a. The EITC Advisory Council will operate under the Career Technical Administrators Handbook for Advisory Committees.~~
- ~~b. The EITC Advisory Council will submit an annual report to the Board through the EITC President. The report will include recommendations for consideration by the Board.~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**SUBJECT**

Proposed Rule, Docket 08-0104-1801 – Rules Governing Residency Classification

**REFERENCE**

June 2011	Board approved proposed rule changes to IDAPA 08.01.04 updating residency requirements for special graduate or professional programs.
November 2011	Board approved pending rule changes to IDAPA 08.01.04., updating residency requirements.
August 2016	Board approved proposed rule changes to IDAPA 08.01.04 allowing graduates of an Idaho high school who return to the state within six (6) years of graduation to retain their residency status for tuition purposes
November 2016	Board approved pending rule changes to IDAPA 08.01.04

**APPLICABLE STATUTES, RULE OR POLICY**

Section 33-3717B, Idaho Code  
Idaho Administrative Code, IDAPA 08.01.04, Residency

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 2: Educational Attainment, Objective A: Higher Level of Educational Attainment

**BACKGROUND/DISCUSSION**

During the 2018 legislative session House Bill 631 created additional provisions for graduate students who had not previously established domicile to be considered resident students in Section 33-3717B, Idaho Code. Additional amendments expanded the time high school graduates have to return to the state and maintain residency from six (6) years to eight (8) years. Staff worked with the institutions to identify any changes that were needed in IDAPA 08.01.04. Residency to bring it into alignment with the provisions added to Section 33-3717B, Idaho Code. As part of this process no changes were identified that conflicted with the new provision of Section 33-3717B, Idaho Code; however, technical corrections were identified and are being brought forward at this time for consideration.

These corrections include removing the reference to Eastern Idaho Technical College, simplifying the definition of “support” for determining if a student is a dependent of a parent or guardian and removing a reference to hourly equivalent in reference to full-time employment.

**IMPACT**

The approval of this proposed rule will bring the rule in compliance with Section 33-3717B and allow for it to move forward for public comment.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENTS**

Attachment 1 – Proposed Rule Docket 08-0104-1801

**STAFF COMMENTS AND RECOMMENDATIONS**

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

**BOARD ACTION**

I move to approve proposed rule Docket No. 08-0104-1801, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

**IDAPA 08  
TITLE 01  
CHAPTER 04**

**08.01.04 – RESIDENCY**

**000. LEGAL AUTHORITY.**

This chapter is adopted under the legal authority of Section 33-3717B, Idaho Code. (5-8-09)

**001. TITLE AND SCOPE.**

**01. Title.** The title of this chapter is Residency. (3-29-17)

**02. Scope.** This chapter governs residency classification for tuition purposes for the four-year institutions ~~and Eastern Idaho Technical College~~ under the governance of the State Board of Education and the Regents of the University of Idaho pursuant to Section 33-3717B, Idaho Code. (3-29-17)

**002. WRITTEN INTERPRETATIONS -- AGENCY GUIDELINES.**

Written interpretations to these rules in the form of explanatory comments are available from the Office of the State Board of Education, 650 West State Street, Room 307, Boise, Idaho 83720. (1-1-94)

**003. ADMINISTRATIVE APPEALS.**

Unless otherwise provided for in the rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (3-29-17)

**004. INCORPORATION BY REFERENCE.**

There are no documents incorporated by reference into these rules. (3-29-17)

**005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.**

The principal place of business of the State Board of Education is in Boise, Idaho. (3-29-17)

**01. Mailing Address.** The mailing address is PO Box 83720, Boise, Idaho 83720-0037. (3-29-17)

**02. Street Address.** The State Board of Education's street address is 650 West State Street, Room 307, Boise, Idaho 83702. (3-29-17)

**03. Office Hours.** The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. (3-29-17)

**006. PUBLIC RECORDS ACT COMPLIANCE.**

This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record. (3-29-17)

**007. -- 009. (RESERVED)**

**010. DEFINITIONS.**

**01. Accredited Secondary School.** An Idaho secondary school accredited by a body recognized by the State Board of Education. (3-29-17)

**02. Armed Forces.** The United States Army, Navy, Air Force, Marine Corps, Coast Guard, and their reserve forces. It does not include the National Guard or any other reserve force. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

**03. Continuously Resided.** Physical presence in the state for twelve (12) consecutive months. Absence from the state for normal vacations, family travel, work assignments, short-term military training, and similar occasions during the twelve-month (12) qualifying period, in and of itself, will not be regarded as negating the continuous residence of the individual. (3-29-17)

**04. Full-time Employment.** Employment consisting on average of at least thirty (30) hours of service per week, or one hundred twenty (120) hours of service per month. (3-29-17)

**05. Full-time Student.** A student taking the number of credits set by the State Board of Education to constitute a full course load. (3-29-17)

**06. Support.** "Support" means financial support given to the student during the twelve (12) months preceding the opening date of the term for which resident status is requested, but shall not include educational scholarships or grants provided to the student to attend a postsecondary educational institution. Any student who receives less than fifty percent (50%) support may demonstrate this by showing that ~~he the student~~ is not claimed as a dependent by a parent or guardian for income tax purposes ~~or that a parent or guardian provides less than fifty percent (50%) of the cost of attending an institution according to the financial aid office of that institution or that other similar evidence exists of parental support such as dental bills, medical bills, etc.~~ (5-8-09)

**011. -- 099. (RESERVED)**

**100. RESIDENT CLASSIFICATION BY ALL INSTITUTIONS.**

Any student classified as a resident student for purposes of tuition by one of the institutions ~~or Eastern Idaho Technical College~~ shall be considered a resident by all other institutions. (3-29-17)

**101. RESIDENCY CLASSIFICATION PROCESS.**

All requests for residency reclassification must be submitted by the student to the institution by the 10th day of the term in which reclassification is sought. Each institution shall develop its own procedures to determine the residency status of applicants, disseminate information about the classification process, and determine the documentation required of each applicant to the institution. The institution may require whatever records, documents, or affidavits it deems necessary to classify each applicant correctly. It is the responsibility of the institution to notify the student in a timely manner of the documentation required for the classification process, and it is the responsibility of the student to provide the documentation by the deadline established by the institution. Each student shall be notified in writing of the residency classification decision within fifteen (15) days of such determination being made. (3-29-17)

**102. FACTORS FOR DETERMINING DOMICILE.**

The following, if supported by documentation, support a claim of domicile in Idaho. (3-29-17)

**01. Tax Returns and Employment.** Both of the following, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational: (3-29-17)

**a.** Filing of Idaho state income tax returns covering a period of at least twelve (12) months before the term in which the student proposes to enroll as a resident student; and (3-29-17)

**b.** Full-time employment ~~or the hourly equivalent~~ in Idaho. (3-29-17)

**02. Multiple Factors.** Five (5) of the following factors, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational: (3-29-17)

**a.** Ownership or leasing of a residence in Idaho. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

- b. Registration and payment of Idaho taxes or fees, other than sales ~~or income~~-tax, including registration and payment of Idaho taxes or fees on a motor vehicle, mobile home, travel trailer, or other item of personal property for which state registration and the payment of state tax or fee is required. (3-29-17)
- c. Registration to vote for state elected officials in Idaho at a general election. (1-1-94)
- d. Holding of an Idaho driver's license or state-issued identification card. (3-29-17)
- e. Evidence of the abandonment of a previous domicile. (1-1-94)
- f. The establishment of accounts with financial institutions in Idaho. (3-29-17)
- g. Other similar factors indicating intent to be domiciled in Idaho and the maintenance of such domicile. Factors may include, but are not limited to, enrollment of dependent children in Idaho elementary or secondary schools, establishment of acceptance of an offer of permanent employment for self in Idaho, documented need to care for a relative in Idaho, utility statements, or employment documentation. Multiple factors under this category may be used. (3-29-17)

**04. Idaho Elementary and Secondary Students.** If a student meets the requirements set forth under Idaho Code, Section 33-3717B(1)(c), that student shall not be required to meet the twelve-~~month~~-(12) month requirement for establishing domicile. (3-29-17)

**103. INDEPENDENT STUDENTS AND DOMICILE.**

Domicile in the state of Idaho primarily for purposes other than education includes a domicile in Idaho that was established by the student prior to pursuing higher education in Idaho unless the student's Idaho domicile was thereafter interrupted by an intervening change of domicile. (3-29-17)

**104. APPEALS PROCEDURE.**

Any student who contests the residency classification decision made by the institution may appeal the decision. The student shall be informed of his right to appeal by the institution at the time the student is notified of the residency classification decision. The student must request the appeal in writing and agree to the release of information provided to determine residency to the review body, and comply with deadlines established by the institution for requesting such appeal. (3-29-17)

**01. Institution Appeal.** The chief executive officer of each institution or his designee shall appoint or cause to be appointed a committee of no less than three (3) no more than five (5) members who represent faculty and administration and who will constitute a residency review committee. Within thirty (30) days following receipt of the student's written request to appeal the residency classification decision, the committee must meet and review the ruling. The student appealing is responsible for presenting such evidence as the committee may request and such other evidence as the student may deem pertinent to his residency status. The individual responsible for the initial residency classification decision may be present, if requested by the committee, to answer questions from the committee. The student must be notified in writing of the committee's decision. The decision of the committee is final unless the student elects to appeal the decision to the State Board of Education. (3-29-17)

**02. Board Appeal.** Any student who contests the decision of the residency review committee may appeal to the State Board of Education. In such case, the student must advise the chief executive officer of the institution, in writing, of his request to submit an appeal. The chief executive officer will submit the request to the Office of the State Board of Education for review by the Board or the Board's designated representatives. The decision of the State Board of Education is the final determination and is binding on all parties concerned, subject to the student's statutory right to appeal the final determination to district court. (3-29-17)

**105. -- 999. (RESERVED)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**SUBJECT**

Proposed Rule – Docket No. 08-0113-1802, Rules Governing the Opportunity Scholarship Program

**REFERENCE**

August 2015	Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the Opportunity Scholarship program.
November 30, 2015	Board approved pending rule Docket 08-0113-1501, Rules Governing the Opportunity Scholarship.
August 31, 2017	Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship, making technical corrections and clarifying that GPAs of more than one decimal place will be rounded up.
November 15, 2017	Board approved pending rule Docket 08-0113-1701.
April 2018	Board approved temporary rule Docket 08-0113-1801, establishing provision for the Opportunity Scholarship to be used for “Adult Learners”

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program  
Section 33-4303, Idaho Code, Opportunity Scholarship

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Educational Attainment and Objective C: Access

**BACKGROUND/DISCUSSION**

IDAPA 08.01.13 sets out the eligibility and application requirements for the Opportunity Scholarship, as authorized by Section 33-4303, Idaho Code. Senate Bill 1279 (2018), amended Section 33-4303, Idaho Code, authorizing the State Board of Education to award up to 20% of the funds appropriated for the Opportunity Scholarship to individuals with 24 or more postsecondary credits. Additionally, the 2018 Legislature appropriated an additional \$3.5M ongoing funds in FY19 for the Opportunity Scholarship Program.

The proposed rule would make amendments to the student eligibility and application requirements to allow for a portion of the Opportunity Scholarship awards to be used for individuals who have earned 24 or more postsecondary credits. Proposed amendments would include:

- Lowering the minimum GPA to 2.7;
- Allowing students who have earned 24 or more credits to apply up to three-weeks prior to the start of the term;
- Require these students to have “stopped out” for 24 or more months;

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

- Allow students to attend part-time;
- Pro-rate the amount of the award based on the number of credits attempted down to a minimum of six (6) credits;
- Require institutions to discuss opportunity for receive credits through prior learning assessments; and
- Require students to show progress on their educational plan to maintain scholarship eligibility.

The proposed rule amendments are based on research from other states which have implemented similar scholarships, feedback received from Idaho postsecondary institutions and feedback received from the Legislature during the 2018 Legislative Session.

**IMPACT**

The proposed rule will start the process for making the rule amendments approved by the Board at the April 2018 Board.

**ATTACHMENTS**

Attachment 1 – Proposed Rule Docket No. 08-0113-1801

**STAFF COMMENTS AND RECOMMENDATIONS**

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. In order to set initial requirements for the adult learners applying for the expanded Opportunity Scholarship for the Fall semester, a standalone temporary rule was approved by the Board at the April 2017 Regular Board meeting. This allowed for Board staff to initiate the negotiated rulemaking process prior to bring forward a proposed rule for the Board's consideration. The Notice of Intent to Promulgate Rules was published in the July 4, 2018 (Vol 18-7) Idaho Administrative Rules Bulletin. Staff received no requests to participate in the negotiated rulemaking process and no additional comments regarding the provisions in the Temporary Rule. The proposed rule includes technical corrections identified at the April 2018 Board meeting and two technical corrections identified by Board staff. The renewal GPA requirement was amended to 2.7 to be consistent with the initial eligibility GPA requirement and additional language was added to clarify that the first undergraduate degree requirement was based on a degree earned from an institution accredited by a body recognized by the State Board of Education. This language is consistent with the transferability requirement for the 24 minimum credits.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

At the time of agenda production, approximately 90 individuals had applied for the Adult Learner Opportunity Scholarship.

Staff recommends approval.

**BOARD ACTION**

I move to approve proposed rule – Docket No. 08-0113-1802, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018

ATTACHMENT 1

IDAPA 08  
TITLE 01  
CHAPTER 13

08.01.13 – Rules Governing the Opportunity Scholarship Program

(BREAK IN CONTINUITY OF SECTIONS)

010. Definitions.

**01. Adult Learner.** Means an individual who: ( )  
a. Is not currently enrolled in a postsecondary institution accredited by a body recognized by the State Board of Education; ( )  
b. Has not attended a postsecondary institution at any time during the twenty-four (24) month period immediately prior to application for the Opportunity Scholarship; and ( )  
c. Has earned twenty-four (24) or more transferable credits from a postsecondary institution accredited by a body recognized by the State Board of Education. ( )

**012. Grade Point Average (GPA).** Means the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (3-20-14)

**03. Graduation Plan.** Means a plan developed by the postsecondary student in consultation with the postsecondary institution that identifies the certificate or degree the student is pursuing, the course and credit requirements necessary for earning the certificate or degree, the application of previously earned credits and credits granted through prior learning assessments will be applied to the certificate or degree, the estimated number of terms remaining to complete the certificate or degree and the proposed courses to be taken during each term. ( )

011. -- 100. (RESERVED)

101. Eligibility.

Applicants must meet all of the eligibility requirements to be considered for the scholarship award. (3-28-18)

**01. Undergraduate Student.** An eligible student must be pursuing their first undergraduate certificate or degree from an institution accredited by a body recognized by the State Board of Education. Other than an Adult Learner. A student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. A student meeting the definition of an Adult Learner must be pursuing their first undergraduate certificate or degree from an institution accredited by a body recognized by the State Board of Education. (3-20-14)( )

**02. Academic Eligibility.** To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (3-28-18)

a. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of ~~three-two~~ point ~~zero seven~~ (3-28-18) (3-28-18) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or (3-28-18)( )

b. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better, to be academically eligible to apply for an opportunity scholarship; or (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

c. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of ~~three-two point zero-seven (3.02.7)~~ or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. ~~(3-28-18)~~( )

d. An Adult Learner must have a minimum cumulative grade point average of two point seven (2.7) or higher on a scale of four point zero (4.0). Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) decimal place. ( )

**03. Financial Eligibility.** Applicants for the opportunity scholarship are selected as recipients, in part, based on of demonstrated financial need. The tool used to determine financial need is the Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education. The financial need of an applicant for an opportunity scholarship will be based upon the verified expected family contribution, as identified by the FAFSA Student Aid report. The Student Aid report used to calculate financial need will be the report generated on the ~~March~~ +application deadline. ~~(3-28-18)~~( )

**04. Additional Eligibility Requirements. (4-2-08)**

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program. (3-20-14)

b. If a student has attempted or completed more than one hundred (100) postsecondary academic credits, then such student must identify his or her major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary academic credit received to the Board office. A student shall not be eligible for an opportunity scholarship if: (3-20-14)

i. The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an opportunity scholarship; (4-2-08)

ii. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or (4-2-08)

iii. Upon review of the student's academic transcript(s), the student cannot complete their degree/certificate in the major they have identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate. (3-28-18)

**102. -- 201. (RESERVED)**

**202. Application Process.**

**01. Initial Applications.** An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the date specified in the application, but not later than three (3) weeks prior to the term in which they plan to enroll if an Adult Learner and not later than March 1 for all other students. An applicant without electronic capabilities may request a waiver of this requirement and if granted submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than ~~March~~ the applicable application deadline. All applicants must complete and submit the FAFSA on or prior to ~~March~~ the application deadline. ~~(3-28-18)~~( )

**02. Announcement of Award.** Announcement of the award of initial scholarships will be made no later than June 1 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

funds and the acceptance rate of the initial awards.

(3-9-16)

**03. Communication with State Officials.** Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the executive director or designee. (3-28-18)

**203. -- 299. (RESERVED)**

**300. Selection Of Scholarship Recipients.**

**01. Selection Process.** Scholarship awards will be based on the availability of scholarship program funds. Opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (3-28-18)

**a.** Eligible students shall be selected based on ranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank. (3-28-18)

**b.** Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements provided in these rules. (3-28-18)

**02. Monetary Value of the Opportunity Scholarship.** (4-2-08)

**a.** The Board will establish annually the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the opportunity scholarship program. (3-28-18)

**b.** The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-2-08)

**i.** The amount of the assigned student responsibility, established by the Board annually; (4-2-08)

**ii.** The amount of federal grant aid, as identified by the Student Aid Report (SAR) that is known at the time of award determination; (3-20-14)

**iii.** The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (3-20-14)

**iv.** The eligible maximum award amount for Adult Learners enrolled in less than twenty-four (24) credit hours or its equivalent in an academic year attending an eligible four-year postsecondary institution or less than eighteen (18) credit hours or its equivalent in an academic year attending an eligible two-year institution will be prorated as follows: ( )

(1) Enrolled in six (6) to eight (8) credits or its equivalent per term, fifty percent (50%) of the maximum award amount; ( )

(2) Enrolled in nine (9) to eleven (11) credits or its equivalent per term, seventy-five percent (75%) of the maximum award amount; and ( )

(3) Enrolled in twelve (12) or more credits or its equivalent per term, one-hundred percent (100) of the maximum award amount. ( )

**c.** The amount of an opportunity scholarship award to an individual student shall not exceed the educational cost established by the Board annually, and shall not exceed the actual cost of tuition and fees at ~~an~~the Idaho public postsecondary educational institution the student attends or will attend, or if the student attends or will

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (3-28-18) ( )

**(Break in Continuity of Sections)**

**302. Continuing Eligibility.**

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules: (3-28-18)

**01. Renewal Application.** A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year and update and submit the FAFSA on or prior to March 1. (3-20-14)

**02. Credit Hours.** To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty-four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. Notwithstanding these provisions, a scholarship recipient that has received the Opportunity Scholarship as an Adult Learner may retain eligibility through the completion of twelve (12) or more credit hours or its equivalent each academic year the student received the Opportunity Scholarship award. All students may use the summer term to meet the annual credit accumulation requirements. (~~3-9-16~~) ( )

**03. Satisfactory Academic Progress.** To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of ~~three-two~~ point ~~zero-seven~~ (~~3.27~~) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial aid regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. Students receiving an Opportunity Scholarship award as an adult learner must make satisfactory progress on the student's graduation plan established with the eligible institution at the time of admission. (~~3-28-18~~) ( )

**04. Maximum Duration of Scholarship Award.** The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years. (3-20-14)

**05. Eligibility Following Interruption of Continuous Enrollment.** A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year.

(3-28-18)

**303. -- 399. (RESERVED)**

**400. Responsibilities Of Eligible Idaho Postsecondary Educational Institutions.**

**01. Statements of Continuing Eligibility.** An eligible Idaho postsecondary educational institution

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic year. Such statements must include verification that the scholarship recipient is still enrolled, attending part-time if an Adult Learner and full-time for all other scholarship recipients, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms. ~~(3-9-16)~~  
)

**02. Other Requirements.** An eligible Idaho postsecondary educational institution must: (4-2-08)

**a.** Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-2-08)

**b.** Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-2-08)

**c.** Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and (4-2-08)

**d.** Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (4-2-08)

**03. Adult Learner Evaluation.** Upon admission, scholarship recipients receiving an award as an Adult Learner shall be administered prior learning assessments to determine eligibility for credit for prior learning including credit for prior experiential learning. As part of this process an eligible institution shall work with the student to develop a graduation plan for the program they are entering that includes estimated completion dates.

(Break in Continuity of Sections)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**SUBJECT**

Proposed Rule Docket 08-0202-1802 - Rules Governing Uniformity, Alternate Route to Administrator Certification

**REFERENCE**

March 2, 2018	Board voted to oppose HB 566 (2018) establishing a separate Charter School Administrator Certificate in Idaho Code.
---------------	---

**APPLICABLE STATUTE, RULE, OR POLICY**

IDAPA 08.02.02, Rules Governing Uniformity  
Sections 33-1201 through 33-1204, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Educational Attainment

**BACKGROUND/DISCUSSION**

IDAPA 08.02.02 establishes requirements for individuals to be granted an educator credential (become certified) in Idaho, including school administrator certification requirements. Additional provisions within this section of Administrative Code set out uniform processes and regulations for meeting the Idaho constitutional requirement for a uniform system of public schools under Article IX, Section 2. The Board has adopted uniform standards for certification of professional school personnel in Administrative Code, IDAPA 08.02.02.004.01. During the 2018 Legislative Session, House Bill 566a passed creating a Charter School Administrator Certificate in Idaho statute that would have circumvented the current certification standards. The new certificate would have required the individual to hold a bachelor's degree, pass a criminal background check, receive training on teacher evaluations and demonstrate that a charter school board of directors has interested in hiring them and overseeing their work. The bill passed the Legislature and was ultimately vetoed by the Governor. During the legislative debate regarding House Bill 566a, the Board was asked to look into possible routes for non-traditional individuals to be able to meet our state standards and become certified administrators. The request was not specific to how this should be accomplished, nor directive in that it must be accomplished.

Administrator certification is required for every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified. Further, the Administrator Certificate must include one or more endorsement as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement.

Charter schools may currently hire individuals who do not hold an Administrator Certificate to run a charter school. These individuals could be business owners, chief operating officer, chief executive officers or any other variety of titles. If a charter school hires an individual without an Administrator Certificate to manage the school, the charter school must hire someone with an Administrator Certificate to conduct certificated staff evaluations. Additionally, pursuant Section 33-5206, Idaho Code, "employment of charter school teachers and administrators shall be on written contract conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder." The Idaho Standards for Initial Certification of Professional School Personnel State personnel provide for minimum standards of what a principal, superintendent, or special education director must know, it does not specify the duties of these administrator positions. Allowing one individual to serve as the administrator over the schools certificated staff and a separate school leader to serve in a business or building management capacity. State funding is based on the student average daily attendance and the classification of the school personnel. School personnel are either "classified staff" or "certificated staff." Certificated staff are funded at a higher level by the state than classified staff.

The common minimum requirements for the administrator endorsements include:

- a) a graduate degree;
- b) four (4) years of full-time certificated/licensed experience working with students in grades pre-K-12;
- c) have completed an administrative internship

There is currently one Alternative Route to Certification available for individuals that currently hold an instructional or pupil service staff certificate to obtain an Administrator Certificate, the Alternate Authorization – Teacher to New route. Concerns regarding HB 566a (2018) focused on the need for administrators to be able to serve as instructional leaders in their schools and the experience necessary to effectively serve in this capacity as well as having an understanding of how to work with, evaluate, and manage effectively instructional staff.

As part of the negotiated rulemaking process, Board staff held a meeting of the various education stakeholder groups, including representation from the Idaho Charter School Network to discuss possible compromises in developing in Administrative Code an alternate route to certification for non-traditional school administrators. A mastery or competency based alternate route based on a program designed by the Michigan Association of Secondary School Principals was provided as a discussion point. Additional areas of discussion focused on amending the current Administrator Certification requirements to include a Charter School Director endorsement and amending the existing requirement for four years of "certificated/licensed experience" to "experience in a position equivalent to an Idaho certificated position."

Review of administrator certification requirements nationally found Idaho's requirements for Administrator Certification to be comparable. This review does not take into consideration whether or not a Charter School Director is required to have an Administrator Certificate (see Attachment 3). Most states require a graduate degree, some teaching experience, completion of an administrator preparation program, and an internship. Approximately half of the states provide some form of alternative route to certification based on meeting the state administrator standards and/or some form of administrative internship while completing the route. The majority of these routes include teaching or education experience. Three (3) states have a process for waiving some or all of the Administrator Certification requirements.

### **IMPACT**

Approval of the proposed rule will establish an alternate route for individuals serving in a charter school to receive an Administrator Certificate.

### **ATTACHMENTS**

Attachment 1 – Proposed Rule Docket 08-0202-1802

Attachment 2 – Discussed Mastery Alternative Route to Administrator Certification

Attachment 3 – ECS 50-State Analysis Administrator Certification/Licensure Requirements

### **STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. A negotiated rulemaking meeting was held on August 6, 2018. Participants discussed possible compromises for creating an alternative route for administrators to receive certification either as a whole or specific to Charter School Administrators. Representatives of the Idaho Education Association, Idaho School Board's Association, and Idaho School Administrators Association were able to compromise on a proposal that would create an Alternative Authorization for an individual serving as a Charter School Administrator that could lead to full administrator certification at the end of the interim certificate. This proposal is provided as Attachment 1. The representative for the Idaho Charter School Network requested a separate certification for Charter School Administrators based on the provisions in HB 566a (2018). Ultimately no consensus was reached.

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin, once published they have a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

The Board may choose to take no action at this time, approve the proposed rule as submitted and make a final determination after the 21 day public comment period, or as direct staff to bring back another proposal that would establish an separate Charter School Administrator Certificate or a charter school administrator endorsement that would go with the current Administrator Certificate. The Board has until August 31, 2018 to approve and submit for publication proposed rules for the 2019 Legislative Session.

**BOARD ACTION**

I move to approve proposed rule Docket 08-0202-1802, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**IDAPA 08  
TITLE 02  
CHAPTER 02**

**08.02.02 – RULES GOVERNING UNIFORMITY**

**(BREAK IN CONTINUITY OF SECTIONS)**

**015. IDAHO EDUCATOR CREDENTIAL.**

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

**01. Standard Instructional Certificate.** A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

**a.** Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

**b.** Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

**c.** Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

**d.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

**e.** The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

**02. Pupil Service Staff Certificate.** Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

**a.** School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

**b. School Counselor – Basic (K-12) Endorsement.** (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil Personnel Services Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

**c. School Psychologist Endorsement.** This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-25-16)

i. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

ii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

iii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

**d. School Nurse Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (3-25-16)

(1) Health program management; (3-25-16)

(2) Child and adolescent health issues; (3-25-16)

(3) Counseling, psychology, or social work; or (3-25-16)

(4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

e. Interim Endorsement - School Nurse. This endorsement will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

f. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

g. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

h. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve 12 (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

i. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff Certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-28-18)

j. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

k. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

**03. Administrator Certificate.** Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-28-18)

a. School Principal (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)

v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)

b. Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)

v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)

**c.** Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university; (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)

iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (3-28-18)

v. Have completed an administrative internship/practicum in the area of administration of special education; and (3-28-18)

vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)

**04. Certification Standards For Career Technical Educators.** Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

**05. Degree Based Career Technical Certification.** (3-25-16)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

**a.** Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. (3-28-18)

**b.** The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

**i.** Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

(2) Additional course work may be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-28-18)

**ii.** Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (3-28-18)

**c.** Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

**d.** Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-28-18)

**06. Industry-Based Occupational Specialist Certificate.** The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

**a.** Be at least twenty-two (22) years of age; document recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

following three (3) options:

(3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

**b. Limited Occupational Specialist Certificate.** This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. **Pathway I - Coursework:** Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. **Pathway II – Cohort Training:** Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate. (3-28-18)

**c. Standard Occupational Specialist Certificate.** (3-28-18)

i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

**d. Advanced Occupational Specialist Certificate.** This certificate is issued to individuals who: (3-29-17)

i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)

ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

- iii. Have on file a new professional development plan for the next certification period. (3-28-18)
- iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

**07. Postsecondary Specialist.** A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-29-17)

**a. Renewal.** This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-25-16)

**b. Fees.** The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-25-16)

**c. The candidate must meet the following qualifications:** (3-25-16)

- i. Hold a master's degree or higher in the content area being taught; (3-25-16)
- ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)
- iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

**08. American Indian Language.** Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

**a.** The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

**b.** Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)

**c.** The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

**09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors.** (3-25-16)

**a.** Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (3-25-16)

**b.** Each school district with a Junior ROTC program shall provide the State Department of Education

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

with a notarized copy of their certificate(s) of completion.

(3-25-16)

c. Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors.

(3-29-17)

**10. Additional Renewal Requirements.** In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable:

(3-25-16)

a. Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction,” or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the “Mathematical Thinking for Instruction” course or another State Department of Education approved alternative course in order to recertify:

(3-28-18)

i. Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher;

(3-28-18)

ii. Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher;

(3-28-18)

iii. Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and

(3-28-18)

iv. Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher.

(3-28-18)

b. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period.

(3-25-16)

c. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies:

(3-28-18)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development.

(3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

**016. IDAHO INTERIM CERTIFICATE.**

The State Department of Education or the Division of Career Technical Education, as applicable to the certificate, is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or engaged in an alternate route to certification as prescribed herein. (3-29-17)

**01. Interim Certificate Not Renewable.** Interim certification is only available on a one-time basis per individual except under extenuating circumstances approved by the State Department of Education. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the term of the interim certificate. (3-29-17)

**02. Idaho Comprehensive Literacy Course.** For all Idaho teachers working on interim certificates, (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent shall be a one-time requirement for full certification. (3-28-18)

**a.** Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-25-16)

**03. Mathematical Thinking for Instruction.** For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement for full certification. (3-28-18)

**04. Technology.** Out-of-state applicants may be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (3-28-18)

**05. Reinstatement of Expired Certificate.** An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain a full certification during the term of the interim certificate: (3-28-18)

- a.** Two (2) years' successful evaluations as per Section 33-1001(14), Idaho Code. (3-28-18)
- b.** Measured annual progress on specific goals identified on Individualized Professional Learning Plan. (3-28-18)
- c.** Six (6) credit renewal requirement. (3-28-18)
- d.** Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in Subsections 016.02 and 016.03. (3-28-18)

**06. Foreign Institutions.** An educator having graduated from a foreign institution may be issued a non-renewable, three-year (3) interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (3-28-18)

**07. Codes of Ethics.** All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

those employed under an interim certificate.

(3-28-18)

**(BREAK IN CONTINUITY OF SECTIONS)**

**021. ENDORSEMENTS.**

Holders of a Standard Instructional Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (3-28-18)

**01. Clinical Experience Requirement.** All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (3-28-18)

**02. Alternative Authorization to Endorsement.** Candidates shall meet all requirements of the chosen option for the endorsement as provided herein. (3-28-18)

**a.** Option I -- An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. (3-28-18)

**b.** Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

**c.** Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. (3-28-18)

**d.** Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)

**i.** Pathway 1 -- Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component; or (3-28-18)

**ii.** Pathway 2 -- Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment.

**(BREAK IN CONTINUITY OF SECTIONS)**

(3-25-16)

**042. ALTERNATE ROUTES TO CERTIFICATION.**

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route as described in Subsection 021.02 of these rules. (3-29-17)

**01. Alternative Authorization -- Teacher To New Certification.** The purpose of this alternative authorization is to allow Idaho school districts to request additional certification when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

**a.** Prior to application, a candidate must hold a baccalaureate degree, and a valid Idaho instructional certificate. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-29-17)

**b.** A candidate must participate in an approved alternative route preparation program. (3-25-16)

**i.** The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16)

**ii.** The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)

**02. Alternative Authorization -- Content Specialist.** The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-25-16)

**a.** Initial Qualifications. (3-20-04)

**i.** A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and (3-29-17)

**ii.** The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. (3-25-16)

**b.** Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-25-16)

**i.** At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; (3-29-17)

**ii.** The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

credits will be specified in the consortium developed plan;

(3-29-17)

iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification;

(3-25-16)

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and

(3-25-16)

v. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.

(3-20-04)

**02. Alternative Authorization –School Administrator.** The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in the areas of charter school administration. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. ( )

**a. Initial Qualifications.** ( )

i. A candidate must hold a baccalaureate degree or higher degree; ( )

ii. The hiring district shall ensure the candidate is experienced and qualified to serve in a position of leadership based on an identified need and shall have other leadership, management, and administrative experience. This may be accomplished through a combination of employment experience and education; and ( )

iii. Has four (4) or more years of full-time experience working with students, pre-k-12 in position equivalent to a certificated position in Idaho, in an school setting, accredited by a body recognized by the Idaho State Board of Education.

**b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program.** ( )

i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the local education agency and the candidate shall determine the preparation needed to meet in Idaho Standards for Initial Certification of Professional School Personnel. This individual professional development plan must include mentoring and a minimum of one (1) observation by the mentor per month, which will include feedback and reflection, while serving in an administrative capacity under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; ( )

ii. The candidate must receive a qualifying score on a state board approve school leaders certification assessment. ( )

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy and certificated staff evaluation based on the state framework for evaluation prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed individual professional development plan; ( )

iii. At the time of authorization the candidate must enroll in and work toward completion of the individualized alternative route preparation program through a participating college/university or other state board approved certification program, and the employing local education agency; and ( )

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences. ( )

c. Candidates meeting all requirements of the alternative route preparation program, at the conclusion of the three (3) year validity period of the interim certificate may apply for a standard administrator certificate.

i. An administrator who participates in, and successfully completes an individualized alternative route preparation program as one (1) of the conditions for annual renewal and receives a certificate of completion and statement of meeting the state standards for initial certification of school personnel for school administrators from the partnering educator preparation program be considered as having met the requirement for completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university.

**03. Non-Traditional Route to Teacher Certification.** An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)

**a.** Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

**b.** To complete this non-traditional route, the individual must: (3-25-16)

i. Complete a Board approved program; (4-6-05)

ii. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

iii. Complete the Idaho Department of Education background investigation check. (3-28-18)

**c.** Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-28-18)

**d.** Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)

**e.** Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

**04. Alternative Authorization - Pupil Service Staff.** The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Service Staff Certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-28-18)

**a.** Initial Qualifications. The applicant must complete the following: (4-2-08)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

i. Prior to application, a candidate must hold a master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (3-25-16)

ii. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

**b.** Alternative Route Preparation Program. (4-2-08)

i. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (3-25-16)

ii. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

iii. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

**05. Alternate Authorization Renewal.** Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

**(BREAK IN CONTINUITY OF SECTIONS)**

**Mastery (or competency-based) Alt Route for Administrators\*  
Alternative Authorization - Content Specialist Route**

To apply for this route, an LEA will identify candidates who are uniquely qualified to pursue this administrative route. All applications must be initiated by the LEA, and will be individually evaluated. Not all applicants will qualify. Qualified applicants would receive a three year, non-renewable, interim certificate. All program requirements must be completed within the validity period of the three certificate.

**Eligibility:** Individuals identified by the LEA as experienced and qualified to lead based upon an identified area of need. All program candidates must:

1. Have experience serving in position of leadership (classroom teachers are considered to have held such positions)
2. Hold a minimum of a bachelor's degree

**Program Overview:** All candidates must:

1. Complete the program application
2. Submit college / university transcripts
3. Submit a current resume outlining both leadership roles and professional experience
4. Agree to complete an Individual Professional Development Plan (IPDP) to assist with personal growth and meet the required Path to Leadership program objectives based upon the PSEL/Idaho Administrator Standards
5. Successfully complete all program modules as determine by evidence of mastery in each of the ten competencies

**Required Coursework and Mentoring:** Problem-based curriculum modules provide a research and theoretical base for understanding leadership, schools as organizations, and the role of the school leader in driving school change to improve student learning. The modules are grounded in the 2015 Professional Standards for Educational Leaders (PSEL) and include:

- Mission, Vision, and Core Values
- Ethics and Professional Norms
- Equity and Cultural Responsiveness
- Curriculum, Instruction, and Assessment
- Community of Care and Support for Students
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- School Improvement
- Mentoring (*number of required hours dependent on experience*)

Previous graduate-level and above coursework, training, and portfolio samples provided at the time of application are taken into consideration for possible exemption from standard modules. The program's ten Modules are facilitated in an online cohort environment with required components that are both face-to-face and school-based. Mentoring is required throughout the program, and the number of hours shall be determined based upon relevant experience. All instructors and mentors are respected members of the education community who hold certification and advanced degrees.

Throughout the program an IPDP is developed for each candidate, and finalized prior to receiving standard certification as a means of guiding ongoing professional development.

\*Program concept designed and implemented by the Michigan Association of Secondary School Principals

\*\*Modules are based upon the Professional Standards for Educational Leaders: <http://npbea.org/psel/>

5/23/2018

Administrator License Requirements, Portability, Waivers and Alternative Certification

Equipping Education Leaders, Advancing Ideas



# 50-State Analysis

Education Commission of the States • 700 Broadway, Suite 810 • Denver, CO 80203-3442 • 303.299.3600 • Fax: 303.296.8332 • [www.ecs.org](http://www.ecs.org)

## Administrator License Requirements, Portability, Waivers and Alternative Certification

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Alabama	<p>Principals and Superintendents: Candidates must hold a master's degree and complete an approved sixth-year level program or hold an education specialist or doctoral degree from a regionally accredited senior institution of higher education. Candidates must also complete two years of satisfactory educational experience and meet all requirements for the professional educator certificate.</p> <p>Source: Administrative Code <a href="#">290-3-2-.03</a></p> <p align="right">rev. 12/2007</p>	<p>Alabama has signed the NASDTEC Interstate Contract for administrator reciprocity agreements.</p> <p>Source: Administrative Code <a href="#">290-3-2-.02(2)(a)1</a></p> <p align="right">rev. 12/2007</p>	<p>The special alternative certificate for educational administration may be issued at the master's degree level by meeting Class A certification and other specified requirements. This certificate should be requested only by a local superintendent of education or a headmaster of a nonpublic school who wishes to employ the individual in the area for which the certificate is sought.</p> <p>Source: Administrative Code <a href="#">290-3-2-.03(1)(b)</a></p> <p align="right">rev. 12/2007</p>
Alaska	<p>Principals: Candidates must gain at least three years experience as a certificated teacher, complete an approved teacher education program in school administration and obtain a master's degree or higher from a regionally accredited institution. Other requirements include a recommendation of the preparing institution, three semester hours of approved Alaska studies, three semester hours of approved multicultural education/cross-cultural communications studies and six semester hours or nine quarter hours of credit earned during the five-year period preceding the date of application. Candidates must complete the application packet, which includes a signed and notarized application, the institutional recommendation form, official transcripts, two sets of completed fingerprint cards, and all processing fees.</p> <p>Superintendents: Superintendent endorsements require a completed Institutional Recommendation showing completion of an approved superintendency program from a regionally accredited university and verification of at least five years of employment as a classroom teacher or administrator.</p> <p>Source: 4 AAC <a href="#">12.345</a></p> <p>Source: Alaska Department of Education and Early Development, Types of <a href="#">Certification</a></p> <p align="right">rev. 12/2007</p>	<p>Out-of-state certification and experience contribute toward certification in Alaska.</p> <p>Source: 4 AAC <a href="#">12.345</a></p> <p align="right">rev.12/2007</p>	<p>No state policy found.</p> <p>However, the commissioner may issue a nonrenewable provisional certificate (provisional Type B), valid for no longer than two years, to an applicant who has completed the requirements of this section, except for the specified course requirements..</p> <p>The commissioner may convert a provisional certificate (provisional Type B) to an administrative certificate (Type B) upon satisfactory completion of the courses required under (c) of this section and payment of the fee for an administrative certificate.</p> <p>Source: 4 AAC <a href="#">12.345(d)(f)</a></p> <p align="right">rev. 12/2007</p>



AUGUST 16, 2018

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Arizona	<p>Principals: Candidates must have a master's degree or more advanced degree and three years of verified teaching experience in grades PreK-12. Candidates must also complete a program in educational administration for principals (including at least 30 graduate semester hours of educational administration), a practicum as a principal or two years of verified experience as a principal or assistant principal in grades PreK-12 and pass the principal portion of the Arizona Administrator Proficiency Assessment.</p> <p>Superintendents: Candidates must have a master's or more advanced degree (including at least 60 graduate semester hours) and complete a program in educational administration for superintendents (including at least 36 graduate semester hours of educational administrative courses). Candidates must also verify three years of teaching experience in grades PreK-12, complete a practicum as a superintendent or two years of verified experience as a superintendent, assistant superintendent, or associate superintendent in grades PreK-12 and pass the superintendent portion of the Arizona Administrator Proficiency Assessment.</p> <p>Source: AAC <a href="#">R7-2-614</a></p> <p>rev. 12/2007</p>	<p>The board may issue a comparable, one year, nonrenewable Arizona provisional certificate to an applicant who holds a valid certificate from another state and possesses a Bachelor's or higher degree from an accredited institution.</p> <p>A valid principal certificate from another state may be substituted for the teaching experience, program in educational administration, and practicum.</p> <p>A valid superintendent certificate from another state may be substituted for the program in educational administration, teaching experience and practicum.</p> <p>Source: AAC <a href="#">R7-2-619</a></p> <p>Source: AAC <a href="#">R7-2-614</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Arkansas	<p>Principals: Candidates must hold a current standard teaching license and have a minimum of four years teaching experience (at least three of the four years teaching experience must be at the level at which the candidate is seeking licensure). Candidates must also hold a graduate degree from a regionally and/or NCATE accredited college or university and complete the appropriate program of study (inclusive of an internship and a portfolio). Candidates must participate in induction and successfully complete the state-mandated licensure assessment.</p> <p>Superintendents: Candidates must hold a current standard teaching license, have at least four years teaching experience and hold a current standard building level or curriculum/program administrator license. Candidates must also have or complete an advanced degree, or complete an advanced program of study (both inclusive of an internship and portfolio) from a regionally and/or NCATE accredited college or university and successfully complete the state-mandated licensure assessment.</p> <p>Note: For principal candidates holding a graduate degree in an area other than educational leadership, the institution of higher education will review their credentials to determine their individual needs.</p> <p>Source: ADE Rules <a href="#">4.02</a></p> <p>Source: ADE Rules <a href="#">6.03.1</a></p> <p>Source: ADE Rules <a href="#">6.03.3</a></p> <p>rev. 12/2007</p>	<p>Arkansas has signed the NASDTEC Interstate Contract for administrator reciprocity agreements.</p> <p>Required assessments for Arkansas licensure through reciprocity shall be waived with a valid out-of-state or out-of-country license as an administrator, three years of administrative experience or with a passing score of the required assessment(s).</p> <p>Source: ADE Rules <a href="#">3.02.11</a></p> <p>Source: ADE Rules <a href="#">3.02.7</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, there are three routes to obtain a standard administrator license.</p> <p>Note: A waiver of administrator licensure may be requested by a school district when a district wishes to employ an individual who has identified expertise but does not possess an administrator license. This applies to building level and district level administrators only. This is a district-specific, non-transferable waiver request and does not culminate in an administrator license.</p> <p>Source: ADE Rules <a href="#">6.01.1</a> through <a href="#">6.01.3</a></p> <p>Source: ADE Rules <a href="#">11.01</a></p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
California	<p>Principals and Superintendents: Candidates must first obtain a preliminary credential by holding a valid California credential for teaching, completing an approved professional preparation program in education administration or a passing score of 173 on the School Leaders Licensure Assessment (SLLA) examination. Candidates must complete the <a href="#">basic skills requirement</a>, and a minimum of three years of successful, full-time experience. Secondly, principal and superintendent candidates must obtain a clear credential with the preliminary administrative services credential by completing two years of fulltime experience in a position while holding the preliminary credential and a commission-approved program of advanced study with field experience</p> <p>Note: The commission may, at the request of a credential candidate, grant a waiver of the requirement of university coursework upon its finding that the candidate, in consultation with personnel of the employing school district and personnel of the university, is not able to develop an individualized program of professional development for the advanced preparation program that meets the individual needs of the candidates.</p> <p>Source: CEC <a href="#">§44270.1</a></p> <p>Source: California Commission On Teacher Credentialing, Certification, Assignment and Waiver Division- <a href="#">Administrative Services Credential Guidelines</a></p> <p>rev. 12/2007</p>	<p>Candidates prepared outside of California may earn a professional clear credential without first holding a preliminary credential by verifying completion of bachelor's degree from a regionally accredited institution of higher education, meeting the basic skills requirement and completing a teacher preparation program and the equivalent elementary, secondary, or special education credential based on that program. Candidates must also complete three years of elementary, secondary, or special education teaching and an administrative preparation program and was issued, or qualified for, an administrative service credential based upon that program. Submission of two rigorous performance evaluations may also be required.</p> <p>Routes also exist for out-of-state applicants who do not meet the administrative experience requirements needed for a clear credential.</p> <p>Source: CEC <a href="#">§44270.3</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Colorado	<p>Principals: Candidates must complete an approved principal preparation program in an accepted institution of higher education, provide documented evidence of three or more years of full-time successful experience as a licensed or certificated professional in a public or non-public elementary or secondary school in this state or another state and pass the State Board adopted licensing assessments.</p> <p>Superintendents: Candidates must hold a baccalaureate degree from an accepted institution of higher education and complete an approved graduate program for school administration in an accepted institution of higher education or provide evidence of partial completion of an approved administration preparation program in each of two or more accepted institutions of higher education. Candidates must submit an application for an initial license and demonstrate professional competencies as evidenced by either a passing score on the State Board adopted licensing assessment in content/professional knowledge, or evidence of three years of professional administrative experience.</p> <p>Source: 1 CCR 301-37 Rules <a href="#">3.03</a> through <a href="#">3.04</a> rev. 12/2007</p>	<p>Out-of-state candidates may obtain administrator licensure by completing the appropriate degree, experience, and educational level for the license and endorsement requested. Candidates must complete a state-approved program at an accepted out-of-state institution in the endorsement area sought, be eligible to hold a standard license issued by the state education agency and provide evidence of satisfactory completion of the Colorado State Board of Education adopted assessments appropriate to the license requested.</p> <p>Source: 1 CCR 301-37 Rule <a href="#">2.3</a> rev. 12/2007</p>	<p>The state has "alternative possibilities for superintendents." The board of a local school district may enter into an employment contract with any person to serve as a district administrator based on qualifications set by the board.</p> <p>The department of education may issue a principal authorization to a person who does not hold a principal license, but who meets other requirements. Statute specifies minimal requirements for individualized alternative principal programs.</p> <p>Source: COL. REV. STAT. ANN. <a href="#">§22-63-201</a> Source: 1 CCR 301-37 Rule <a href="#">4.17</a> rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Connecticut	<p>Principals: Candidates must hold a master's degree from an approved institution, complete 18 semester hours of graduate credit in addition to the master's degree and complete 50 school months of successful teaching or service, which shall have been in public schools or in approved nonpublic schools or nonpublic schools approved by the appropriate governing body in another state in a position or positions requiring certification. Candidates must present a recommendation from the approved institution of preparation and complete graduate study in specified courses of not fewer than 36 clock hours, including study in understanding the growth and development of children who may require special education.</p> <p>Superintendents: Candidates must hold a master's degree from an approved institution and complete 30 semester hours of graduate credit beyond the master's degree. Candidates must also complete a minimum of 80 school months of successful teaching or service, at least 50 school months of which shall have been in public schools, approved nonpublic schools or nonpublic schools approved by the appropriate governing body in another state, in a position or positions requiring certification in the state in which employed. Also required are a minimum of 30 school months of full-time administrative or supervisory experience in public schools, approved nonpublic schools or nonpublic schools approved and a recommendation of an approved institution where the applicant has completed a planned program of preparation of superintendent of schools. Candidates must also complete specified graduate courses of not fewer than 36 clock hours, which shall include study in understanding the growth and development of children who may require special education.</p> <p>Source: CGS Regulation <a href="#">§10-145d-574</a></p> <p>Source: CGS Regulation <a href="#">§10-145d-585</a></p> <p>rev. 12/2007</p>	<p>Connecticut has signed an interstate agreement on qualifications for educational personnel.</p> <p>Note: All administrators prepared outside of Connecticut with fewer than 3 years within the last 10 years of administration experience who apply for the initial intermediate administration must pass either the CAT or SLLA in order to be certified. An applicant recommended by an out-of-state institution is eligible for a one-year deferral of the CAT or SLLA.</p> <p>Source: 166 CGA <a href="#">§10-146c</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, a local or regional board of education may appoint as acting superintendent a person who is or is not properly certified for a specified period of time, not to exceed ninety days, with the approval of the Commissioner of Education. Such acting superintendent shall assume all duties of the superintendent for the time specified, provided such period of time may be extended with approval.</p> <p>Source: 166 CGA <a href="#">§10-157</a></p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Delaware	<p>Principals: Candidates must have a master's degree in educational leadership from an NCATE state approved or affiliated program/organization, or a master's degree in any field from a regionally accredited college or university and successful completion of a Delaware approved alternative routes to certification program for school leaders. Until approval and implementation of alternative routes to certification program occurs, candidates completing the standard certificate should earn graduate credit in specified courses if not taken at the undergraduate level. Experience requirements include a minimum of three years of teaching experience at the level to be initially assigned as a school principal or assistant principal, except at the middle level, where the teaching experience may be at any pre-K to 12 level, or as a principal or assistant principal of a school for exceptional students, where the teaching experience must have been with one or more of the categories of exceptional children served by the school.</p> <p>Superintendents: No state policy found.</p> <p>Source: 15 Del. C. <a href="#">§1200-3</a></p> <p>rev. 12/2007</p>	<p>Delaware has signed the NASDTEC Interstate Contract for administrator reciprocity agreements.</p> <p>Source: 15 Del. C. <a href="#">§1200-3</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>
Florida	<p>Principals: Candidates must hold a master's or higher degree awarded by an acceptable institution and complete the Florida Educational Leadership Core Curriculum. Candidates must hold a valid professional certificate covering educational leadership, administration, or administration and supervision and document successful performance of the duties of the school principalship. Candidates must demonstrate successful performance of the competencies of the school principalship standards, documented by the Florida district school superintendent based on a performance appraisal system approved by the district school board and the Department.</p> <p>Superintendents: No state policy found.</p> <p>Source: Rule <a href="#">6A-4.0081</a> through <a href="#">6A-4.0083</a></p> <p>rev. 12/2007</p>	<p>Florida has signed an interstates compact on certification requirements for educational personnel.</p> <p>Florida has two reciprocity routes for certified teachers and administrators to qualify for Florida's Professional Certificate. Route 1: Candidates must have a valid Standard Certificate Issued by a State Other than Florida. The certificate must be a standard or Level II certificate issued by the other state or US territory, and the certificate must be currently valid (not expired or revoked). The subject/s shown on your certificate must be considered comparable to a subject/s issued in Florida. Route 2: Candidates must have a certificate Issued by the National Board for Professional Teaching Standards (NBPTS). The NBPTS certificate must be currently valid. The Florida certificate will reflect the Florida subject considered comparable to the NBPTS subject.</p> <p>Source: Florida Statutes <a href="#">1012.99</a></p> <p>Source: Florida DOE Certification Website</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, school district boards have authority to appoint persons to the position of school principal who do not hold educator certification.</p> <p>Source: Florida Statutes <a href="#">1001.42</a></p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Georgia	<p>Principals and Superintendents: Candidates must hold a master's degree or higher from a PSC-approved accredited institution. Except for a Permit for the specific job of superintendent, the applicant for this certificate must also have three years of acceptable school experience. In most cases applicants must complete a state approved program, the appropriate content assessment(s) and be recommended by the approved provider. However, requirements vary based on the clear, intern or non-renewable professional certification levels.</p> <p>Source: PSC Rule <a href="#">505-2-.300</a> rev. 12/2007</p>	<p>Georgia accepts educational leadership certification fields from some other states, as listed as part of the NASDTEC Interstate agreement, with the provision that certain special requirements must be met to obtain a clear renewable professional Georgia certificate.</p> <p>Source: PSC Rule <a href="#">505-2-.15</a> rev. 12/2007</p>	<p>No state policy found.</p> <p>However, at the discretion of the local employing school system, an initial permit may be issued in the field of educational leadership to individuals outside the traditional educational route who are selected to serve in a leadership role of superintendent or principal if specific conditions are met. Non-renewable certificates may also be issued in all teaching, service and educational leadership fields.</p> <p>Source: PSC Rule <a href="#">505-2-.10 (12)</a> Source: PSC Rule <a href="#">505-2-.06</a> Source: PSC Rule <a href="#">505-2-.300</a> rev. 12/2007</p>
Hawaii	<p>Principals: Candidates must have not less than five years of appropriate school-level experience of which at least three years shall have been as a teacher.</p> <p>Superintendents: Candidate will be appointed by a majority of the members of the board.</p> <p>Source: HRS <a href="#">§302A-605</a> Source: HRS <a href="#">§302A-1101</a> Source: DOE <a href="#">1310</a> rev. 12/2007</p>	<p>The department may issue a license to a teacher with a valid out-of-state license who has passed similar, though not identical, tests in basic skills, pedagogy, and subject matter to those required for licensure in the state.</p> <p>Source: HRS <a href="#">§302A-802</a> rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Idaho	<p>Principals: Candidates must have a masters degree from an accredited university and four years of fulltime certificated experience working with students PreK-12 while under contract in a school setting. Candidates must also have completed an administrative internship or have one year of experience as an administrator in grades PreK-12. Candidates must provide verification of completion of a state approved program of at least thirty semester credit hours or forty five quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university.</p> <p>Superintendents: Candidates must have an education specialist or doctorate degree or complete a comparable postmaster's sixth year program at an accredited college or university and complete four years of fulltime certificated/licensed experience working with students PreK-12 while under contract in a school setting. Candidates must also complete an administrative internship for the superintendent endorsement or have one year of out of state experience as an assistant superintendent or superintendent in grades PreK-12 while holding that state's administrative certificate. Candidates must provide verification of completion of an approved program of at least thirty semester credit hours or forty five quarter credit hours of postmaster's degree graduate study for the preparation of school superintendents at an accredited college or university.</p> <p>Source: <a href="#">IDAPA 08.02.02.26</a> rev. 12/2007</p>	<p>The Department of Education may award Idaho certificates to out-of-state candidates from regionally accredited institutions meeting equivalent requirements for certification in other states when they substantially meet the requirements for the Idaho certificate.</p> <p>The department of education may issue a three year interim certificate to those applicants who hold a valid certificate/license from another state or entity that participates in the NASDTEC agreement.</p> <p>Source: <a href="#">IDAPA 08.02.02.14</a> rev. 12/2007</p> <p>Source: <a href="#">IDAPA 08.02.02.15</a> rev. 12/2007</p>	<p>No state policy found.</p> <p>Alternative authorization is available allowing Idaho school districts to request emergency endorsement/certification when a position requiring the pupil personnel services certificate cannot be filled with someone who has the correct endorsement/certification. Candidates must meet specified initial requirements and work toward completing an alternative route preparation program.</p> <p>Source: <a href="#">IDAPA 08.02.02.047</a> rev. 12/2007</p>



	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Illinois	<p>Principals: Candidates must have graduated from an accredited college or university, with a master's degree in a management field or with a bachelor's degree and the life experience equivalent of a master's degree in a management field as determined by the State Board of Education. Candidates must have successfully completed the first phase of the alternative certification program including a course of study offered on an intensive basis in education management, governance, organization, and planning, an assignment to a full-time position for one school year as an administrator and a comprehensive assessment of the person's performance by school officials in addition to a recommendation to the State Board of Education.</p> <p>Superintendents: Candidates must be of good character, obtain a master's degree, and earn at least 20 semester hours of credit in professional education at the graduate level. Candidates must also hold either a valid all grade supervisory certificate, state limited supervisory certificate, state life supervisory certificate, or administrative certificate. Also required are at least 4 years experience in teaching. Two of the four previous years should be spent full time teaching or supervising in the common public schools or serving as a county superintendent of schools or regional superintendent of schools for an educational service region in the State of Illinois.</p> <p>Source: DOE, Requirements for <a href="#">Certification</a></p> <p>Source: 105 ILCS 5/<a href="#">21-5(d)</a></p> <p>Source: 105 ILCS 5/<a href="#">3-0.01</a></p> <p>rev. 12/2007</p>	<p>Out-of state applicants who have earned a valid comparable certificate but do not meet all of Illinois' requirements may obtain a provisional administrative certificate. The first year of the two year certificate expires on June 30 following the date of issue. When a provisional certificate has been issued and the holder has not passed the required Illinois examinations within nine months after the issue date, the certificate will be canceled.</p> <p>Source: DOE, Requirements for <a href="#">Certification</a></p> <p>rev. 12/2007</p>	<p>Yes. The State Board of Education, in consultation with the State Teacher Certification Board and an advisory panel consisting of no less than 7 administrators appointed by the State Superintendent of Education, established an alternative route to administrative certification program. This program awards nonrenewable provisional alternative administrative certificates, valid for one year.</p> <p>An alternative route for administrative certificates also exists for National Board Certified Teachers.</p> <p>Source: 105 ILCS 5/<a href="#">21-5(d)</a></p> <p>Source: 105 ILCS 5/<a href="#">21-5(e)</a></p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Indiana	<p>Principals: Candidates must have a professional license in early childhood, kindergarten-primary, elementary or junior high/middle school education and complete a minimum of forty-five semester hours of graduate credit at a regionally accredited teacher preparation institution. Candidates must also receive recommendation from the accredited institution where the approved qualifying program was completed.</p> <p>Superintendents: Candidates must have a professional license in early childhood, kindergarten-primary, elementary, junior high/middle school, secondary or all grade education, a specialist in education degree and equivalent degree or a higher degree from a regionally accredited institution. Candidates must also complete specified graduate work in administration and must be recommended by the accredited institution where the approved qualifying program was completed.</p> <p>Source: <a href="#">515 IAC 1-1-80</a> through <a href="#">515 IAC 1-1-82</a></p> <p>rev. 12/2007</p>	<p>Graduates of a National Council for the Accreditation of Teacher Education (NCATE) institution approved to offer administrative, supervisory, or school services programs are eligible for the comparable Indiana standard license if they have completed the necessary years of teaching experience at the appropriate level in an accredited school, meet specified degree requirements and hold a currently valid out-of-state license in the area comparable to the Indiana standard license.</p> <p>Source: <a href="#">515 IAC 1-2-11</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, the professional standards board has the right to make exceptions in the administration and application of its rules if the board finds that the applicant has educational experience equivalent to the educational requirements under the rules, the applicant has passed an examination or assessment equivalent to the applicable examination or assessment for certification or licensing under the rules of the board and the applicant has demonstrated work or related experience that is sufficiently related to the practice of teaching. The professional standards board may not grant an exception to any requirements that are provided by statute.</p> <p>Source: <a href="#">515 IAC 1-2-22</a></p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Iowa	<p>Principals: Candidates must hold a master's degree and complete a sequence of courses and experiences which may have been a part of, or in addition to degree requirements. Three years of teaching experience at the PreK-12 level are required. A bill signed into law in May 2003 requires the State Board of Educational Examiners to adopt criteria for administrator endorsements that allow one to obtain an endorsement to work as an elementary or secondary school principal regardless of the grade level at which the individual accrued teaching experience.</p> <p>Superintendents: Candidates must earn a specialist degree (or its equivalent: A master's degree plus at least 30 semester hours of planned graduate study in administration beyond the master's degree) and complete a sequence of courses and experiences which may have been part of, or in addition to, these degree requirements. Also required are a practicum in PreK-12 school administration and three years of experience as a building principal or other PK-12 district-wide or area education agency administrative experience.</p> <p>Source: IAC <a href="#">272.9A</a></p> <p>Source: BOEE <a href="#">Administrative Endorsements</a></p> <p>Source: BOEE <a href="#">Requirements for Licenses</a></p> <p style="text-align: right;">rev. 12/2007</p>	<p>The board may issue a license to an applicant from another state or country if the applicant files evidence of the possession of the required or equivalent requirements with the board. The executive director of the board may, subject to board approval, enter into reciprocity agreements with another state or country for the licensing of practitioners on an equitable basis of mutual exchange, when the action is in conformity with law.</p> <p>Source: IAC <a href="#">272.8</a></p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p style="text-align: right;">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Kansas	<p>Principals: Candidates for a conditional school leadership license should submit an official transcript verifying the granting of a graduate degree, verification from an accredited institution by a designee of the graduate-level school leadership program, verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework and verification of successful completion of a school leadership assessment as determined by the state board. Candidates should also verify at least one year of recent accredited experience or at least eight semester hours of recent credit and verification of three years of experience in a state-accredited school while holding a professional teaching license, a professional school specialist license, a professional clinical license, or a full vocational-technical certificate.</p> <p>Superintendents: Candidates should submit verification of successful completion of the school leadership performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board. Also required are verification of at least one year of recent accredited experience or at least eight semester hours of recent credit.</p> <p>Source: Teacher Education and Licensure--Regulations and Standards For Kansas Educators <a href="#">§91-1-203(a)(2)</a>.</p> <p>Source: Teacher Education and Licensure--Regulations and Standards For Kansas Educators <a href="#">§91-1-203(b)(2)</a>.</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Any person who holds a valid teaching, school leadership, or school specialist license issued by another state may obtain a conditional or a professional license if certain requirements are met.</p> <p>Source: Teacher Education and Licensure-- Regulations and Standards For Kansas Educators <a href="#">§91-1-204(c)(1)</a>.</p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p>However, candidates may obtain a conditional school leadership license or a restricted district leadership license by meeting certain requirements.</p> <p>Source: Teacher Education and Licensure-- Regulations and Standards For Kansas Educators <a href="#">§91-1-203(2)</a>.</p> <p>Source: Teacher Education and Licensure-- Regulations and Standards For Kansas Educators <a href="#">§91-1-203(j)</a>.</p> <p style="text-align: right;">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Kentucky	<p>Principals: Candidates must complete an approved program of preparation, have three years of full-time teaching experience and have successfully completed the appropriate assessment requirements. Candidates must also hold a masters degree in education and complete one year in the Kentucky Principal Internship Program (KPIP).</p> <p>Superintendents: Candidates must complete an approved program of preparation, have the appropriate requirements for certification, as established in KAR Title 16; and have at least two years of approved experience. Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board. Candidates must also hold a valid statement of eligibility for a Kentucky teaching certificate, a masters degree and complete principal preparation levels I and II.</p> <p>Source: 16 KAR <a href="#">3:050</a></p> <p>Source: 16 KAR <a href="#">6:030</a></p> <p>Source: 16 KAR <a href="#">3:010</a></p> <p>rev. 12/2007</p>	<p>Kentucky has signed an interstate agreement on qualifications of educational personnel.</p> <p>Out-of-state principal applicants are required to take the new School Leaders Licensure Assessment and the Kentucky Specialty Test of Instructional and Administrative Practices. Out of state principal certification applicants who have two years of fulltime principal experience may be waived from the SLLA test. These individuals are required to take only the Kentucky-based test. Out of state principal applicants who do not have two years of verified experience as a fulltime principal must participate in and successfully complete the one year Kentucky Principal Internship Program.</p> <p>Source: KRS <a href="#">161.124</a></p> <p>Source: 16 KAR <a href="#">3:010</a></p> <p>rev. 12/2007</p>	<p>Yes. The Kentucky General Assembly has enacted alternative routes to teacher and administrator certification for persons who have demonstrated exceptional work and/or educational experiences.</p> <p>Source: The Education Professional Standards Board- <a href="#">Alternative Routes to Certification</a></p> <p>rev. 12/2007</p>
Louisiana	<p>Principals: Candidates must hold or be eligible to hold a valid Louisiana Type B or Level 2 teaching certificate or have a comparable level out-of-state teaching certificate and three years of teaching experience in his/her area of certification. Candidates must also complete a competency-based graduate degree preparation program in the area of educational leadership from a regionally accredited institution of higher education and have a passing score on the School Leaders Licensure Assessment (SLLA).</p> <p>Superintendents: Candidates must have a valid Louisiana Level 2 Educational Leader certificate or one of the Louisiana administrative/supervisory certifications that preceded the 2006 Educational Leadership Certification structure, five years of teaching experience in his/her area of certification, five years of successful administrative or management experience in education at the level of assistant principal or above. Candidates must also pass the School Superintendent Assessment (SSA).</p> <p>Source: <a href="#">§705</a></p> <p>Source: <a href="#">§709</a></p> <p>rev. 12/2007</p>	<p>There is a standard, three year, non-renewable Louisiana certificate issued to an individual who holds out-of-state certification as a principal (or comparable educational leader certificate) and has not met Louisiana's Praxis and/or NTE requirements. It authorizes the individual to serve as a principal in a Louisiana public school system, and is issued when the individual anticipates immediate administrative employment in a Louisiana public school system. These certification requirements are outlined in statute.</p> <p>Source: <a href="#">§721</a></p> <p>rev. 12/2007</p>	<p>Yes. Three alternate paths are available to individuals seeking an Educational Leader Certificate Level 1. Program routes are outlined in state statute.</p> <p>Source: <a href="#">§705(2)</a></p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Maine	<p>Principals and Superintendents: Candidates must earn a bachelor's degree and a masters degree from an accredited college or university degree, in any field. Candidates must also have evidence of a minimum of three years of satisfactory public or private school teaching experience or a minimum of three years of equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary, industry schools). Also required is evidence of a minimum of three years of previous administrative experience in schools or an institutional setting (e.g., military, business, industry, public or private agency), completed approved courses and an approved internship or practicum based on the standards of the Interstate School Leaders Licensure Consortium and Satisfactory.</p> <p>Source: CMR <a href="#">05 071-115.8.1</a> (Part I)</p> <p>Source: CMR <a href="#">05 071-115.4.1</a> (Part II)</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Maine has signed an interstate agreement on certification requirements for educational personnel.</p> <p>An individual certified in a state other than Maine may be eligible for a one-year, non-renewable Maine administrator certificate if the individual has three years of administrative experience using the type of certification being sought, holds a master's degree; and holds the same type of certificate from a state other than Maine.</p> <p>Source: CMR <a href="#">05 071-115.4.2</a></p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p>However, conditional, targeted need, and transitional endorsement certification routes are available for administrator certification. Other certification pathways allow candidates meet the ISLLC standards through successful completion of the School Superintendent Assessment or coursework or equivalent training.</p> <p>Source CMR <a href="#">05 071.115.4.2C</a> (Part I)</p> <p>Source: CMR <a href="#">05 071.115.4.5</a> (Part II)</p> <p style="text-align: right;">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Maryland	<p>Principals: Candidates must have a master's degree and 27 months of satisfactory teaching performance or satisfactory performance on a professional certificate or satisfactory performance as a certified specialist. Candidates must also have completed a department-approved program which leads to certification as a supervisor of instruction, assistant principal, or principal that includes the outcomes in the Maryland instructional leadership framework, an approved program which leads to certification as a supervisor of instruction, assistant principal, or principal in accordance with the interstate agreement, or 18 semester hours of graduate course work that includes an internship or practicum. Candidates must also present evidence of a qualifying score as established by the State Board on a Department-approved principal certification assessment.</p> <p>Superintendents: Candidates must meet the requirements for certification in early childhood education, elementary education or a secondary education area, have a master's degree from an IHE, have 3 years of successful teaching experience and 2 years of administrative or supervisory experience; and have successfully completed a 2-year program with graduate courses in administration and supervision in an institution or institutions approved by an accrediting agency recognized by the State Superintendent of Schools. Graduate work may be applied toward the requirements of this section, provided that a minimum of 60 semester hours of graduate work is presented.</p> <p>Source: COMAR <a href="#">13A.12.04.04</a></p> <p>Source: COMAR <a href="#">13A.12.04.03</a></p> <p>rev. 12/2007</p>	<p>Maryland has signed an interstate agreement on the qualification of educational personnel.</p> <p>A principal who enters Maryland from another state may obtain an Administrator II certificate if that principal held a valid professional state certificate and verification of at least 27 months of satisfactory performance as a principal during the past 7 years on the basis of which application is being made for a like or comparable Maryland certificate.</p> <p>Source: <a href="#">§6-604</a></p> <p>Source: COMAR <a href="#">13A.12.04.04(c3)</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, a conditional license may be issued at the request of a local school system superintendent to an applicant employed in a local school system who does not meet all certification requirements.</p> <p>The State Superintendent of Schools has the authority to waive the specific requirements for a certificate in an individual case if the State Superintendent of Schools determines, after thorough investigation, that the applicant's preparation or experience, or both, are adequate to justify a waiver.</p> <p>A local school system shall request a conditional specialist, administrator, or supervisor certificate only if the local school system is unable to fill a position with a qualified person who holds a professional certificate</p> <p>Source: COMAR <a href="#">13A.12.01.08(b)</a></p> <p>Source: COMAR <a href="#">13A.12.01.14</a></p> <p>Source: Maryland <a href="#">Division of Certification and Accreditation</a></p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Massachusetts	<p>Principals: Candidates must obtain an initial license by completing at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in an educational setting. Initial license also requires passing a performance assessment and completion of an approved program of study that includes a supervised practicum/practicum. Professional licenses require candidates to complete a one-year induction program and at least three full years of employment under the initial school principal license.</p> <p>Superintendents: Candidates must obtain principal prerequisites and in addition, possess at least an initial license in another educational role or preliminary superintendent/assistant superintendent license. Also required are three full years of employment in a district-wide, school-based, or other educational setting.</p> <p>Source: 603 CMR <a href="#">7.09(1)(2)</a> rev. 12/2007</p>	<p>The commissioner of education can issue a waiver for a principal or superintendent. The waiver is valid for 1 year and renewable.</p> <p>Source: 603 CMR <a href="#">7.03(1)(a)</a> rev. 12/2007</p>	<p>No state policy found.</p> <p>However, the commissioner may exempt a district for any one school year from the requirement to employ personnel licensed or certified upon request of a superintendent and demonstration to the Commissioner that the district has made a good-faith effort to hire licensed or certified personnel, and has been unable to find them. Persons employed under waivers must demonstrate that they are making continuous progress toward meeting the requirements for licensure or certification in the field in which they are employed.</p> <p>Source: 603 CMR <a href="#">7.14(13)</a> rev. 12/2007</p>
Michigan	<p>Principals and Superintendents: Candidates must possess a master's degree or higher from an accredited and recognized college or university and complete a state board-approved program in school administration at least at the master's degree level. The program shall include, but not be limited to, a minimum of 18 semester hours of graduate credit, in K-12 school administration. Candidates must also complete at least 21 semester hours of credit at the post-master's degree level.</p> <p>Source: Mich. Adm. Code <a href="#">R 380.107</a> rev. 12/2007</p>	<p>Out-of-state credit for an administrator's preparation program should be completed at a regionally or nationally accredited college or university whose accrediting body is recognized by the United States department of education or with state board approval. The state board may accept an administrator's certificate from another state or a foreign country as a basis for the issuance of a comparable initial Michigan administrator basic certificate.</p> <p>Source: Mich. Adm. Code <a href="#">R 380.106</a> rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>



	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Minnesota	<p>Principals and Superintendents: Candidates must complete a specialist or doctoral program or a program consisting of a master's degree plus 45 quarter credits in school administration. Each program must be approved by the commissioner and be offered at a regionally accredited Minnesota graduate school. Programs must include field experience of at least 320 hours or eight weeks to be completed within 12 continuous months in elementary or secondary schools as an administrative aide to a licensed and practicing school principal, or have placement with a licensed educational administrator appropriate for the school superintendency and principalship. Candidates must also have three years of successful classroom teaching experience while holding a classroom teaching license valid for the position or positions in which the experience was gained. Additional field experience may also be required of candidates.</p> <p>Source: MN Rule <a href="#">3512.0200</a> rev. 12/2007</p>	<p>Minnesota has signed an interstate agreement on qualifications of educational personnel. Candidates who complete approved programs in colleges and universities leading to licensure within states which have signed contracts with Minnesota according to the interstate agreement will be granted a Minnesota entrance license. Candidates who complete programs leading to licensure in colleges and universities within states which have not signed contracts with Minnesota according to the interstate agreement will be granted a Minnesota entrance license when specific criteria have been met.</p> <p>Source: MN Rule <a href="#">3512.2600</a> rev. 12/2007</p>	<p>Yes. Alternative pathways exist for candidates seeking superintendent or administrative licensure without the required teaching and/or administrative experience outlined in 3512.0200.</p> <p>Source: MN Rule: <a href="#">3512.0700</a> Source: MN Rule: <a href="#">3512.0800</a> rev. 12/2007</p>
Mississippi	<p>Principals: Candidates must hold a five year educator license, verify three years of teaching experience and complete an approved master's, specialist, or doctoral degree in educational administration/leadership from a state approved regionally/nationally accredited institution of higher learning. Candidates must also complete the School Leaders Licensure Assessment (SLLA)-Educational Testing Service and submit an institutional recommendation documenting completion of an approved planned program in educational leadership/supervision through a state-approved or regionally/nationally accredited institution of higher learning.</p> <p>Superintendents: Candidates must be eligible to hold a valid Class AA administrator's certificate issued by the State Department of Education and have had not less than four years of classroom or administrative experience.</p> <p>Source: MS Code <a href="#">37-9-8</a> Source: MS Code <a href="#">37-9-13</a> Source: MDE General Guidelines for Mississippi <a href="#">Educator Licensure</a> rev. 12/2007</p>	<p>Out-of-state candidates for teacher certification must comply with standards under the National Council for Accreditation of Teacher Education (NCATE) or the National Association of State Directors of Teacher Education and Certification (NASDTEC). However, no state policy was found specifying principal and superintendent portability of waivers.</p> <p>Source: MS Code <a href="#">37-9-8</a> Source: MDE General Guidelines for Mississippi <a href="#">Educator Licensure</a> rev. 12/2007</p>	<p>An alternative route entry level license exists for applicants who have not completed an educational administration/leadership program. This license is limited to entry level administrative positions such as assistant principals, coordinators, or assistant coordinators.</p> <p>Source: MDE General Guidelines for Mississippi <a href="#">Educator Licensure</a> rev. 12/2007</p>

AUGUST 16, 2018

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Missouri	<p>Principals: Candidates must have a master's degree in educational leadership from a state approved college/university, a Missouri certificate of license to teach (or meet other requirements from a state-approved teacher preparation program) and a minimum of 2 years of teaching experience. Candidates must also meet specified course requirements, complete the state approved assessment process, achieve a passing score on a state-approved exit exam, and receive a recommendation for certification from the designated official of the college/university approved by the Missouri Department of Elementary and Secondary Education.</p> <p>Superintendents: Candidates must have a Missouri certificate of license to teach (or meet other requirements from a state-approved teacher preparation program), experience at least 1 year as a building or district level administrator and complete the district-level administrator's assessment process. Candidates are also required to earn an educational specialist or advanced degree in education leadership, obtain a recommendation from the designated official of the college/university and complete specified courses.</p> <p>Source: DOE, Division of Teacher Quality and Urban Education, <a href="#">Administration Requirements</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>
Montana	<p>Principals: Candidates must obtain a master's degree in educational leadership from an accredited professional educator preparation program and complete a minimum of three years of successful experience as an appropriately licensed and assigned teacher at any level within K-12. Candidates must also have at least six graduate semester credits in educational leadership and curriculum.</p> <p>Superintendents: Candidates must obtain an education specialist degree or doctoral degree in education leadership from an accredited professional educator preparation program and complete one year of administrative experience as an appropriately licensed principal. This administrative experience may also be gained with one year of a supervised board of public education approved administrative internship as a superintendent; or a master's degree in education leadership or equivalent from an accredited professional educator preparation program as determined by the university system.</p> <p>Source: ARM <a href="#">10.57.417</a></p> <p>Source: ARM <a href="#">10.57.414</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>	<p>Yes. Alternative licensure may be obtained for both principals and superintendents.</p> <p>Source: ARM <a href="#">10.57.27</a></p> <p>Source: ARM <a href="#">10.57.30</a></p> <p>rev. 12/2007</p>

PPGA

TAB 9 Page 19

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Nebraska	<p>Principals: Candidates must have received a master's degree in education or an approved subject area and qualify for or hold one or more educational administration endorsements. Within five years prior to the date of application candidates must have received six semester hours of graduate credit for specified course work or within five years prior to the date of application, have administered half-time or more for two consecutive school years in the same accredited or approved school or educational service unit in another state wherein the applicant held a standard administrative certificate or its equivalent.</p> <p>Superintendents: A standard administrative certificate may be valid for superintendents if so endorsed.</p> <p>Source: NDE Rule <a href="#">21.004.03</a></p> <p>Source: NDE Rule <a href="#">21.004.02</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, provisional, conditional and temporary license may be issued to administrator candidates who meet certain requirements and/or are in the application approval process.</p> <p>Source: NDE Rule <a href="#">21.004.09</a></p> <p>Source: NDE Rule <a href="#">21.006.02</a></p> <p>Source: NDE Rule <a href="#">21.008.02</a></p> <p>rev. 12/2007</p>
Nevada	<p>Principals and Superintendents: Candidates must hold a master's degree, a valid license to teach elementary, secondary or K-12 education, evidence of 3 years of teaching experience in kindergarten or grades 1 through 12 in schools approved by the State and at least 36 semester hours of graduate courses in the administration of a school.</p> <p>Source: NAC <a href="#">391.170</a></p> <p>rev. 12/2007</p>	<p>Nevada has signed the NASDTEC Interstate Contract for administrator reciprocity agreements.</p> <p>Source: NAC <a href="#">391.054</a></p> <p>rev. 12/2007</p>	<p>The Superintendent of Public Instruction may issue a provisional 1-year license or endorsement to an applicant if he otherwise meets the qualifications for licensure, but lacks specific requirements.</p> <p>Source: NAC <a href="#">391.056</a></p> <p>rev. 12/2007</p>

5/23/2018

AUGUST 16, 2018

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
New Hampshire	<p>Principals: Candidates must have completed at least 3 years of successful experience as an educator and a program approved by the state board of education in school administration/leadership. Candidates must also be recommended for this certification by the designated official of the preparing collegiate department of education or demonstrate competencies, skills, and knowledge through experience in comparable leadership positions in education.</p> <p>Superintendents: Candidates must have completed a state board of education approved educational administration collegiate program at the certificate of advanced graduate study (CAGS) or doctoral level. Candidates must submit a college or university transcript(s) that demonstrates sufficient mastery of the subject matter of an educational administration collegiate program or have acquired specific competencies, skills, and knowledge through experience in comparable leadership positions in education or other professions.</p> <p>Source: Administrative Rules Ed <a href="#">506.04(a)</a></p> <p>Source: Administrative Rules Ed <a href="#">506.01</a></p> <p>rev. 12/2007</p>	<p>New Hampshire has signed an interstate agreement on the qualifications of educational personnel.</p> <p>Source: DOE, Bureau of Credentialing, <a href="#">Interstate Contract</a></p> <p>rev. 12/2007</p>	<p>Yes. Alternative paths to certification are available for administrator candidates demonstrating required competencies and experiences. Alternative licensure may also be obtained in critical shortage areas.</p> <p>Source: DOE, <a href="#">Bureau of Credentialing</a></p> <p>rev. 12/2007</p>
New Jersey	<p>Principals: Candidates must hold a master's or higher degree from a regionally accredited college or university in educational leadership, complete graduate study, either within the master's program or in addition to it in specified topics and pass a state-approved examination.</p> <p>Superintendents: Candidates must hold a master's or higher degree from a regionally accredited college or university in educational leadership or in one of the recognized fields of leadership or management such as public administration or business administration, or in curriculum and instruction. Candidates must complete graduate study, either within the master's program or in addition to it and pass a state-approved examination of knowledge that is acquired through study of topics aligned with the Professional Standards for School Leaders and that is most directly related to the functions of superintendents.</p> <p>Note: Other requirements exist for administrative and principal standard certificates.</p> <p>Source: N.J.A.C <a href="#">6A:9-12.4</a> through <a href="#">6A:9-12.5</a></p> <p>rev. 12/2007</p>	<p>Each candidate who holds an out-of-state principal or administrative certificate but does not hold the required master's or higher degree may be eligible for the principal or administrative certificate by meeting certain requirements that may include completion of a masters degree in specified areas, school based leadership experience or passing a state-approved exam.</p> <p>Source: <a href="#">6A:9-12.4(i)</a></p> <p>Source: <a href="#">6A:9-12.5 (i)</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, candidates who can provide documentation of at least five years of successful full-time teaching experience under a valid New Jersey or out-of- state teaching certificate and a master's degree or higher may be eligible for principal certification by meeting specified requirements.</p> <p>Candidates who hold a valid New Jersey or out-of-State supervisor endorsement and a master's degree or higher, but have zero to five years supervisory experience, may be eligible for principal certification by meeting specified requirements.</p> <p>Source: <a href="#">6A:9-12.5(K)(L)</a></p> <p>rev. 12/2007</p>

PPGA

TAB 9 Page 21

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
New Mexico	<p>Principals: Candidates must earn a bachelor's degree and master's degree from a regionally accredited college or university that includes an apprenticeship/internship. Candidates who entered an administrator preparation program on or after April 4, 2003, must teach while holding a valid level 3-A New Mexico teaching license for at least one full school year or hold a current level 2 teaching license and for at least four years have held a level 3 school counselor's license while working as a teacher or school counselor. Candidates who entered an administrator preparation program prior to April 4, 2003, must hold a valid level 2 New Mexico teaching license. Also required are a minimum of eighteen semester hours of graduate credit in an educational administration program. A candidate who applies for licensure in educational administration on or after the September 2007 must pass the licensure test in administration prior to the issuance of the license.</p> <p>Superintendents: No state policy found.</p> <p>Source: <a href="#">6.62.2.8</a> NMAC</p> <p>rev. 12/2007</p>	<p>Candidates seeking reciprocal administrative licensure must hold a master's degree or higher degree from a regionally accredited or PED approved college or university, a valid administrator's license or licenses issued by a state education agency or department of defense dependent schools or foreign country and have completed a regionally accredited college or university education administrator preparation program accepted by the PED. Candidates must also hold and provide a copy of a valid teaching license or licenses issued by a state education agency and provide evidence of having satisfactorily worked under their out of state teaching or administrative license or licenses for at least seven full years at any time preceding their application for New Mexico licensure in education administration.</p> <p>Source: <a href="#">6.60.4.8</a> NMAC</p> <p>rev. 12/2007</p>	<p>Yes. An applicant may be eligible for alternative administrator licensure without completing an administrator preparation program by earning a post-baccalaureate degree and completing at least six years of administrator experience at the post-secondary level. This candidate must complete an internship of at least one full school year while holding an administrator internship license and working as an administrator in a school district, charter school, private school or state agency education program. Upon completion of the internship a candidate who has met these requirements may be issued an alternative level 3-B administrator license.</p> <p>Source: <a href="#">6.60.3.9</a> NMAC</p> <p>rev. 12/2007</p>
New York	<p>Principals: Candidates must have a masters degree and complete a New York registered program for school building leaders. Candidates must also receive an institutional recommendation, pass a school building leader examination, complete three years of paid, full-time classroom teaching experience, and receive a fingerprint clearance.</p> <p>Superintendents: Candidates must have a masters degree and complete a New York registered program for school district leaders along with sixty hours of approved graduate coursework. Candidates must receive an institutional recommendation, complete three years of paid, full time administrative/classroom experience, present evidence of US citizen status and pass a school district leader exam as well as a fingerprint clearance.</p> <p>Source: DOE, <a href="#">Office of Teaching Initiatives</a></p> <p>Source: <a href="#">§3003</a></p> <p>rev. 12/2007</p>	<p>New York has signed an interstate agreement on the qualifications of educational personnel.</p> <p>Source: <a href="#">§3030</a></p> <p>Source: DOE, Office of Teaching Initiatives, <a href="#">Interstate Agreement</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, school district leader candidates may receive a Transitional D certificate while enrolled in a New York registered alternative program after meeting certain requirements.</p> <p>Note: The commissioner, at the request of a board of education, may provide for the issuance of a certificate as superintendent of schools to exceptionally qualified persons who do not meet all of the graduate course or teaching requirements of subdivision one of this section, but whose exceptional training and experience are the substantial equivalent of such requirements and qualify such persons for the duties of a superintendent of schools.</p> <p>Source: DOE, <a href="#">Office of Teaching Initiatives</a></p> <p>Source: <a href="#">§3003</a></p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
North Carolina	<p>Principals: Candidates must have completed a state approved teacher education program from a regionally accredited college or university and have met North Carolina Praxis testing requirements or have national Board Certification. Candidates must also complete an approved program in school administration at the master's level or above and meet the required score of 155 or higher on the School Leaders Licensure Assessment (SLLA) Test administered by <a href="#">ETS</a>.</p> <p>Superintendents: Each local board of education has the sole discretion to elect a superintendent of schools. However, the State Board adopts rules that establish the qualifications for election. At a minimum, each superintendent shall have been a principal in a North Carolina public school or shall have other leadership, management, and administrative experience. In addition, the State Board shall adopt rules that include minimum credentials, educational prerequisites, and relevant experience requirements that would qualify a person to serve as a superintendent without having direct experience or certification as an educator. It is the duty of each local board to elect a superintendent who is qualified.</p> <p>Source: N.C. GEN. STAT <a href="#">§115C-284</a></p> <p>Source: N.C. GEN. STAT <a href="#">§115C-271</a></p> <p>Source: Department of Public Instruction <a href="#">Licensure Information</a></p> <p>rev. 12/2007</p>	<p>North Carolina has signed an interstate agreement on qualifications of educational personnel.</p> <p>Source: N.C. GEN. STAT <a href="#">§115C-349</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, the State Board may adopt rules that include minimum credentials, educational prerequisites, and relevant experience requirements that would qualify a person to serve as a superintendent without having direct experience or certification as an educator. It is the duty of each local board to elect a superintendent who is qualified</p> <p>Source: <a href="#">§115c-271(a)</a></p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
North Dakota	<p>Principals: Candidates must have a valid North Dakota educator's professional license and at least three years of teaching or administrative experience or an equivalent combination of experiences approved by the board. A master's degree from a state-approved program in educational administration and specified hours of graduate credit taken in a master's degree program are required for level I and level II credentials.</p> <p>Superintendents: Candidates must hold a valid North Dakota teaching license and complete at least three years of teaching experience verified in a letter of recommendation by a supervisor or employer. Candidates must also have at least two years of verified administrative experience comprised of at least half time as an elementary or secondary principal, a central office administrator, or an administrator of an approved school with a twelve-year program. Candidates must have completed the requirements for the level I elementary or secondary principal credential and eight additional hours of coursework specific to the superintendency.</p> <p>Source: Administrative Rule <a href="#">67-11-06-05</a></p> <p>Source: Administrative Rule <a href="#">67-11-02-05</a></p> <p>Source: Administrative Rule <a href="#">67-11-07-05</a></p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p>However, the state can issue provisional principal and superintendent certificates to an individual who does not meet the qualifications for a level I credential. The candidate is expected to progress toward meeting all requirements.</p> <p>Source: Administrative Rule <a href="#">67-11-06-03</a></p> <p>Source: Administrative Rule <a href="#">67-11-02-03</a></p> <p>Source: Administrative Rule <a href="#">67-11-07-03</a></p> <p style="text-align: right;">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Ohio	<p>Principals: Candidates must hold a master's degree, be of good moral character, complete an approved principal preparation program and pass an examination prescribed by the state board of education. Candidates must also complete two years of successful teaching under a provisional or professional teacher license at the age levels for which the principal license is sought and be recommended by the dean or head of teacher education at an institution approved to prepare principals. The principal license shall be added to a valid professional teacher license after successful completion of the entry year program.</p> <p>Superintendents: Candidates must hold a principal or administrative specialist license and be valid for administrative duties in a school system. Candidates should also hold three years of successful experience in a position requiring a principal or administrative specialist license and complete an approved preparation program for superintendents. An associate license may be obtained for individuals with an associate degree who are deemed to be of good moral character and who either complete an approved program of preparation in specified areas or have a current license to practice.</p> <p>Source: OAC <a href="#">3301-24-04 (A)(1)</a>.</p> <p>Source: OAC <a href="#">3301-24-05 (G)</a>.</p> <p>Source: OAC <a href="#">3301-24-05 (G)(3)</a>.</p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Yes. Alternative paths to certification exist for both principals and superintendents.</p> <p>Source: OAC <a href="#">3301-24-11</a></p> <p>Source: OAC <a href="#">3301-24-12</a></p> <p style="text-align: right;">rev. 12/2007</p>



	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Oklahoma	<p>Principals: Candidates must hold a masters degree and complete a building-level leadership skills program in education administration that is Oklahoma approved. Candidates must also pass the Principal Oklahoma Subject Area Tests and complete two years of successful teaching experience in an Oklahoma public or private school accredited by the Oklahoma State Board of Education.</p> <p>Superintendents: Candidates must hold principal certification or complete a building-level leadership skills program in education administration that is Oklahoma approved and includes a standard master's degree. Candidates must also pass the Superintendent Oklahoma Subject Area Test, complete a district-level leadership skills program in education administration that is Oklahoma approved and practice two years of administrative experience in an Oklahoma public or private school accredited by the Oklahoma State Board of Education.</p> <p>Source: DOE Traditional Administrator <a href="#">Certification Requirements</a></p> <p>Source: <a href="#">70 O.S. §6-189 (B)</a>.</p> <p style="text-align: right;">rev.12/2007</p>	<p>No state policy found.</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Yes. Alternative certification for superintendents and principals should not exceed three years and is nonrenewable. Upon successful completion of an alternative administrative preparation program, the director of teacher education of an Oklahoma accredited institution of higher education should make a recommendation for standard certification to the State Board of Education.</p> <p>Source: DOE <a href="#">Alternative Certification Requirements</a> for Administrators</p> <p>Source: <a href="#">70O.S. §6-189(c)(1-3)</a>.</p> <p style="text-align: right;">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Oregon	<p>Principals: Candidates must have three academic years of experience as a full-time licensed educator on any license appropriate for the assignment in a public school or regionally accredited private school and hold a master's or higher degree in the arts and sciences or an advanced degree. Candidates must also complete an approved administrator program and an initial graduate program in school administration at an institution approved for administrator education. Other qualifications include a passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission, recent experience during the three-year period immediately preceding application, as well as fingerprint and first aid training.</p> <p>Superintendents: Candidates must hold a master's degree or higher and complete an advanced program in administrative competencies consisting of at least eighteen semester hours or twenty-seven quarter hours of graduate credit or the equivalent. Candidates must also pass a test of professional administrator knowledge or complete an alternative assessment, have three years of one-half time or more experience on any administrator license appropriate for the assignment in a public or accredited private school setting and validate other educator fitness requirements.</p> <p>Note: The Continuing Administrator Licensure program must be completed within the three years following the next renewal of the Initial Administrator License if the holder of an Initial Administrator License takes a position as a Superintendent at any time within the life of the Initial Administrator License.</p> <p>Source: OAR <a href="#">584-080-0012</a></p> <p>Source: OAR <a href="#">584-080-0022</a></p> <p>rev. 12/2007</p>	<p>Out-of-state candidates may receive Initial Administrative Licenses and/or Continuing Administrative Licenses.</p> <p>Source: OAR <a href="#">584-080-0012(A)</a></p> <p>Source: OAR <a href="#">584-080-0022(B)</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, an unconventionally qualified applicant may be granted an Exceptional Administrator License at the sole discretion of the commissioner of education.</p> <p>An Emergency Administrator License may be issued to a qualified applicant upon joint application with the district and the applicant when a school district demonstrates extenuating circumstances that merit the issuance of the license in order to protect the district's programs or students.</p> <p>Source: OAR <a href="#">584-080-0161</a></p> <p>Source: OAR <a href="#">584-080-0171</a></p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Pennsylvania	<p>Principals: Candidates must complete an approved program of graduate study and be recommended for certification as a principal by the authorized certification officer of the institution where such education was obtained. Candidates must also provide verification of five years of satisfactory professional school experience and provide evidence of satisfactory achievement on assessments prescribed by the Department.</p> <p>Superintendents: Candidates must complete a Pennsylvania approved graduate-level program of educational administrative study minimally approximating two full academic years for the preparation of chief school administrators. Candidates must also receive the recommendation of the preparing institution for certification as a chief school (district-level) administrator and provide evidence of six years of teaching or other professionally certificated service in the basic schools for the Assistant Superintendent's Letter of Eligibility. For the Superintendent's Letter of Eligibility, three of those six years must have been in a supervisory or administrative capacity.</p> <p>Source: 22 Pa. Code <a href="#">§49.121</a></p> <p>Source: DOE, Bureau of Teacher Certification and Preparation, <a href="#">Administrative</a> and <a href="#">Superintendent</a> Certificates</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Applicants recommended by out-of-state institutions should submit to the Department official transcripts for all professional preparation and related studies and satisfactory evidence of educational and work experience. Out-of-state candidates may receive certification with preparation and experience comparable to Pennsylvania's standards.</p> <p>Source: 22 Pa. Code <a href="#">§49.171</a></p> <p>Source: DOE, Bureau of Teacher Certification and Preparation</p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p style="text-align: right;">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Rhode Island	<p>Principals: Candidates must have a master's degree, be eligible for a Rhode Island teaching certificate, have 3 years of teaching experience in elementary or secondary schools and have completed an approved preparation program for elementary or secondary principals during the previous 5 years. Candidates must also complete not less than 24 hours of graduate-level work, including specific topics in school administration and supervision, 6 credits of coursework and a 300 hour RIDE approved, field based internship.</p> <p>Superintendents: Candidates must have an advanced degree and have not less than 36 semester hours of graduate-level coursework, including specified courses in school administration. Candidates must be eligible for a Rhode Island teaching certificate and have 8 years of educational experience, including both teaching and administration. Candidate also must complete an additional 6 hours of graduate credit.</p> <p>Source: Rhode Island Office of Educator Quality and Certification, <a href="#">elementary principal</a> requirements and <a href="#">secondary principal</a> requirements</p> <p>Source: Rhode Island Office of Educator Quality and Certification, <a href="#">superintendent requirements</a></p> <p style="text-align: right;">rev. 12/2007</p>	<p>Rhode Island has signed an interstate agreement on requirements for certification of educational personnel.</p> <p>Rhode Island has adopted "Enhance Reciprocity" as a route to certification. This route provides that certification be granted to an applicant who holds a valid and comparable certificate from another member state, provided the applicant has complied with any requirements of the receiving state.</p> <p>Source: <a href="#">§16-11-5</a></p> <p>Source: DOE, Office of Educator Quality and Certification, <a href="#">reciprocity agreements</a></p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p style="text-align: right;">rev. 12/2007</p>

AUGUST 16, 2018

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
South Carolina	<p>Principals: Candidates must have a masters degree, a valid South Carolina Educator's Professional Certificate at the elementary level or secondary level and minimum qualifying score(s) on the area examination(s) required by the State Board of Education,. Also required are at least three years teaching experience, including at least one year of teaching in grades pre-K-8 or 9-12 and completion of an advanced program approved by the State Board of Education for the training of elementary or secondary principals and supervisors.</p> <p>Superintendents: Candidates must have a masters degree, a valid South Carolina Professional Certificate at the elementary, middle or secondary level and minimum qualifying score(s) on the area examination(s) required by the State Board of Education. Also required are at least three years of experience as a pre-k-12 or postsecondary teacher and two years as a school or school district administrator, post secondary administrator, or school business administrator. Candidates must complete an advanced program approved by the State Board of Education for the training of school superintendents.</p> <p>Source: DOE, Office of Educator Certification, South Carolina Educator Certification Manual, <a href="#">R 43-64(A)(B)(C)</a>. rev. 12/2007</p>	<p>South Carolina has signed an interstate agreement on requirements for certification of educational personnel.</p> <p>Source: SC ST SEC <a href="#">59-27-10</a> rev. 12/2007</p>	<p>Yes. Alternative certification routes exist for candidates seeking district superintendent licenses.</p> <p>Source: DOE, Office of Educator Certification, South Carolina Educator Certification Manual, <a href="#">R 43-64(D)</a>. rev. 12/2007</p>
South Dakota	<p>Principals: A preschool through grade 12 principal endorsement program requires a masters degree with a preschool through grade 8 or 7-12 principalship. Candidates must also complete coursework specific to the preschool through grade 8 or 7-12 principal endorsement sought and three years of verified experience in an accredited K-12 school, one year of which included classroom teaching experience or direct services to students.</p> <p>Superintendents: A preschool through grade 12 school superintendent endorsement program requires a master's degree, plus 15 graduate semester hours within the requirements of and three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.</p> <p>Source: Endorsements: ARSD Chapter <a href="#">24:15:06:36</a></p> <p>Source: Endorsements: ARSD Chapter <a href="#">24:15:06:34</a> rev. 12/2007</p>	<p>South Dakota has signed an interstate agreement on certification requirements for educational personnel.</p> <p>Source: <a href="#">§13-42-18</a> rev. 12/2007</p>	<p>Administrative rule indicates that alternative certification routes may be available for qualified candidates who meet certain requirements.</p> <p>Source: ARSD Chapter <a href="#">24:15:04:01</a> rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Tennessee	<p>Principals: Candidates for a five year initial license must obtain a masters degree, complete an approved program in school administration and supervision that includes an internship and pass a state approved assessment/test for principals or other school administrators.</p> <p>Superintendents: No state policy found.</p> <p>Source: Tenn. Comp. R. &amp; Regs. <a href="#">0520-2-4-.02(1)(j)(k)</a>.</p> <p>rev. 12/2007</p>	<p>Tennessee has signed an interstate agreement on certification requirements for educational personnel.</p> <p>Source: Tenn. Comp. R. &amp; Regs. R. <a href="#">0520-2-4-.01(10)</a>.</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>
Texas	<p>Principals: Candidates must successfully complete the assessments required, hold a master's degree from an accredited institution of higher education and have two years of creditable teaching experience as a classroom teacher. Candidates must also successfully complete an approved principal preparation programs</p> <p>Superintendents: Candidates must complete an assessment based on established standards, an SBEC-approved superintendent preparation program and be recommended for certification by that program. Candidates must hold, at a minimum, a master's degree from an accredited institution of higher education.</p> <p>Note: First time principals and superintendents must both participate in a one year induction period/mentorship.</p> <p>Source: 19 TAC <a href="#">§241.20</a> through <a href="#">§241.25</a></p> <p>Source: 19 TAC <a href="#">§242.20</a> through <a href="#">§242.25</a></p> <p>rev. 12/2007</p>	<p>If out-of- state candidates meet appropriate examination requirements, a one-year certificate in one or more certification areas may be issued.</p> <p>Source: 19 TAC <a href="#">§230.462</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, principal and superintendent candidates may obtain temporary, non-renewable, five year temporary certificate by meeting certain requirements.</p> <p>Source: 19 TAC <a href="#">§230.305</a></p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Utah	<p>Principals and Superintendents: Candidates must obtain level 2 teaching license or equivalent from another state and a master's degree or more advanced degree. Candidates must also complete an education administrative program, not fewer than three years of acceptable full-time professional experience in an education- related area, and a board-approved administrative test. Other requirements include a recommendation from a Utah institution whose program of preparation has been accredited by the National Council for Accreditation of Teacher Education (NCATE) as well as internship and mentorship experiences.</p> <p>Note: The professional experience in an education-related area requirement may be substituted with other specified experiences.</p> <p>Source: UAC <a href="#">R277-505-4</a> rev. 12/2007</p>	<p>Administrative requirements may be satisfied, at the discretion of the USOE, by administrative experience in another state. The USOE may require out-of-state applicants to pass a state-approved administrative test.</p> <p>Source: UAC <a href="#">R277-505-6</a> rev. 12/2007</p>	<p>No state policy found.</p> <p>However, for administrative candidates, exceptions can be made for exceptional professional experience, exceptional education accomplishments, or other noteworthy experiences or circumstances.</p> <p>Source: UAC <a href="#">R277-505-4</a> rev. 12/2007</p>
Vermont	<p>Principals: Candidates must obtain a masters degree, complete three of more years as a PK-12 educator and demonstrate competence in specified areas related to school leadership.</p> <p>Superintendents: Candidates must obtain a masters degree, complete five or more years of experience including three or more years as a PK-12 educator and two or more years in educational administration. Candidates must also demonstrate competence in specified areas related to district leadership.</p> <p>Source: BOE Manual of Rules and Practices: Series <a href="#">5440-90</a> through <a href="#">5440-91</a> rev. 12/2007</p>	<p>Out-of-state superintendent candidates may be eligible for a two-year provisional license.</p> <p>Source: BOE Manual of Rules and Practices: Series <a href="#">5300</a>, Rule 5351 rev. 12/2007</p>	<p>Yes. An individual who holds at least a baccalaureate degree may be licensed or receive additional endorsements, through a peer review process that is approved and periodically monitored by the VSBPE.</p> <p>An individual who holds at least a baccalaureate degree may be licensed by completing an alternative preparation process approved by the Vermont State Board of Education in consultation with the VSBPE.</p> <p>Two-year provisional licenses and one-year emergency licenses may be obtained for superintendents when a local district is unable to find an appropriately licensed applicant.</p> <p>BOE Manual of Rules and Practices: Series <a href="#">5300</a>, Rules 5331 through 5332</p> <p>BOE Manual of Rules and Practices: Series <a href="#">5300</a>, Rule 5351</p> <p>BOE Manual of Rules and Practices: Series <a href="#">5300</a>, Rule 5361 rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Virginia	<p>Principals: Candidates must hold a master's degree from a regionally accredited college or university and complete three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia. Candidates must also complete an approved program in administration and supervision from a regionally accredited college or university, a minimum of 320 clock hours of supervised internship experience and satisfy requirements for the school leaders licensure assessment prescribed by the Board of Education.</p> <p>Superintendents: Candidates must hold an earned doctorate degree in educational administration or educational leadership from a regionally accredited college or university and have completed five years of educational experience in a public or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level.</p> <p>Source: 8 VAC <a href="#">20-22-590</a></p> <p>Source: 8 VAC <a href="#">20-22-600</a></p> <p>rev. 12/2007</p>	<p>An out-of-state candidate may qualify for certification with comparable endorsement areas if the individual has completed a state-approved teacher certification program and met other qualifications.</p> <p>Source: DOE, <a href="#">Routes to Licensure</a> in Virginia</p> <p>rev. 12/2007</p>	<p>Alternative routes/options to certification exist for both principals and superintendents.</p> <p>Source: 8 VAC <a href="#">20-22-590</a></p> <p>Source: 8 VAC <a href="#">20-22-600</a></p> <p>rev. 12/2007</p>



5/23/2018

AUGUST 16, 2018

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Washington	<p>Principals: Candidates must earn a master's degree from a regionally accredited college/university and complete a state-approved college/university administrator preparation program or three years successful experience in the administrative role at the P-12 level while holding a regular certificate issued by another state. Candidates must hold or have held a regular teaching certificate or ESA certificate.</p> <p>Superintendents: Candidates must earn a master's degree from a regionally accredited college/university and complete a state-approved college/university administrator preparation program in the administrative role (principal, program administrator, or superintendent) or complete three years successful experience in the administrative role at the P-12 level while holding a regular certificate issued by another state. Candidates must also hold a valid regular teaching certificate, ESA, principal, or program administrator certificate.</p> <p>Source: Washington Office of Superintendent of Public Instruction, <a href="#">Certification Guidelines</a></p> <p>Source: WAC <a href="#">181-79A-150</a></p> <p>Source: WAC <a href="#">181-79A-211</a></p> <p>rev. 12/2007</p>	<p>The certification handbook outlines processes for out-of-state candidates seeking principal or superintendent certification.</p> <p>Source: Washington Superintendent of Public Instruction, 2007 <a href="#">Certification Handbook</a></p> <p>rev. 12/2007</p>	<p>Yes. Candidates may obtain an administrators certificate if they have not completed an administrator preparation program, but have completed 3 years successful experience in the administrative role at the P-12 level while holding a regular certificate issued by another state.</p> <p>Source: Washington Office of Superintendent of Public Instruction, <a href="#">Certification Guidelines</a></p> <p>rev. 12/2007</p>
West Virginia	<p>Principals and Superintendents: Candidates must have a master's degree and complete a state-approved preparation program meeting a minimum gpa and including an internship. Candidates must also have 3 years of management experience and complete education and training in evaluation skills offered through the Center for Professional Development or an equivalent program approved by the state board.</p> <p>Source: 126 CSR <a href="#">136-10.2.2</a></p> <p>rev. 12/2007</p>	<p>West Virginia has signed the NASDTEC Interstate Contract for administrator reciprocity agreements.</p> <p>Administrative licensure may be provided to out-of- state candidates who hold valid professional licensure, have graduated from an approved teacher education program and who receive approval from the West Virginia Department of Education.</p> <p>Source: 126 CSR <a href="#">126-136-16</a></p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Wisconsin	<p>Principals: Candidates must complete an approved master's degree program or the equivalent in the area of administration or a master's degree or the equivalent and an approved program. Candidates should hold or be eligible to hold any license to teach at the early childhood through adolescence level or shall have completed an approved program leading to a license to teach. Also required are three years of successful fulltime classroom teaching in the early childhood through adolescence levels.</p> <p>Superintendents: Candidates must complete a specialist degree or the equivalent. Candidates should hold or be eligible to hold a principal license and complete an approved program.</p> <p>Note: A superintendent may designate herself or himself to serve as principal or teacher in any school under her or his supervision while the person is employed and serving as a licensed superintendent.</p> <p>Source: Wis. Admin. Code PI 34.32 <a href="#">Subchapter IX</a> rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, under certain conditions, the department may issue a one- year license to serve as an administrator to a person who does not fully meet the requirements.</p> <p>Source: Wis. Admin. Code PI 34.32 <a href="#">Subchapter IX</a> rev. 12/2007</p>
Wyoming	<p>Principals and Superintendents: Candidates must receive an institutional recommendation by a designated official of the institution of higher learning and complete specified courses or pass a Professional Teaching Standards Board administered examination. Candidates must also complete an application, obtain fingerprints and receive additional endorsements.</p> <p>Source: PTSB Rule <a href="#">6637</a>, Chapter 1 General Regulation, Section 6 rev. 12/2007</p>	<p>Although certificates from other states are not directly transferable to Wyoming, the Interstate Certification Compact or any regionally based agreements will permit an education professional who has completed approved programs or has experience in another state to have his/her qualifications recognized in the State of Wyoming. Certification by another state will be recognized if the certificate is current and equivalent to any of Wyoming's certificates. Reciprocity agreements are on file with the Professional Teaching Standards Board. Applicants who are issued Wyoming certificates will be allowed 5 years to complete specific Wyoming requirements.</p> <p>Source: PTSB Rule <a href="#">6637</a>, Chapter 1 General Regulation, Section 4 rev. 12/2007</p>	<p>No state policy found.</p> <p>However, exceptions may be made under certain emergency circumstances after meeting specified requirements.</p> <p>Source: PTSB Rule <a href="#">6637</a>, Chapter 1 General Regulation, Section 8 rev. 12/2007</p>

© 2018 by the Education Commission of the States (ECS). All rights reserved. ECS is the only nationwide, nonpartisan interstate compact devoted to education.

To request permission to excerpt part of this publication, either in print or electronically, please contact the Education Commission of the States' Communications Department at (303) 299.3609 or [askinner@ecs.org](mailto:askinner@ecs.org).

Helping State Leaders Shape Education Policy

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**SUBJECT**

Proposed Rule Docket 08-0202-1803 - Rules Governing Uniformity, Educator Credentials

**REFERENCE**

June 2017	Board reviewed Evaluation Review Report with recommendations for revision of IDAPA 08.02.02.120 to clarify evaluation requirements and provide clear guidelines for training for administrators.
August 2016	Board approved proposed rule restructuring instructional certificates into a single certificate and updated the evaluation requirements to bring them into alignment with the career ladder measurements of student achievement.
November 28, 2016	Board approved pending rule restructuring instructional certificates into a single certificate and updated the evaluation requirements to bring them into alignment with the career ladder measurements of student achievement.
August 31, 2017	Board approved technical corrections and clarification to the evaluation training requirements based on feedback received during the annual evaluation review process.
November 2018	Board approved pending rule.

**APPLICABLE STATUTE, RULE, OR POLICY**

IDAPA 08.02.02, Rules Governing Uniformity  
Sections 33-1201 through 33-1204, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Educational Attainment

**BACKGROUND/DISCUSSION**

IDAPA 08.02.02 establishes requirements for individuals to be granted an educator credential (become certified) in Idaho. Additional provisions within this section of Administrative Code set out uniform processes and regulations for meeting the Idaho Constitutional requirement for a uniform system of public schools.

Proposed amendments would make technical corrections to IDAPA 08.02.02.042 Alternate Routes to Certification, subsection 02, Alternative Authorization – Content Specialist to clarify that the required “recommendation for full certification” is not the defined term “Institutional Recommendation.” The recommendation for full certification is a recommendation that should be given by the consortium (school district and Board approved educator preparation program) that the individual has completed their individualized alternative route preparation program

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

and is recommended for full certification. The proposed amendment will change the wording to "certificate of completion." Technical corrections include adding the word "standard" to IDAPA 08.02.02.100. Official Vehicle for Approving Teacher Education Program, subsection 01. Educator preparation programs must meet the Council for Accreditation of Educator Preparation Standards (CAEP) and the Board approved Idaho Standards for Initial Certification of Professional School Personnel. The word "standard" was at some point dropped from the reference to the CAEP standards. Additional changes will align terminology for consistency and update terms to current usage.

**IMPACT**

Approval of the proposed rule will allow for small technical correction, and provide clarification without changing current practices.

**ATTACHMENTS**

Attachment 1 –Proposed Rule Docket 08-0202-1803

**STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. A negotiated rulemaking meeting was held on August 6, 2018. Participants reviewed IDAPA 08.02.02 for areas identified as needing correction. There was consensus from the group on the proposed amendments discussed.

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin, once published they have a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration, If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

**BOARD ACTION**

I move to approve Proposed Rule Docket 08-0202-1803, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**IDAPA 08  
TITLE 02  
CHAPTER 02**

**08.02.02 – RULES GOVERNING UNIFORMITY**

**000. LEGAL AUTHORITY.**

All rules in IDAPA 08.02.02, “Rules Governing Uniformity,” are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-02)

**(BREAK IN CONTINUITY OF SECTIONS)**

**007. DEFINITIONS.**

**01. Active Teacher.** K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom or school, either in person or online. (3-29-17)

**02. Alternative Routes.** Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the paraprofessional profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-29-17)

**03. Credential.** The general term used to denote the document on which all of a person’s educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)

**04. Endorsement.** Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

**05. Idaho Student Achievement Standards.** Standards of achievement for Idaho’s K-12 students. See IDAPA 08.02.03, “Rules Governing Thoroughness.” (3-16-04)

**06. Individualized Professional Learning Plan.** An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-28-18)

**07. Institutional Recommendation.** Signed form or written verification from an accredited institution with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is now being recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional Recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation as outlined in Section 120 of these rules. (3-28-18)

**08. Local Education Agency (LEA).** An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-29-17)

**09. Orientation.** School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

**10. Paraprofessional.** A noncertificated individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-29-17)

**a.** To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-29-17)

**i.** Demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or (3-29-17)

**ii.** Have completed at least two (2) years of study at an accredited postsecondary educational institution;; or (3-29-17)

**iii.** Obtained an associate degree or higher level degree; demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (3-29-17)

**b.** Individuals who do not meet these requirements will be considered school or classroom aides. (3-29-17)

**c.** Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-29-17)

**11. Pedagogy.** Teaching knowledge and skills. (3-16-04)

**12. Student Learning Objective (SLO).** A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (3-25-16)

**13. Teacher Leader.** A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (3-25-16)

**008. -- 011. (RESERVED)**

**012. ACCREDITED INSTITUTION.**

For purposes of teacher certification, an accredited school, college, university, or other teacher training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative model approved by the State Board of Education. (Sections 33-107; 33-114; 33-1203, Idaho Code) (4-1-97)

**013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.**

Considering credentials for teacher certification submitted by persons trained in the institutions of foreign countries will be initiated by a translation and evaluation of the applicant's credentials. (4-1-97)

**01. Determination of Eligibility.** Determination of eligibility for certification will be made by the State Department of Education as the agent of the State Board of Education. Appeals may be made to the Professional Standards Commission, (PSC). (Section 33-1209, Idaho Code) (3-16-04)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

**02. Other Procedures.** All other procedures in effect at the time must be followed at the time of application. (4-1-97)

**014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.**

**01. The Department of Education.** The Department of Education is authorized to issue Idaho Certificates to applicants from regionally accredited institutions meeting requirements for certification or equivalent (i.e., those based on a baccalaureate degree) in other states when they substantially meet the requirements for the Idaho Certificate. (Sections 33-1203; 33-2203 Idaho Code) (3-29-17)

**02. The Division of Career Technical Education.** The Division of Career Technical Education is authorized to determine whether applicants meet the requirements for instructing or administering career technical programs at the secondary and postsecondary levels. (Section 33-2203, Idaho Code) (3-29-17)

**015. IDAHO EDUCATOR CREDENTIAL.**

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

**01. Standard Instructional Certificate.** A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

**a.** Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

**b.** Completed an approved ~~teacher~~-educator preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

**c.** Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

**d.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

**e.** The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

**02. Pupil Service Staff Certificate.** Persons who serve as school counselors, school psychologists,

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

**a.** School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

**b.** School Counselor – Basic (K-12) Endorsement. (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil Personnel Services Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

**c.** School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-25-16)

i. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

ii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

iii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

d. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (3-25-16)

(1) Health program management; (3-25-16)

(2) Child and adolescent health issues; (3-25-16)

(3) Counseling, psychology, or social work; or (3-25-16)

(4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

e. Interim Endorsement - School Nurse. This endorsement will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

f. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

g. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

h. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

- ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)
  - iii. The successful completion of a school social work practicum in a kindergarten through grade twelve 12 (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)
  - iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)
  - i. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff Certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-28-18)
  - j. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)
  - k. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)
- 03. Administrator Certificate.** Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-28-18)
- a. School Principal (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)
    - i. Hold a master's degree from an accredited college or university. (3-25-16)
    - ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)
    - iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)
    - iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)

- v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)

**b.** Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)

- v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)

**c.** Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)

- i. Hold a master's degree from an accredited college or university; (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)

iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (3-28-18)

v. Have completed an administrative internship/practicum in the area of administration of special education; and (3-28-18)

vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

**04. Certification Standards For Career Technical Educators.** Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

**05. Degree Based Career Technical Certification.** (3-25-16)

**a.** Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. (3-28-18)

**b.** The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

**i.** Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

**(1)** Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

**(2)** Additional course work may be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-28-18)

**ii.** Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (3-28-18)

**c.** Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

**d.** Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-28-18)

**06. Industry-Based Occupational Specialist Certificate.** The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

**a.** Be at least twenty-two (22) years of age; document recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

**b.** Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. Pathway I - Coursework: Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate. (3-28-18)

**c.** Standard Occupational Specialist Certificate. (3-28-18)

i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

**d.** Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

- i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)
- ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-28-18)
- iii. Have on file a new professional development plan for the next certification period. (3-28-18)
- iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

**07. Postsecondary Specialist.** A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-29-17)

**a.** Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-25-16)

**b.** Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-25-16)

**c.** The candidate must meet the following qualifications: (3-25-16)

- i. Hold a master's degree or higher in the content area being taught; (3-25-16)
- ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)
- iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

**08. American Indian Language.** Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

**a.** The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

**b.** Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)

**c.** The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

**09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors.** (3-25-16)

**a.** Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (3-25-16)

**b.** Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (3-25-16)

**c.** Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

**10. Additional Renewal Requirements.** In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

**a.** Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled "Mathematical Thinking for Instruction," or another State Department of Education approved alternative course, shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the "Mathematical Thinking for Instruction" course or another State Department of Education approved alternative course in order to recertify: (3-28-18)

**i.** Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-28-18)

**ii.** Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-28-18)

**iii.** Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-28-18)

**iv.** Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher. (3-28-18)

**b.** Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)

**c.** Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-28-18)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

**016. IDAHO INTERIM CERTIFICATE.**

The State Department of Education or the Division of Career Technical Education, as applicable to the certificate, is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or engaged in an alternate route to certification as prescribed herein. (3-29-17)

**01. Interim Certificate Not Renewable.** Interim certification is only available on a one-time basis per individual except under extenuating circumstances approved by the State Department of Education. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the term of the interim certificate. (3-29-17)

**02. Idaho Comprehensive Literacy Course.** For all Idaho teachers working on interim certificates, (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent shall be a one-time requirement for full certification. (3-28-18)

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-25-16)

**03. Mathematical Thinking for Instruction.** For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement for full certification. (3-28-18)

**04. Technology.** Out-of-state applicants may be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (3-28-18)

**05. Reinstatement of Expired Certificate.** An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain a full certification during the term of the interim certificate: (3-28-18)

a. Two (2) years' successful evaluations as per Section 33-1001(14), Idaho Code. (3-28-18)

b. Measured annual progress on specific goals identified on Individualized Professional Learning Plan. (3-28-18)

c. Six (6) credit renewal requirement. (3-28-18)

d. Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in Subsections 016.02 and 016.03. (3-28-18)



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

**06. Foreign Institutions.** An educator having graduated from a foreign institution may be issued a non-renewable, three-year (3) interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (3-28-18)

**07. Codes of Ethics.** All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including those employed under an interim certificate. (3-28-18)

**017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.**

**01. Assessments.** State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

**02. Out-of-State Waivers.** An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

**03. Idaho Comprehensive Literacy Assessment.** All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved ~~teacher education~~ educator preparation program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its ~~teacher-educator~~ preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition, the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

**(BREAK IN CONTINUITY OF SECTIONS)**

**042. ALTERNATE ROUTES TO CERTIFICATION.**

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard ~~teacher education~~ educator preparation program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route as described in Subsection 021.02 of these rules. (3-29-17)

**01. Alternative Authorization -- Teacher To New Certification.** The purpose of this alternative authorization is to allow Idaho school districts to request additional certification when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

- a.** Prior to application, a candidate must hold a baccalaureate degree, and a valid Idaho instructional

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

certificate. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-29-17)

b. A candidate must participate in an approved alternative route preparation program. (3-25-16)

i. The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16)

ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)

**02. Alternative Authorization -- Content Specialist.** The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-25-16)

a. Initial Qualifications. (3-20-04)

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and (3-29-17)

ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. (3-25-16)

b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-25-16)

i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; (3-29-17)

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; (3-29-17)

iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a ~~recommendation for full certification~~ certificate of completion; (3-25-16)

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and (3-25-16)

v. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment. (3-20-04)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

**03. Non-Traditional Route to Teacher Certification.** An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)

**a.** Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

**b.** To complete this non-traditional route, the individual must: (3-25-16)

**i.** Complete a Board approved program; (4-6-05)

**ii.** Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

**iii.** Complete the Idaho Department of Education background investigation check. (3-28-18)

**c.** Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-28-18)

**d.** Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)

**e.** Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

**04. Alternative Authorization - Pupil Service Staff.** The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Service Staff Certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-28-18)

**a.** Initial Qualifications. The applicant must complete the following: (4-2-08)

**i.** Prior to application, a candidate must hold a master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (3-25-16)

**ii.** The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

**b.** Alternative Route Preparation Program. (4-2-08)

**i.** The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (3-25-16)

**ii.** The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

iii. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

**05. Alternate Authorization Renewal.** Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

**043. -- 059. (RESERVED)**

**060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.**

To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career Technical Education. The following requirements must be met to renew or reinstate an Idaho Educator Credential. (3-29-17)

**01. State Board of Education Requirements for Professional Growth.** (4-1-97)

**a.** Credits taken for recertification must be educationally related to the individualized professional learning plan or related to the professional practice of the applicant. (3-28-18)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)

iv. Credits must be taken during the validity period of the certificate. (3-28-18)

**b.** Graduate or undergraduate credit will be accepted for recertification. Credit must be transcribed and completed through a college or university accredited by an entity recognized by the State Board of Education. (3-28-18)

**c.** All requests for equivalent in-service training to apply toward recertification, except occupational specialist certificates, must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Occupational Specialist Certificates must be made through the Division of Career Technical Education. Applicants must receive prior approval of in-service training and course work prior to applying for renewal. All in-service training must be aligned with the individual's individualized professional learning plan or related to professional practice. (3-28-18)

**d.** At least fifteen (15) hours of formal instruction must be given for each hour of in-service credit granted. (4-1-97)

**e.** Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

**f.** An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission or the Division of Career Technical Education, as applicable to the certificate type, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (3-29-17)

**02. State Board of Education Professional Development Requirements. (4-1-97)**

**a.** Districts will have professional development plans. (4-1-97)

**b.** All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)

**c.** At least three (3) semester credits will be taken for university or college credit. Verification may be by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification, who would have not otherwise met this renewal requirement, will be investigated for violations of the Code of Ethics for Idaho Professional Educators. Any such violations may result in disciplinary action. (3-28-18)

**061. -- 065. (RESERVED)**

**066. FEES.**

The state Department of Education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-16-04)

**01. Initial Certificate.** All types, issued for five (5) years -- seventy-five dollars (\$75). (3-16-04)

**02. Renewal Certificate.** All types, issued for five (5) years -- seventy-five dollars (\$75). (3-16-04)

**03. Alternate Route Authorization.** All types, issued for one (1) year -- one hundred dollars (\$100). (3-16-04)

**04. Additions or Changes During the Life of an Existing Certificate.** Twenty-five dollars (\$25). (3-16-04)

**05. To Replace an Existing Certificate.** Ten dollars (\$10). (3-16-04)

**(BREAK IN CONTINUITY OF SECTIONS)**

**100. OFFICIAL VEHICLE FOR APPROVING ~~TEACHER EDUCATION~~ EDUCATOR PREPERATION PROGRAMS.**

(Section 33-114, Idaho Code)

(4-1-97)

**01. The Official Vehicle for the Approval of ~~Teacher Education~~ Educator Preperation Programs.**

The official vehicle for the approval of ~~teacher education~~ educator preperation programs is the Council for the Accreditation of Educator Preparation (CAEP) standards and the approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards are based upon the accepted national standards for educator preparation and include state-specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or Department of Education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will take effect and must be implemented within a period not to exceed two (2) years after notification of such revision. (3-25-16)

**02. Non-Traditional ~~Teacher~~ Educator Preparation Program.** The State Board of Education must approve all non-traditional route to teacher certification programs. The programs must include, at a minimum, the

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

following components: (3-25-16)

- a. Pre-assessment of teaching and content knowledge; (3-25-16)
- b. An academic advisor with knowledge of the prescribed instruction area; (3-25-16)
- c. Exams of pedagogy and content knowledge; and (3-25-16)
- d. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel. (3-25-16)

**03. Reference Availability.** The Idaho Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Subsection 004.01, are available for inspection on the Office of the State Board of Education's website at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov). (3-29-12)

**04. Continuing Approval.** (3-29-12)

a. The state of Idaho will follow the Council for Accreditation of Educator Preparation (CAEP) ~~standards~~ by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. (3-25-16)

b. The state of Idaho will additionally conduct focused reviews of state-specific, core teaching requirements in the interim, not to exceed every third year following the full program review. (3-29-12)

c. All approved non-traditional ~~teacher-educator~~ preparation programs will be reviewed for continued approval on the same schedule as traditional ~~teacher-educator~~ preparation programs. Reviews will include determination of continued alignment with the approved Idaho Standards for the Initial Certification of Professional School Personnel and effectiveness of program completers. (3-25-16)

**05. Payment Responsibilities for ~~Teacher—Educator~~ Preparation Program Reviews.** The Professional Standards Commission is responsible for Idaho ~~teacher-educator~~ preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (4-6-05)

a. The Professional Standards Commission pay for all state review team expenses for on-site teacher preparation reviews from its budget. (3-25-16)

b. Requesting institutions pay for all other expenses related to on-site ~~teacher-educator~~ preparation program reviews, including the standards review. (3-25-16)

**(BREAK IN CONTINUITY OF SECTIONS)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**SUBJECT**

Proposed Rule Docket 08-0202-1804 - Rules Governing Uniformity, Professional Endorsement

**APPLICABLE STATUTE, RULE, OR POLICY**

IDAPA 08.02.02, Rules Governing Uniformity  
Sections 33-1201 through 33-1204, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Educational Attainment

**BACKGROUND/DISCUSSION**

House Bill 296 (2015) in addition to creating the career ladder, added Section 33-1201A, Idaho Code, establishing the requirement for a Professional Endorsement. The Professional Endorsement is required for instructional staff and pupil service staff to move from the residency rung on the career ladder to the professional rung. In order to obtain a professional endorsement individuals must:

- a) Have held a certificate for at least three (3) years, or have completed a state board of education approved interim certificate of three (3) years or longer;
- b) Have met the professional compensation rung performance criteria for two (2) of the three (3) previous years or the third year;
- c) Have a written recommendation from the employing school district; and
- d) Have an annual individualized professional learning plan developed in conjunction with the employee's school district supervisor.

Additionally, Section 33-1201A allows for instructional staff and pupil service staff to provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for professional endorsement are not met. This provision allows for staff coming from out-of-state who have held a certificate for three (3) or more years to provide evidence that they have met the professional compensation rung performance criteria for two (2) or three (3) previous years or the third (most recent) year. This evidence could be in the form of evaluations from the state they are coming from that are aligned with the Idaho evaluation standards or evidence that the majority of their students during the applicable time period met their student achievement performance targets.

The proposed rule will create a new section setting out a process for individuals and school districts to establish eligibility and apply to the Department of Education for the Professional Endorsement for these staff.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**IMPACT**

Approval of the proposed rule will provide school districts with a process for determining whether out-of-state instructional staff and pupil service staff are eligible for the Professional Endorsement.

**ATTACHMENTS**

Attachment 1 –Proposed Rule Docket 08-0202-1804

**STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. A negotiated rulemaking meeting was held on August 6, 2018. Participants discussed the concerns school districts and Department staff had around the professional endorsement and a process for determining eligibility for out-of-state instructional staff and pupil service staff eligibility.

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin. Once published, there is a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

**BOARD ACTION**

I move to approve Proposed Rule Docket 08-0202-1804, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**IDAPA 08.02.02 – RULES GOVERNING UNIFORMITY – NEW SECTION**

**025. PROFESSIONAL ENDORSEMENT**

Eligibility for the professional endorsement pursuant to Section 33-1201A, Idaho Code, may be established by providing additional evidence demonstrating effective teaching for the purpose of determining proficiency and student achievement in the event required standards for the professional endorsement are not met.

**01. Measurable Student Achievement and Student Success Indicators.**

Evidence of a majority of the applicable staff persons students meeting measurable student achievement targets or student success indicator targets may be demonstrated by the certificated staff member providing evidence of students their students, from an accredited private or out-of-state public school, met targets set by the certificated staff member. The measurable student achievement or student success indicators must be comparable to the measurable student achievement or student success indicator targets established by the hiring school for certificated staff in similar employment areas and similar grade ranges.

**02. Performance Criteria.** Evidence of an overall rating of proficient, and no components rated as unsatisfactory on the state framework for teaching evaluation may be provided through the submittal of annual evaluations showing standards aligned to the Idaho framework for teaching evaluation standards.

**03. Validity of Evidence.** Evidence provided must show that the certificated staff member met each of the proficiency and student achievement requirements in each year required.

**04. Evaluation of Evidence.** The local education agency administrator shall be responsible for evaluating the evidence provided and determining alignment with the school district or charter schools measurable student achievement and student success indicators and alignment with the Idaho framework for teaching evaluation standards. The reviewing administrator shall sign an affidavit stating the evidence meets the district and state standards for measurable student achievement and student success indicators and performance criteria. The local education agency shall report the equivalent performance criteria rating the certificated staff member received and indicate if any equivalent components were rated as unsatisfactory and the measurable student achievement or student success indicator used with verification that the majority of their students have met the measurable student achievement targets or student success indicators. Targets must be comparable to targets set for like groups of students at the hiring school. The state board of education or state department of education may request to review the evidence provided for determining proficiency and student achievement.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Proposed Rule Docket No. 08-0202-1805, Rules Governing Uniformity, Educator Credential – Occupational Specialist Endorsements

**REFERENCE**

August 2016	Board approved proposed rule restructuring instructional certificates into a single certificate and making technical updates to the Occupational Specialist Certificates.
November 28, 2016	Board approved pending rule restructuring instructional certificates into a single certificate and making technical updates to the Occupational Specialist Certificates.
August 31, 2017	Board approved proposed rule updating occupation specialist certification requirements, including additional training options for administrators and teachers.
November 2017	Board approved pending rule amendments

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-118, Idaho Code  
Section 33-1201, Idaho Code  
Section 33-2211, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 2: EDUCATIONAL ATTAINMENT; GOAL 3: WORKFORCE READINESS

**BACKGROUND/DISCUSSION**

Administrative code sets out the requirements for all certificated staff serving in Idaho public schools. In addition to the standard instructional certificates, IDAPA 08.02.02.015, Educator Credential, outlines the provisions for career technical education instructor and administrator certification requirements. Three levels of Occupational Specialist Certificates exist: Limited Occupational Specialist, Standard Occupational Specialist, and Advanced Occupational Specialist. Individuals entering the field of career technical teaching for the first time receive a Limited Occupational Specialist Certificate. This is a one time, three year certificate. At the conclusion of the term of this certificate, individuals may apply for either a Standard Occupational Specialist Certificate or an Advanced Occupational Specialist Certificate. The standard and advanced certificates are renewable five year certificates.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

Like standard instructional certificates, individuals receiving an Occupational Specialist Certificate also receive an endorsement for the content area they are qualified to teach. The Board is authorized in statute to set certification requirements for educators in Idaho's public schools. The Division of Career Technical Education (Division) has established the industry experience required to teach in a specific subject area, Division staff evaluate applicant experience and determine whether the applicant will receive an occupational certificate and corresponding endorsement in subject area. No record can be found of the Board previously approving these criteria. From time to time, the Board office has received complaints that the amount and type of experience required has not been consistent over the years for a single type of endorsement. Establishing the Occupational Specialist Certificate endorsement requirements in rule will give them the force and effect of law and will provide more transparency and consistency in the eligibility requirements for these endorsements.

The proposed endorsements are largely consistent with current practice. Names of the endorsements have been changed to align with the names of the existing career technical content standards and program pathways. In some content areas, endorsements with similar names and requirements have been consolidated under a single broader endorsement allowing more individuals to teach in a single program. There are six endorsements under the Health Sciences that will require the individual to hold an Idaho occupational license or industry certification. These endorsements are Dental Assisting, Emergency Medical Technician, Nursing Assistant, Pharmacy Technician, and Sports Medicine/Athletic Training. Currently, there is one endorsement, Orientation to Health Professions that has been awarded a number of years ago that did not require the individual to hold an occupational license. This endorsement has been eliminated.

**IMPACT**

Proposed amendments will formally establish endorsement for Occupational Specialist Certificates.

**ATTACHMENTS**

Attachment 1 – Proposed Rule Docket 08-0202-1805

**STAFF COMMENTS AND RECOMMENDATIONS**

Individuals holding an existing Occupational Specialist Certificate will continue to hold the same certificate and endorsement until their certificate expires. At that time, if they choose to renew their certificate, their endorsement will be converted to the new corresponding endorsement. The Division will notify school districts and teachers holding Occupational Specialist Certification of the changes and the process that will take place at the time their certificate expires.

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-7) Administrative Bulletin. A negotiated rulemaking meeting was held on

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

August 6, 2018. The Division provided an explanation of the endorsement requirements. Amendments were made to the rule based on feedback received at the meeting. Participants included representatives from the various public school stakeholder groups. There was a general understanding of the endorsement requirements. One concern was raised regarding the requirement for Occupational Specialists to have industry experience. It was shared that in some cases industry would prefer the teachers have a more traditional back ground and were better versed in "how to teach." One issue that has come up has been specific to computer science courses. Computer science courses may be set up as an academic course or part of a career technical program. If the program is a career technical program the teachers must hold either an degree based career technical certification or an occupation specialist (industry based) certification. School districts current receive an additional \$3,000 per full-time equivalent occupation specialist position through the career ladder. Additional, eligible career technical programs may receive additional funding.

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the Legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the Legislature. The Legislature may reject a rule in whole or in part.

Staff recommends approval.

**BOARD ACTION**

I move to approve Proposed Rule Docket 08-0202-1805, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**IDAPA 08  
TITLE 02  
CHAPTER 02**

**08.02.02 – RULES GOVERNING UNIFORMITY**

***(BREAK IN CONTINUITY OF SECTIONS)***

**015. IDAHO EDUCATOR CREDENTIAL.**

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

**01. Standard Instructional Certificate.** A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

**a.** Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

**b.** Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

**c.** Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

**d.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

**e.** The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

**02. Pupil Service Staff Certificate.** Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

**a.** School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

**b. School Counselor – Basic (K-12) Endorsement.** (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil Personnel Services Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

**c. School Psychologist Endorsement.** This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-25-16)

i. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

ii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

iii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

**d. School Nurse Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (3-25-16)

(1) Health program management; (3-25-16)

(2) Child and adolescent health issues; (3-25-16)

(3) Counseling, psychology, or social work; or (3-25-16)

(4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

e. Interim Endorsement - School Nurse. This endorsement will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

f. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

g. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

h. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve 12 (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

i. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff Certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-28-18)

j. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

k. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

**l. Career Counselor Endorsement. The endorsement for a Career Counselor is issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical course requirements: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. ( )**

**03. Administrator Certificate.** Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-28-18)

a. School Principal (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

- v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)
- b. Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)
  - i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)
  - ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)
  - iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)
  - iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)
  - v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)
- c. Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)
  - i. Hold a master's degree from an accredited college or university; (3-25-16)
  - ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)
  - iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)
  - iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (3-28-18)
  - v. Have completed an administrative internship/practicum in the area of administration of special education; and (3-28-18)
  - vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)
- 04. Certification Standards For Career Technical Educators.** Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

**05. Degree Based Career Technical Certification.** (3-25-16)

a. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. (3-28-18)

b. The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

i. Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

(2) Additional course work may be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-28-18)

ii. Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (3-28-18)

~~c. Work Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work based learning programs. (3-29-17)~~

~~d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-28-18)~~

**06. Industry-Based Occupational Specialist Certificate.** The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

**a.** Be at least twenty-two (22) years of age; document recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

**b.** Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. Pathway I - Coursework: Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate. (3-28-18)

**c.** Standard Occupational Specialist Certificate. (3-28-18)

i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

**d.** Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)

i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-28-18)

iii. Have on file a new professional development plan for the next certification period. (3-28-18)

iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

**07. Postsecondary Specialist.** A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-29-17)

**a.** Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-25-16)

**b.** Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-25-16)

**c.** The candidate must meet the following qualifications: (3-25-16)

i. Hold a master's degree or higher in the content area being taught; (3-25-16)

ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)

iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

**08. American Indian Language.** Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

**a.** The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

**b.** Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)

**c.** The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

**09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors.** (3-25-16)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

**a.** Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (3-25-16)

**b.** Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (3-25-16)

**c.** Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

**10. Additional Renewal Requirements.** In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

**a.** Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction,” or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the “Mathematical Thinking for Instruction” course or another State Department of Education approved alternative course in order to recertify: (3-28-18)

i. Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-28-18)

ii. Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-28-18)

iii. Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-28-18)

iv. Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher. (3-28-18)

**b.** Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)

**c.** Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-28-18)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

**(BREAK IN CONTINUITY OF SECTIONS)**

**021. ENDORSEMENTS.**

Holders of a Standard Instructional Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy ~~and~~ or performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (3-28-18)

**01. Clinical Experience Requirement.** All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (3-28-18)

**02. Alternative Authorization to Endorsement.** Candidates shall meet all requirements of the chosen option for the endorsement as provided herein. (3-28-18)

**a.** Option I -- An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. (3-28-18)

**b.** Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

**c.** Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. (3-28-18)

**d.** Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)

i. Pathway 1 -- Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component; or (3-28-18)

ii. Pathway 2 -- Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment. (3-25-16)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

**022. ENDORSEMENTS A - D.**

**01. Agriculture Science and Technology (6-12).** (3-16-04)

**a.** Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; Career Technical Student Organization Leadership; plant science; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**02. American Government /Political Science (5-9 or 6-12).** Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (3-28-18)

**03. All Subjects (K-8).** Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12. (3-29-17)

**04. Bilingual Education (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: upper division coursework in one (1) Modern Language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages guidelines; cultural diversity; ESL/bilingual methods; linguistics, second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners, biliteracy; at least one (1) semester credit hour in bilingual practicum or field experience. (3-28-18)

**05. Biological Science (5-9 or 6-12).** Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation. (3-29-17)

**06. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6).** The Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

**a.** Completion of a program of a minimum of twenty (20) semester credit hours in elementary education coursework to include: methodology (literacy, mathematics, science, physical education, art); content knowledge (mathematics, literacy, science, health, art); technology; assessment; and, field experiences in grades four (4) through six (6). (3-28-18)

**07. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3).** The Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements. (3-28-18)

**a.** A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-29-17)

**b.** The required credit hours here in, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching (K-3) and field experiences birth to age three (3) programs, and age three (3) to age five (5) programs, and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-29-17)

**c.** Proficiency in areas noted above is measured by one (1) of the following options: (3-29-17)

**i.** Option I -- Demonstration of competency within the Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-29-17)

**ii.** Option II -- Completion of a CAEP accredited program in blended early childhood education/early childhood special education birth through grade three (3). Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-29-17)

**08. Business Technology Education (6-12).** (3-16-04)

**a.** Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; career guidance; Career Technical Student Organization leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; or business management; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

**09. Chemistry (5-9 or 6-12).** Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry. (3-29-17)

**10. Communication (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

**a.** Option I -- Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; Journalism/Mass Communications; and Drama/Theater Arts. (3-29-17)

**b.** Option II -- Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, Journalism/Mass Communications, and Methods of Teaching Speech/Communication. (3-29-17)

**11. Computer Science (5-9 or 6-12).** (3-29-17)

**a** Twenty (20) semester credit hours of course work in Computer Science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world; or (3-29-17)

**b.** Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

**12. Consulting Teacher/Teacher Leader Endorsement.** Consulting teachers provide technical



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (3-25-16)

**a.** Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (3-28-18)

**i.** Education Requirements. Qualify for or hold a Standard Instructional Certificate, and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas: (3-28-18)

- (1) Assessment of learning behaviors; (3-25-16)
- (2) Individualization of instructional programs based on educational diagnosis; (3-25-16)
- (3) Behavioral and/or classroom management techniques; (3-25-16)
- (4) Program implementation and supervision; (3-25-16)
- (5) Knowledge in use of current methods, materials and resources available and management and operation of media centers; (3-25-16)
- (6) Ability in identifying and utilizing community or agency resources and support services; and (3-25-16)
- (7) Counseling skills and guidance of professional staff. (3-25-16)

**ii.** Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-25-16)

**iii.** Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (3-25-16)

(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (3-25-16)

(2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (3-25-16)

- (a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)
- (b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)
- (c) Promoting Professional Learning for Continuous Improvement; (3-25-16)
- (d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)
- (e) Using Assessments and Data for School and District Improvement; (3-25-16)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

- (f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)
- (g) Advocating for Student Learning and the Profession. (3-25-16)
- iv. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (3-25-16)
- b. Mathematics Consulting Teacher - Eligibility for Endorsement.** To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (3-28-18)
  - i. Education Requirements. Qualify for or hold a Standard Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (3-28-18)
    - (1) Structural Components of Mathematics; (3-25-16)
    - (2) Modeling, Justification, Proof and Generalization; (3-25-16)
    - (3) Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (3-25-16)
  - ii. Experience. Completion of a minimum of three (3) years' teaching experience. (3-25-16)
  - iii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (3-25-16)
    - (1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (3-25-16)
    - (2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (3-25-16)
      - (a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)
      - (b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)
      - (c) Promoting Professional Learning for Continuous Improvement; (3-25-16)
      - (d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)
      - (e) Using Assessments and Data for School and District Improvement; (3-25-16)
      - (f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)
      - (g) Advocating for Student Learning and the Profession. (3-25-16)
  - iv. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (3-25-16)

**13. Deaf/Hard of Hearing (K-12).** Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (3-29-17)

- a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)
- b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (3-29-17)
- c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)
- d. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing and must receive an institutional recommendation specific to this endorsement from an accredited college or university. (3-29-17)

**023. ENDORSEMENTS E - L.**

**01. Early Childhood Special Education (Pre-K-3).** The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: (3-28-18)

- a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8) parent-teacher relations; and student teaching at the Pre-K - 3 grades. (3-29-17)

**02. Earth and Space Science (5-9 or 6-12).** Twenty (20) semester credit hours including course work in each of the following areas: earth science, astronomy, and geology. (3-29-17)

**03. Economics (5-9 or 6-12).** Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from business, economics, or finance course. (3-28-18)

**04. Engineering (5-9 or 6-12).** (3-29-17)

- a. Twenty (20) semester credit hours of engineering course work; or (3-29-17)
- b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**05. English (5-9 or 6-12).** Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

**06. English as a Second Language (ESL) (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)

**07. Exceptional Child Generalist (K-8, 6-12, or K-12).** The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must have satisfied the following requirements: (3-29-17)

**a.** Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program; and (3-29-17)

**b.** Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

**08. Family and Consumer Sciences (6-12).** (3-28-18)

**a.** Thirty (30) semester credit hours to include coursework in each of the following areas: child/human development; human/family relations; directed laboratory experience in childcare; apparel and textiles, cultural dress, fashion design and merchandising; nutrition; food preparation, food production, or culinary arts; housing, interior design, or home management; consumer economics or family resource management; introduction to family consumer sciences; Career Technical Student Organization leadership; career guidance; and family consumer science methods; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

**09. Geography (5-9 or 6-12).** Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. The remaining semester credit hours must be selected from Geography. (3-29-17)

**10. Geology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Geology. (3-29-17)

**11. Gifted and Talented (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Gifted and Talented Education Teachers, to include semester credit hours in each of the following areas: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum, Instruction, and Assessment for Gifted and Talented Students; Differentiated Instruction and Programing for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. Remaining course work must be in the area of gifted education. (3-12-14)

**12. Health (5-9, 6-12, or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: Organization/Administration/Planning of a School Health Program; Health, Wellness, and Behavior Change; Secondary Methods of Teaching Health, to include field experience in a traditional classroom; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (3-29-17)

**13. History (5-9 or 6-12).** Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

**14. Humanities (5-9 or 6-12).** An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (3-29-17)

**15. Journalism (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

**a.** Option I -- Twenty (20) semester credit hours to include a minimum of fourteen (14) semester credit hours in Journalism and six (6) semester credit hours in English and/or Mass Communication. (3-29-17)

**b.** Option II -- Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

**16. Literacy (K-12).** Twenty-one (21) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: Foundations of Literacy (including reading, writing, and New Literacies); Development and Diversity of Literacy Learners; Literacy in the Content Area; Literature for Youth; Language Development; Corrective/Diagnostic/Remedial Reading; and Writing Instruction. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (3-12-14)

**024. ENDORSEMENTS M - Z.**

**01. Marketing Technology Education (6-12).** (3-16-04)

**a.** Twenty (20) semester credit hours to include course work in each of the following areas: marketing; management; economics; coordination of cooperative programs; merchandising/retailing; methods of teaching marketing education; and Career Technical Student Organization leadership, with remaining credit hours in entrepreneurship; hospitality and tourism; finance; career guidance; or accounting and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**02. Mathematics - Basic (5-9 or 6-12).** Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics content. (3-29-17)

**03. Mathematics (5-9 or 6-12).** Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department. (3-29-17)

**04. Music (5-9 or 6-12 or K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (3-29-17)

**05. Natural Science (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

**a.** Option I -- Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

follows:

(4-7-11)

i. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (3-29-17)

ii. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (3-29-17)

iii. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (3-29-17)

iv. Existing Earth Science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (3-29-17)

b. Option II -- Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty-four (24) semester credit hours with at least six (6) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (3-29-17)

**06. Online-Teacher (K-12).** To be eligible for an Online-Teacher (K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

a. Meets the states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (3-25-16)

b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (3-25-16)

c. Has completed an eight (8) week online teaching internship in a Pre-K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years. (3-25-16)

d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent. (3-25-16)

e. Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (3-25-16)

i. Knowledge of Online Education and Human Development; (3-25-16)

ii. Facilitate and Inspire Student Learning and Creativity; (3-25-16)

iii. Design and Develop Digital-Age Learning Experiences and Assessments Standards; (3-25-16)

iv. Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (3-25-16)

v. Engage in Professional Growth and Leadership. (3-25-16)

**07. Physics (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Physics. (3-28-18)

**08. Physical Education (PE) (5-9 or 6-12 or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in Sport, Movement, physical activity, and Outdoor Skills; Secondary PE Methods; administration and curriculum to include field experiences in physical

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

education; Student Evaluation in PE; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course.

(3-29-17)

**09. Physical Science (5-9 or 6-12).** Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-29-17)

**10. Psychology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Psychology. (3-29-17)

**11. Social Studies (5-9 or 6-12).** Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-17)

**12. Sociology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Sociology. (3-29-17)

**13. Sociology/Anthropology (5-9 or 6-12).** Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-29-17)

**14. Teacher Librarian (K-12).** Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: Collection Development/Materials Selection, Literature for Children and/or Young Adults; Organization of Information (Cataloging and Classification); School Library Administration/Management; Library Information Technologies; Information Literacy; and Reference and Information Service. (3-12-14)

**15. Technology Education (6-12).** (3-28-18)

**a.** Twenty (20) semester credit hours to include course work in each of the following areas: communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy and transportation and other relevant emerging technologies; Career Technical Student Organization leadership; principles of engineering design; and occupational teacher preparation pursuant to Subsection 015.05.a; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**16. Theater Arts (5-9 or 6-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (3-29-17)

**17. Visual Arts (5-9, 6-12, or K-12).** Twenty (20) Semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in: foundation art and design. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants must complete an elementary art methods course. (3-29-17)

**18. Visual Impairment (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements:

(3-28-18)

**a.** Completion of a baccalaureate degree from an accredited college or university; (3-29-17)

**b.** Completion in an Idaho college or university of a program in elementary, secondary, or special

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (3-29-17)

c. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment and must receive an institutional recommendation specific to this endorsement from an accredited college or university; and (3-29-17)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

**19. World Language (5-9, 6-12 or K-12).** Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following: (3-28-18)

a. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and (3-28-18)

b. A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment) (3-28-18)

**025. CAREER TECHNICAL EDUCATION OCCUPATIONAL SPECIALIST ENDORSEMENTS A-D**

**01. Administrative Services (6-12).** Industry experience to include applied demonstration of the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and, business office operations.

**02. Agribusiness (6-12).** Industry experience to include applied demonstration of the majority of the following areas: plant and animal science, agricultural economic principles, business planning and entrepreneurship, agriculture business financial concepts and record-keeping systems, risk management in agriculture, laws related to agriculture and landowners, marketing and sales plans, and, sales.

**03. Agricultural Leadership and Applied Communication (6-12).** Industry experience to include applied demonstration of the majority of the following areas: applied communications and leadership through agricultural education, supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; agricultural leadership principles.

**04. Agricultural Mechanics and Power Systems (6-12).** Industry experience to include applied demonstration of the majority of the following areas: safety practices, tools and hardware, metal technology, power systems, electricity, mathematical applications, insulation, and careers in agricultural mechanics and power systems.

**05. Agricultural Small Engine Repair/Power Sports (6-12).** Industry experience to include applied demonstration of the majority of the following areas: workplace safety, tools, fasteners, measurement, basic electrical, engine design and theory, maintenance, parts and service management, and career opportunities.

**06. Animal Science (6-12).** Industry experience to include applied demonstration of the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproduc-



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

tive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and, animal science risk management.

**07. Applied Accounting (6-12).** Industry experience to include applied demonstration of the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and, payroll procedures.

**08. Automated Manufacturing (6-12).** Industry experience to include applied demonstration of the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer aided design, fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.

**09. Automotive Technology (6-12).** Industry experience to include applied demonstration of the majority the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and, diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.

**10. Business Management (6-12).** Industry experience to include applied demonstration of the majority of the following areas: planning and organizing, directing, controlling and evaluating goals and accomplishments, financial decision-making, competitive analysis and marketing strategies, human resource management, customer relations, technology, project management, operations and inventory, and social responsibility.

**11. Cabinetry and Millwork (6-12).** Industry experience to include applied demonstration of the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and, blueprint reading.

**12. Collision Repair (6-12).** Industry experience to include applied demonstration of the majority of the following areas: auto body collision repair practices; tools; trade skills in refinishing, welding, and painting.

**13. Commercial Photography (6-12).** Industry experience to include applied demonstration of the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.

**14. Cosmetology (6-12).** Industry experience to include applied demonstration of the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and, communications.

**15. Culinary Arts (6-12).** Industry experience to include applied demonstration of the majority of the following areas: experience as a chef in a full-service restaurant; communication and organization skills; knowledge of and certification in proper food handling and sanitation standards; food quality and control; safety and sanitation practices; delegation of tasks related to meal prep, cooking, and delivery of food to diners; management of relationships with distributors and vendors; knowledge of industry trends; food service industry and career options; culinary tools and equipment; menu planning principles; ingredients and food production; cooking methods; and business operations in the culinary/catering industry.

**16. Dental Assisting (6-12).** Industry experience to include applied demonstration of the majority of the following areas: dental professions pathways, ethics in dental practice, nutrition as related to oral health, infection control, occupational safety, dental-related anatomy and pathology, dental anesthesia, dental assisting skills, dental materials, and, dental radiology. Instructor must hold a current/valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

**17. Diesel Technology (6-12).** Industry experience to include applied demonstration of the majority

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and, heavy equipment applications.

**18. Digital Communications (6-12).** Industry experience to include applied demonstration of the majority of the following areas: elements and principles of design and visual communications, professional communication skills, editing and proofreading, copyright and intellectual property law, portfolio development, content development strategy, branding and corporate identity, graphic communication production, video editing, web page development, web page design and layout, and web-related planning and organizational standards.

**19. Digital Media Technologies (6-12).** Industry experience to include applied demonstration of the majority of the following areas: graphic design industry structure, elements and principles of design composition, visual communication, industry-standard software production, ethics and graphic design, digital portfolios, mathematical skills as related to design, communication skills, editing and proofreading, video editing, digital media and production, dissemination techniques and methods; broadcasting equipment, camera and lens operations, light sources, presentation techniques, public speaking, and writing skills. ADDA Certified Digital Designer, NOCTI Advertising and Design 5261, or Adobe Certified Expert Certification is desired.

**20. Drafting (6-12) .** Industry experience to include applied demonstration of the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two and three dimensional drawings, manual drafting, and computer aided design., forest management components and practices, fire ecology and management, importance and application of GPS/GIS in natural resource management, fish and wildlife ecology, and mineral and energy resources management.

**026. CAREER TECHNICAL EDUCATION OCCUPATIONAL SPECIALIST ENDORSEMENTS E-M**

**01. Early Childhood Education (6-12).** Industry experience to include applied demonstration of the majority of the following areas: early childhood education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and, approaches, strategies, and tools for early childhood education.

**02. Ecology and Natural Resource Management (6-12).** Industry experience to include applied demonstration of the majority of the following areas: ecological concepts and scientific principles related to natural resource systems, forest types

**03. Educational Assistant (6-12).** Industry experience to include applied demonstration of the majority of the following areas: knowledge of postsecondary options and career pathways, foundations of educational theories and philosophies, student diversity, instructional planning, lesson plan development, instructional delivery, assessment, and learning environment management.

**04. Electrical Technology (6-12).** Industry experience to include applied demonstration of the majority of the following areas: digital and solid-state circuits; DC principles; AC concepts; soldering techniques; circuits; and, associated electronic components and tools.

**05. Electronics Technology (6-12).** Industry experience to include applied demonstration of the majority of the following areas: digital and solid-state circuits; DC principles; AC concepts; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and, electronic digital circuitry simulations and, associated electronic components and tools.

**06. Emergency Medical Technician (6-12).** Industry experience to include applied demonstration of the majority of the following areas: fundamental knowledge of the EMS system, medical and legal/ethical issues in the provision of emergency care, EMS systems, workforce safety and wellness, documentation, EMS system communication, therapeutic communication, anatomy and physiology, medical terminology, pathophysiology, and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

must hold a current/valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.

**07. Firefighting (6-12).** Industry experience to include applied demonstration of the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho Criminal Code.

**08. Food Processing Technologies (6-12).** Industry experience to include applied demonstration of the majority of the following areas: properties of food, principles of processing, post-processing operations, safety practices, and equipment and tools used in food processing.

**09. Graphic Design (6-12).** Industry experience to include applied demonstration of the majority of the following areas: the graphic design industry, elements and principles of design and visual communication, production using industry standard software, branding and corporate identity, ethical and legal issues related to graphic design, portfolio development and evaluation, mathematical skills for visual communications, communication, editing and proofreading skills, graphic design in digital media, and applied art.

**10. HVAC Technology (6-12).** Industry experience to include applied demonstration of technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork and boilers.

**11. Hospitality Management (6-12).** Industry experience to include applied demonstration of the majority of the following areas: business structures, economics, human resources, sales and marketing, finance and budgeting, safety and security, legal and ethical considerations, event planning and management, teamwork, communication skills, lodging operations, and food and beverage operations.

**12. Hospitality Services (6-12).** Industry experience to include applied demonstration of the majority of the following areas: careers in the hospitality and tourism industry, customer service; event planning implementation; procedures applied to safety, security, and environmental issues, practices and skills involved in lodging occupations and travel-related services, and facilities management.

**13. Industrial Mechanics (6-12).** Industry experience to include applied demonstration of the majority of the following areas: industrial mechanics knowledge, shop skills, diagnostic and repair techniques, welding, hydraulic, electronic systems, and maintenance and preventative maintenance.

**14. Journalism (6-12).** Industry experience to include applied demonstration of the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.

**15. Law Enforcement (6-12).** Industry experience to include applied demonstration of the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.

**16. Precision Machining (6-12).** Industry experience to include applied demonstration of the majority of the following areas: precision machining practices, tools used to shape parts for machines, industrial mechanics, shop skills, safety in practice, blueprint reading, and diagnostic and repair techniques.

**17. Marketing (6-12).** Industry experience to include applied demonstration of the majority of the following areas: economic systems, international marketing and trade, ethics, external factors to business, product/service management, pricing, distribution channels, advertising, sales promotion, public relations, retail management, market research and characteristics, E-marketing, and financing and financial analysis.

**027. CAREER TECHNICAL EDUCATION OCCUPATIONAL SPECIALIST ENDORSEMENTS N-Z**

**01. Networking/Computer Support (6-12).** Industry experience to include applied demonstration of the majority of the following areas: PC hardware, networking technologies, laptop support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry. Industry certification — A+, Net Plus, CIW, or CISCO — is desired.

**02. Nursing Assistant (6-12).** Industry experience to include applied demonstration of the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current/valid Idaho registered nursing license, and be approved as a certified CNA instructor through Idaho Department of Health and Welfare.

**03. Ornamental Horticulture (6-12).** Industry experience to include applied demonstration of the majority of the following areas: safety practices, plant anatomy, plant physiology, plants identification skills, growing media, plant nutrition, plant nutrition, integrated pest management, plant propagation, ornamental horticulture crops, business concepts, plant technologies, ornamental design standards, and career opportunities in ornamental horticulture.

**04. Pharmacy Technician (6-12).** Industry experience to include applied demonstration of the majority of the following areas: patient profile establishment and maintenance, insurance claim preparation, third-party insurance provider correspondence, prescription and over-the-counter medications stocking and inventorying, equipment and supplies maintenance and cleaning, and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current/valid Idaho license or certification.

**05. Physical Therapy Assistant (6-12).** Industry experience to include applied demonstration of the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current/valid Idaho license or certificate in his/her field of study.

**06. Plant and Soil (6-12).** Industry experience to include applied demonstration of the majority of the following areas: plant anatomy and identification, plant processes and growth and development, soil and water, plant nutrition, integrated pest management, careers and technology, and safety.

**07. Plumbing Technology (6-12).** Industry experience to include applied demonstration of technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures, including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities.

**08. Pre-Engineering (6-12).** Industry experience to include applied demonstration of the majority of the following areas: lab safety, impacts of engineering, ethics of engineering, design process, documentation, technical drawing, 3D modeling, material science, power systems, basic energy principles, statistics, and kinematic principles.

**09. Programming and Web Technologies (6-12).** Industry experience to include applied demonstration of the majority of the following programming areas: basic programming principles, problem solving, programming logic, validation, repetition, classes' expectations, events and functionality, arrays and structure, design principles, system analysis, implementation and support, web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

**10. Residential Construction (6-12).** Industry experience to include applied demonstration of the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, cabinetry and millwork, and blueprint reading.

**11. Small Engine Repair/Power Sports (6-12).** Industry experience to include applied demonstration of the majority of the following areas: small gasoline engine construction and performance, industry-related resources, equipment used to diagnose and troubleshoot issues, repair, entrepreneurship, and customer service.

**12. Sports Medicine/Athletic Training (6-12).** Industry experience to include applied demonstration of the majority of the following areas: prevention, assessment, treatment, and reconditioning of athletic injuries; proper taping, strapping, bracing, and fitting of athletic equipment; implementation of prescribed treatments by the team/programs/event physician; coverage of assigned pre-season physicals, sports games or matches, and related events; principles of growth and development over the lifespan; referral and transfer of athletes; and assessment of data reflective of the athlete's status and interpret the appropriate information. Instructor must be a certified athletic trainer or physical therapist holding a current/valid Idaho license.

**13. Welding Technology (6-12).** Industry experience to include applied demonstration of the majority of the following areas: fundamental print reading, measurement and layout/fit-up techniques, properties of metals, shielded metal arc welding (SMAW), gas metal arc welding (GMAW and GMAW-S), flux cored arc welding (FCAW-G), gas tungsten arc welding (GTAW), thermal cutting processes, welding codes, inspection and testing principles, and fabrication techniques.

**14. Work-Based Learning (6-12).** This endorsement must be held by educators assigned to coordinate approved work-based experiences. Applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs.

**02528-- 041. (RESERVED)**

**(BREAK IN CONTINUITY OF SECTIONS)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Proposed Rule Docket No. 08-0203-1804, Rules Governing Thoroughness, Incorporated by Reference - Career Technical Education Program Content Standards

**REFERENCE**

June 2016	Board approved the career technical secondary program standards.
August 2016	Board approved proposed rule incorporating career technical content standards into Administrative Code.
November 28, 2016	Board approved pending rule incorporating career technical content standards into Administrative Code.
August 31, 2017	Board approved proposed rule incorporating career technical content standards into Administrative Code
November 2017	Board approved pending rule incorporating career technical content standards into Administrative Code

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-118, Idaho Code  
Section 33-1612, Idaho Code  
Section 33-2211, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 2: EDUCATIONAL ATTAINMENT; GOAL 3: WORKFORCE READINESS

**BACKGROUND/DISCUSSION**

Similar to academic programs, content standards exist for secondary career technical programs. These content standards are developed with secondary and postsecondary instructors and industry representatives by the Division of Career Technical Education (Division). Postsecondary instructors provide guidance into the postsecondary program alignment, and industry representatives validated the outcomes with current needs of the particular industry occupations supported by the program.

Once the career technical standards and student learning outcomes are developed and vetted through the initial development team, the learning outcomes are shared with a larger group of industry representatives. The Division asks industry representatives to rank each learning outcome as to their importance in the workplace. Each learning outcome is then scored and reflected in the program's technical skills assessment based on the level of criticality established by the representative community.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

Each career technical program is evaluated regularly by the Division and held to these standards. Prior to 2016 these standards were standalone documents updated and maintained by the Division. To be consistent with the academic content standards, during the 2016 rulemaking the Division started the process of bringing the career technical content standards forward for incorporation into Administrative Code. The standards being considered this year add the following subcategories into the current content standard areas:

- Agriculture and Natural Resources
  - Ag Leadership and Applied Communication
  - Ag Mechanics and Power Systems
  - Ecology and Natural Resources
- Engineering and Technology
  - Computer Support and Journalism
- Family and Consumer Sciences
  - Education Assistant
- Health Sciences
  - Pharmacy Technician
- Skilled and Technical Sciences
  - Automated Manufacturing
  - Cosmetology
  - Firefighting
  - Precision Machining

In addition to adding these subsections to the existing categories, the Division will be amending the current standards for Collision Repair by adding a section that outlines the standards to perform spray gun and related equipment operations. The amendment to this content standard adds performance standards that were identified in the criticality survey and the technical skills assessment for collision repair, and were not included in the original content standards. The Collision Repair content standards are a subsection of the Skilled and Technical Sciences Content Standards.

**IMPACT**

Approval of the proposed rule changes will add additional career technical education subcategories into the existing content standard areas approved by the Board at the June 2016 Board meeting and update the Collision Repair content standards.

**ATTACHMENTS**

- Attachment 1 – Proposed Rule Docket No. 08-0203-1804
- Attachment 2 – Agricultural and Natural Resources Content Standards - Additions
- Attachment 3 – Engineering and Technology Education Content Standards - Addition
- Attachment 4 – Family and Consumer Sciences Content Standards - Additions
- Attachment 5 – Health Sciences Content Standards - Additions
- Attachment 6 – Skilled and Technical Sciences Content Standards - Additions

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

Attachment 7 – Collision Repair Content Standards - Amendment

**STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. No requests were received to negotiate this rule beyond the Division's initial process.

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin, once published there is a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

**BOARD ACTION**

I move to approve amendments to the career technical education content standards as submitted in attachments 2 through 7.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve proposed rule Docket 08-0203-1804, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**IDAPA 08  
TITLE 02  
CHAPTER 03**

**08.02.03 – RULES GOVERNING THOROUGHNESS**

**000. LEGAL AUTHORITY.**

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.  
(4-5-00)

**001. TITLE AND SCOPE.**

- 01. Title.** These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)
- 02. Scope.** These rules shall govern the thorough education of all public school students in Idaho.  
(4-5-00)

**002. WRITTEN INTERPRETATIONS.**

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702.  
(3-15-02)

**003. ADMINISTRATIVE APPEALS.**

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.”  
(4-5-00)

**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 <https://boardofed.idaho.gov>.  
(3-29-10)

- a.** Arts and Humanities Categories: (3-24-17)
  - i.** Dance, as revised and adopted on August 11, 2016; (3-24-17)
  - ii.** Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)
  - iii.** Media Arts, as adopted on August 11, 2016. (3-24-17)
  - iv.** Music, as revised and adopted on August 11, 2016; (3-24-17)
  - v.** Theater, as revised and adopted on August 11, 2016; (3-24-17)
  - vi.** Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

- vii. World languages, as revised and adopted on August 11, 2016. (3-24-17)
  - b. Computer Science, adopted on November 28, 2016. (3-24-17)
  - c. Driver Education, as revised and adopted on August 10, 2017. (3-28-18)
  - d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
  - e. Health, as revised and adopted on August 11, 2016. (3-24-17)
  - f. Information and Communication Technology, as revised and adopted on August 10, 2017. (3-28-18)
  - g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
  - h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
  - i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
  - j. Science, as revised and adopted on August 10, 2017. (3-28-18)
  - k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
  - l. College and Career Readiness Competencies adopted on June 15, 2017. (3-28-18)
  - m. Career Technical Education Categories: (3-29-17)
    - i. Agricultural and Natural Resources, as revised and adopted on ~~August 31, 2017~~ August 16, 2018. (3-28-18)
    - ii. Business and Marketing Education, as revised and adopted on August 31, 2017. (3-28-18)
    - iii. Engineering and Technology Education, as revised and adopted on ~~August 31, 2017~~ August 16, 2018. (3-28-18)
    - iv. Health Sciences, as adopted on ~~August 31, 2017~~ August 16, 2018. (3-28-18)
    - v. Family and Consumer Sciences, as revised and adopted on ~~August 31, 2017~~ August 16, 2018. (3-28-18)
    - vi. Skilled and Technical Sciences, as revised and adopted on ~~August 31, 2017~~ August 16, 2018. (3-28-18)
    - vii. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)
- 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](http://www.wida.us/standards/eld.aspx). (4-4-13)
- 03. 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](http://www.sde.idaho.gov). (4-7-11)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

- 04. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards.** The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)
- 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 <https://boardofed.idaho.gov>. (3-29-17)
- 06. The Idaho Extended Content Standards.** The Idaho Extended Content Standards as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)
- 07. The Idaho Content Standards Core Content Connectors.** The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)
- a.** English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-28-18)
- b.** Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-28-18)
- 08. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)
- 09. 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 <https://boardofed.idaho.gov>. (4-2-08)
- 10. 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 <https://boardofed.idaho.gov>. (4-2-08)
- 11. The Idaho Special Education Manual.** The Idaho Special Education Manual as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**IDAHO AG LEADERSHIP AND COMMUNICATIONS  
PROGRAM STANDARDS**

**2017**

**CONTENT STANDARD 1.0: APPLIED COMMUNICATIONS AND LEADERSHIP  
THROUGH AGRICULTURAL EDUCATION**

**Performance Standard 1.1: Applying Communication Skills Through  
Agricultural Education**

- 1.1.1 Participate in one of the following communications-related Leadership Development Events (LDE): extemporaneous speaking, prepared public speaking, agricultural issues forum, marketing plan, or agricultural communications at the local level or higher.
- 1.1.2 Effectively demonstrate the ability to communicate in a group setting through participation in the chapter conduct of meetings or parliamentary procedure Leadership Development Events (LDE) at the local level or higher.

**Performance Standard 1.2: Applying Leadership Skills Through Agricultural  
Education**

- 1.2.1 Expand leadership experience by facilitating a FFA chapter activity.
- 1.2.2 Participate in a career development event (CDE) at a local level or higher.
- 1.2.3 Develop a personal leadership plan (Leadership Self-Assessment, Goals, Action Plan etc.).
- 1.2.4 Demonstrate servant leadership through a school or community improvement project.

**CONTENT STANDARD 2.0: SUPERVISED AGRICULTURAL EXPERIENCE (SAE)**

**Performance Standard 2.1: Maintain a Supervised Agricultural Experience**

- 2.1.1 Explain the importance of learning through supervised experiences.
- 2.1.2 Compare and contrast four main types of SAE.
- 2.1.3 Develop a plan for a personal SAE including an evaluation of personal resources and interests.
- 2.1.4 Apply proper record keeping skills related to an SAE program.

**CONTENT STANDARD 3.0: CAREER OPPORTUNITIES IN AGRICULTURAL SCIENCES,  
COMMUNICATIONS AND LEADERSHIP**

**Performance Standard 3.1: Employment in Agricultural Sciences, Communications  
and Leadership Fields**

- 3.1.1 Identify communication and leadership career opportunities in agriculture.
- 3.1.2 Identify personal characteristics (e.g., soft skills or transferable skills) employers find desirable in agriculture.
- 3.1.3 Identify the necessary skills, experiences, and education required to reach a specific career in agriculture.
- 3.1.4 Develop necessary materials required to obtain a career in the agricultural sciences, communications, and leadership fields (e.g., job application, cover letter, resume) and participate in the Job Interview CDE at the local level or higher.

**IDAHO AG LEADERSHIP AND COMMUNICATIONS  
PROGRAM STANDARDS**

2017

**CONTENT STANDARD 4.0: EXPLORE AGRICULTURE AND SOCIETY**

**Performance Standard 4.1: Agriculture's Impact on Society**

- 4.1.1 Define agriculture and the components of the agriculture industry in Idaho, nationally, and globally.
- 4.1.2 Explain the scope of agriculture as it relates to land use, economic impact, and employment in Idaho, nationally, and globally.
- 4.1.3 Examine multiple viewpoints of an agriculture policy issue affecting the local community, Idaho, the nation, or the world (specifically researching in federal regulations, state statute or rule).
- 4.1.4 Analyze the importance of agriculture to individuals and society.
- 4.1.5 Discuss how citizens and interest groups can affect agricultural policies.

**Performance Standard 4.2: History and Future of Agricultural Sciences, Communications and Leadership**

- 4.2.1 Describe historic advancements in agriculture.
- 4.2.2 Analyze the impact of technology in agriculture.
- 4.2.3 Understand the impact of increasing global population on agriculture.

**CONTENT STANDARD 5.0: EXPLORE AGRICULTURAL SCIENCE PRINCIPLES**

**Performance Standard 5.1: Examine Agriculture as a Science**

- 5.1.1 Describe the scientific method.
- 5.1.2 Explain, using examples, why applied research in agriculture is important.
- 5.1.3 Design a testable experiment related to agriculture.
- 5.1.4 Describe the relationship between public policy and applied research.

**CONTENT STANDARD 6.0: EXPLORE AGRICULTURAL COMMUNICATION PRINCIPLES**

**Performance Standard 6.1: Examine Communication Skills in Agriculture**

- 6.1.1 Identify basic communication skills.
- 6.1.2 Recognize the importance of non-verbal communication.
- 6.1.3 Understand the components of effective written communication.
- 6.1.4 Choose an issue and prepare written communication (e.g., email, memos, letters) to advocate the issue to a specific audience.

**Performance Standard 6.2: Examine Agricultural Media**

- 6.2.1 Demonstrate news writing procedures.
- 6.2.2 Examine the field of Public Relations.
- 6.2.3 Examine the field of Broadcast Journalism.
- 6.2.4 Explore the importance of social media and digital citizenship.

**IDAHO AG LEADERSHIP AND COMMUNICATIONS  
PROGRAM STANDARDS**

**2017**

**CONTENT STANDARD 7.0: EXPLORE AGRICULTURAL LEADERSHIP PRINCIPLES**

**Performance Standard 7.1: Examine Leadership Skills in the Agricultural Sciences**

- 7.1.1 Discuss the characteristics of effective leaders.
- 7.1.2 Differentiate between types of leadership.
- 7.1.3 Explain the importance of developing personal leadership skills.
- 7.1.4 Analyze the factors of team dynamics.
- 7.1.5 Describe how an individual develops a personal leadership style.
- 7.1.6 Identify strategies to foster diversity within a group.
- 7.1.7 Examine how active listening can be applied to conflict management and consensus building.
- 7.1.8 Identify appropriate etiquette and professionalism in group settings.

**IDAHO AG MECHANICS AND POWER SYSTEMS  
PROGRAM STANDARDS**

**2017**

**CONTENT STANDARD 1.0: OCCUPATIONAL SAFETY AND HEALTH IN AG  
MECHANICS**

**Performance Standard 1.1: Safety Practices**

- 1.1.1 Explain the importance of safety of agricultural mechanics.
- 1.1.2 Identify and differentiate between safe and unsafe work practices.
- 1.1.3 Describe the methods utilized to implement safe work practices.
- 1.1.4 Identify and explain the purpose of signals and symbols in agricultural safety.
- 1.1.5 Explain the importance and function of safety training.
- 1.1.6 Evaluate the importance of occupational safety and health in agriculture mechanics.
- 1.1.7 Identify and explain the role that various agencies play in regulating safety.
- 1.1.8 Identify and demonstrate the proper use of personal protection equipment (PPE).
- 1.1.9 Locate and demonstrate the proper uses of the first aid and emergency equipment.
- 1.1.10 Maintain a general safe working environment.
- 1.1.11 Demonstrate the proper disposal of hazardous waste.
- 1.1.12 Read and understand safety data sheets (SDS).

**CONTENT STANDARD 2.0: TOOLS AND HARDWARE**

**Performance Standard 2.1: Safe and Proper Use of Tools**

- 2.1.1 Determine which hand tool, power tool and measuring and marking devices are most appropriate for a job.
- 2.1.2 Identify and safely use hand and power tools utilized in agricultural mechanics.
- 2.1.3 Identify and properly use measuring and marking tools.
- 2.1.4 Measure and apply metric to standard measurement conversions.
- 2.1.5 Inspect and maintain tools.

**Performance Standard 2.2: Hardware and Fasteners**

- 2.2.1 Identify and select proper common hardware and fasteners.

**CONTENT STANDARD 3.0: METAL TECHNOLOGY**

**Performance Standard 3.1: Welding**

- 3.1.1 Demonstrate proper safety practices working with metal technology.
- 3.1.2 Determine uses of metal.
- 3.1.3 Identify types of metal and the proper welding technique.
- 3.1.4 Recognize properties of metal.
- 3.1.5 Properly select and use oxy-fuel equipment.
- 3.1.6 Properly select and use shielded metal arc welding equipment.
- 3.1.7 Properly select and use gas metal arc welding equipment.
- 3.1.8 Properly select and use gas tungsten arc welding equipment.
- 3.1.9 Properly select and use plasma cutting equipment.
- 3.1.10 Properly select welding consumables (i.e., wire, electrode, gas and filler rod).

**Performance Standard 3.2: Cold Metal Work**

- 3.2.1 Read metal working plans.

**IDAHO AG MECHANICS AND POWER SYSTEMS  
PROGRAM STANDARDS**

**2017**

- 3.2.2 Properly cut threads with a tap and die.
- 3.2.3 Join metal by riveting.
- 3.2.4 Properly thread steel pipe.
- 3.2.5 Lay out holes and drill holes using a twist drill.
- 3.2.6 Bend sheet and strap metal to angles and/or shapes.

**CONTENT STANDARD 4.0: POWER SYSTEMS**

**Performance Standard 4.1: Engines Technology**

- 4.1.1 Identify the operating principles of internal combustion engines.
- 4.1.2 Explain the function and operating principles of the fuel, lubrication, governor, and ignition systems.
- 4.1.3 Locate technical information in electronic and print form.
- 4.1.4 Troubleshoot and maintain engines.

**Performance Standard 4.2: Electric Motors**

- 4.2.1 Select motors based on type of application.

**Performance Standard 4.3: Agricultural Machinery**

- 4.3.1 Identify and perform basic equipment maintenance on agricultural machinery.
- 4.3.2 Use mathematics to solve equipment calibration problems.
- 4.3.3 Demonstrate converting common units of measure found in agriculture.

**Performance Standard 4.4: Hydraulics**

- 4.4.1 Identify the parts and functions of the hydraulic systems.
- 4.4.2 Identify the applications of hydraulics in agriculture.

**CONTENT STANDARD 5.0: ELECTRICITY**

**Performance Standard 5.1: Basic Electrical Principles**

- 5.1.1 Demonstrate proper safety practices when working with electricity.
- 5.1.2 Define basic electrical terminology; identify and explain the basic principles of electricity.
- 5.1.3 Recognize electrical code requirements for wiring.
- 5.1.4 Plan and install an electrical circuit.
- 5.1.5 Measure electrical circuits for voltage, current flow, resistance, and wattage.
- 5.1.6 Trouble-shoot electrical circuits.
- 5.1.7 Describe the relationship of volts, amps, and ohms in terms of Ohm's Law.

**CONTENT STANDARD 6.0: MATHEMATICAL APPLICATIONS**

**Performance Standard 6.1: Mathematical Applications in Agriculture Mechanics & Power Systems**

- 6.1.1 Perform mathematical operations for whole numbers, fractions, decimals, ratios, percentages, and rounding (significant figures).
- 6.1.2 Demonstrate converting common units of measure found in agriculture.
- 6.1.3 Explain the meaning of accuracy verses precision.
- 6.1.4 Use mathematics to solve equipment calibration problems.



**IDAHO AG MECHANICS AND POWER SYSTEMS  
PROGRAM STANDARDS**

2017

**CONTENT STANDARD 7.0: INSULATION**

**Performance Standard 7.1: Insulation**

- 7.1.1 Explain the importance of insulation.
- 7.1.2 Explain the theory behind insulation.
- 7.1.3 Identify and select insulation materials.

**CONTENT STANDARD 8.0: EMERGING TECHNOLOGIES**

**Performance Standard 8.1: Emerging Technologies in Ag Systems**

- 8.1.1 Identify uses of precision and emerging technology in agriculture.
- 8.1.2 Understand the potential applications of new technology in agriculture.

**CONTENT STANDARD 9.0: CAREERS**

**Performance Standard 9.1: Careers in Ag Mechanics**

- 9.1.1 Research potential careers in ag mechanics.
- 9.1.2 Demonstrate employability skills for a career in ag mechanics industry.
- 9.1.3 Research additional industry certifications available.

**CONTENT STANDARD 10.0: LEADERSHIP TRAINING THROUGH AGRICULTURAL EDUCATION**

**Performance Standard 10.1: Effective Leadership and Leadership Training**

- 10.1.1 Expand leadership experience by participating in a chapter activity.
- 10.1.2 Participate in a career development event at the local level or above.
- 10.1.3 Exhibit leadership skills by demonstrating proper parliamentary procedure.
- 10.1.4 Participate in a speech or presentation activity.

**Performance Standard 10.2: School and Community Awareness**

- 10.2.1 Participate in a school improvement or community development project.

**CONTENT STANDARD 11.0: SUPERVISED AGRICULTURAL EXPERIENCE**

**Performance Standard 11.1: Maintain a Supervised Agricultural Experience**

- 11.1.1 Accurately maintain SAE record books.
- 11.1.2 Investigate the proficiency award areas related to SAE program area.
- 11.1.3 Actively pursue necessary steps to receive higher degrees in FFA.

## IDAHO ECOLOGY AND NATURAL RESOURCE MANAGEMENT PROGRAM STANDARDS

2017

### CONTENT STANDARD 1.0: EXPLORE NATURAL RESOURCE SCIENCE AND MANAGEMENT

#### Performance Standard 1.1: Investigate the Relationship Between Natural Resources and Society, Including Conflict Management

- 1.1.1 Define natural resource management.
- 1.1.2 Summarize the history of natural resource conservation and policies.
- 1.1.3 List and compare major natural resource management agencies, industries, and organizations.
- 1.1.4 Describe human dependency and demands on natural resources.
- 1.1.5 Explain natural resource conservation.
- 1.1.6 Investigate the effects of multiple uses of natural resources (e.g., recreation, mining, agriculture, forestry, public lands grazing).
- 1.1.7 Explore societal issues and conflicts related to natural resource management.

#### Performance Standard 1.2: Explain Interrelationships Between Natural Resources and Humans in Managing Natural Environments

- 1.2.1 Identify the demands of population growth on natural resources and the environment.
- 1.2.2 Examine the use and management of renewable and nonrenewable resources.
- 1.2.3 Describe the role of individuals in stewardship of the environment.
- 1.2.4 Research and debate current issues related to the conservation or preservation of natural resources.

### CONTENT STANDARD 2.0: INVESTIGATE ECOLOGICAL CONCEPTS AND SCIENTIFIC PRINCIPLES RELATED TO NATURAL RESOURCE SYSTEMS

#### Performance Standard 2.1: Explore Ecological Principles in Natural Resource Management

- 2.1.1 Define ecosystems and biomes and identify ecoregions of Idaho.
- 2.1.2 Identify natural processes that govern ecosystems over time.
- 2.1.3 Describe the interdependence of organisms within an ecosystem (e.g., food chains and webs).
- 2.1.4 Investigate the processes associated with ecological succession.
- 2.1.5 Explain the importance of biodiversity.

#### Performance Standard 2.2: Explore Properties of Soil

- 2.2.1 Summarize soil formation factors.
- 2.2.2 Identify soil texture.
- 2.2.3 Describe soil conservation practices.
- 2.2.4 Analyze and interpret soil data.

#### Performance Standard 2.3: Explore Principles of Hydrology

- 2.3.1 Define watersheds and explain their hydrological and ecological function.
- 2.3.2 Discriminate between point and nonpoint pollution sources.
- 2.3.3 Analyze and interpret water quality data.

## IDAHO ECOLOGY AND NATURAL RESOURCE MANAGEMENT PROGRAM STANDARDS

2017

2.3.4 Describe the function of wetlands and importance of wetland management.

2.3.5 Identify laws and regulations governing water.

### CONTENT STANDARD 3.0: EXPLORE PRINCIPLES OF RANGELAND MANAGEMENT

#### Performance Standard 3.1: Identify Rangeland Types and Management Practices

3.1.1 Define rangelands and identify key characteristics.

3.1.2 Identify major rangeland types in Idaho.

3.1.3 Compare public and private management of rangelands.

3.1.4 Identify multiple uses of rangelands.

3.1.5 Identify laws, policies, and managing entities of rangelands.

3.1.6 Identify impacts of use on rangelands.

#### Performance Standard 3.2: Understanding the Historic, Environmental, Social and Economic Importance of Idaho Rangelands

3.2.1 Understand how rangelands have been important to humans throughout time.

3.2.2 Identify the ecological services provided by rangelands.

3.2.3 Recognize the value of rangelands to society.

3.2.4 Understand the importance of working rangelands for the economic livelihood of Idaho and other parts of the country and world.

#### Performance Standard 3.3: Identify Common Idaho Rangelands Plants

3.3.1 Identify morphological characteristics of rangeland plants.

3.3.2 Use a dichotomous key to identify rangeland plants.

3.3.3 Assemble a plant collection.

3.3.4 Identify important Idaho rangeland plants and evaluate their use by animals.

3.3.5 Define native, introduced, invasive, noxious, and poisonous plants.

#### Performance Standard 3.4: Apply Rangeland Management Practices

3.4.1 Identify key components of a management plan.

3.4.2 Identify rangeland management tools and techniques.

3.4.3 Use rangeland measurement tools.

3.4.4 Conduct a rangeland inventory and interpret data.

3.4.5 Determine stocking rates based on animal demand and forage supply.

3.4.6 Discuss the impacts of dynamic forces of change on rangelands (e.g., fire, weather, insects, disease, people, animals, invasive species) and identify management strategies.

### CONTENT STANDARD 4.0: EXAMINE FOREST RESOURCES AND MANAGEMENT

#### Performance Standard 4.1: Identify Forest Types and Management Practices

4.1.1 Define forests and identify key characteristics.

4.1.2 Identify major forest types in Idaho.

4.1.3 Assess different methods of forest management.

4.1.4 Compare public and private management of forests.

4.1.5 Identify multiple uses of forests.

4.1.6 Identify laws, policies, and managing entities of forests.

## IDAHO ECOLOGY AND NATURAL RESOURCE MANAGEMENT PROGRAM STANDARDS

2017

- 4.1.7 Identify impacts of use on forests.

### **Performance Standard 4.2: Understanding the Historic, Environmental, Social and Economic Importance of Idaho Forests**

- 4.2.1 Understand how forests have been important to humans throughout time.
- 4.2.2 Identify the ecological services provided by forests.
- 4.2.3 Recognize the value of forests to society.
- 4.2.4 Understand the importance of working forests for the economic livelihood of Idaho and other parts of the country and world.

### **Performance Standard 4.3: Identify Common Idaho Forest Plants**

- 4.3.1 Identify morphological characteristics of forest plants.
- 4.3.2 Use a dichotomous key to identify trees, shrubs, and other forest plants.
- 4.3.3 Assemble a plant collection.
- 4.3.4 Identify important Idaho forest plants and evaluate their use by animals.
- 4.3.5 Define native, introduced, invasive, noxious, and poisonous plants.

### **Performance Standard 4.4: Apply Forest Management Practices**

- 4.4.1 Identify key components of a management plan.
- 4.4.2 Identify forest management tools and techniques.
- 4.4.3 Use forest measurement tools.
- 4.4.4 Conduct a forest inventory and interpret data.
- 4.4.5 Define silviculture and compare different timber harvest systems.
- 4.4.6 Discuss impacts of dynamic forces of change (e.g., fire, weather, insects, disease, people, animals, invasive species) on forests and identify management strategies.

## **CONTENT STANDARD 5.0: EXPLORE FIRE ECOLOGY AND MANAGEMENT**

### **Performance Standard 5.1: Explore the Effects of Fire on Rangeland and Forest Ecosystems**

- 5.1.1 Explain the significance of each of the components of the “fire triangle.”
- 5.1.2 Discuss the fire behavior triangle (fuel, weather, topography).
- 5.1.3 Interpret the factors affecting fire frequency in Idaho past, present, and future.
- 5.1.4 Describe the social, economic, and ecological effects of wildland fire.
- 5.1.5 Examine the role of fuel management and the relationship between fuel load and fire effects in rangeland and forest ecosystems.

## **CONTENT STANDARD 6.0: UNDERSTAND THE IMPORTANCE AND APPLICATION OF GPS/GIS IN NATURAL RESOURCE MANAGEMENT**

### **Performance Standard 6.1: Investigate GPS/GIS Systems and Their Applications**

- 6.1.1 Define the uses of geographic information systems (GIS) and spatial analysis as it applies to natural resource management.
- 6.1.2 Describe the purpose and function of a Global Positioning System (GPS).
- 6.1.3 Demonstrate the ability to use a GPS unit by navigating and collecting waypoints.

### **Performance Standard 6.2: Demonstrate the Use of Land Management Maps**

## IDAHO ECOLOGY AND NATURAL RESOURCE MANAGEMENT PROGRAM STANDARDS

2017

- 6.2.1 Use legal descriptions to identify locations and acreage.
- 6.2.2 Identify symbols on topographical maps.
- 6.2.3 Predict terrain based on topographical maps.
- 6.2.4 Demonstrate the ability to find GPS locations on a topographic map.

### CONTENT STANDARD 7.0: INVESTIGATE FISH AND WILDLIFE ECOLOGY

#### Performance Standard 7.1: Explore the Importance and Distribution Fish and Wildlife Resources in Idaho

- 7.1.1 Identify the seven categories of wildlife.
- 7.1.2 Connect the distribution of wildlife associated with private and public land.
- 7.1.3 Describe the importance of wildlife, including indigenous and migratory species, their physical and behavioral characteristics, habitat and management.
- 7.1.4 List impacts on wildlife habitat.
- 7.1.5 Describe techniques used in harvesting of wildlife.
- 7.1.6 Summarize appropriate outdoor safety practice.
- 7.1.7 Describe techniques of wildlife habitat improvement.

#### Performance Standard 7.2: Understand Wildlife Management

- 7.2.1 Identify the agencies and organizations associated with wildlife management.
- 7.2.2 Explore the role of USDA - Wildlife Services, DOI – US Fish and Wildlife Service, and Idaho Fish & Game concerning wildlife management.

### CONTENT STANDARD 8.0: EXAMINE MINERAL AND ENERGY RESOURCES MANAGEMENT

#### Performance Standard 8.1: Examine Mineral Resources and Management

- 8.1.1 Identify local mineral resources.
- 8.1.2 Summarize the impact of mineral resources to society.
- 8.1.3 Compare the various practices for obtaining mineral resources.
- 8.1.4 Describe the impact of mining practices on the environment.
- 8.1.5 Compare processes for reclaiming areas where minerals have been extracted.

#### Performance Standard 8.2: Recognize the Types and Importance of Energy Resources

- 8.2.1 Differentiate between renewable and nonrenewable energy resources.
- 8.2.2 Investigate types of renewable resources.
- 8.2.3 Compare types of electrical power generation.
- 8.2.4 Analyze positive and negative impact of energy development on the environment.

### CONTENT STANDARD 9.0: EXPLORE CAREER OPPORTUNITIES IN THE NATURAL RESOURCE INDUSTRY

#### Performance Standard 9.1: Understand Employment Fields in the Natural Resource Industry

- 9.1.1 List and describe the types of employment opportunities in natural resource management.

**IDAHO ECOLOGY AND NATURAL RESOURCE  
MANAGEMENT PROGRAM STANDARDS**

**2017**

- 9.1.2 Explore education and training for different natural resource management careers.
- 9.1.3 Describe the process of choosing a career path in the natural resource management industry.

**CONTENT STANDARD 10.0: PARTICIPATE IN LEADERSHIP TRAINING THROUGH MEMBERSHIP IN A STUDENT LEADERSHIP ORGANIZATION**

**Performance Standard 10.1: Recognize the Traits of Effective Leaders and Participate in Leadership Training Through Involvement in a Student Leadership Organization**

- 10.1.1 Expand leadership experience by serving as a chapter officer or on a committee.
- 10.1.2 Exhibit leadership skills by demonstrating proper parliamentary procedure.
- 10.1.3 Participate in a career development event at the local level or above.

**CONTENT STANDARD 11.0: DESCRIBE THE RELATIONSHIP BETWEEN A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND PREPARATION OF STUDENTS FOR A CAREER IN AGRICULTURE**

**Performance Standard 11.1: Maintain a Supervised Agricultural Experience**

- 11.1.1 Accurately maintain SAE record books.
- 11.1.2 Apply for a proficiency award related to the SAE program area.
- 11.1.3 Actively pursue necessary steps to receive higher degrees or recognition in a student leadership organization.

## COMPUTER SUPPORT PROGRAM STANDARDS

2015

### CONTENT STANDARD 1.0: PC HARDWARE

#### Performance Standard 1.1: Students Will Be Able To Identify, Install, and Configure PC Hardware

- 1.1.1 Identify and understand motherboards and related components.
- 1.1.2 Identify and understand RAM types and features.
- 1.1.3 Identify and understand expansion card uses and differences.
- 1.1.4 Understand differences and use of storage devices and media types.
- 1.1.5 Identify and understand CPU types and features.
- 1.1.6 Learn about Power Supply Units.
- 1.1.7 Demonstrate custom configurations per customer needs.

### CONTENT STANDARD 2.0: NETWORKING TECHNOLOGIES

#### Performance Standard 2.1: Students Will Be Able To Identify and Explain Networking Technologies

- 2.1.1 Identify network cables and connectors and their characteristics.
- 2.1.2 Explain TCP/IP characteristics and properties.
- 2.1.3 Identify and understand the use of common TCP / UDP ports, protocols, and their characteristics.
- 2.1.4 Understand wireless networking standards and encryption types.
- 2.1.5 Demonstrate installation, configuration, and deployment of a Home office network.
- 2.1.6 Understand and explain different Internet connection types and features.
- 2.1.7 Understand different network devices, their functions, and features.
- 2.1.8 Identify and understand the use of connector types and associated cables.
- 2.1.9 Demonstrate the appropriate use of networking tools.

### CONTENT STANDARD 3.0: LAPTOPS

#### Performance Standard 3.1: Students Will Be Able To Identify, Install, and Configure Laptop and Related Hardware

- 3.1.1 Demonstrate custom configurations per customer needs.
- 3.1.2 Install and configure laptop hardware and components.
- 3.1.3 Compare and contrast the components within the display of a laptop.
- 3.1.4 Compare and contrast laptop features.

### CONTENT STANDARD 4.0: PRINTERS

#### Performance Standard 4.1: Students Will Be Able To Explain The Differences Between The Various Printer Types and Understand The Associated Imaging Process

- 4.1.1 Demonstrate the installation and configuration of various printers and associated hardware.
- 4.1.2 Given a scenario, install and configure printers.
- 4.1.3 Demonstrate and explain perform printer maintenance.



## COMPUTER SUPPORT PROGRAM STANDARDS

2015

### CONTENT STANDARD 5.0: WORKPLACE READINESS

#### Performance Standard 5.1: Students Will Learn and Demonstrate Workplace Readiness Skills

- 5.1.1 Understand and demonstrate appropriate safety procedures.
- 5.1.2 Understand and explain the impact of environmental controls.
- 5.1.3 Understand and demonstrate proper communication and professionalism.
- 5.1.4 Understand the fundamentals of dealing with prohibited content/activity.

### CONTENT STANDARD 6.0: OPERATING SYSTEMS

#### Performance Standard 6.1: Students Will Develop an Understanding of Microsoft Windows Operating Systems

- 6.1.1 Understand the features and requirements of various Microsoft operating systems.
- 6.1.2 Demonstrate how to install, upgrade, and configure the operating system.
- 6.1.3 Understand and demonstrate the use of command line tools.
- 6.1.4 Understand and demonstrate Control Panel utilities and other operating system tools.
- 6.1.5 Understand Windows networking and configuration.
- 6.1.6 Understand and explain the differences in basic OS security settings.
- 6.1.7 Understand the basics of client-side virtualization.

### CONTENT STANDARD 7.0: SECURITY

#### Performance Standard 7.1: Students Will Understand and Demonstrate How To Secure A Network and A Workstation

- 7.1.1 Understand the application and usage of common prevention methods.
- 7.1.2 Understand the differences in common security threats.
- 7.1.3 Demonstrate the implementation of best practices to secure a workstation.
- 7.1.4 Understand appropriate data destruction and disposal methods.
- 7.1.5 Understand and demonstrate how to secure a Home office wired and wireless network.

### CONTENT STANDARD 8.0: MOBILE DEVICES

#### Performance Standard 8.1: Students Will Develop an Understanding of Mobile Devices

- 8.1.1 Understand the basic features of mobile operating systems.
- 8.1.2 Understand the basic network connectivity and configuring email.
- 8.1.3 Demonstrate the implementation of best practices to secure a workstation.
- 8.1.4 Understand how to secure mobile devices.
- 8.1.5 Understand and recognize differences in tablets and laptops.
- 8.1.6 Understand the configuration of mobile device synchronization.

### CONTENT STANDARD 9.0: TROUBLESHOOTING TECHNIQUES

#### Performance Standard 9.1: Students Will Demonstrate Proper OS and Workstation Troubleshooting Techniques

- 9.1.1 Troubleshoot common problems with PC Hardware with the appropriate tools.
- 9.1.2 Troubleshoot hard drives and RAID with appropriate tools.
- 9.1.3 Troubleshoot video and displays.



## COMPUTER SUPPORT PROGRAM STANDARDS

2015

- 9.1.4 Troubleshoot wired and wireless networks with appropriate tools.
- 9.1.5 Troubleshoot operating systems with appropriate tools.
- 9.1.6 Troubleshoot common laptop issues with appropriate tools.
- 9.1.7 Troubleshoot printers with appropriate tools.
- 9.1.8 Troubleshoot common security issues with appropriate tools and best practices.

### CONTENT STANDARD 10.0: INDUSTRY TRENDS

#### Performance Standard 10.1: Students Will Understand Current and Emerging Computer Based Technologies

- 10.1.1 Demonstrate an understanding of the constant change of emerging technologies.

**IDAHO EDUCATION ASSISTANT PROGRAM  
STANDARDS**

**2017**

**CONTENT STANDARD 1.0: CAREERS AND PROFESSIONAL PRACTICES**

**Performance Standard 1.1: Explore Postsecondary Options and Career Pathways**

- 1.1.1 Analyze career paths, opportunities, and benefits of pursuing careers in education (e.g., career assessment to identify interests, skills and values and match to occupations, etc.).
- 1.1.2 Describe specific work environments, salary, and benefits of education careers.
- 1.1.3 Explain roles and functions of professionals in education careers.
- 1.1.4 Explore student and professional organizations associated with the education field.
- 1.1.5 Summarize the personal qualities and abilities to be effective in education careers.
- 1.1.6 Meet the core academic skills for educators (e.g., writing, mathematics, reading).
- 1.1.7 Determine the role of lifelong learning to career success in the educational field.

**Performance Standard 1.2: Examine Ethical Standards and Professional Practices**

- 1.2.1 Explore and demonstrate ethical practices (e.g., confidentiality, impartiality, equity, privacy, cybersecurity).
- 1.2.2 Investigate and evaluate educational practices (e.g., lesson plans, attendance procedures, classroom management).
- 1.2.3 Demonstrate professionalism in the educational setting (e.g., communication, dress, behavior).
- 1.2.4 Research federal, state, and local education laws.

**Performance Standard 1.3: Perform Reflective Practices**

- 1.3.1 Develop student learning outcomes based on standards.
- 1.3.2 Reflect on instructional strategies and the impact they have on student learning.
- 1.3.3 Examine the importance of building a professional portfolio (e.g., resumes, philosophy statement, best practices).
- 1.3.4 Demonstrate the ability to provide, receive, and respond to feedback.
- 1.3.5 Document self-reflection practices to improve job performance.

**Performance Standard 1.4: Explore Professional Advocacy**

- 1.4.1 Analyze methods to advocate for individuals within the educational community.
- 1.4.2 Research local, state and national legislation, and public policy.
- 1.4.3 Discuss the significance and impact of educational careers on the local, regional, and national level.

**CONTENT STANDARD 2.0: FOUNDATIONS OF EDUCATION**

**Performance Standard 2.1: Explore the History of Education**

- 2.1.1 Describe the contributions of influential historical figures in education (e.g., Benjamin Franklin, Thomas Jefferson, Horace Mann, John Dewey, Maria Montessori).
- 2.1.2 Describe the evolution of schools (public, private, charter, magnet, career and technical education, online, home).
- 2.1.3 Examine the evolution of educational legislation (e.g., Civil Rights Act, Title One, Section 504, IEP).

**IDAHO EDUCATION ASSISTANT PROGRAM  
STANDARDS**

2017

**Performance Standard 2.2: Investigate Educational Theories and Philosophies**

- 2.2.1 Explain developmental domains (i.e., cognitive, physical, social-emotional).
- 2.2.2 Apply knowledge of developmental theories to meet individual needs.
- 2.2.3 Describe the major theories of education and their significance regarding teaching and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky).
- 2.2.4 Explore and summarize educational philosophies (e.g., Constructivism, Behaviorism, Progressivism).
- 2.2.5 Analyze educational approaches (e.g., Montessori, Waldorf, STEM/STEAM).

**CONTENT STANDARD 3.0: DIVERSE LEARNERS AND THE EDUCATION ENVIRONMENT**

**Performance Standard 3.1: Examine Student Diversity and Learning Environment**

- 3.1.1 Examine diversity (e.g., culture, ethnicity, race, gender, linguistic, religion, social/economic, disability).
- 3.1.2 Analyze obstacles to student learning (e.g., poor sleep habits, inadequate nutrition, stress).
- 3.1.3 Examine how diverse learners and their culture influence the educational community.

**Performance Standard 3.2: Observe Responsive/Respectful Environment for All Learners**

- 3.2.1 Observe instructional strategies that address the diversity of the learning community.
- 3.2.2 Explain the importance of connecting educational content to diverse populations of learners.
- 3.2.3 Provide materials and activities that respect diversity.
- 3.2.4 Design a safe and respectful learning environment for all learners.

**Performance Standard 3.3: Examine the Needs of Exceptional Learners**

- 3.3.1 Identify defining characteristics of exceptional learners, including children with disabilities and children with gifted abilities.
- 3.3.2 Define specially designed instruction as it relates to special education.
- 3.3.3 Define an Individual Education Plan (IEP) and its components (e.g., annual goals, present levels, medical needs, accommodations).
- 3.3.4 Identify legal responsibilities associated with IEPs.
- 3.3.5 Identify accommodations and modifications in adapting instructional activities for individual student goals.
- 3.3.6 Describe the benefits of inclusive practices in support of exceptional learners.

**CONTENT STANDARD 4.0: EDUCATIONAL INSTRUCTIONAL PRACTICES**

**Performance Standard 4.1: Plan for Instruction**

- 4.1.1 Analyze the types of information included in the educational standards for the state.
- 4.1.2 Develop student learning objectives based on standards.
- 4.1.3 Compare and contrast different curricula for the same course or level (e.g., pacing guides, course plans, instructional units).

**Performance Standard 4.2: Develop Lesson Plans**

## IDAHO EDUCATION ASSISTANT PROGRAM STANDARDS

2017

- 4.2.1 Utilize the diverse learner's prior knowledge, skills, experiences, languages, and culture to differentiate instruction.
- 4.2.2 Examine the components of an effective lesson plan.
- 4.2.3 Develop educational objectives for diverse learners to meet standards.
- 4.2.4 Develop lesson plans to challenge and engage learners.
- 4.2.5 Compare and contrast benefits and limitations of technology in the learning environment.

### **Performance Standard 4.3: Deliver and Evaluate Instructional Methods**

- 4.3.1 Identify and explain various instructional methods (e.g., direct, small group, inquiry-based).
- 4.3.2 Select instructional strategies that meet the needs of diverse learners.
- 4.3.3 Observe and explain how a teacher uses metacognitive and questioning strategies to develop critical thinking skills.

### **Performance Standard 4.4: Analyze Assessment Practices**

- 4.4.1 Explain how assessment relates to learning.
- 4.4.2 Distinguish between formative and summative assessment.
- 4.4.3 Create examples of informal assessments based on student learning objectives (e.g., examine the function of portfolios).
- 4.4.4 Describe the rationale teachers use when choosing assessment strategies.
- 4.4.5 Utilize assessment data for evidence of student learning.

## **CONTENT STANDARD 5.0: MANAGE THE LEARNING ENVIRONMENT**

### **Performance Standard 5.1: Explore Classroom Management**

- 5.1.1 Discuss the importance of classroom management.
- 5.1.2 Evaluate learning environments (e.g., scenarios, on-site observations, role-play).
- 5.1.3 Explore classroom management strategies that minimize behavior challenges (e.g., planning, expectations, procedures, consistency, proximity).
- 5.1.4 Research and promote student self-management strategies.

### **Performance Standard 5.2: Develop Expectations and Procedures**

- 5.2.1 Distinguish the difference between rules, expectations, and procedures.
- 5.2.2 Develop a set of expectations to enhance the learning environment.
- 5.2.3 Identify procedures to create learning-centered environments.

### **Performance Standard 5.3: Create Safe Learning Environments**

- 5.3.1 Create an environment that is physically, emotionally, and intellectually safe.
- 5.3.2 Recognize signs and symptoms of abuse, neglect, and bullying and the legal responsibility of mandated reporting.
- 5.3.3 Demonstrate active supervision/interaction with learners to ensure safety.
- 5.3.4 Investigate bullying and cyberbullying prevention strategies and resources.
- 5.3.5 Utilize developmentally appropriate strategies to promote social and emotional health.
- 5.3.6 Evaluate materials, furniture, and equipment for assurance of a safe environment.
- 5.3.7 Perform basic emergency, safety, health, and security procedures.

**IDAHO PHARMACY TECHNICIAN  
PROGRAM STANDARDS**

**2017**

**CONTENT STANDARD 1.0: PHARMACY TECHNICIAN**

**Performance Standard 1.1: Roles and Services**

- 1.1.1. Explain the role of the pharmacist.
- 1.1.2. Explain the traditional and the advanced role of the pharmacy technician.
- 1.1.3. Identify the role of the prescriber.
- 1.1.4. Explain the prescription cycle.
- 1.1.5. Compare types of pharmacies and other pharmacy services.
- 1.1.6. Describe the organization/layout of various pharmacy types.

**CONTENT STANDARD 2.0: LEGAL AND ETHICAL RESPONSIBILITIES**

**Performance Standard 2.1: Duties According to Regulations, Policies and Laws**

- 2.1.1. Understand Idaho State Board of Pharmacy Code and Administrative Rules.
- 2.1.2. Understand pharmacy record keeping.
- 2.1.3. Summarize timelines regarding federal laws.
- 2.1.4. Compare licensure, certification, registration, and legislated scope of practice of pharmacy professionals.
- 2.1.5. Understand United States Pharmacopeia (USP) Guidelines 795, 797, 800.
- 2.1.6. Understand Health Information Portability Accountability Act (HIPAA).
- 2.1.7. Recognize Drug Enforcement Administration (DEA) Code of Federal Regulations (number validation).
- 2.1.8. Understand the role of the Food and Drug Administration (FDA).
- 2.1.9. Understand the related guidelines of the Occupational Safety and Health Administration (OSHA) and safety data sheets (SDS).
- 2.1.10. Distinguish between accrediting bodies.
- 2.1.11. Demonstrate knowledge of continuing education and training for relicensure.

**Performance Standard 2.2: Professional Standards and Interpersonal Skills**

- 2.2.1. Understand the importance of pharmacy culture.
- 2.2.2. Recognize various communication types (verbal, non-verbal, written, and electronic).
- 2.2.3. Practice conflict resolution.
- 2.2.4. Identify personal traits (desirable and undesirable) and attitudes of pharmacy team members.
- 2.2.5. Demonstrate professional standards of pharmacy workers as they apply to hygiene, dress, language, confidentiality, ethical and civil behavior, substance and alcohol use and abuse.
- 2.2.6. Apply employability skills and requirements in the pharmacy setting. (Refer to CTE Readiness Standards, <https://cte.idaho.gov/educators/program-standards/>).
- 2.2.7. Understand various cultural differences and beliefs.
- 2.2.8. Practice confidentiality when communicating.
- 2.2.9. Understand the implications of social media.
- 2.2.10. Practice and demonstrate Health Information Portability Accountability Act (HIPAA).

**IDAHO PHARMACY TECHNICIAN  
PROGRAM STANDARDS**

2017

**Performance Standard 2.3: Apply Critical Thinking Skills**

- 2.3.1. Evaluate case studies related to pharmacy.
- 2.3.2. Set up various role play scenarios that a pharmacy encounters.
- 2.3.3. Practice basic concepts of logic and problem solving.

**CONTENT STANDARD 3.0: PROCESSING AND HANDLING OF MEDICATION AND MEDICATION ORDERS/PRESCRIPTIONS**

**Performance Standard 3.1: Analyzing Prescriptions**

- 3.1.1. Differentiate between a prescription and medication order.
- 3.1.2. Interpret the prescription/medication order.

**Performance Standard 3.2: Assisting the Pharmacist**

- 3.2.1. Utilize technology to input pharmacy data.
- 3.2.2. Practice various forms of communication etiquette, including prioritization.
- 3.2.3. Collect relevant patient information.
- 3.2.4. Critique the prescription refill process.
- 3.2.5. Assist with identifying the patient's need for counseling.
- 3.2.6. Demonstrate reconstitution of antibiotic prescriptions.
- 3.2.7. Understand medication monitoring programs.
- 3.2.8. Discuss a pharmacy audit.

**Performance Standard 3.3: Assist Pharmacist in Special Handling and Documentation**

- 3.3.1. Explain immunization and wellness programs.
- 3.3.2. Understand chemotherapy compounding (USP 800 Guidelines).
- 3.3.3. Understand Total Parenteral Nutrition (TPN).
- 3.3.4. Identify controlled substances and their processes.
- 3.3.5. Document investigational drugs (clinical trials).
- 3.3.6. Identify drugs categorized as Risk Evaluation Mitigation Strategies (REMS).

**CONTENT STANDARD 4.0: STERILE AND NON-STERILE COMPOUNDING**

**Performance Standard 4.1: Compounding Sterile Products**

- 4.1.1. Understand universal precautions for sterile compounding.
- 4.1.2. Introduce the scope of USP Guidelines as appropriate.
- 4.1.3. Understand how to read a label.
- 4.1.4. Identify the equipment and technology used in sterile compounding.
- 4.1.5. Determine the correct amounts of ingredients.
- 4.1.6. Explain reconstitution of sterile products.

**IDAHO PHARMACY TECHNICIAN  
PROGRAM STANDARDS**

2017

**Performance Standard 4.2: Compounding Non-Sterile Products**

- 4.2.1. Understand universal precautions for non-sterile compounding.
- 4.2.2. Introduce the scope of USP Guidelines as appropriate.
- 4.2.3. Understand how to read a prescription for compounding.
- 4.2.4. Identify the equipment, apparatus, and technology used in non-sterile compounding.
- 4.2.5. Determine the correct amounts of ingredients.
- 4.2.6. Understand compounding of non-sterile products.
- 4.2.7. Understand reconstitution of non-sterile products.

**CONTENT STANDARD 5.0: PROCUREMENT, BILLING, REIMBURSEMENT AND INVENTORY MANAGEMENT**

**Performance Standard 5.1: Assist in the Adjudication of Billing**

- 5.1.1. Define the term third party.
- 5.1.2. Understand the terminology of insurance billing.
- 5.1.3. Demonstrate how to find information on an insurance card.
- 5.1.4. Explain pharmacy reimbursement plans.
- 5.1.5. Explain a third party rejection.

**Performance Standard 5.2: Accepted Procedures in Purchasing Pharmaceuticals**

- 5.2.1. Describe various procedures in purchasing pharmaceuticals.
- 5.2.2. Explain controlled substance ordering systems (DEA Form 222).
- 5.2.3. Explain ordering system and the technology applied.

**Performance Standard 5.3: Accepted Procedures in Inventory Control**

- 5.3.1. Differentiate inventory control systems for various drug classifications.
- 5.3.2. Explain legal aspects of drug returns from patients.
- 5.3.3. Describe reasons for recalled drugs, the two types and the three levels of drug recalls.
- 5.3.4. Explain standard procedures for reviewing and removing outdated drug products.
- 5.3.5. Explain methods of obtaining drug products from alternate sources.
- 5.3.6. Understand formularies in the pharmacy.

**Performance Standard 5.4: Processing Payment Options for Medical Products and Services**

- 5.4.1. Role play Point of Sale (POS) transactions.
- 5.4.2. Verify address and patient information to assure proper dispensing.
- 5.4.3. Understand required forms of identification for drug transactions and signature requirements.
- 5.4.4. Understand age limits and purchase limits in dispensing certain pharmaceuticals.

**CONTENT STANDARD 6.0: SAFETY**

**Performance Standards 6.1: Patient Safety**

- 6.1.1. Practice effective infection control procedures.
- 6.1.2. Define and recognize a possible Drug Utilization Review (DUR).



**IDAHO PHARMACY TECHNICIAN  
PROGRAM STANDARDS**

2017

- 6.1.3. Describe the role of Institute for Safe Medical Practices (ISMP), Medical Error Reporting Program (MERP), Joint Commission Accreditation of Hospital Organizations (JCAHO).

**Performance Standard 6.2: Practice Medication Safety**

- 6.2.1. Identify sound-alike/look-alike drugs.  
6.2.2. Identify high alert/high risk medications.  
6.2.3. Identify common safety strategies.  
6.2.4. Identify quality assurance.  
6.2.5. Practice Tech-Check-Tech.  
6.2.6. Practice receiving verbal orders.

**CONTENT STANDARD 7.0: UNDERSTAND TECHNOLOGY AND INFORMATICS**

**Performance Standard 7.1: Proper Pharmaceutical Dispensing**

- 7.1.1. Identify National Association Boards of Pharmacy (NABP) and Idaho BOP requirements in labeling prescriptions.  
7.1.2. Discuss emerging technologies which includes electronic medical records (EMR).  
7.1.3. Describe prescription process (receiving to dispensing).  
7.1.4. Recognize fraudulent prescriptions.  
7.1.5. Understand reliable drug information resources.

**CONTENT STANDARD 8.0: PHARMACOLOGY**

**Performance Standard 8.1: Understanding Pharmacokinetics**

- 8.1.1. Understand absorption, distribution, metabolism, excretion (ADME) and the related organs.

**Performance Standard 8.2: Understanding Pharmacodynamics**

- 8.2.1. Understand drug classifications.  
8.2.2. Recognize generic and brand names of common drugs.  
8.2.3. Identify drug interactions/side effects of commonly prescribed drugs.  
8.2.4. Explain strengths/dosage, dosage forms.  
8.2.5. Differentiate routes of administration.

**Performance Standard 8.3: Recognizing Over-The-Counter and Alternative Therapies**

- 8.3.1. Recognize over-the-counter (OTC) products.  
8.3.2. Explain vitamins, minerals, and herbal supplements.  
8.3.3. Identify devices and durable medical equipment (DME), i.e., testing devices, first aid, and wound care.

**CONTENT STANDARD 9.0: APPLICATION OF PHARMACEUTICAL MATHEMATICS**

**Performance Standard 9.1: Apply Mathematics in Pharmaceutical Practice**

- 9.1.1. Demonstrate knowledge of Measurement Systems (temperature conversions, conversions from household to metric).  
9.1.2. Demonstrate ratios and proportions (dimensional analysis).  
9.1.3. Understand drug strengths in percentages.



**IDAHO PHARMACY TECHNICIAN  
PROGRAM STANDARDS**

**2017**

- 9.1.4. Demonstrate dosage calculations (based on age, weight, and body surface area; drip rates).
- 9.1.5. Compute "Days Supply."
- 9.1.6. Calculate "Quantity to Dispense."
- 9.1.7. Understand "Alligations."

**CONTENT STANDARD 10.0: RECOGNIZE AND IMPLEMENT QUALITY ASSURANCE**

**Performance Standard 10.1: Application of Assurance Practices**

- 10.1.1. Understand Risk Management Guidelines and Regulations.
- 10.1.2. Determine proper communication channels.
- 10.1.3. Understand National Drug Code (NDC).
- 10.1.4. Differentiate reporting agencies (MedWatch, Poison Control, pharmaceutical manufacturer, FDA Hotline).
- 10.1.5. Understand universal precautions.
- 10.1.6. Understand the importance of customer satisfaction.
- 10.1.7. Understand pharmacy diversion.

**IDAHO AUTOMATED MANUFACTURING  
PROGRAM STANDARDS**

2017

**CONTENT STANDARD 1.0: LAB ORGANIZATION AND SAFETY PROCEDURES**

**Performance Standard 1.1: General Lab Safety Rules and Procedures**

- 1.1.1 Describe general shop safety rules and procedures.
- 1.1.2 Demonstrate knowledge of OSHA and its role in workplace safety.
- 1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE).
- 1.1.4 Operate lab equipment according to safety guidelines.
- 1.1.5 Identify and use proper lifting procedures and proper use of support equipment.
- 1.1.6 Utilize proper ventilation procedures for working within the lab/shop area.
- 1.1.7 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
- 1.1.8 Identify the location and use of eye wash stations.
- 1.1.9 Identify the location of the posted evacuation routes.
- 1.1.10 Identify and wear appropriate clothing for lab/shop activities.
- 1.1.11 Secure hair and jewelry for lab/shop activities.
- 1.1.12 Understand knowledge of the safety aspects of low and high voltage circuits.
- 1.1.13 Locate and interpret safety data sheets (SDS).
- 1.1.14 Perform housekeeping duties.
- 1.1.15 Follow verbal instructions to complete work assignments.
- 1.1.16 Follow written instructions to complete work assignments.

**Performance Standard 1.2: Hand Tools**

- 1.2.1 Identify hand tools and their appropriate usage.
- 1.2.2 Identify standards and metric designation.
- 1.2.3 Demonstrate the proper techniques when using hand tools.
- 1.2.4 Demonstrate safe handling and use of appropriate tools.
- 1.2.5 Identify proper cleaning, storage, and maintenance of tools.

**Performance Standard 1.3: Power Tools and Equipment**

- 1.3.1 Identify power tools and their appropriate usage.
- 1.3.2 Identify equipment and their appropriate usage.
- 1.3.3 Demonstrate the proper techniques when using power tools and equipment.
- 1.3.4 Demonstrate safe handling and use of appropriate power tools and equipment.
- 1.3.5 Identify proper cleaning, storage, and maintenance of power tools and equipment.

**CONTENT STANDARD 2.0: APPLY FUNDAMENTAL PRINT READING, MEASURING, AND CADD**

**Performance Standard 2.1: Demonstrate Print Reading Practices**

- 2.1.1 Interpret basic elements of a technical drawing (i.e., title block information, dimensions).
- 2.1.2 Identify industry standard symbols (i.e., hydraulic, pneumatic, electrical, welding, mechanical).
- 2.1.3 Prepare a materials list from a technical drawing.

## IDAHO AUTOMATED MANUFACTURING PROGRAM STANDARDS

2017

- 2.1.4 Describe various types of drawings (i.e., part, assembly, pictorial, orthographic, isometric, and schematic).
- 2.1.5 Understand dimensioning and tolerance, sectional drawings, fasteners, tables, charts, and assembly drawings.

### **Performance Standard 2.2: Demonstrate Measuring and Scaling Techniques**

- 2.2.1 Identify industry standard units of measure.
- 2.2.2 Convert between customary (i.e., SAE, Imperial) and metric systems.
- 2.2.3 Determine appropriate engineering and metric scales.
- 2.2.4 Measure and calculate speed, distance, object size, area, and volume.
- 2.2.5 Determine and apply the equivalence between fractions and decimals.
- 2.2.6 Demonstrate proper use of precision measuring tools (i.e., micrometer, dial-indicator, dial-caliper) and inspecting parts to print.

### **Performance Standard 2.3: CADD, CAM**

- 2.3.1 Develop three-dimensional models (i.e., wireframe, surface, solid, or parametric).
- 2.3.2 Interpret and create design and working drawings.
- 2.3.3 Properly post-process data to create G-code program.

### **Performance Standard 2.4: Simulation**

- 2.4.1 Demonstrate an understanding of simulation software.

## **CONTENT STANDARD 3.0: APPLY FUNDAMENTAL POWER SYSTEM PRINCIPLES**

### **Performance Standard 3.1: Identify and Utilize Basic Mechanical Systems**

- 3.1.1 Understand examples of the six simple machines, their attributes and components.
- 3.1.2 Identify the power source of various systems machinery and tools.
- 3.1.3 Explain concepts of mechanical advantage.
- 3.1.4 Understand basic machine maintenance.

### **Performance Standard 3.2: Identify and Utilize Basic Fluid Systems**

- 3.2.1 Define fluid systems (e.g., hydraulic, pneumatic, vacuum).
- 3.2.2 Identify and define the components of fluid systems.
- 3.2.3 Compare and contrast hydraulic and pneumatic systems.
- 3.2.4 Identify the advantages and disadvantages of using fluid power systems.
- 3.2.5 Explain the difference between gauge pressure and absolute pressure.
- 3.2.6 Discuss the safety concerns of working with liquids and gases under pressure.
- 3.2.7 Discuss mechanical advantage using Pascal's law.
- 3.2.8 Discuss values in a pneumatic system, using the ideal gas laws.
- 3.2.9 Design, construct, and test various fluid systems.

### **Performance Standard 3.3: Identify and Utilize Basic Electrical Systems**

- 3.3.1 Define AC and DC electrical systems and terminology.
- 3.3.2 Discuss the safety concerns of working with electricity.
- 3.3.3 Describe the principles of generation, transmission, distribution, and storage of electricity.
- 3.3.4 Identify the advantages and disadvantages of using electrical systems.

## IDAHO AUTOMATED MANUFACTURING PROGRAM STANDARDS

2017

- 3.3.5 Compute values of current, resistance, and voltage using Ohm's Law.
- 3.3.6 Identify series, parallel, and series-parallel (combination) circuits.
- 3.3.7 Introduce single-phase and three-phase AC power.
- 3.3.8 Describe the laws, principles, and types of electricity to utilize equipment used in an industrial environment.
- 3.3.9 Construct and test simple electrical circuits from a schematic.
- 3.3.10 Explain electrical motor systems and motor controls by application.

### CONTENT STANDARD 4.0: IDENTIFY AND APPLY MANUFACTURING PROCESSES

#### Performance Standard 4.1: Identify Material Properties and Science

- 4.1.1 Identify the major material families used in manufacturing.
- 4.1.2 Differentiate between the various types of material properties and their application.
- 4.1.3 Discuss the impact of material usage on the environment.
- 4.1.4 Explain how production is affected by the availability, quality, and quantity of resources.
- 4.1.5 Differentiate among raw material standard stock and finished products.

#### Performance Standard 4.2: Identify Manufacturing Processes

- 4.2.1 Identify and describe the five major manufacturing processes (i.e., forming, separating, joining, conditioning, and finishing).
- 4.2.2 Discuss the impact of manufacturing processes on the environment.
- 4.2.3 Describe LEAN manufacturing and explain its importance.

#### Performance Standard 4.3: Apply Manufacturing Processes

- 4.3.1 Demonstrate cutting methods of metals and plastics.
- 4.3.2 Demonstrate drilling methods of metals and plastics.
- 4.3.3 Demonstrate grinding methods of metals.
- 4.3.4 Demonstrate finishing methods of metals and plastics.

#### Performance Standard 4.4: Identify Fasteners

- 4.4.1 Identify various fastening methods (e.g., rivets, welds, adhesive, screws, seams).
- 4.4.2 Categorize fastening methods by appropriate applications.
- 4.4.3 Demonstrate fastening methods on various materials.

### CONTENT STANDARD 5.0: APPLY FUNDAMENTAL ELECTRONIC AND INSTRUMENTATION PRINCIPLES

#### Performance Standard 5.1: Demonstrate Control Technology and Automation Principles

- 5.1.1 Research the history and fundamentals of automation and control systems.
- 5.1.2 Identify applications of control logic.
- 5.1.3 Distinguish programmable controllers and PLC components and their functions.
- 5.1.4 Interpret programming diagrams.
- 5.1.5 Program ladder logic statements to perform a specific task.

**IDAHO AUTOMATED MANUFACTURING  
PROGRAM STANDARDS**

**2017**

**CONTENT STANDARD 6.0: MACHINING**

**Performance Standard 6.1: Manual Machining**

- 6.1.1 Hand sharpen cutting tools.
- 6.1.2 Perform maintenance on machines and tools.
- 6.1.3 Deburr workpieces.
- 6.1.4 Set up and operate power saws.
- 6.1.5 Set up and operate grinders.
- 6.1.6 Set up and operate lathes including tool and parts setups.
- 6.1.7 Set up and operate milling machines including tool and parts setups.
- 6.1.8 Use appropriate inspection gages.

**Performance Standard 6.2: CNC Machining**

- 6.2.1 Demonstrate an understanding of the control interface.
- 6.2.2 Demonstrate knowledge and the ability to properly mount stock.
- 6.2.3 Demonstrate a thorough understanding of tooling.
- 6.2.4 Demonstrate the ability to properly select an NC (numeric code) program.
- 6.2.5 Demonstrate the ability to verify and dry run the program.
- 6.2.6 Demonstrate the ability run the NC program.
- 6.2.7 Demonstrate an understanding of NC programming.
- 6.2.8 Demonstrate an understanding of coordinate systems.
- 6.2.9 Demonstrate the ability to develop an NC program.
- 6.2.10 Demonstrate the ability to edit an NC program.

**CONTENT STANDARD 7.0: ADDITIVE (3D) PRINTING**

**Performance Standard 7.1: Operation**

- 7.1.1 Set up and operate a 3D printer.
- 7.1.2 Recognize design considerations.

**CONTENT STANDARD 8.0: ROBOTICS AND MATERIALS HANDLING SYSTEMS**

**Performance standard 8.1: Process Automation**

- 8.1.1 Demonstrate the knowledge of robotics and material handling equipment.
- 8.1.2 Discuss conveyors, robotic arms, material handlers, pick-and-place technology.

## IDAHO COSMETOLOGY PROGRAM STANDARDS

2017

### CONTENT STANDARD 1.0: IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS

#### Performance Standard 1.1: Demonstrate Safety Rules and Sanitation Procedures

- 1.1.1 Describe general safety rules and sanitation procedures (i.e., safety test).
- 1.1.2 Utilize personal/professional hygiene practices.
- 1.1.3 Classify infectious and contagious diseases.
- 1.1.4 Demonstrate workplace sanitation and safety practices (i.e., work area, implements, equipment, and blood spills).

#### Performance Standard 1.2: Identify and Utilize Proper Tools, Implements, and Equipment

- 1.2.1 Identify tools, implements, and equipment and their appropriate usage.
- 1.2.2 Identify the proper techniques when using tools, implements, and equipment.
- 1.2.3 Identify proper sanitation, storage, and maintenance of tools, implements, and equipment.

### CONTENT STANDARD 2.0: DEMONSTRATE PROFESSIONAL BEHAVIORS

#### Performance Standard 2.1: Demonstrate Professional Communication Skills

- 2.1.1 Demonstrate a client consultation/needs assessment.
- 2.1.2 Demonstrate customer service skills by addressing the customer using professional etiquette.
- 2.1.3 Demonstrate effective listening skills.
- 2.1.4 Prepare and maintain client records for the various cosmetology services.
- 2.1.5 Demonstrate resolution strategies when dealing with a dissatisfied client or peer issues.

#### Performance Standard 2.2: Apply and Utilize Professional Image

- 2.2.1 Identify professional attire versus personal dress.
- 2.2.2 Discuss the importance of personal hygiene in the workplace.
- 2.2.3 Understand cultural diversity and its effect in the workplace.

#### Performance Standard 2.3: Practice Life Skills

- 2.3.1 Demonstrate effective reading, writing, and math skills.
- 2.3.2 Explain the importance of time management.
- 2.3.3 Research the career paths and employability options in the cosmetology profession.
- 2.3.4 Understand the importance of workplace habits.

### CONTENT STANDARD 3.0: ASSESS HAIR AND SCALP CARE

#### Performance Standard 3.1: Analyze Hair and Scalp

- 3.1.1 Illustrate and explain the structure of hair.
- 3.1.2 List and describe the structures of the hair root and scalp.
- 3.1.3 Identify and describe hair growth and hair loss.
- 3.1.4 Identify disorders of the hair and scalp using visual media.
- 3.1.5 Explain the chemical composition of hair.

## IDAHO COSMETOLOGY PROGRAM STANDARDS

2017

- 3.1.6 Demonstrate knowledge of texture, density, porosity, and elasticity.

### **Performance Standard 3.2: Explain Shampooing and Conditioning**

- 3.2.1 Apply the proper client draping for a shampoo and conditioning treatment.  
3.2.2 Distinguish the correct shampoo and conditioner for different hair and scalp types.  
3.2.3 Explain the proper technique of shampooing and conditioning.

## **CONTENT STANDARD 4.0: IDENTIFY PRINCIPLES OF HAIR DESIGN**

### **Performance Standard 4.1: Demonstrating Styling Techniques**

- 4.1.1 Explain the principals of hair design and their importance in creating hairstyles (i.e., proportion, balance, rhythm, emphasis, and harmony).  
4.1.2 Describe the principle parts of a pin curl and roller placement.  
4.1.3 Create pin curls and roller sets by using proper bases.  
4.1.4 Demonstrate various blow dry styling techniques on a variety of hair types and textures.  
4.1.5 Demonstrate the safe and proper use of thermal curling irons.  
4.1.6 Explain the various types of styling products and describe the results obtained from their use.  
4.1.7 Demonstrate various braiding techniques using all safety precautions.  
4.1.8 Explain the difference between wet, thermal, or dry natural hair styling.

## **CONTENT STANDARD 5.0: UNDERSTAND THE BASICS OF HAIRCUTTING**

### **Performance Standard 5.1: Demonstrate a Haircut**

- 5.1.1 Create a solid form haircut.  
5.1.2 Distinguish angles, elevations, and guidelines when performing a haircut.

## **CONTENT STANDARD 6.0: IDENTIFY BASIC CHEMISTRY AND ELECTRICITY USES**

### **Performance Standard 6.1: Apply Basic Principles of Chemistry and Electricity**

- 6.1.1 Illustrate the pH scale.  
6.1.2 Identify electrical equipment, appropriate usage, and safety precautions.

## **CONTENT STANDARD 7.0: IDENTIFY AND UTILIZE CHEMICAL SERVICES**

### **Performance Standard 7.1: Demonstrate Hair Coloring Techniques**

- 7.1.1 List the reasons why clients color their hair.  
7.1.2 Analyze the color wheel and its relationship to color formulation.  
7.1.3 Identify the levels of color and color tones.  
7.1.4 List and describe the different categories of hair color and their uses.  
7.1.5 Define a patch test.  
7.1.6 Demonstrate a virgin single process color.  
7.1.7 Demonstrate a retouch color application.  
7.1.8 Demonstrate basic foil techniques.

## **CONTENT STANDARD 8.0: IDENTIFY CHEMICAL TEXTURE SERVICES**

### **Performance Standard 8.1: Demonstrate Chemical Texture Services**

- 8.1.1 Utilize the appropriate types of materials and tools needed for chemical texture services.



## IDAHO COSMETOLOGY PROGRAM STANDARDS

2017

- 8.1.2 Describe the chemical actions that occur during permanent waving.
- 8.1.3 Identify the different types of permanent waving solutions and their uses.
- 8.1.4 Duplicate sectioning and rod placement patterns.
- 8.1.5 Select, formulate, and demonstrate a permanent wave with water solution.

### CONTENT STANDARD 9.0: DEMONSTRATE A BASIC MANICURE

#### Performance Standard 9.1: Practice Manicuring

- 9.1.1 Describe the structure and composition of the nail and how the nail grows.
- 9.1.2 Identify the appropriate products and tools used in a basic manicure.
- 9.1.3 Demonstrate the setup of a manicure table following all safety and sanitation requirements.
- 9.1.4 Analyze the hands and nails for a manicure procedure.

### CONTENT STANDARD 10.0: ANALYZE MAKEUP TECHNIQUES

#### Performance Standard 10.1: Demonstrate Makeup Application

- 10.1.1 Assess skin color and apply cosmetics based on color theory.
- 10.1.2 Demonstrate cosmetic applications for daytime, evening, and special occasions.
- 10.1.3 Describe sanitation precautions for makeup tools.

### CONTENT STANDARD 11.0: EXPLORE SALON SKILLS

#### Performance Standard 11.1: Workplace Readiness

- 11.1.1 Create a resume.
- 11.1.2 Create and organize a portfolio.
- 11.1.3 Observe a licensed cosmetologist, investigate professional practices, and report data.
- 11.1.4 Critique information found in various resources regarding trends, products, and technology used in the cosmetology profession.

#### Performance Standard 11.2: Analyze Business Management/Operations

- 11.2.1 Create a business plan for opening a cosmetology establishment.
- 11.2.2 Demonstrate the importance of being engaged in the community.
- 11.2.3 Analyze the importance of building and maintaining a clientele.
- 11.2.4 Critique the importance of retail sales to the financial stability of a salon.
- 11.2.5 Develop short and long term goals for professional and personal success.

#### Performance Standard 11.3: Research Rules, Laws, and State Board Testing Requirements

- 11.3.1 Research the components on the National Interstate Council of State Boards of Cosmetology practical exam rubric.
- 11.3.2 Research the requirements of the Idaho State Board of Cosmetology written licensure exam and practical exam.



## IDAHO FIREFIGHTING PROGRAM STANDARDS

2017

### CONTENT STANDARD 1.0: RELATE ACADEMIC FOUNDATIONS TO ACHIEVE SKILL REQUIREMENT

#### Performance Standard 1.1: Apply Concepts of Language Arts Knowledge

- 1.1.1 Model behaviors that demonstrate active listening.
- 1.1.2 Organize oral and written information.
- 1.1.3 Adapt language for audience, purpose, and situation.
- 1.1.4 Evaluate oral and written information for accuracy, expression, adequacy, clarity, and validity.
- 1.1.5 Articulate potential outcomes and/or solutions.
- 1.1.6 Present formal and informal speeches, as related to the hiring process and public relations.

#### Performance Standard 1.2: Apply Concepts of Mathematics Knowledge

- 1.2.1 Demonstrate use of whole numbers, decimals, and fractions.
- 1.2.2 Demonstrate knowledge of arithmetic operations.
- 1.2.3 Formulate data and measurements to solve a problem.
- 1.2.4 Analyze mathematical problem statements.
- 1.2.5 Construct charts/tables/graphs from functions and data.
- 1.2.6 Critique data when interpreting operational documents.

#### Performance Standard 1.3: Apply Concepts of Science Knowledge

- 1.3.1 Evaluate scientific constructs including conclusions, conflicting data, controls, sources of error and variables.
- 1.3.2 Apply scientific method in qualitative and quantitative analysis.
- 1.3.3 Recognize elements and their various states of matter.
- 1.3.4 Describe the fire tetrahedron.
- 1.3.5 Describe transmission of heat.
- 1.3.6 Explain various states of "fuel."
- 1.3.7 Outline the classification of fire – A,B,C,D,K.
- 1.3.8 Explain the phases of fire growth.
- 1.3.9 Describe factors that affect fire development.
- 1.3.10 Describe fire control theory.

### CONTENT STANDARD 2.0: DEMONSTRATE THE USE OF COMMUNICATION

#### Performance Standard 2.1: Select and Employ Appropriate Reading and Communication Strategies

- 2.1.1 Identify the use of content, technical concepts and vocabulary for analyzing information.
- 2.1.2 Demonstrate the ability to read and fully comprehend a written document.
- 2.1.3 Interpret information, data and observations for application.
- 2.1.4 Transcribe information, data and apply information.
- 2.1.5 Communicate information to actual practice.

#### Performance Standard 2.2: Enhance Diversity to Enhance Skills

- 2.2.1 Apply factors and strategies for communicating with people in a diverse and cultural background.

## IDAHO FIREFIGHTING PROGRAM STANDARDS

2017

- 2.2.2 Demonstrate ability to communicate and resolve conflicts through various communication methods.

### **Performance Standard 2.3: Create Verbal and Nonverbal Behaviors**

- 2.3.1 Interpret and utilize verbal behaviors when communicating with clients and coworkers.
- 2.3.2 Interpret and utilize nonverbal behaviors when communicating with the public.
- 2.3.3 Respond with restatement and clarification techniques.
- 2.3.4 Exhibit public relations skill.

## **CONTENT STANDARD 3.0: DEMONSTRATE PROBLEM SOLVING AND CRITICAL THINKING**

### **Performance Standard 3.1: Utilize Thinking Skills Independently and As a Team**

- 3.1.1 Identify common tasks that require problem solving.
- 3.1.2 Analyze elements of a problem to develop solutions.
- 3.1.3 Identify alternatives using problem solving and critical thinking skills.

### **Performance Standard 3.2: Employ Interpersonal Skills to Resolve Conflicts**

- 3.2.1 Analyze situations and behaviors that affect conflict management.
- 3.2.2 Determine outcomes and options.
- 3.2.3 Identify and implement the various stress management techniques.

### **Performance Standard 3.3: Monitor Workplace Performance Goals**

- 3.3.1 Develop realistic performance goals, objectives and action plans.
- 3.3.2 Synthesize goals and adjust as necessary.
- 3.3.3 Recognize achievement and use appropriate rewards in the workplace.

### **Performance Standard 3.4: Conduct Technical Research**

- 3.4.1 Demonstrate various methods of gathering information for the audience.
- 3.4.2 Gather technical information using a variety of resources to solve a problem.
- 3.4.3 Evaluate information and data to prove the value of research through documentation.

## **CONTENT STANDARD 4.0: USE OF INFORMATION TECHNOLOGY TOOLS**

### **Performance Standard 4.1: Differentiate Between Various Electronic Tasks**

- 4.1.1 Use personal information applications to increase workplace efficiency.
- 4.1.2 Apply technological tools to expedite workflow.
- 4.1.3 Operate electronic mail application to communicate.
- 4.1.4 Critique internet applications to perform workplace tasks.
- 4.1.5 Differentiate writing and publishing applications to prepare departmental communications.

### **Performance Standard 4.2: Organize and Manipulate Tasks**

- 4.2.1 Create computer based applications.
- 4.2.2 Access support as needed to maintain operations.
- 4.2.3 Manage and compress files for efficiency.
- 4.2.4 Facilitate group work through delegation and management.
- 4.2.5 Manage interrelated data elements.
- 4.2.6 Perform calculations and analyses using spreadsheets.

## IDAHO FIREFIGHTING PROGRAM STANDARDS

2017

### CONTENT STANDARD 5.0: IDENTIFY KEY ORGANIZATIONAL SYSTEMS

#### Performance Standard 5.1: Describe the Scope of Departmental Organizations

- 5.1.1 Differentiate the types and functions of the different organizations in the fire service industry.
- 5.1.2 Explain the interactions between the different organizations in the fire service industry.
- 5.1.3 Explain the history of the fire service industry.
- 5.1.4 Describe the fire service industries mission, organizational structure including chain of command, apparatus, crews, and duties.
- 5.1.5 Identify career tracks within the fire service industry.
- 5.1.6 Complete Incident Command System (ICS) and the National Incident Management System (NIMS) 100, 200, 700 and 800.

#### Performance Standard 5.2: Implement Quality Control Systems and Practices

- 5.2.1 Implement quality control standards and practices.
- 5.2.2 Use national and statewide standards for quality control.

### CONTENT STANDARD 6.0: UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY AND THE ENVIRONMENT

#### Performance Standard 6.1: Implement Personal and Departmental Safety Regulations

- 6.1.1 Assess workplace conditions with regard to safety and health.
- 6.1.2 Identify safety hazards.
- 6.1.3 Select appropriate personal protective equipment.
- 6.1.4 Employ safety hierarchy and communication systems.
- 6.1.5 Implement safety precautions to maintain safe workplace.
- 6.1.6 Meet industry health and fitness qualifications and standards.
- 6.1.7 Demonstrate the care of personal protective equipment (PPE).
- 6.1.8 Demonstrate donning and doffing of personal protective equipment within one minute.
- 6.1.9 Identify the components of a self-contained breathing apparatus (SCBA).
- 6.1.10 Describe respiratory hazards as well as when SCBA shall be "used" in an immediately dangerous to life or health atmosphere (IDLH).
- 6.1.11 Practice donning and doffing SCBA within one minute.
- 6.1.12 Explain principles of air management consistent with NFPA 1404.
- 6.1.13 Demonstrate replacement of SCBA air cylinders.

#### Performance Standard 6.2: Employee Rights and Responsibilities

- 6.2.1 Identify rules, laws and governing bodies designed to promote safety and health.
- 6.2.2 Understand rationale for laws, regulations and rules as it applies to the fire service industry.

#### Performance Standard 6.3: Employ Emergency Procedures and Disaster Response Plans

- 6.3.1 Complete an EMR (Emergency Medical Responder) program of First Aid and CPR training that meets the requirements of the American Heart Association (AHA).

## IDAHO FIREFIGHTING PROGRAM STANDARDS

2017

- 6.3.2 Create a safety equipment training plan.
- 6.3.3 Assess emergency and/or disaster situations.
- 6.3.4 Design an emergency or disaster plan.
- 6.3.5 Describe fire extinguisher rating systems.
- 6.3.6 Use a portable fire extinguisher safely; pull, aim, squeeze and sweep (PASS) method of application.
- 6.3.7 Explain how to inspect a portable fire extinguisher.
- 6.3.8 Complete and understand a hazardous material operations course.

### CONTENT STANDARD 7.0: UNDERSTAND THE IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES

#### Performance Standard 7.1: Apply Ethical Reasoning to Workplace Situations

- 7.1.1 Understand legal responsibilities and employer policies.
- 7.1.2 Identify personal and long-term workplace consequences for unethical behaviors.
- 7.1.3 Create a plan to deal with legal and ethical considerations.

#### Performance Standard 7.2: Interpret Written Agency Policies and Procedures

- 7.2.1 Demonstrate understanding of departmental policies and procedures.
- 7.2.2 Discuss the effect of policies and procedures on a specific work situation.
- 7.2.3 Demonstrate understanding of standard operating procedures for a department or agency.
- 7.2.4 Compare annual firefighter injuries and fatalities data for potential policy and procedural changes.
- 7.2.5 Identify safety standards related to fire services, such as National Fire Protection Association (NFPA) 1500 and Occupational Safety and Health Administration (OSHA).

### CONTENT STANDARD 8.0: DEMONSTRATE FIRE SUPPRESSION TACTICS AND EQUIPMENT

#### Performance Standard 8.1: Employ Water Supply Theory

- 8.1.1 Describe and perform sources of water supplies and water theory.
- 8.1.2 Explain different means of moving water, including friction loss, appliances and fire service hose.
- 8.1.3 Describe fire hose damage and perform general care.
- 8.1.4 Describe suppressing class A, B, C, D, and K fires.

#### Performance Standard 8.2: Understand Concepts of Company Operations

- 8.2.1 Describe in order tactical priorities.
- 8.2.2 Describe and demonstrate engine, ladder and rescue company functions on fires.
- 8.2.3 Describe and demonstrate the reasons for fire ground ventilation.
- 8.2.4 Define and perform the proper procedures and care for fire service ground ladders.
- 8.2.5 Describe the reasons and types of forcible entry.
- 8.2.6 Describe the reasons and types of salvage operations.

#### Performance Standard 8.3: Apply Concepts of Additional Tactics and Techniques

- 8.3.1 Complete National Wildfire Coordination Group (NWCG), S130, S190, L180 or equivalent (wildland firefighting).

## IDAHO FIREFIGHTING PROGRAM STANDARDS

2017

- 8.3.2 Describe reasons and procedures for vehicle extrication.
- 8.3.3 Apply to concepts of live fire training (when possible).
- 8.3.4 Understand the context of Technical Rescue Awareness class per Idaho State Fire Marshall.
- 8.3.5 Meet requirements to sign off as completed from the Firefighter Manipulative Skills Manual.

### **Performance Standard 8.4: Applied Concepts and Methods of Fire Prevention**

- 8.4.1 Understand and demonstrate best practices in the inspection process.
- 8.4.2 Understand and demonstrate best practices in public fire instruction.
- 8.4.3 Understand how scientific methods apply to fire investigation through NFPA 3.1.
- 8.4.4 Apply methods and concepts of fire prevention.

**IDAHO PRECISION MACHINING  
PROGRAM STANDARDS**

**2015**

**CONTENT STANDARD 1.0: FUNDAMENTAL MACHINING SKILLS**

**Performance Standard 1.1: Comply with Safe and Efficient Work Practices**

- 1.1.1 Describe general shop safety rules and procedures (i.e., safety test).
- 1.1.2 Describe OSHA in workplace safety.
- 1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE).
- 1.1.4 Operate lab equipment according to safety guidelines.
- 1.1.5 Identify and use proper lifting procedures and proper use of support equipment (i.e. rigging, chains, straps, cables).
- 1.1.6 Utilize proper ventilation procedures for working within the lab/shop area.
- 1.1.7 Identify marked safety areas.
- 1.1.8 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
- 1.1.9 Identify the location and use of eye wash stations.
- 1.1.10 Identify the location of the posted evacuation routes.
- 1.1.11 Identify and wear appropriate clothing for lab/shop activities.
- 1.1.12 Secure hair and jewelry for lab/shop activities.
- 1.1.13 Demonstrate knowledge of the safety aspects of high voltage circuits.
- 1.1.14 Locate and interpret safety data sheets (SDS).
- 1.1.15 Perform housekeeping duties.
- 1.1.16 Follow verbal instructions to complete work assignments.
- 1.1.17 Follow written instructions to complete work assignments.
- 1.1.18 Demonstrate knowledge of safety by completing a written safety test.

**Performance Standard 1.2: Maintain Immediate Work Area**

- 1.2.1 Demonstrate proper shop safety rules and practices.
- 1.2.2 Properly dispose of scrap metal chips, shavings, oil, and coolant.
- 1.2.3 List shop operating rules and practices.
- 1.2.4 Demonstrate procedures to clean and maintain work areas affected by operations of work and shop areas.
- 1.2.5 Demonstrate safe working practices.

**Performance Standard 1.3: Perform Job-Related Mathematical Calculations**

- 1.3.1 Accurately perform job related decimal and fraction calculations.
- 1.3.2 Solve job-related problems using basic geometry.
- 1.3.3 Accurately measure a work piece and compare measurements with blueprint specifications.
- 1.3.4 Calculate the amount of material to be removed to obtain correct limits for secondary operations.
- 1.3.5 Solve job-related problems using mathematical handbooks, charts, and tables.
- 1.3.6 Convert measurements from English to metric and from metric to English units.

**IDAHO PRECISION MACHINING  
PROGRAM STANDARDS**

2015

- 1.3.7 Calculate machine speeds and feeds using appropriate formulas.

**Performance Standard 1.4: Read, Interpret and Sketch Blueprints**

- 1.4.1 Interpret line types.
- 1.4.2 Read and interpret title blocks.
- 1.4.3 Read and interpret change orders on working and assembly prints.
- 1.4.4 Read and interpret nomenclature.
- 1.4.5 Make shop sketches.
- 1.4.6 Read and interpret blueprints, including geometric dimensioning and tolerancing.
- 1.4.7 Determine and interpret reference information used in performing machining work.

**Performance Standard 1.5: Demonstrate Proficiency in Machine Planning**

- 1.5.1 Identify proper order of operations.
- 1.5.2 Identify proper machines.
- 1.5.3 Select proper work holding/fixtures.
- 1.5.4 Select proper tooling.

**Performance Standard 1.6: Perform Measuring Operations**

- 1.6.1 Read and measure with steel rules and calipers.
- 1.6.2 Read and measure with micrometers.
- 1.6.3 Read and measure with Vernier tools.
- 1.6.4 Read and measure with dial indicators.
- 1.6.5 Measure using a surface plate.
- 1.6.6 Read and interpret surface finish.

**Performance Standard 1.7: Perform Maintenance on Machines and Tools**

- 1.7.1 Inspect work areas to assure a safe working environment.
- 1.7.2 Lubricate equipment parts.
- 1.7.3 Clean and store hand tools, cutters, fixtures, jigs, and attachments.
- 1.7.4 Inspect and repair hand tools.
- 1.7.5 Inspect drive pulleys or belts.
- 1.7.6 Select lubricants for machining operations.
- 1.7.7 Inspect equipment for safe operational conditions.
- 1.7.8 Store grinding wheels and precision tools.

**CONTENT STANDARD 2.0: PERFORM BENCH WORK SKILLS**

**Performance Standard 2.1: Identify proper hand tools, usage, and applications**

- 2.1.1 Use proper hammer types.
- 2.1.2 Use proper punches, stamps, chisels.
- 2.1.3 Use proper assembly tools.

**Performance Standard 2.2: Cut materials by using hand hacksaws**

- 2.2.1 Explain the safety precautions/procedures for use of a hand hacksaw.
- 2.2.2 Determine teeth per inch on various hacksaw blades.
- 2.2.3 Describe the applications for saw blades with different ratios of tooth pitch.



## IDAHO PRECISION MACHINING PROGRAM STANDARDS

2015

- 2.2.4 Demonstrate the correct method of sawing materials with a hand hacksaw.

### **Performance Standard 2.3: Cut threads using hand taps and dies**

- 2.3.1 Explain safety precautions/procedures for threading with taps and dies.  
2.3.2 Identify and explain the use of the three taps used for threading a blind hole.  
2.3.3 Select cutting fluids.  
2.3.4 Describe the procedure for cutting internal and external threads with a tap or die.  
2.3.5 Explain the correct procedure to align a tap with the hole.

### **Performance Standard 2.4: Ream holes using hand reamers**

- 2.4.1 Demonstrate the proper method of hand reaming holes using both adjustable and non-adjustable reamers.  
2.4.2 Explain the types of lubricants and their applications to reaming.  
2.4.3 Explain the correct drill sizes as they relate to the various sizes of reamers.

### **Performance Standard 2.5: Remove damaged screw and other hardware**

- 2.5.1 Explain the safety precautions/procedures for using easy outs and tap extractors.  
2.5.2 Explain the purpose of easy outs and tap extractors.  
2.5.3 Determine the correct drill sizes used with various easy outs.  
2.5.4 Determine the correct tap extractor for various taps.  
2.5.5 Remove damaged screws.

### **Performance Standard 2.6: Setup and use Arbor Press Broaches**

- 2.6.1 Determine proper broach size.  
2.6.2 Explain why broaches have to shimmed.  
2.6.3 Explain why lubricant is required.  
2.6.4 Cut splines and keyways utilizing broaches, bushings, shims and arbor presses.

### **Performance Standard 2.7: Deburr Workpieces**

- 2.7.1 Select proper deburring tool.  
2.7.2 Demonstrate how to properly hold deburring tool and machinist scrapers.  
2.7.3 Demonstrate how to sharpen machinist scrapers.  
2.7.4 Deburr work pieces to required tolerances.

## **CONTENT STANDARD 3.0: SETUP AND OPERATE POWER SAWS**

### **Performance Standard 3.1: Comply with Safe and Efficient Work Practices**

- 3.1.1 Explain what could be the possible injuries resulting from improper safety precautions.  
3.1.2 Identify hazardous components of saws.  
3.1.3 Demonstrate knowledge of safety by completing a written safety test.

### **Performance Standard 3.2: Remove and Replace Saw Blades**

- 3.2.1 Explain why the teeth of the blade must point in the correct direction for each type of machine.  
3.2.2 Explain why the blades of reciprocating saws must be elevated a certain distance above the work piece before starting the machine.  
3.2.3 Describe the procedures for replacing saw blades.



## IDAHO PRECISION MACHINING PROGRAM STANDARDS

2015

- 3.2.4 Replace blades in hand and reciprocating saws.

### **Performance Standard 3.3: Select Appropriate Blades to Perform given Sawing Operations**

- 3.3.1 Explain how the width of the blade and radius desired in contour cutting have a direct effect on each other.
- 3.3.2 Explain how the number of teeth per inch and the thickness of the work piece affect each other.
- 3.3.3 Describe a bi-metal saw blade for a reciprocating type machine.

### **Performance Standard 3.4: Select and Set Speeds for Sawing Operations**

- 3.4.1 Select the correct cutting speed for specific material.
- 3.4.2 Explain how coolant can affect speeds and feeds.

### **Performance Standard 3.5: Measure and Cut off Materials using Power Saws**

- 3.5.1 Explain the safety precautions/procedures before operating power saws.
- 3.5.2 Determine the proper amount of material that must be left on a work piece for machining.
- 3.5.3 Describe procedure and cut material to layout or scribed line.

### **Performance Standard 3.6: Cut and Weld Band Saw Blades**

- 3.6.1 Perform proper saw blade welding operation.
- 3.6.2 Describe the procedures for measuring and cutting saw blades to length.
- 3.6.3 Explain the reasons for annealing the saw blade after the welding operation.
- 3.6.4 Describe the procedures for grinding a saw blade before installation.
- 3.6.5 Describe the procedure for selecting the proper guides.

### **Performance Standard 3.7: Setup and Operate Saws for Angular Cutting**

- 3.7.1 Explain the reasons for cutting as close to the layout lines as possible.
- 3.7.2 Explain the reason for cutting angles on a band saw as opposed to using other machines.
- 3.7.3 Set up a saw for angular cutting.
- 3.7.4 Perform an angular cut on a work piece.

## **CONTENT STANDARD 4.0: SETUP AND OPERATE PEDESTAL GRINDERS**

### **Performance Standard 4.1: Comply with Safe and Efficient Work Practices**

- 4.1.1 Demonstrate the operation of pedestal grinders' safety devices.
- 4.1.2 Demonstrate knowledge of safety by completing a written safety test.

### **Performance Standard 4.2: Identify Parts of the Pedestal Grinder and Know Their Function**

- 4.2.1 Identify types of pedestal grinders.
- 4.2.2 Identify major parts and their functions.

### **Performance Standard 4.3: Select Appropriate Grinding Types**

- 4.3.1 Understanding and selecting proper wheel type.

### **Performance Standard 4.4: Mount Grinding Wheels**

## IDAHO PRECISION MACHINING PROGRAM STANDARDS

2015

- 4.4.1 Explain how to determine if a wheel is cracked before mounting.
- 4.4.2 Explain the importance of cleanliness when mounting wheel.
- 4.4.3 Explain the importance of the blotters on the wheel.
- 4.4.4 Explain the reasons for the manufacturer printing the operating speed on grinding wheels.
- 4.4.5 Explain the safety precautions in regard to the diameter of the flanges in relationship to the diameter of the wheel.
- 4.4.6 Explain procedure to determine how tight the wheel flanges should be.
- 4.4.7 Dress wheel and adjust wheel guard and tool rest.

### **Performance Standard 4.5: Setup Tool Rests**

- 4.5.1 Explain the purpose of the tool rest.
- 4.5.2 Demonstrate the proper procedure required for adjusting tool rest.

### **Performance Standard 4.6: Dress Grinding Wheel**

- 4.6.1 Identify the different types of wheel dressers.
- 4.6.2 Demonstrate the procedure for dressing and truing a grinding wheel.

## **CONTENT STANDARD 5.0: Hand-Sharpen Cutting Tools**

### **Performance Standard 5.1: Comply with Safe and Efficient Work Practice**

- 5.1.1 Demonstrate knowledge of safety by completing a written safety test.

### **Performance Standard 5.2: Grind High Speed Tool Bits**

- 5.2.1 Understand selection of the proper grinding wheel.
- 5.2.2 Identify and properly grind the appropriate clearances, i.e. rake, relief and radius.

### **Performance Standard 5.3: Grind Brazed Carbide Tool Bits**

- 5.3.1 Understand selection of the proper grinding wheel.
- 5.3.2 Identify and properly grind the appropriate clearances, i.e. rake, relief and radius.

### **Performance Standard 5.4: Grind Drill Bits**

- 5.4.1 Identify the parts of the drill bit.
- 5.4.2 Describe the amount of lip clearance a drill must have to perform correctly.
- 5.4.3 Explain why a drill bit must have the same lip angle and length.
- 5.4.4 Discuss why different drill point angles are ground for different materials.
- 5.4.5 Describe and demonstrate the procedures for hand sharpening a drill bit.
- 5.4.6 Describe the procedure for correcting a thick web on a drill bit.

## **CONTENT STANDARD 6.0: SETUP AND OPERATE LATHES**

### **Performance Standard 6.1: Comply with Safe and Efficient Work Practices**

- 6.1.1 Explain the need for safety glasses.
- 6.1.2 Explain the hazards of chip handling.
- 6.1.3 Explain the set up hazards.
- 6.1.4 Explain the chuck removal and installation hazards.
- 6.1.5 Explain the hazards of work piece burrs.
- 6.1.6 Explain the proper housekeeping and tool hazards.

## IDAHO PRECISION MACHINING PROGRAM STANDARDS

2015

- 6.1.7 Demonstrate the knowledge of safety by completing a written safety test.

### **Performance Standard 6.2: Identify the Parts of the Lathe**

- 6.2.1 Explain the major parts of the lathe and their functions.

### **Performance Standard 6.3: Set up an Engine Lathe**

- 6.3.1 Explain the relevant safety precautions/procedures for mounting/removing chucks on lathes.
- 6.3.2 Explain how to operate a lathe.
- 6.3.3 Demonstrate the correct selection, installation, and use of work holding devices.

### **Performance Standard 6.4: Secure Tools, Tool Holders, and Fixture or Attachments**

- 6.4.1 Describe the proper selection of tool holding devices.
- 6.4.2 Describe the use of tool holders, fixtures and attachments.
- 6.4.3 Describe the mounting of tool bits.

### **Performance Standard 6.5: Select and Set Feeds and Speeds**

- 6.5.1 Locate, speed and feed chart on each machine.
- 6.5.2 List spindle speed formula and calculate appropriate RPM.
- 6.5.3 Demonstrate correct speed and feed application.

### **Performance Standard 6.6: Setup Lathes and Face Work Pieces Held in Chucks**

- 6.6.1 Describe the uses of carbide, high speed, and cutting tools as applied to facing operations.
- 6.6.2 Calculate cutting speeds and feeds for facing operations.
- 6.6.3 Describe the procedures for facing.
- 6.6.4 Select the correct cutting fluids for facing.
- 6.6.5 Face a work piece to specifications.

### **Performance Standard 6.7: Rough-Cut and Finish-Cut with Lathes**

- 6.7.1 Calculate the correct speeds and feeds for the appropriate operation.
- 6.7.2 Explain tool position and tool geometry (angles).
- 6.7.3 Define and make trial cuts.
- 6.7.4 Using appropriate measuring tools, measure work piece.
- 6.7.5 Perform required rough and finish cuts to specifications.

### **Performance Standard 6.8: Perform Lathe Deburring Operations**

- 6.8.1 Identify and demonstrate proper selection and use of deburring tools.
- 6.8.2 Calculate the correct speeds for deburring operation.
- 6.8.3 Explain grit size of abrasive clothes.
- 6.8.4 File, polish and deburr a work piece.
- 6.8.5 Explain the use of appropriate inspection gages.

### **Performance Standard 6.9: Align Lathe Centers using Accurate Methods**

- 6.9.1 Describe the geometry of alignment of centers.
- 6.9.2 Align centers using the point to point method.

**IDAHO PRECISION MACHINING  
PROGRAM STANDARDS**

2015

6.9.3 Align centers using a precision ground centered shaft.

6.9.4 Align centers using the cut and measuring method.

**Performance Standard 6.10: Drill with Lathes**

6.10.1 Describe the procedures for drilling on a lathe.

6.10.2 Calculate speeds for drilling operations.

6.10.3 Select the correct cutting fluids for drilling operations.

6.10.4 Drill a hole in a work piece.

**Performance Standard 6.11: Countersink Holes with Lathes**

6.11.1 Describe the procedures for countersinking holes on a lathe.

6.11.2 Calculate speeds for countersinking operations.

6.11.3 Select the correct cutting fluid for countersinking operations.

6.11.4 Countersink a hole in a work piece.

6.11.5 Explain the use of appropriate inspection gages.

**Performance Standard 6.12: Ream Holes with Lathes**

6.12.1 Describe the procedures for reaming a hole on a lathe.

6.12.2 Calculate speeds for reaming a hole.

6.12.3 Select the correct cutting fluid for reaming operations.

6.12.4 Ream a hole in a work piece.

**Performance Standard 6.13: Tap Threads with Lathes**

6.13.1 Select the proper tap for the operation.

6.13.2 Determine tap drill size using the charts and formulas.

6.13.3 Describe the procedures for tapping threads with a lathe.

6.13.4 Calculate speeds for tapping operations.

6.13.5 Select the correct cutting fluid for tapping operations.

6.13.6 Tap a hole in a work piece.

6.13.7 Explain the use of appropriate inspection gages.

**Performance Standard 6.14: Counter Bore Holes with Lathes**

6.14.1 Describe the procedures for counter boring on a lathe.

6.14.2 Calculate speeds for counter boring operations.

6.14.3 Select the correct cutting fluid for counter boring operations.

6.14.4 Counter bore a hole in a work piece.

6.14.5 Explain the use of appropriate inspection gages.

**Performance Standard 6.15: Bore Holes with Lathes**

6.15.1 Describe the procedures for boring holes.

6.15.2 Select the correct tool and tool holder for boring holes.

6.15.3 Calculate speeds and feeds for boring operations on lathes.

6.15.4 Select the correct cutting fluids for boring.

6.15.5 Bore a hole in a work piece.

**Performance Standard 6.16: Knurl Parts with Lathes**

**IDAHO PRECISION MACHINING  
PROGRAM STANDARDS**

2015

- 6.16.1 Describe the procedures for knurling.
- 6.16.2 Select the correct tool and tool holder for knurling.
- 6.16.3 Calculate speeds and feeds for knurling.
- 6.16.4 Select the correct cutting fluids for knurling.
- 6.16.5 Knurl a work piece.
- 6.16.6 Explain the use of inspection gages.

**Performance Standard 6.17: Cut External Threads with Lathes**

- 6.17.1 Describe the procedures for cutting external threads.
- 6.17.2 Explain the formulas used in the three wire system for measuring external threads.
- 6.17.3 Select appropriate speeds for cutting external threads.
- 6.17.4 Select the correct cutting fluid for threading operations.
- 6.17.5 Calculate thread depth.
- 6.17.6 Calculate total in feed of compound.
- 6.17.7 Determine depth per pass.
- 6.17.8 Determine compound off-set angle (right or left hand threads).
- 6.17.9 Cut external threads on a work piece.
- 6.17.10 Explain the use of inspection gages.

**Performance Standard 6.18: Chase Threads with Lathes**

- 6.18.1 Describe the procedures for chasing threads.
- 6.18.2 Select appropriate speeds for chasing external threads.
- 6.18.3 Select the correct cutting fluid for threading operations.
- 6.18.4 Determine depth per pass.
- 6.18.5 Determine compound off-set angle (right or left hand threads).
- 6.18.6 Chase threads on a work piece.

**Performance Standard 6.19: Cut Internal Threads with Lathes**

- 6.19.1 Describe the procedures for cutting internal threads.
- 6.19.2 Explain the use of appropriate inspection gages.
- 6.19.3 Select the appropriate speeds for cutting internal threads.
- 6.19.4 Select the correct cutting fluid for threading operations.
- 6.19.5 Calculate thread depth.
- 6.19.6 Calculate total in feed of compound.
- 6.19.7 Determine depth per pass.
- 6.19.8 Determine compound off-set angle (right or left hand threads).
- 6.19.9 Cut external threads on a work piece.

**Performance Standard 6.20: SetUp and Perform Taper Turning with Taper Attachments**

- 6.20.1 Explain the use of taper attachments.
- 6.20.2 Describe the procedures for cutting external tapers.
- 6.20.3 Calculate speeds and feeds for external tapering operations.

**IDAHO PRECISION MACHINING  
PROGRAM STANDARDS**

2015

- 6.20.4 Explain how to inspect a taper.
- 6.20.5 Select the correct cutting fluids for external tapering operations.
- 6.20.6 Turn an external taper on a work piece.
- 6.20.7 Explain the use of appropriate inspection gages.

**Performance Standard 6.21: Setup and Perform Taper Turning with Compound Rest**

- 6.21.1 Explain the procedure for cutting a taper utilizing the compound rest.
- 6.21.2 Calculate speed for taper turning.
- 6.21.3 Explain how to inspect a taper.
- 6.21.4 Select the correct cutting fluids for taper turning operations.
- 6.21.5 Turn a taper on a work piece.
- 6.21.6 Explain the use of appropriate inspection gages.

**Performance Standard 6.22: Perform Contour, Angular, or Radius Cuts with Lathes**

- 6.22.1 Describe the procedures for angular concave or contour cuts with lathes.
- 6.22.2 Explain the proper use of radius gages.
- 6.22.3 Calculate speeds for free hand forming operations.
- 6.22.4 Describe the procedures for free hand forming concave and convex radii.
- 6.22.5 Select the correct cutting fluids.
- 6.22.6 Cut contour, concave and angular surfaces on a work piece.
- 6.22.7 Explain the use of appropriate inspection gages.

**Performance Standard 6.23: Setup and use Follower and Steady-Rests**

- 6.23.1 Describe the use of follower rests and steady-rests.
- 6.23.2 Install steady rest or follower rest and adjust to part.
- 6.23.3 Turn work to size with proper follow and steady rest setup.
- 6.23.4 Face and center drill part using steady-rest.
- 6.23.5 Explain the use of appropriate inspection gages.

**Performance Standard 6.24: Set up Face Plates and Lathe Dogs**

- 6.24.1 Describe the procedure to install work using a face plate and lathe dog.
- 6.24.2 Describe the use of the face plate and the importance of counter-balancing the work piece.
- 6.24.3 Describe the procedure for clamping and aligning part to face plate.

**CONTENT STANDARD 7.0: SETUP AND OPERATE MILLING MACHINES**

**Performance Standard 7.1: Comply with Safe and Efficient Work Practices**

- 7.1.1 Describe general shop safety rules and procedures (i.e. safety test).
- 7.1.2 Describe OSHA in workplace safety.
- 7.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment (PPE))
- 7.1.4 Operate lab equipment according to safety guidelines.

**IDAHO PRECISION MACHINING  
PROGRAM STANDARDS**

**2015**

- 7.1.5 Identify and use proper lifting procedures and proper use of support equipment (.e.e rigging, chains, straps, cables).
- 7.1.6 Utilize proper ventilation procedures for working within the lab/shop area.
- 7.1.7 Identify marked safety areas.
- 7.1.8 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
- 7.1.9 Identify the location and use of eye wash stations.
- 7.1.10 Identify the location of the posted evacuation routes.
- 7.1.11 Identify and wear appropriate clothing for lab/shop activities.
- 7.1.12 Secure hair and jewelry for lab/shop activities.
- 7.1.13 Demonstrate knowledge of the safety aspects of high voltage circuits.
- 7.1.14 Locate and interpret safety data sheets (SDS).
- 7.1.15 Perform housekeeping duties.
- 7.1.16 Follow verbal instructions to complete work assignments.
- 7.1.17 Follow written instructions to complete work assignments.
- 7.1.18 Demonstrate knowledge of safety by completing a written safety test.

**Performance Standard 7.2: Identify the Parts of the Horizontal and Vertical Milling Machines and Know their Functions**

- 7.2.1 Describe the function of major parts.

**Performance Standard 7.3: Lubricate Milling Machines**

- 7.3.1 Explain the safety precautions/procedures for cleaning, lubricating and inspecting the milling machine.
- 7.3.2 Explain the reasons for performing routine cleaning, inspection, and lubrication of milling machines.
- 7.3.3 Determine the proper lubricants to be used for milling machines.
- 7.3.4 Explain the meaning of the terms (a) climb; (b) conventional milling.
- 7.3.5 Describe the procedures for cleaning, lubricating and inspecting the milling machine.
- 7.3.6 Lubricate a milling machine.

**Performance Standard 7.4: True Up the Head and Align Milling Machine Fixtures**

- 7.4.1 Explain the safety precautions/procedures in alignment of heads.
- 7.4.2 Explain the operation of a swivel head on a mill.
- 7.4.3 Explain the use of dial indicator for aligning swivel heads.
- 7.4.4 Align a vise on a milling table.
- 7.4.5 Align a head of a milling machine.

**Performance Standard 7.5: Select and set Feeds and Speeds for Milling Work**

- 7.5.1 List the correct cutting speed and feed for various materials.
- 7.5.2 Set correct feeds and speeds on a milling machine for various materials.

**Performance Standard 7.6: Square Up Work Pieces with a Table Vise**

- 7.6.1 Calculate the correct speeds and feed for various cutters.



**IDAHO PRECISION MACHINING  
PROGRAM STANDARDS**

**2015**

7.6.2 Describe the procedures for setting-up and machining a work piece parallel and square.

7.6.3 Identify the correct cutting fluids for milling.

**Performance Standard 7.7: Perform End Milling**

7.7.1 Calculate proper speeds, feeds and depth of cut with end milling.

7.7.2 Describe the procedures for setting up and end milling a flat surface.

7.7.3 Identify the correct cutting fluids for milling.

7.7.4 End mill a flat surface.

**Performance Standard 7.8: Perform Fly-Cutting Operations**

7.8.1 Define surface roughness, waviness, lay and identify their symbols.

7.8.2 Explain the purpose of fly-cutters.

7.8.3 Calculate speeds, feeds, and determine depth of cut for fly-cutting surfaces.

7.8.4 Describe the procedures for fly-cutting surfaces.

7.8.5 Fly-cut a work piece surface to required tolerances.

**Performance Standard 7.9: Drill Holes with a Milling Machine**

7.9.1 Describe the procedures for using milling machine dials for accurate table positioning.

7.9.2 Calculate the amount of table movement for each position.

7.9.3 Describe the procedures for compensating for backlash out the lead screws.

7.9.4 Calculate the correct speed and feed.

7.9.5 Drill holes in a work piece to specified tolerances using a milling machine.

**Performance Standard 7.10: Perform Reaming Operations**

7.10.1 Explain the uses of centerdrills, drills, and reamers.

7.10.2 Calculate proper speeds and feeds for centerdrilling, drilling, and reaming operations.

7.10.3 Describe the procedures for centerdrilling, drilling, and reaming on a milling machine.

7.10.4 Identify the correct cutting fluids for centerdrilling, drilling and reaming.

7.10.5 Determine the proper drill size for reaming.

7.10.6 Ream a hole in a work piece holding required tolerances.

**Performance Standard 7.11: Cut External Keyways**

7.11.1 Calculating proper speeds, feeds, and depth of cut when milling keyseats.

7.11.2 Describe the procedures for setting up and milling keyseats.

7.11.3 Identify the correct cutting fluids for milling keyseats.

7.11.4 Determine keyway depth.

7.11.5 End mill a keyseat in a work piece holding required tolerances.

**Performance Standard 7.12: Bore Holes with Milling Machines**

7.12.1 Explain the procedures for accurately adjusting a boring head.

7.12.2 Calculate speeds and feeds for boring operations.

7.12.3 Describe the procedures for setting up and completing boring operations.

7.12.4 Identify the correct cutting fluids for boring and counterboring.



**IDAHO PRECISION MACHINING  
PROGRAM STANDARDS**

**2015**

- 7.12.5 Bore a hole in a work piece using a boring head on a milling machine to required tolerances.

**Performance Standard 7.13: Perform Form Milling**

- 7.13.1 Define the terms concave and convex as they pertain to milling cutters.  
7.13.2 Calculate speeds, feeds, and depth of cut for milling cutter.  
7.13.3 Describe the procedures for form milling.  
7.13.4 Identify the correct cutting fluids.  
7.13.5 Form mill a work piece to required tolerances.

**Performance Standard 7.14: Perform Indexing Operations using a Dividing Head**

- 7.14.1 Explain the calculations for the indexing head when performing differential indexing.  
7.14.2 Explain the proper technique for assembling gears in gear train.  
7.14.3 Define simple gearing and compound gearing.

**Performance Standard 7.15: Setup and Operate Rotary Tables**

- 7.15.1 Describe set up and clamping procedures for a rotary table.  
7.15.2 List the applications for a rotary table.  
7.15.3 Explain the procedures for avoiding backlash of rotary table and milling machine screws.  
7.15.4 Calculate the correct speeds for machining outside radius.  
7.15.5 Describe the procedure for milling outside radius using a rotary table.  
7.15.6 Identify the correct cutting fluids.  
7.15.7 Describe the procedures for centering spindle with rotary table.

**Performance Standard 7.16: Perform Cutting-Off Operation**

- 7.16.1 Explain how to calculate depths, speeds and feeds for slitting saws.  
7.16.2 Explain how to set up work pieces with kickers to cut precision lengths.  
7.16.3 Cut work pieces to precision lengths.  
7.16.4 Slot various shapes of work pieces.

**Performance Standard 7.17: Setup and Perform Slab Mill Operations**

- 7.17.1 Explain the importance of maintaining a clean milling machine.  
7.17.2 Describe procedures for mounting cutter and arbor in the milling machine.  
7.17.3 Explain why the cutter should always be mounted on the arbor as close to the column of the milling machine as possible.  
7.17.4 Describe the procedures for slab milling operations.  
7.17.5 Identify the correct cutting fluid.  
7.17.6 Explain the purpose of the applications for using climb milling and conventional milling.

**Performance Standard 7.18: Use an Edge Finder and Wiggler**

- 7.18.1 Explain the correct care and use of an edge finder or wiggler.  
7.18.2 Describe the procedures for touching off with an edge finder and a wiggler.  
7.18.3 Locate the center of a work piece after locating it with a wiggler or edge finder.

**IDAHO PRECISION MACHINING  
PROGRAM STANDARDS**

**2015**

**Performance Standard 7.19: Position a Table**

- 7.19.1 Describe the procedures for accurate table positioning.
- 7.19.2 Calculate the amount of table movement for each position.
- 7.19.3 Describe the procedures for keeping backlash out of lead screws.
- 7.19.4 Calculate the correct cutting speed and feed.
- 7.19.5 Describe the procedures for drilling equally spaced holes.
- 7.19.6 Drill equally spaced holes in a work piece.

**Performance Standard 7.20: Setup and use a Sine Bar**

- 7.20.1 Describe the care and use of parallels.
- 7.20.2 Describe the procedures for seating a part in a milling vise.
- 7.20.3 Set up and seat a work piece in a vise.

**CONTENT STANDARD 8.0: SETUP AND OPERATE DRILL PRESSES**

**Performance Standard 8.1: Comply with Safe and Efficient Work Practices**

- 8.1.1 Demonstrate knowledge of safety by completing a written safety test.

**Performance Standard 8.2: Explain the Different Types of Drill Presses**

- 8.2.1 Identify the parts of the drill press.
- 8.2.2 Demonstrate the procedure for adjusting the table height.
- 8.2.3 Calculate the RPM and feed for various size drills and materials.
- 8.2.4 Demonstrate the selection of the correct RPM settings and feed settings.
- 8.2.5 Explain the use of the drill chuck and Morse tapered spindle.
- 8.2.6 Explain the use of drill press work holding devices.

**Performance Standard 8.3: Center Drill, Drill and Ream a Hole in a Work Piece**

- 8.3.1 Describe the procedures for center drilling and drilling holes.
- 8.3.2 Describe the procedures for reaming holes.
- 8.3.3 Select the proper cutting fluids for drill press.
- 8.3.4 Center drill, drill, and ream a hole in a work piece to required tolerance.

**Performance Standard 8.4: Counter Bore, Spot Face, and Countersink a Hole in a Workpiece**

- 8.4.1 Explain the purpose of counter boring, spot facing, and countersinking a hole.
- 8.4.2 Describe the procedures for counter boring, counter sinking and spot facing holes.
- 8.4.3 Select the correct cutting fluids for counter boring, counter sinking, and spot facing.
- 8.4.4 Counter bore, spot face, and counter sink a hole in a work piece to required tolerance.

**Performance Standard 8.5: Hand Tap a Hole in Work Piece**

- 8.5.1 Describe the procedures for hand tapping a hole with a drill press to assure perpendicularity.

**Performance Standard 8.6: Power Tap a Hole in Work Piece**

- 8.6.1 Distinguish between power and hand taps.
- 8.6.2 Describe the procedures for machine tapping holes.
- 8.6.3 Select the proper accessory to perform a power tapping procedure

**IDAHO PRECISION MACHINING  
PROGRAM STANDARDS**

**2015**

- 8.6.4 Select the correct cutting fluids for power tapping
- 8.6.5 Power tap a hole in a work piece to required tolerance.

**Performance Standard 8.7: Use Appropriate Inspection Gages**

- 8.7.1 Explain the use of appropriate inspection gages.

IDAHO COLLISION REPAIR PROGRAM STANDARDS

2018

**CONTENT STANDARD 1.0: IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS**

**Performance Standard 1.1: General Lab Safety Rules and Procedures**

- 1.1.1 Describe general shop safety rules and procedures (~~h~~e.g., safety test).
- 1.1.2 Utilize safe procedures for handling of tools and equipment.
- 1.1.3 Identify and use proper placement of floor jacks and jack stands.
- 1.1.4 Identify and use proper procedures for safe vehicle lift operation.
- 1.1.5 Utilize proper ventilation procedures for working within the lab/shop area.
- 1.1.6 Identify marked safety areas.
- 1.1.7 Identify the location and the types of fire extinguishers and other fire safety equipment.
- 1.1.8 Demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
- 1.1.9 Identify the location and use of ~~eye wash~~eyewash stations.
- 1.1.10 Identify the location of the posted evacuation routes.
- 1.1.11 Comply with the required use of PPE during lab/shop activities.
- 1.1.12 Identify and wear appropriate clothing for lab/shop activities.
- 1.1.13 Secure hair and jewelry for lab/shop activities.
- 1.1.14 Research safety aspects of supplemental restraint systems (SRS), electronic brake control systems, and hybrid vehicle high voltage circuits.
- 1.1.15 Research safety aspects of high voltage circuits (~~such as~~e.g., high intensity discharge (HID) lamps, ignition systems, ~~and~~ injection systems,~~etc.~~).
- 1.1.16 Locate and interpret safety data sheets (SDS).

**Performance Standard 1.2: Identify and Utilize Proper Tools**

- 1.2.1 Identify tools and their usage in automotive applications.
- 1.2.2 Identify standard and metric designation.
- 1.2.3 Demonstrate safe handling and use of appropriate tools.
- 1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools and equipment.
- 1.2.5 Demonstrate proper use of precision measuring tools (~~h~~e.g., tram gauges, mil thickness gauge).

**CONTENT STANDARD 2.0: INVESTIGATE INDUSTRY CAREERS**

**Performance Standard 2.1: Explore ~~careers~~Careers**

- 2.1.1 Research the different career opportunities in the transportation career path.
- 2.1.2 Investigate new and emerging vehicle technologies and trends.

IDAHO COLLISION REPAIR PROGRAM STANDARDS

2018

**CONTENT STANDARD 3.0: DEMONSTRATE DAMAGE ANALYSIS, ESTIMATING, AND CUSTOMER SERVICE SKILLS**

**Performance Standard 3.1: Identify Vehicle Construction and Parts**

- 3.1.1 Identify type of vehicle construction (e.g., space frame, auto body, body-over-frame).
- 3.1.2 Recognize the different damage characteristics of space frame, uni-body, and body-over-frame vehicles.
- 3.1.3 Identify impact energy absorbing components.
- 3.1.4 Identify steel types; determine reparability.
- 3.1.5 Identify aluminum/magnesium components; determine reparability.
- 3.1.6 Identify plastic/composite components; determine reparability.
- 3.1.7 Identify vehicle glass components and repair/replacement procedures.
- 3.1.8 Identify add-on accessories.

**Performance Standard 3.2: Perform Damage Analysis**

- 3.2.1 Position the vehicle for inspection.
- 3.2.2 Prepare vehicle for inspection by providing access to damaged areas.
- 3.2.3 Analyze damage to determine appropriate methods for overall repairs.
- 3.2.4 Determine the direction, point(s) of impact, and extent of direct, indirect, and inertia damage.
- 3.2.5 Gather details of the incident/accident necessary to determine the full extent of vehicle damage.
- 3.2.6 Identify and record pre-existing damage.
- 3.2.7 Identify and record prior repairs.
- 3.2.8 Perform visual inspection of structural components and members.
- 3.2.9 Identify structural damage using measuring tools and equipment.
- 3.2.10 Perform visual inspection of non-structural components and members.
- 3.2.11 Determine parts, components, material type(s), and procedures necessary for a proper repair.
- 3.2.12 Identify type and condition of finish; determine if refinishing is required.
- 3.2.13 Identify suspension, electrical, and mechanical component physical damage.
- 3.2.14 Identify safety systems physical damage.
- 3.2.15 Identify interior component damage.
- 3.2.16 Identify damage to add-on accessories and modifications.
- 3.2.17 Identify single (one-time) use components.

**Performance Standard 3.3: Demonstrate Estimating Procedures**

- 3.3.1 Determine and record customer/vehicle owner information.
- 3.3.2 Identify and record vehicle identification number (VIN) information, including nation of origin, make, model, restraint system, body type, production date, engine type, and assembly plant.

IDAHO COLLISION REPAIR PROGRAM STANDARDS

2018

- 3.3.3 Identify and record vehicle options, including trim level, paint code, transmission, accessories, and modifications.
- 3.3.4 Identify safety systems; determine replacement items.
- 3.3.5 Apply appropriate estimating and parts nomenclature (terminology).
- 3.3.6 Determine and apply appropriate estimating sequence.
- 3.3.7 Utilize estimating guide procedure pages.
- 3.3.8 Apply estimating guide footnotes and headnotes as needed.
- 3.3.9 Estimate labor value for operations requiring judgment.
- 3.3.10 Select appropriate labor value for each operation (structural, non-structural, mechanical, and refinish).
- 3.3.11 Select and price OEM parts; verify availability, compatibility, and condition.
- 3.3.12 Select and price alternative/optional OEM parts; verify availability, compatibility and condition.
- 3.3.13 Select and price aftermarket parts; verify availability, compatibility, and condition.
- 3.3.14 Select and price recyclable/used parts; verify availability, compatibility and condition.
- 3.3.15 Select and price remanufactured, rebuilt, and reconditioned parts; verify availability, compatibility and condition.
- 3.3.16 Determine price and source of necessary sublet operations.
- 3.3.17 Determine labor value, prices, charges, allowances, or fees for non-included operations and miscellaneous items.
- 3.3.18 Recognize and apply overlap deductions, included operations, and additions.
- 3.3.19 Determine additional material and charges.
- 3.3.20 Determine refinishing material and charges.
- 3.3.21 Apply math skills to establish charges and totals.
- 3.3.22 Interpret computer-assisted and manually written estimates; verify the information is current.
- 3.3.23 Identify procedural differences between computer-assisted systems and manually written estimates.
- 3.3.24 Identify procedures to restore corrosion protection; establish labor values, and material charges.
- 3.3.25 Determine the cost effectiveness of the repair and determine the approximate vehicle retail, and repair value.
- 3.3.26 Recognize the differences in estimation procedures when using different information provider systems.
- 3.3.27 Verify accuracy of estimate compared to the actual repair and replacement operations.
- 3.3.28 Demonstrate ability to access OEM repair information.

**Performance Standard 3.4: Demonstrate Customer Relations ~~And~~ Sales Skills**

- 3.4.1 Acknowledge and/or greet customer/client.

IDAHO COLLISION REPAIR PROGRAM STANDARDS

2018

- 3.4.2 Listen to customer/client; collect information and identify customers/client's concerns, needs, and expectations.
- 3.4.3 Establish cooperative attitude with customer/client.
- 3.4.4 Identify yourself to customer/client; offer assistance.
- 3.4.5 Resolve customer/client conflicts.
- 3.4.6 Identify customer/client preferred communication method; follow up to keep customer/client informed about parts and the repair process.
- 3.4.7 Recognize basic claims handling procedures; explain to customer/client.
- 3.4.8 Project positive attitude and professional appearance.
- 3.4.9 Provide and review warranty information.
- 3.4.10 Estimate and explain duration of out-of-service time.
- 3.4.11 Apply negotiation skills to obtain a mutual agreement.
- 3.4.12 Interpret and explain manual or computer-assisted estimate to customer/client.

**CONTENT STANDARD 4.0: PERFORM NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)**

**Performance Standard 4.1: Demonstrate ~~inspection~~ Inspection and ~~preparation~~ Preparation Techniques**

- 4.1.1 Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan.
- 4.1.2 Inspect, remove, label, store, and reinstall exterior trim and moldings.
- 4.1.3 Inspect, remove, label, store, and reinstall interior trim and components.
- 4.1.4 Inspect, remove, label, store, and reinstall body panels and components that may interfere with or be damaged during repair.
- 4.1.5 Inspect, remove, label, store, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair.
- 4.1.6 Protect panels, glass, interior parts, and other vehicles adjacent to the repair area.
- 4.1.7 Soap and water wash entire vehicle; complete pre-repair inspection checklist.
- 4.1.8 Prepare damaged area using water-based and solvent-based cleaners.
- 4.1.9 Remove corrosion protection, ~~undercoating's~~ undercoatings, sealers, and other protective coatings as necessary to perform repairs.
- 4.1.10 Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair.
- 4.1.11 Inspect, remove, and replace seatbelt and shoulder harness assembly and components.
- 4.1.12 Inspect restraint system mounting areas for damage; repair as needed.
- 4.1.13 Verify proper operation of seatbelt.

**Performance Standard 4.2: Perform Outer Body Panel Repair, Replacement, and Adjustments**

IDAHO COLLISION REPAIR PROGRAM STANDARDS

2018

- 4.2.1 Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan.
- 4.2.2 Inspect, remove, label, store, and reinstall exterior trim and moldings.
- 4.2.3 Inspect, remove, label, store, and reinstall interior trim and components.
- 4.2.4 Inspect, remove, label, store, and reinstall body panels and components that may interfere with or be damaged during repair.
- 4.2.5 Inspect, remove, label, store, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair.
- 4.2.6 Protect panels, glass, interior parts, and other vehicles adjacent to the repair area.
- 4.2.7 Soap and water wash entire vehicle; complete pre-repair inspection checklist.
- 4.2.8 Prepare damaged area using water-based and solvent-based cleaners.
- 4.2.9 Remove corrosion protection, ~~undercoating's~~undercoatings, sealers, and other protective coatings as necessary to perform repairs.
- 4.2.10 Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair.
- 4.2.11 Inspect, remove, and replace seatbelt and shoulder harness assembly and components.
- 4.2.12 Inspect restraint system mounting areas for damage; repair as needed.
- 4.2.13 Verify proper operation of seatbelt.
- 4.2.14 Identify one-time use fasteners.
- 4.2.15 Clean, inspect, and prepare reusable fasteners.

**Performance Standard 4.3: Apply Metal Finishing and Body Filling Techniques**

- 4.3.1 Remove paint from the damaged area of a body panel.
- 4.3.2 Locate and repair surface irregularities on a damaged body panel.
- 4.3.3 Demonstrate hammer and dolly techniques.
- 4.3.4 Heat shrink stretched panel areas to proper contour.
- 4.3.5 Cold shrink stretched panel areas to proper contour.
- 4.3.6 Prepare and apply body filler.
- 4.3.7 Identify different types of body fillers.
- 4.3.8 Rough sand body filler to contour; finish sand.

**Performance Standard 4.4: Inspect ~~moveable glass~~Moveable Glass and ~~hardware components~~Hardware Components**

- 4.4.1 Inspect, adjust, repair or replace window regulators, run channels, glass, power mechanisms, and related controls.
- 4.4.2 Inspect, adjust, repair, remove, reinstall, or replace weather-stripping.
- 4.4.3 Cycle electrical components as needed.

**Performance Standard 4.5: Perform ~~metal welding~~Metal Welding and ~~cutting techniques~~Cutting Techniques**

- 4.5.1 Identify weldable and non-weldable substrates used in vehicle construction.



IDAHO COLLISION REPAIR PROGRAM STANDARDS

2018

- 4.5.2 Weld and cut high-strength steel and other steels (plasma, oxy fuel).
- 4.5.3 Determine the correct GMAW (MIG) welder type, electrode/wire type, diameter, and gas to be used in a specific welding situation.
- 4.5.4 Set up and adjust the GMAW (MIG) welder to "tune" for proper electrode stickout, voltage, polarity, flow rate, and wire-feed speed required for the substrate being welded.
- 4.5.5 Store, handle, and install high-pressure gas cylinders.
- 4.5.6 Determine work clamp (ground) location and attach.
- 4.5.7 Use the proper angle of the gun to the joint and direction of gun travel for the type of weld being made in the flat, horizontal, vertical, and overhead positions.
- 4.5.8 Protect adjacent panels, glass, vehicle interior, etc. from welding and cutting operations.
- 4.5.9 Protect computers and other electronic control modules during welding procedures.
- 4.5.10 Clean and prepare the metal to be welded, assure good metal fit-up, apply weld-through primer if recommended, clamp or tack as required.
- 4.5.11 Determine the joint type (e.g., butt weld with backing, lap, ~~etc.~~) for weld being made.
- 4.5.12 Determine the type of weld (e.g., continuous, stitch weld, plug, ~~etc.~~) for each specific welding operation.
- 4.5.13 Perform the following welds: continuous, plug, butt weld with and without backing, fillet, etc.
- 4.5.14 Perform visual and destructive tests on each weld type.
- 4.5.15 Identify the causes of various welding defects; make necessary adjustments.
- 4.5.16 Identify cause of contact tip burn-back and failure of wire to feed; make necessary adjustments.
- 4.5.17 Identify different methods of attaching non-structural components squeeze type resistant spot welds (STRSW), riveting, non-structural adhesive, silicon bronze, etc.

**Performance Standards 4.6: Utilize Plastic and Adhesives**

- 4.6.1 Identify the types of plastics; determine reparability.
- 4.6.2 Clean and prepare the surface of plastic parts; identify the types of plastic repair procedures.
- 4.6.3 Demonstrate one-sided, two-sided, and tab repair.
- 4.6.4 Repair rigid, semi-rigid, or flexible plastic panels.
- 4.6.5 Remove or repair damaged areas from rigid exterior composite panels.
- 4.6.6 Replace bonded rigid exterior composite body panels; straighten or align panel supports.
- 4.6.7 Demonstrate the proper cleanup procedures for specific adhesives.

**CONTENT PERFORMANCE 5.0: PERFORM STRUCTURAL ANALYSIS AND DAMAGE REPAIR**

**Performance Standards 5.1: Demonstrate ~~Inspections~~Inspection and Repair Techniques**

- 5.1.1 Measure and diagnose structural damage using a tram gauge.
- 5.1.2 Attach vehicle to anchoring devices.

IDAHO COLLISION REPAIR PROGRAM STANDARDS

2018

- 5.1.3 Determine the extent of the direct and indirect damage and the direction of impact; document the methods and sequence of repair.
- 5.1.4 Analyze and identify crush/collapse zones.
- 5.1.5 Restore mounting and anchoring locations.
- 5.1.6 Check for water leaks, dust leaks, and wind noise.
- 5.1.7 Perform visual inspection and measuring checks to identify steering and suspension collision damage.
- 5.1.8 Reinstall wheels and torque lug nuts.

**CONTENT STANDARDS 6.0: DEMONSTRATE PAINTING AND REFINISHING TECHNIQUES**

**Performance Standards 6.1: Apply Safety Precautions**

- 6.1.1 Identify and take necessary precautions with hazardous operations and materials according to federal, state, and local regulations.
- 6.1.2 Identify safety and personal health hazards according to OSHA guidelines and the "Right to Know Law".
- 6.1.3 Inspect spray environment and equipment to ensure compliance with federal, state, and local regulations, and for safety and cleanliness hazards.
- 6.1.4 Select and use a NIOSH approved air purifying respirator. -Inspect condition and ensure fit and operation.- Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulation.
- 6.1.5 Select and use a NIOSH approved supplied air (Fresh Air Make-up) respirator system. Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulation.
- 6.1.6 Select and use appropriate PPE.

**Performance standards 6.2: Utilize Surface Preparation Techniques**

- 6.2.1 Inspect, remove, store, and replace exterior trim and components necessary for proper surface preparation.
- 6.2.2 Soap and water wash entire vehicle; use appropriate cleaner to remove contaminants.
- 6.2.3 Inspect and identify type of finish, surface condition, and film thickness; develop and document a plan for refinishing using a total product system.
- 6.2.4 Strip paint to bare substrate (paint removal).
- 6.2.5 Dry or wet sand areas to be refinished.
- 6.2.6 Featheredge areas to be refinished.
- 6.2.7 Apply suitable metal treatment or primer in accordance with total product systems.
- 6.2.8 Mask and protect other areas that will not be refinished.
- 6.2.9 Mix primer, primer-surface, or primer-sealer.
- 6.2.10 Identify a complimentary color or shade of undercoat to improve coverage.
- 6.2.11 Apply primer onto surface of repaired area.
- 6.2.12 Apply two-component finishing filler to minor surface imperfections.
- 6.2.13 Block sand area to which primer-surface has been applied.

IDAHO COLLISION REPAIR PROGRAM STANDARDS

2018

- 6.2.14 Dry sand area to which finishing filler has been applied.
- 6.2.15 Remove dust from area to be refinished, including cracks or moldings of adjacent areas.
- 6.2.16 Clean area to be refinished using a final cleaning solution.
- 6.2.17 Remove, with a tack rag, any dust or lint particles from the area to be refinished.
- 6.2.18 Apply suitable sealer to the area being refinished.
- 6.2.19 Scuff sand to remove nibs or imperfections from a sealer.
- 6.2.20 Apply stone chip resistant coating.
- 6.2.21 Restore caulking and seam sealers to repaired areas.
- 6.2.22 Prepare adjacent panels for blending.
- 6.2.23 Identify the types of rigid, semi-rigid, or flexible plastic parts to be refinished; determine the materials needed, preparation, and refinishing procedures.
- 6.2.24 Identify metal parts to be refinished; determine the materials needed, preparation, and refinishing procedures.

**Performance Standards 6.3: Perform Spray Gun and Related Equipment Operations**

- 6.3.1 Inspect, clean, and determine condition of spray guns and related equipment (air hoses, regulators, air lines, air source, and spray environment).
- 6.3.2 Select spray gun and setup (fluid needle, nozzle, and cap) for product being applied.
- 6.3.3 Test and adjust spray gun using fluid, air, and pattern control valves.
- 6.3.4 Demonstrate an understanding of the operation of spray equipment.

**Performance Standards 6.4: Utilize Paint Mixing, Matching, and Application**

- 6.4.1 Identify color code by manufacturer's vehicle information label.
- 6.4.2 Shake, stir, reduce, catalyze/activate, and strain refinish materials.
- 6.4.3 Apply finish using appropriate spray techniques (gun arc, angle, distance, travel speed, and spray pattern overlap) for the finish being applied.
- 6.4.4 Demonstrate a let-down panel; check for color match.
- 6.4.5 Apply single stage topcoat.
- 6.4.6 Apply basecoat/clear coat for panel blending and panel refinishing.
- 6.4.7 Apply basecoat/clear coat for overall refinishing.
- 6.4.8 Remove nibs or imperfections from basecoat.
- 6.4.9 Refinish rigid or semi-rigid plastic parts.
- 6.4.10 Refinish flexible plastic parts.
- 6.4.11 Demonstrate knowledge of multi-stage coats for panel blending and overall refinishing.
- 6.4.12 Identify and mix paint using a formula.
- 6.4.13 Identify poor hiding colors; determine necessary action.
- 6.4.14 Tint color using formula to achieve a bendable match.
- 6.4.15 Identify alternative color formula to achieve a bendable match.
- 6.4.16 Identify the materials equipment, and preparation differences between solvent and waterborne technologies.

**Performance Standards 6.5: Identify Paint Defects—Cause And Causes and Cures**

IDAHO COLLISION REPAIR PROGRAM STANDARDS

2018

- 6.5.1 Identify blistering (raising of the paint surface, air entrapment); determine the cause(s) and correct the condition.
- 6.5.2 Identify a dry spray appearance in the paint surface; determine the cause(s) and correct the condition.
- 6.5.3 Identify the presence of fish-eyes (crater-like openings) in the finish; determine the cause(s) and correct the condition.
- 6.5.4 Identify lifting; determine the cause(s) and correct the condition.
- 6.5.5 Identify clouding (mottling and streaking in metallic finishes); determine the cause(s) and correct the condition.
- 6.5.6 Identify orange peel; determine the cause(s) and correct the condition.
- 6.5.7 Identify overspray; determine the cause(s) and correct the condition.
- 6.5.8 Identify solvent popping in freshly painted surface; determine the cause(s) and correct the condition.
- 6.5.9 Identify sags and runs in paint surface; determine the cause(s) and correct the condition.
- 6.5.10 Identify sanding marks or sand scratch swelling; determine the cause(s) and correct the condition.
- 6.5.11 Identify contour mapping/edge mapping while finish is drying; determine the cause(s) and correct the condition.
- 6.5.12 Identify color difference (off-shade); determine the cause(s) and correct the condition.
- 6.5.13 Identify tape tracking; determine the cause(s) and correct the condition.
- 6.5.14 Identify low gloss condition; determine the cause(s) and correct the condition.
- 6.5.15 Identify poor adhesion; determine the cause(s) and correct the condition.
- 6.5.16 Identify paint cracking (e.g., shrinking, splitting, crow's feet or line-checking, micro-checking, etc.); determine the cause(s) and correct the condition.
- 6.5.17 Identify corrosion; determine the cause(s) and correct the condition.
- 6.5.18 Identify dirt or dust in the paint surface; determine the cause(s) and correct the condition.
- 6.5.19 Identify water spotting; determine the cause(s) and correct the condition.
- 6.5.20 Identify finish damage caused by bird droppings, tree sap, and other natural causes; correct the condition.
- 6.5.21 Identify finish damage caused by airborne contaminants (acids, soot, rail dust, and other industrial-related causes); correct the condition.
- 6.5.22 Identify die-back conditions (dulling of the paint film showing haziness); determine the cause(s) and correct the condition.
- 6.5.23 Identify chalking (oxidation); determine the cause(s) and correct the condition.
- 6.5.24 Identify bleed-through (staining); determine the cause(s) and correct the condition.
- 6.5.25 Identify pin-holing; determine the cause(s) and correct the condition.
- 6.5.26 Identify buffing-related imperfections (swirl marks, wheel burns); correct the condition.
- 6.5.27 Identify pigment flotation (color change through film build); determine the cause(s) and correct the condition.

**Performance Standards 6.6: Perform Detail Procedures**

- 6.6.1 Apply decals, transfers, tapes, pinstripes (painted and taped), etc.
- 6.6.2 Sand, buff and polish fresh or existing finish to remove defects as required.
- 6.6.3 Clean interior, exterior, and glass.
- 6.6.4 Clean body openings (e.g., door jambs and edges, ~~etc.,~~).
- 6.6.5 Remove overspray.
- 6.6.6 Perform vehicle clean-up; complete quality control using a checklist.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**UNIVERSITY OF IDAHO**

**SUBJECT**

Proposed Rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification

**REFERENCE**

August 13, 2015	Board approved proposed rule changes to IDAPA 08.05.01 incorporating amended seed certification standards.
November 30, 2015	Board approved pending rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification
August 11, 2016	Board approved proposed rule changes to IDAPA 08.05.01 incorporating amended seed certification standards (Rapeseed/Canola/ Mustard Certification Standards).
November 28, 2016	Board approved pending rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification (Rapeseed/Canola/ Mustard Certification Standards)
August 2017	Board approved updated standards and proposed rule changes to the potato seed certification standards regarding corky ring rot.
November 2017	Board approved pending rule changes.

**APPLICABLE STATUTE, RULE, OR POLICY**

Title 22, Chapter 15, specifically Sections 22-1504 and 22-1505, Idaho Code.  
Idaho Administrative Code, IDAPA 08.05.01, Rules Governing Seed and Plant Certification.

**ALIGNMENT WITH STRATEGIC PLAN**

Governance responsibility, statutory requirement.

**BACKGROUND/DISCUSSION**

During the 2014 calendar year, the University of Idaho and the Board took action to address compliance within statutory requirements related to certification of seeds, tubers, plants and plant parts in the State of Idaho as required by the Seed and Plant Certification Act of 1959 (Idaho Code, Chapter 15, Title 22). The Board incorporated into Board rules, by reference, the existing published Standards for Certification of the Idaho Crop Improvement Association, Inc. (ICIA). These existing published standards were created through committees consisting of an ICIA Board established process of working with various seed crop, seed grower and processors to create and then continuously update the standards. Standards, and any revisions to existing standards, are then presented to the Foundation Seed Stock Committee within the Agriculture Experiment Station at the University of Idaho for approval.

ICIA has identified updates to the Idaho Potato Certification standards previously amended and approved on February 28, 2017. These standards are incorporated

## **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

**AUGUST 16, 2018**

---

by reference into administrative rule and any changes to the standards require they go through the rulemaking process.

The proposed amendments would standardize the terminology used, changing "generation" to "field year." Amending the terminology is intended as a first step in standardizing the terminology across states and thereby eliminating the need for an equivalency table to keep track of the differences. "Nuclear" would be "field year" (FY) 1. "Gen 1" would be "FY2." "Gen 2" would be "FY3" and so forth through "Gen 6," which would become "FY7."

### **IMPACT**

Approval of the amendment as a proposed rule will allow the rule to move forward through the rulemaking process, allowing the rule to go for public comment.

### **ATTACHMENTS**

Attachment 1 – Proposed Rule – Docket 08-0501-1801

Attachment 2 – Potato Certification Standards

Attachment 3 – ICIA Review Notification

### **STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-7) Administrative Bulletin. No requests were received to negotiate this rule beyond ICIA's initial process.

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin. Once published there is a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

### **BOARD ACTION**

I move to approve proposed amendments to the potato certification standards, as presented in Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve proposed rule Docket 08-0501-1801, as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

IDAPA 08  
TITLE 05  
CHAPTER 01

**08.05.01 - RULES GOVERNING SEED AND PLANT CERTIFICATION**

**(BREAK IN CONTINUITY OF SECTIONS)**

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated by reference into this rule. The Idaho Seed and Plant Certification Standards are adopted by the Idaho Crop Improvement Association. Copies of the following documents may be obtained from the Idaho Crop Improvement Association, Inc. website at <http://www.idahocrop.com/index.aspx>, or from the Idaho Crop Improvement Association, Inc. office. (4-6-15)

**01. Prohibited Noxious Seed in Idaho Certified Seed.** The standard Prohibited Noxious Seed in Idaho Certified Seed of the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)

**02. Seed Certification Fee & Application Schedule.** The Seed Certification Fee and Application Schedule of the Idaho Crop Improvement Association, Inc., as last modified and approved on July 11, 2014. (4-6-15)

**03. Idaho Alfalfa Certification Standards.** The Idaho Alfalfa Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)

**04. Idaho Bean Certification Standards.** The Idaho Bean Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)

**05. Idaho Red Clover Certification Standards.** The Idaho Red Clover Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)

**06. Idaho Chickpea Certification Standards.** The Idaho Chickpea Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)

**07. Idaho Grain Certification Standards.** The Idaho Grain Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on February 28, 2017. (3-25-16)

**08. Idaho Grass Certification Standards.** The Idaho Grass Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)

**09. Idaho Rapeseed/Canola/Mustard Certification Standards.** The Idaho Rapeseed/Canola/Mustard Certification Standards adopted by the Idaho Crop Improvement Association,



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

Inc., as amended and approved on April 26, 2016.

(3-29-17)

**10. Idaho Potato Certification Standards.** The Idaho Potato Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on ~~February 28, 2017~~ January 16, 2018. (3-25-16)

**11. Pre-Variety Germplasm Certification Regulations in Idaho.** The Pre-variety Germplasm Certification Regulations adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**12. Idaho Lentil Certification Standards.** The Idaho Lentil Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**13. Idaho Blue Flax Certification Standards.** The Idaho Blue Flax Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**14. Idaho Milkvetch Certification Standards.** The Idaho Milkvetch Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**15. Idaho Pea Certification Standards.** The Idaho Pea Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**16. Idaho Sanfoin Certification Standards.** The Idaho Sanfoin Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**17. Idaho Birdsfoot Trefoil Certification Standards.** The Idaho Birdsfoot Trefoil Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**18. Idaho White Clover Certification Standards.** The Idaho White Clover Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**19. Idaho Penstemon Certification Standards.** The Idaho Penstemon Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**(BREAK IN CONTINUITY OF SECTIONS)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 2**

Idaho Potato Certification Standards (rev. 7/13/2016 1/16/18)

**Land Requirements:**

- A. A field will not be eligible to produce certified seed potatoes if Root-Knot Nematode has been proven to exist in the field or in potatoes grown in that field.
- B. A field will not be eligible to produce certified seed potatoes if noncertified potatoes or potatoes that have been confirmed to be Bacterial Ring Rot infected by a laboratory test were grown in this field the previous two growing seasons.
- C. A field must have been farmed with a crop other than potatoes immediately following the growing season in which potatoes were disqualified for Bacterial Ring Rot.

**Isolation Requirements:**

- A. Potatoes entered for certification must be planted at least 20 feet from potatoes not entered for certification.
- B. Seed lots must be separated from each other by at least one row left unplanted or planted to some other crop.

**Field Requirements:**

- A. Two inspections shall be made for each field entered.
- B. Field Inspection tolerances for 1st and 2nd Inspections

**Table 1 - Percentages allowed for 1st inspection<sup>1</sup>**

Factor <sup>2</sup>	Generation (Field Year)					
	Nuclear FY1	Gen 1 FY2	Gen 2 FY3	Gen 3 FY4	Gen 4 FY5	Gen 5/6 FY6/7
Varietal mixture	0.00	0.00	0.02	0.10	0.25	0.50
Well defined Mosaic	0.00	0.00	0.5	1.00	1.50	2.00
Potato Leafroll	0.00	0.00	0.03	0.05	0.10	0.20
Blackleg <sup>3</sup>	0.00	0.10	0.50	1.00	2.00	.. <sup>4</sup>
PVX	0.00	0.50	2.00			
Total Virus <sup>5</sup>						2.00

Table 2 - Percentages allowed for 2nd inspection<sup>1</sup>

Factor <sup>2</sup>	Generation (Field Year)					
	Nuclear FY1	Gen 1 FY2	Gen 2 FY3	Gen 3 FY4	Gen 4 FY5	Gen 5/6 FY6/7
Varietal mixture	0.00	0.00	0.01	0.05	0.10	0.20
Well defined Mosaic	0.00	0.00	0.25	0.50	0.75	1.00
Potato Leafroll	0.00	0.00	0.02	0.03	0.08	0.20
Blackleg <sup>3</sup>	0.00	0.10	0.50	1.00	2.00	.. <sup>4</sup>
Total Virus <sup>5</sup>						1.00

<sup>1</sup>Field inspections of Nuclear FY1 and Generation 1 FY2 seed lots are advisory and all factors are required to be rogued when found in order to maintain the tolerance of 0.00%.

<sup>2</sup>Some diseases may be present in a seed potato lot and not exhibit symptom expression in plants or tubers at the time of a regular inspection.

<sup>3</sup>Determination of blackleg disease is based on a visual plant symptom of an inky black stem originating from the seed tuber. Visible blackleg has no tolerance in Generations 5 and 6 FY6 and FY7 and therefore is not a disqualification factor.

<sup>4</sup>Visible blackleg will not be a disqualification factor in G5 or G6 FY6 or FY7.

<sup>5</sup>Total is the combined percentage of potato leafroll, calico, well defined mosaic and all other viral, viroid and phytoplasmas (including Candidatus Liberibacter). This does not include Potato Virus X (PVX).

#### Seed Lot Disqualifying Conditions:

1. Seed lots or portions thereof may be disqualified for certification because of any condition that interferes with the inspection of the potato plants.
2. Bacterial ring rot and root-knot nematode are zero tolerance factors. Any seed lot, regardless of generation, shall be rejected from certification at any time when any of these factors is confirmed by laboratory testing.
3. Evidence of failure to remove daughter tubers from rogued hills.

#### Recertification Requirements:

- A. All contact lots on a farming operation shall be ineligible for recertification if any lot of seed on that farming operation is rejected for certification because of bacterial ring rot.
- B. Out-of-state potato stocks to be entered for certification must meet the same requirements as Idaho grown seed stocks.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 2**

- C. Seed lots with more than 0.1% Potato Leafroll Virus in either the 1st or 2nd inspection shall not be eligible for recertification.
- D. **Nuclear, G1 or G2** **FY1, FY2, or FY3** seed lots disqualified for certification in the post harvest test because of seed-borne chemical injury may only be recertified by the original applicant(s) during the next growing season.

Post Harvest Testing Requirements:

- A. Each seed lot must be post harvest tested. Lots, or portions thereof, which are shipped prior to post harvest testing, will be certified based on the two (2) summer field inspections and a shipping point inspection.
- B. Only seed lots that have passed the equivalent of a 2nd field inspection will be eligible for post harvest testing.
- C. Seed lots are disqualified for certification if seed-borne chemical injury in excess of 5% is found during post harvest testing.
- D. Seed lots are not eligible for recertification if any of the following factors are found during post harvest testing at a percentage greater than:

Potato Leafroll Virus	0.8%
Well defined Mosaic	2.0%

Bacterial Ring Rot Testing Requirements:

A random sample of stems or tubers obtained from all seed lots entered for certification, **G1** **FY2** or higher, shall be laboratory tested for bacterial ring rot.

Pre-nuclear Production Requirements

- A. Source: Meristem culture of tubers from breeding projects or tubers from lots of **Nuclear, G1 and G2** **FY1, FY2, and FY3**.
- B. Greenhouse Pre-nuclear crops: A minimum of two inspections shall be performed on each Pre-nuclear seed lot entered.
- C. Each of the following organisms shall be tested for in Pre-nuclear seed production:
  - Base Cultures: Bacterial Ring Rot
  - (Entry Level) *Pectobacterium (Erwinia) spp.*
  - Potato Viruses X, Y, M, A, S
  - Potato Leafroll Virus
  - Potato Spindle Tuber Viroid
  - Greenhouses: Bacterial Ring Rot
  - Pectobacterium (Erwinia) spp.*
  - Potato Virus X, Y, A
  - Potato Leafroll Virus

Line Selections:        Bacterial Ring Rot  
                              *Pectobacterium* (*Erwinia*) spp.  
                              Potato Virus X, Y, A  
                              Potato Leafroll Virus

Mother Plants:        Bacterial Ring Rot  
(Stem Cuttings)        Potato Virus X, Y, A  
                              Potato Leafroll Virus

Entry level cultures, line selection hill units or mother plants used in stem cuttings that are found to be infected with any of the indicated organisms shall be ineligible for use in Pre-nuclear seed production. Units or lots in greenhouse production found to be infected with any of the indicated organisms shall be downgraded to the next generation for which the seed lot does not exceed the generation tolerance of the organism that causes the certification factor (e.g. *Pectobacterium* (*Erwinia*) spp. is a causal agent for blackleg).

D.     Clonal Line Selections:

1.     One tuber from each plant selected shall be submitted to ICIA for laboratory testing.
2.     Nuclear FY1 plots planted from clonal line selections shall be planted in hill units.
3.     All seed in a clonal line selection plot automatically advances to G1 FY2 the following season except for those hills selected for clonal selections.

Storage Inspection Requirements:

- A.     Storage inspection will be conducted on all storages containing seed potatoes eligible for certification.
- B.     Storages where sprout nip or similar materials were used the previous season are not eligible to store seed potatoes eligible for certification.
- C.     Seed potatoes must not be stored, graded or handled in storage warehouses or subdivisions thereof in which potatoes that have not been field inspected, or are laboratory confirmed to have Bacterial Ring Rot, Root-Knot Nematode or Corky Ring Spot are stored or handled.
- D.     For a seed lot to remain eligible for certification, seed lot identity must be maintained in storage.

Shipping Point Inspection Grade Requirements:

- A.     Idaho Certified Blue Tag Seed Potatoes

The blue tag shall be equivalent to U.S. No. 1 seed potato grade with the following exceptions. There is a 1% tolerance for late blight.

1. Scab - shall not cover more than one-fifth of the surface area.
2. Adhering dirt - a maximum of 50% of the tuber surface may be covered with caked dirt.
3. Loose dirt and/or foreign material - included in total external tolerance.
4. Clipping or trimming not allowed.
5. Freshly broken off second growth - shall not be damaged.
6. Wireworm and/or grub - damaged by waste.
7. Tolerances: For total defects 10%. Three percent (3%) for potatoes which are affected by freezing injury. One percent (1%) for potatoes which are affected by soft rot, wet breakdown or are frozen. The limitations for external and internal defects shall apply as written in the U.S. No. 1 seed potato grade.
6. An additional 10% may be damaged, but not seriously, by shape.

**B. Idaho Certified Green Tag Seed Potatoes**

The green tag grade shall be equivalent to the U.S. No. 2 grade with the following exceptions. There is a 1% tolerance for late blight.

1. Maximum and minimum size shall be specified by the grower.
2. Wireworm and/or grub - serious damage by waste. Permit an additional six percent (6%) serious damage by waste.
3. Scab - shall not cover more than one-fifth (1/5) of the surface area.
4. Hollowheart - no requirements.
5. Adhering dirt - no requirements.
6. Loose dirt and/or foreign material - included in total external tolerance.
7. Varietal purity - not more than 0.2% of other tuber identifiable varieties.
8. Clipping - shall not be clipped or trimmed.
9. Second growth - shall not be seriously damaged.
10. Sunburn and light greening - no requirements.
11. Appearance - discoloring of tubers caused by immaturity or the

characteristic checking of tubers that occurs under normal conditions shall not disqualify them.

12. Growth cracks - not to exceed a maximum of 10% serious damage.
13. Mechanical injury - shall not be damaged by waste.
14. Air cracks - damage by waste.
15. Serious damage by dry or moist type tuber rot - 2%.
16. Sprouts – no requirements.
17. Flattened depressed and sunken discolored areas showing no underlying flesh discoloration – no requirements.

**C. Idaho Certified Yellow Tag Seed Potatoes**

The yellow tag grade shall be equivalent to the U.S. No. 2 grade with the following exceptions. There is a 1% tolerance for late blight.

1. Maximum and minimum size shall be specified by the grower.
2. Wireworm and/or grub - no requirements.
3. Scab - no requirements.
4. Hollowheart - no requirements.
5. Adhering dirt - no requirements.
6. Loose dirt and/or foreign material - included in total external tolerance.
7. Varietal purity - not more than 0.2% of other tuber identifiable varieties.
8. Clipping - shall not be clipped.
9. Second growth - shall not be seriously damaged.
10. Sunburn and light greening - no requirements.
11. Appearance - no requirements except second growth.
12. Growth cracks - no requirements.
13. Mechanical injury - shall not be seriously damaged by waste.
14. Six percent (6%) serious damage by internal discoloration. Percentages higher than six percent (6%) allowed with Idaho Crop Improvement Association, Inc. approval if laboratory tests show the internal discoloration is not of pathogen origin.

15. Serious damage by dry or moist type tuber rot - 2%.
16. External discoloration – no requirements.
17. Flattened depressed and sunken discolored areas showing no underlying flesh discoloration – no requirements.
18. Rhizoctonia – no requirements
19. Sprouts – no requirements.



University *at* Idaho  
College of Agricultural and Life Sciences

Foundation Seed Program

875 Perimeter Drive MS 2090  
Moscow, ID. 83844-2090

Phone: 208-885-7333  
seed@uidaho.edu  
dhoadley@uidaho.edu

Date: April 11, 2018

To: Mark McGuire, Director IAES  
From: David Hoadley, Director UI-FSP

Subject: *Replacing current generation nomenclature with a field year system  
(as shown on pages 2-8)*

The Foundation Seed Stocks -Potatoe Rules and Regulations Committee, has reviewed the proposed change to the Idaho potato certification standards. Receiving no objections in regard to the proposed change to generational designation to seed potatoes, the Foundation Seed Stocks -Potato Rules Sub-Committee recommends that changes be accepted as submitted and that the standards be forwarded for acceptance and presented to the State of Idaho Legislature for consideration as rule under the Idaho Administrative Procedures Act.

Upon Your Signature below you are accepting this change to the Idaho Crop Improvement Standards as presented to committee.

 Date: 4/12/18

Mark McGuire  
Idaho Agricultural Experiment Station

Cc: Kent Nelson, Doug Boze

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**

Proposed Rule - Docket 47-0102-1801, Rules and Minimum Standards Governing Extended Employment Services.

**REFERENCE**

August 2006	Board approved the Temporary and Proposed Rules and Minimum Standards Governing Extended Employment Services.
November 2006	Board approved pending rule amendments to IDAPA 47.01.02.
June 2016	Board approved pending rule amendments to IDAPA 47.01.02
August 2016	Board approved pending rule amendments to IDAPA 47.01.02.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-2211 and 33-2303, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3, Workforce Readiness, Objective A: Workforce Alignment

**BACKGROUND/DISCUSSION**

The Division of Vocational Rehabilitation (IDVR) is an agency of the Idaho State Board of Education. In July of 2004, Governor Kempthorne transferred the administration of the long-term vocational support services in Idaho from the Department of Health and Welfare to IDVR. Legal authority to promulgate rules for the Extended Employment Services were established under House Bill 547 (2006). Rules promulgated at that time created IDAPA 47.01.02, establishing provider qualifications, defining eligible clients, and defining the services to be provided. The State Board approved pending rule amendments in 2016 to IDAPA 47.01.02. The Legislature accepted those rule changes during the 2016 legislative session to take effect in state fiscal year 2017. IDVR is again proposing updates to IDAPA 47.01.02 due to interest from community stakeholders.

Extended Employment Services provide long-term maintenance services to assist customers in maintaining employment or in gaining employment skills in preparation for community employment, or which provide assistance to adult customers with disabilities with an industry/business community setting or a community rehabilitation program intended to maintain paid employment. Such series include individual supported employment, group community-based non-integrated supported employment and work services.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

The proposed amendments make technical corrections, add defined terms, and update the referral and eligibility requirements for the Extended Employment Services Program.

**IMPACT**

IDVR does not anticipate any fiscal impact from the approval of these rules. The rules will provide guidance for community rehabilitation programs in the delivery of Extended Employment Services, provide information regarding Extended Employment Services' responsibilities, program criteria, and provide authority to intervene should providers fail to meet the standards set forth in the rules.

**ATTACHMENTS**

Attachment 1 – Proposed Rule Docket 47-0102-1801

**STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the May 2, 2018 (Vol.18-5) Administrative Bulletin. IDVR conducted three negotiated rulemaking meetings in Idaho Falls, Coeur d' Alene, and Boise to gather input on the proposed rule changes.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication, there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

**BOARD ACTION**

I move to approve Propose Rule Docket 47-0102-1801 as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**IDAPA 47  
TITLE 01  
CHAPTER 02**

**47.01.02 – RULES AND MINIMUM STANDARDS GOVERNING EXTENDED EMPLOYMENT SERVICES**

**000. LEGAL AUTHORITY.**

The following rules and minimum standards for Extended Employment Services are made under Sections 33-2211 and 33-2303, Idaho Code. (3-29-17)

**001. TITLE AND SCOPE.**

**01. Title.** These rules govern the Extended Employment Services (EES) program of the Idaho Division of Vocation Rehabilitation (IDVR) and are to be cited as IDAPA 47.01.02, Idaho Division of Vocational Rehabilitation, “Rules and Minimum Standards Governing Extended Employment Services.” (3-29-17)

**02. Scope.** In accordance with Section 33-2203, Idaho Code, the Extended Employment Services program of IDVR provides services to eligible customers that are intended to increase opportunities for such customers to work in their communities. The Extended Employment Services (EES) program will contract with providers that have been approved to provide such services, as provided herein. (3-29-17)

**002. WRITTEN INTERPRETATIONS.**

There are no written interpretations of these rules. (3-14-07)

**003. ADMINISTRATIVE APPEALS.**

Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.” (3-14-07)

**004. INCORPORATION BY REFERENCE.**

No documents are incorporated by reference. (3-14-07)

**005. OFFICE INFORMATION.**

**01. Office Hours.** The Extended Employment Services office is open from 8:00 am until 5:00 pm Monday through Friday. (3-29-17)

**02. Mailing Address.** PO Box 83720, Boise, ID 83720-0096 (3-14-07)

**03. Street Address.** Len B. Jordan Building, 650 W State Street, Room 150, Boise, Idaho. (3-14-07)

**04. Telephone.** (208) 334-3390, Fax: (208) 334-5305 TDD: (208) 327-7040. (3-14-07)

**05. Internet** website at <http://www.vr.idaho.gov/>. (3-14-07)

**006. PUBLIC RECORDS ACT COMPLIANCE.**

These rules are subject to the provisions of the Idaho Public Records Act, Title 74, Chapter 1, Idaho Code. (3-14-07)

**007. -- 009. (RESERVED)**

**010. DEFINITIONS.**

For the purpose of the rules contained in this chapter, the following terms and abbreviations are used as herein defined. (3-14-07)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

**01. CARE.** The ~~Rehabilitation Commission on~~ Accreditation ~~Commission of Rehabilitation Facilities~~, an international independent, nonprofit accrediting body of employment and community services providers. (3-29-17)

**02. Customer.** An individual residing in the state of Idaho who has applied for, and who is eligible to receive EES. A customer must be at least sixteen (16) years of age. (3-29-17)

**03. Certified Extended Employment Services (EES) Provider.** A community rehabilitation program services provider sometimes referred to in these rules as a provider, that has been approved by the EES program to provide extended employment services. (3-29-17)

**04. Extended Employment Services Customer Rights and Responsibilities.** Extended Employment Services document outlining customer protections and reasonable service expectations during all phases of EES.

**05. Enclave Group Community-Based Non-Integrated Supported Employment.** Self-employment or paid employment which is:

**a.** For a group of no more than eight (8) customers who are paid not less than minimum wage and who, because of their disabilities, need ongoing support to maintain employment;

**b.** Conducted in a variety of community and industry settings where the customers have opportunities to interact with co-workers or others without known paid work supports at least to the extent that those opportunities typically exist in that work setting;

**c.** Supported by training and supervision needed to maintain that employment; and

**d.** Not conducted in the work services area of an EES provider.

**0406. Extended Employment Services (EES).** Long term maintenance services that assist customers in maintaining employment, or in gaining employment skills in preparation for community employment, or which provide assistance to adult customers with disabilities within an industry/business community setting or a community rehabilitation program, intended to maintain paid employment. Such services include individual supported employment, group community-based non-integrated supported employment, and work services. (3-29-17)

**07. Fee.** Payment(s) made to EES providers for long-term employment supports as outlined in a customer's annual Individual Program Plan. Fee rates are established through the annual EES Provider Agreement.

**08. Individual Community Supported Employment.** Self-employment or paid employment that is:

**a.** For a customer paid not less than minimum wage and who, because of his or her disability(ies), needs ongoing support to maintain employment;

**b.** Conducted in a community or industry setting where persons without known paid work supports are employed; and

**c.** Supported by authorized activities needed to sustain paid work by persons with disabilities, including but not limited to supervision, training, and transportation, and;

**d.** Not conducted in the work services area of an EES provider.

**09. Idaho Division of Vocational Rehabilitation (IDVR).** The Idaho Division of Vocational Rehabilitation, a state agency under the Idaho State Board of Education, with administrative oversight of the EES program.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

**0510. Individual Program Plan.** The EES plan ~~to be provided~~ that outlines the annual service need for ~~an to~~ individual customers to maintain employment. (3-29-17)

~~06.11.~~ **Idaho Division of Vocational Rehabilitation (IDVR).** The Idaho Division of Vocational Rehabilitation, a state agency under the Idaho State Board of Education, with administrative oversight of the EES program. (3-29-17)

**12. Provider Agreement.** An annual written contract between EES and EES providers, entered into in accordance with these rules.

~~0713.~~ **RSAS.** Rehabilitation Services Accreditation Systems, a national accrediting body of vocational rehabilitative services providers. (3-29-17)

**14. Work Services.** A program that utilizes individual and group work to assist individuals in understanding the value and demands of work, enhancing positive work attitudes, and developing functional capacities that will enhance the ability to achieve and maintain an employment outcome. Limited non-paid work-related activities and transportation may be billed only when authorized on an Individual Program Plan. Work services are typically conducted on EES provider premises.

**011. -- 099. (RESERVED)**

**100. PROGRAM YEAR.**

**01. Program Year and Application Submission Date.** For purposes of these rules, the EES program fiscal year is July 1 of a given year through June 30 of the next succeeding year. ~~An EES Provider Agreement for a fiscal year must be submitted on or before the first business day of May preceding the fiscal year for which approval is sought.~~ (3-29-17)

**101. -- 199. (RESERVED)**

**200. EXTENDED EMPLOYMENT SERVICES PROVIDER AGREEMENT.**

**01. Standard Form.** (3-29-17)

**a.** Prior to providing services, a provider shall enter into an annual EES Provider Agreement with the EES program which will specify the terms and conditions of the approval. Such agreement shall be on a standard form approved by the EES program, ~~after consultation with the EES provider.~~ When changes to the provider agreement are considered, EES will engage with providers to request input prior to finalizing the new agreement. Such EES Provider Agreement shall detail the provider requirements, services, scope of work, other special provisions, and fees for service. The EES program will make the EES Provider Agreement available the first business day of ~~April~~ May.

(3-29-17)

**b.** Approval to provide EES will be provided by the EES program, ~~on or before the first business day of June preceding such fiscal year.~~ If approved by the EES program, a provider is eligible to deliver EES effective when all required provider eligibility criteria are met. ~~July 1, the first day of such fiscal year.~~ An agreement that is denied may be reconsidered during the course of a fiscal year. An approval will be based on the applicant demonstrating they have met all Provider Qualifications as outlined in IDAPA 47.01.02.300. ~~The EES program has the discretion to add a new or additional providers after July 1, if there have been significant developments in a region that justify the need for new or additional providers. In such event, the EES program will give preference to denied applications based on date of application.~~ (3-29-17)

**02. Annual Provider Agreement.** This agreement must be signed ~~prior to the beginning~~ by June 1 of

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

the EES fiscal year by an authorized representative of the provider and the IDVR ~~State~~-Administrator or a designee prior to providing extended employment services to EES customers. (3-29-17)

**03. Provider Agreement Revision.** The agreement shall be entered into annually, and is subject to revision, as may be required by the EES program. The EES program will provide providers notification of any changes to the agreement, with as much notification as possible. (3-29-17)

**201. -- 299. (RESERVED)**

**300. PROVIDER QUALIFICATIONS.**

An approved EES provider shall meet all of the following requirements: (3-29-17)

~~**01. Experience.** A new provider must have a minimum of three (3) full years of experience working with customers who are receiving Medicaid Waiver or must have worked with IDVR customers in employment services, or both.~~ (3-29-17)

~~**0201. Accreditation.** ~~Receive and m~~Maintain accreditation by CARF or RSAS and provide IDVR a copy of the accreditation.~~ (3-14-07)

~~**0302. Staff.**~~ All staff will meet the following requirements: (3-29-17)

**a.** Satisfactorily complete a criminal history background check, to be obtained by the provider; (3-14-07)

**b.** Be eighteen (18) years of age and, if less than twenty-one (21) years of age, have not less than ~~six (6) months~~ 750 documented hours of experience with people with disabilities; (3-29-17)

**c.** Demonstrate the ability to deliver services as specified in the Individual Program Plan for each customer; and (3-29-17)

**d.** Document completion of not less than forty (40) hours of training directly related to vocational support for people with disabilities. Training must be documented no later than six (6) months from the date of hire and include all of the following topics: (3-14-07)

i. Behavior technology, especially positive behavioral support; (3-14-07)

ii. Instructional techniques; (3-14-07)

iii. Strategies for dealing with aberrant or maladaptive behavior; (3-14-07)

iv. Integration/normalization; (3-14-07)

v. Functional impact of disabilities, particularly developmental disabilities and mental illness; (3-29-17)

vi. Strategies for remediation and accommodation. (3-14-07)

vii. Ethics and confidentiality; (3-29-17)

viii. The development and use of measurable objectives; and (3-29-17)

ix. Overview of assistive technology. (3-29-17)

**301. -- 399. (RESERVED)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

**400. TERMINATION OR REVOCATION OF PROVIDER STATUS.**

The EES program may terminate or revoke the approval status and discontinue authorizing or purchasing services from Certified Extended Employment Services Providers for actions including, but not limited to, the following:

(3-29-17)

**01. Loss of Accreditation.** Failure to maintain accreditation from either CARF or RSAS; (3-14-07)

**02. Out of Compliance.** The provider is determined by the EES program to be out of compliance with these rules or the EES Provider Agreement; (3-29-17)

**03. Business Practices.** The provider is determined to be engaged in business practices that are inconsistent with sound fiscal practice; or (3-14-07)

**04. Customer Rights.** The provider is determined to be in violation of a customer's rights. (3-29-17)

**401. -- 499. (RESERVED)**

**500. EXTENDED EMPLOYMENT SERVICES CUSTOMER REFERRAL, ELIGIBILITY, AND CASE CLOSURE.**

**01. Referral Application.** ~~Each applicant to be a customer for EES under these rules will be referred to the EES program by a Vocational Rehabilitation Counselor (VRC), employed by IDVR, who will provide the applicant with information on the services available from EES providers. An individual can apply for EES through:~~

a. Demonstrated need for EES long-term supports. An individual that has a demonstrated need for a specific EES service will be referred to the EES program by a Vocational Rehabilitation Counselor (VRC) employed by IDVR.

b. Individual Informed Choice. An individual who expresses an interest in non-integrated employment and who has received career counseling on integrated employment from a VRC employed by IDVR may be referred to the EES program. IDVR will document completion of career counseling at the time of referral to EES.

**02. Application Process.** The application process is complete when the following has occurred:

a. The referring IDVR counselor provides EES with a completed EES referral form; and

b. the rights and responsibilities form has been reviewed and signed by the applicant and guardian (when applicable); and

c. the guardianship documentation has been received (when applicable).

**03. Eligibility.** ~~Eligibility will be determined for each customer based on the following:- The EES program will assess the eligibility of each applicant for services. Applicants who are eligible for and have access to for other public funding sources for long term support services are not eligible for EES services.~~

a. For customers requesting non-integrated employment, the EES Program Manager or designee will conduct a records review and interview(s) with the customer and when applicable, the customer's guardian. Based on information gathered, the EES Program Manager or designee will determine if long-term supports are necessary to maintain employment, and that the customer is choosing non-integrated employment. If determined eligible, EES will assist with the informed choice process to select an EES provider.

b. A customer who has engaged in the VR process and demonstrates a need for long-term supports will be referred to EES by the customer's IDVR counselor.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

c. Applicants who are eligible for Medicaid Waiver funding must use Medicaid Waiver funding for long-term employment support services when the customer's IDVR counselor recommends individual community supported employment for the customer. If, after service needs are assessed, and an individual has service needs greater than what Medicaid will approve for long-term job coaching, EES will require Medicaid to provide written documentation denying such funding prior to EES providing this service.

**04. Disability Criteria.** Eligible applicants must have a disability that falls into one (1) of four (4) categories described below, and such disability must constitute a barrier to such person maintaining paid employment without long term vocational support: (3-29-17)

**a. Developmental Disabilities.** Pursuant to Section 66-402, Idaho Code, a chronic disability of a person that appears before the age of twenty-two (22) years; and (3-14-07)

i. Is attributable to impairment, such as intellectual disability, cerebral palsy, epilepsy, autism, or other condition found to be closely related to or similar to one (1) of those impairments that requires similar treatment or services, or is attributable to dyslexia resulting from such impairments; (3-29-17)

ii. Results in substantial functional limitations in three (3) or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency; and (3-14-07)

iii. Reflects the need for a combination and sequence of special, interdisciplinary or generic care, treatment or other services which are of life-long or extended duration and individually planned and coordinated. (3-14-07)

**b. Mental Illness.** A person has been assessed by a qualified professional and been diagnosed under DSM-IV or later editions with schizophrenia, schizoaffective disorder, major affective disorder, delusional disorder or ~~a~~-borderline personality disorder, in which this psychiatric disorder must be of sufficient severity to cause a disturbance in role performance or coping skills in at least two (2) of these areas on either a continuous or an intermittent (at least once per year) basis: vocational/academic, financial, social/interpersonal, family, basic living skills, housing, community, or health. (3-29-17)

**c. Specific Learning Disability.** A disorder in one (1) or more of the psychological processes involved in understanding, perceiving, or using language or concepts (spoken or written). A disorder which may manifest itself in problems related to speaking, reading, spelling, or mathematical calculations (or to a lesser extent, listening, thinking, or writing), and seriously limit two (2) or more functional capacities (mobility, communication, self-care, self-direction, work tolerance or work skills). (3-14-07)

**d. Traumatic Brain Injury.** A traumatically acquired insult to the brain that may cause physical, intellectual, emotional, social, and vocational changes. A closed head injury may be caused by a rapid acceleration/deceleration, as in a motor vehicle accident. An open head injury is visible insult and may be the result of an accident, gun-shot wound, or other physical injuries. Immediate effects are loss of consciousness, loss of memory, or change in vision, strength, coordination, or sensory function. Anatomical abnormalities may be present, such as cerebral hemorrhage or skull fracture. Long term effects may include physical, cognitive, and psycho-social-behavioral-emotional impairments. (3-14-07)

**~~03~~05. Case Closure.** Cases will be closed from the EES program for the following reasons and will include documentation in the case record that supports such reason: (3-29-17)

**a.** Unable to locate or contact customer; (3-29-17)

**b.** Customer is eligible for or utilizing Medicaid Waiver services for CSE; (3-29-17)

**c.** Customer's disability is too significant to benefit from services; (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

- d. Customer is non-compliant or has not followed through with EES services; (3-29-17)
- e. Customer has retired from employment; (3-29-17)
- f. Customer no longer interested in pursuing employment ~~or receiving EES services~~; (3-29-17)
- g. Customer no longer needs EES services; (3-29-17)
- h. Customer has moved out of state; or (3-29-17)
- i. ~~All other appropriate reasons~~ Death of customer. (3-29-17)

**501. -- 599. (RESERVED)**

**600. COVERED SERVICES.**

The Extended Employment Services that may be provided to customers by providers are described below. EES typically follow the completion of other vocational rehabilitation services, such as vocational evaluation, job site development, and initial training at the job site. Such covered services include: (3-29-17)

**01. Individual Community Supported Employment. ~~Self employment or paid employment that is:~~**

~~(3 29 17)~~

~~a. For a customer paid not less than minimum wage and who, because of his or her disability(ies), needs ongoing support to maintain that employment; (3 29 17)~~

~~b. Conducted in a community or industry setting where persons without known paid work supports are employed; and (3 14 07)~~

~~c. Supported by authorized activities needed to sustain paid work by persons with disabilities, including but not limited to supervision, training, and transportation. (3 14 07)~~

**02. Group Community-Based Non-Integrated Supported Employment (Enclave). ~~Self employment or paid employment which is:~~**

~~a. For a group of no more than eight (8) customers who are paid not less than minimum wage and who, because of their disability(ies), need ongoing support to maintain that employment; (3 29 17)~~

~~b. Conducted in a variety of community and industry settings where the customers have opportunities to interact with co-workers or others without known paid work supports at least to the extent that those opportunities typically exist in that work setting; (3 29 17)~~

~~c. Supported by training and supervision needed to maintain that employment; and (3 14 07)~~

~~d. Not conducted in the work services area of an EES provider. (3 29 17)~~

**03. Work Services.** ~~The work services program utilizes individual and group work to assist individuals in understanding the value and demands of work, enhancing positive work attitudes, and developing functional capacities that will enhance the ability to achieve and maintain an employment outcome. Limited non-paid work related activities and transportation may be billed only when authorized on an Individual Program Plan. Work services are typically conducted on EES provider premises. (3-29-17)~~

**601. -- 699. (RESERVED)**

**700. EXCLUDED SERVICES.**

Any other services provided by IDVR that are not described in subsection 600 of these rules shall not constitute

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

Extended Employment Services. Such excluded services include, but are not limited to, the following: (3-14-07)

- 01. Vocational Evaluation;** (3-14-07)
- 02. Work Adjustment;** (3-14-07)
- 03. Job Site Development; or** (3-14-07)
- 04. Initial Training at the Job Site.** (3-14-07)

**701. -- 799. (RESERVED)**

**800. SERVICE PROVISION.**

**01. Services on Individual Program Plan.** EES ~~with~~<sup>for</sup> each individual customer must be based on the Individual Program Plan developed for such customer. (3-29-17)

**02. Development of Individual Program Plan.** Those involved in developing the Individual Program Plan must include, but are not limited to, the following: (3-14-07)

**a.** The customer. Efforts must be made to maximize the customer's involvement in the planning process by providing him or her with information and education regarding rights, and available options; and (3-29-17)

**b.** The customer's legal guardian, if one has been appointed by the court; and (3-29-17)

**c.** The EES provider program staff, responsible for the implementation of the Individual Program Plan. (3-29-17)

**03. Submission of the Individual Program Plan.** The ~~Certified~~ EES provider must submit the Individual Program Plan ~~to the EES program using the standard format provided or approved by the EES program. The program will either accept the Individual Program Plan as submitted, or may require revisions to the Individual Program Plan before acceptance.~~ as outlined in the annual Provider Agreement. (3-29-17)

**04. Timeline for Submission.** The Individual Program Plan must be submitted ~~to the EES program within thirty (30) days from the beginning of the provision of EES. No payment will be made for EES without receipt of the Individual Program Plan covering those Extended Employment Services.~~ as outlined in the Provider Agreement (3-29-17)

**05. Revision.** The EES provider must submit an updated Individual Program Plan for each customer ~~to the EES program at least annually~~ based on the criteria outlined in the Provider Agreement. (3-29-17)

**06. Progress Reports.** The EES provider must submit ~~a progress reports on each customer to the EES program at six (6) month intervals. A standardized format provided or approved by the EES program must be used.~~ as outlined in the Provider Agreement. (3-29-17)

**801. RECORDS.**

**01. Customer Files.** EES providers shall maintain individual customer files ~~which must include the following;~~ as outlined in the Provider Agreement. The EES program will maintain an EES customer file with all records specific to the individual and those records submitted by the EES provider as required which, at minimum, will include the following; (3-29-17)

**a.** Referral information; (3-14-07)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

- b. Eligibility; (3-14-07)
- c. Authorization for services; (3-14-07)
- d. Contact information; (3-14-07)
- e. Legal guardianship information; (3-14-07)
- f. Individual Program Plan(s); (3-14-07)
- ~~g. Progress Reports; (3-14-07)~~
- hg. Documentation of service; and (3-14-07)
- ~~h. Release of information. (3-14-07)~~
- ~~i. Satisfaction measures; (3-14-07)~~
- ~~j. Releases of information; and (3-14-07)~~
- ~~k. Documentation that updates to customer information were provided to IDVR. (3-29-17)~~

**02. Storage.** Files must be maintained for five (5) years from the date of discharge of the customer~~Client~~ to whom the file pertains. (3-14-07)

**802. -- 899. (RESERVED)**

**900. PAYMENT FOR SERVICES.**

**01. Fee for Service.** The IDVR ~~State~~ Administrator or designee shall set the fees for covered services, ~~after discussion with EES providers; after annual input from EES providers.~~ Such fees shall be set forth in the annual EES Provider Agreement. ~~Such fees shall be reviewed annually, and may be adjusted by the IDVR State Administrator to take effect at the beginning of the fiscal year.~~ (3-29-17)

**02. Pre-Authorization.** All EES services must be pre-authorized by the EES program, and shall be set forth in the Individual Program Plan for each customer. Service needs that exceed the approved and authorized hours outlined in the individuals Individual Program Plan may be requested. The EES approval process is outlined in the Provider Agreement. (3-29-17)

**03. Billing Procedures.** (3-14-07)

a. EES providers must submit a monthly billing statement for each customer served, in a format approved by an EES program and within timelines set forth in the annual EES Provider Agreement. (3-29-17)

b. Bills may only be submitted for EES that have been identified and accepted by the EES program, as stipulated in an Individual Program Plan. (3-29-17)

c. All bills submitted by providers are subject to prepayment and post payment review. Documentation sufficient to support each payment item shall be available for review, and must be maintained for five (5) years from the date of service. The provider must submit copies of the documentation regarding the provision of such services upon written request from an EES program. (3-29-17)

**04. Audits.** The EES program may perform audits of billing records and other documentation submitted by providers in order to verify the accuracy of such records. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

**05. Denial/Revocation of Payment.** The EES program may deny payment, or seek reimbursement or set-off for payments previously made, if the provider is not in compliance with these rules, the signed Employment Services Provider Agreement, or if the provider does not provide the services as set forth in a customer's Individual Program Plan. (3-29-17)

**901. -- 999. (RESERVED)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Proposed Rule – Docket 55-0103-1801, Rules of Career Technical Schools

**REFERENCE**

2001 Board approved Administrative Rules, creating IDAPA  
55.01.03 – Rules of Career Technical Schools

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, 55.01.03

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 3: Workforce Readiness; Objective A. Workforce Alignment

**BACKGROUND/DISCUSSION**

Proposed changes to Administrative Rule reflect updates to Section 33-1002G, Idaho Code, which provides the framework for how these schools are funded. During the 2018 legislative session, this section of Idaho code was updated to eliminate the link to salary-based apportionment and support units.

The Division of Career Technical Education (Division) entered into Negotiated Rulemaking in July 2018, working with career technical school administrators to develop a framework to fund career technical schools using an enrollment-based model.

These changes will clarify the process for calculating and distributing funds to career technical schools. An enrollment based approach more closely aligns with how the infrastructure and costs for these programs are calculated and reduces the reporting burden for administrators.

**IMPACT**

The policy will have a positive impact on program delivery, as “career technical schools” will have a more clear understanding of program expectations from year to year, as well as a better understanding of which courses are eligible to receive funding. There will be no additional immediate fiscal impact, as these changes clarify the distribution of funds within any given appropriation. Long term fiscal impact will be determined as the number of students enrolling in a career technical school increases and/or the number of funded schools increases.

**ATTACHMENTS**

Attachment 1 – Proposed Rule Docket 55-0103-1801

**STAFF COMMENTS AND RECOMMENDATIONS**

Schools meeting certain eligibility criteria may be designated as “career technical schools” and receive added cost funding to support the added cost of high quality

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

career technical programs. Career technical school funding is currently based on student average daily attendance and support units. Due to the cost of specific equipment needs for career technical education programs an enrollment based model would be more appropriate for career technical schools. Section 33-1002G, Idaho Code was amended during the 2018 Legislative Session to allow the Division to explore moving to an enrollment based funding model. The proposed amendments would move career technical school funding from a model based on student average daily attendance and support units to one based on the number of students enrolled in a capstone course during the previous academic year and the number of students completing a technical skills assessment for the program in which the student was enrolled.

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-7) Administrative Bulletin. The Division conducted a formal negotiated rulemaking meeting, on July 30, 2018. In addition to this meeting the proposed rule was shared with representatives from stakeholder organization that participated in a second negotiated rulemaking meeting on August 6, 2018.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication, there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature

Staff recommends approval.

**BOARD ACTION**

I move to approve proposed rule Docket 55-0103-1801 as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

IDAPA 55  
TITLE 01  
CHAPTER 03

55.01.03 – RULES OF CAREER TECHNICAL SCHOOLS

**000. LEGAL AUTHORITY.**

The State Board of Education is designated as the State Board for Career Technical Education and is responsible to execute the laws of the state of Idaho relative to career technical education, administer state and federal funds, and through the administrator of the State Division of Career Technical Education, coordinate all efforts in career technical education (Section 33-2202 through 33-2212, Idaho Code). (3-30-01)

**001. TITLE AND SCOPE.**

**01. Title.** The rules shall be cited as IDAPA 55.01.03, “Rules of Career Technical Schools.” (3-30-01)

**02. Scope.** These rules serve the administration of Career Technical Education in Idaho and define the duties of the State Division of Career Technical Education. (3-30-01)

**002. WRITTEN INTERPRETATIONS.**

Written interpretations of these rules, if any, are on file at the office of the State Division of Career Technical Education. (3-30-01)

**003. ADMINISTRATIVE APPEALS.**

All appeals under these rules shall be conducted pursuant to the procedures set forth by the State Board of Career Technical Education. (3-30-01)

**004. (RESERVED)**

**005. DEFINITIONS.**

**01. Administrator.** A designated school administrator, holding a career technical administrator certificate pursuant to IDAPA 08.02.02, “Rules Governing Uniformity,” Section 015, and who oversees and monitors the career technical school programs and is responsible for ensuring the school meets all applicable federal, state, and local school district regulations, rules, and policies. (3-28-18)

~~**02. Attendance Zones.** For purposes of Section 33-1002G, Idaho Code, each high school is classified as an attendance zone. The attendance zone requirement can be met by having students from at least two (2) high school zones within a district or at least two (2) high school zones in different districts participate in the career technical school. A minimum of fifteen percent (15%) of the total student body must reside in attendance zones apart from the attendance zone of the majority of students. Cooperative Service Agencies must meet the fifteen percent (15%) attendance criteria on a program by program basis. (3-30-01)~~

~~**0302. Capstone Course.** A culminating course that requires students to demonstrate the knowledge and skills learned throughout their program of study. (3-28-18)~~

~~**0403. Career Technical Schools.** Schools designed to provide high-end, state-of-the-art technical programs that foster quality technical education through intermediate and capstone courses. Programs and services are directly related to the preparation of high school students for employment in current or emerging occupations that require other than a baccalaureate or advanced degree. These schools are closely linked to postsecondary education, thereby avoiding redundancy and maintaining rigor. They are also closely linked to current business and industry~~



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

standards to ensure relevance and quality.

(3-28-18)

**04. Concentrator Student.** A student with junior or senior status enrolled in a capstone course.

**05. EDUID.** Education Unique Identifier.

**06. Enrollment Units.** The total number of individual EDUIDs that are reported as enrolled in a capstone course during the previous academic year.

**0507. Field Experience.** Paid or unpaid work experience such as business/industry internship, clinical experience, supervised occupational experience, job placement, school-based enterprise, or similar work experience setting. The field experience must be of sufficient duration and depth to add to the technical competencies of the student. (3-30-01)

**08. Participation Total.** The total number of technical skills assessments taken by enrolled concentrator students as part of each required capstone course during the previous academic year.

**09. Technical Skill Assessment.** An assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway. ( )

**~~006~~10. -- 099. (RESERVED)**

**100. STATEMENT OF PURPOSE.**

The purpose of this rule is to clearly define general implementation criteria, the criteria for approval for funding, the added cost unit calculation, the procedure to follow in calculating average daily attendance (ADA), the process to follow for fund distribution, and program accountability for Idaho Career Technical Schools. (3-30-01)

**~~101. CAREER TECHNICAL SCHOOL GENERAL APPROVAL CRITERIA.~~**

~~For approval, applying career technical school's district must meet at least four (4) of the five (5) criteria listed in Section 33-1002G, Idaho Code. Approval criteria:~~ (3-28-18)

~~01. High School Attendance Zones. Two (2) or more high school attendance zones. (3-30-01)~~

~~02. Dual Credit. (3-30-01)~~

~~03. Field Experience. (3-30-01)~~

~~04. Funded as a Separate School. (3-30-01)~~

~~05. Separate Site or Cooperative Service Agency. Located at a separate site or approved by the State Board of Education as a cooperative service agency. (3-30-01)~~

**102. CAREER TECHNICAL COMPONENT CRITERIA.**

**01. Program Criteria.** Career technical schools are intended to deliver high-end technical education programs that go beyond the scope of traditional career technical education. The lab should be appropriately designed for the type of program and the number of students enrolled. The program should have state-of-the-art equipment, current technology and strong links to business and industry. (3-30-01)

**02. Career Technical School Program.** Each program of a career technical school shall: (3-30-01)

**a.** Deliver a sequence of career technical education courses that culminate in a capstone course. (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

- b. Meet all of the required technical competency credit standards established by the state board of education. (3-28-18)
- c. Develop and maintain business and industry partnerships in addition to the technical advisory committee. (3-28-18)
- d. Implement instructional delivery methods that integrate advances in industry technologies. (3-28-18)
- e. Employ instructors who hold career technical certification to teach the occupation and who also hold a related industry-based credential, or equivalent credential, as approved by the ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (3-28-18)
- f. Be delivered over a term of not less than five (5) semesters, or the equivalent instructional hours. Semester and trimester equivalencies will be approved by the ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (3-28-18)
- g. Enroll students from at least two (2) high schools. No single high school will comprise more than eighty-five percent (85%) of the total enrolled career technical school students. In the event a student enrolled in the career technical school is not enrolled in a high school, that student will be reported separately, based on the high school attendance zone where the student resides. (3-28-18)
- h. Promote the development of leadership. (3-28-18)

**103. APPLICATION PROCESS.**

~~New and renewal~~ Applications for career technical school funding must be received by the Division of Career Technical Education on or before the ~~first Friday in July~~ fifteenth of April for the following fiscal year. (3-30-01)

**104. CAREER TECHNICAL SCHOOL ADDED COST UNIT FUNDING AND ELIGIBILITY.**

Section 33-1002G, Idaho Code, provides school districts an opportunity to establish career technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of career technical schools. The funds are appropriated to the State Board for Career Technical Education to be expended by the Division of Career Technical Education. Funding is based on the ~~average daily attendance (ADA) of students enrolled in the career technical school~~ number of students enrolled in a capstone course during the previous academic year and the aggregate total of the students who completed the technical skill assessment for the program the student was enrolled in. If any approved program within a career technical school does not enroll students from more than one (1) high school during the ~~reporting period~~ previous academic year, ~~the enrolled students may not be counted as part of the school's average daily attendance for that reporting period~~ the program will not be included in the current year funding calculation. If the overall school enrollment exceeds more than eighty-five percent (85%) of students from any single high school during the previous school year, the ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education may withhold all or part of the career technical school's funding. (3-28-18)

**105. CAREER TECHNICAL SCHOOL ~~AVERAGE DAILY ATTENDANCE~~ FUNDING CALCULATION.**

~~The Division of Career Technical Education shall use the enrollment and attendance submitted to the division of career technical education by the school district to calculate career technical school average daily attendance (ADA) in accordance with applicable laws and rules (Section 33-1002, Idaho Code). Students in attendance at a qualifying career technical school shall be reported as aggregate hours and/or aggregate attendance. The aggregate hours and aggregate attendance will be combined to calculate the ADA for the career technical school.~~ Career technical school funding shall be calculated based on the career technical schools unit value. The career technical school unit value shall be the total number of enrollment units combined with the aggregate participation total for each capstone course. Enrollment units shall be reported to the Department of Education. The Division of Career Technical Education shall gather aggregate participation total data from the independent technical skills assessment providers annually. (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

**ATTACHMENT 1**

~~01. Aggregate Hours. The daily hours of all students enrolled in approved intermediate and capstone courses who attend less than two and one half (2.5) hours per day shall be added together and reported as weekly aggregate hours. (3-28-18)~~

~~02. Aggregate Attendance. Students enrolled in approved intermediate and capstone courses who attend more than two and one half (2.5) hours per day are to be reported as aggregate attendance. (3-28-18)~~

**106. CAREER TECHNICAL SCHOOL ADDED COST UNIT CALCULATION.**

The Division of Career Technical Education shall use the career technical school average daily attendance (ADA) as the basis for added cost unit funding. (3-30-01)

~~01. State Support Unit Value. The added cost support unit value shall be based on state salary-based apportionment, state-paid employee benefits (less state unemployment), base support, and safe environment distribution factors found in the Public School Support Program. (3-30-01)~~

~~02. Support Unit Divisor. Added cost support units for career technical schools shall be calculated by using the secondary support unit attendance divisor of eighteen and one half (18.5) as shown in Section 33-1002(6), Idaho Code. (3-30-01)~~

~~03. Added Cost Support Factor. The added cost support factor for career technical schools shall be calculated by multiplying point thirty three (.33) times the added cost support units generated in the career technical school. (3-30-01)~~

~~04. Estimated Distribution. The estimated distribution shall be calculated by multiplying the state support unit value by the added cost support factor. (3-28-18)~~

**107. CAREER TECHNICAL SCHOOL ADDED COST UNIT FUND DISTRIBUTION.**

Once the career technical appropriation is made, the per unit value will be determined by dividing the total units into the appropriation. (3-30-01)

**01. Payment Distribution.** Added cost support unit funds shall be distributed by the Division of Career Technical Education in two (2) payments: (3-30-01)

a. Seventy percent (70%) of the total ~~estimated~~ appropriated funds for which career technical schools are eligible shall be distributed no later than September 30 each year ~~following receipt of first period attendance data from the approved career technical schools. Funding will not be distributed until reports have been received and approved by the division of career technical education from each approved schools~~ the previous year enrollment units and the Division of Career Technical Education has verified aggregate participation total data. (3-28-18)

b. ~~Based on actual support units generated during the year, the balance shall be distributed each year by July 15th~~ The remaining funds shall be distributed no later than June 30. (3-30-01)

**108. ACCOUNTABILITY.**

**01. Assessment Process.** The Division of Career Technical Education shall develop an assessment process that includes measures and standards for career technical school programs. (3-30-01)

**02. Reporting.** No later than October 15 of each year, career technical schools will submit a report to the ~~e~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education, detailing their enrollment at the program level by high school. (3-28-18)

**03. Administrator Responsibility.** The administrator of each career technical school shall be responsible to provide onsite administration of the career technical school. The administrator will submit all required career technical school reports requested by the ~~e~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
AUGUST 16, 2018**

---

**ATTACHMENT 1**

**04. Accreditation.** Each career technical school shall be accredited following Department of Education guidelines. This accreditation shall be appropriate for the individual type of career technical school that is developed.  
(3-30-01)

**05. School Improvement Plan.** The administration, faculty and staff at each career technical school shall be responsible to develop and implement a local school improvement plan based on the assessment process developed by the ~~e~~Division of ~~e~~Career ~~t~~Technical ~~e~~E~~d~~ucation. (3-28-18)

**109. -- 999. (RESERVED)**

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 16, 2018**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>AMENDMENT TO BOARD POLICY</b>		
<b>1</b>	Board Policy II.F. – Policies Regarding Nonclassified Employees – First Reading	Motion to approve
<b>IDAHO STATE UNIVERSITY</b>		
<b>2</b>	Multi-Year Employment Agreement – Head Women’s Basketball Coach	Motion to approve
<b>UNIVERSITY OF IDAHO</b>		
<b>3</b>	Personnel Matters	Motion to approve

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**SUBJECT**

Board Policy II.F. – Policies Regarding Non-classified Employees – first reading

**REFERENCE**

June 2016	The Idaho State Board of Education (Board) approved the second reading of amendment to Board Policy II.F. (pertaining to courtesy vehicles and use of state vehicles for personal use)
August 2016	Board approved first reading of amendment to Board Policy II.F (courtesy vehicle policy)
October 2016	Board approved second reading of amendments to Board Policy II.F. 2.b.vi (pertaining to courtesy vehicles and the first reading of amendment to Board policy II.F. 2. and 3. pertaining to annual leave)
November 2016	Board approved second reading of amendments to Board Policy II.F.2 and 3 (pertaining to annual leave)

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections II.F.  
Sections 49-2426, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

This agenda item is a non-strategic Board governance agenda item.

**BACKGROUND/ DISCUSSION**

In October 2016, following extended discussions between Board staff and the State Risk Management office, the Board approved the second reading of amendments to Board Policy II.F. bringing it into alignment with state regulations with respect to state-owned or leased vehicles and the insurance requirements applicable when local dealerships provide courtesy vehicles to institution personnel who choose to make personal use of those vehicles. Recently the State Risk Management Office contacted the Board office and requested amendments to the policy to incorporate existing Risk Management requirements.

The proposed amendments rephrase the requirement that courtesy vehicles be covered by Risk Management and adds a reference to the Idaho Tort Claims Act when the vehicles are used on state business.

**IMPACT**

The proposed amendments will provide additional clarification for the institutions in the implementation of the Board's policy and State Risk Management requirements.

**ATTACHMENTS**

Attachment 1 – Board Policy II.F. – First Reading

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendment is the result of discussions with the State Risk Management office. Language has been added to the policy to clarify insurance requirements applicable when local dealerships provide courtesy vehicles to institution personnel who choose to make personal use of those vehicles.

Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of the proposed amendment to Board Policy Section II.F.2.b.vi. Policies Regarding Non-classified Employees, Automobile Exclusion and Courtesy Vehicles as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES**

**SUBSECTION: F. Policies Regarding Non-classified Employees** ~~November 2016~~October 2018

---

1. Employment Terms

- a. All non-classified employees, except those set forth in Section II.F.1.b. below, serve at the pleasure of the chief executive officer, and may be dismissed at any time, with or without cause, and without notice, at the discretion of the chief executive officer.

b. Employment Contracts

- i. An institution may provide employment contracts to its non-classified employees. If an institution chooses to offer employment contracts to its non-classified employees, the employment contract must include the period of the appointment, salary, pay periods, position title, employment status and such other information as the institution may elect to include in order to define the contract of employment. Non-classified employees have no continued expectation of employment beyond their current contract of employment.
- ii. Non-classified employees, who serve pursuant to contracts of employment containing a stated salary are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in Section II.B.2.c of Board Policy).
- iii. Each employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer is deemed a counter-offer requiring an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution.
- iv. Each contract of employment shall include a statement to the following effect and intent: "The terms of employment set forth in this contract of employment are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of University of Idaho), and the policies and procedures of the institution." The contract shall also state that it may be terminated at



**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****SUBSECTION: F. Policies Regarding Non-classified Employees** ~~November 2016~~October 2018

---

any time for adequate cause, as defined in Section II.L. of Board Policy, or when the Board declares a state of financial exigency, as defined in Section II.N. of Board Policy. The contract shall also state that it may be non-renewed pursuant to Section II.F.5. of Board Policy.

- v. No contract of employment with such an employee may exceed one (1) year without the prior express approval of the Board, with the exception of employment agreements for athletic directors and coaches as set forth in Section II.H. of Board Policy. Employment beyond the contract period may not be legally presumed. Renewal of an employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

**2. Compensation**

- a. Salary – All non-classified employees shall receive a fixed salary. A payment in addition to the fixed salary for an employee on annual contract or agreement may be authorized by the chief executive officer for documented meritorious performance, to compensate a professional annual employee for short-term work assignments or additional duties beyond what is outlined in an employee's contract or agreement, or as incentive pay. Incentive pay may be paid for achievement of specific activities, goals or certifications as may be established by an institution in conjunction with certain programs or initiatives. All initial salaries for non-classified employees are established by the chief executive officer, subject to approval by the Board where applicable. The Board may make subsequent changes for any non-classified employee salary or may set annual salary guidelines and delegates to its executive director authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective or paid to the non-classified employee. With the exception of the chief executive officers, and other positions whose appointment is a reserved Board authority, approval of salaries shall be effective concurrently with Board approval of annual operating budgets for that fiscal year.
- b. Salaries, Salary Increases and other Compensation related items
  - i. Salaries for new appointments to dean, associate/assistant dean, vice president, and president/vice president direct-report positions may not exceed the median rate for such position established by the College and University Professional Association for Human Resources (CUPA-HR), or its equivalent, without prior Board approval.

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****SUBSECTION: F. Policies Regarding Non-classified Employees** ~~November 2016~~October 2018

- 
- ii. Appointments to acting or interim positions shall be at base salary rates no greater than ten percent (10%) more than the appointees' salary rate immediately prior to accepting the interim appointment or ninety-five percent (95%) of the prior incumbent's rate, whichever is greater.
  - iii. Overtime Compensation – Non-classified employees in positions that are defined as overtime eligible under the Fair Labor Standards Act (FLSA) earn cash compensation or compensatory time off at a rate of one and one-half (1½) hours for each overtime hour worked.
  - iv. Credited State Service - The basis for earning credited state service will be the actual hours paid not to exceed forty (40) per week.
  - v. Pay Periods - All non-classified employees are paid in accordance with a schedule established by the state controller.
  - vi. Automobile Exclusion and Courtesy Vehicles – With the exception of courtesy vehicles provided for use by local car dealerships, no employee will receive an automobile or automobile allowance as part of his or her compensation, unless expressly authorized by the Board. The use of institution-registered courtesy vehicles is subject to the following requirements:
    - 1) Courtesy vehicles will be covered by Risk Management in accordance with the Risk Management Liability program and Idaho Tort Claims Act when used on state business.~~The institution will verify that all courtesy vehicle use is insured in accordance with the requirements of Idaho's Risk Management Program.~~
    - 2) Personal use of courtesy vehicles is not allowed unless the assigned employee acquires at his/her own cost, personal automobile insurance with at least the following coverage:
      - a) Employee to provide a personal automobile insurance policy with at least \$500,000 combined single limits;
      - b) Personal automobile policy must include a non-owned automobile endorsement clause for courtesy vehicles which are controlled by the institution and insured through Risk Management.
    - 3) ~~Personal and permissive use of a courtesy vehicle is excluded from coverage under the State of Idaho's Risk Management Program, unless the institution has verified that the employee has obtained insurance which meets the following requirements:~~

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****SUBSECTION: F. Policies Regarding Non-classified Employees** ~~November 2016~~October 2018

~~Employee to provide a personal automobile policy with at least \$500,000 combined single limits~~

~~Personal automobile policy must include a non-owned automobile endorsement or clause~~

~~The State of Idaho and the State Agency must be named as additional insured on the employee's personal auto policy~~

**3. Annual Leave**

- a. Non-classified employees at the institutions, agencies earn annual leave at the equivalent rate of two (2) days per month or major fraction thereof of credited state service. Twelve-month employees employed at the entities named above may accrue leave up to a maximum of 240 hours. An employee who has accrued the maximum will not earn further leave until the employee's use of annual leave reduces the accrual below the maximum.

Notwithstanding the preceding paragraph, non-classified employees in positions which are overtime eligible under the FLSA earn annual leave in accordance with and subject to the maximum leave accruals in Section 67-5334, Idaho Code (Personnel System). Non-classified employees in positions which are not overtime eligible under the FLSA as of November 30, 2016, but become overtime eligible under the federal Department of Labor's final rule updating the FLSA's overtime regulations which goes into effect on December 1, 2016, shall continue to accrue vacation leave as set forth in the preceding paragraph, provided the employee remains in the same position.

- b. Non-classified employees appointed to less than full-time positions earn annual leave on a proportional basis dependent upon the terms and conditions of employment.
- c. Professional Leave - At the discretion of the chief executive officer, non-classified employees may be granted professional leave with or without compensation under conditions and terms as established by the chief executive officer.
- d. Pursuant to section 59-1606(3), Idaho Code, when a classified employee's position is changed to non-classified, or when a classified employee is moved into a non-classified position, and that employee, due to the employee's years of service, has an annual leave balance in excess of 240 hours, then the institution may pay the employee as supplemental pay the balance that is in excess of 240 hours.

**4. Performance Evaluation**

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****SUBSECTION: F. Policies Regarding Non-classified Employees** ~~November 2016~~October 2018

Each institution or agency must establish policies and procedures for the performance evaluation of non-classified employees, and are responsible for implementing those policies in evaluating the work performance of employees. The purposes of employee evaluations are to identify areas of strength and weakness, to improve employee work performance, and to provide a basis on which the chief executive officers and the Board may make decisions concerning retention, promotion, and merit salary increases. All non-classified employees must be evaluated annually. Any written recommendations that result from a performance evaluation must be signed by the appropriate supervisor, a copy provided to the employee and a copy placed in the official personnel file of the employee. Evaluation ratings that result in findings of inadequate performance of duties or failure to perform duties constitute adequate cause as set forth in Section II.L. of Board Policy.

**5. Non-Renewal of Non-classified Contract Employees**

- a. Notice of the decision of the chief executive officer to not renew a contract of employment must be given in writing to the non-classified employee at least sixty (60) calendar days before the end of the existing period of appointment for annual appointments. For appointments of less than one year, the written notice must be at least thirty (30) days prior to the end of the existing period of appointment. Reasons for non-renewal need not be stated. Non-renewal without cause is the legal right of the Board. If any reasons for non-renewal are provided to the employee for information, it does not convert the non-renewal to dismissal for cause and does not establish or shift any burden of proof. Failure to give timely notice of non-renewal because of mechanical, clerical, mailing, or similar error is not deemed to renew the contract of employment for another full term, but the existing term of employment must be extended to the number of days necessary to allow sixty (60) (or thirty days where applicable) calendar days' notice to the employee.
- b. Except as set forth in this paragraph, non-renewal is not grievable within the institution nor is it appealable to the Board. However, if an employee presents bona fide allegations and evidence to the chief executive officer of the institution that the non-renewal of the contract of employment was the result of discrimination prohibited by applicable law, the employee is entitled to use the internal discrimination grievance procedure set forth in Section II.M. to test the allegation. If the chief executive officer is the subject of the allegations, the employee may present the bona fide allegations and evidence to the Executive Director. The normal internal grievance procedure for discrimination must be used unless changed by mutual consent of the parties. The ultimate burden of proof rests with the employee. The institution is required to offer evidence of its reasons for non-renewal only if the employee has made a prima facie showing that the

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****SUBSECTION: F. Policies Regarding Non-classified Employees** ~~November 2016~~October 2018

---

recommendation of non-renewal was made for reasons prohibited by applicable law. Unless mutually agreed to by the parties in writing, the use of the discrimination grievance procedure will not delay the effective date of non-renewal. Following the discrimination grievance procedures, if any, the decision of the institution, is final, subject to Section II.F.5.c., below.

- c. If, and only if, the chief executive officer is the subject of the alleged discrimination prohibited by applicable law, the non-classified contract employee may petition the Board to review the final action of the institution. Any petition for review must be filed at the Office of the State Board of Education within fifteen (15) calendar days after the employee receives notice of final action. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a review petition has been filed will not stay the effectiveness of the final action, nor will the grant of a petition for review, unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition for Board review in order to have exhausted administrative remedies for purposes of judicial review. Nothing in this section should be construed as any prohibition against filing a complaint with any appropriate state or federal entity, including but not limited to the Equal Employment Opportunity Commission (EEOC) or the Idaho Human Rights Commission (IHRC).

**6. Tenure**

Non-classified employees are generally not entitled to tenure. Certain, very limited, exceptions to this general rule are found in Subsection G.6 of these personnel policies and procedures.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Multi-year contract for Women's Basketball Coach

**REFERENCE**

June 2011	Idaho State Board of Education (Board) approved initial multi-year employment agreement with Seton Sobolewski.
June 2014	Board approved extension of multi-year employment agreement with Seton Sobolewski.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

**ALIGNMENT WITH STRATEGIC PLAN**

Single and multi-year coach contracts are a non-strategic, Board governance agenda item.

**BACKGROUND/DISCUSSION**

Idaho State University (ISU) is seeking to extend the contract with Seton Sobolewski, Women's Basketball Coach for a fixed five-year term.

**IMPACT**

The annual base salary of \$110,011.20 will be paid from appropriated funds. Coach Sobolewski will also be eligible to receive an increase in compensation each fiscal year in accordance with increases as determined by the Athletic Director and University President, and approved by the Board of Trustees.

In addition, Coach Sobolewski has the opportunity to earn the following as supplemental compensation:

- Two weeks' pay of annual salary each year the Team is the regular-season conference champion or co-champion (see Section 3.2.1)
- Two weeks' pay of annual salary each year the Team wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth (see Section 3.2.2)
- Up to \$8,000 based on academic achievement and behavior of Team members (see Section 3.2.3)

<u>Team APR Ranking</u>	<u>Incentive Pay</u>
50-59%	\$ 2,000.00
60-69%	\$ 4,000.00
70-79%	\$ 6,000.00
80% or above	\$ 8,000.00

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

- \$3,500 for winning twenty (20) or more regular season Women's Basketball games (see Section 3.2.4)
- Three percent (3%) of the contractual payment for any Women's Basketball "money" game that the Team plays OR five percent (5%) for any Women's Basketball "money" game that the Team wins (see Section 3.2.5)
- Up to \$63,000 for advancing in the NCAA Women's Basketball Tournament (see Section 3.2.6)

Round 1	64 Teams	1 <sup>st</sup> win	\$3,000.00
Round 2	32 Teams	2 <sup>nd</sup> win	\$6,000.00
Round 3	16 Teams	3 <sup>rd</sup> win	\$9,000.00
Round 4	8 Teams	4 <sup>th</sup> win	\$12,000.00
Round 5	4 Teams	5 <sup>th</sup> win	\$15,000.00
Round 6	2 Teams	6 <sup>th</sup> win	\$18,000.00

Possible national championship winner computation bonus total: \$63,000.00

- Up to \$15,000 for advancing in the WNIT Women's Basketball Post-Season Tournament (see Section 3.2.7)

Round 1	32 Teams	1 <sup>st</sup> win	\$1,000.00
Round 2	16 Teams	2 <sup>nd</sup> win	\$2,000.00
Round 3	8 Teams	3 <sup>rd</sup> win	\$3,000.00
Round 4	4 Teams	4 <sup>th</sup> win	\$4,000.00
Round 5	2 Teams	5 <sup>th</sup> win	\$5,000.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: \$15,000.00

- \$8,000 for participation in media programs and public appearances (see Section 3.2.8)

The maximum potential annual compensation is \$227,423.00, excluding revenue from youth summer camps.

If Coach Sobolewski terminates the contract for convenience, the liquidated damages are \$20,000. This the same as his current contract and is consistent with what has been previously approved by the Board (see Section 5.3.3)

Coach Sobolewski is also eligible for the Courtesy Car program, whereby local dealers provide courtesy vehicles for use by various coaches. The Idaho Department of Administration Risk Management Program insures the courtesy vehicles for business use, and the coach is required to provide personal, non-owned car coverage pursuant to Board policy II.F.2.b.vi.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**ATTACHMENTS**

- Attachment 1 – Clean version—Model Athletics Multi-Year Contract
- Attachment 2 – Exhibit C to Multi-Year Contract (see Section 4.1.4)
- Attachment 3 – Redline version—Model Athletics Multi-Year Contract
- Attachment 4 – Coach Contract redline—current coach with new contract
- Attachment 5 – 4-year history of APR/national average APR
- Attachment 6 – Base salaries, incentives of other coaches in conference
- Attachment 7 – Liquidated damages for other coaches in conference

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed coach employment agreement requires Board approval under Board Policy II.H. because the term of the contract is longer than three years and maximum potential annual compensation is greater than \$200,000. Maximum potential annual compensation for the contract (base compensation plus bonuses) is \$227,423, excluding revenue from youth summer camps.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to extend the multi-year employment contract with Seton Sobolewski as Women's Basketball Coach, for a fixed-term expiring May 23, 2023, unless extended per Section 2.3 or sooner terminated in accordance with the contract.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



(MODEL ATHLETICS MULTI-YEAR CONTRACT)

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and SETON SOBOLEWSKI (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate Women's Basketball team (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 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 Chief executive officer (Chief executive officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.10 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on the date of approval and terminating, without further notice to Coach, on May 23, 2023, 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 Board of Education. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

### 3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of \$110,011.20 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and Chief executive officer and approved by the University's Board of Trustees;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

### 3.2 Supplemental Compensation

3.2.1. Each year the Team is the regular-season conference champion or co-champion, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to 1/26th of Coach's Annual Salary during the fiscal year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team either wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1<sup>st</sup>, the University shall pay Coach supplemental compensation in an amount equal to 1/26<sup>th</sup> of Coach's Annual Salary during the fiscal year in which the post-season participation achieved. The University 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 \$8,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director and approved by the University Board of Trustees. The determination shall be based on the following factors: the

conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere and the Team's four-year APR national ranking based on attainment of the following levels:

<u>Team APR Ranking</u>	<u>Incentive Pay</u>
50-59%	\$ 2,000.00
60-69%	\$ 4,000.00
70-79%	\$ 6,000.00
80% or above	\$ 8,000.00

Any such supplement 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 Trustees as a document available to the public under the Idaho Public Records Act.

3.2.4 Record Bonus. The University must pay to Coach supplemental compensation in the amount of \$3,500 for winning twenty (20) or more regular season Women's Basketball games.

3.2.5 Women's Basketball "Money" games. The University must pay to Coach non-cumulatively an additional three (3) percent of the contractual payment amount for any Women's Basketball "money" game that the Team plays or five (5) percent of the contractual payment amount for any Women's Basketball "money" game that Team wins.

3.2.6 Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing May 1<sup>st</sup>, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

Round 1	64 Teams	1 <sup>st</sup> win	\$3,000.00
Round 2	32 Teams	2 <sup>nd</sup> win	\$6,000.00
Round 3	16 Teams	3 <sup>rd</sup> win	\$9,000.00
Round 4	8 Teams	4 <sup>th</sup> win	\$12,000.00
Round 5	4 Teams	5 <sup>th</sup> win	\$15,000.00
Round 6	2 Teams	6 <sup>th</sup> win	\$18,000.00

Possible national championship winner computation bonus total: \$63,000.00

3.2.7 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball coach as of the ensuing July 1<sup>st</sup>, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

Round 1	32 Teams	1 <sup>st</sup> win	\$1,000.00
Round 2	16 Teams	2 <sup>nd</sup> win	\$2,000.00
Round 3	8 Teams	3 <sup>rd</sup> win	\$3,000.00
Round 4	4 Teams	4 <sup>th</sup> win	\$4,000.00
Round 5	2 Teams	5 <sup>th</sup> win	\$5,000.00

Possible bonus computation total for winning WNIT Women's Basketball  
Post-Season Tournament: \$15,000.00

3.2.8 The Coach shall receive the sum of \$8,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). 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. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements, which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.9 **(SUMMER CAMP—OPERATED BY UNIVERSITY)** Coach agrees that the University has the exclusive right to operate youth Women's Basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's women's basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer women's basketball camps, the University shall pay Coach any net revenues resulting from the camp per year as supplemental compensation during each year of his employment as head Women's Basketball coach at the University, or, at Coach's option, to be exercised no later than May 1 of each year, direct those net revenues as an enhancement to the Women's Basketball program budget at the University. This amount shall be paid within 30 days after all camp bills have been paid.

**(SUMMER CAMP—OPERATED BY COACH)** Coach may operate a summer youth Women's Basketball camp at the University under the following conditions:

- a) The summer youth camp operation reflects positively on the University 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 personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA, Conference, and University 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 and Chartwells for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University facilities including Reed Gymnasium.
- 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 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 while engaged in camp activities. The Coach and all other University 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 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 shall be released from all obligations relating thereto.

3.2.10 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Adidas product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part Adidas, or give a lecture at an event sponsored in whole or in part by Adidas, or make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head Women's Basketball coach. In order to avoid entering into an agreement with a competitor of Adidas, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Adidas, 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, except to the extent required by the terms and conditions of a specific fringe benefit program.

#### ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of 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 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 Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Women's Basketball conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the Chief executive officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the Chief executive officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief executive officer for all athletically related

income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's Chief executive officer 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 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's Board of Trustees.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

## ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;



- b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference or the NCAA, including but not limited to any such violation 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;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. 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 Coach, as liquidated damages and not a penalty, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University 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 his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 The parties have both 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 his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

### 5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, the following sum: \$20,000. 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.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

#### 5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Governing Policies and Procedures, IDAPA 08.01.01 et seq., and the University 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 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 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 Trustees and University's rules regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Jeff Tingey, Director of Athletics  
921 So. 8<sup>th</sup> Ave. Stop 8173  
Pocatello, Idaho 83209

with a copy to: Kevin Satterlee, President  
921 So. 8<sup>th</sup> Ave. Stop 8310  
Pocatello, Idaho 83209

the Coach: Seton Sobolewski  
Last known address on file with  
University's Human Resource Services

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

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees, if required under Section II.H. of Board Policy.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

COACH

\_\_\_\_\_  
Chief executive officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\*Approved by the Board of Trustees on the \_\_\_\_ day of \_\_\_\_\_, 2018.

[\*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]

Idaho State University--Women's Basketball

Head Coach	Seton Sobolewski
Associate Head Coach	Ryan Johnson
Assistant Coach	Bryanna Mueller
Assistant Coach	D'Shara Strange



## (MODEL ATHLETICS MULTI-YEAR CONTRACT)

## EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between \_\_\_\_\_ (IDAHO STATE UNIVERSITY (~~University~~ (~~College~~))), and \_\_\_\_\_ (SETON SOBOLEWSKI (Coach)).

## ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University (~~College~~) shall employ Coach as the head coach of its intercollegiate ~~(Sport)~~ Women's Basketball team (Team) (~~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 (~~College~~)'s University's Director or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University (~~College~~)'s University's Chief executive officer (Chief executive officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University (~~College~~)'s University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University (~~College~~) shall have the right, at any time, to reassign Coach to duties at the University (~~College~~) other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through ~~(Depending on supplemental pay provisions used)~~ 3.2.10 shall cease.

## ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of \_\_\_\_\_ (~~— five (5) years~~), commencing on \_\_\_\_\_ the date of approval and terminating, without further notice to Coach, on \_\_\_\_\_ May 23, 2023, 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 Board of Education. This Agreement in no way grants to Coach a claim to tenure in employment,

nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University ~~(College)~~.

### ARTICLE 3

#### 3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

- a) An annual salary of \$ ~~\_\_\_\_\_~~ \$110,011.20 per year, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Director and Chief executive officer and approved by the University ~~(College)~~'s University's Board of ~~(Regents or Trustees)~~ \_\_\_\_\_ ;
- b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University ~~(College)~~'s University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

#### 3.2 Supplemental Compensation

3.2.1. Each year the Team is the regular-season 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 University's head ~~(Sport)~~ Women's Basketball coach as of the ensuing July 1st, the University ~~(College)~~ shall pay to Coach supplemental compensation in an amount equal to ~~(amount or computation)~~ of 1/26th of Coach's Annual Salary during the fiscal year in which the championship ~~and (bowl or other post-season) eligibility are/is~~ 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~~ either wins the top 25 in the (national rankings of sport's division) Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed

as University (College)sUniversity's head ~~—(Sport)—~~Women's Basketball coach as of the ensuing July 1<sup>st</sup>, the University (College) shall pay Coach supplemental compensation in an amount equal to ~~—(amount or computation)—~~1/26<sup>th</sup> of Coach's Annual Salary ~~in effect enduring the fiscal year in which the date of the final poll post-season participation achieved.~~ 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)~~\$8,000 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 ~~and approved by the University Board of Trustees.~~ 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 ~~and the Team's four-year APR national ranking based on attainment of the following levels:~~

<u>Team APR Ranking</u>	<u>Incentive Pay</u>
<u>50-59%</u>	<u>\$ 2,000.00</u>
<u>60-69%</u>	<u>\$ 4,000.00</u>
<u>70-79%</u>	<u>\$ 6,000.00</u>
<u>80% or above</u>	<u>\$ 8,000.00</u>

Any such supplemental~~supplement~~ 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~~3.2.4 Record Bonus. The University must pay to Coach supplemental compensation in the amount of \$3,500 for winning twenty (20) or more regular season Women's Basketball games.

3.2.5 Women's Basketball "Money" games. The University must pay to Coach non-cumulatively an additional three (3) percent of the contractual payment amount for any Women's Basketball "money" game that the Team plays or five (5) percent of the contractual payment amount for any Women's Basketball "money" game that Team wins.

3.2.6 Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing May 1<sup>st</sup>, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

Round 1	64 Teams	1 <sup>st</sup> win	\$3,000.00
Round 2	32 Teams	2 <sup>nd</sup> win	\$6,000.00
Round 3	16 Teams	3 <sup>rd</sup> win	\$9,000.00
Round 4	8 Teams	4 <sup>th</sup> win	\$12,000.00
Round 5	4 Teams	5 <sup>th</sup> win	\$15,000.00
Round 6	2 Teams	6 <sup>th</sup> win	\$18,000.00

Possible national championship winner computation bonus total: \$63,000.00

3.2.7 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball coach as of the ensuing July 1<sup>st</sup>, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

Round 1	32 Teams	1 <sup>st</sup> win	\$1,000.00
Round 2	16 Teams	2 <sup>nd</sup> win	\$2,000.00
Round 3	8 Teams	3 <sup>rd</sup> win	\$3,000.00
Round 4	4 Teams	4 <sup>th</sup> win	\$4,000.00
Round 5	2 Teams	5 <sup>th</sup> win	\$5,000.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: \$15,000.00

3.2.8 The Coach shall receive the sum of ~~—(amount or computation)—~~\$8,000 from the University ~~(College)~~—or the University ~~(College)~~'s University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). 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 his duties as an employee of University ~~(College)~~ are the property of the University ~~(College)~~-. The University ~~(College)~~

shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University (College) in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements, which are broadcast on radio or television that conflict with those broadcast on the University (College)'s University's designated media outlets.

**3.2.69 (SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))** Coach agrees that the University (College) has the exclusive right to operate youth (Sport) Women's Basketball camps on its campus using University (College) facilities. The University (College) shall allow Coach the opportunity to earn supplemental compensation by assisting with the University (College)'s University's camps in Coach's capacity as a University (College) employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University (College)'s football University's women's basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University (College)'s University's summer football women's basketball camps, the University (College) shall pay Coach (amount) any net revenues resulting from the camp per year as supplemental compensation during each year of his employment as head (Sport) Women's Basketball coach at the University (College), or, at Coach's option, to be exercised no later than May 1 of each year, direct those net revenues as an enhancement to the Women's Basketball program budget at the University. This amount shall be paid (terms of payment) within 30 days after all camp bills have been paid.

**(SUMMER CAMP—OPERATED BY COACH)** Coach may operate a summer youth (Sport) Women's Basketball 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) and Chartwells~~ 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 \_\_\_\_\_~~ Reed Gymnasium.
- 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.

3.2.710 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)—~~ Adidas to supply the University ~~(College)~~ with athletic footwear, apparel and/or equipment. Coach agrees that, upon the ~~University (College)'s~~ University's reasonable request, Coach will consult with appropriate parties concerning an ~~—(Company Name)—~~ Adidas product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~—(Company Name)—~~ Adidas, or give a lecture at an event sponsored in whole or in part by ~~—(Company Name)—~~ Adidas, or make other educationally-related appearances as may be reasonably requested by the University ~~(College)~~. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head ~~—(Sport)—~~ Women's Basketball coach. In order to avoid entering into an agreement with a competitor of ~~—(Company Name)—~~ Adidas, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. Coach shall also report such outside income to the University ~~(College)~~ in accordance with NCAA ~~(or NAIA)~~ rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including ~~—(Company Name)—~~ Adidas, 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, except to the extent required by the terms and conditions of a specific fringe benefit program.

## ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University (College) and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University (College), the University (College)'s governing board, the conference, and the NCAA ~~(or NAIA)~~; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of ~~the University (College)~~'s 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 (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: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University (College)'s University's Handbook; (c) University (College)'s University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the ~~-(Sport)-~~ Women's Basketball conference of which the University (College) is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University (College), would reflect adversely upon the University (College) or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the Chief executive officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University (College)'s University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the Chief executive officer.

4.3 NCAA (or NAIA) Rules. In accordance with NCAA ~~(or NAIA)~~ rules, Coach shall obtain prior written approval from the University (College)'s University's Chief executive officer for all athletically related income and benefits from sources outside the



University ~~(College)~~ and shall report the source and amount of all such income and benefits to the University ~~(College)~~'s University's Chief executive officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University ~~(College)~~ work day preceding June 30th. The report shall be in a format reasonably satisfactory to University ~~(College)~~. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, or the NCAA ~~(or NAIA)~~.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of Chief executive officer and the University ~~(College)~~'s University'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 prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall 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; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University ~~(College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

- b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University ~~(College)~~;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s University's governing board, the conference 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 ~~(College)~~'s University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University ~~(College)~~'s University's judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;
- f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, or the NCAA ~~(NAIA)~~;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s University's governing board, the conference, or the NCAA ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, or the NCAA ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall

provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University ~~(College)~~'s 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 ~~(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 Coach, as liquidated damages and not a penalty, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University ~~(College)~~ until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other 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 his health insurance plan and group life insurance as if he remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise

University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 The parties have both 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 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 were he to resign or otherwise terminate his employment with the University (College) before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University (College). Termination shall be effective ten (10) days after notice is given to the University (College).

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University (College) shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University (College), as liquidated damages and not a penalty, the following sum: \$20,000. 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.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University (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 University ~~(College)~~ shall constitute adequate and reasonable compensation to University ~~(College)~~ for the damages and injury suffered by it because of such termination by Coach. The liquidated damages 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 provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

#### 5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University ~~(College)~~'s 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 ~~(College)~~ and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University ~~(College)~~'s 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 ~~(College)~~.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University ~~(College)~~'s University's student-athletes or otherwise obstruct the University ~~(College)~~'s University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 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 Governing Policies and Procedures, IDAPA 08.01.01 et seq., and the University (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 (College)'s University's Board of (Regents or Trustees) and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University (College)'s University's Board of (Regents or Trustees), the 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 (College)'s University's rules regarding 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 (College)'s University's direction or for the University (College)'s University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University (College). Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.



6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University ~~(College)~~.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University ~~(College)~~'s 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 ~~(College)~~: Jeff Tingey, Director of Athletics  
921 So. 8<sup>th</sup> Ave. Stop 8173  
Pocatello, Idaho 83209

with a copy to: Chief executive officer Kevin Satterlee, President  
921 So. 8<sup>th</sup> Ave. Stop 8310  
Pocatello, Idaho 83209

the Coach: Seton Sobolewski  
 Last known address on file with  
University ~~(College)~~'s University's Human Resource Services

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

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University (College)'s University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (College) (including contraction, abbreviation or simulation), except in the course and scope of his official University (College) duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University (College)'s University'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 he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY (COLLEGE)

COACH

\_\_\_\_\_  
Chief executive officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\*Approved by the Board of (Regents or Trustees) on the \_\_\_\_ day of \_\_\_\_\_, 20102018.



[\*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]

**{MODEL ATHLETICS ~~MULTI-YEAR CONTRACT~~}****EMPLOYMENT AGREEMENT**

This Employment Agreement (Agreement) is entered into by and between ~~IDAHO STATE UNIVERSITY~~Idaho State University (University), and ~~SETON-SOBOLEWSKI~~Seton Sobolewski (Coach).

**ARTICLE 1**

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate ~~Women's Basketball~~women's basketball team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University'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 Chief executive officer (Chief executive officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.~~407~~ shall cease.

**ARTICLE 2**

2.1. Term. This Agreement is for a fixed-term appointment of ~~five (5)~~two (2) years ~~eight (8) months~~, commencing on ~~the date of approval~~September 1, 2016 and terminating, without further notice to Coach, on May ~~23, 2023~~9, 2019 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the Board of Education. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

## ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of \$~~140,011.20~~101,150.40 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and Chief executive officer and approved by the University's Board of Trustees;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

## 3.2 Supplemental Compensation

3.2.1. Each year the Team is the ~~regular-season~~ conference champion or co-champion, and if Coach continues to be employed as University's head ~~Women's Basketball~~women's basketball coach as of the ensuing ~~July~~May 1st, the University shall pay to Coach supplemental compensation in an amount equal to ~~1/26th~~two weeks' of Coach's Annual Salary (2/52 x Annual Salary) during the fiscal year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team either wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed as University's head ~~Women's Basketball~~women's basketball coach as of the ensuing ~~July~~May 1st, the University shall pay to Coach supplemental compensation in an amount equal to ~~1/26th~~two weeks' of ~~Coach's~~Coach's Annual Salary (2/52 x Annual Salary) during the fiscal year in which the post-season participation is achieved. The University 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 \$~~82~~82,000 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 ~~and approved by the University Board of Trustees.~~ 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 as academically at-risk students; the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere ~~and the Team's four-year APR national ranking based on attainment of the following levels:~~

<u>Team APR Ranking</u>	<u>Incentive Pay</u>
<u>50-59%</u>	<u>\$ 2,000.00</u>
<u>60-69%</u>	<u>\$ 4,000.00</u>
<u>70-79%</u>	<u>\$ 6,000.00</u>
<u>80% or above</u>	<u>\$ 8,000.00</u>

                    . Any such ~~supplements~~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 Trustees as a document available to the public under the Idaho Public Records Act.

<u>Team APR Ranking</u>	<u>Incentive Pay Up To:</u>
<u>970-979</u>	<u>\$750.00</u>
<u>980-989</u>	<u>\$1,250.00</u>
<u>990-999</u>	<u>\$1,500.00</u>
<u>1,000</u>	<u>\$2,000.00</u>

3.2.4 ~~Record Bonus.~~ The University must pay Each year Coach shall be eligible to Coach receive supplemental compensation in the amount of \$3,500 for winning twenty (20) or more regular season Women's Basketball~~women's basketball~~ games.

~~3.2.5 Women's Basketball "Money" games. The University must pay to,~~ provided that Coach ~~non-cumulatively an additional three (3) percent~~continues to be employed as University's women's basketball coach as of the ~~contractual payment amount for any Women's Basketball "money" game that the Team plays or five (5) percent of the contractual payment amount for any Women's Basketball "money" game that Team wins.~~ensuing May 1st.

3.2.6<sup>5</sup> Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball~~women's basketball~~ coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the ~~terms below.~~The

University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation following:

Round 1	64 Teams	1st win	———\$3,000.00
Round 2	32 Teams	2nd win	\$6,000.00
Round 3	16 Teams	3rd win	———\$9,000.00
Round 4	8 Teams	4th win	———\$12,000.00
Round 5	4 Teams	5th win	———\$15,000.00
Round 6	2 Teams	6th win	———\$18,000.00

Possible national championship winner computation bonus total: — \$63,000.00 The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

3.2.76 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball women's basketball coach as of the ensuing July May 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation following:

Round 1	32 Teams	1st win	———\$1,000.00
Round 2	16 Teams	2nd win	\$2,000.00
Round 3	8 Teams	3rd win	———\$3,000.00
Round 4	4 Teams	4th win	———\$4,000.00
Round 5	2 Teams	5th win	———\$5,000.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: \$15,000.00 The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

3.2.87 The Coach shall receive the sum of \$85,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). 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 two weeks following the end of the basketball season. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or

interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements, which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

**3.2.98 (SUMMER CAMP—OPERATED BY UNIVERSITY)** Coach agrees that the University has the exclusive right to operate youth ~~Women's Basketball~~women's basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's women's basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer women's basketball camps, the University shall pay Coach any net revenues ~~resulting from the camp per year~~ as supplemental compensation during each year of his employment as head ~~Women's Basketball~~women's basketball coach at the University, ~~or, at Coach's option, to be exercised no later than May 1 of each year, direct those net revenues as an enhancement to the Women's Basketball program budget at the University.~~ This amount shall be paid within 30 days after all camp bills have been paid.

**(SUMMER CAMP—OPERATED BY COACH)** Coach may operate a summer youth ~~Women's Basketball~~women's basketball camp at the University under the following conditions:

- a) The summer youth camp operation reflects positively on the University 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 personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA, Conference, and University 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 and Chartwells (campus concessionaire) for all campus goods and services required by the camp.

- f) The Coach or private enterprise pays for use of University facilities ~~including Reed Gymnasium.~~
- 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 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 while engaged in camp activities. The Coach and all other University 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 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 shall be released from all obligations relating thereto.

3.2.409 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Adidas



product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Adidas, or give a lecture at an event sponsored in whole or in part by —8

Adidas, or make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head Women's Basketball~~women's basketball~~ coach. In order to avoid entering into an agreement with a competitor of Adidas, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Adidas, 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, except to the extent required by the terms and conditions of a specific fringe benefit program.

## ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the



Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of [the](#) University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit 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 Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the [Women's BasketballBig Sky](#) conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the Chief executive officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the Chief executive officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the [University's](#) Chief executive officer for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's Chief executive officer 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'sUniversity's](#) governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of Chief executive officer and the University's Board of Trustees.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team

competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

## **ARTICLE 5**

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference or the NCAA, including but not limited to any such violation 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;
- 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 University's governing board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. 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 Coach, as liquidated damages and not a penalty, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University 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 his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 The parties have both 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 his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

### 5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment

by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, the following sum: \$20,000. 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.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

#### 5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe

benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Governing Policies and Procedures, IDAPA 08.01.01 et seq., and the University 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 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 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 Trustees and University's rules regarding financial exigency.~~

~~6.2 — University Property. All personal property~~ 6.1 University Property. All personal property (excluding vehicle(s) provided through the Courtesy Car program), material, and articles of information, including, without limitation, keys, credit cards,

personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

**6.32 Assignment.** Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

**6.43 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.

**6.54 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.

**6.65 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.

**6.76 Oral Promises.** Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

**6.87 Force Majeure.** Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, 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.

**6.98 Confidentiality.** The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

**6.409 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: Jeff Tingey, Director of Athletics  
Holt Arena 135  
 921 So. 8<sup>th</sup> Ave. Stop 8173  
 Pocatello, Idaho ID 83209

with a copy to: Kevin Satterlee Arthur C. Vailas, President  
 921 So. 8<sup>th</sup> Ave. Stop 8310  
 Pocatello, Idaho ID 83209

the Coach: Seton Sobolewski  
Last known address on file with  
University's Human Resource Services  
1580 Foxmore St.  
Pocatello, ID 83204

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.

6.4110 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.4211 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.4312 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.4413 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.4514 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement



shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees, if required under Section II.H. of Board Policy.

6.15 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

\_\_\_\_ COACH

\_\_\_\_\_  
Chief executive officer  
Date

Date

\_\_\_\_\_  
Seton Sobolewski

~~\*Approved by the Board of Trustees on the \_\_\_\_ day of \_\_\_\_\_, 2018.~~

~~[\*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]~~

# Idaho State University Women's Basketball

## APR Scores & Team GPA

Four-Year average APR score: 991

National average APR score: 980

Single-Year APR score:	2013-14	1000
	2014-15	982
	2015-16	1000
	2016-17	981

Team GPA:	2014-15	3.29
	2015-16	3.41
	2016-17	3.43
	2017-18	3.16

Fall 2014	3.38
Spring 2015	3.20
2014-15	3.29

Fall 2015	3.37
Spring 2016	3.454
2015-16	3.41

Fall 2016	3.46
Spring 2017	3.40
2016-17	3.43

Fall 2017	3.13
Spring 2018	3.20
2017-18	3.16

## Women's Basketball – contracts

<u>Coach</u>	<u>School</u>	<u>Base</u>	<u>Buyout</u>	<u>Total poss. Bonus</u>
Tricia Binford	Montana St.	\$151,706	None	\$123,500
Chris Boettcher	S. Utah	\$80,800	\$32,000	\$11,000
Travis Brewster	N. Dakota	\$137,917	\$137,917	\$29,479
Kamie Eldridge	N. Colorado	\$138,967	\$31,250	\$32,500
Bunky Harkleroad	Sacramento St.	\$130,008	None	\$47,000
Lynn Kennedy	Portland St.	\$126,000	\$30,000	\$10,500
Jon Newlee	Idaho	\$108,203	\$50,000	\$68,146
Bethann Ord	Weber St.	\$112,837	\$20,000	\$15,750
Loree Payne	N. Arizona	-	-	-
Wendy Shuller	E. Washington	\$94,500	None	\$28,500
Shannon Schweyen	Montana	\$131,950	\$263,900	\$159,500
Seton Sobolewski	Idaho St.	\$101,150	\$20,000	\$87,280

## Women's Basketball – Liquidated Damages

<u>Coach</u>	<u>School</u>	<u>Liquidated Damages</u>
Tricia Binford	Montana St.	None
Chris Boettcher	S. Utah	\$32,000
Travis Brewster	N. Dakota	\$137,917
Kamie Eldridge	N. Colorado	\$31,250
Bunky Harkleroad	Sacramento St.	None
Lynn Kennedy	Portland St.	\$30,000
Jon Newlee	Idaho	\$50,000
Bethann Ord	Weber St.	\$20,000
Loree Payne	N. Arizona	-
Wendy Shuller	E. Washington	None
Shannon Schweyen	Montana	\$263,900
Seton Sobolewski	Idaho St.	\$20,000

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**UNIVERSITY OF IDAHO**

**SUBJECT**

Personnel matters

**BOARD/DISCUSSION**

The Board may take action based on discussions conducted in Executive Session.

**BOARD ACTION**

Any action will be at the Board's discretion.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 16, 2018**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>FY 2020 BUDGET REQUEST</b>	Motion to approve
<b>2</b>	<b>FY 2020 CAPITAL BUDGET REQUESTS</b>	Motion to approve
<b>3</b>	<b>INTERCOLLEGIATE ATHLETIC REPORTS</b> NCAA Academic Progress Rate (APR) Scores	Information item
<b>4</b>	<b>AMENDMENT TO BOARD POLICY</b> V.I. – Real and Personal Property and Services - First Reading	Motion to approve
<b>5</b>	<b>BOISE STATE UNIVERSITY</b> Baker Tilly Agreement for Oracle Corp. HCM Cloud System Implementation	Motion to approve
<b>6</b>	<b>BOISE STATE UNIVERSITY</b> Amendment to Multi-Media and Marketing Rights Agreement with BSU Athletics – Learfield Communications	Motion to approve
<b>7</b>	<b>BOISE STATE UNIVERSITY</b> Acquisition of Real Property in Expansion Zone	Motion to approve
<b>8</b>	<b>UNIVERSITY of IDAHO</b> Authorization for Pitman Center Exterior Repairs	Motion to approve
<b>9</b>	<b>LEWIS-CLARK STATE COLLEGE</b> Career Technical Education Development Agreement	Motion to approve

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**AGENCIES AND INSTITUTIONS OF THE STATE BOARD**

**SUBJECT**

FY 2020 Line Item Budget Requests

**REFERENCE**

April 2018

Board approved guidance to the 4-year institutions regarding submission of line item requests

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/ DISCUSSION**

As discussed at its April 2018 meeting, the State Board of Education (Board) directed the college and universities to limit Fiscal Year 2020 budget line item 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 FY2019 total General Fund appropriation. Any requests for occupancy costs will not count towards the two line item limit or the 5% cap.

Following Board approval, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 4, 2018.

The line items represent the unique needs of the institutions and agencies and statewide needs. Following review, the Board may prioritize the line items for the institutions. The line items are summarized separately, one summary for the college and universities and one for the community colleges and agencies. The detail information for each line item request is included on the page referenced on the summary report.

**IMPACT**

Once the Board has provided guidance on priority, category, dollar limit, etc., Board staff will work with the Business Affairs and Human Resources (BAHR) Committee, DFM and the agencies/institutions to prepare line items to be approved at the August Board meeting.

This year BAHR is recommending replacing the Enrollment Workload Adjustment (EWA) and all line items (except Occupancy Costs) with the request for Outcomes Based Funding (OBF). For Career Technical Education, its request for OBF replaces its annual line item for Postsecondary Capacity Expansion. All institution specific line items are included in the agenda for reference.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**ATTACHMENTS**

Attachment 1 - Line Items Summary  
Attachment 2 - Occupancy Costs  
Attachment 3 - 64: Individual Line Items

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff asked the institutions to provide as much detail as possible for their line item requests to be submitted for the June Board meeting.

In the past few years, best practices were further enhanced in terms of information needed in order for DFM and LSO analysts to conduct their own analysis in support of policymakers:

- Write-ups need a strong problem statement supported with data and strong solution statement supported with outcome data.
- Where applicable, include projected Return on Investments (ROIs) for new programs or program expansion (i.e. where funding for a program has been provided in the past).
- Requests should be scalable and prioritized.
- Address the influence of program prioritization on the request. Did the institution consider reallocating funding for this line-item?
- Describe how the request advances the Board's 60% Educational Attainment Goal or the Board's Complete College Idaho Plan (if applicable).

The amounts requested for OBF were derived by reviewing the last year positive EWA and line items were funded. The comparison of OBF and the FY 2020 line item requests are shown below.

	<b>OBF</b>	<b>Line Items</b>
College and Universities	\$11,000,000	\$14,266,300
Community Colleges	\$ 3,000,000	\$ 5,641,300
Career Technical Education	\$ 2,000,000	\$ 2,069,700

More information is included in the OBF line item narrative in Attachment 3.

**BOARD ACTION**

I move to approve the Line Items for the agencies as listed in Attachment 1, the Systemwide Needs line items for the 4-year and 2-year institutions in Attachment 1, Occupancy Costs as listed in Attachment 2, and the line items for health benefits for University of Idaho, College of Southern Idaho and North Idaho College, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 4, 2018.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**OR**

**BOARD ACTION**

I move to approve all the Line Items, except Outcomes Based Funding, for the agencies and institutions as listed in Attachment 1, and to include the Career Technical Education line item for Capacity Expansion in the amount of \$2,069,700, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 4, 2018.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**STATE BOARD OF EDUCATION**  
FY 2020 Line Items - College and Universities

By Institution/Agency		Attachment	FY 2019 Total Appropriation	Priority	Institution Specific Initiatives	Total	% of FY 2019 Appropriation Excluding Occupancy Costs
1	System-wide Needs		6,215,800				
2	Outcomes Based Funding	3		1	11,000,000	11,000,000	177.0%
3	Indian Education	4		2	600,000	600,000	9.7%
4	DualEnroll	5		3	150,000	150,000	2.4%
5	Open Education Resources	6		4	250,000	250,000	4.0%
6	Next Step Expansion	7		5	123,000	123,000	2.0%
7	College Academy for Parents	8		6	560,000	560,000	9.0%
8	Boise State University		99,811,800			5,281,400	4.3%
9	Public Service Initiative	9		1	2,118,900		
10	Career Readiness	10		2	2,190,400		
11	Occupancy Costs	2		3	972,100		
12	Idaho State University		79,822,400			3,958,600	4.7%
13	Expand Health Sciences/Workforce Needs	11		1	3,689,800	0	
14	Assessment & Learning in Knowledge Spaces	12		2	80,000	0	
15	Occupancy Costs	2		3	188,800	0	
16	University of Idaho		92,726,900			2,959,500	3.2%
17	Student Success & Support	13		1	1,022,900	0	
18	Library Investments	14		2	1,936,600	0	
19	Health Benefits	15		3	1,226,200	0	
20	Lewis-Clark State College		17,186,300			840,600	4.9%
21	Adult Learner Program	16		1	536,500	0	
22	Accessibility and Safety	17		2	304,100	0	
			\$ 295,763,200		\$ 26,949,300	\$ 24,040,100	
23							
24	Percentage of FY19 Appropriation excluding		7.7%				
25	Occupancy Costs						

**STATE BOARD OF EDUCATION**  
**FY 2020 Line Items - Community Colleges and Agencies**

Priority	By Institution/Agency	FY 2019 Appropriation	Attachment	Priority	FY 2020 Request	Comments	vs. 2019 Approp
1	Career Technical Education	66,397,900			5,203,500		7.8%
2	State Leadership & Technical Asst.	3,018,900			219,900		0.3%
3	Data Analysis		18	1	95,600		0.1%
4	Student Engagement		19	2	124,300		0.2%
5	General Programs	14,498,600			2,331,000		3.5%
6	Program Alignment		20	3	180,000		0.3%
7	Middle School CTE		21	4	356,000		0.5%
8	InSpire to Educate Program		22	5	410,000		0.6%
9	Teacher Preparation		23	6	515,000		0.8%
10	Workforce Readiness Incentive Grant		24	7	400,000		0.6%
11	Program Quality Initiative		26	9	400,000		0.6%
12	CTE Digital		27	10	70,000		0.1%
13	Perkins Spending Authority		29	12	0 \$800k federal spending authority increase		0.0%
14	Post-secondary Programs	46,312,600			2,652,600		4.0%
15	OBf or Capacity Expansion		25	8	2,000,000		3.0%
16	Nuclear Energy & Advanced Reactor Manu.		28	11	652,600		1.0%
17	Dedicated Programs	1,375,000			0		0.0%
18	Related Services	1,192,800			0		0.0%
19	Community Colleges	46,126,600			8,681,300		18.8%
20	Systemwide	3,018,900			3,040,000		4.6%
21	Outcomes Based Funding		3	1	3,000,000		4.5%
22	Systemwide Needs expenses		30	2	40,000		0.1%
15	College of Eastern Idaho	5,013,800			187,200		0.4%
16	College of Southern Idaho Faculty Transfer		31	1	132,200		0.3%
17	Interest Earnings Distribution		32	2	55,000		0.1%
20	College of Southern Idaho	14,264,000			1,187,300		2.6%
21	Remove Two CEI Faculty		33	1	(132,200)		-0.3%
22	IT Personnel and Software Platforms		34	2	709,500		1.5%
23	Emerging Hispanic Serving Institute		35	3	220,500		0.5%
24	Weekend College		36	4	179,500		0.4%
25	Health Benefits		37	5	210,000		0.5%
26	College of Western Idaho	13,938,900			3,073,100		6.7%
27	Balance Funding		38	1	2,675,700		5.8%
28	Staff Support 60% Initiative and Retention		39	2	397,400		0.9%
29	North Idaho College	12,909,900			1,193,700		2.6%
30	Regional Entrepreneurship		40	1	387,100		0.8%
31	Guided Pathways Support		41	2	390,100		0.8%
32	Health Benefits		42	2	181,700		0.4%
33	Occupancy Costs		2	3	234,800		0.5%

**STATE BOARD OF EDUCATION**  
**FY 2020 Line Items - Community Colleges and Agencies**

Priority	By Institution/Agency	FY 2019 Appropriation	Attachment	Priority	FY 2020 Request	Comments	vs. 2019 Approp
34	Agricultural Research/Extension	31,307,100			902,000		2.9%
35	4-H STEM Education		43	1	523,600		20.3%
36	Rock Creek Cattle Research and Extension		44	2	378,400		14.6%
37	Health Education Programs	18,714,500			3,335,400		17.8%
38	W-I Veterinary Education	2,016,500			No Line Items		0.0%
39	WWAMI Medical Education	6,399,500	45	1	361,500 ECHO Idaho Project		1.9%
40	IDEP	1,607,400					0.0%
41	Univ. of Utah Med. Ed.	1,694,900			321,900		1.7%
42			46	1	119,600 2 new seats, year four		0.6%
43			47	1	22,300 Leave of Absence		0.1%
44			48	1	180,000 Increase funding per resident to \$60k		1.0%
45	Family Medicine Residencies	5,000,900			1,257,000		6.7%
46	Idaho State University FMR	1,350,900			597,000		3.2%
47			49	4	267,000 FY 19 Supplemental		1.4%
48			48	1	105,000 Increase funding per resident to \$45k		0.6%
49			48	2	165,000 Rexburg Rural Track Training		0.9%
50			48	3	60,000 Hospitalist		0.3%
51	Family Medicine Residency of Idaho (Boise)	1,530,000			480,000		2.6%
52			48	1	480,000 Increase funding per resident to \$45k		2.6%
53	Kootenai Health FMR	560,000	48	1	180,000 Increase funding per resident to \$45k		1.0%
54	Graduate Medical Education Funding	1,000,000					0.0%
55	Boise Internal Medicine Residency	617,500			515,000		2.8%
56			48	1	155,000 Increase funding per resident to \$45k		0.8%
57			48	1	360,000 Increase funding per resident to \$60k		1.9%
58	Psychiatry Residency	397,800					0.0%
59	Eastern Idaho Regional Medical Center	455,000			700,000		3.7%
60	Internal Medicine Resident Program		48	1	100,000 Increase funding per resident to \$45k		0.5%
61	Internal Medicine Resident Program		48	1	600,000 Increase funding per resident to \$60k		3.2%
62	Bingham Internal Medicine	525,000			180,000		1.0%
63			48	1	120,000 Increase funding per resident to \$45k		0.6%
64			48	1	60,000 Increase funding per resident to \$60k		0.3%

**STATE BOARD OF EDUCATION**  
**FY 2020 Line Items - Community Colleges and Agencies**

Priority	By Institution/Agency	FY 2019 Appropriation	Attachment	Priority	FY 2020 Request	Comments	vs. 2019 Approp
65	Special Programs	19,242,200			3,938,100		20.5%
66	Forest Utilization Research	1,281,100			262,200		1.4%
67	Wood Utilization in Comm. Building Faculty		50	1	138,600		0.7%
68	Mica Creek Watershed Project		51	2	123,600		0.6%
69	Geological Survey	1,085,100	52	1	138,900 FTE Increase & Market Base Compensation		0.7%
70	Scholarships and Grants	15,230,300		1	3,400,000		17.7%
71			53	1	2,400,000 College Bridge Grant		12.8%
72			54	2	1,000,000 GEARUP		5.3%
73	Museum of Natural History	616,200					0.0%
74	Small Bus. Development Centers	673,000	55	1	68,500 Business Development		0.4%
75	TechHelp	356,500	56	1	68,500 Business Development		0.4%
76	State Board of Education	6,374,900			623,800		9.8%
77	Office of the State Board of Education	6,204,200					0.0%
78	Associate Chief Academic Officer		57	1	110,000		0.6%
79	Academic Program Manager		58	2	101,200		0.5%
80	Administrative Assistant 2		59	3	53,300		0.3%
81	IT/AV/Web Page Support (shared with CTE)		60	4	76,300		0.4%
82	Master Educator Portfolio Reviews		61	5	263,000		1.4%
83	Career Information System Enhancements		62	6	20,000		0.1%
84	Charter School Commission	170,700					0.0%
85	Idaho Public Television	2,585,300			158,900		6.1%
86	Educational Outreach		63	1	94,100		3.6%
87	Digital Media Technician		64	2	64,800		2.5%
88	Vocational Rehabilitation	8,648,300			8,000		0.1%
89	Vocational Rehabilitation	3,954,200					0.0%
90	Extended Employment Services	4,427,300					0.0%
91	Council for the Deaf/Hard of Hearing	266,800	65	1	8,000 Interpreter Training		0.1%
92	Total	\$ 199,396,800			\$ 22,851,000		11.5%

# STATE BOARD OF EDUCATION

## FY 2020 Budget Request

### Colleges & Universities

#### Calculation of Occupancy Costs

Calculation of Occupancy Costs																					
		% of Use for				(1)				(2)				(3)		(4)		(5)			
Institution/Project		Projected Date of Occupancy	Non-Aux. Education	Gross Sq Footage	Non-Aux. Sq Footage	Custodial Costs				Utility Estimate	Maintenance Costs		Other	Total Occ Cost	% qtrs used in FY20	Revised FY18					
						FTE	Sal & Ben	Supplies	Total		Repl Value	Cost@1.5%									
BOISE STATE UNIVERSITY																					
New Fine Arts Building		June-19	100%	97,621	97,621	3.75	137,200	9,800	147,000	170,800	42,000,000	630,000	108,800	1,056,600	92%	972,100					
						3.75	137,200	9,800	147,000	170,800		630,000	108,800	1,056,600		972,100					
IDAHO STATE UNIVERSITY																					
Meridian Cadaver Lab Expansion		June-19	100%	12,136	12,136	0.47	17,200	1,200	18,400	21,200	7,742,000	116,100	15,500	171,200	100%	171,200					
Engineering Project Center		February-17	100%	1,500	1,500	0.06	2,200	200	2,400	2,600	174,000	2,600	1,300	8,900	100%	8,900					
IF CHE Public Safety Infill		January-17	100%	1,208	1,208	0.05	1,800	100	1,900	2,100	242,800	3,600	1,100	8,700	100%	8,700					
						0.58	21,200	1,500	22,700	25,900		122,300	17,900	188,800		188,800					
NORTH IDAHO COLLEGE																					
North Idaho Collaborative Education Facility		June-19	100%	29,000	29,000	1.12	40,300	2,900	43,200	50,800	7,502,600	112,500	28,300	234,800	100%	234,800					
						1.12	40,300	2,900	43,200	50,800		112,500	28,300	234,800		234,800					
(1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.																					
(3) Annual utility costs will be projected at \$1.75 per sq ft																					
(2) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.																					
(4) Building maintenance funds will be based on 1.5% of the construction cost (excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings.																					
Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category																					
Salary		CU:	\$20,475.00	CC:	\$19,500.00																
(5) Other:																					
														1.5000	GSF						
														0.2200	GSF						
														0.0900	GSF						
														0.5000	GSF						
														2.3100							
														0.7700	GSF						
														0.0003	CRV						
														0.0005	CRV						
														0.00080	CRV						
Benefits																					
FICA																					
SSDI salary to \$110,100		6.2000%	x salary																		
SSH		1.4500%	x salary																		
Unemployment Insurance		0.1500%	x salary																		
Life Insurance		0.7210%	x salary																		
Retirement: PERSI		11.3200%	x salary																		
Workmans Comp				BSU	ISU	UI	LCSC	CSI	NIC	CWI	CEI										
				0.91%	0.96%	2.12%	0.82%	4.81%	4.50%	4.35%	4.35%										
Sick Leave		0.6500%	x salary																		
Human Resources				0.360%	0.360%		0.554%														
		20.4910%	per position		21.7610%	21.8110%	22.6110%	21.8645%	25.3010%	24.9910%	24.8410%	24.8410%									
Health Insurance		\$11,650.00																			
Supplies		0.10																			

**AGENCY: CUs, CCs, CTE**

FUNCTION: CU Systemwide Needs,  
CC Systemwide, Career Technical  
Education

ACTIVITY:

Agency No.: 503, 505, 510 FY 2020 Request

Function No.: 01

Activity No.:

Page 1 of 3 Pages  
Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Outcomes-Based Funding (OBF)</b>			Priority Ranking 1 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries	0				0
2. Benefits	0				0
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:	\$16,000,000				\$16,000,000
LUMP SUM:					
GRAND TOTAL	\$16,000,000				\$16,000,000

Outcomes-Based Funding (OBF) is a higher education initiative being led by the State Board of Education, in coordination with the Governor's Office and the Legislature. OBF is one of the key recommendations of the Governor's Higher Education Task Force.

OBF is a multi-year Board effort to fund higher education institutions in a way that incentivizes completion of student certificates and degrees to prepare them for successful careers and lives. The approach is being used to some degree in many other states, and the Board is proposing to initiate an OBF model in Idaho which will support the State's 60% educational attainment goal.

Development of the proposed OBF model is being overseen by the Board's Business Affairs and Human Resources Committee. A Technical Committee, made up of

representatives from the institutions, Idaho government and outside stakeholders developed the formula and identified metrics.

Key characteristics of the Board-proposal include:

- Line item requests totaling \$16M in ongoing funds for FY2020 requested in each separate budget request as follows:
 

○ College and Universities Systemwide	\$11M
○ Community Colleges Systemwide	3M
○ Career Technical Education (CTE)	<u>2M</u>
Total	\$16M
- An amount drawn from reallocated dollars from the current higher education base to be determined at a later date.
- Annual allocation of OBF funds by the State Board to institutions based on the number of students who complete certificates, associate degrees, bachelor's degrees, master's degrees and doctorates.
- A simple allocation model for each request (i.e. a separate model for College and Universities, Community Colleges, and Career-Technical Education).
- Applies to academic and career technical programs.
- Applies to community colleges and four-year institutions.
- Permanently replaces the Enrollment Workload Adjustment (EWA) formula.
- Replaces line item requests associated with enrollment-based initiatives.
- Includes weighting for key programs tied to economic needs of Idaho: (e.g. STEM, health professions, business, and education) called High Impact Multipliers.
- Includes weighting for key Idaho resident populations (e.g. low-income, underrepresented, academically underprepared, first generation, and adult learners) called At-Risk Multipliers.
- Includes weighting for On-Time completion of associate and bachelor degrees.
- Following the initial adoption year in FY2020, the OBF request in succeeding years would be an increase or decrease to the original \$16M based on whether completions increased or decreased in subsequent years.

Some nuances of the model include the following:

1. The model for the Community Colleges provides a payoff for 30 or more credits earned at the college when a student transfers to an Idaho 4-year institution and completes their degree.
2. The model for the College and Universities provides a payoff for 30 or more credits earned at a sister 4-year institution when a student transfers to another Idaho 4-year institutions and completes their degree.
3. Payoffs for dual credit courses earned and delivered at the high school will be provided to the degree awarding institution upon completion of an associate degree, but the dual credits will not be parsed to each institution providing the dual credits.



4. In subsequent years, Oversight and Technical Committees will review whether the institutional missions should be included in the models.

The mechanics of the model are simple. The completion metrics include the following:

College and Universities	Community Colleges	Career Technical Education
Certificate: less than one year	Certificate: less than one year	Certificate: Basic or Technical
30 or more credits after degree completion at sister Idaho 4-year institution	30 or more credits after degree completion at Idaho 4-year institution	Certificate: Intermediate
Certificate: greater than or equal to one year	Certificate: greater than one year	Certificate: Advanced Technical
Associates	Associates	Associates of Applied Science
Bachelors	Bachelors	
Masters		
Doctorate/Professional		

A unique payoff dollar amount is assigned to each model (College and Universities, Community Colleges and Career Technical Education). Each completion metric is assigned a weight. The weight is multiplied by the payoff dollar to calculate the payoff amount for each completion metric. For example, if an Associates Degree was assigned a weight of 1.0 and the payoff amount was \$500, then each completed Associates would be valued at \$500. If a certificate was assigned a weight of .50, then each completed certificate would be valued at \$250.

Each completion metric is assigned a weight for the High Impact Multipliers. This results in additional payoffs for completions in the high impact areas.

For the At-Risk Multipliers, weights are applied only to the following completion metrics:

College and Universities:	Associates and Bachelors
Community Colleges:	>= 1-year certificates and Associates
Career Technical Education:	All completion metrics

This results in additional payoffs for completions in these at-risk areas.

Similar weights and payoffs are included for on-time graduation for Associates, Bachelors and all Career-Technical Education completion metrics.

Each payoff for completion metric, (High Impact, At-Risk and On-Time) is multiplied by each institution's student completion data that matches the definition for each metric and multiplier. This results in the payoff dollar amount for the volume of students meeting each criteria. The sum of all payoff dollars for each criteria is the total amount of Outcomes Based Funding calculated for the institution. The four 4-year institutions will be summed to derive the total budget request for the College and Universities, the four

2-year community colleges will be summed to derive the total budget request for the Community Colleges, and the CTE model will derive the total budget request for CTE.

In order to calculate a reasonable OBF amount to replace EWA and line items for the institutions and CTE, staff reviewed the past several fiscal years of calculated EWA and appropriated line items. For the College and Universities, the last year the institutions received positive EWA and line items was in FY 2013 as follows:

<b>College and Universities</b>	<b>EWA</b>	<b>Line Items</b>	<b>Total</b>
Boise State University	\$3,512,100	\$1,295,300	\$4,807,400
Idaho State University	\$1,924,200	\$1,270,400	\$3,194,600
University of Idaho	\$1,341,500	\$1,317,800	\$2,188,300
Lewis-Clark State College	\$348,400	\$486,900	\$835,300
<b>Total</b>	<b>\$6,655,200</b>	<b>\$4,370,400</b>	<b>\$11,025,600</b>

For the Community Colleges, the last year the institutions received positive EWA and line items was in FY 2014 and averaged approximately \$728,000 as follows:

<b>Community Colleges</b>	<b>EWA</b>	<b>Line Items</b>	<b>Total</b>
College of Southern Idaho	\$46,800	\$180,000	\$226,800
College of Western Idaho	\$783,500	\$900,000	\$1,683,500
North Idaho College	\$25,600	\$250,000	\$275,600
<b>Total</b>	<b>\$855,900</b>	<b>\$1,330,000</b>	<b>\$2,185,900</b>

Adding Eastern Idaho Community College as the fourth community college would increase this total to approximately \$3M.

The \$2,000,000 for CTE approximates the amount requested annually for its Postsecondary Capacity Expansion.

For the FY 2020 OBF allocation, we will use completion data from the 2017-18 academic year and a calculated completion payoff dollar amount for each targeted appropriation request. In subsequent years, the data used in the model will continue to be two years in arrears.

In order to see the results of each model for prior years, we populated the models with data from FY 2016, FY 2017 and FY 2018 using the same completion payoff dollar amount. The results will be available at the Board meeting.

This request is for ongoing funds for the implementation year and then the incremental increase or decrease will be requested as ongoing funds in subsequent years.

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2020 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: 12.02		Title: <b>Idaho American Indian Access Fee</b>			Priority Ranking 2 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. Reviewer Stipends					
3. Training – Inter Rater Reliability					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$600,000				\$600,000
LUMP SUM:					
GRAND TOTAL	\$600,000				\$600,000

**Description:**

The Idaho Indian Education Committee, an advisory committee to the State Board of Education, is seeking to increase representation of American Indians from Idaho's five federally recognized tribes in Idaho's postsecondary institutions.

The Board's Indian Education Committee recommended the establishment of a \$60 per credit fee for tribally enrolled members of Idaho's federally recognized tribes. This fee would replace tuition; however, American Indian students would still be required to pay all other fees (this includes mandatory fees, institutional, program, and or special course fees). Students are required to be degree-seeking, meet institutional eligibility requirements, complete the FAFSA, and be enrolled in a technical, undergraduate, or graduate program. The proposed tuition rate for verified tribal members of Idaho's tribes is based on their status as sovereign tribes.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Idaho State Board of Education is requesting line item funding to offset the estimated foregone revenue. At this time, it is anticipated there are approximately 200 Idaho tribally enrolled students in Idaho's public postsecondary institutions. The State Board of Education is therefore requesting \$600,000 to cover the potential tuition revenue losses based on the Committee's projected number of American Indian students currently eligible. There are no additional staffing needs necessary to support this request.

Why is this a State or State Board of Education responsibility? Today, the majority of American Indian students attend public schools. According to the National Congress for American Indians (2015), 93% (620,000) of American Indian students attend public schools and only 7% (45,000) attend one of the 184 Bureau of Indian Education schools that are located on 63 reservations in 23 states. There are 34 states where federally recognized tribes reside (Wilkins, 2002, p. 94). Nationally, the high school graduation rate for American Indian students is about 50% compared to about 75% for white students. Only 17% of Indian students go on to college from high school. Since 50% of American Indian high school students drop out before graduation, only 8.5% of Indian students enter college. This compares to 70% for non-Indians, nationally.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. **No new positions will be required.**
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. **No human resources will be redirected.**
  - c. List any additional operating funds and capital items needed.  
**No additional operating funds or capital items outside of the funding listed above.**
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is based on proposed fee changes for members of Idaho's five federally recognized tribes. The request is for on-going funding. At this time, it is anticipated there are approximately 200 Idaho tribally enrolled students in Idaho's public postsecondary institutions. The State Board of Education is therefore requesting \$600,000 to cover the potential tuition revenue losses based on the Committee's projected number of American Indian students currently eligible.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request is intended to support Idaho's American Indian students. Approximate total membership numbers (regardless of age) for each of Idaho's Five Tribes based on 2000 Census data were:

- 5,762 – Shoshone-Bannock
- 3,500 – Nez Perce
- 2,000 – Coeur d'Alene
- 1,265 – Shoshone-Paiute
- 165 – Kootenai

If this request is not funded, postsecondary attendance rates among the American Indian population would continue their current trend. As this line item is intended to increase the attendance and completion of American Indian students, those anticipated increases would not be realized.

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2020 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.03</b>		Title: <b>Higher Ed DualEnroll</b>			Priority Ranking 3 of 6
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:	\$150,000				\$150,000
CAPITAL OUTLAY by summary object:					
1. PC and monitor					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$150,000				\$150,000

**Description:**

Funds to support membership of all eight Idaho public institutions in DualEnroll.com. DualEnroll.com streamlines and automates the enrollment of high school students in college courses, ensures college standards are met for courses in the high school, and makes it easy to manage high school instructors.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The funding is being requested for annual membership in DualEnroll.com for all eight Idaho public institutions. Membership will enable the institutions to manage their unique processes for registration, instructor on-boarding and course credentialing, automatically initiating new steps as the previous ones are completed. It enforces their policies,

automatically sends reminders to keep processes on track, and supports courses taught on-campus, online, or at the high school.

DualEnroll.com guides students through the registration process and prompts for all required items with automated reminders for late or missing items. Customizable views and batching capabilities make it quick and easy for high schools and colleges to manage students through the registration process. Students benefit as DualEnroll.com makes it possible for the school to offer more college and course options. In addition, there are specific advantages for students when a school uses dualenroll.com to manage their dual enrollment program.

**Course selection:** DualEnroll.com makes it easy for students to find and sign up for classes that are most suited to their individual educational goals. Students optimize their class selection and can maximize the financial and educational benefits of the dual enrollment program at their high school.

**College selection:** DualEnroll.com makes it easy for students to take classes from more than one college, so they can 'try out' colleges they might be interested in attending as they are going through the selection and application process.

**Manage deadlines:** DualEnroll.com will notify students and guidance counselors of important deadlines in the course signup process based on the actual college and course they have selected. Once a student is enrolled in a course, DualEnroll.com will send reminders of drop dates so the student and their guidance counselor can assess their performance in the course and decide whether the student should continue or drop the class before the drop date to avoid negatively impacting their college GPA.

**Increased participation:** Paper dual enrollment process are time consuming and prone to error. Students lose the applications, don't get around to walking the forms around for the various required signatures, forget to turn them in on time, etc. and thereby miss out on the opportunities afforded by dual enrollment. With DualEnroll.com, approvals and applications can be completed and forwarded online rather than manually walking around paper forms, the entire process can be managed online, and reminders help everyone avoid missed deadlines.

Colleges benefit from DualEnroll by:

**Recruiting:** DualEnroll.com provides a highly effective, low cost mechanism for colleges to communicate their programs and unique benefits to students during the time when they are making college decisions. In one study, 71% of dual enrollment students continued postsecondary coursework at the same college where they took their dual enrollment classes.

**Expanding relationships with secondary schools:** By extending their dual enrollment relationship to more high schools, colleges can better achieve their public policy mandates as well as increasing their grow their pool of highly qualified applicants and

increase acceptance rates at a fraction of the cost of other recruiting methods. DualEnroll.com provides an easy way to high schools and colleges to introduce themselves to each other, exchange detailed information about courses and enrollment procedures, and explore ways they can work together for the benefit of students.

**Access:** Research has shown that the educational improvements associated with dual enrollment are disproportionately advantageous for low income or other disadvantaged student populations. It is intuitive, for example, that the benefits of being introduced to college work while still receiving the additional support system of high school would be magnified for students with less well-developed college support due to family background. Paradoxically, however, this lack of family support makes it more difficult for these students to complete a paper-based, multistep sign-up process. By streamlining the process and sending reminders of deadlines to both students and guidance counselors, DualEnroll.com help improve educational performance and prospects for disadvantaged students.

**Incoming student performance:** Colleges of all types are increasingly accountable for helping manage the transition from secondary to postsecondary education for incoming students and for educational outcomes for students who enroll. Given the improved academic performance research attributes to participation in dual enrollment, increasing the proportion of students who enter college with dual enrollment credits makes these tasks more achievable.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

N/A

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

N/A

- c. List any additional operating funds and capital items needed.

None.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is for ongoing funds of \$150,000.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Students and institutions are being served by providing more services and support to dual credit students and by streamlining the management of dual credit by the schools.



AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2020 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.04</b>		Title: <b>Open Education Resources (OER)</b>			Priority Ranking 4 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:	\$250,000				\$250,000
CAPITAL OUTLAY by summary object:					
1. PC and monitor					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$250,000				\$250,000

**Description:**

Funds to support delivery of Open Education Resources (OER), which would result in no-cost and low-cost textbooks (and other learning resources) for all postsecondary courses included in the state common course list.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The funding is being requested to support faculty development of open educational resources that provides undergraduate students with textbooks at no (or minimal) cost. On average, this would be correspondent to the 38 general education (GEM) courses to be adopted in the common course framework beginning in Fall 2019.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Existing faculty and staff at public institutions of higher learning.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Faculty within the appropriate discipline areas will be compensated for the time and effort necessary to learn new software and to develop online textbooks and other learning resources. Each institution has staff (in variable numbers) that support faculty development, particularly as it relates to OER.

- c. List any additional operating funds and capital items needed.

None.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is for one-time funds of \$200,000 and ongoing of \$50,000.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Though faculty will be compensated for their efforts, over 100,000 undergraduate students in Idaho and their families would be served through this effort. Furthermore, school districts responsible for delivering dual credit would also benefit from not needing to purchase textbooks. As it stands, the average cost of a new textbook is \$80, and the average cost for a used textbook is \$50. If not funded, degree-seeking students will continue to incur, on average, over \$650-\$1,000 in textbook costs for general education courses. If all students in the state enroll in approximately 13 classes (36 semester hours) of common-indexed courses in the General Education (GEM) curriculum in order to earn an associates or baccalaureate degree, total student savings could equate to anywhere between \$65-\$100 million across the system at any point in time. This does not include savings rendered for districts who furnish textbooks for dual credit students. If OER can be leveraged, this item would offer a significant impact towards achieving the affordability goals outlined by the Governor's Task Force on Higher Education, as well as the Board's goals to deliver a postsecondary system that is more accessible to Idaho students.

Average cost of new and used textbooks: *National Association of College Stores website:*  
<https://www.nacs.org/research/HigherEdRetailMarketFactsFigures.aspx>

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2020 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

NextSteps Idaho Website					
A: Decision Unit No: 12.05	Title: <b>Expansion</b>		Priority Ranking 5 of 6		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Research and Site Updates	\$123,000				\$123,000
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$123,000				\$123,000

**Description:**

The [NextSteps.Idaho.com](http://NextSteps.Idaho.com) website provides college and career information and resources targeted toward Idaho students in 8<sup>th</sup> through 12<sup>th</sup> grade as well as their parents and school counselors and advisors who work with those students. The Workforce Development Taskforce, convened in 2017, recommended using the Next Steps website to also target adults seeking training and expanded education and for the website to serve as a single portal for all college and career advising for students and adults. The recommendation was based in part due to the strong branding of the Next Steps website and high user rates. These user rates are a direct result of the research that was conducted specific to the original target audience (Idaho students and their parents 8<sup>th</sup> through 12<sup>th</sup> grade) in the initial development of the site and on-going maintenance, testing, and updating of the site. The Task Force recommendation of expanding the target audience for the website to include adults will require similar research. This research

includes gathering information from diverse user groups statewide through interviews, focus groups and surveys and the identification of available resources across state agencies and educational institutions. Research will also include a review of other states' websites identified as effectively meeting the needs of a similar population. This research is needed to prevent any diminished usage of Next Steps by our target audience while identifying strategies to create the expanded portal. In FY19 the Board Office collaborated with the Workforce Development Council to conduct this research on updating the website to include the expanded target audience and initiate the first phase of updates to the website. Identified resources and information added to the site will be implemented through a phased approach in FY19 and FY20 to allow for testing of the additions and to maintain the quality of the site. Once implemented the additional pages and resources on the site will need to be maintained and refreshed regularly to keep the site relevant. This includes not only updating information but also adding additional resources as they are identified or developed.

The work to expand the website will be done in collaboration with the Workforce Development Council, Department of Labor, other state agencies, colleges and universities, the business community and other stakeholder groups. It is anticipated the additions to the site will more than double the resources available through the site and will result in an equivalent increase in the annual maintenance and updating of the site. Maintenance and updating of the current site is done through a competitively bid contract.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? There is currently 1 FTE whose primary responsibilities include in part working with identifying updates to the site and managing the site maintenance and updating contract. Additional existing staff have secondary roles in working with the current site as part of the sites role in the Board's overall communication initiative and college and career advising initiatives. No new FTE are being requested. The request is for additional funding for contracted services.
2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
No new positions will be required.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
No human resources will be redirected.
  - c. List any additional operating funds and capital items needed.  
No additional operating funds or capital items outside of the funding listed above.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.  
The request is for ongoing funds to expand the user base of the NextSteps Idaho website and create a single portal for students, student parents (K-20) and adults with college/education and career advising and other resources. The funding amount requested is based on the current contract for maintenance and “refreshing” of content on the site. The expansion of the site will result in more than doubling the resources available on the site and thereby doubling the amount of work necessary to keep the site updated. Services are currently received through a competitively bid contract. In FY20 the Board office will need to go through a new RFP process for the maintenance and refreshing/updating of the site.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? The current site serves students in grades 8 through 12, the expanded site will include younger and older students as well as adults that are not currently served. The additional funds will allow for work to be done that will make sure the expansion of the site does not take away from the resources currently provided to students in grades 8 through 12 while expanding resources to a much larger group of people. Without the funding the Board will not be able to assure the necessary maintenance of the site is done in order to maintain its value and usability. Websites that are not maintained and updated quickly become obsolete.

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2020 Request

FUNCTION: Systemwide Needs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: 12.06		Title: <b>Parent Academy</b>			Priority Ranking 6 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$560,000				\$560,000
LUMP SUM:					
GRAND TOTAL	\$560,000				\$560,000

**Description:**

An insufficient number of Idaho high school graduates are going on to some form of postsecondary education, whether that be a career technical certificate program or our two or four year colleges and universities. One of the identified barriers to students going on to some form of postsecondary education experience after high school is availability of relevant college and career advising. While the state has invested much in the areas of college and career advising for our students in grades 8 through 12, through our public schools, as part of the implementation of the K-12 Task Force for Improving Education Recommendations, additional strategies have been identified to help in this area. One of the primary advisors of students are parents and the family unit. In identifying strategies to work more closely with our communities and provide equitable access to information and resources for our first generation and other underserved population "Parent Academies" have been identified as an effective strategy that has shown promise in other states. A "Parent Academy" would be a program run through our postsecondary

institutions that provide typically between a four to twelve week program for parents. The academies provide information to parents in a culturally relevant way for the local community. These programs include providing information on:

- Creating a “college-ready” academic plan to ensure appropriate course selection for their students;
- Learning how to finance college, gaining scholarship and financial aid literacy, and understanding the return on college investment;
- Identifying support networks and key resources for a successful transition to college;
- Developing a better understanding about what their student will experience in college;
- Learning what it takes for students to be successful; and
- Meeting and talking with other parents, staff members, and instructors.

Based on input from Idaho groups that have been brought together to provide recommendations on the implementation of the Higher Education Task Force Recommendations, and success seen by institutions in other states implementing some form of parent academy and early work being done by our Idaho institutions in this area, the Board is seeking funds to scale-up Parent Academies at each of our public postsecondary institutions. Each institution would be able to tailor their Parent Academy based on their local and regional needs within a set framework that includes close collaboration with the local school districts and charters schools and be targeted toward families with first generation students.

#### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? Funding is being requested to scale up Parent Academies at all eight public Idaho postsecondary institutions. No Board staff would be used for this activity other than that necessary for the distribution of funds.
2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
No new positions will be required in the Board office. The institutions may use the funding to hire staff to manage the parent academies.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
No human resources in the Board office will be redirected. The institutions may redirect staff to manage the parent academies.
  - c. List any additional operating funds and capital items needed.  
No additional operating funds or capital items outside of the funding listed above will be necessary in the Board office.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.  
This request is for ongoing funding to provide for the establishment of Parent Academies at each of the eight public institutions. While the institutions provide some information and advising resources to parents it is generally specific to individual programs or limited in scope. Boise State University and the College of Southern Idaho have implemented or are in the process of implementing similar limited programs. Their experience and costs have been used to establish the funding request. It is estimated that \$70,000 for each institution ongoing would allow the institution to run a single program cohort (class) of parents through the program at a time. Based on the duration of each program, multiple academies would be able to be run each year.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? This request will allow the institutions to expand the number of students being served by providing relevant and timely information to student's parents, allowing the parents to be the first resource to the students.



**AGENCY: Boise State University**  
 FUNCTION: Instruction, Public  
 Service  
 ACTIVITY: Expanded Academic and  
 Public Service Programs

Agency No.: 512

FY 2020 Request

Function No.: 01

Page 1 of 5 Pages  
 Original Submission X or  
 Revision No. \_\_\_\_

Activity No.:

A: Decision Unit No: <b>12.01</b>		Title: <b>School of Public Service Initiative</b>			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	15.66				15.66
PERSONNEL COSTS:					
1. Salaries	1,208,100				1,208,100
2. Benefits	416,100				416,100
3. Group Position Funding	304,300				304,300
TOTAL PERSONNEL COSTS:	1,928,500				1,928,500
OPERATING EXPENDITURES by summary object:					
1. Travel	22,500				22,500
2. Operating	167,900				167,900
TOTAL OPERATING EXPENDITURES:	190,400				190,400
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	2,118,900				2,118,900

### Description:

The School of Public Service was founded in 2015 to inspire and equip students to be innovative, principled, and effective public service leaders, promote meaningful community engagement and civil discourse, and serve as an objective and unbiased resource for citizens and decision-makers in Idaho. The School was designed to ensure that Idaho students, businesses, and taxpayers get the most value out of their investments in higher education by refocusing faculty attention on applied scholarship and teaching that transcends narrow disciplinary boundaries.

Future leaders in public service, whether they are employed within the private, non-profit, or public sectors, require interdisciplinary knowledge and a combination of well-developed hard and soft skills. Graduates from the School of Public Service at Boise State are "systems leaders" well versed in leadership, management, quantitative

reasoning, systems thinking, analytics, communications, and ethics in addition to their particular substantive major. To that end, the School of Public Service has eliminated institutional silos by replacing outdated departmental structures with an integrated School, developed new interdisciplinary academic programs in Global Studies, Urban Studies and Community Development, and Environmental Studies that draw from faculty across the University, explicitly integrated skills development into the curriculum through a new School-wide “core curriculum”, and promoted high impact educational practices, including experiential learning programs, that enhance student success on campus and preparation for careers.

Additionally, the School of Public Service facilitates applied research and serves Idaho communities searching for innovative solutions to the seemingly intractable challenges they face. The School revised its tenure and promotion guidelines to emphasize applied research and public engagement. And the School has embraced and reinvigorated the University's historical commitment to public service research by involving faculty and students, from the undergraduate level through the new Ph.D. program, to work in concert with state and local agencies, non-profit organizations and the private sector around issues of workforce, transportation, and economic development through the newly launched Idaho Policy Institute. The Policy Institute is itself a public-private partnership.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

First, funding will be used to enhance student learning at the undergraduate and graduate levels. The integration of new faculty lines will facilitate the implementation of new interdisciplinary academic programs and improve retention and graduation rates for students pursuing careers in public service at the undergraduate level while opening new functional tracks for students pursuing the Ph.D. In addition, funding will support student participation in experiential programs that directly enhance skill development and will increase opportunities for undergraduate and graduate students to engage in applied research projects.

Second, line item funding will directly enable positive community outcomes throughout the State of Idaho. Funding for Boise State's Idaho Policy Institute directly supports nonpartisan and rigorous applied research and evaluation studies for use by state and local decision makers, professional training and technical assistance to state and local entities, and seminars, colloquia, and public events convened to promote constructive dialogue and thoughtful deliberation on public issues in Idaho. The Institute conducts public policy and demographic research, publishes economic forecasts and economic impact studies, undertakes rigorous and unbiased public opinion survey research, and offers dispute resolution resources and leadership development and technical assistance to localities throughout Idaho. Each new faculty position created through this appropriation will simultaneously serve interdisciplinary academic programs, and build the School's capacity for applied research.

Additionally, funding will help grow on-line undergraduate and graduate certificate programs in Geographic Information Systems (GIS) that prepare students for emerging careers while supporting research collaborations with state and local entities involving mapping and spatial analysis projects. Finally, funding will grow the capacity of the Center for Idaho History and Politics. The Center has been redesigned to implement internship and experiential programs across the school, and support high quality University-community engagements including the Politics for Lunch series.

It is important to note that program prioritization has informed this budget request in several ways. Specifically:

- The School of Public Service was created during the program prioritization process. Our aim was to create a sharp focus on public service, and thereby better align resources with the institution's public service mission.
- One of the programs that would have ended up in the SPS was in the fifth quintile during program prioritization, and was discontinued the year after program prioritization.
- One of the programs that recently moved to the SPS, the BA in Environmental Studies, scored in the fourth quintile. It was clear at the time that the reason for the low score was that the program was under-resourced and mis-aligned. Our line item request will enable us to invest in what can be a strong program.
- Overall, the remaining programs that would end up in the SPS scored quite well during program prioritization: the undergraduate programs in criminal justice and political science were in the top quintile, and the graduate programs in criminal justice and public policy and administration were in the second and third quintiles, respectively.
- Because the SPS has dissolved its academic departments, the faculty members in the school are much more able to teach in a range of programs instead of only those programs in their home department, thereby creating instructional efficiencies and exposing students to a broader and more relevant array of faculty members.

The university has funded the creation of the School of Public service by the reallocation of existing funds as well as dedicated and local funds. Specifically, there are several investments the university has made recently to support the request.

- One half-time lecturer position funded initially under Boise State's spousal accommodation policy, and will be funded subsequently using reallocated funds.
- One new tenure-track faculty line was created using reallocated funds.
- The resources necessary for one faculty line from the reallocation of funding from the discontinued Master of Community and Regional Planning program.
- One faculty line from the reallocation of a faculty line from the Department of History to the School of Public Service.

## 2. What resources are necessary to implement this request?

- Eight faculty positions including positions in Applied Economics, Demography, Global Trade, Public Finance, Health Policy, Energy Policy, and

Fiscal Policy that serve new interdisciplinary programs and support applied research initiatives;

- Four administrative leadership positions serving the Idaho Policy Institute, the Center for Idaho History and Politics, the Public Service Leadership Initiative, and the School of Public Service Survey Research Initiative;
  - Twelve graduate research assistantships in professional masters and Ph.D. programs that support applied research projects across the School (operating request is for graduate research assistant tuition waivers)
  - Two research faculty positions at the Idaho Policy Institute in economic development and economic forecasting;
  - Two positions – one clinical faculty and one administrative – to support the new Geographic Information Systems program and related applied research projects;
  - One clinical faculty position supporting student internships and experiential learning programs across the School of Public Service, and
  - Ten faculty research fellowships for faculty across Idaho institutions of higher education to participate in applied research projects administered through the Idaho Policy Institute.
  - Travel and operating expenses are requested for the above-referenced position.
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

All requested funds are ongoing.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request serves students at Boise State University by increasing the teaching capacity of new undergraduate interdisciplinary programs, professional masters programs, and the Ph.D. in Public Policy and Administration. Moreover, it serves students by growing skills and experiential programs that effectively prepare students for the workforce. The three existing undergraduate programs of SPS produced an average, over the last 3 years, of 209 baccalaureate graduates per year. As a result of this investment, the number of undergraduate baccalaureate graduates is projected to increase at least 30% and the number of total degrees and certificates is projected to increase over 50%.

In addition, this request serves communities throughout Idaho and all Idahoans that benefit from rigorous, non-partisan applied research. The Idaho Policy Institute was created through the reallocation of existing resources. In its first year, the IPI took on a couple of dozen projects and brought in over \$300,000 in grants and contracts. This investment would dramatically increase the capacity of the IPI to serve the state of Idaho and local communities. We would expect to at least double the number of projects, and similarly would expect that we would increase the contracts and grants

by that amount. However, it is important to note that many projects are pro bono and/or deeply subsidized in order to serve the needs of Idaho communities that may have limited resources.

Without additional funding, the Idaho Policy Institute will be constrained in its ability to serve entities throughout the state and while students will continue to have opportunities to study in traditional academic disciplines, they will likely be less well prepared for emerging careers in the private, public, and non-profit sectors.

**AGENCY: Boise State University**  
 FUNCTION: Instruction, Public  
 Service

Agency No.: 512

FY 2020 Request

Function No.: 01

Page 1 of 4 Pages  
 Original Submission \_\_\_ or  
 Revision No. \_2\_

ACTIVITY: Career Readiness

Activity No.:

A: Decision Unit No: <b>12.02</b>		Title: <b>Career Readiness</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	18				18
PERSONNEL COSTS:					
1. Salaries	\$792,600				\$792,600
2. Benefits	417,500				417,500
3. Group Position Funding	312,600				312,800
TOTAL PERSONNEL COSTS:	\$1,522,700				\$1,522,700
OPERATING EXPENDITURES by summary object:					
1. Travel	\$14,000				\$14,000
2. Operating	681,200				681,200
TOTAL OPERATING EXPENDITURES:	\$695,200				\$695,200
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$2,217,900				\$2,217,900

### Description:

Over the past decade, Boise State University has made significant strides in retention and graduation rates. But it is imperative we continue our focus to ensure our graduates are prepared and ready for the careers that await them in the evolving workplaces of Idaho. We strive to help students identify their passion and purpose, to look ahead to career connections and potential pathways, and to build a college experience that will launch them into their first job and far beyond. We are committed to the tenets of Complete College America and are joining an Association of Public and Land-grant Universities Transformative Cluster Initiative that aims to increase graduate rates even beyond the nationally recognized improvements Boise State has posted so far, thanks in large part to the sustained funding of the Complete College Idaho initiative.

This proposal is central to our next phase and will expand and develop a more coordinated and intentional model of career counseling and advising services to support

students, alumni, and community partners. The goal is to strengthen the first- and second-year student experience, because research shows early and ongoing career exploration and planning is essential to students making the most out of their college experience being best prepared to contribute to society in a meaningful way. Many students require guidance and support to connect their skills, values, and interests to a career path and intentionally engage in their college experience to most effectively meet their career goals. Embedding these coordinated services to students in their college is a best practice that will help us engage early and often both in and out of the classroom.

The efforts will be coordinated and distributed throughout the university to ensure that students have ready access and exposure to career services and counseling, and that these efforts remain a central tenet to the university's "Beyond the Major" approach to ensure that students get the experiences, opportunities, skills and support they need to make the most of their time here and best prepare them for success long after their diploma.

The proposal would spur changes and innovations within the four-year integrated University Foundations general education curriculum; campus career services; first-year orientation; central, college-level and departmental advising; peer mentor programs, and existing online and in-person courses designed to boost student academic success.

This request will reinforce and coordinate campus-wide efforts designed to connect students to career prospects and goals early in their college experience, empower them to seize opportunities inside and outside the classroom while they are here, and learn how to articulate their skills, knowledge and experience that best positions them for the jobs and careers they will seek when they graduate.

The long-term goal is to build on innovations and best practices to establish a cutting-edge and effective student success system that connects each incoming student with a career advisor, academic advisor and peer mentor — as well as create the potential to connect sophisticated career advising and targeted stacked skills and competency credentials to non-traditional and online students, mid-career Idahoans seeking to switch career paths or move up, and more.

### **Questions:**

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

Expanding Career Services across campus using an embedded and coordinated model

This proposal seeks to strengthen the first and second year experience and embed career services in the academic colleges. The proposed model amplifies and unites existing career enhancement and employability efforts across campus by intentionally connecting classroom learning, academic advising and support, and career counseling/job search advising through a Student Success Team model in each college. This team will collaborate to integrate academic and career components of a student's education (both in and out of the classroom) to better

prepare them for the transition from college to career. The Student Support Team will work with department/college administration to set strategic direction, outcomes, and accountabilities. Funding will add career specialists to each college to provide direct student contact in the form of one-on-one career counseling/advising, job search advising, workshops/classroom presentations, and career courses. College Career Specialists will also work directly with faculty and administration in each college to embed career education in the classroom.

Funding will also support central career services positions to:

- Counsel and support undecided or at-risk students and special populations
- Develop career content (including specialized career courses) for College Career Specialists.
- Enhance and grow the internship program including offering stronger and more intentional student, faculty, and employer support.
- Increase employer relations efforts including local, regional, and national employer connections and partnerships.
- Offer additional targeted events providing opportunities to connect students and employers.
- Increase student awareness through university-wide and college-specific marketing and social media content

Funding this request will provide the necessary resources for Boise State University to provide a more intentional and connected curricular and co-curricular educational experience that prepares students for work and *life beyond the blue*. This, in turn, will provide employers and community partners with a more career ready workforce.

Boise State currently has budgeted \$530,864 of appropriated funds in the Career Center.

## **2. What resources are necessary to implement this request?**

Academic Colleges – Career Specialists – (8)  
 Alumni Relations – Career Specialist - (1)  
 University Foundations – First Year Experience Coordinator (1)  
 Career Services - Instructional Designer/eLearning (1)  
 Career Services - Career Development Training Specialist (1)  
 Career Services – Career Course Manager (1)  
 Career Services – Employer Relations Events Coordinator (1)  
 Career Services – Career Technology Coordinator (1)  
 Career Services – Internship Program Student/Faculty Relations (1)  
 Career Services – Marketing Specialist (1)  
 Institutional Research – Career Data Specialist (1)

Travel and operating expenses are needed for the above-referenced positions.

First Year Immersion/Extended Orientation: \$300,000 for a two-day immersion program that, in conjunction with summer orientation, provides students with an in-depth overview of available services, resources and programs that combine with the academic experience to augment their preparedness for post-college employment.



Second Year Cohort Based Targeted Career Exploration: \$100,000 for a coordinated second-year career exploration effort dedicated to increasing the likelihood of progression, persistence, graduation and employability for students identified as “at risk” to stop out of college.

Scholarships to support professional experiences for students who demonstrate financial need: \$158,200

Peer mentoring programs to support first and second year students: \$362,582 including student employment and \$50,000 Peer mentoring curriculum, training and course delivery.

Career Services Technology: The \$50,000 technology budget will be used to pay for annual subscriptions for career education focused web-based technology intended to expand our reach and engage students when and where they want. This technology includes, but is not limited to, career research tools, a mentoring platform, career assessment and guidance systems, and online interview/resume coaching platforms. This budget will also be used to purchase eLearning software used to create interactive, multimedia online modules embedded within courses and virtual workshops accessible 24 hours a day by distance and on-campus students via the Virtual Career Center.

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

This request is focused on ongoing funding to support new positions in these areas, one-time start-up costs, and one-time consulting fees to bring in best practices and expertise as we launch this new distributed and coordinated model of career education. The second component of this proposal implements a first and second year immersion experience designed to encourage students to evaluate purpose, connect to majors and academic programs and identify career pathways. There is no direct revenue associated with this request.

**Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request directly serves students and graduates of Boise State University. Employers, community partners and the State of Idaho’s economy are also positively impacted. The infrastructure described in this proposal will improve student participation in early and intentional career planning and access and participation in high-impact educational practices ultimately positively impacting retention and graduation rates, first destination results, and alumni satisfaction and affinity for Boise State University.

**AGENCY: Office of the State Board of Education**  
**FUNCTION:** Idaho State University,  
 General Education  
**ACTIVITY:** Expansion of Health  
 Sciences to Meet State Workforce  
 Needs

Agency No.: 510

FY 2020 Request

Function No.: 03

Page 1 of 15 Pages

Activity No.:

Original Submission X or  
 Revision No. \_\_\_\_

<b>Expansion of Health Sciences to Meet State Workforce Needs</b>					
A: Decision Unit No: <b>12.01</b>		Title: <b>Expansion of Health Sciences to Meet State Workforce Needs</b>		Priority Ranking 1 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	32.50				32.50
PERSONNEL COSTS:					
1. Salaries	2,149,500				2,149,500
2. Benefits	847,900				847,900
3. Group Position Funding	66,200				66,200
TOTAL PERSONNEL COSTS:	3,063,600				3,063,600
OPERATING EXPENDITURES by summary object:					
1. Travel (ongoing)	80,000				80,000
2. Communications (ongoing)	49,500				49,500
3. Materials/Supplies (ongoing)	226,700				226,700
TOTAL OPERATING EXPENDITURES	356,200				356,200
CAPITAL OUTLAY by summary object:					
1. Office Furniture (one-time)	60,000				60,000
2. PC& Workstations	60,000				60,000
3. Clinic Equipment (one-time)	150,000				150,000
TOTAL CAPITAL OUTLAY:	270,000				270,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	3,689,800				3,689,800

Idaho State University and the Kasiska Division of Health Science respectfully submit this appropriation request for FY20. ISU would like to thank the State Board of Education, the Governor and his office, and the Idaho Legislature for their ongoing support of our health science programs.

This appropriation request specifically enhances programs prioritized during our budgeting and 3-year planning processes based on workforce needs in the state.

Occupational therapy, speech language pathology, and nursing are high paying, in-demand jobs with high vacancy rates in the state of Idaho. In addition, this plan represents a specific focus on recruiting rural and minority students to the health professions to directly address the State Board of Education's 60% goal.

## Description

### *Goals of this Initiative:*

- *Increase degree production in high demand and, health science careers to meet workforce needs of the state*
- *Enhance recruitment efforts and assist with meeting the State Board of Education's 60% goal and improve functionality and visibility of research and clinical services*
- *Align research mission with the current health care climate*
- *Improve clinic training opportunities*

**Occupational Therapy** – Three faculty positions, three staff positions, group position funding, as well as ongoing operating and one-time capital startup costs are being requested to support the expansion of the Occupational Therapy Program to the ISU Meridian Health Science Center. Occupational therapists are one of the top in-demand jobs in the state, currently with 30% vacancy rates according to the Department of Labor.

Idaho State University recently completed a construction project in Meridian where offices, classrooms, laboratories, and clinic space has been built/renovated to be shared by the Department of Physical and Occupational Therapy. Efficiencies were gained by the physical therapy space being designed and created to be a shared space with occupational therapy. This newly created space will improve **Access and Opportunity** for students in Meridian and will meet the accreditation agencies' requirement for equivalent didactic spaces to allow synchronous learning between cohorts in Pocatello and Meridian. Growth of the occupational therapy program is not possible without additional faculty and resources due to accreditation requirements related to expansion. This program has been prioritized within our planning processes and budgeting.

**Speech Language Pathology Programs Access and Cost Reduction for Idaho Students** – Six and one-half faculty positions, two staff positions, as well as ongoing operating and one-time capital startup costs are being requested to support the reduction of professional fees for Idaho residents and for expanding ISU's speech language pathology programs to the Magic Valley. Speech language therapists are one of the top in-demand jobs in the state, currently with 30% vacancy rates according to the Department of Labor.

The significant costs of the online speech language pathology MS courses inhibits access for Idaho residents who desire to earn this degree but want to do so by taking online courses. Speech language pathology MS online course costs have significantly grown compared with the cost of taking the same face-to-face courses. For example, In addition to tuition, for FY19 all students will pay a \$68.00 per credit professional fee for face-to-face courses. For the same online courses, all students will pay a \$490.00 per credit professional fee. Because of a lack of appropriated monies, the on-line program has resulted in a situation that has students bearing the cost burden of the program. With the additional funding, ISU will be able to reduce the Idaho resident online speech language pathology MS degree professional fee from \$490.00 per credit to \$103.00 per credit. This will create better access and affordability to this program.

In addition to the speech language pathology MS degree, ISU also offers an on-line pre-professional program (post-baccalaureate) for students who graduated with a bachelor's degree or higher in another field or for those students whose bachelor's degree in communication sciences and disorders is 10 years or older. All students who enroll in this program pay a \$262.00 per credit professional fee in addition to tuition. With the additional funding, ISU will also be able to reduce the Idaho resident online pre-professional degree professional fee from \$262.00 to \$103.00 per credit.

By reducing the online fees for Idaho students, ISU will capture prospective Idaho college students who currently feel as though the speech language pathology degrees are simply too pricey to obtain.

Expanding the speech language pathology programs to the Magic Valley with the reduced Idaho resident professional fee explained above will improve **Access and Opportunity** for students in Twin Falls.

***Access to Nursing Programs in SE Idaho*** – Four and one-half faculty positions, five staff positions, as well as ongoing operating and one-time capital startup costs are being requested to expand ISU's nursing programs in Eastern and Southern Idaho in two ways.

1). The College of Nursing at ISU is participating with industry partners from across Eastern Idaho to increase the number of baccalaureate registered nurses by offering an accelerated nursing program. A pending Department of Labor grant may assist with the initial development of this program, however the sustainability of this project is dependent upon ongoing appropriation. The accelerated nursing program is designed for individuals who have a baccalaureate degree in a field other than nursing. Students complete their baccalaureate degree in nursing over a 12-month period. This new undergraduate accelerated nursing program in Eastern Idaho will run concurrently with the existing, and very popular, accelerated nursing program in Meridian. Students will take classes online in the distance learning classroom environments on the Pocatello and Idaho Falls campuses.

2). The College of Nursing will initiate conversations with College of Southern Idaho (CSI) and St. Luke's Health System to develop a BS Completion hub on the CSI campus in Twin Falls. This program will coordinate BS completion education with CSI, and three other community colleges: the associate degree nursing program at ISU College of Technology, College of Western Idaho (CWI) and College of Eastern Idaho (CEI).

***Mental Health Need and Retention*** – One staff position as well as ongoing operating and one-time capital startup costs are being requested to support the mental health needs of ISU students. Mental health concerns continue to afflict college students in ways that impair their health, learning, and success at universities across the US, including ISU. More students than ever struggle with severe concerns such as suicidal thoughts and behaviors. It is well established that students who receive support for their mental health concerns at university counseling centers live healthier lives and are retained at their institutions at higher rates than the general student body. In order to reduce wait-time for services and improve prevention efforts across campus, additional providers are needed. We request the addition of a staff psychologist/counselor to increase our university counseling center's capacity to help these students live healthier lives and succeed academically.

***Health Sciences Student Recruitment and Retention*** – Two administrator positions, three staff positions, as well as ongoing operating and one-time capital startup costs are being requested to support student recruitment and retention at ISU in four major areas.

1). Improve ISU's ability to attract rural and under-represented minority (Hispanic and American Indian) Idaho high school students into professional health training programs offered at ISU and help to grow the State Board of Education's 60% goal. The health sciences at ISU have a renewed interest in the best recruitment and retention practices and programs for their students. Many of these rural and minority students experience a variety of personal, environmental, and institutional barriers that result in a perception that they have limited or no access to college and university education. A coordinator tasked with widely publicizing health education opportunities to high school students, retaining current students in the health sciences, and developing strategies to increase our overall student population is necessary for recruitment, retention and further growth. These efforts will have a positive impact on the health care system by producing even more diverse and competent practicing health care professionals within the state with the goal of many of these students returning to rural and underserved areas.

2). Enhance interprofessional education at ISU and the entire state. Interprofessional education is a required element to advance health professional education and is an effective mechanism to improve the overall quality of health care. Additionally, many health professions accreditation standards mandate interprofessional education. Interprofessional education is an important pedagogical approach for preparing health professions students to provide patient care in a collaborative team environment. The appealing premise of interprofessional education is that once health care professionals begin to work together in a collaborative manner, patient care will improve.

Interprofessional education teams enhance the quality of patient care, lower costs, decrease patients' length of stay, and reduce medical errors. Although there is an abundance of evidence supporting the interprofessional education of health professions students, there have been barriers to implementing it completely. This Director will be charged with coordinating interprofessional education at ISU, developing competencies in interprofessional education, identifying issues in implementing interprofessional education in the various programs offered at ISU, and identifying ways to offer interprofessional *continuing* education for health professionals throughout the state.

ISU has the unique distinction and ability to be able to offer interprofessional continuing education credits for nursing, pharmacy, and medicine (including physician assistants). This puts ISU in a position to greatly enhance the interprofessional continuing education offerings for health care providers throughout the state of Idaho. By advancing these opportunities within the state it not only will improve **Access and Opportunity** for students in Idaho, but also to practicing health care providers within the state.

3). Expand and improve ISU's clinics. Currently ISU operates 14 in-house clinics including medicine, dentistry, dental hygiene, audiology, speech pathology, counseling, reference laboratory, occupational therapy, physical therapy, vestibular (balance), and wellness. Along with providing quality health care at these sites to everyone regardless of their ability to pay, the investments into these clinics produce graduates that are caring and competent professionals who are well equipped to become leaders in their professions and communities. Identifying community clinical training sites for students has become more and more difficult. Because of the escalating shortage of clinical training sites to accommodate the growing number of students, it is necessary for ISU to focus on developing additional clinical sites and/or alternative solutions to address the training site shortages. These clinics have strong primary care capabilities that decrease health care costs overall. In order to expand its health care offerings a dedicated Clinical Services AVP to focus on opportunities for growth in the number of locations, increased depth and breadth of educational experiences offered to students, and discover opportunities to offer increased or new services that are underserved in Idaho is required. This individual will champion the growth of our health care offerings throughout the state.

4). Increase the overall marketing, promotion, and communication of the health care programs offered by ISU by looking for opportunities for increased collaboration or partnerships with health care providers in the state, building media presence and public relations throughout the state, overseeing the usage and strengthening of marketing efforts within the health sciences. This person will be responsible on the execution of marketing, advertising, and promotional campaigns for the health sciences and reviewing and evaluating marketing and promotional efforts.

***Rural Health Research & Statewide Health Work Force*** – Two faculty positions, one staff position, as well as ongoing operating and one-time capital startup costs are being requested to improve health research infrastructure and rural health outcomes and quality. Most of the efforts to improve rural health care to-date have focused on

increasing quality of care by increasing access to primary, routine and emergency care. While this has proven to be very beneficial there are promising new approaches to delivering high-quality care in rural areas. Rural Americans experience significant health disparities. They have a higher incidence of disease and disability, increased mortality rates, lower life expectancies, and higher rates of substance abuse, pain and suffering. As health care moves toward safer practices in delivering quality of care, ISU must adopt a system of evaluating health care quality outcomes data that either reflect the need for improvements, or showcase best practices. The Kasiska Division of Health Science, and specifically the College of Pharmacy and Department of Community and Public Health, have made investments into faculty members who have expertise in evaluating rural health outcomes and quality. A biostatistician and two faculty members will promote a vision of building a culture of safety to prevent patient harm through a research agenda, communication, education, and development of students who are accustomed to working in patient-centered care teams.

### **Performance Measures**

***Occupational Therapy*** - The US Bureau of Labor forecasts a substantial increase in occupational therapy positions by 2020. ISU's occupational therapy program consistently has over 60 applicants per year; 30-40 of these applicants meet the criteria to be admitted and 16 are accepted each year. By expanding this program to Meridian, we will be able to increase the number of seats available by an additional 16. With the robust applicant pool, we expect this program to be fully enrolled the very first year it is offered in Meridian. Graduates are in very high demand as occupational therapy is #2 on Idaho's list of job vacancies.

***Speech Language Pathology Programs Access and Cost Reduction for Idaho Students*** – The US Bureau of Labor Statistics estimates that speech language pathology jobs growing by 19% from 2012 to 2022. In addition to the growing need for speech language pathologists, surveys indicate that 50% of the faculty members at schools of speech language pathology will be eligible for retirement by 2021. Unless the number of new speech language pathologists increases substantially, the shortage will widen further. ISU's speech language pathology MS online degree consistently has over 300 applicants with only 20 accepted each year. ISU's speech language pathology MS on-campus degree consistently has 140 applicants with only 38 accepted each year. ISU's speech language pathology pre-professional admits all that apply, but due to the substantial cost, many Idaho residents consider it financially unattainable. By reducing the overall cost to Idaho residents and by offering a new cohort in the Magic Valley we expect the speech language pathology pre-professional program to attract 20 new Idaho resident students and we will be able to enroll an additional 8 graduate students in the speech language pathology MS programs in the very first year and 16 graduate students by the second year. Graduates are in very high demand as speech language pathology is #1 on Idaho's list of job vacancies.

***Access to Nursing Programs in SE Idaho*** – The Institute of Medicine published sentinel research on the outcomes of a national study addressing the *Future of Nursing, Advancing Health (2010)*. The Institute's recommendation was to increase the number of baccalaureate prepared nurses to 80% of the nursing workforce by 2020. St. Luke's Health System has established a policy that all of the new nurses they hire will have a baccalaureate degree by 2023. This policy assures the best possible nursing care is provided in their facilities and meets one of their requirements for Magnet Status. 2017 Idaho Department of Labor Workforce data and Idaho census projection data show that there is an expected population based demand for increased numbers of registered nurses in Ada and Canyon Counties and in Idaho Falls. In addition, as new facilities open in Eastern Idaho, it is projected that 100+ additional registered nurses will be needed before the fall of 2019. To mitigate this workforce shortage problem, each university will need to increase the number of new graduates and employers of nurses will need to focus on retention strategies for their incumbent staff.

While enrollment numbers for the accelerated nursing program in Meridian over the past five years have remained at an average of 33 admits annually, the number of applicants has grown from around 40 in 2015 to 75+ for FY2018 academic year. In the last five years, the accelerated nursing program has had more than 255 applicants. These numbers, along with the growing nursing shortage, indicate the accelerated nursing program is highly desired and the graduates of this program are highly needed in the workforce. By expanding the accelerated nursing program to Eastern Idaho and the BS Completion with the College of Southern Idaho (CSI) and St. Luke's Health System, ISU expects to add 20 new nursing students each year to the programs (for a total of 60 students over a three-year period). This will increase the number of graduates by 20 new baccalaureate prepared RNs each year.

***Mental Health Need and Retention*** – Simply providing counseling serves does not necessarily solve the mental health crisis. Mental health on college campuses is a complicated issue, but it will assist with reducing wait times and contributes to wellness, flourishing, resilience and prevention that is necessary to create an ideal campus mental health system. Because academics and mental health are deeply intertwined increasing the number of providers that students have access to will inevitably lead to increased graduation rates and ultimately students leading more healthy and productive lives.

***Health Sciences Student Recruitment and Retention*** – Increase interprofessional education and continuing educational offerings available for all health care providers throughout the state of Idaho. Increase clinic productivity and grow clinical placement offerings for students. The marketing efforts will grow student and faculty applicant pools, enhance outreach to high schools and under-represented and minority student populations, help to improve the Go On Rate, improve visibility of ISU's health science educational offerings, and increase research accomplishments and services to our communities.



**Rural Health Research & Statewide Health Work Force** – Double the extramural funding in rural health, health outcomes and quality research within 5 years because of the enhancement of the expertise of ISU's health sciences programs and increased external partnerships with collaborative research.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

**Occupational Therapy**– Three faculty positions, three support staff positions, and adjunct faculty are being requested. Faculty-to-student ratios are used in all laboratory courses to ensure the competence and safety of future graduates. Due to the specialization of faculty, multiple areas of clinical expertise are necessary onsite. In addition to the clinical areas of expertise, two of the requested faculty positions will serve administrative roles including the Occupational Therapy Assistant Program Director and the Assistant Academic Fieldwork Coordinator. These administrative roles are required to provide management of the expanded program, provide increased support for finding and supervising part-time and full-time student clinical affiliations and practicums, and for managing occupational therapy service provision within one or more inter-professional clinics. The staff positions are required to provide clerical support and IT support for the expanded program. The adjunct faculty salaries are required to provide instruction in highly specialized areas of clinical expertise that are not represented by the full time faculty.

**Speech Language Pathology Programs Access and Cost Reduction for Idaho Students** – Six and ½ faculty positions and two staff positions. One-to-one faculty-to-student ratios are used in all clinical experiences to ensure the competence and safety of future graduates. 50% of one faculty position will be funded with existing institutional funds. Three faculty positions exist but are currently funded from professional fees paid by students. With this request, state appropriated funding will fund these positions. Multiple areas of clinical expertise are necessary onsite. The staff positions are required to provide clerical support and IT support for the expanded programs.

**Access to Nursing Programs in SE Idaho** – Four and ½ faculty positions and five staff positions. One faculty for every 10 students is needed due to accreditation requirements and to ensure the competence and safety of future graduates. The staff positions are required to provide clerical, IT support, as well as student advising for the expanded programs.

**Mental Health Need and Retention** – One Psychologist/Counselor position.

**Health Sciences Student Recruitment and Retention** – Two administrator positions and three staff positions are being requested to support student recruitment and retention at ISU. An Assistant Vice President of Clinical Services, a Director of Rural Outreach Training & Interprofessional Education, a

Marketing and & Promotion Coordinator, a Student Recruitment Coordinator, and an administrative assistant to support the Assistant Vice President of Clinical Services.

***Rural Health Research & Statewide Health Work-Force*** – One Assistant Professor of Health Geography, one Assistant Professor of Implementation Science/Quality Improvement, and one Epidemiologist/Biostatistician.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

***Attached Spreadsheet of Positions***

***Occupational Therapy*** - Total Personnel Costs: \$577,600

***SLP Access & Cost Reduction for ID*** - Total Personnel Costs: \$848,400

***Access to Nursing Programs in SE Idaho*** - Total Personnel Costs: \$658,900

***Mental Health Need and Retention*** - Total Personnel Costs: \$90,200

***Health Sciences Student Recruit. & Ret.*** - Total Personnel Costs: \$527,200

***Rural Health Res. & Statewide Work Force*** - Total Personnel Costs: \$361,300

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

***Occupational Therapy*** - This line item request is for new faculty positions and support personnel. The current occupational therapy faculty members in Pocatello will continue to assist in teaching the extended cohort using distance learning technology, online content, and onsite classes, clinics and laboratory sessions.

***Speech Language Pathology Programs Access and Cost Reduction for Idaho Students*** – This line item request is for new faculty positions and support personnel. The current speech language pathology faculty members in Pocatello and Meridian will continue to assist in teaching the extended cohort using distance learning technology, online content, and onsite classes, clinics and laboratory sessions.

***Access to Nursing Programs in SE Idaho*** - This line item request is for new faculty positions and support personnel. The nursing faculty members in Pocatello and Meridian will continue to assist in teaching the extended cohort using distance learning technology, online content, and onsite classes, clinics and laboratory sessions.

***Mental Health Need and Retention*** – This line item request is for a new Psychologist/Counselor. The current ISU counselors will continue to assist in the

mental health needs of ISU students. This position will work extensively with ISU's counseling and testing services in Student Affairs.

***Health Sciences Student Recruitment and Retention*** – This line item request is for new professional staff positions and support personnel. Current clinical faculty members located throughout the state will work extensively with the Clinical Services AVP to enhance the clinical experiences for students and the patients/clients. The Director of Rural Outreach Training & Interprofessional Education will work with the Interprofessional Affairs Council to identify common curricular themes and how to implement interprofessional education in each of the varied health care programs at ISU and to develop an extensive outreach training and professional continuing education system in Idaho. The director of Marketing and Promotion and the Student Recruitment Coordinator will work with existing programs and the marketing and communications office at ISU. Student recruitment and retention will be enhanced to help address the State Board of Education's 60% goal.

***Rural Health Research & Statewide Health Work Force*** – This line item request is for new faculty positions and an epidemiologist/biostatistician. Current tenured and clinical faculty members located throughout the state will work with the Department of Labor, Office of Rural Health, professional organizations, and community health partners to identify health workforce needs and coordinate training opportunities.

- c. List any additional operating funds and capital items needed.

***Occupational Therapy*** – An ongoing request for additional operating funds and one-time capital outlay will be required during the first year to support supplying the new offices with essential items, purchasing computers and office equipment for the new faculty and staff, providing lab equipment/instrumentation tools to support instruction in the expanded program, as well as funding for travel, communications and materials and supplies and equipment that fall below the \$5K SCO capitalization threshold will also be needed.

***Speech Language Pathology Programs Access and Cost Reduction for Idaho Students*** – A one-time request for capital outlay will be required for supplying the new offices with essential items, purchasing computers and office equipment. Ongoing funding for travel, communications, materials and supplies and equipment that will fall below the \$5K SCO capitalization threshold will also be needed.

***Access to Nursing Programs in SE Idaho*** A one-time request for capital outlay will be required for supplying the new offices with essential items, purchasing computers and office equipment. Ongoing funding for travel, communications, materials and supplies and equipment that will fall below the \$5K SCO capitalization threshold will also be need.

***Mental Health Need and Retention*** – A one-time request for capital outlay will be required for supplying the new office with essential items, purchasing a

computer and office equipment. Ongoing funding for communications, materials and supplies and equipment that will fall below the \$5K SCO capitalization threshold will also be needed.

***Health Sciences Student Recruitment and Retention*** – A one-time request for capital outlay will be required for supplying the new offices with essential items, purchasing computers and office equipment. Ongoing funding for travel, communications, materials and supplies for the office and marketing efforts, and equipment that will fall below the \$5K SCO capitalization threshold will also be needed.

***Rural Health Research & Statewide Health Work Force*** – A one-time request for capital outlay will be required for supplying the new offices with essential items, purchasing computers and office equipment. Ongoing funding for travel, communications, materials and supplies and equipment that will fall below the \$5K SCO capitalization threshold will also be needed.

**Ongoing Requests for Operating Expense:**

<i>Travel</i>	<i>\$80,000</i>
<i>Communications</i>	<i>\$49,500</i>
<i>Materials/Supplies/Equipment</i>	<i>\$226,700</i>

**Total Request for Ongoing Operating Expense: \$356,200**

**One-Time Request for Capital Outlay:**

<i>Office Furniture</i>	<i>\$60,000</i>
<i>PC and Workstations</i>	<i>\$60,000</i>
<i>Clinic Equipment</i>	<i>\$150,000</i>

**Total Request for One-Time Capital Outlay: \$270,000**

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

***Occupational Therapy-*** The salaries for the four positions will be ongoing as well as the group position funding. Operating expenses for travel, supplies, communications, etc. will also be ongoing. The one-time request for capital outlay will be needed to provide the necessary resources for the expansion.

***Speech Language Pathology Programs Access and Cost Reduction for Idaho Students*** – The salaries for the eight and a half positions will be ongoing. Operating expenses for travel, supplies, communications, etc. will also be ongoing. The one-time request for capital outlay will be used for computers and workstation equipment.

***Access to Nursing Programs in SE Idaho*** – The salaries for the nine and a half positions will be ongoing. Operating expenses for travel, supplies, communications, etc. will also be ongoing. The one-time request for capital outlay will be used for computers and workstation equipment.

***Mental Health Need and Retention*** – The salary for the one position will be ongoing. Operating expenses for supplies, communications, etc. will also be ongoing. The one-time request for capital outlay will be used for computers and workstation equipment.

***Health Sciences Student Recruitment and Retention*** – The salaries for the five positions will be ongoing. Operating expenses for travel, supplies, communications, etc. will also be ongoing. The one-time request for capital outlay will be used for computers and workstation equipment.

***Rural Health Research & Statewide Health Work Force*** – The salaries for the three positions will be ongoing. Operating expenses for travel, supplies, communications, etc. will also be ongoing. The one-time request for capital outlay will be used for computers and workstation equipment.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

***Occupational Therapy*** – Idaho students who seek an education to become a licensed occupational therapist benefit from this request since twice the number of seats in the occupational therapy program will become available within the state. The cost of an in-state 3-year graduate program is substantially less than out-of-state or private academic institutions. Increasing the number of seats in an Idaho occupational therapy program will provide more opportunities for Idaho residents to receive education they desire while reducing the student debt incurred through pursuing that education. Expansion of this program provides convenience to students who live in the western part of Idaho, and it allows them to capitalize on the clinical placement in the Treasure Valley without having to travel. This expansion will also serve the needs of patients in the state of Idaho as occupational therapists are in high demand to provide patient care.

Idaho employers seeking to hire physical therapists will benefit because the number of graduating therapists within Idaho will double within 3-4 years. There is a tremendous need for occupational therapists in the state.

Idaho residents in need of occupational therapy services will benefit because there will likely be an increased number of licensed, practicing therapists in the state within 3-4 years of expanding the program.

***Speech Language Pathology Programs Access and Cost Reduction for Idaho Students*** – Idaho students who seek an education to become a licensed speech language pathologist benefit from this request since we will be opening another 16 graduate seats in the speech language pathology MS program. The cost for Idaho students to receive either the pre-professional or MS degrees will be substantially reduced. Increasing the number of seats in the speech language pathology programs will provide more opportunities for Idaho residents to receive the education they desire while reducing the student debt incurred through pursuing that education. Expansion of this program provides convenience to students who live in Twin Falls, and it allows them to capitalize on the clinical placement in the Magic Valley without having to travel. This expansion will also serve the needs of patients in the state of Idaho as speech language pathologists are in high demand to provide patient care.

Idaho employers seeking to hire speech language pathologists will benefit because a greater number of licensed providers will be available to hire. There is currently a shortage of speech language pathologists in the state. This will allow more students to enroll in these programs and help to fill this enormous need within the state.

Idaho residents will benefit because they will have access to a greater number of licensed speech language pathologists. There is a greater need for speech language pathologists in schools and Idaho residents will benefit from public schools having a greater number of providers in the state. As over 300,000 Baby Boomers age in in the state of Idaho, they will benefit because there will be an increase in providers as their need for care in skilled nursing facilities, hospitals, home care, and rehabilitation clinics increase.

***Access to Nursing Programs in SE Idaho*** – Idaho students who seek an education to become a Registered Nurse benefit from this request since within three years 30 new seats will become available in the accelerated nursing program and 30 new seats will become available in the BS Completion Nursing program. Increasing the number of seats in Idaho will provide more opportunities for Idaho residents to receive education they desire. Expansion of this program provides convenience to students who live in the eastern and southern parts of Idaho, and it allows them to capitalize on the clinical placements in Twin Falls and in Idaho Falls without having to travel. This expansion will also serve the needs of patients in the state of Idaho, as there is a shortage of Registered Nurses.

Idaho employers seeking to hire Registered Nurses will benefit because a greater number of licensed providers will be available to hire. These nursing programs will have been expanded directly to eastern Idaho where the greatest current and projected need for these providers exists. Employers and recent nursing student graduates will likely have had some previous experience working

with each other during clinical experiences that students received while at ISU. Employers will have a better understanding of the recent graduates' values and attitudes and how they will fit within their organization. This will likely lead to less attrition.

An increase in Registered Nurses will benefit Idaho residents because nurses protect, promote, and optimize the health of those for whom they are responsible. They play a significant role in health promotion and disease prevention, alleviate pain and suffering, and advocate for individuals, families, and communities. Idaho residents will benefit by having additional providers who play a significant role in the overall health of people.

***Mental Health Need and Retention*** – Studies show that 27% of all college students experience some type of mental health problem. Today's college students are facing a serious mental health crisis. One reason for the uptick in demand for counseling is the fact that mental health treatment has drastically improved. Students who previously would not even have been able to attend college can now go because of advanced medication and other forms of treatment. The good thing is that this means that more students have access to a college education, but it also means that ISU's counseling center is having a harder time keeping up with its students' needs. Idaho students will benefit from having an additional provider to help them live healthier lives and succeed academically. It will reduce the amount of wait times for counselors to see students who are seeking assistance.

***Health Sciences Student Recruitment and Retention*** – Idaho students will benefit from additional educational experiences offered by additional clinical sites. This has the potential to increase the number of available seats within the highly sought after health science programs. Offering services to underserved populations enhances the students' experience and knowledge and will make them better health care providers. Research has shown that students who have more interprofessional educational experience and training become better health care providers. Finally, this initiative will allow us to directly address the State Board of Education's 60% goal by attracting rural and minority students to health science careers.

Increasing the number of rural and minority students and developing additional clinical sites in Idaho will allow ISU to allow additional students to enroll and graduate. Clinical placements have proven to be a challenge for ISU because of the limited clinical sites available for student experience and instruction. Idaho employers seeking to hire qualified clinicians will benefit from additional students graduating. These students will be well equipped to provide quality health care. Recruiting and retaining clinicians in underserved areas is difficult and remains challenging for Idaho. Meeting the current need is difficult enough, but the demand for services is expected to grow significantly in the coming years. Having more qualified/experienced clinicians graduating will assist in meeting this

demand. Idaho employers will also benefit from extensive and comprehensive interprofessional education and rural training experiences where they can receive higher levels of training and education over the course of their academic careers.

Idaho residents will benefit because they will have access to clinics and faculty expertise. With the ever-increasing underserved, underinsured/uninsured, and elderly populations, the demand for health care services will only increase. Expansion of ISU clinics in number of locations and/or the number and types of services offered will enhance Idaho resident access to health care services. The availability of accessible and efficient health care in rural Idaho is substantial and a growing concern. Research shows that those who obtain regular primary care receive more preventive services, are more likely to comply with their prescribed treatments, and have lower rates of illness and premature death. Increasing rural health care training and interprofessional education opportunities will translate into more qualified/experienced health care providers within the state. This will translate into a safe and cost-effective health care environment and will position Idaho to potentially meet its growing rural health care needs. Finally, ISU health sciences faculty are experts in their fields and can provide cutting edge care to these vulnerable populations who otherwise may not have access.

***Rural Health Research & Statewide Health Work-Force*** – Expanding the rural, health outcomes and quality research agenda in the Kasisa Division of Health Sciences will provide the state with much needed data and research support, ultimately improving the care provided to Idahoans and identifying workforce trends to guide enrollment planning and student recruitment. The ultimate goal is to provide guidance to the academic programs based on real world needs.

Enhancing the rural, health outcomes, and quality research agenda of the University will enhance community partnerships, improve the quality of health care provided in the state, and ultimately advance patient care. Data collection and analysis is essential to understanding the challenges in rural communities throughout Idaho. Employers will benefit from these efforts because it will allow ISU to focus on addressing the workforce needs of Idaho's health care providers. Many rural communities in Idaho are faced with unique health and health care challenges such as access to affordable and quality care, health inequities, high rates of chronic disease, lack of mental health services and shortages of health care providers. These obstacles reinforce the need for more research and innovation to improve health outcomes in these communities.



**AGENCY: Office of the State Board of Education**

FUNCTION: Idaho State University,

General Education

ACTIVITY: Assessment and Learning

in Knowledge Spaces

Agency No.: 510

Function No.: 03

Activity No.:

FY 2020 Request

Page \_\_\_\_ of \_\_\_\_ Pages

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>ALEKS Funding</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.00
PERSONNEL COSTS:					
1. Salaries	0				0
2. Benefits	0				0
3. Group Position Funding	37,500				37,500
TOTAL PERSONNEL COSTS:	37,500				37,500
OPERATING EXPENDITURES by summary object:					
1. Materials & Supplies – purchase of ALEKS Tests (\$25 x 1348)	33,700				33,700
TOTAL OPERATING EXPENDITURES:	33,700				33,700
CAPITAL OUTLAY by summary object:					
1. PC and workstation	8,800				8,800
TOTAL CAPITAL OUTLAY:	8,800				8,800
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	80,000				80,000

Supports institution/agency and Board strategic plans:

## STATE BOARD OF EDUCATION STRATEGIC PLAN

Goal 2 – Educational Attainment: Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in a changing economy.

Objective A – Higher level of educational achievement – Increase completion of certificates and degrees through Idaho's educational system.

Objective B – Timely degree completion: Close the achievement gap, boost graduation rates and increase on-time degree completion to implementation of Game Changers (Structured schedules, math pathways, co-requisite support).

Objective C – Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

## **ISU STRATEGIC PLAN**

### **Goal 1 – Grow Enrollment**

Operational Strategy: Provide financial opportunities utilizing scholarships, CPI's and other means of financial aid to assist first-time and lower-income students

### **Goal 2 -- Strengthen Retention**

Operational Strategy: Increase and market student support services that measurably increase retention

All new, incoming students must take the ALEKS placement test. The ALEKS test is used to place students into the most appropriate math course for their current skill level, based on their test results. Math is now a required course for freshman, and the ALEKS system also provides tutorial support for those students struggling with math. The ALEKS placement test works to accurately place students in the correct math level for their readiness, increases the odds of retention, saves students money (because they should be able to have a higher pass rate due to the support), and helps them graduate faster by increasing their pass rate.

### **Performance Measures:**

#### **SBOE Performance Measures**

G2, Objective A, Higher Level of Educational Attainment, Item III: Percentage of new full-time, degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.

G2, Objective A, Higher Level of Educational Attainment, Item IV: Percent of full-time, first-time freshman graduating with 150% of time or less (2yr and 4yr).

G2, Objective B, II: Percent of undergraduate, degree seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher.

G2, Objective B, III: Percent of new degree-seeking freshmen completing a gateway math course within two years.

## ISU Performance Measures

- 1.1 Increase full-time, degree-seeking undergraduate enrollment for FYs 18-22 by 18% (291)
- 2.0 Fall-to-fall, full-time, first bachelor degree seeking student retention rate FYs 18-22

Providing the ALEKS test at no cost to students directly addresses objective B of goal 2 from the SBOE, specifically, the implementation of a math pathway. The ALEKS system, because of its accuracy in placement, as well as the tutorial support it provides, helps to assist with retention of students, because students are provided with support and tools to assist them in successfully passing coursework. Math courses are often a significant barrier to degree completion for students.

Additionally, the cost of the test is \$25, plus a \$15 per hour proctoring fee. The test, on average, takes two hours to complete. A \$55 fee for placement into a math course is sometimes an insurmountable obstacle for students. Providing access to the test increases access for students who might not otherwise be able to afford the test costs.

## Description:

The ALEKS (Assessment and Learning in Knowledge Spaces) is a web-based AI assessment and learning system. ALEKS is based on Knowledge Space Theory, and ALEKS assesses each student as an individual, and does so continuously as the student performs the test by using AI to map the student's knowledge, based on responses to test questions. This assists ISU with placing students in the appropriate math course for their knowledge level. ALEKS placement helps students to be successful in their math coursework. This, in turn, removes one of the biggest obstacles to student success and progression toward their academic goals, aiding retention, helping them graduate sooner and saving them money.

## Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

A total of \$80,000 is requested to support the provision of ALEKS testing (a math placement test necessary for placement into math courses at ISU). This amount will pay for the cost of the test itself (\$25) as well as for the cost of proctoring the exam (\$15 per hour).

The agency staffing level for this activity is currently staffed by one (1) full-time testing coordinator, as well as multiple student employees who act as proctors for the ALEKS test exams, as well as other tests provided and proctored by the Testing Center.

The testing center at ISU is self-funded. Revenue is earned when students take tests provided by one of our testing partners, and pay the associated fees with the test. Students pay proctoring fees in some (rare) instances.

Testing revenue heavily subsidizes the mental health counseling functions at ISU, but revenue has been declining for the last two years since the COMPASS math and English placement tool was eliminated.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Student employees are hired to act as proctors for the ALEKS exams. Students are limited to work no more than 25 hours per week. Most students are not able to work this many hours. Students are not eligible for benefits unless they work in excess of 25 hours per week for more than 12 weeks in a rolling 12 month period.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Currently, a full-time, twelve (12) month, testing coordinator position is utilized to administrate ALEKS testing in conjunction with the many other tests that are coordinated by the Testing Center. This is a full time position, and we have been charging a portion of the employee's time each month to the ALEKS project.

- c. List any additional operating funds and capital items needed.

Because ALEKS is a computer based test, replacing computers every four years is a prudent measure. Further, computer and data security cannot be guaranteed when computers are more than four years old, according to the IT department at ISU.

The testing center has approximately 30 computers that must be replaced on a rotating schedule. We aim to replace 8 computers per year at approximately \$1,100 apiece.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

All of the requests are on-going expenses. Students will take the test each year in advance of registration in order to be appropriately placed. The group part time request will cover student proctors needed to monitor the testing. The materials and supplies will cover the costs of the ALEKS testing, and the capital expenditures will

replace  $\frac{1}{4}$  of the computers each year, so that every four years, all computers have been replaced, and none are older than four years.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Potential and current ISU students are served by this request. The ALEKS test is used to place students into an appropriate math course, based on their test results. The ALEKS placement test increases the odds of retention, saves students money, and helps them graduate faster by placing them into the most appropriate math class as they start their college career. The ALEKS system allows students to take the exam up to 5 times. Between each administration of the exam, students complete study modules that help them refresh previously learned skills. When they retake the exam, they are more likely to match to a class more in line with their abilities and needs at that time. This reduces the likelihood that students will fail their exams and need to retake classes.

If this is not funded, students will be required to pay for the test, as well as the proctoring fees. During FY 18, this would have cost students an average of \$124. The ALEKS test is \$25, and students can take the test up to 5 times with this fee. Proctoring fees are \$15 per hour, and the test takes, on average, 2 hours. Students would pay a minimum of \$55 for the test, and up to \$175 if they take the test the full five times, as proctor fees are required each time the student tests. Such fees are handled in a variety of ways across the 5 public institutions of higher education using ALEKS. Providing funding to allow students and prospective students to take the exam free of charge will further reduce barriers to access college and make it more likely students will be retained and succeed.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Providing support for items that increase enrollment and retention is a high priority of the State Board of Education, and is part of the Higher Education Task Force Initiatives.

AGENCY: College and Universities

Agency No.: 510

FY 2020 Request

FUNCTION: University of Idaho

Function No.: 04

Page \_\_1\_\_ of 13 Pages

ACTIVITY:

Activity No.:

Original Submission \_\_X\_\_ or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Student Success &amp; Support</b>			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	10.00				10.00
PERSONNEL COSTS:					
1. Salaries	570,300				570,300
2. Benefits	230,100				230,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	800,400				800,400
OPERATING EXPENDITURES by summary object:					
1. Travel for professional staff	41,500				41,500
2. General operating	146,000				146,000
TOTAL OPERATING EXPENDITURES:	187,500				187,500
CAPITAL OUTLAY by summary object:					
1. PC and workstation (OT)	\$35,000				\$35,000
TOTAL CAPITAL OUTLAY:	\$35,000				\$35,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,022,900				\$1,022,900

**Description:**

This proposal enables the University of Idaho and Division of Student Affairs to uphold both the State Board of Education objectives and the University of Idaho strategic plan by providing essential support to University of Idaho students, resulting in improved student retention and success. This will be achieved by:

- adding personnel in the areas of crisis management and care (four Student Support Case Managers)
- providing critical care and support for students diagnosed on the autism spectrum and various other significant disabilities, which are served by the Raven Scholars Program and the Center for Disability Access & Resources office

- providing much needed support for students through educational outreach efforts (through the hiring of graduate students to engage students as well as increasing educational output resources)
- investing in critical staffing infrastructure improvements in our Counseling & Testing Center

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting personnel and operating expenses for the following:

**Student Support Case Managers.** Student Affairs is requesting funds for four (4) case managers who would provide intervention and short-term counseling/referral support for students in the following areas:

1. Counseling & Testing—Student Mental Health
2. Dean of Students—Crisis Intervention and Faculty Student Support
3. Dean of Students—Veteran and Special Population Support
4. Dean of Students—Boise area and Student Affairs Generalist support

The case managers would assist with the following areas for student support: suicide prevention programming, medical withdrawals, coordinate mental health assessments programs, managing the CARE team (Note: The CARE team is the University's Behavior Intervention Team for individuals reported for concerning behavior from the campus community), assist students who are veterans with navigation of the Veteran Affairs federal support programs and agencies, alcohol and other drug agency support and assistance, coordination of response in conjunction with local and regional hospitals and mental health facilities, and assistance for faculty in addressing behaviors of concerns in and out of the classroom setting, and provide support to students in the Boise/Southern Idaho area as needed. The case managers would coordinate with community mental health providers and provide follow-up care for discharged students, impacting student retention and success.

The University of Idaho faces a number of significant challenges in providing appropriate mental health services to students with severe and persistent mental health issues. The main campus of the University of Idaho is located in Moscow, Idaho. Given the size of the community (approx. 25,000 individuals), the availability of community resources is limited. The nearest facility for in-patient treatment is 40 miles away (Lewiston). At times, students have had to wait for several days in the local hospital until a longer-term option is available. As a result, early intervention and crisis mitigation will result in better long-term care for students in crisis as well as those individuals with whom they interact on campus.

These students of concern have frequently been in long-term treatment prior to their arrival on campus and often require continued treatment in order to manage their mental health issues. The CTC has provided longer-term treatment to students whenever possible, but this has become increasingly difficult to do for all students who request it given the significant increase in demand for mental health services on campus in the past several years. Case Managers will assist students in identifying mental health resources that are available in the community and coordinate services with these community providers. In addition, the Case Managers will play a critical role in engaging students early when reports of concern arrive in order to best connect them with campus and community support resources. The case managers will have a number of responsibilities, including crisis intervention and triage to high acuity clients who are requesting urgent mental health services at the CTC and assistance with continuity of care for students evaluated and/or admitted to emergency facilities and/or regional psychiatric hospitals. In addition, the Case Managers will ensure continuity of care and assistance with off-campus treatment referral processes and provide guidance to students on issues such as health insurance, co-payments, reduced fee service providers and transportation. Finally, the Case Managers will develop collaborative relationships between community providers and campus support resources (such as the CTC, Dean of Students Office, etc.) which will allow clinicians to make more effective referrals for students who require specialized treatments.

The University has seen significant increases in students facing crisis. Students requesting medical withdrawals (primarily mental health related) rose 12% from 14-15AY to 15-16AY. At the same time, reports of concern (CARE reports) saw comparable increases. The CTC has experienced year-to-year increases in the number of students using mental health services: 11% for 14-15AY and 10% for 15-16AY. The CTC has experienced substantial increases in requests for emergency mental health services: 21% for 14-15AY and 7% increase for 15-16AY as well as a 43% increase in December 2016 as compared to a year ago.

In addition, the University has approximately 250 students who are using the G.I. Bill to attend the institution. Out of those individuals, approximately 95 are vets with disability ratings ranging from 20 to 100% disability. For a student to learn how to navigate the VA system is overly complex and difficult at best, and thus a Case Manager will provide much needed assistance to those individuals moving forward and increase retention rates for those individuals. This particular case manager will also work with special populations on campus (such as students in Greek Life and Athletics), establishing relationships of and assisting them navigating the campus challenges and personal crisis they may encounter.

During the 2016 calendar year, the University of Idaho lost four (4) students to suicide, three (3) within a 2-month span. After those student deaths, a Student Suicide Taskforce was convened to help identify next steps the University could take to address this alarming occurrence, one of the outcomes being increasing personnel to help directly engage students in crisis. Since 1999, the University has lost at least 13 students to suicide, and many more have left the institution due to the inability to connect with



adequate supports. Providing timely and coordinated responses to students in crisis prior to escalation is critical for retention and long-term success. This geographic region has minimal community supports and case managers have specialized training in intervention that allows them to assume a central role for coordinating emergency mental health services and improve the UI's ability to meet the demands related to these high-risk populations.

These four (4) positions will impact student retention. Measures of success will be known by the number of student interventions and retention rates of assisted students by semester. Lack of funding will impact student retention and increase support wait times for other students.

These positions directly support this goal by increasing the connection with campus and community/state/federal partners to better identify students of concern prior to escalation of behavior and to coordinate campus resources following critical incidents. The positions fill the lack of sufficient support staff needed to respond to incidents of crisis in a timely way, impacting student retention efforts and provide support to current staff support efforts. Student Affairs looks to improve remediation programs that focus on early intervention and consistent support across campus. These positions play key roles in early intervention efforts, helping to identify and address concerning behavior prior to significant escalation. Students who engage in crisis level behavior have profound impacts on those around them, including friends, fellow students, faculty and staff. Many students are negatively impacted by suicide threats, attempts, completed suicides, overdoses and transports, disruptive and/or disturbing behavior. The tertiary impact of these types of critical incidents can be difficult to measure, but effective responses will determine whether some students are able to resolve the emotional trauma and remain in school. These positions are critical for supporting State Board of Education and University objectives and will positively impact the campus community and increase retention of impacted students.

The request for case managers follows national trends of establishing positions that engage students in early-on reports of concern to connect with resources for better retention and graduation. Boise State University established a similar position several years ago, hiring a social worker to manage CARE reports, engage directly with students of concern, and refer to campus and community supports. This position is now an Associate Dean of Students at Boise State. An additional position was added to engage another high-risk population (i.e. students from foster homes) to help with retention efforts. Both individuals have social work backgrounds and have positive impacts on the student experience and retention efforts.

**Raven Scholars Program.** Student Affairs is requesting permanent funding for a Program Coordinator for the Raven Scholars Program, located within the Center for Disability Access and Resources (CDAR). The position is currently funded from gift fund resources; continued funding of the position is contingent on sufficient donor resources.

The Raven Scholars Program is a proven, award-winning pilot project that has served University of Idaho (UI) students with Autism Spectrum Disorder (ASD) since 2011. The Program develops an individualized, supported transition for ASD students by providing wraparound services to sustain their college success and improve their retention. Raven Scholars are supplied with preparation that individuals with ASD typically need in order to adapt to college; they also learn tools to overcome social deficits that may impair them in their interpersonal relationships and in their ability to self-advocate. The Program won the May Dunn Ward Innovative Program Award in 2012 for creativity in addressing student learning. Connected with campus services and ASD-specific learning modes that help them thrive academically and socially, Raven Scholar participants are better equipped to handle the stressors of the UI experience. The Program makes UI unique by providing a platform from which ASD students become capable adults in society with an education that will enhance their ability to lead highly functional lives. Participants are also more likely to return UI's investment in them to the State of Idaho through improved employment rates and enhanced economic participation.

The need for postsecondary ASD educational services is certain to increase due to a continued rise in the rate of ASD diagnosis, especially of high functioning individuals, who are more likely to seek a college education. In fact, the Fall 2017 semester saw the Raven Scholars Program enrollment increase 46% over last year, with 22 students enrolled. The Program has been operating under a gift budget, which will end by fall 2018. The Raven Scholars Program will not survive beyond the 2018 fiscal year without permanent funding support, and permanent standing will provide stability for UI's ASD population. Without the program, a dramatic drop in the rate of retention will occur.

The Raven Scholars Program is a support program to Center for Disability Access and Resources (CDAR). The Program greatly relieves the impact on other CDAR staff by providing for ASD-specific needs. Without the Program, CDAR would not have the staff and resources to provide sustained contact, service coordination, and wraparound services for ASD students. The Raven Scholars Program also supports two of UI's Strategic Plan Goals, namely, to transform and to cultivate a diverse community.

The Program improves the lives of ASD students by augmenting their academic success and their acceptance into the diversity of the UI community. Raven Scholars participants have an excellent retention rate at over 82% since the Program's founding in 2011 and 88% since 2013. Additionally, the Raven Scholars Program is key to educating on ASD to UI faculty, staff, students, and to the Moscow community.

**Center for Disability Access and Resources (CDAR):** Student Affairs is requesting permanent funding for two critical support positions—Assistive Technology Specialist (ATS) and C-Print Program Coordinator in the Center for Disability Access and Resources (CDAR). These positions are currently funded from temporary financial resources within Student Affairs; continued funding is contingent on sufficient resources from salary and operating reserves within the division. Permanent funding ensures the positions will be

maintained so students with disabilities are provided equal access to materials, adaptive equipment and provided support so they have access to classes, programs and services.

The University of Idaho is committed to meeting the unfunded federal mandates as set forth by federal law and providing equal and integrated access for individuals with disabilities to all the academic, social, cultural and recreational programs it offers. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and embodies the university's historic determination to ensure the inclusion of all members of its communities. CDAR promotes self-determination and self-advocacy of students with disabilities throughout the university community. CDAR partners with various academic and administrative units on campus to ensure the students with disabilities are provided the opportunity to achieve their utmost potential. CDAR provides services to the University community in order to offer leadership and provide management in University-wide programs for students with disabilities, facilitate independence in academic, emotional, social, and physical arenas of life, and assist in the orientation of students with disabilities. CDAR provides services that educate faculty and staff about disability awareness and strategies for interacting with students who have disabilities, disseminate information pertaining to laws affecting students with disabilities, and provide services and accommodations that will allow students the opportunity to be successful in an academic setting. CDAR provides services in order to collaborate with other support agencies on campus and in the community to support all aspects of students' college experiences.

The Assistive Technology Specialist (ATS) coordinates and supervises the Alternate Media/Text and Assistive Technology Programs to ensure that students with disabilities receive equal access to materials related to their college experience as well as have the appropriate adaptive equipment to provide equal access to university classes, programs, and services. The Individuals with Disabilities Education Act Sec. 300.105 Assistive Technology, each public agency must ensure that assistive technology device or assistive technology services, or both, as those terms are defined in Sec. 300.5 and 300.6.

The C-Print Coordinator provides reasonable and appropriate accommodations for students with auditory disabilities by coordinating and implementing innovative and up-to-date speech-to-text services. Managing and direct supervision of captioning staff monitors captioning software and computer hardware and updates policies as needed to ensure students receiving captioning services are accommodated fully and properly in accordance with the Americans with Disabilities Act and Section 504 Laws. Higher education institutions in the US are legally required to provide closed captioning for recorded lectures, online courses, class materials, and other video content used for teaching and learning.

This proposal is requesting support for two positions to align with compliance with specific university, state, federal or other regulatory directives. Lack of funding impact the institutions ability to remain in compliance with the legal requirements mandated by the federal government.

**Counseling & Testing Center:** The Counseling and Testing Center (CTC) is proposing a new psychologist position to provide administrative coordination of mental health services to University of Idaho students. The Assistant Director for Counseling & Testing Services and Director of Clinical Services, would have primary administrative responsibility for a wide range of activities that support mental health services provided by clinicians and are aligned with the university's and CTC's mission and strategic goals. The Assistant Director would supervise five clinicians who have programmatic responsibility for the following clinical services: emergency mental health services, treatment of psychological trauma, alcohol and other drug treatment, group counseling services, and diagnostic testing services for cognitive and psychiatric disorders. The Assistant Director would work with the Director Counseling & Testing Center and clinical staff to develop a broad range of clinical services to respond to the mental health needs of our student population.

The Assistant Director would also have primary responsibility for a broad range of administrative tasks that are critical for management of mental health services. These would include the development of clinical services policies that reflect best practices in the mental health field, establishment of a quality assurance and utilization review procedures and evaluation of clinical outcomes to determine efficacy of treatment. The Assistant Director would have primary responsibility for coordinating all mental health services at the CTC, including crisis intervention. In addition, the Assistant Director will take the lead role in administrating the CTC's participation in the Center for Collegiate Mental Health (CCMH) and the National College Health Association (NCHA) projects which evaluate mental health trends in the college student population. Finally, the Assistant Director would join the CTC's administrative team that includes the Director, Training Director and Assistant Director for Outreach and Consultative Services.

**Vandal Health Education:** The Assistant Director of Vandal Health Education will provide oversight for Alcohol & Other Drug (AOD) initiatives that would better serve the needs of UI students and meet the growing demands of the Vandal Health Education department. The Assistant Director position would replace the AOD Program Coordinator position and would be responsible for coordinating substance abuse prevention efforts in addition to supervising the AOD Graduate Support Assistant, maintaining a robust peer education program, and serving as a campus resource for all substance use related initiatives and questions. The Assistant Director would lead all campus health initiatives related to substance use, create networks and collaborate with campus and community partners, and develop collegiate recovery program to support students in recovery. The Assistant Director will also use evidence-based strategies to reduce harm related to other drug use, including but not limited to marijuana, stimulants and other prescription drugs, and opiates; an area of our campus health initiatives that has not been as advanced as it could or should be. The Assistant Director will coordinate alcohol and other drug education for all students who violate the Student Code of Conduct related to alcohol or other drug use.

This proposal is requesting funding support for one Assistant Director of Vandal Health Education to lead health initiatives for students at the University of Idaho. These initiatives serve the mission of the university by impacting student retention efforts, supporting

students through education who may engage in high-risk behavior in high-risk environments, and help to create a healthy living and learning environment.

**Counseling & Testing Center:** The Counseling & Testing Center is proposing to reallocate the funding for a full-time clinical psychologist from the dedicated student activity fee to state appropriated funding sources. The position is a full-time 12-month appointment. The psychologist conducts psychological service activities, crisis intervention, assessment, case management and is expected to conduct research and scholarship activities. When the position was created, institutional funding was not available to cover the salaries and fringe benefits therefore a request to seek student fee resources was made and approved by the students. This request will transfer the commitment from the student's tuition and fees to state appropriated resources in an effort to provide a reduction in fees each student pays to attend the university.

The request for funding these positions supports the CTC's mission and strategic goals to advance the academic mission of the university by facilitating students' educational, personal, social, and cultural development in order to promote success and persistence within the university.

**Vandal Health Education:** Vandal Health Education (VHE) is proposing two Graduate Support Assistant (GSA) positions: one position will support Alcohol and Other Drug initiatives and the second will support Sexual Health initiatives. VHE gives over 100 educational seminars and workshops upon request to a variety of student groups, living communities, and classrooms each semester. The workshops address health education topics meant to engage students in conversations so that they can make informed decisions about their own health and well-being. One GSA would work closely with the Assistant Director for Vandal Health Education to adequately train peer educators to deliver workshops around alcohol and other drugs with fidelity, seek out and build relationships with campus partners and living groups that have not previously accessed VHE workshops. The GSA would monitor program effectiveness and enhance workshop components, update program concepts and modules as more research develops around marijuana and other drugs on a college campus. A GSA focused on outreach workshops around substance use would enable the Assistant Director to focus more broadly on evidence-based strategies, creating and supporting a healthy campus culture, and developing a robust peer education program.

A VHE GSA for sexual health initiatives would be responsible co-creating, organizing, implementing, and evaluating Vandal Health Education's sexual health outreach initiatives, including, but not limited to workshops available upon request and our panel discussions that we implement for targeted populations. The GSA would maintain relationships with other campus departments who also conduct outreach related to healthy sexuality in order to ensure programs are delivered according to best practice, and to connect targeted groups with the university's health services. Additionally, the rates of sexually transmitted infections are rising nationally and the rates of protection are decreasing creating the need for VHE to be more proactive and comprehensive in sexual health outreach. The GSA would support the Director of Health Promotion in conducting

focus groups to ultimately create and distribute a healthy sexuality campaign, and monitor and enhance our condom distribution program.

This proposal is requesting funding support for two Graduate Support Assistants to help lead health initiatives for students at the University of Idaho. These two positions are in alignment with increasing educational and professional development opportunities for graduate students while at the same time impacting the campus living and learning environment of students. These initiatives serve the mission of the university by supporting students, creating a healthy learning environment and impacting student retention. Lack of funding will affect expansion of Alcohol & Other Drug and Sexual Health programs key to students fulfilling their educational goals.

## **2. What resources are necessary to implement this request?**

### **a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

1. Position: Student Support Case Manager, Student Mental Health, Counseling & Testing Center, 1 FTE, \$55,000, Exempt, Benefits Eligible, Date of Hire: Start FY19
2. Position: Student Support Case Manager, Crisis Intervention and Faculty Student Support, Dean of Students, 1 FTE, \$55,000, Exempt, Benefits Eligible, Date of Hire: Start FY19
3. Position: Program Coordinator, Raven Scholars Program, 1 FTE, \$48,000, Exempt, Benefit Eligible, Date of Hire: Start FY19
4. Position: Student Support Case Manager, Veteran and Special Population Support, Dean of Students, 1 FTE, \$55,000, Exempt, Benefits Eligible, Date of Hire: Start FY19
5. Position: Assistive Technology Specialist, Center for Disabilities, Access and Resources, 1 FTE, \$40,000, Classified, Benefits Eligible Date of Hire: Start of FY 19
6. Position: C-Print Program Coordinator, Center for Disabilities, Access and Resources, 1 FTE, \$38,750, Classified, Benefits Eligible, Date of Hire: Start FY 19.
7. Position: Assistant Director for Counseling & Testing Services & Director of Clinical Services, 1 FTE, \$80,000, Exempt, Benefits Eligible, Date of Hire: Start FY 19

8. Position: Student Support Case Manager, Student Affairs Generalist (Boise Area), Dean of Students, 1 FTE, \$55,000, Exempt, Benefits Eligible, Date of Hire: Start FY 19
9. Position: Assistant Director Alcohol & Other Drug, Vandal Health Education, 1 FTE, \$49,000, Exempt, Benefits Eligible, Date of Hire: Start of FY 19
10. Position: Clinical Psychologist, Counseling & Testing Center, 1 FTE, \$71,552 Exempt, Benefits Eligible, Date of Hire: Start FY 19
11. Graduate Support Assistants, Vandal Health Education, \$23,000, Graduate Students, Date of Hire: Start FY 19

**b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

**c. List any additional operating funds and capital items needed.**

1. Student Support Case Manager, Student Mental Health, Counseling & Testing Center
  - Staff Travel: \$5,000
  - Operating Expense: \$7,500
  - Capital Outlay: \$5,000
2. Student Support Case Manager, Crisis Intervention & Faculty Student Support, Dean of Students
  - Staff Travel: \$5,000
  - Operating Expense: \$7,500
  - Capital Outlay: \$5,000
3. Program Coordinator, Raven Scholars Program
  - Staff Travel: \$4,000
  - Operating Expense: \$15,000
  - Capital Outlay: \$5,000
4. Student Support Case Manager, Veteran & Special Populations, Dean of Students
  - Staff Travel: \$5,000
  - Operating Expense: \$7,500
  - Capital Outlay: \$5,000
5. Assistive Technology Specialist, Center for Disabilities, Access and Resources
  - Operating Expenses: \$15,000
6. C-Print Program Coordinator, Center for Disabilities, Access and Resources
  - Operating Expenses: \$15,000
7. Assistant Director for Counseling & Testing Services & Director Clinical Services, Counseling & Testing Center
  - Staff Travel: \$5,000
  - Operating Expense: \$10,000

- Capital Outlay: \$5,000
  - 8. Student Support Case Manager, Student Affairs Generalist Boise Center, Dean of Students
    - Staff Travel: \$5,000
    - Operating Expense: \$7,500
    - Capital Outlay: \$5,000
  - 9. Assistant Director, Alcohol & Other Drug, Vandal Health Education
    - Staff Travel: \$7,500
    - Operating Expense: \$40,000
    - Capital Outlay: \$5,000
  - 10. Clinical Psychologist, Counseling & Testing Center
    - Staff Travel: \$5,000
    - Operating Expense: \$3,000
  - 11. Graduate Support Assistants
    - Operating Expense: \$18,000
3. **Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

All elements of this request, with the exception of capital outlay, are ongoing. There are no major revenue assumptions with the following exceptions:

1. Program Coordinator, Raven Scholars Program (1.0 FTE). This budget request is ongoing with the exception of capital outlay. Supplemental funding from carryover of the original trust will total approximately \$20,000 for FY 2019. The program also receives donations and funds raised by University Advancement; \$43,869 was received during 2017. Future donated funds can supplement programmatic activities such as Autism Awareness Month, social and life skills classes, peer-mentoring internships and other student engaging activities. While there are many grants for ASD research, there is a dearth of funds for behavioral, supported-transition programs like the Raven Scholars Program, especially at the postsecondary level. UI backing is critical to the survival of the Program.
  2. Clinical Psychologist, Counseling & Testing Center. (1.0 FTE) This budget request is ongoing. There are no major revenue assumptions. This position is currently funded from student fee resources. The request will transfer the commitment from student tuition and fees to state appropriated sources.
4. **Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**



1. This funding request for the Student Support Case Manager positions (4 FTE) is designed to serve all students. The University has seen significant increases in students facing crisis. Case Managers would provide crisis intervention and short-term counseling/referral support for students. Providing timely and coordinated responses to students in crisis prior to escalation is critical for the saving of lives, retention and long term success of students. Lack of funding will impact student retention and remediation efforts and increase the risk of health and safety to our campus community.
2. This funding request for support for the Raven's Scholars Program is designed to serve University of Idaho students with Autism Spectrum Disorder (ASD). If this request is not funded, the Raven Scholars Program will not survive beyond the 2018 fiscal year. This will result in a dramatic decrease in the number of students being served, impacting the retention and go-on rates for the University and the State of Idaho for a high-risk population requiring specific care and support for success.
3. This funding request for the Assistive Technology Specialist and C-Print Program Coordinator, Center for Disabilities, Access and Resources are designed to serve students with disabilities, ensure they have equal access and support for classes, programs, and services. In addition, these positions are required for institutional compliance with federal mandates.
4. This funding request for the Assistant Director of Counseling & Testing Center position is designed to administrate the services and programs offered by the Counseling & Testing Center. The CTC is a critical student service offering access to a wide range of counseling services at no charge for psychological, behavioral, or learning difficulties for all students. In addition, CTC provides outreach programs focusing on students developmental needs to help them benefit from the academic environment.
5. This funding request for the Assistant Director Alcohol & Other Drug is designed to serve all students. This would provide students with greater support for substance abuse prevention, educational programs, and other campus health initiatives.
6. This funding request for the Clinical Psychologist position is designed to eliminate the support from the dedicated student activity fees charged to students each semester and lower the cost of enrollment for all full-time students.
7. This funding request for the Graduate Support Assistants is designed to serve all students. These positions will support the Alcohol and Other Drug and Sexual Health Initiatives for Vandal Health Education.

AGENCY: College &amp; Universities

Agency No.: 510

FY 2020 Request

FUNCTION: University of Idaho

Function No.: 04

Page 1 of 7 Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Phase II: Library Investment</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5.75				5.75
PERSONNEL COSTS:					
1. Salaries	294,700				294,700
2. Benefits	132,000				132,000
3. Group Position Funding	50,000				50,000
TOTAL PERSONNEL COSTS:	476,700				476,700
OPERATING EXPENDITURES by summary object:					
1. Travel	7,500				7,500
2. Memberships	70,300				70,300
3. Travel for Memberships	30,000				30,000
4. Software Licenses	4,000				4,000
5. General Operating	3,000				3,000
TOTAL OPERATING EXPENDITURES:	114,800				114,800
CAPITAL OUTLAY by summary object:					
1. PC and workstation - OT	16,800				16,800
2. Non-standard inflation - <b>BASE</b>	397,000				397,000
3. New journal titles - <b>BASE</b>	453,600				453,600
4. Monograph purchases - <b>BASE</b>	427,700				427,700
5. Equipment - <b>BASE</b>	50,000				50,000
TOTAL CAPITAL OUTLAY:	1,345,100				1,345,100
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,936,600				1,936,600

**Description:**

*This proposal will significantly increase the University of Idaho's capacity to support research and scholarship, student success, and outreach to the larger Idaho community. This increased capacity will enable the Library to expand resources and activities to match peer and aspirational peer institutions and to provide essential support for the University of Idaho as it expands its research portfolio.*

**Questions:****1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

We are requesting personnel and operating expenses to enable the Library to provide a suite of services to University students and scholars that advance its research, teaching, and land-grant missions. We received partial funding in FY18, which funded two positions and provided one-time funding for non-standard periodical inflation and new journal titles.

Library collections are comprised of two main categories: books (monographs) and e-books and scholarly journals. Books are one-time purchases, while journals require an ongoing subscription cost. We are committed to building and maintaining collections that support faculty and student research and scholarly production in the University's areas of focus. If we do not continuously acquire new materials as they become available, we develop gaps in our collections that hinder faculty and student ability to produce cutting edge research. It is for this reason we are seeking base funding. The inflation rate for hardbound books is approximately 3% per year and the cost of e-books is projected to rise approximately 7%.

Scholarly journals (periodicals) reflect the nearly 90% of the University of Idaho Library's acquisitions. These publications are used by faculty and students as the primary vehicle to communicate research and build new knowledge. Publishing the results of research in prestigious journals is critical to faculty success. Access to scholarly journals is essential to the research process and lack of access to these journals can result in denial of grant funding. Publishers are aware of the competitive market for scholarly periodicals and the essential nature of their product; they control the pricing and have raised subscription renewal costs at rates that exceed the consumer price index for inflation. This is referred to as the "non-standard library materials increase" and funding to accommodate this was once part of the state's budget for all Idaho academic libraries.

For the past ten years, the University of Idaho has approved one-time funding to cover the non-standard library materials increase, the cost of which has risen approximately 6.5% each year for the past ten years. In FY07, we spent approximately \$2.15 million for scholarly periodicals. In FY17, we spent \$3.5 for these titles. We are requesting that non-standard library inflation be incorporated into the base to re-set the budget. While non-standard library inflation will continue to be a challenge for all Idaho's academic libraries, we will continue to work on re-establishing this as a line item in the state's budget.

We are also requesting \$50,000 be added to the base for equipment and infrastructure support. These funds will be used to replace computer systems and server components as required to provide on-going access, security, and support for our growing digital collections, which currently comprise about 15-20 TB of data. Library technologies requiring ongoing support also include those that support student learning and career preparation in the Making, Innovation, and Learning Laboratory and the technology supporting faculty research and skill development in the Center for Digital Inquiry and Learning. In addition to computers and servers, the Library supports 3-D printers, 3-D scanners, virtual reality technologies, and other new learning tools as well as older technologies such as microfilm readers and scanners. Access to these tools and fluency with their capabilities is essential to ensure students and faculty are able to produce the highest levels of knowledge and scholarship in today's world.

Our original request included funding for 50% of a shared marketing and communications position. After further evaluating our needs, we believe resources would be better used to fully fund the salary for an institutional repository programmer.

External peer reviewers note that, while the University of Idaho Library has the distinction of being the largest research library in the state, "within the larger world of research libraries, the University of Idaho Library has failed to measure up." This request for capital outlay, operating expenses, and personnel are designed to address this critique and develop a nationally recognized research library.

Specifically, the Library intends to achieve several goals:

- Increase support for First Year Experience instruction program (.75 FTE instructor)
- Support data management, deposit, reuse, and curation (1 FTE)
- Enable development of a robust institutional repository (1 FTE)
- Provide technical support for faculty in processing activities (1 FTE)
- Address new role of collecting and preserving institutional history (1 FTE)
- Support innovative learning with primary source materials (1 FTE)

These represent essential elements of the function of contemporary leading research libraries. Additionally, this support enables the University of Idaho to further grow its outreach to statewide libraries and museums. We currently share our expertise through webinars and workshops; much more statewide outreach could be done with additional support.

**2. What resources are necessary to implement this request?**

**a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

1. Position: Institutional repository programmer, \$74,200, FT, classified, benefit eligible, date of hire: July 2019
2. Position: University archivist, Assistant Professor, \$51,500, FT/FY, tenure-track, benefit eligible, date of hire: start AY20
3. Position: Resident Librarian, Instructor, \$36,100, FT/AY, non-tenure track, benefit-eligible, date of hire: start AY20
4. Position: Archivist for Instruction and Engagement, Assistant Professor, \$51,500, FT/FY, tenure-track, benefit eligible, date of hire: start AY20
5. Position: Metadata Librarian, Assistant Professor, \$51,500, FT/FY, tenure-track, benefit eligible, date of hire: start AY20
6. Position: Data services support, Library technician, \$29,900, FT, classified benefit eligible, date of hire, July 2019
7. Student employment: \$50,000

**b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

**c. List any additional operating funds and capital items needed.**

- Operating funds
  - Travel: \$7,500
  - Phones, supplies, etc.: \$3,000
  - Software licenses: \$4,000
  - Memberships and travel (total \$100,305 base)
    - Greater Western Library Alliance, \$16,000
    - Orbis Cascade Alliance, \$35,000
    - HathiTrust, \$15,000
    - Coalition for Networked Information, \$10,000
    - Research Data Alliance, \$5,000
    - Council on Library and Information Resources, \$5,000
    - Digital Library Federation, \$8,000
    - Scholarly Publishing and Academic Resources Coalition (SPARC), \$6,305
- Capital outlay (total \$1,328,300 base plus \$16,800 one-time)
  - Office furniture and computers: \$16,800
  - Non-standard periodical inflation added to base: \$397,000
  - New periodical titles added to base: \$453,600

- Monographs added to base: \$427,700
- Equipment (e.g., Microfilm reader/printers, scanners): \$50,000

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

With the exception of the start-up capital outlay for offices and computers, all of these budget requests are on-going investments.

Investments in Special Collections staff and memberships in appropriate library organizations heighten our ability to seek and secure external funding. The Library has been increasingly active in obtaining grants. For example, the Library recently secured a National Endowment for the Humanities grant in partnership with the Latah County Historical Society that will result in the preservation, digitization, and dissemination of unique privately-owned regional history resources.

Additionally, robust data curation and open access institutional repository infrastructure will increase competitiveness for grants across the University. These are areas that many granting agencies, including the National Science Foundation, Department of Defense, and the National Endowment for the Humanities have deemed crucially important. The positions in this proposal are essential to creating and maintaining this infrastructure.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request is designed to serve all members of the university community (all disciplines, all types of research). It addresses student support from the beginning of a student's career through graduation, creating graduates who are competent and competitive in today's information-rich world. While our students may live in a media saturated environment, studies demonstrate that they are often unable critically evaluate information. Library information literacy instruction is essential in helping our students navigate the world of information that surrounds them as well as helping them construct research projects that are supported by authoritative studies. The University of Idaho Library has librarians assigned to each college to help students learn about how their area of study conducts research and the scholarship unique to the discipline. Students appreciate having these "personal" librarians who help them make connections to services and resources throughout their research process. Librarians troubleshoot a broad range of student concerns including financial aid issues, textbook costs, and the need for tutoring services as

well as more traditional library topics such as citation, copyright, and finding sources. Through formal and informal library instruction, students learn to engage with the language and scholars of their chosen fields; classroom instructors report improvements in student papers after library instruction sessions. Students value the library as much as their instructors. The popularity of the University of Idaho's recently remodeled collaborative study areas is a testament to student enthusiasm for our dedicated learning spaces that support the University's educational goals and the state of Idaho's overall economic and educational goals.

This request sustains and encourages University of Idaho researchers by adding depth to emerging disciplines and provides support for the University's land-grant mission to serve the state. The Library provides special consulting services and shares resources with all Idaho libraries. This investment will provide opportunities for additional student internships and community partnerships, such the existing opportunities with the Latah County Historical Society and Potlatch, Nampa, and Kendrick-Julietta's Heritage Society.

The various activities represented in this request support the University of Idaho Library's professional obligation to participate in national dialogues about the future directions of libraries which also raise the state's national profile and prestige.

In addition to serving our community and our state in the ways listed above, this request contributes to the State Board of Education's goal to enroll 60% of graduating high school students. According to a NACUBO study that ranked libraries above fitness and recreation centers, the campus library is one of the top four facilities that students assess when choosing a college. Attractive modern facilities impress students and their families on the tours and information sessions our First Year Experience program provides during university recruitment events. Strengthening the FYE program will allow us to more fully engage with recruitment efforts and inform prospective students and their families about the academic support available at the Library. The Library's liaison program offers a partnership in upper level instruction and research at the disciplinary level that provides a strong scaffold of support for the learning environment for our students.

If unfunded, the University of Idaho will find it difficult to support its research and creative works goals. A successful research institution is one that offers students opportunities to explore global challenges with some of the world's finest scholars. Undergraduates gain valuable access to laboratories and projects as well as the opportunity to learn directly from members of research and scholarship teams. The interdisciplinary nature of such institutions makes for inclusive learning, where engineers are informed by social scientists and chemists learn from artists. If not funded, Idaho would remain as one of the very few states without an adequately funded and staffed research library and this outcome affects the state in multiple

ways: the University of Idaho Library would remain well short of attaining the stature that would support both the current and aspirational needs of the University. Lack of funding would also limit the Library's ability to perform essential outreach to Idaho despite demonstrated need and demand. Funding this proposal would represent a significant investment in the future of our state and its people.



AGENCY: College and Universities

Agency No.: 510

FY 2020 Request

FUNCTION: University of Idaho

Function No.: 04

Page \_\_1\_\_ of 3 Pages

ACTIVITY:

Activity No.:

Original Submission \_\_X\_\_ or

Revision No. \_\_\_\_

Continuation of One-Time Benefit Funding					
A: Decision Unit No: <b>12.03</b>	Title: <b>Funding</b>		Priority Ranking 3 of 3		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.00
PERSONNEL COSTS:					
1. Salaries					
2. Benefits (One-Time)	\$1,226,200				\$1,226,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$1,226,200				\$1,226,200
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,226,200				\$1,226,200

**Description:**

The University of Idaho is requesting a continuation of the one-time health benefit funding received as part of its FY2019 state appropriation. Effective FY2019, the state reduced its per FTP health benefit funding rate from \$13,100 to \$11,650 in order to utilize excess funding in the state benefit plan. This funding change resulted in a \$1,266,200 reduction in base state general funds to the University of Idaho for health benefits. This reduction in funding was coupled with a reduction in the per FTP charge to agencies on the state's health plan. The state, recognizing that by not being on the state health plan UI would not realize the corresponding cost savings, appropriated this same amount to UI on a one-time basis so UI was held harmless in the same manner as other agencies for FY2019. It was anticipated by UI at the time that the state would increase rates in FY2020 to a sustainable level no longer dependent on surplus balances or in the case of UI, one-

time state funding; however the rate for FY2020 is remaining at \$11,650 thereby extending the impact of this base budget reduction for an additional year.

**Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

UI is requesting one-time health benefit funding in the amount of \$1,226,200 in order to maintain our benefit plan at the same level of funding as FY2019.

**2. What resources are necessary to implement this request?**

**a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

No positions are included in this request.

**b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

No existing human resources will be redirected.

**c. List any additional operating funds and capital items needed.**

No operating or capital outlay funding is included in this request.

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

This request is for one-time funding. This request assumes that the state is maintaining the rate of \$11,650 per FTP for its benefit plan based on the availability of surplus funds within its plan.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

UI has been self-insured for health benefits since 2007. Careful and prudent management of this plan has effectively controlled costs and minimized health benefit rate increases, and has provided consistent coverage for UI employees. If this request is not funded, UI will need to explore other options for balancing its plan, including but not limited to:

- Implement plan modifications aimed at reducing plan costs
- Increase employee contribution amounts
- Implement budget cuts to other areas in order to redirect funding to the benefit plan

AGENCY: Lewis-Clark State College

FUNCTION: General Education

ACTIVITY: Adult Learner Program

Agency No.: 511

Function No.: 05

Activity No.:

FY 2020 Request

Page 1 of 4 Pages  
Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: 12.01	Title: <b>Adult Learner Program</b>			Priority Ranking 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	7.00				7.00
PERSONNEL COSTS:					
1. Salaries	\$349,000				\$349,000
2. Benefits	\$149,500				\$149,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$498,500				\$498,500
OPERATING EXPENDITURES by summary object:					
1. Travel	\$8,000				\$8,000
2. Operating Expense	\$18,000				\$18,000
TOTAL OPERATING EXPENDITURES:	\$26,000				\$26,000
CAPITAL OUTLAY by summary object:					
1. PC and workstations (seven)	\$12,000				\$12,000
TOTAL CAPITAL OUTLAY:	\$12,000				\$12,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$536,500				\$536,500

**Description:** Inspired by the new Complete College America (CCA) strategy, *A Better Deal for Returning Adults*, and building on Lewis-Clark's long tradition of serving non-traditional students, the focus of this FY20 Line Item request is to launch a highly focused Adult Learner Program (ALP). In 2017, the average age of Career & Technical students was 27 years, and of "Academic" students, 24. We believe there is a meaningful number of individuals, age 25 and older with some college credit, within our service regions who will benefit from the ALP, many of whom will also benefit from the 'adult learners' portion of the state's Opportunity Scholarship program.

Mirroring CCA's strategy, the outcomes of this program are 1) increase degree attainment in adult learners, 2) offer accelerated academic terms (8-weeks), 3) create structured schedules in targeted instructional programs, 4) enhance use of Prior Learning Assessment (PLA), and 5) provide support to help adult students navigate the many systems in place at LCSC. To be successful, this must be a program that

surrounds the adult student with outstanding instruction and high-quality, easily accessible support services.

In preparation for the Adult Learner Program, a campus wide committee was charged to explore potential sources of adult learners in LC's service regions, degree and certificate programs of greatest interest to prospective adult learners, barriers to participation, existing services and those that need adaptation, how outreach centers could support the ALP, financial models to support adult learners, and a review of national data and successful programs.

The committee returned three broad recommendations, each with multiple components. To create an ALP requires reconfiguration of the days/ times / delivery modes by which four programs are offered (2 academic, 2 CTE), the manner and frequency in which the student receives academic and professional advising, a redesign of the academic calendar, and restructuring of financial aid processes. Specific essential activities include creating 8-week instructional terms and aligning financial aid packages (manual processes) to the new term length, strengthening processes for transcript evaluation and evaluation of eligibility for Prior Learning Assessment credit, and enhanced hours of availability for student counseling, financial aid, registrar, admissions, testing center, IT help desk, etc.

Alignment with institution/ Board strategic plans: Development of an Adult Learner Program fits with SBOE's FY19 Goals 2 (Educational Attainment) and 3 (Workforce Readiness). The program aligns with LCSC's 2018-2023 Strategic Plan *Goal 2 Increase student enrollment, retention and completion: Objective 2.B. Increase the number of non-traditional, adult learners enrolled in degree programs*. LCSC's Core Theme I. *Opportunity: Expand access to higher education and lifelong learning* provides a fitting backdrop for this initiative.

Performance Measures: Relevant FY19 SBOE measures include Percentage of Idahoans (ages 24-35) who have a college degree or certificate requiring one academic year or more of study—benchmark: 60%. LCSC measures: Number of adult learners age 25 or older and increase in online headcount, as well as number of degrees or certificates.

### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

New resources are personnel focused to provide year-round instruction, to coordinate the financial aid, transfer agreement, and PLA processes, and to enhance program-specific professional academic advisement.

Lewis-Clark State College seeks funds for year-round instruction in two key academic programs, allowing accelerated program completion. A Transfer Agreement Coordinator is being sought to manage the process of developing and updating program-specific and institutional articulation agreements to ensure a

more seamless transfer process to LCSC and to support compliance with federal consumer information laws related to transfer and articulation agreements. A Financial Aid Specialist will manage timely financial aid awarding processes for students completing a degree in an alternative and/or accelerated terms, which involves time intensive manual processing. Advisors are requested to assist adult learners in building schedules and navigating graduation requirements. It is anticipated that advisement of ALP students will be complex, and require a high degree of specialization and frequent coordination with instructional divisions. Finally, the college is requesting funding for a coordinator who will oversee all aspects of class scheduling, coordination of services, and student outreach.

Through the program prioritization process, existing resources will be reallocated to support online course development, recruitment and marketing campaigns focused on prospective students, and some aspects of student support. This includes developing alternative work schedules for key personnel and/or integrating processes or services to best serve adult learners. Current CTE funds are available for reallocation to support two adult-learner-focused career & technical programs.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

<b>Title</b>	<b>Pay Grade</b>	<b>FT or PT</b>	<b>Benefit Elig</b>	<b>Date of Hire</b>	<b>Term Service</b>
Coordinator	\$50,000	1.0 FTE	Yes	July 1, 2019	12-month
Transfer Agreement Coordinator	\$40,000	1.0 FTE	Yes	July 1, 2019	12-month
Advisor	\$40,000 x 2 = \$80,000	2.0 FTE	Yes	July 1, 2019	12-month
Financial Aid Specialist	\$45,000	1.0 FTE	Yes	July 1, 2019	12-month
Year-round instructor	\$67,000 x 2 = \$134,000	2.0 FTE	Yes	Fall 2019	12-month

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Through the program prioritization process, existing resources will be reallocated to support online course development. As previously referenced, the Financial Aid, Advising, and Counseling offices will be directed to expand their business hours into the evening or perhaps on Saturdays, to accommodate the adult learners.

- Operating expense for new positions: see attachment for detail (total \$18,000 + \$8,000 for travel).
  - One-time capital outlay for office set up: see attachment for detail (total \$12,000).
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
- To create a comprehensive and sustainable program, with the exception of Capital Outlay, the request is for ongoing State General Funds. The attached spreadsheet lists requested positions in order of priority.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The ALP will serve adults in LC's service regions, age 25 and older who have completed some college and wish to attain a degree or certificate. Receipt of funding will allow for a wrap-around program with year-round instruction, accessible support services, within 8-weeks academic terms in 4 instructional programs (2 academic; 2 CTE). LCSC is committed to meeting the needs of non-traditional students and adult learners. If the project is not funded, we will continue to move forward, implementing the program in small increments and with a narrower focus, as internal resource reallocation allows.

Note: While the focus of this request is on a new Adult Learner Program, each of the requested positions will also benefit current and future LCSC students. For example, it is anticipated that a number of students would select courses scheduled in 8-week terms, necessitating manual processing of the financial aid award.

AGENCY: Lewis-Clark State College

FUNCTION: General Education

ACTIVITY: Accessibility and Safety

Agency No.: 511

Function No.: 05

Activity No.:

FY 2020 Request

Page \_\_\_\_ of \_\_\_\_ Pages

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Accessibility and Safety</b>			Priority Ranking 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.0
PERSONNEL COSTS:					
1. Salaries	179,500				179,500
2. Benefits	72,300				72,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	251,800				251,800
OPERATING EXPENDITURES by summary object:					
1. Operating Expense	43,300				43,300
TOTAL OPERATING EXPENDITURES:	43,300				43,300
CAPITAL OUTLAY by summary object:					
1. PC and workstation	9,000				9,000
TOTAL CAPITAL OUTLAY:	9,000				9,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	304,100				304,100

**Description:** Lewis-Clark State College has historically seen part of its niche as service to non-traditional and first-generation College students. In order to better serve those students and provide a campus that is accessible and safe for all, the objective of this FY20 line item is to first create better access for students with disabilities. According to a May 19, 2016 briefing Paper from the National Council on Disability, "Students with disabilities are attending postsecondary education at rates similar to nondisabled students but the completion rates are significantly lower. (only 34 percent finish a four-year degree in eight years), indicating the possibility of inadequate or inappropriate supports and services." In order to support students with disability needs, and seeking to meet what is a growing need at the college, LCSC is requesting support for a full-time Disabilities Services Coordinator, with substantial funding to help provide advising, support and equipment.

LCSC is also challenged to meet expanding compliance requirements without sacrificing educational quality. Assessment of compliance measures on campus indicate that in order to effectively manage the requirements of the Governor's Task Force on Higher Education, current staffing and technology must be supplemented to an extent that requires more than merely relocating internal funding.

Through assessment and accreditation processes, LCSC became aware of the many areas across campus where environmental safety standards are required. However, many different people address environmental safety in their own division or department, but no one office holds oversight for such standards. Lewis-Clark State College is the only four-year institution in Idaho without a distinct Environmental Health and Safety Department. Establishment of this position would be the beginning of the creation of clear policies and procedures to support compliance on issues such as waste disposal, hazardous material disposal, and operational safety.

Alignment with institution/ Board strategic plans: This request fulfills the State Board of Education's Goal 1, Objective C (Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system) and its superordinate goal of the State Board of Education to provide a secure and safe environment to support LCSC's learning objectives and assures compliance with standards set forth by the Governor's Task Force on Cyber-Security. It further supports LCSC's Strategic Plan Goal 2, to increase student enrollment, retention and completion by assuring equal access for all students and LCSC's Strategic Plan Goal 3, to foster inclusion throughout campus culture and processes.

Performance Measures: Relevant FY19 SBOE measures include Percentage of Idahoans (ages 24-35) who have a college degree or certificate requiring one academic year or more of study—benchmark: 60%.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Lewis-Clark State College requests on-going funding for a full-time (1.0 FTE) Disability Services Coordinator and additional resources to support compliance with the Americans with Disability Act related to classroom and service accommodations. The college has relied upon counseling staff to perform this function since the early 1990s. But, as demand for student counseling as grown as well as demand for disability accommodations, this model is no longer sustainable. The complexities of developing accommodations for students in all facets of their educational experience plus the growing number of requests filed by students (an increase of 18% from the 2015-16 academic year to the 2017-18 academic year) justify this request. Further, the expenses associated with accommodating student disabilities has also increased. Federal requirements for accommodating hearing-impaired students, for example, have changed such that only interpreters with specific certifications are considered "appropriate." Costs for such interpreters can be as much as \$42 per hour – especially in North Central Idaho, which has a limited pool of interpreters in general. Specialized computer equipment required by students with visual impairments or other high tech



equipment, which the college is required by federal law to provide, also represent a growing financial burden for the institution. The demand for assistive technology, interpreter services, and similar support has more than doubled in two years.

A 1.0 FTE Cybersecurity Analyst is requested to support the work of the Governor's Task Force on Cybersecurity, and to address critical security controls. As cyberattacks increase in number, the position will focus on the creation of secure systems and employee awareness on matters involving cybersecurity. The request rose from priorities established through LCSC's annual assessment process, which is an outgrowth of the program prioritization initiative established by the State Board of Education. In order to meet the expectations of the Governor's Cybersecurity Task Force, it became apparent that the current personnel structure within IT to address these needs through multiple positions is not efficient in meeting and addressing cybersecurity needs. It is anticipated that this position would result in the development of better campus initiative to educate students, faculty and staff of cybersecurity issues and create awareness of the appropriate ways to respond to various threats. Further, this position will be tasked with building a more secure infrastructure.

The College also seeks funding for a 1.0 FTE Environmental Health & Safety Specialist. This position will allow us to operate in accordance with best practices regarding potentially hazardous materials, and will be responsible for the creation of institution-wide policies and protocols. The Environmental Health & Safety Specialist will go beyond ensuring compliance by helping to establish laboratory procedures that will serve as a model for students in their chosen professions.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

<b>Title</b>	<b>Salary</b>	<b>FT/PT</b>	<b>Benefit Elig</b>	<b>Date of Hire</b>	<b>Term</b>
Disability Services Coordinator	\$60,000	1.0 FTE	Yes	July 1, 2019	12-month
Cybersecurity Analyst	\$58,710	1.0 FTE	Yes	July 1, 2018	12-month
Environmental Health & Safety Specialist	\$60,770	1.0 FTE	Yes	July 1, 2018	12-month

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing operations will be positively impacted by creating centralized recordkeeping, processes and policies to protect the institution and the various constituencies it supports. Existing employees will be freed from the responsibility of researching and determining best practices, allowing faculty, in particular, to focus on implementing compliance, rather than researching compliance. Further, establishment of best practices across the institution will elevate awareness of concerns and issues that can be more easily and quickly addressed.

- c. List any additional operating funds and capital items needed.

For the Disabilities Services Coordinator, the College requests \$34,000 in ongoing funding to support the hiring of sign language interpreters and other accommodations for students, and further requests \$3,000 for a computer workstation.

Operating funds for the other two positions include basic office support/supplies, and the addition of a Cisco Umbrella license (\$7,800), which extends domain name/phishing protection and provides content filtering. Capital Outlay includes a computer workstation for each of those two requested positions, totaling an additional \$6,000.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

With the exception of Capital Outlay, the request is for ongoing State General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All the requested items support either existing or future students, particularly to attract students who may need to have disability requirements met. Although the institution has engaged in the continual reallocation of funds to support these students, the cost to do so continues to outpace our ability to reallocate funding. The College acknowledges that compliance support may seem a little less attractive for funding purposes, but in order to address the growing areas of required compliance that provide a secure environment for students. The College requests the support to better advance its efforts in these areas.

If these positions are not funded, the exposure of the institution to liability due to decentralized processes could create both financial and reputational risk.

AGENCY: Career Technical Educations

Agency No.: 503

FY 2020 Request

FUNCTION: State Leadership

Function No.: 01

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>CTE DATA ANALYSIS</b>			Priority Ranking 1 of 12
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	49,100				49,100
2. Benefits	22,500				22,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	71,600				71,600
OPERATING EXPENDITURES by summary object:					
1. Travel and Operatng	10,000				10,000
TOTAL OPERATING EXPENDITURES:	10,000				10,000
CAPITAL OUTLAY by summary object:					
1. Office and workstation construction	14,000				14,000
TOTAL CAPITAL OUTLAY:	14,000				14,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	95,600				95,600

**Description:**

As part of its initiative to increase accountability and oversight and to improve student learning outcomes, the Division shifted resources in FY 2017 to hire a research analyst and expanded its focus on data analysis. With the implementation of Skillstack ©, CTEMS, connection to State Department of Education's ISEE system as well as the rollout of the program quality initiative and the Workforce Incentive Grant, the Division is seeking additional resources to ensure the success of these efforts. The Division is also focused on stronger connectivity with the State Board of Education's Longitudinal Data System. This position will enable streamlining of our data collection procedures, ensure the accuracy and comparability of data, and enable us to better analyze data for our program improvement efforts.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for one full-time Research Analyst to join our performance management office. There is currently a Performance Management Director and a Research Analyst, senior in this area. Implementation of new systems including Skillstack ©, CTEMS, program quality initiative and the Workforce Incentive Grant. The Division is also focused on stronger connectivity with the State Board of Education's Longitudinal Data System and connection to State Department of Education's ISEE system is increasing the demand for Division resources in this area.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The Division is requesting a full-time benefit eligible Research Analyst, Senior (Nonclassified- Paygrade L)

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No resources will be redirected. This will expand current capacity in this area.

- c. List any additional operating funds and capital items needed.

This request includes funding for ongoing operating expenses such as travel, professional development, and office related expenses. This request also includes one- time funding to repurpose existing space into an office.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Personnel and Operating requested is ongoing. Capital is one-time.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Secondary and postsecondary students and administrators will benefit from this additional resource, which will allow us to improve student outcomes and CTE programs throughout Idaho. Educators and Division Program Quality Managers will have reliable data and reports to make data- driven decisions on programs and opportunities to improve programs.

AGENCY: Career Technical Educations

Agency No.: 503

FY 2020 Request

FUNCTION: State Leadership

Function No.: 01

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>CTE STUDENT ENGAGEMENT</b>			Priority Ranking 2 of 12
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	72,700				72,700
2. Benefits	27,600				27,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	100,300				100,300
OPERATING EXPENDITURES by summary object:					
1. Travel and Operating	10,000				10,000
TOTAL OPERATING EXPENDITURES:	10,000				10,000
CAPITAL OUTLAY by summary object:					
1. Office and workstation construction	14,000				14,000
TOTAL CAPITAL OUTLAY:	14,000				14,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	124,300				124,300

**Description:**

As the Division continues its efforts to expand quality CTE offerings and strengthen the pipeline of CTE students and concentrators, more emphasis is being placed on how we directly engage with students. This engagement includes the development of close working relationships with counselors, college and career advisors, and transition coordinators, as well as facilitating usage of SkillStack as a means to demonstrate CTE competencies. This position will also aide in recruitment and retention in Career & Technical Student Organizations.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for one full-time Director of CTE Student Engagement. Student engagement is currently accomplished indirectly through a number of employees. This shift would

centralize that function and strengthen not only support and outreach, but accountability and oversight of how our programs are communicated to the field and prioritized within the education system.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The Division is requesting a full-time benefit eligible Director of CTE Student Engagement (Nonclassified- Paygrade P)

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

This position will move functions currently under the responsibility of the Postsecondary Director and the Planning and Policy Director allowing them to focus on their respective while allowing the Division to put more effort into communicating directly with students, counselors, and transition coordinators to help ensure continuity of student services and improve student learning outcomes.

- c. List any additional operating funds and capital items needed.

This request includes funding for ongoing operating expenses such as travel, professional development, office related expenses. This request also includes one- time funding to repurpose existing space into an office.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Personnel and Operating requested is ongoing. Capital is one-time.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Secondary and postsecondary CTE students will benefit the most from funding this request. The addition of this dedicated position within our office will help ensure students have access to the resources they need, and that information is communicated to teachers and administrators in ways that advocate for CTE and for better student learning outcomes. Counselors, transition coordinators, and college and career advisors will also benefit from having consistent, relevant information about CTE and how it can improve Idaho's go-on rate.

Given the ongoing support and growth of CTE in Idaho, not funding this request will continue to put a strain on existing resources. Consequently, it will limit the Division's ability to maximize support for our students and counselors, jeopardizing the foundation we have worked so diligently to build.

AGENCY: Career Technical Education

Agency No.: 503

FY 2020 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.03</b>		Title: <b>Program Alignment</b>			Priority Ranking 3 of 11
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Industry Standards & Tests	\$138,000				\$138,000
2. Post-Secondary Trainers	40,000				40,000
3. Meeting Facility Rental	2,000				2,000
TOTAL OPERATING EXPENDITURES:	\$180,000				\$180,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$180,000				\$180,000

**Description:**

The purpose of program alignment is to increase the go-on rate of high school CTE students. Alignment efforts focus on the successful transition of students from secondary to aligned postsecondary CTE programs and to promote the successful completion of that postsecondary CTE program with a degree, technical certificate, or industry credential. Through a partnership of ICTE, secondary, and postsecondary stakeholders, program alignment supports Idaho students accomplishing the following:

1. Take equivalent technical courses anywhere within the public education system, including statewide assessments for Technical Competency Credit through Idaho SkillStack®
2. Transcribe earned Technical Competency Credits (upon enrollment at an Idaho Technical College) while minimizing institutional barriers and access to CTE programs.



3. Attain their highest educational aspirations in the most efficient and effective manner as a result of clear and consistent standards driven by industry.

In 2015, the Idaho Legislature amended [Idaho Code 33-2205](#) to formally codify the statewide alignment framework and allow the Division to provide incentives to Idaho public colleges as they align their foundational courses to *“ensure that postsecondary credits earned by a student in a career technical education program will transfer at the full credit value to any public Idaho college or university in a like program of study and to ensure that such postsecondary credits will be treated by any such public college or university as satisfying specific course requirements in the student’s program of study.”* Since the initial legislation was enacted, Idaho has aligned 26 CTE programs and continues to make strides in aligning the remaining pathways.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Since FY 2015 this request has been funded on a one-time basis. As the total number of pathways has been finalized, we are able to more accurately project costs on a long-term basis. This request continues this funding on an ongoing basis.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

None

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

- c. List any additional operating funds and capital items needed.

Included in this line item are the costs of the assessments and the development of new program standards. This item also includes the costs associated with reviewing standards and assessments annually, and updating them to align with industry needs. This request includes ongoing funding for postsecondary teachers to train secondary teachers on the assessments, which will better prepare students to pass the assessments and be prepared for their postsecondary programs.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is for ongoing funding.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Program alignment collectively benefits students, secondary teachers, postsecondary faculty, and industry through increased participation, training and collaboration.

AGENCY: Career Technical Education

Agency No.: 503

FY 2020 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.04</b>		Title: <b>MiddleSchool CTE</b>			Priority Ranking 4 of 11
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Standards and Assessments	\$30,000				\$30,000
2. Online Techer Courses	20,000				20,000
3. Professional Development	18,000				18,000
TOTAL OPERATING EXPENDITURES:	\$68,000				\$68,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$288,000				\$288,000
LUMP SUM:					
GRAND TOTAL	\$356,000				\$356,000

**Description:**

In the 2018 legislative session, amendments to Idaho Code 33-2202 expanded the definition of career and technical education to allow the Division of Career Technical Education to develop and fund specific courses or programs offered in grades 7 and 8, as approved by the State Board of Education.

For FY 2019, the legislature appropriated funding for two positions including a middle school program quality manager and an administrative assistant. The Division will use those new positions and existing resources to conduct outreach and training to middle school administration, teachers, and counselors regarding the value of CTE, conduct focus groups with middle school administration, as well as research current career

exploration offerings in Idaho and other states. The Division will also create the teacher endorsement, draft teacher training, and identify pilot schools.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

For FY2019, the Division received funding for two FTEs related to the development of CTE in the middle school. This request is for one-time funds of \$356,000 to cover the costs of identifying standards, creating assessments, developing curriculum, and working with the identified pilot schools to ensure the new middle school CTE program has listed their school or district's FY21 course catalogs. The funds will also cover the costs to develop and implement training for newly endorsed teachers.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
None
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
None
  - c. List any additional operating funds and capital items needed.  
None
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.  
The entire amount is for one-time funding.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request allows the Division to develop and implement introductory CTE in grades 7 and 8. For FY2019, the Division received funding for two FTEs. For FY 2019, The Division is using these two new FTEs to fund the preliminary research and development of the middle school framework, including training and outreach.

This FY2020 request would fund middle school students and programs will benefit by having access to exploratory CTE, which will provide them with more career exploration opportunities and increase the number of secondary CTE students. If this request is not funded, the Division will not be able to complete the development of the new middle school program, nor will the Division be able to provide these opportunities to middle school students statewide.

**AGENCY: Career Technical Education**

Agency No.: 503

FY 2020 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.05</b>		Title: <b>InSpire to Educate Program</b>			Priority Ranking 5 of 11
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$410,000				\$410,000
LUMP SUM:					
GRAND TOTAL	\$410,000				\$410,000

**Description:**

In response to the ongoing CTE teacher shortage, the Division implemented a new certification program for individuals entering the CTE teaching profession. The INSPIRE to Educate program is intended to offer an alternative route for new CTE teachers who have been recruited from industry. These new teachers have the subject matter expertise, but may lack the fundamentals of teaching, either at the secondary or postsecondary level. The INSPIRE program provides teachers and districts a no- or low-cost option for teachers to receive the necessary training while still meeting the CTE needs of the district or institution to improve high quality CTE programs.

Historically these teachers were required to attend formal programs at the Universities at significant cost to them both financially and in terms of time and travel. The Division implemented the program in fall 2017 and since that time, 75 teachers have completed their first year of the 2 year program. The Division requires additional funding to

maintain this program which is both more successful and therefore more costly than anticipated.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Division is requesting \$410,000, which is paid to University of Idaho for implementing the program throughout the State. No additional Division FTE is required to continue the project defined in this request. The Certification Director and related Administrative Assistant will continue to manage the project at the Division level.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

No additional FTE at the Division.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None. The current structure at the Division is adequate.

- c. List any additional operating funds and capital items needed.

No additional operating of capital funding is required.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is for ongoing funding to continue the program grant to University of Idaho. An initial grant to implement this project in the 2017-2018 pilot year was awarded to The University of Idaho (U of I). The U of I hired six (6) Instructional Mentors, as well as Observational Mentors for seventy-two (72) participants. With a new cohort beginning in the 2018-2019, six (6) additional Instructional Mentors, and additional Observational Mentors will need to be hired.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This program benefits new CTE teachers transitioning from industry to education. As these teachers will have more support and training to assist them in their classrooms, this request will also benefit administrators and students with higher teacher recruitment and retention rates. If the Division is unable to continue funding this program, the long term success of this program would be at risk.

**AGENCY: Career Technical Education**

Agency No.: 503

FY 2020 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.06</b>		Title: <b>Teacher Preparation</b>			Priority Ranking 6 of 11
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$515,000				\$515,000
LUMP SUM:					
GRAND TOTAL	\$515,000				\$515,000

**Description:**

For over 20 years, the Division has helped fund the CTE teacher preparation programs at University of Idaho and Idaho State University. This funding is intended to support traditional 4-year degree educator training for CTE teachers. These programs are the primary education pipelines for teachers in the areas of agriculture, business, technology education and family consumer sciences. Due to limited interest in CTE teaching careers, the current numbers of student teachers aren't adequate to sustain these programs at the Universities. Without the additional funding provided by the Division, the programs would likely be closed, further jeopardizing the ability of Idaho secondary and postsecondary programs to find CTE teachers. Currently the Division funds these programs out of state leadership dollars allocated to the Division. The combination of increased expenses at the Universities, demand for other services from the Division and efforts to improve the teacher pipeline has put the Division's ability to fund these programs in jeopardy.

Funding this request will formalize support of the CTE teacher preparation programs in Idaho. Funding to these two institutions will be more transparent and responsive, because it will be tied to specific teacher-educator positions, will be increasingly based on accountability through established metrics, and will help to elevate the support for these programs.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request includes the funds directly allocated to University of Idaho and Idaho State University.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

None

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

- c. List any additional operating funds and capital items needed.

None

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The entire amount of funding is ongoing.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Funding this request will directly benefit our secondary and postsecondary institutions by providing a consistent CTE teacher pipeline. Failing to fund this line item request places the availability of these CTE teacher-preparation programs at risk. The ability to find trained CTE teachers is already a major concern.



AGENCY: Career Technical Education

Agency No.: 503

FY 2020 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

Workforce Readiness Incentive					
A: Decision Unit No: <b>12.07</b>	Title: <b>Grant</b>	Priority Ranking 7 of 11			
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$400,000				\$400,000
LUMP SUM:					
GRAND TOTAL	\$400,000				\$400,000

**Description:**

In the 2018 legislative session, Idaho Code 33-1364 was passed, which created a Workforce Readiness Incentive Grant beginning in FY 2020. During FY2019, the Division will develop specific criteria to award incentive funds based on the number of secondary career technical concentrators who have demonstrated workforce readiness at the completion of their career technical education program. If funded, the Division will distribute the first round of grants to secondary CTE teachers at the end of the 2019-2020 school year.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for an initial ongoing appropriation of \$400,000 to award incentive funds to CTE teachers of pathway programs based on the number of secondary career technical concentrators who have demonstrated workforce readiness at the completion of their career technical education program. The funds would be passed on directly to the CTE teachers of intermediate and capstone courses in which the secondary concentrators were enrolled.

The grant will be implemented with existing Division staff. The Division has requested an additional data analyst for FY2020. If this position is funded, this FTE will also support the data analysis required to successfully oversee the grant and ensure award criteria is met.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
None
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
None
  - c. List any additional operating funds and capital items needed.  
None. All funds are trustee benefit funds that will be passed through to CTE teachers by their school districts.
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The requested amount is ongoing and may fluctuate according to the number of students who meet the grant criteria each year. Each qualified student will generate up to \$200 per pathway. These funds will then be divided among eligible teachers, based on the number of qualified students each year, as well as the total number of eligible CTE teachers.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Funding for this grant would benefit secondary CTE teachers who have invested the time and energy to ensure CTE concentrators have the tools they need to succeed in the workforce, as well as have attained and demonstrated the relevant skills within their pathway program.

This incentive-based approach would more clearly demonstrate the return on investment provided by career technical education and hold career technical education programs more accountable for producing results. This approach will also ensure a greater number of career technical education students are ready for the workforce and able to meet the demands of business and industry. In the long term, this would also include an increase in the number of students who are eligible to test for and earn Technical Competency Credits.

AGENCY: Idaho Career Technical Education

Agency No.: 501

FY 2020 Request

FUNCTION: Postsecondary Programs

Function No.: 03

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.08</b>		Title: <b>Capacity Expansion</b>			Priority Ranking 8 of 11
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	13.00				13.00
PERSONNEL COSTS:					
1. Salaries & Benefits	\$1,034,300				\$1,034,300
TOTAL PERSONNEL COSTS:	\$1,034,300				\$1,034,300
OPERATING EXPENDITURES by summary object:					
1. Supplies	\$172,300				\$172,300
TOTAL OPERATING EXPENDITURES:	\$172,300				\$172,300
CAPITAL OUTLAY by summary object:					
1. Program Related Equipment	\$863,100				\$863,100
TOTAL CAPITAL OUTLAY:	\$863,100				\$863,100
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$2,069,700				\$2,069,700

**Description:**

The Division of Career Technical Education funds programs at the 6 technical colleges throughout the state. Increased demand by Idaho employers for a skilled workforce have created ongoing needs to produce CTE program graduates with technical skills needed for growth and expansion. If Idaho cannot accommodate these increased educational demands, it forces students to seek education out of State and can force employers to look out of state to hire the qualified employees. These jobs are often high wage and high demand, which benefit not only the students seeking the education but help to stimulate the economy by providing higher paying jobs and a better educated workforce. Over the last three years, the legislature has appropriated \$7.2 million in additional resources to expand capacity of targeted programs to meet the growing workforce needs of industry.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

13 FTE and \$2,069,700 is being requested to start or expand high wage, in-demand CTE programs at the 6 Postsecondary technical colleges in the State.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

See attached schedule.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Although these funds are for new positions in new or expanded programs, the technical colleges also undergo program prioritization each year based on the State Board of Education requirements that redirect and reallocate existing resources between programs.

- c. List any additional operating funds and capital items needed.

Operating and capital needs for this effort are included in the attached schedule.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is for on-going general funds for PC and OE. The CO request is one-time funding.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request helps Idaho students and Idaho employers by providing training to fill high-wage in-demand jobs.

**Post-Secondary Program Capacity Expansion Requests**  
**Requested Amounts- FY 2020**

Institution	Priority	Description	FTP	PC(\$)	OE (\$)	CO (\$)	Total Amount	Average wait list	Program graduates	Annual Capacity Expansion
CEI	1	Programming Technology	1	80,800	20,000	82,600	183,400	New program	0	12
CEI	2	Energy Systems	1	80,800	20,000	135,600	236,400	15	12	12
CSI	1	Apprenticeship	3	255,600	26,000	155,000	436,600	New program	0	40
CSI	2	Health Care- multiple programs	0	0	0	92,000	92,000	5	67	17
CWI	1	Database Administrator	1	114,500	15,000	21,500	151,000	New program	0	18
CWI	2	Cybersecurity Advanced AAS	1	114,500	17,000	21,500	153,000	0	18	12
CWI	3	Machine Tool Tech	0	0	0	85,000	85,000	0	15	15
ISU	1	Welding	0	0	0	154,000	154,000	15	15	16
ISU	2	Information Technology Systems	0	0	0	22,900	22,900	6	10	4
ISU	3	Robotics and Communications Systems	0	0	0	75,000	75,000	6	12	6
ISU	4	Unmanned Aerial Systems	0	0	0	11,000	11,000	4	1	4
LCSC	1	Healthcare programs	1	58,000	14,000	7,000	79,000	0	34	6
NIC	1	Manufacturing and Trades	1	79,200	0	0	79,200	0	28	15
NIC	2	Healthcare programs	1	79,200	0	0	79,200	0	15	20
NIC	3	Dental Hygiene	3	171,700	60,300	0	232,000	0	10	6
			13	1,034,300	172,300	863,100				

BAHR - SECTION II

\$ 2,069,700
--------------

TAB 1 Page 3

Post-Secondary Program Capacity Expansion Requests

Summarized by Priority

Cost of programs by priority							
Priority	CEI	CSI	CWI	ISU	LCSC	NIC	Total
1	183,400	436,600	151,000	154,000	79,000	79,200	\$ 1,083,200
2	236,400	92,000	153,000	22,900	-	79,200	\$ 583,500
3	-	-	85,000	75,000	-	232,000	\$ 392,000
4	-	-	-	11,000	-	-	\$ 11,000
5	-	-	-	-	-	-	\$ -
	\$ 419,800	\$ 528,600	\$ 389,000	\$ 262,900	\$ 79,000	\$ 390,400	\$ 2,069,700
Program Expansion by priority (# Students)							
Priority	CSI	CWI	EITC	ISU	LCSC	NIC	Total
1	12	40	18	16	6	15	107
2	12	17	12	4	-	20	65
3	-	-	15	6	-	6	27
4	-	-	-	4	-	-	4
5	-	-	-	-	-	-	-
	24	57	45	30	6	41	203

**AGENCY: Career Technical Education**

Agency No.: 503

FY 2020 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.09</b>		Title: <b>Program Quality Initiative</b>			Priority Ranking 9 of 11
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$400,000				\$400,000
LUMP SUM:					
GRAND TOTAL	\$400,000				\$400,000

**Description:**

In 2014 Agricultural and Natural Resources education programs established an incentive-based program for funding Agriculture and Natural Resources CTE programs. (Idaho Code 33-1629). In 2017 the Idaho Legislature funded an incentive-based for Career Technical Education (CTE) secondary programs in the other five program areas of Business Management and Marketing, Engineering and Technology, Family and Consumer Sciences, Health Professions, and Skilled and Technical Sciences. This request expands the performance-based funding for these five CTE program areas.

In FY 2018, in the first year of implementation, there were 94 applications from secondary programs that totaled \$875,000. This amount is expected to increase significantly in FY 2019 as schools become familiar with the program and eligibility requirements.



The legislature codified this program in 2018 (IC 33-1634). The program provides incentive-based funding to both high performing programs and those programs in need of additional support and technical assistance. This performance-based approach clearly demonstrates the return on investment provided by career technical education and holds CTE programs more accountable for producing results.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

In FY 2018 the legislature appropriated \$300,000 with an additional \$300,000 being appropriated in FY 2019 for a total of \$600,000 for this program. This request expands on that appropriation, bringing the total to \$1,000,000.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

None

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

- c. List any additional operating funds and capital items needed.

None. All requested funding is for Trustee Benefit payments passed through to Secondary school districts.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Requested funds are ongoing

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This funding benefits CTE secondary programs who are incentivized for quality programs as well as CTE programs that require assistance to become a successful program.

AGENCY: Career Technical Education

Agency No.: 503

FY 2020 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.10</b>		Title: <b>CTE DIGITAL</b>			Priority Ranking 10 of 11
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES <b>by summary object:</b>					
1. Course Development (one-time)	\$70,000				\$70,000
TOTAL OPERATING EXPENDITURES:	\$70,000				\$70,000
CAPITAL OUTLAY <b>by summary object:</b>					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$70,000				\$70,000

**Description:**

In the 2015 legislative session, amendments to Idaho Code 33-2205 (3) and (4) outline the intent that the Division of Career Technical Education will coordinate with the Idaho Digital Learning to provide approved online career technical education courses.

These initiatives were started in Fiscal Year 2015 using Division funds available for this purpose. More than 2,200 students in over 100 school districts have been served by CTE Digital. The continuation of this project into FY 2020 will require one-time funds of \$70,000 for CTE Digital to create 4 additional online courses through the Idaho Digital Learning.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for one-time funds of \$70,000 for CTE Digital to create 4 online courses through the Idaho Digital Learning.

The Division turned back \$70,000 for FY2018, as the course development was slower than anticipated. While the Division is committed to expanding online offerings statewide, it is equally committed to ensuring any new courses are high quality and appropriate for online delivery. As such, courses initially scheduled for FY2018 will be developed using the FY2019 budget and the Division anticipates initiating another 4 courses in FY 2020.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

None

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

- c. List any additional operating funds and capital items needed.

Operating funding requested is for payments to Idaho Digital Learning, no additional funding is required.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The entire amount is for one-time funding

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request allows ICTE to continue efforts to help develop on-line CTE classes. Over 2,200 students in over 100 school districts have been served by CTE Digital. Not funding these efforts will hinder the progress to develop on-line classes.

AGENCY: Career Technical Education

Agency No.: 503

FY 2020 Request

FUNCTION: Postsecondary Programs

Function No.: 03

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

Nuclear Energy and Advanced Reactor manufacturing					
A: Decision Unit No: 12.11	Title:			Priority Ranking 11 of 11	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.0				3.0
PERSONNEL COSTS:					
1. Salaries	225,000				225,000
2. Benefits	83,600				83,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	308,600				308,600
OPERATING EXPENDITURES by summary object:					
1. Facility Lease	84,000				84,000
TOTAL OPERATING EXPENDITURES:	84,000				84,000
CAPITAL OUTLAY by summary object:					
1. Nuclear simulator Stations and software.	240,000				240,000
2. Facility networking equipment	20,000				20,000
TOTAL CAPITAL OUTLAY:	260,000				260,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	652,600				652,600

**Description:**

On June 6, 2018, Executive Order 2018-07 was signed by Governor Otter establishing a policy for nuclear energy production and manufacturing in Idaho. This order tasks the State Board of Education through the Division of Career Technical education to develop programs and training opportunities in nuclear energy and advanced reactor manufacturing.

The College of Eastern Idaho (CEI) and Idaho State University College of Technology (ISU) have responded to the Governor's directive to "support the Nuclear industry" by reaching out to industry partners such as Premier Technology, American Fabrication, Curtiss Wright, and the Idaho National Laboratory. CEI and ISU are working together to ensure a strong educational partnership as they have for many years.

With a vision for the future, ISU College of Technology established the Energy Systems Technology and Education Center (ESTEC) in 2007. Several years ago, the College of Technology partnered with CEI, then EITC, where CEI now also teaches the first year of several of the ESTEC programs. Over the last ten years ESTEC has served an average of 108 students per year and has graduated a total of 512 students, approximately 50 graduates per year. ESTEC currently offers degrees in Energy Systems Nuclear Operations Technology, Energy Systems Electrical Engineering Technology, Energy Systems Instrumentation Engineering Technology, Energy Systems Mechanical Engineering Technology, and Cyber-Physical Security which directly apply to meeting the demand for a highly skilled workforce in the nuclear energy and advanced reactor manufacturing sector. Graduates are well prepared for employment in industry and are hired by companies such as Battelle Energy Alliance managing Idaho National Laboratory.

One of the requirements in the nuclear industry is to educate all employees regardless of job duties on the Nuclear Quality Assurance (NQA-1) requirements from the American Society of Mechanical Engineers (ASME). CEI and ISU will develop a program to provide NQA-1 training to industry partners, incumbent workers and students within any field who want to work in the nuclear industry. This training will be a two-day training covering 16 hours of information and project education. At the end of the training, students who pass a test will be issued an Idaho SkillStack badge called “Nuclear Quality Assurance Overview.” Allowing them to transition more readily into positions within the nuclear industry and alleviating the burden on industry to provide this training in-house. CEI and ISU will work in partnership to create the curriculum material that could be shared across all of the colleges and universities in Idaho and possibly adapted to other industries. Future plans include developing additional quality assurance modules customized for the needs of a whole range of specific occupations within the nuclear industry such as engineers, managers, quality inspectors, quality auditors, machine technicians, welders, purchasing agents, and others.

Due to the urgent nature of this project, CEI, ISU and their industry partners will apply for an industry sector grant through the Workforce Development Council to purchase some start up equipment, implement a marketing plan and develop curriculum.

This request is for ongoing funding to continue the Nuclear Quality Assurance training as well as to expand the existing ESTEC programs to accommodate more students.

We are requesting the following:

- One full-time benefitted instructor for the NQA-1 training.
- Two full-time benefitted instructors for the ESTEC program expansion at both colleges.
- Funding for annual lease at CEI as the current facility does not have the technological capabilities required for this program.
- One- time funding of \$20,000 for networking technology at the leased facility.

- One-time funding of \$240,000 for nuclear simulation hardware and software at ISU to enhance skills needed in industry. This nuclear reactor simulator will allow students to pull up control panels for a number of different reactors and give students real-life experiences in a non-threatening environment. A total of four simulator stations will be needed to provide state-of-art training for ESTEC students.

### Questions:

- What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Governor's Executive Order Line Item Request				
Type	Item	Quantity	Cost per Unit	Total
PC	ESTEC and NQA-1 Instructors	3	\$102,850	\$308,600
OE	Facility Lease payments (\$7,000 per month)	1	\$84,000	\$84,000
CO	Facility Networking Equipment	1	\$20,000	\$20,000
CO	Nuclear Reactor Simulator Stations	4	\$40,000	\$160,000
CO	Nuclear Reactor Simulations Software	1	\$80,000	\$80,000
<b>Grand Total</b>				<b>\$652,600</b>

- What resources are necessary to implement this request?
  - List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
Three full-time, benefits eligible instructors.
  - Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
There are personnel already associated with this program. This would allow CEI and ISU to expand these programs to meet growth in the nuclear energy industry.
  - List any additional operating funds and capital items needed.  
As identified above.
- Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.  
Personnel and operating funds requested are ongoing. Capital Outlay funding is one-time.
- Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This line item is in response to the Governor's executive order meeting the growing demand for a highly skilled workforce for the nuclear energy sector.

INL could potentially run 100 people a year of existing employees through the NQA-1 training program to support increasing needs in this area for employees in operations, engineering, purchasing, and quality. Additionally, INL would consider opportunities to offer a two day course to its interns in engineering in the summer and this could be an additional 40 students. INL anticipates a benefit to their subcontractors that provide support. This could mean an addition of another 50 people per year that could take this training. Anticipated enrollment to such a program is around 200 people between current employees and new hires, interns, and subcontractors.

**AGENCY: Idaho Career & Technical Education**

Agency No.: 503

FY 2020 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

Original Submission X or

ACTIVITY:

Activity No.:

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.12</b>		Title: <b>Perkins Spending Authority</b>			Priority Ranking 12 of 12
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:			\$800,000		\$800,000
1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL			\$800,000		\$800,000

**Description:**

The State of Idaho Career & Technical Education receives Perkins federal grant funds which are used to enhance postsecondary and secondary CTE programs throughout the state. In FY 2019 the Perkins program increased from \$6.4 million to \$7.2 million and is expected to increase 10.5% over the next 5 years. ICTE does not have adequate spending authority to spend these additional funds in FY 2020 at the increased grant award levels.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Perkins federal grant program has increased significantly for FY 2020 and the current spending authority is now short of the federal award amount by approximately \$800,000. We are requesting this increase in spending authority to allow Idaho to use the entire award amount benefiting CTE programs throughout the state.



1. What resources are necessary to implement this request?

a. List by position: None

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

c. List any additional operating funds and capital items needed.

Requesting additional ongoing spending authority in operating funds

2. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This entire request is ongoing as we anticipate the increased level of federal funding to continue.

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This grant is used to fund CTE programs at the postsecondary technical colleges and secondary CTE programs throughout the state.

**AGENCY: Community Colleges**  
**FUNCTION: CC Systemwide Needs**  
**ACTIVITY:**

Agency No.: 505  
 Function No.: 05  
 Activity No.:

FY 2020 Request  
 Page 1 of 3 Pages  
 Original Submission X or  
 Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Systemwide Needs Expenses</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries	0				0
2. Benefits	0				0
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:	\$0				\$0
LUMP SUM:					
GRAND TOTAL	\$0				\$0

The Office of the State Board of Education (OSBE) incurs costs that benefit the college and universities and the community colleges for such initiatives including, but not limited to, Next Steps, Direct Admissions, and Retirement Plan legal review. Over the past several years the funding has come from the college and universities appropriation and so the community colleges have benefited without sharing the financial burden. Several years ago, an attempt to rectify the situation was made by holding back some of the community college appropriation to pay for these programs and then send any remaining funds back to the community colleges at year-end. That solution was not accepted for various reasons. Currently the college and universities appropriation is still being used as well as the OSBE Indirect Fund.

OSBE has asked each of the four community colleges to allocate \$10,000 to a Community College Systemwide Needs program which will fund these initiatives going forward. Therefore there is no request for new funding. This new program will also house the \$3M

in Outcomes Based Funding should that be approved by the Board and ultimately appropriated.

AGENCY: College of Eastern Idaho

FUNCTION: Education

ACTIVITY:

Agency No.:

Function No.: 02

Activity No.:

FY 2020 Request

Page \_\_\_\_ of \_\_\_\_ Pages

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Transfer of Faculty from CSI</b>			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.0
PERSONNEL COSTS:					
1. Salaries	\$88,000				\$88,000
2. Benefits	44,200				44,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$132,200				\$132,200
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$132,200				\$132,200

**Description:**

Approximately four years ago, the College of Southern Idaho (CSI) was provided with two faculty FTE's for providing community college academic courses in the Idaho Falls area. These positions and the efforts of CSI helped to demonstrate the need for a community college in Idaho Falls.

As of May 15, 2018, credits offered by the College of Eastern Idaho (CEI) for FY 19 are on track to double the credits offered by CEI in FY 18. While the budget model developed for FY 19 appears to be holding, the addition of two faculty would allow us to offer more dual credit classes on campus and offer classes at non-traditional times that may not meet our 15-student minimum. It would also expand the pool of full time faculty available for both teaching additional courses and advising.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CEI requests that two faculty positions originally allocated to the CSI for the Idaho Falls region be reallocated to CEI. CSI worked to establish a student base consisting of approximately 500 enrollments that they have turned over to CEI. These positions will assist CEI in serving that base.

Adjunct faculty are being added as enrollment grows but a base of full time faculty is needed. These two positions will be in addition to the 32 full time faculty positions provided in the FY 19 appropriation.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The positions requested are for two full time, benefited faculty positions that will be hired July 1, 2020 on 9-month teaching contracts.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

These two positions will be added to the existing faculty and will provide the capacity to serve more students in general education instruction.

- c. List any additional operating funds and capital items needed.

There are no operating funds or capital items associated with this request.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is for ongoing funds originally designated for instruction in the Idaho Falls region. Revenue assumptions involve utilizing these funds to offset the overall shortfall of tuition to cover the full cost of instruction in the CEI Instructional department.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The students and community of Idaho Falls are being served by this request. Funding this request now will provide immediate support for the anticipated demand for educational services in a vibrant and growing region that is underserved in higher education.

AGENCY: College of Eastern Idaho

FUNCTION: Education

ACTIVITY:

Agency No.:

Function No.: 02

Activity No.:

FY 2020 Request

Page \_\_\_\_ of \_\_\_\_ Pages

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.03</b>	Title: <b>Interest Earnings Distribution</b>			Priority Ranking 3 of 3	
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. Laboratory Equipment					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$55,000				\$55,000
LUMP SUM:					
GRAND TOTAL	\$55,000				\$55,000

**Description:**

Senate Bill 1429 of the 2016 legislative session provided community college start up funds of \$5,000,000 for a new community college in Idaho. These funds remained in trust with the state from July 1, 2016 through June 30, 2017. In May of 2017, Bonneville County voted to establish a new community college and the \$5,000,000 was distributed in July of 2017 to the College of Eastern Idaho.

During the period the \$5,000,000 of community college support funds were held in trust by the State, approximately \$51,000 of interest was earned. Another \$4,000 is estimated to accrue through June 2019. This request is to distribute those one-time interest earnings to the College of Eastern Idaho.

The funds will be used to purchase hospital beds for our health science program and physics, chemistry, and biology laboratory equipment. Expansion of these areas is critical as CEI expands offerings in these areas as a community college.

**Questions:**

1 What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The \$55,000 is being requested as part of the start up funding for a community college. These funds will be spent in accordance with the legislative intent of the original \$5,000,000.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The one-time funds will be spent for educational equipment.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing human resources will not be impacted by this request.

- c. List any additional operating funds and capital items needed.

There are no additional operating funds or capital items associated with this request.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is based upon the expansion of health science and physical science lab and equipment needs as offerings in these areas are expanded as community college offerings.

4 Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Students taking courses requiring lab work will be impacted along with the faculty that teach these courses. Additional equipment is required to meet the anticipated need in these areas.



**AGENCY: College of Southern Idaho**

Agency No.: 501

FY 2020 Request

FUNCTION: Community College

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Transfer Faculty to CEI  
(FY18 Line Item)

Activity No.:

Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: 12.01		Title: <b>Transfer Faculty to CEI</b>			Priority Ranking 1 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	<2.0>				<2.0>
PERSONNEL COSTS:					
1. Salaries	<88,000>				<88,000>
2. Benefits	<44,200>				<44,200>
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	<132,200>				<132,200>
OPERATING EXPENDITURES by summary object:					
1. Operating Supplies					
2. Professional Development					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	<132,200>				<132,200>

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

*Four years ago, the College of Southern Idaho (CSI) was provided with two faculty FTE's for providing community college academic courses in the Idaho Falls area. These positions and the efforts of CSI helped to demonstrate the need for a community college in Idaho Falls. CSI is requests that two faculty positions originally allocated to the CSI for the Idaho Falls region be reallocated to the College of Eastern Idaho (CEI). CSI worked to establish a student base consisting of approximately 500 enrollments that they have turned over to CEI. These position s will assist CEI in serving that base.*

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
  - c. List any additional operating funds and capital items needed.
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: College of Southern Idaho

Agency No.: 501

FY 2020 Request

FUNCTION: Community College

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: IT Personnel and

Original Submission X or

Software Platforms

Activity No.:

Revision No. \_\_\_\_

IT Personnel and Software Platforms					
A: Decision Unit No: 12.02	Title:			Priority Ranking	2 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5.0				5.0
PERSONNEL COSTS:					
1. Salaries	297,000				297,000
2. Benefits	122,500				122,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	419,500				419,500
OPERATING EXPENDITURES by summary object:					
1. Data Analytics	50,000				50,000
2. Payment Processing	50,000				50,000
3. Compliance & Training	75,000				75,000
4. Onboarding/Offboarding	40,000				40,000
5. Infrastructure Monitoring	25,000				25,000
6. Digital Security Maintenance	50,000				50,000
TOTAL OPERATING EXPENDITURES:	290,000				290,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	709,500				709,500

**Description:**

CSI faces substantial challenges with finding, accessing, and acting on data insights that are necessary to make informed decisions. For example, these challenges hinder CSI's ability to identify and help at-risk students early enough, ensure scarce resources are focused on what matters most, and decision-owners have adequate visibility into their operations to proactively make improvements. There are also significant capability deficiencies that negatively affect CSI's core operations due to non-existent or inadequate software tools, antiquated infrastructure, and obsolete systems that require excessive maintenance and manual intervention.

To tackle these challenges, CSI aims to build a foundation to design efficient processes and workflows, connect students and employees to the right data quickly and securely, and achieve greater stability with its infrastructure. In this way, CSI will strengthen its position to fulfill its mission and goals for community success, student success, and institutional stability.

CSI is seeking financial support for ongoing software costs related to the solutions necessary to overcome the challenges. CSI also seeks additional funding to increase staffing resources by five (5) full-time employees to fill the roles of Cybersecurity Analyst, Project Manager, Business Analyst, Application Support Specialist, and Data Architect to help overcome these challenges.

1. Research demonstrates that student engagement is one of the keys to student retention and success. It is critical to place students on pathways that lead them to their educational goals as efficiently as possible. Engagement outside of the classroom is equally important when it comes to retaining students. If funded, CSI would deliver enterprise analytic capabilities and services to better assess student behaviors to develop deeper understandings of the student educational experience while guiding students' pathways to success. Additionally, the new capabilities would provide the opportunity to track and document student co-curricular experiences. CSI would use this information to increase both retention and graduation rates by strengthening student engagement.
2. CSI's current payment processing capabilities are outdated and archaic, resulting in unnecessary delays with payment activities. CSI would deliver PCI-compliant capabilities allowing flexible payment plans, multiple payment options, and easy access to account balances. The capabilities would be delivered through a solution design that integrates seamlessly with CSI's primary business software systems, enable eCommerce and mobile payment options, receipting, and billing.
3. Many students are unable to access the free tutoring services offered on campus, but who also cannot afford to pay for fee-based online tutoring services offered by CSI. There are also challenges with CSI's training system to help educate students on avoiding risky behaviors that may negatively impact their health, safety, and college experience. Additionally, CSI struggles with inadequate tools to help ensure employees are compliant with required or regulated training for federal, state, and institutional mandates and cybersecurity training. If funded, CSI would expand and enhance its digital training capabilities for both students and employees, improve compliance tracking and reporting, and offer online tutoring services free of charge, 24x7, to all students (including dual credit).
4. Recruiting, onboarding, retaining, evaluating, and offboarding employees requires a comprehensive system that is integrated with core business services, communications, and leverages highly-automated workflows. CSI lacks the necessary software tools to provide an effective solution to support its human resource operations. If funded, CSI would be able to implement an end-to-end common software system and associated processes designed to

*support all institutional workforce scenarios (full-time, part-time, temporary, contract, student Work-Study, internships, and volunteer).*

5. *CSI seeks to improve the stability of its production environment for physical and digital infrastructure, business software systems, and facility operations. During fiscal year 2017-18, CSI experienced approximately 180 hours of unplanned downtime with its production environment affecting campus-wide IT service availability. An estimated 35% of the number of unplanned outages were due to delayed notifications to support teams not knowing an incident had occurred. If funded, CSI would pursue modern capabilities for monitoring and notification services leveraging Artificial Intelligence, Internet-of-Things (IoT) devices, and real-time error reporting with the aim of responding faster to major incidents and improving recovery times to minimize disruption to academic and business services across the institution.*
6. *Surveillance is considered a critical component of CSI's enterprise security strategy, but its current environment is constrained by antiquated equipment that is prone to instability. CSI seeks to improve the reliability of its security surveillance with upgrades to camera equipment, network infrastructure, and support of modern video codecs. If funded, CSI will be able to provide greater assurance of safety for employees, students, and community members. CSI will also be able to provide better assistance to law enforcement when responding to incidents or criminal activities on campus.*

*This request entails investments in hardware, software, business processes, and highly-skilled personnel. The combination of these resources will help fill critical capability gaps at the College of Southern Idaho. With complete and successful deployment of the requested resources, Idaho will see long-term value on this investment.*

#### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

*CSI is seeking funding to add five additional staff to design and develop the systems and services necessary for improving student engagement, student success, streamlining financial processes, and increasing academic support across the institution. The full deployment of these capabilities will result in an enhanced understanding of the CSI student experience leading to an increase in both retention and graduation rates. The proposed capabilities, personnel, and enabling technologies will positively impact the engagement of students and therefore contribute to the State Board of Education 60% goal and Complete College Idaho initiatives.*

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Five (5) IT Staff, Full Time, Full Benefits, Hire Date of July 1, 2019, 12-month contract.

**1. Cybersecurity Specialist: \$65,000**

*Summary: Protects systems by defining access privileges, controlling structures, identifying abnormalities, reporting violations and implementing security improvements. To comply with Executive Order No. 2017-02 CSI would need to add a security specialist to its IT team.*

**2. Project Manager: \$57,000**

*Summary: Oversees and orchestrates the execution of business initiatives with defined start and end dates. Requests resources, manages task assignments, oversees project budgets, manages project contracts, accountable for final delivery of all business requirements according to measurable outcomes.*

**3. Data Architect: \$79,000**

*Summary: Designs, creates, deploys, and manages the technology systems that serve an organization's digital information ecosystem (a.k.a., data architecture). Defines how/where data is stored, consumed, integrated, and managed by business systems that process data.*

**4. Business Analyst: \$51,000**

*Summary: Analyzes, documents, and designs business systems and processes. Standardizes workflows and defines system policies. Performs needs analysis and interprets business rules and/or requirements that help identify technical systems and solutions to drive operational maturity.*

**5. Application Support Analyst: \$45,000**

*Summary: Responsible for installing, upgrading, and maintaining enterprise business software systems. Works with application databases and data sets, with general knowledge of operating systems and client-server networks and domains.*

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

*While existing IT will be involved with some aspects of these new initiatives, the five positions outlined in the request will be the primary drivers of the initiatives. New IT staff will report to the appropriate leadership members within the Office of Information Technology on the main CSI campus in Twin Falls.*

- c. List any additional operating funds and capital items needed.

*The software platforms would require both implementation funding and on-going annual fees, as follows:*

- Data Analytics: \$50,000 annually
- Payment Processing: \$50,000 annually
- Compliance & Training: \$75,000 annually
- Onboarding/Offboarding: \$40,000 annually
- Infrastructure Monitoring: \$25,000 annually
- Digital Security Maintenance: \$50,000 annually

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

*This request involves ongoing annual subscription and maintenance for software platforms. CSI plans to cover the cost for the one-time implementation of these software platforms. There is also an ongoing request for salary and benefits.*

*Parallel external funding request opportunities are being pursued, but such external grants (if awarded) would not contribute to ongoing requirements over the long term. Rather, they would offset the implementation costs to be absorbed by the College, should they be available.*

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

*All students taking classes at CSI would benefit from the systems and services developed from this request. High-risk students would benefit from advanced metrics used to put them in contact with appropriate support systems. All students, employees, and community members would benefit from flexibility in payment options and see a decrease in current payment processing times. Students would benefit from prevention education along with increased access to online tutoring. The institution would also see a decrease in risk due to more thorough employee education and compliance with college policy, legislative requirements, and safe computing. The College would benefit from improved business processes, access to data insights, and integrated services for workforce resource management. All stakeholders would benefit from more reliable infrastructure services and security improvements with campus safety enhancements.*

*Without funding, CSI will continue to struggle with data-informed decision-making. Efforts to find, collect, and present strategic data insights will remain unnecessarily burdensome, requiring extensive manual labor, and raising questions about data integrity and accuracy. Online tutoring services will be less accessible to students who cannot afford to pay the additional fees. CSI will also be hindered in its ability to meet regulatory requirements for compliance training, risk management programs, and services that are necessary to provide a safe learning environment for students and employees. CSI's workforce management services will also be dependent upon manual and disjointed processes making it difficult to support*

*human resource activities across the institution. Also, the inability to proactively monitor core infrastructure systems will constrain CSI's response times to downtime situations and extend the duration of unplanned outages. CSI employees, students, and community members will also be subject to heightened safety risk due to limited secure coverage areas and antiquated surveillance infrastructure.*



**AGENCY: College of Southern Idaho**

Agency No.: 501

FY 2020 Request

FUNCTION: Community College

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Emerging Hispanic

Serving Institute High Impact

Support &amp; Programming

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

<b>Emerging Hispanic Serving Institute High Impact Support &amp; Programming</b>					
A: Decision Unit No: 12.03	Title:			Priority Ranking 3 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.0				3.0
PERSONNEL COSTS:					
1. Salaries	\$118,000				\$118,000
2. Benefits	60,500				60,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$178,500				\$178,500
OPERATING EXPENDITURES by summary object:					
1. Operating Supplies	\$32,000				\$19,000
2. Professional Development	10,000				5,000
TOTAL OPERATING EXPENDITURES:	\$42,000				\$42,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$220,500				\$220,500

**Description:**

*The College of Southern Idaho (CSI) is well-positioned to apply for and receive the U.S. Department of Education's (USDE) Hispanic Serving Institution (HSI) designation in the near future. This designation will allow CSI to participate in the federal program designed to assist colleges and universities which focus on assisting and retaining students successfully in higher education. CSI would become the first higher education institution in the State of Idaho to achieve the HSI designation. To be designated as an HSI, CSI needs to have enrollment of undergraduate full time equivalent (FTE) students that is at least 25 percent Hispanic students, at the end of the award year for two consecutive academic years, immediately preceding the date of application. Of the 25 percent, at least 50 percent of the degree seeking students enrolled must be receiving need-based assistance as defined by the US DE. At the end of Fiscal Year 2018, CSI's FTE figure with respect to Hispanic student enrollment was 22.87% [to be updated with annual census July 2018].*

*The Hispanic/Latino college student profile influences—and is directly impacted by—the ever-changing higher education world. As such, understanding what works for Hispanic students to improve access, retention, and completion is critical to our Magic Valley community service area and the State of Idaho. Just as important, the CSI Hispanic FTE figure illustrates the need for the institution to become even more proactive, engaging, and innovative alongside the Hispanic student growth.*

*The request not only provides the College strategic vision and planning to obtain the designation, but to also expand and sustain services and programming critical to our high impact, high touch expectations with Hispanic residents. This emerging Hispanic initiative request aims to provide services primarily to our high density Hispanic populations in our service area, institutionalizing our Multicultural Student Affairs Coordinator from Title III grant funding into a permanent position, and developing the Career and Technical Education (CTE) Bilingual Healthcare CNA program.*

*For the Hispanic initiative request to operate effectively, this request seeks on-going funds for two (2) full-time staff professionals, (1) full-time faculty position, and operating funds to support duties/task line of work.*

#### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

*CSI requests three (3) FTEs for a) Bilingual (Spanish and English language) Jerome and Gooding Outreach Centers Student Advocate Coordinator, b) Multicultural Student Affairs Coordinator, and c) Bilingual (English and Spanish language) Healthcare CNA instructor, **Total Personnel Costs:** \$178,500*

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

*Two (2) professional staff and one (1) instructor position, Full Time, Full Benefits, Hire Date of July 1, 2019. Two professional staff would be on 12-month contracts, two instructor positions would be on 9-month contracts.*

1. *Bilingual (Spanish and English language) Jerome and Gooding Student Services Coordinator: Salary: \$35,000 + benefits  
Summary: Employee serves the North Side Centers—Jerome and Gooding Outreach Center service areas to effectively recruit, advise, serve as a completion coach, and provide a wide-range of office coverage and services at both respective campuses. Additionally, works collaboratively with community-based organizations and systems which support student success initiatives.*
2. *Multicultural Student Affairs Coordinator: \$40,000 + benefits  
Summary: Applies, designs, executes, manages various Hispanic-focused programming and supportive services in the areas of a Parent College*

*Academy, General Education 101-Latino/Hispanic diversity course instruction, College Assistance Migrant Program (CAMP) program application, Idaho Hispanic Chamber of Commerce official designee, development of a campus-wide bilingual/bicultural responsiveness training program for all CSI employees, and summer program academy implementation for incoming Hispanic students.*

3. *Bilingual Healthcare CNA Instructor: \$43,000 + benefits*

*Summary: Instructor provides CNA instruction, in both English and Spanish, designed to facilitate a viable career entry pathway in the health profession for local Hispanic residents whose primary language is not English. The instructor collects, reports, and presents outcomes data to internal and external constituents.*

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

- Bilingual Student Advocate will be housed in the Jerome and Gooding off-campus centers. This position will report to the North Side Centers Director.*
- Multicultural Student Affairs Coordinator will be housed in the Office of Student Affairs. This position will report to the Dean of Students.*
- Bilingual healthcare instructor will be trained and supported through the College's instructional designer and College & Career Readiness English Acquisition Division. This position will report to the Health Sciences & Human Services Department Chair.*

c. List any additional operating funds and capital items needed.

*Operating Supplies: \$32,000*

- Office Supplies: marketing, promotion, and general supplies: \$15,000 (on-going)*
- Instructional Supplies: \$15,000 (on-going)*
- Software: \$2,000 (on-going)*

*Professional Development: \$10,000*

- Staff and faculty professional development: \$10,000 (on-going)*

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

- CSI requests on-going funds to support full-time staff and instructor personnel (salary and benefits) and operational expenditures (operating supplies and professional development).*

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

*The emerging Hispanic Serving initiative legislative request will serve a central piece in our attempt towards a more holistic student understanding and expanding institutional practices which will accelerate Hispanic student achievement across all student services and instructional platforms. The legislative request will also continue to move the needle in a positive direction when it comes to the “next level” of relationship building and strategic plan alignment with state agencies such as the Idaho Commission on Hispanic Affairs, Community Council of Idaho, and Idaho Hispanic Chamber of Commerce. Last, but certainly not least, our Hispanic instruction initiatives will fill in the workforce needs gaps of our local health care providers and cultivate go-on strategies with our four-year school partners as we attempt to support our students through the associate-to-bachelor’s degree and career diversity pipeline. If this request is not funded, we face a real dilemma of severely underserving our student diversity interests and employer workforce needs. Equally important, we potentially can undermine cultural responsiveness training and professional development for employees to meet the needs of our Hispanic population.*

AGENCY: College of Southern Idaho

Agency No.: 501

FY 2020 Request

FUNCTION: Community College

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Weekend College

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: 12.04	Title: <b>Weekend College</b>			Priority Ranking 4 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	71,000				71,000
2. Benefits	38,700				38,700
3. Group Position Funding	45,800				45,800
TOTAL PERSONNEL COSTS:	155,500				155,500
OPERATING EXPENDITURES by summary object:					
1. Operating Supplies	19,000				19,000
2. Professional Development	5,000				5,000
TOTAL OPERATING EXPENDITURES:	24,000				24,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	179,500				179,500

**Description:**

*The College of Southern Idaho Weekend College is an innovative and engaging program designed to provide access for students who typically can't attend college during the day. The primary focus of the program is to enable non-traditional students, particularly Hispanics, to complete a transfer degree or certificate within two years. A secondary focus is to enable students to complete pre-program requirements for Health Sciences and Human Services (HSHS) programs or to enable students to complete the General Education Certificate. To accommodate the unique needs of adult learners, courses are offered in a pre-formatted block schedule on Friday evenings, Saturdays, and online. Students attend courses as a cohort and benefit from learning communities in which they develop social and professional relationships with fellow students and faculty. Students receive personalized advising through credential completion and assistance with transition to an HSHS program, a university bachelor program, or employment. Weekend College incorporates mechanisms to support retention and completion through student success strategies and learning assistance services.*

*This request allows CSI to develop a Weekend College program for working adults and high school students who typically cannot attend a traditional academic model. The program enables students to complete a transfer degree or certificate within two-years of enrollment. For those who seek a bachelor's degree, this program allows students to transfer seamlessly to a university program (BSU, ISU, or UI) on the CSI campus.*

*For the program to operate effectively, this request seeks on-going funds for two (2) full-time professionals, tutors to provide academic support, and operating funds to support extended weekend hours.*

### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

*CSI requests two (2) FTEs for a) coordination of the Weekend College program, b) tutors to support instruction, and c) part-time office specialist, information technology support technician, and building and maintenance personnel to support infrastructure. **Total Personnel Costs: \$155,500***

*a) In order to support and effectively operate the Weekend College program, CSI requests one (1) program coordinator to manage the program and one (1) bi-lingual academic coach to advise students through credential completion and to assist students with transfer to a HSHS program, university program, or employment. **Salaries and Benefits for 2 FTE: \$109,700***

*b) In order to maintain ongoing excellence in teaching protocol and support services, CSI requests funding to hire qualified tutors (\$10,000). **Group Funding: \$10,000***

*c) In order to provide services during extended weekend hours, CSI requests funding for a part-time office specialist (\$15,000), a part-time Information Technology Service Technician (\$10,500), and part-time maintenance personnel (\$10,300). **Group Funding: \$35,800***

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

*Two (2) Weekend College Staff, Full Time, Full Benefits, Hire Date of July 1, 2019, 12-month contract.*

1. Program Coordinator: \$37,000

*Summary: Designs, creates, deploys, and manages all operations and personnel for the Weekend College program. Works with internal and external organizations to develop articulation agreements and transfer processes. Collects, reports, and presents outcomes data to internal and external constituents.*

2. Bi-lingual Completion Coach: \$34,000

*Summary: Advises students through credential completion and assists students with transition/transfer to a HS program, university program, or employment. Works with at-risk students to develop effective learning strategies and activities that foster retention. Works collaboratively with campus- and community-based programs and organizations regarding services available to students. Assists in the maintenance of program projects and outcomes assessment.*

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

- *Weekend College staff will be housed in the Student Success Center on the main campus and will report to the Dean of Student Success (in place).*
- *Weekend College Learning Assistance personnel (tutors) will report to the Learning Assistance Coordinator (in place) on the main campus.*
- *Weekend part-time Information Technology Service Technician will report to the IT Department (in place).*
- *Weekend part-time Office Specialist will report to the Dean of Student Success (in place).*
- *Weekend Maintenance Personnel will report to the Maintenance Supervisor (in place).*

c. List any additional operating funds and capital items needed.

*Operating Supplies: \$19,000*

- *Office Supplies: marketing, promotion, and general supplies: \$10,000 (on-going)*
- *Instructional Supplies: \$8,000 (on-going)*
- *Software: \$1,000 (on-going)*

*Professional Development: \$5,000*

- *Staff and faculty professional development: \$5,000 (on-going)*

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

- *CSI requests on-going funds to support full-time personnel (salary and benefits), group position funding (part-time personnel and tutors), and operational expenditures (operating supplies and professional development).*

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

*The College of Southern Idaho Weekend College program is aimed at improving student access and completion. The program enables students, particularly working Hispanic adults, to complete an associate degree in General Business, Teacher Education, or Agriculture Science or a certificate program in Career and Technical Education within two years through classes taken exclusively on Friday evenings, Saturday, and online. Moreover, the program enables students to complete pre-program course requirements for programs in Health Sciences and Human Services (HSHS) or to complete the General Education Certificate. And, the program offers another option for high school students to take college courses on the CSI campus without interrupting their high school schedule.*

*We expect to see an increase in enrollment, non-traditional Hispanic enrollment, student retention, degree/certificate completion, and graduation. Moreover, we expect to see an increase in the number of students transferring to university programs in General Business, Teacher Education, and Agriculture Science. These programs are offered by Boise State University, Idaho State University, and University of Idaho, respectively, on the CSI main campus. We expect to see an increase in the number of students prepared for high-need jobs in Career and Technical Education fields.*

*If this request is not funded, we will continue to run pilot programs, serving small groups of students. This will refine the development of programs and course offerings, but it will not have the desired major impact on increasing student enrollment, retention, and completion rates for students who are unable to attend a traditional college schedule.*



AGENCY: College of Southern Idaho

Agency No.: 501

FY 2020 Request

FUNCTION: Community Colleges

Function No.: 02

Page \_\_1\_\_ of \_\_ Pages

ACTIVITY:

Activity No.:

Original Submission \_\_X\_\_ or

Revision No. \_\_\_\_

Continuation of One-Time Benefit Funding					
A: Decision Unit No: <b>12.05</b>	Title: <b>Funding</b>		Priority Ranking 5 of 5		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.00
PERSONNEL COSTS:					
1. Salaries					
2. Benefits	\$210,000				\$210,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$210,000				\$210,000
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$210,000				\$210,000

**Description:**

The College of Southern Idaho is requesting a continuation of the one-time health benefit funding received as part of its FY2019 state appropriation. Effective FY2019, the state reduced its per FTP health benefit funding rate from \$13,100 to \$11,650 in order to utilize excess funding in the state benefit plan. This funding change resulted in a \$210,000 reduction in base state general funds to the College of Southern Idaho for health benefits. This reduction in funding was coupled with a reduction in the per FTP charge to agencies on the state's health plan. The state, recognizing that by not being on the state health plan CSI would not realize the corresponding cost savings, appropriated this same amount to CSI on a one-time basis so CSI was held harmless in the same manner as other agencies for FY2019. It was anticipated by CSI at the time that the state would increase rates in FY2020 to a sustainable level no longer dependent on surplus balances

or in the case of CSI, one-time state funding; however, the rate for FY2020 is remaining at \$11,650 thereby extending the impact of this base budget reduction for an additional year.

**Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

CSI is requesting one-time health benefit funding in the amount of \$210,000 in order to maintain our benefit plan at the same level of funding as FY2019.

**2. What resources are necessary to implement this request?**

**a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

No positions are included in this request.

**b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

No existing human resources will be redirected.

**c. List any additional operating funds and capital items needed.**

No operating or capital outlay funding is included in this request.

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

This request is for one-time funding. This request assumes that the state is maintaining the rate of \$11,650 per FTE for its benefit plan based on the availability of surplus funds within its plan.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

Careful and prudent management of our health insurance plan has effectively controlled costs and minimized health benefit rate increases, and has provided consistent coverage for CSI employees. It has been our position (since going to a self-funded model) that we will manage our plan within the resources available. If this request is not funded, CSI will need to explore other options for balancing its plan.

**AGENCY: Community Colleges**  
**FUNCTION:** College of Western Idaho  
**ACTIVITY:**

Agency No.: 505  
 Function No.: 07  
 Activity No.:

FY 2020 Request  
 Page \_\_\_\_ of \_\_\_\_ Pages  
 Original Submission X or  
 Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Balance Funding</b>			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	29.75			(29.75)	
PERSONNEL COSTS:					
1. Salaries	\$1,730,900			\$(1,730,900)	
2. Benefits	790,800			(790,800)	
TOTAL PERSONNEL COSTS:	\$2,521,700			\$(2,521,700)	
OPERATING EXPENDITURES by summary object:					
1. Operating Expense funding for College Operations	\$154,000			\$ 2,521,700	\$2,675,700
TOTAL OPERATING EXPENDITURES:	\$154,000			\$ 2,521,700	\$2,675,700
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$2,675,700			\$0	\$2,675,700

This request is for \$2,675,700 from the General Fund to ensure average weighted credit equity with College of Southern Idaho (CSI) and North Idaho College (NIC). Of this request, \$2,521,700 is for personnel costs and \$154,000 is for operating expenditures. CWI reports that the average credit hour value of \$47.02 is \$33.46 lower than the average credit hour value at CSI and NIC. As a result, CWI reports that it is underfunded by \$ \$6.6 million compared to these other institutions, and requests this appropriation to help offset this amount.

Before the establishment of CWI through the voter referendum in May 2007, there was concern that because of the larger population base of a community college in Canyon and Ada Counties, that there was risk in causing unintended consequences when comparing CWI to CSI and NIC. All discussions around establishing a new community college always included the intent of everyone involved ensuring that the two established Idaho community colleges would not see a reduction in state funding.

In the beginning, there was not a clear avenue to request equitable funding through the EWA process. With the help of OSBE, we initially calculated the funding shortage using a headcount process. For this request we calculated CWI Balance Funding need using data from each institution's PSR-1 Annual Credit Hour Report. This request is based on 3-year Weighted Credit Hours and the Credit Hour Value for each college. Average Credit Hour Value for CSI and NIC is \$80.49 per Credit. CWI's Average Credit Hour Value is \$47.02 which is \$33.46 per Credit Hour below the other two Community Colleges. The CWI Balance Funding Need is calculated as follows:

CWI 3 Year Average Weighted Credits 198,608 X \$33.46 – EWA 67% (9,339,100) = \$6,646,400.

This calculation process shows that CWI is underfunded approximately \$6.6 million compared to CSI and NIC.

CWI has determined to request \$2,675,700 for fiscal year 2020. In FY19, CWI requested \$2 million and received \$1.2 million, with the ultimate intent of requesting the unfunded amount within the next two years. In FY18 CWI requested \$2.9 million and received \$350,000.

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This is CWI's fourth request for Balance Funding. Although we have received some funding to assist with this issue in the last two years, a funding gap still exists.

FY17 Requested \$1,800,000 Received \$ 400,000

FY18 Requested \$2,931,800 Received \$ 350,000

FY19 Requested \$2,000,000 Received \$1,200,000

FY 20 request of \$2.6 million will be on-going funding with an ultimate goal of receiving a cumulative total of \$6 million. CWI is requesting this funding as identified in the above description.

A portion of this request will be used to bring CWI's FTE and position funding in alignment with CSI and NIC. The ongoing personnel cost will be \$2,421,500.

An additional portion of the request will be used to cover the unfunded ongoing anticipated 1% CEC and variable fringe increases. The ongoing personnel cost is estimated to be \$82,400 for CEC and \$17,800 for variable benefit increases.

The remaining balance of this funding will be used to cover annual increases in Building Lease Costs \$154,000.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
  - c. List any additional operating funds and capital items needed.

The funds from this request would be used for Personnel Costs and Operating Expenses at the college, primarily equity personnel funding with CSI and NIC, unfunded CEC and Benefit Changes, and increased Lease Costs.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

All funds requested are ongoing. Comparative to the other community colleges, CWI has come to rely more on student tuition and fees for support of operations. This situation is not conducive to CWI's mission of being:

“...a public, open-access, and comprehensive community college committed to providing *affordable* access to quality teaching and learning opportunities to the residents of its service area...”

The approval of these funds will bring more balance to our revenue stream and assist CWI in continuing to meet our mission. No changes will be made to fee structure; no grant awards are currently being sought for this initiative.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Existing and new students will be served with this request. If the college does not receive this funding it could impact the following:

- The ability to respond to the growth needs of business, industry and the population in Ada and Canyon counties.
- The ability to keep tuition and fees at an affordable rate.
- The ability to keep a solid foundation of permanent experienced faculty and staff.
- The ability to anchor full time faculty in all programs offered by the College.

See attached worksheet for calculation of \$6.6m underfunding.

**AGENCY: Community Colleges**  
**FUNCTION:** College of Western Idaho  
**ACTIVITY:** Board approved category

Agency No.: 505  
 Function No.: 07  
 Activity No.:

FY 2020 Request  
 Page \_\_\_\_ of \_\_\_\_ Pages  
 Original Submission X  
 or Revision No. \_\_\_\_

Staff Support 60% Initiative & Retention					
A: Decision Unit No: <b>12.02</b>	Title:			Priority Ranking 2 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5.00				5.0
PERSONNEL COSTS:					
1. Salaries	\$258,200				\$258,200
2. Benefits	125,900				125,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$384,100				\$384,100
OPERATING EXPENDITURES by summary object:					
1. Operating (on-going)	\$3,300				\$3,300
TOTAL OPERATING EXPENDITURES:	\$3,300				\$3,300
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$10,000				\$10,000
TOTAL CAPITAL OUTLAY:	\$10,000				\$10,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$397,400				\$397,400

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for five (5) full time positions to assist CWI in moving toward the Idaho State Board of Education's goal that 60% of Idahoans ages 25-34 will have a degree or certificate by 2020. The positions will also help CWI comply with accreditation standards and provide students with high impact opportunities that have been shown to improve completion rates.

- a. One (1) Research Analyst to help support on-going accreditation, planning and assessment initiatives and activities. To assist the College's Institutional Effectiveness in managing the integrity of the official longitudinal data and reporting.

- b. One (1) Financial Aid Officer to support increased and continually increasing student traffic. To provide ongoing student service support and to meet Cohort Default Rate needs.
  - c. One (1) Assessment Coordinator to provide leadership and direction in the prioritization, design, and implementation of instructional evaluation and assessment initiatives.
  - d. One (1) Curriculum Coordinator to administer production and revisions of college curriculum. The Coordinator consults, trains, and serves as a resource to faculty, staff, and representatives from other educational institutions, business, industry, and community agencies.
  - e. One (1) Experiential Learning Coordinator to provide leadership in the development and implementation of experiential learning programs at the college. This person will serve as a point of contact for business and community members looking for opportunities to engage with students and the college as well as managing processes and providing resources for faculty and staff at CWI.
2. What resources are necessary to implement this request?
- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Positions are in priority order.

- 1.0 FTE, Research Analyst: \$50,500; FT; Benefits \$24,900; July 1, 2020; 12 month permanent position. Total \$75,400. To support this position, we are requesting on-going Operating Expense Funding of \$600 and one-time Capital Outlay of \$2,000 for computer equipment.
- 1.0 FTE, Financial Aid Officer: \$38,800; FT; Benefits \$22,400; July 1, 2020; 12 month permanent position. Total \$61,200. To support this position, we are requesting on-going Operating Expense Funding of \$1,150 and one-time Capital Outlay of \$2,000 for computer equipment.
- 1.0 FTE, Assessment Coordinator: \$56,300; FT; Benefits \$26,200; July 1, 2020; 12 month permanent position. Total \$82,500. To support this position, we are requesting on-going Operating Expense Funding of \$500 and one-time Capital Outlay of \$2,000 for computer equipment.
- 1.0 FTE, Curriculum Coordinator: \$56,300; FT; Benefits \$26,200; July 1, 2020; 12 month permanent position. Total \$82,500. To support this position, we are requesting on-going Operating Expense Funding of \$500 and one-time Capital Outlay of \$2,000 for computer equipment.

1.0 FTE, Experiential Learning Coordinator: \$56,300; FT; Benefits \$26,200; July 1, 2020; 12 month permanent position. Total \$82,500. To support this position, we are requesting on-going Operating Expense Funding of \$500 and one-time Capital Outlay of \$2,000 for computer equipment.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Research Analyst: Institutional Effectiveness is experiencing increasing demand due to continuing growth, a need for data and analytics and centralization of reporting duties for both internal and external parties. There is a greater need to provide information to meet the needs of the College and its constituents. No resources will be redirected.

Financial Aid Officer: Financial Aid continues to experience increasing student traffic, requiring ever increasing level of support. Meeting this demand and providing student support will assist in meeting Cohort Default Rate needs. No resources will be redirected.

Assessment Coordinator: Assessment of instructional programming is currently administered at the department level. This position will provide needed consistency for implementation and reporting of assessment practices across departments. No resources will be redirected.

Curriculum Coordinator: Curriculum development currently occurs within the department level. This person will create systematic and centralized process for maintaining documentation of curriculum as well as maintaining articulation and transfer agreements between the college and other educational institutions. No resources will be redirected.

Experiential Learning Coordinator: The College currently does not have any staff dedicated directly to providing internship and experiential learning opportunities for the college. No resources will be redirected.

- c. List any additional operating funds and capital items needed.

For the one (1) research analyst position, we are requesting \$650 for professional development costs and \$2,000 in computer costs for a total of \$2,650.

For the one (1) financial aid officer position, we are requesting \$1,150 in professional development costs and \$2,000 in computer costs for a total of \$3,150.

For the three (3) coordinator positions, we are requesting \$500 for professional development costs and \$2,000 in computer costs for a total of \$7,500.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request reflects the college's efforts related to improving retention and completion rates, which will have a positive impact on revenue.



All positions in this request, including operating expenses, are ongoing. No changes will be made to fee structure; no grant awards are currently being sought for these positions.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All of these positions are designed to provide process improvement, support, and consistency for essential institutional and instructional functions at the institution. CWI has grown very quickly, and at this stage of our development we see the need for more consistency and support between departments and divisions in key areas such as institutional effectiveness, financial aid/student services, curriculum, assessment, and experiential learning.

**Research Analyst:** This position will provide an increasing utility for our staff and faculty by providing analysis to fulfill continuous improvement plans and data analytic needs. This position also addresses the need to fulfill the institutional internal and external reporting requirements. This position will benefit students and the community by providing a means to gather and evaluate data so that the College can determine where resources are best expended to meet the needs of all stakeholders.

**Financial Aid Officer:** This position will meet the immediate and growing need to provide students with higher levels of customer service, which in turn will assist in managing Cohort Default Rates. This will help students in reaching degree or certificate completion for gainful employment and/or to transfer to a four-year institution.

**Assessment Coordinator:** This position addresses accreditation recommendation and provides faculty and staff with resources necessary to fulfill continuous improvement plans. This position also addresses the need to fulfill the institutional internal and external reporting obligations. Ultimately this position benefits students and the community by providing a system of evaluation and continuous improvement.

**Curriculum Coordinator:** This position also addresses accreditation recommendations to provide a more system-wide method of curricular development. This person works closely with faculty, curriculum designers, and the community to provide processes for curricular changes that respond to the needs of our students and community.

**Experiential Learning Coordinator:** This position addresses the need to provide students opportunities for internships, service learning, and other community partnerships. Internships and Service Learning are two high-impact practices shown to improve student engagement and completion rates, especially among underrepresented populations. This person would work collaboratively with faculty, staff, and community partners to increase experiential learning opportunities and to provide consistent processes and support for experiential learning programs.

AGENCY: Community Colleges

Agency No.: 501

FY 2020 Request

FUNCTION: North Idaho College

Function No.: 02

Page 1 of 2 Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Regional Entrepreneurship</b>			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.00				4.0
PERSONNEL COSTS:					
1. Salaries	\$235,800				\$235,800
2. Benefits	94,300				94,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$330,100				\$330,100
OPERATING EXPENDITURES by summary object:					
1. Travel	\$10,000				\$10,000
2. Operating	25,000				25,000
TOTAL OPERATING EXPENDITURES:	\$35,000				\$35,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation (x4)	\$22,000				\$22,000
TOTAL CAPITAL OUTLAY:	\$22,000				\$22,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$387,100				\$387,100

**Description:**

North Idaho College (NIC) is building on their strong foundation of support for small business development and entrepreneurship to position the college as an innovative regional leader and connector in the burgeoning entrepreneurial ecosystem in North Idaho. The college has hired a Director of Regional Entrepreneurship Strategy and converted the Hedlund Technical Education Building into a Center focused on Entrepreneurship, Collaboration, innovation and Small Business Development. The center includes a makerspace and prototyping lab for students and the larger community to connect, create, and move ideas from concept to actionable business ventures.

This request will expand NIC's focus on entrepreneurship education and outreach to a broader audience, increase capacity and create a regional resource for economic development in North Idaho. This initiative provides relevant education and hands-on learning opportunities that connect seamlessly with existing credit and workforce training program offerings. The Coeur d'Alene Economic Development Corporation recently

recognized the effort by NIC for filling an important gap and supporting entrepreneurship, growing businesses and being a regional economic driver.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for four FTEs to expand the impact and educational offerings related to entrepreneurship, prototyping and business development. The request will cover personnel and operating expenses for a director, two lab instructors and administrative support. This is requested as ongoing general fund (base) support.

2. What resources are necessary to implement this request?

- a. Director of Regional Entrepreneurship Strategy Full-Time Benefited  
Lab Instructors (2) Full-Time Benefited  
Program Support Admin Full-Time Benefited
- b. Currently the Director of Regional Entrepreneurship Strategy is being funded with grant funding through FY19. The support of this line item will enable the college to sustain the development and enhancement of the program for the North Idaho region.
- c. Capital requests include initial IT needs. Operating expenses of \$35,000 will support travel, training, outreach and operating needs.

3. This request is for on-going funding for four positions and associated operating expenses. One-time capital expenses are for initial IT needs.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request will provide a community resource and supplement educational programs across the college, including workforce development, CTE and transfer offerings.

AGENCY: Community Colleges

Agency No.: 501

FY 2020 Request

FUNCTION: North Idaho College

Function No.: 02

Page 1 of 3 Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Guided Pathways Support</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.00				4.0
PERSONNEL COSTS:					
1. Salaries	\$216,500				\$216,500
2. Benefits	86,600				86,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$303,100				\$303,100
OPERATING EXPENDITURES by summary object:					
1. Travel	\$40,000				\$40,000
2. Operating	25,000				25,000
TOTAL OPERATING EXPENDITURES:	\$65,000				\$65,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation (x4)	\$22,000				\$22,000
TOTAL CAPITAL OUTLAY:	\$22,000				\$22,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$390,100				\$390,100

**Description:**

North Idaho College (NIC) has been engaged in developing Guided Pathways for over two-years, working across the college to develop curricular maps and group courses of study into six distinct focus fields: STEM; Manufacturing and Trades; Arts, Communication & Humanities; Healthcare; Social and Human Services; and Business Administration & Management. Building upon the work of Bailey, Jaggars and Jenkins and their research on *Redesigning America's Community Colleges*, NIC is implementing a model to support students at each aspect of the student experience, encourage completion and decrease cost and time to degree.

Complementing and expanding upon the work funded by the legislature to support college and career counseling within the high schools, the Pathways Program is developed around best practices to increase Go On rates, decrease summer melt, and provide enhanced college and career services to underserved and underrepresented populations from the rural counties of Region 1. By providing the personnel and resources to deliver

traditional college onboarding services to students at their high schools and in their communities, the Pathways program engages students in early exploration of career choices, college programs and classes through advanced opportunities, financial assistance applications, learning assessment, and registration at their high schools. Pathfinders will be located within high schools in the five counties of the NIC Region 1 service area, work in partnership with school counselors and serve as educational guides for students to determine and follow their guided pathway to college, through the completion of a degree or certificate and on to a transfer institution or a career.

In addition to the three Pathfinders, a Guided Pathways Coordinator will oversee the implementation of the pathfinder program, facilitate dialogue and integration with regional high schools, and support alignment of curricular offerings through the Guided Pathways model to enhance college access, completion, and transfer. The addition of these resources and the integration of the services along the educational path will reduce the overall cost of degree completion, time to degree completion and reduce opportunity costs for students pursuing higher education.

Key outcomes for this program will be increased go-on rates from students in Region 1 through early identification of student strengths, appropriate career choices and integrated support of the processes that lead to college matriculation. As the student chooses an appropriate pathway and benefits from the intentional programming and supports that are part of the Guided Pathways model, higher rates of certificate and degree attainment are anticipated with corresponding increases in rates of successful transfer and career placement.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for three FTEs to serve as Pathfinders in Region 1 and one FTE for a Guided Pathway Coordinator. Working closely with students in the high schools, the Pathfinders would promote dual credit offerings as well as help students see how what they are doing in the high school connects to their future goals for college and career. This is requested as general fund (base) support.

2. What resources are necessary to implement this request?
  - a. Guided Pathways Coordinator Full-Time Benefited July 1, 2019 Hire Date  
Pathfinders (3) Full-Time Benefited July 1, 2019 Hire Date
  - b. There will be no existing human resources that will be redirected to this new effort.
  - c. Capital requests include initial IT needs. Operating expenses of \$65,000.
3. This request is for ongoing funding of the four positions and associated operating expenses along with a one-time capital expenses are for initial IT needs.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request would initially serve 10<sup>th</sup> through 12<sup>th</sup> grade students in Benewah, Bonner, Boundary, Kootenai, and Shoshone Counties. The long-term return on this funding will be greater access to higher education and improved enrollment, completion, and transfer rates.

AGENCY: Community Colleges

FUNCTION: North Idaho College

ACTIVITY:

Agency No.: 505

Function No.: 06

Activity No.:

FY 2020 Request

Page \_\_1\_\_ of 13 Pages

Original Submission \_\_X\_\_ or

Revision No. \_\_\_\_

Continuation of One-Time Benefit Funding					
A: Decision Unit No: <b>12.03</b>	Title: <b>Funding</b>		Priority Ranking 3 of 3		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.00
PERSONNEL COSTS:					
1. Salaries					
2. Benefits	\$181,700				\$181,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$181,700				\$181,700
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$181,700				\$181,700

**Description:**

North Idaho College is requesting a continuation of the one-time health benefit funding received as part of its FY2019 state appropriation. Effective FY2019, the state reduced its per FTP health benefit funding rate from \$13,100 to \$11,650 in order to utilize excess funding in the state benefit plan. This funding change resulted in a \$181,700 reduction in base state general funds to North Idaho College for health benefits. This reduction in funding was coupled with a reduction in the per FTP charge to agencies on the state's health plan. The state, recognizing that by not being on the state health plan NIC would not realize the corresponding cost savings, appropriated this same amount to NIC on a one-time basis so NIC was held harmless in the same manner as other agencies for FY2019. It was anticipated by NIC at the time that the state would increase rates in FY2020 to a sustainable level no longer dependent on surplus balances or in the case of

NIC, one-time state funding; however the rate for FY2020 is remaining at \$11,650 thereby extending the impact of this base budget reduction for an additional year.

**Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

NIC is requesting one-time health benefit funding in the amount of \$181,700 in order to maintain our benefit plan at the same level of funding as FY2019.

**2. What resources are necessary to implement this request?**

**a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

No positions are included in this request.

**b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

No existing human resources will be redirected.

**c. List any additional operating funds and capital items needed.**

No operating or capital outlay funding is included in this request.

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

This request is for one-time funding. This request assumes that the state is maintaining the rate of \$11,650 per FTE for its benefit plan based on the availability of surplus funds within its plan.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

Careful and prudent management of our health insurance plan has effectively controlled costs and minimized health benefit rate increases, and has provided consistent coverage for NIC employees. It has been our position (since going to a self-funded model) that we will manage our plan within the resources available. If this request is not funded, NIC will need to explore other options for balancing its plan.



AGENCY: Agricultural Research &amp; Ext

Agency No.: 514

FY 2019 Request

FUNCTION:

Function No.: 02

Page \_1\_ of \_4 Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>4-H STEM Education</b>			Priority Ranking 1 of 2
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	5.00				5.00
PERSONNEL COSTS:					
1. Salaries	\$286,400				\$286,400
2. Benefits	117,200				117,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$403,600				\$403,600
OPERATING EXPENDITURES by summary object:					
1. Travel	\$40,000				\$40,000
2. Educational resources	80,000				80,000
TOTAL OPERATING EXPENDITURES:	\$120,000				\$120,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$523,600				\$523,600

**Description:**

This proposal enables University of Idaho Extension to build on its successes in other educational areas and expand participation by students and 4-H leaders across Idaho in quality STEM programs within 4-H programming. The requested positions would engage more youth from Idaho rural and urban communities, train more leaders to be effective STEM educators, and expand networks integrating local and state efforts to build systems to serve all Idaho youth in non-formal STEM education.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Funding to establish four (4) new 4-H STEM Area Extension Educators and one (1) 4-H administrative coordinator, with operating funds, is being requested to increase engagement with more youth and 4-H leaders in Idaho communities in the development of STEM knowledge and skills, postsecondary educational opportunities, and career awareness. Currently, UI Extension 4-H Youth Development offers K-12 non-formal educational programming in all counties in Idaho serving over 75,000 youth annually. UI Extension 4-H has led in developing STEM opportunities for Idaho youth, reaching 13,000 youth annually. Demand for these programs has grown rapidly. These STEM opportunities include programs in Agricultural, Natural and Biological Sciences, Technology and Engineering, such as Water Quality, Animal Health, Robotics and Drones, Coding, Electronics, 3-D Printing, Physical Computing, and other exciting STEM activities. Additional capacity to run quality educational 4-H STEM programs is needed to meet growing demand from rural and urban communities across Idaho. The educational programming funded by this request will complement the work of the Idaho STEM Action center as we coordinate efforts to expand STEM educational opportunities for Idaho youth.

This request includes four Area Extension Educator positions to be located across the State, an administrative support staff, educational resources for use in programs, and operational funds for the Educators to facilitate this expanded program.

2. What resources are necessary to implement this request?

**a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

Four (4) FTE Area 4-H STEM Educators at \$63,600 per position with benefits of \$24,700 for a total of \$88,300 each. Anticipated date of hire would be July 1, 2019. The terms of service would be Full Time, benefits eligible and tenure-track faculty status.

One (1) Administrative Coordinator at an annual salary of \$32,100 with benefits of \$18,300 for a total of \$80,300. Anticipated date of hire would be July 1, 2019. The terms of service would be Full Time, benefits eligible and on-going administrative support status.

Total for personnel salary and fringe is **\$403,600.**

**b. List any additional operating funds needed.**

Four (4) educational resources funds of \$20,000 per individual for a total of \$80,000

Four (1) Annual travel budgets to reach rural communities at \$10,000 per person for a total of \$40,000

Total for operating funds is **\$120,000.**

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is for ongoing funding for expanded program development and delivery. UI Extension is an established network throughout Idaho with a long history of supporting Idaho communities by providing youth and adult educational programs. The requested positions would build onto the existing infrastructure, local institutional knowledge, and university-driven expectation for high-quality programs to enable a focus on educational STEM programs.

A STEM-focused staff in Extension 4-H will enable greater outreach to communities including involvement and coordination with formal and informal educational interests, will greatly increase the access to STEM programs for Idaho communities, and will improve the quality of STEM activities. In addition, having a formalized STEM educational staff will enable a greater ability to implement more robust investigations to examine programmatic quality, to test ideas, and to obtain reliable information on what is working and what is not working in informal STEM education on community, regional, and statewide level. Moreover, establishing a broader and coordinated foundation devoted to STEM education will open the door to external funding just as Extension has accomplished in its Healthy Living and Agricultural Education programs.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

UI Extension 4-H leads programs open to all youth in both rural and urban communities throughout Idaho. This request is designed to build the capacity to scale up our programs to meet the demand to involve and serve more youth across Idaho.

The expected, immediate impacts if this request were funded would be a doubling to quadrupling of the number of youth in STEM programs such as coding, robotics, and water resources. We have confidence in this expectation because of feedback from participants and county staff.

The expected longer term impacts are increased Go-On Rates and increased interests in pursuing STEM fields. We are confident in stating this impact because our robotics programs alone have improved youth interest in pursuing post-secondary training in STEM fields. Many youth have reported in post-season surveys that they very likely to pursue engineering as a result of their involvement in robotics. Some even report that they decided to pursue college because of their involvement.

This appeal for funding is serving the citizenry of the State of Idaho. It is essential that we support formal education with non-formal activities, classes, and contests that engage youth and their parents in STEM education. Non-formal STEM Education helps build a healthy, well-educated workforce that will engage in STEM careers and will continue to build our collective society. If this request is not funded, the state and the youth in the state are impacted by the lack of opportunity for engagement in the learning process.

AGENCY: Agricultural Research &amp; Ext

Agency No.: 514

FY 2020 Request

FUNCTION:

Function No.: 02

Page \_1\_ of \_5 Pages

ACTIVITY:

Activity No.:

Original Submission \_X\_ or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Rock Creek Cattle Research &amp; Ext</b>			Priority Ranking 2 of 2
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	\$101,000				\$101,000
2. Group Positions	86,000				86,000
3. Benefits	44,500				44,500
TOTAL PERSONNEL COSTS:	\$231,500				\$231,500
OPERATING EXPENDITURES by summary object:					
1. Trucking	\$20,000				\$20,000
2. Fencing maintenance and repairs	15,000				15,000
3. Minerals, veterinary medicine	5,000				5,000
4. Researcher/Extension Travel	10,000				10,000
5. Research operating	40,000				40,000
TOTAL OPERATING EXPENDITURES:	\$90,000				\$90,000
CAPITAL OUTLAY by summary object:					
1. VHF transmitters (175@\$165/each)	\$28,900				\$28,900
2. Field Computers and Software	3,000				3,000
3. Monitoring equipment	25,000				25,000
TOTAL CAPITAL OUTLAY:	\$56,900				\$56,900
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$378,400				\$378,400

**Description:**

*This proposal enables the University of Idaho 's Extension and Colleges of Agricultural and Life Sciences and Natural Resources to expand programs to the Rinker Rock Creek Ranch. The Ranch is a living laboratory with a unique interface between a working landscape with a complex ecosystem of domesticated and wild animals and public recreational activities. It is part of an active public-private partnership between UI, the*

*community, governmental agencies and private entities to address the critical societal and ecological questions on the impact of grazing on rangeland ecosystems. This ARES request is to support its cattle operations and management, and research and Extension programs at the Ranch to help ensure that Idaho's land use and livestock management and policies are based on the highest quality research conducted here in Idaho.*

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

To this point, no permanent staff are present at this location as it has not been in possession of the University of Idaho. Faculty and staff from other Research and Extension Centers in Idaho have spent time at the Rinker Rock Creek Ranch to demonstrate the potential value for research. Additional staffing is requested as the Ranch comes under ownership of the University of Idaho during 2018. Funding for salary and benefits for a ranch manager and a research support specialist are being requested to provide the necessary support for cattle management with the accompanying research and Extension activities at the Ranch. This request also includes funding for two undergraduate summer student internships will gain experiential education supporting the ranch manager and the on-site Extension STEM activities. Funding to support two graduate research assistants as part of the UI Rangeland Center annually is also included to support field research to benefit Idaho's rangelands and agricultural communities. Research topics may change from year to year as new and critical issues in cattle management and interactions with rangeland ecosystems and land use/wildlife policies emerge. Operating funds for livestock management and research programs, and one-time capital expenditures needed to monitor environmental conditions to support program activities are also requested.

2. What resources are necessary to implement this request?

- a. **List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

Additional ARES base funding for salary will include staff to manage the Ranch and provide research and Extension programming support and salaries for undergraduate and graduate students who will gain valuable experiential learning experiences on the Ranch.

One (1) FTE Ranch Manager at \$53,000 with benefits of \$22,600 for a professional line of \$75,600. One (1) Research Support Specialist at \$48,000 with benefits of \$51,500 for a professional line of \$69,500. Anticipated date of hire would be July 1, 2019. The terms of service would be Full Time and benefits eligible.

Two (2) undergraduate student Interns (\$13,000 each) with benefits of \$100 for a total of \$26,100 to assist the ranch manager and research support specialist with animal management. Anticipated date of hire would be July 1, 2019. The terms of service would be temporary and based upon the time cattle are present at Rock Creek Ranch (April to October).

Two (2) graduate students per year will receive Research Assistantships as field researchers conducting research on projects with faculty from the Rangeland Center at \$60,000 per year with benefits of \$300. Anticipated start date of August 15, 2019.

Total for salary and fringe is **\$231,500.**

**b. List any additional operating funds needed.**

Additional ARES base funds are requested for management of the ranch throughout the year and when cattle are present, as well as support for research and Extension programs. This includes trucking of cattle between the Nancy M. Cummings Research Extension and Education Center (NMCREEC) in Carmen to and from the Rinker Rock Creek Ranch (\$20,000), repairs and maintenance of fences, water systems and riparian areas (\$15,000), minerals and veterinary care for cattle at Rinker Rock Creek Ranch (\$5,000). Travel for faculty, students, and staff from NMCREEC and other current UI locations to Rock Creek to conduct research and Extension programming (\$10,000), and research operating funds for multiple coincident research projects of \$40,000 each year are also requested.

Total for operating is **\$90,000.**

**c. List any Capital Expense funds needed.**

Funds are requested for one-time funding of \$31,900 capital outlay for transmitters, field computers and software licensing requirements. One-time funds for monitoring equipment to be established around the ranch to monitor rainfall, temperature, etc. are also requested (\$25,000) which includes solar panels for electrical supply.

Total for capital expenditures is **\$56,900.**

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

This request is for continuous funding as the impetus for program development and greater utilization at Rinker Rock Creek Ranch as ownership is assumed by the University of Idaho in 2018. The opportunity to conduct critical research into the impact of livestock grazing will be greatly enhanced by the presence of Rinker Rock Creek Ranch as access to a landscape similar to that used by livestock will be available. The opportunities to obtain external grant awards on the impacts of grazing on rangeland ecology will be substantial. In addition, through the NMCREEC a direct comparison of economics and strategies for success will be examined for cattle grazing sagebrush ecosystems versus intensively managed pastures. This research will assist in informing ranchers and the public about the value of rangeland. Extension programming will occur on Rinker Rock Creek Ranch, and will engage the local community through 4-H STEM programs and informal educational programs.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request is designed to serve the citizenry of the State of Idaho as it addresses key societal issues related to use of public lands. Understanding the best management practices for grazing cattle in the natural landscapes of Idaho will support proper use of natural resources. Additional knowledge will be obtained relative to shared uses of range including grazing and recreational activities. This request will directly impact ranchers and rangeland landowners of the state. Faculty and students are also primary beneficiaries. Secondly, all Idaho citizens will be affected by economic factors influenced by sage-grouse habitat, land use and livestock management decisions. The University of Idaho, the College of Agricultural and Life Sciences and the College of Natural Resources will have enhanced research capacity to support the citizens of Idaho with the funding for activities within the UI Rangeland Center conducted at Rinker Rock Creek Ranch. This will also expand Extension programs in 4-H STEM activities as well as programs for the community.

If the funding is not provided, activities at Rinker Rock Creek Ranch will be limited leading to a lack of objective, science-based answers to publicly important questions about the use of natural resources as working landscapes.

**AGENCY: Health Education**  
**FUNCTION: WWAMI ECHO Idaho**  
**Project**

**ACTIVITY: Strategic Initiatives**

Agency No.: 515

Function No.: 02

Activity No.:

FY 2020 Request

Page \_1\_ of 6\_ Pages  
 Original Submission X or  
 Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>ECHO IDAHO PROJECT</b>			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	124,000				124,000
2. Benefits	49,500				49,500
3. Group Position Funding	128,000				128,000
TOTAL PERSONNEL COSTS:	301,500				301,500
OPERATING EXPENDITURES by summary object:					
1. Travel	20,000				20,000
2. Operating	40,000				40,000
TOTAL OPERATING EXPENDITURES:	60,000				60,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	361,500				261,500

### Description:

#### Idaho ECHO Project.

Project ECHO (Extension for Community Health Outcomes) expands access to specialty and high-quality primary care. ECHO Idaho uses distance technology to build the capacity of healthcare providers to treat complicated patients they would otherwise refer out. ECHO Idaho offers providers the knowledge and support they need through continuing medical education and participant-provided case studies to treat common, complex conditions in rural and underserved areas within Idaho. In this way, patients receive the right care, in the right place, at the right time.

The ECHO model was developed by the University of New Mexico Medical Center and focused on Hepatitis C. ECHO has now been successfully replicated throughout the



United States to address more than 40 complex diseases, including diabetes, opioid addiction, and behavioral/mental health.

ECHO Idaho launched its first virtual teleECHO clinic March 2018 focusing on Opioid Addiction and Treatment. An interdisciplinary specialist team (hub) uses video conferencing technology to connect twice a month with students and providers throughout the state (spokes) for a brief lecture on an opioid-related topic followed by a case presentation and discussion. ECHO Idaho is the only ECHO project focused on filling the need to support local networks, create linkages, and build community of *Idaho* providers who care for *Idaho* patients, and who understand *Idaho's* unique challenges and opportunities.

### **Questions:**

#### **1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

The request is for personnel costs and operating expenses. Funds will be utilized to provide staff salary and benefits, as well as cover yearly operating expenses for the ECHO program.

The request is for two-full time ECHO staff personnel and salary compensation for ECHO panel experts for clinic sessions. ECHO Idaho staff will maintain critical infrastructure and to deliver teleECHO clinics in:

- Opioid Addiction and Treatment
- Behavioral/Mental Health

ECHO Idaho staff will collect and analyze data from various sampling points on ECHO Idaho's impact to the state. Resources will also be utilized to support travel, supplies and operating expenditures to support teleECHO sessions and ECHO Idaho project functions. In March of 2018 the University of Idaho launched ECHO Idaho with resources from a grant through the State Healthcare Innovation Plan (SHIP), WWAMI Medical Education Program, and the University of Idaho. The first ECHO clinic is on Opioid Addiction and Treatment. Funds from SHIP will end January 2019. The University of Idaho will continue to support ECHO program through WWAMI Medical Education by providing administrative oversight and assistance from our financial specialist and other program staff. Current base funding from the SHIP grant is \$366,143 and will expire January 2019. We are asking for permanent base funding support for ECHO Idaho.

#### **2. What resources are necessary to implement this request?**

- a. **List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

**Program Manager (1.0 FTE), full time, 12 month appointment, benefit eligible. Hired**

This position is responsible for the management and leadership of ECHO Idaho. The program manager is responsible for managing the day-to-day operations of the ECHO program, including coordination of teleECHO clinic initiatives and deliverables. Key responsibilities include planning and oversight of the team's activities, coordinating ECHO curriculum development, and promoting the ECHO learning model in the state. The program manager builds effective relationships with Project ECHO staff, University of Idaho WWAMI staff, spokes, and community partners to advance the program in the state.

**Clinic Coordinator (1.0 FTE), full time, 12 month appointment, benefit eligible. Hired**

This position is responsible for coordinating educational sessions for ECHO Idaho and assisting with the use of distance learning technology. The clinic coordinator supports the production and distribution of distance education course materials, schedules, and facilitates delivery of academic courses to learners at remote sites. Key responsibilities include conducting surveys and preparing reports as needed, developing and distributing promotional and informational materials, and providing direct academic/administrative guidance and assistance to distance education students. The clinic coordinator maintains the integrity of data collection and databases and maintains collaborative relations with rural community partners and internal ECHO/University of Idaho staff.

**Group Position Funding**

This funding will be used to compensate ECHO panel experts for clinic sessions.

**b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

Financial specialists will support project operations to process travel and supply purchases. Human Resources will support hiring of personnel. Marketing and Communications staff will support publication and promotion of project results. Director level oversight to ensure adherence to University policies and procedures. Existing operations will be minimally impacted as these functions are currently in place to support all similar activities within the WWAMI Medical Education program.

**c. List any additional operating funds and capital items needed.**

No capital funding is required. Operating funds of \$60,000 are requested to cover travel, supplies and teleECHO expenses.

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

This request is for ongoing annual funding in support of ECHO Idaho teleECHO clinics on Opioid Addiction and Treatment, and Behavioral Health/Mental Health. It is anticipated that additional grants will be sought to support the growth of ECHO clinic sessions on other complex diseases in Idaho. Data collection and sample analysis collected through the ECHO Idaho program will continue to build a long-term data set to demonstrate the health care impacts from participants of the teleECHO clinics.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

Enrollment and participation in ECHO Idaho is free and practitioners earn continuing medical education credits. The target audience is a wide range of healthcare providers, including nurses, community health workers, medical assistants, pharmacists, counselors, nurse practitioners, physician assistants, physicians, students and others who provide healthcare education or services. In ECHO Idaho's initial pilot program, the participants come from all seven health districts, 11 counties, 16 cities, and 33 clinics/organizations. Initial feedback has been positive, and interest is rapidly growing. Idaho providers, healthcare workers, health profession students and patients will be served by this critical program. The expected impacts are long-term changes in health provider self-efficacy and knowledge in specialty areas for complex clinical problems in Idaho. These benefits will impact Idaho patients by providing the right treatment in the right time in a cost-effective model. The ECHO model is cost-effective in terms of expenses relative to outcome improvements. Cost savings attributed to ECHO projects in other states include reduced hospitalizations and ER visits, preventing the costs of untreated diseases, savings related to increased provider recruitment and retention, and patients saving the expense of traveling long distances to see a specialist.

If this project is not funded there will be increased difficulty to obtain any of the benefits mentioned previously.

**AGENCY: Health Education Programs**

FUNCTION: University of Utah

Medical Education Program

ACTIVITY: Strategic Initiative

Agency No.: 515

Function No.: 04

Activity No.:

FY 2020 Request

Page 1\_ of \_3 Pages

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Year 4 Two Additional Seats</b>			Priority Ranking 1 of 2
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$119,600				\$119,600
LUMP SUM:					
GRAND TOTAL	\$119,600				\$119,600

**Description:**

In FY17 two (2) additional positions for medical students in the University of Utah School of Medicine (UUSOM) program were appropriated increasing the incoming class of UUSOM students in the fall of 2016 to a total of ten (10). The FY17 Legislative Budget Book states the two new seats would require a funding commitment in FY18, FY19 and FY20 as students move successfully through medical school toward graduation increasing the total from 32 to 40 Idaho students. This request is for the two (2) additional positions for the fourth year students.

This request supports the recommendations of the State Board of Education's Medical Education Subcommittee from January, 2009. Specifically, recommendation #3: "Expand the total number of medical seats for Idaho sponsored students to between 60 to 90 per

year (an aggregate total of 240 to 360) as soon as practicable through partnerships with WWAMI, WICHE, University of Utah, osteopathic schools and other medical schools.”

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This is a request for two additional UUSOM seats in the amount of \$89,200 in Trustee & Benefits. This increase is in line with the commitment made in FY 17 to increase funding and medical students in years 2, 3, and 4 of medical school, with proportional costs in each of those years, as students move successfully through medical school toward graduation.

This request would add two students in the fourth year class of FY20 or 10 students per year, for a total of 40 Idaho UUSOM students enrolled in medical school by FY20 (Fall 2019).

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
No FTE are associated with this budget.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
None.
  - c. List any additional operating funds and capital items needed.  
None.
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request would require ongoing General Funds.

Each year the contract price for all UUSOM seats increases by an amount which is equal to the increase in the Higher Education Cost Adjustment (HECA) index published for the most recently available preceding academic year.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

If this request is not funded, the additional two positions appropriated in FY17 would not be sustained and the number of incoming students would need to be reduced to the previous eight (8) seats.

**aAGENCY: Health Education Programs**

FUNCTION: University of Utah

Medical Education Program

ACTIVITY: Strategic Initiative

Agency No.: 515

Function No.: 04

Activity No.:

FY 2020 Request

Page 1\_ of \_3 Pages

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Resident Leave of Absence</b>			Priority Ranking 2 of 2
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$22,300				\$22,300
LUMP SUM:					
GRAND TOTAL	\$22,300				\$22,300

**Description:**

The Legislature has provided funding for 38 Idaho residents in the University of Utah School of Medicine (UUSOM) program for FY 2019. A separate line item requests funding for an additional and final increase of two residents for the 4<sup>th</sup> year residency. This request is for one-half year funding for an Idaho student who is returning from a medical leave of absence. One student is on track and scheduled to graduate one (1) semester early (in December 2018) and start her pediatric residency in January 2019. This would mean she would not need the entire year of Idaho funding. Another student currently in his third year had to repeat his second year and will result in an additional slot for FY 2020 for one-half year. UUSOM will bank the one semester savings from the first student from FY 2019 and use those funds in FY 2020 for the second student. Therefore, we only need to ask for one semester's funds for FY 2020.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This is a request for one semester funding for a student returning from a medical leave of absence.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

No FTE are associated with this budget.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None.

- c. List any additional operating funds and capital items needed.

None.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request would require one-time General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

If this request is not funded, the Idaho student will not be able to return from his medical leave of absence.

**AGENCY: Health Education Programs**FUNCTION: Graduate Medical  
Education

ACTIVITY: Strategic Initiative

Agency No.: 515

Function No.: 04

Activity No.:

FY 2020 Request

Page 1\_ of \_3 Pages  
Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Graduate Medical Education</b>			Priority Ranking 1 of 1
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	4.0				4.0
PERSONNEL COSTS:					
1. Salaries	\$246,100				\$246,100
2. Benefits	83,900				83,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$330,000				\$330,000
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$2,235,000				\$2,235,000
LUMP SUM:					
GRAND TOTAL	\$2,565,000				\$2,565,000

**Description:**

The Legislature appropriated the following for fiscal year 2019.

Family Medicine Residencies, \$565,000:

FMRI Boise, \$240,000 to increase funding to \$35,000 per resident

ISU FMR, \$105,000 to increase funding to \$40,000 per resident

ISU Pharmacy, \$130,000 for the following:

Pharmacy Program Director \$30,000

Pharmacy Admin Coordinator \$10,000

Three (3) Pharmacy Residents \$90,000

Boise Internal Medicine, \$77,500 to increase funding to \$17,500 per resident

Psychiatry Education, \$240,000 to increase funding to \$60,000 per resident



Eastern Idaho Medical Residencies, \$455,000 established at \$35,000 per resident  
 Bingham Internal Medicine, \$525,000 established at \$35,000 per resident

Assumptions for FY 2020 line item requests:

1. Update for FY 2020 using the following criteria.
  - a. ISU's new baseline at \$40,000 per resident
  - b. UW Psychiatry at \$60,000
  - c. All other programs at \$35,000 per resident
  - d. Bingham's ( Blackfoot ) Internal Medicine Program – fully funded at \$60K
  - e. Idaho Falls Internal Medicine Program being funded for year one only at \$35,000
2. Showing all programs increased to \$45,000 for all existing residents.
3. Bringing all new resident/fellow requests for the year FY2020 on at \$60,000.

See following page for total increases by program for all Health Education Programs.

Family Medicine Residencies	\$480,000
ISU FMR	330,000
FMR Kootenai	180,000
Boise Internal Medicine	515,000
Eastern Idaho Medical Center	700,000
Bingham Internal Medicine	180,000
University of Utah School of Medicine	<u>180,000</u>
Total Graduate Medical Education	\$2,565,000

**Ten Year GME FY 2020 Budget Increase Request - Addendum**

Program	Current Funding per FTE	Existing Residents (FY2020)		New Residents / Fellows (FY 2020)		Other	Total FY 2020 Requested Funding Increase
		FTEs	Increase Funding to \$45K	FTEs	Funding at \$60K		
<b><u>Family Medicine Residency of Idaho</u></b>	\$ 35,000						
Boise Family Medicine		33	\$ 330,000		\$ -	\$ -	\$ 330,000
Caldwell FM Rural Training Track		9	90,000		-	-	90,000
Magic Valley FM Rural Training Track		6	60,000		-	-	60,000
Nampa Family Medicine		-	-	6	<i>funded</i>	-	-
Total		48	\$ 480,000	6	\$ -	\$ -	\$ 480,000
<b><u>Idaho State University</u></b>	\$ 40,000						
Pocatello Family Medicine		21	\$ 105,000		\$ -	\$ -	\$ 105,000
RTT Rexburg Resident				1	60,000	-	60,000
RTT Program Director						80,000	80,000
RTT Residency Coordinator						25,000	25,000
Hospitalist Fellowship				1	60,000	-	60,000
Supplemental						267,000	267,000
Total		21	\$ 105,000	0	\$ 120,000	\$372,000	\$ 597,000
<b><u>Kootenai</u></b>	\$ 35,000						
Coeur d'Alene Family Medicine		18	\$ 180,000		\$ -	\$ -	\$ 180,000
Total		18	\$ 180,000	-	\$ -	\$ -	\$ 180,000
<b><u>University of Washington/VA</u></b>	\$ 17,500						
Internal Medicine		25	\$ 125,000	5	\$ 300,000	\$ -	\$ 425,000
Preliminary Year Intern Program		4	20,000		-	-	20,000
IM Chief Resident		2	10,000	1	60,000	-	70,000
Total		31	\$ 155,000	6	\$ 360,000	\$ -	\$ 515,000
<b><u>University of Washington - Psychiatry</u></b>	\$ 60,000						
Seattle/Boise Core Program		8	\$ -	-	\$ -	\$ -	\$ -
Total		8	\$ -	-	\$ -	\$ -	\$ -
<b><u>Bingham Internal Medicine</u></b>	\$ 35,000						
Blackfoot Internal Medicine		12	\$ 120,000	1	\$ 60,000	\$ -	\$ 180,000
Total		12	\$ 120,000	1	\$ 60,000	\$ -	\$ 180,000
<b><u>Eastern Idaho Regional Medical Center</u></b>	\$ 35,000						
Idaho Falls - Internal Medicine		10	\$ 100,000	10	\$ 600,000	\$ -	\$ 700,000
Total		10	\$ 100,000	10	\$ 600,000	\$ -	\$ 700,000
<b><u>University of Utah / ISU</u></b>	\$ 60,000						
Salt Lake City/Pocatello Core Program		-	\$ -	3	\$ 180,000	\$ -	\$ 180,000
Total		-	\$ -	3	\$ 180,000	\$ -	\$ 180,000
<b>Grand Total</b>		148	\$ 1,140,000	26	\$ 1,320,000	\$372,000	\$ 2,832,000

**AGENCY: Health Education Programs**

FUNCTION: Graduate Medical  
Education – ISU Family Medicine  
Residency (ISU FMR)

ACTIVITY: FY19 Supplemental

Agency No.: 515

Function No.: 05

Activity No.:

FY 2019 Request

Page 1\_ of \_3 Pages  
Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: <b>4.31 &amp; 6.32</b>		Title: <b>ISU FMR GME FY19 Supplemental</b>			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$395,100				\$395,100
2. Benefits	106,900				106,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$502,000				\$502,000
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	-\$235,000				-\$235,000
LUMP SUM:					
GRAND TOTAL	\$267,000				\$267,000

**Description:****FY19 Supplemental Request #1:**

S. 1366 appropriated an additional \$565,000 for the Family Medicine Residency programs as Trustee and Benefit payments (TB) for fiscal year 2019. Of that amount, \$235,000 was for Idaho State University's Family Medicine Residency (ISU FMR) to help fund the Pharmacy Residency (\$130,000) and to provide maintenance of current operations funding for the Family Medicine Residency (\$105,000). This funding was applied to personnel costs, the largest expense of the residency. However, ISU FMR funds employees out of the Personnel Costs (PC) object. As it was the intent of the Legislature to expand and fund the ISU FMR with this appropriation, ISU FMR is

requesting an object transfer through this supplemental request to shift \$235,000 from TB to PC to provide the necessary PC appropriation going forward.

Additionally, for your information, ISU FMR has an FTP cap. Because ISU FMR funds employees out of the PC object, ISU FMR also requires the corresponding FTP increase authorization associated with the \$235,000 appropriation. The Governor approved to increase the FTP cap for ISU FMR by 3.0 FTP effective July 1, 2019. As a result, this supplemental request does not include the FTP increase authorization as it was approved by the Governor (see attached memorandum from Jani Revier, DFM Administrator, to the JFAC Co-Chairs, dated June 20, 2018, RE: Additional Positions Idaho State University Family Medicine Residency Program). The 3.0 FTP are for a hospitalist position and partial FTP for a pharmacy program director, pharmacy administrative coordinator, and three pharmacy residents.

#### FY19 Supplemental Request #2:

During the 2017 Legislative session, the Governor recommended, and the Legislature appropriated, \$2,425,000 in ongoing funding for additional medical residencies to address Idaho's physician shortage. The funding was to assist in the expansion of programs at the Boise Family Medicine Residency Program, the Idaho State University Family Medicine Residency Program, and the University of Washington Internal Medicine Program.

The programs received a General Fund appropriation in the Office of the State Board of Education and a combination of General Fund and federal fund spending authority at the Idaho Department of Health and Welfare (IDHW). Of the \$875,000 appropriated to the IDHW, \$251,500 is ongoing General Fund and \$623,500 is ongoing federal fund spending authority. The appropriation at IDHW was intended to support Medicaid-allowable expenses for the Boise Family Medicine Residency Program's rural training track expansion (\$250,000) and four fellows (\$250,000), as well as the Idaho State University rural training track (RTT) expansion (\$250,000) and the infrastructure development for the first rural training track (\$125,000).

ISU residency training is done in cooperation with community health centers operated by HealthWest. During the spring of 2018, IDHW learned that HealthWest residency expenses were already being incorporated into an update of HealthWest's per-patient visit payment rate under Medicaid. As a result, IDHW could not pay out the graduate medical education funding through Medicaid as originally intended. Applying the current Medicaid match, \$266,887.50 in federal funds, or 71.17% of the \$375,000 appropriated for ISU FMR, could not be paid. The remaining unmatched General Fund in the amount of \$108,112.50 also remained in the IDHW budget.

Throughout FY 2018, ISU FMR has operated under the direction that it would receive the appropriated funding. It was not until April 2018 that ISU FMR was notified that the program was not eligible for Medicaid reimbursement. In the meantime, the program incurred expenditures amounting to a minimum of \$223,000.

The Division of Financial Management (DFM) has had several conversations with IDHW staff and ISU FMR staff about how to resolve this issue and whether there might be other federal funding options. It was determined that there are no further options for making the program whole in FY 2018. Because of the importance of graduate medical education and the need to establish additional residencies, DFM determined it would be in the best interests of the state and the ISU FMR program to authorize IDHW to disburse the remaining General Fund balance of \$108,112.50 to ISU FMR to offset a portion of the costs that have been incurred. This disbursement occurred prior to fiscal year-end 2018.

To further address the funding deficiencies, ISU FMR is requesting an ongoing FY 2019 supplemental appropriation and necessary FTP. This will ensure the rural training track is fully implemented and original legislative intent is met.

DFM has fully briefed Legislative Services Office – Budget & Policy Analysis Division Senior Budget & Policy Analyst, Janet Jessup, and Principal Budget & Policy Analyst, Jared Tatro, about this shortfall and the anticipated request for an FY 2019 supplemental appropriation (see attached memorandum from Jani Revier, DFM Administrator, to the JFAC Co-Chairs, dated June 20, 2018, RE: Idaho State University Family Medicine Residency Program).

As indicated in the original request and legislative appropriation, this supplemental funding will support a Rural GME Director position.

#### Rural GME Director:

- Small rural hospitals depend on family physicians to provide maternity care services in isolated, rural communities, including cesarean sections. Training family physicians at rural training tracks in rural communities promotes future practice in those same underserved communities. Rural training tracks are based in an existing family medicine residency with the first year of training at the base program and the second and third years at a developed rural community site. A Rural GME Director is responsible for the academic and accreditation functions of RTTs. An RTT Site Director / family physician residing in the rural community is responsible for clinical teaching and other training activities.
- The Rural GME Director is a full-time family physician faculty with a full complement of academic, administrative, clinical and service functions. The clinical focus is in women's health and maternity care including directing the advanced surgical obstetrics training. This faculty member also leads the residency's clinic quality improvement processes and quality curriculum. The academic / administrative focus is the development of new rural training tracks in underserved Eastern Idaho communities. The Rural GME Director is actively engaged in the community development process and accreditation application for the first RTT in Rexburg. The Director will then be responsible for the academic oversight and administration of the Rexburg RTT. The position will also have ongoing responsibility for exploring the feasibility of establishing other RTT sites.

This request benefits all regions of the state. Without this support, Idaho citizens will have reduced access to health care, and the state will struggle to retain even its current ranking (48<sup>th</sup> place among all states) in terms of physicians per resident.

**AGENCY: Special Programs**  
**FUNCTION: Forest Utilization**  
**Research (FUR)**

**ACTIVITY: Strategic Initiatives**

Agency No.: 516

Function No.: 01

Activity No.:

FY 2020 Request

Page 1 of 4 Pages  
 Original Submission X  
 or Revision No. \_\_\_\_

FUR- Wood Utilization in Commercial Building Faculty					
A: Decision Unit No: <b>12.01</b>	Title:			Priority Ranking 1 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	\$88,500				\$88,500
2. Benefits	30,100				30,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$118,600				\$118,600
OPERATING EXPENDITURES by summary object:					
1. Travel	\$5,000				\$5,000
2. Operating	10,000				10,000
TOTAL OPERATING EXPENDITURES:	\$15,000				\$15,000
CAPITAL OUTLAY by summary object:					
1. PC, building design or other applicable software, and workstation	\$5,000				\$5,000
TOTAL CAPITAL OUTLAY:	\$5,000				\$5,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$138,600				\$138,600

### Description:

**Advancing the use of forest products in commercial building at the University of Idaho by investing in human resources.**

The University of Idaho seeks to engage the integrated industries involved in commercial building to develop the emerging economy of sustainable commercial building. Wood is the ideal raw material as a renewable building material allowing for carbon sequestration while consuming less energy during production as compared to concrete and steel. Engineered wood products enable flexible, rapid modular construction while still allowing for sophisticated design. The northwest and southeast US are the two most productive timber regions. Idaho, with a forest products industry

currently producing 10% of state domestic product, is uniquely positioned with timber and manufacturing to meet the demands of the market. Integrating engineering to address code specifications, architects in design utilization and construction firms with product knowledge will drive industry growth. Increased, sustainable use of Idaho's timber will result in direct and indirect jobs (transportation, manufacturing, etc.), support rural communities dependent on these industries, and support the Idaho Department of Lands return on investment to Idaho's schools.

### **Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

The College of Natural Resources is requesting \$138,600 in the Forest Utilization Research (FUR) budget to provide salary and fringe support, plus travel, operations, and capital equipment, for a new faculty hire to enhance scholarly activity and outreach with Idaho's forest industry and commercial building sectors. These resources will enhance the capability of FUR programs to work with stakeholders and leverage additional funds from other non-state sources, both of which help strengthen traditional Idaho industries and rural communities that rely on the jobs from timber harvesting, forest product manufacturing, architecture, engineering and construction. There is currently no capacity for this position. This position may hold dual appointments or adjunct status in the colleges of Engineering and/or Art & Architecture.

**2. What resources are necessary to implement this request?**

**a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

The College of Natural Resources is requesting funds sufficient to provide full-time salary and benefits support for a new faculty position in wood utilization in commercial buildings at the rank of associate professor or professor.

**b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

There will not be redirection.

**c. List any additional operating funds and capital items needed.**

The request includes \$5,000 for travel, \$10,000 for operating expenses, and \$5,000 for capital equipment including dedicated software used to perform duties of position.

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**



Salary, fringe, travel and operating will be ongoing, with capital outlay as one-time funding. We anticipate that funding can be leverage for external grant awards but have no assumptions for revenue amounts.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

The new faculty position will directly serve Idaho's forests, forest industries, construction and commercial building industries, and state agencies including the Idaho Department of Lands. Rural communities will benefit from potential increases in forest and forest product activity. The position will also strengthen leverage for non-FUR dollars, benefitting faculty and students. This position can provide ancillary benefits to either or both the College of Engineering and Art & Architecture through increased capacity in relative disciplines.

**AGENCY: Special Programs**  
**FUNCTION: Forest Utilization**  
**Research (FUR)**

**ACTIVITY: Strategic Initiatives**

Agency No.: 516

Function No.: 01

Activity No.:

FY 2020 Request

Page 1 of 4 Pages  
 Original Submission X  
 or Revision No. \_\_\_\_

<b>FUR - Mica Creek Watershed Project</b>					
A: Decision Unit No: <b>12.02</b>	Title: <b>Project</b>			Priority Ranking of 2 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	\$60,000				\$60,000
2. Benefits	31,600				31,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$91,600				\$91,600
OPERATING EXPENDITURES by summary object:					
1. Travel	\$6,000				\$6,000
2. Operating	26,000				26,000
TOTAL OPERATING EXPENDITURES:	\$32,000				\$32,000
CAPITAL OUTLAY by summary object:					
1. PC, building design or other applicable software, and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$123,600				\$123,600

### Description:

#### Mica Creek Watershed Project.

In 1990 a study examining the impacts of modern forestry practices on stream characteristics and fish was initiated in the Mica Creek watershed. A formal Before-After-Control-Treatment study was completed in 2005 and peer-reviewed papers have been published on water quality, sediment, temperature, dissolved chemistry, and aquatic insects. Watershed-side stream instrumentation and data collection has continued uninterrupted since this time, and the latter half of the 27-year data set reflects operational working forest conditions. The study provides a data-driven, science based platform to evaluate forest practice rules that govern water quality,

protection, as well as fish and wildlife conservation issues relative to state, federal, and private forest landowner management. The project results were used directly in discussions of regulatory changes at both the state and federal level. Results have informed and influenced revisions of the Idaho Forest Practice Rules on tree retention in streamside areas; were influential in the regulatory debate over treating roads and culverts as point sources of pollution; and are routinely used in National Environmental Policy Act (NEPA) evaluations for US Forest Service timber sales. Maintaining the ability to continue building on the data set from this long-term study is critical to informing natural resource protection policies in Idaho. This is especially critical given emergent concerns about decreasing summer flows and impacts on fish populations resulting from forest regrowth that will potentially impact forest products and related industries.

### **Questions:**

#### **1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

This is a request to increase base funding for annual maintenance for the Mica Creek Watershed Project. Specifically, funding will support 2 part-time field technicians to maintain critical infrastructure and to collect and analyze data from various sampling points, travel and supplies to support data collection and two sample analysis of sediment macroinvertebrates. There is currently no base funding for this project, however there is agency staffing within base budget to support the project at an administrative level. Administrative support will include financial specialists, human resources, marketing and communications as well as director level guidance.

#### **2. What resources are necessary to implement this request?**

##### **a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

(2) Research Technicians, part time, on 6-12 month appointments (depending on weather and field season access), PERSI eligible. Anticipated hire date will be upon approved funding at the beginning of the fiscal year (typically on or around July 1).

##### **b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

Financial specialists will support project operations to process travel and supply purchases. Human Resources will support hiring of personnel. Marketing and Communications staff will support publication and promotion of project results. Director level oversight to ensure adherence to university policies and procedures. Existing operations will be minimally impacted as these functions are currently in place to support all similar activities within the Forest Utilization Research program.

##### **c. List any additional operating funds and capital items needed.**

No additional capital funding is required. Operating funds of \$32,000 are requested to cover travel, supplies and sample analysis.

- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

This request is for ongoing annual funding in support of basic data collection and sample analysis to continue to build a long-term data set in support of Idaho forest industry, federal and state forest agencies and dependent rural communities on activities relative to actively managed forest lands.

- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

The project promotes long-term economic health for communities dependent upon forested lands. The long-term economic health of such communities is dependent upon the long-term ecological health of lands. Ecological health is a substrate on which forest management and economic gain can be sustained in the long term. The project seeks to develop an integrated, mechanistic understanding of how upslope disturbances are transmitted to downstream ecosystems, to assess and improve contemporary forest management practices. This project builds on disciplinary research to develop integrated approaches to the assessment and management of working forest lands.

This project has had a major impact on the science and management of forested ecosystems in the state of Idaho and the region, and has effectively advanced the University's teaching, research and outreach missions in a key strategic area by enhancing the stewardship of the natural environment. This project has added considerable value to the Mica Creek Project initiated originally by private industry, by adding both an intensive research component focused on mechanisms producing observed changes, and an extensive component to assess forest management across a broader range of impact levels, while expanding the disciplinary breadth of observed response variables. Although the project is ongoing, the state, region and nation is benefiting, and will continue to benefit from this proactive project through an improved, interdisciplinary assessment of contemporary harvest practices. This project is therefore benefiting the forest products and associated industries, the tourism sector, and the economic development of municipalities. If the request is not funded, inactivity of this project study will result in negative impacts to Idaho's forest industry, the rural communities dependent on this industry and other associated industries utilizing Idaho's forests, state and government land managing agencies and the scientific literacy and understanding of active forest management.

**AGENCY:** Special Programs  
**FUNCTION:** Idaho Geological Survey

Agency No.: 516  
 Function No.: 02

FY 2020 Request  
 Page 1 of 4 Pages  
 Original Submission X  
 or Revision No. \_\_\_\_

ACTIVITY:

Activity No.:

FTE Increase & Market Base Compensation					
A: Decision Unit No: <b>12.01</b>	Title: <b>Compensation</b>			Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.44				.44
PERSONNEL COSTS:					
1. Salaries	\$110,100				\$110,100
2. Benefits	27,800				27,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$137,900				\$137,900
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$137,900				\$137,900

### Description:

Public demand for geologic and geospatial services from the Idaho Geological Survey (IGS) has grown each year for the last five years and during FY 2017 the IGS website had 453,562 visitors and users downloaded 204,770 digital products. The IGS publishes geologic research annually in the form of maps, technical reports, databases and information pertaining to mineral, oil and gas, geothermal energy and geologic hazards throughout the state and these products are uploaded to the IGS website for public dissemination.

**Priority 1:** Consistency in staffing is crucial to meet the demands of the Idaho Geological Survey's Strategic Plan as well as fulfilling the Mission and Goals of the agency. In past years, we have had difficulty retaining quality exempt and classified staff, which results in a loss of the knowledge base that they possess. The funding being requested is to make

up the difference between the pay rates currently being paid to IGS staff and the new "Market Based Compensation" levels recently set by the University of Idaho thus allowing IGS to reduce turnover and maintain a higher quality of service to the public. Crucial staff, both exempt and classified, that will be affected by these funds are our Senior Petroleum, Geologist, Geologic Hazards Geologist, Hydrogeologist, Senior Geologist, GIS Analyst, Geologic Map/ GIS Manager, Assistant to the Director, and IGS Finance and Operations Manager.

**Priority 2A:** To bring the Assistant to the Director position from the current .875 FTE to a full 1.00 FTE. This change in FTE and appropriation is necessary so the current Assistant to the Director can accomplish all tasks associated with the position for the Moscow and Boise offices of IGS as well as assist in other administrative duties that have been added to the position.

**Priority 2B:** To bring the Senior Geologist position from the current .69 FTE to a full 1.0 FTE. This change in FTE will increase the Survey's grant award capabilities for leveraging US Geological Survey funding to IGS and providing more federal research dollars to conduct geologic mapping throughout the state. The proposed increase in FTE will also allow the Senior Geologist to devote more time for educational and outreach activities while still maintaining a robust schedule for geologic mapping.

#### **Questions:**

#### **1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

##### **a. Salary adjustments for Seven (7) IGS Exempt and Classified Staff**

- i. Appropriation of \$80,400 in salary and benefits is being requested to bring 7 staff (exempt and classified) up to 85% of their University of Idaho Market Base Salary. In order to slow employee turnover, the University of Idaho has adopted a Market Based Compensation policy to help address employee retention issues. IGS has its own appropriation line from the Idaho legislature and does not have access to General Education funds from the University. This request for funding will bring all IGS exempt and classified staff up to 85% of the market-based rates set by the University of Idaho; the balance of the increase (86% to 100%) will be accomplished over time by annual Cost of Living increases allocated by the legislature and attrition in the Survey due to retirement.

##### **b. Assistant to the Director additional FTE of .125 and The Senior Geologist additional FTE of .31. A total of \$57,500 is requested for salary and benefits.**

- i. Request is to raise the FTE of the Assistant to the Director from .875 FTE to a full 1.0 FTE and an accompanying request to raise the FTE of the Senior Geologist from .69 FTE to a full 1.0 FTE.
- ii. Asking for additional appropriation for both positions of \$57,500 in salary and benefits which will allow IGS to fund both positions at full time of the 85% market rate set by the University of Idaho.

Additional funding and FTE for the two positions, as stated above, adds increased services to the public and improves employee retention for IGS. The .125 FTE increase for the Assistant to the Director will allow full-time work without the extra funding being drawn from IGS operating funds (OE, CO and Travel).

The extra .31 FTE for the IGS Senior Geologist provides a much stronger state match for competitive US Geologic Survey grant awards and permits the Survey to secure larger federal grant awards and map larger areas throughout the state. Providing a small increase in FTE for the Senior Geologist also permits more IGS resources to be targeted for earth science education in public and private schools and Outreach opportunities throughout the state.

**2. What resources are necessary to implement this request?**

- a. No additional resources are required. The appropriation for both requests will be combined with existing appropriations.

**3. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

- a. This request is not for new employees, request is for additional funding and FTE to supplement existing IGS positions.

**4. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

- a. This request is for ongoing funding for existing personnel. The appropriation request will be used for salary and benefits only to keep pace with the employee Market Based Compensation program set at the University of Idaho and to increase employee retention at IGS.

**5. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

- a. Beneficiaries of this request will be the general public, energy and minerals industries, engineering firms, the Idaho legislature, state and federal agencies, the Governor's office and all entities who request services from the Idaho Geological Survey.
- b. If these funding requests are not granted, the Idaho Geological Survey will fall further behind existing staff salaries at the University of Idaho. When the U of I began their "Market Based Compensation" plan for employees, the primary goals were to (1) Compensate U of I employees at levels of their peers and (2) Stem the nearly 20% staff turnover per year. As this plan is implemented, the University has reallocated certain resources to meet their goals. IGS, while housed at the U of I, does not have the flexibility to share in University funds causing IGS salaries to lag behind the rest of the University. The most recent example of this "lag" is our FY19 salary levels. As the University tries to bring

employees up to market base, the IGS could only fund 25% of what the University recommended.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

- a. U of I Market Based Compensation employee notification.



	Addition PCN Funding Requested to 85%						
	PCN	Current Salary	U of I established Market rate	CUPA or BLS Code	Difference to get to 85%		
	4762	\$43,077.00	\$65,124.80	CUPA 435110	\$12,279.08		
	4751	\$65,000.00	\$95,388.80	BLS 19-2042	\$16,080.48		
	1227	\$64,438.20	\$88,982.40	BLS 19-3092	\$11,196.84		
	4755	\$65,000.00	\$86,710.00	BLS 19-2042	\$8,703.50		
	4763	\$70,000.00	\$91,045.50	BLS 19-2042	\$7,388.68		
	4754	\$65,852.00	\$82,888.00	BLS 19-2043	\$4,602.80		
	4766	\$66,955.60	\$86,710.00	BLS 19-2042	\$6,747.90		
			Total		\$66,700.00		
Additional FTE and PCN Funding requested to 85%							
	PCN	Current Salary	Current FTE	Additional FTE Requested	U of I established 1.0 FTE Market rate	CUPA or BLS Code	Difference to get to 85% of 1. fte
	4753	\$42,292.00	0.69	0.31	\$86,710.00	BLS 19-2042	\$31,500.00
	4765	\$32,759.00	0.875	0.125	\$52,456.65	BLS 43-6011	\$11,900.00
					Total		\$43,400.00

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2020 Request

FUNCTION: Scholarships and Grants

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: 12.01		Title: <b>College Bridge Grant</b>			Priority Ranking 1 of 1
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$2,400,000				
LUMP SUM:					
GRAND TOTAL	\$2,400,000				

**Description:**

Each year we have Idaho students indicate they are planning to go on to some form of postsecondary education. Students will even go so far as to submit admission applications in the Spring and then not show up in the Fall. This phenomena is called "Summer Melt." The Board, through the Board Office has done extensive work over the last year to identify the cause and strategies for mitigated "Summer Melt." One of these strategies that has shown success are "Bridge" programs. Bridge programs bring students on campus to participate in activities or take classes during the summer after they graduate and prior to starting the Fall. This proposal would allow for the creation of a grant program that would pay up to the cost of tuition and fees for up to two courses during the summer for students that enroll in our public postsecondary institutions. The actual amount would not exceed the actual cost to the student.

The program would build on the momentum created by the states increased college and career advising efforts, advanced opportunities, and greater collaborations built between our school counselors and advisors and college advisors. This program would target mitigating the summer melt phenomenon in our Idaho students.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? Funding is being requested to create a grant program that would pay up to the cost of two courses during the summer between high school graduation and the following Fall start of the postsecondary academic year for eligible students. The Board Office currently has 1.5 FTE dedicated to the state scholarship and grant program. This grant program would become part of the state “scholarship and grant” program and be staffed under our current staffing level. No current funding is in the based for this type of program.
2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
No new positions will be required in the Board office.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
No human resources in the Board office will be redirected.
  - c. List any additional operating funds and capital items needed.  
No additional operating funds or capital items outside of the funding listed above will be necessary in the Board office.
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.  
This request is for ongoing funding for a new grant program to mitigate the impact of the summer melt. The funding request would allow for approximately \$300,000 in grants to be awarded to students at each of the eight public postsecondary institutions.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? Students who have indicated they intend to go on to some form of postsecondary education during their senior year and then do not attend in the Fall. Engaging students during the summer months has shown to be an effective strategy for mitigating the effects of summer melt. Without this program we will continue to lose a large percentage of these students during the summer period.

**AGENCY: Special Programs**

FUNCTION: Scholarships and Grants

ACTIVITY:

Agency No.: 516

Function No.: 03

Activity No.:

FY 2020 Request

Page \_\_\_\_ of \_\_\_\_ Pages

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>GEARUP</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:			\$1,000,000		\$1,000,000
LUMP SUM:					
GRAND TOTAL	0		\$1,000,000		\$1,000,000

**Description:**

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. This program provides six-year grants to states to provide services at high-poverty middle and high schools which are designated as GEAR UP schools. GEAR UP started in Idaho in FY 2007 with the renewable scholarships starting in FY 2013.

The GEAR UP selection and funding is based on a student's financial need, academic merit, and participation in GEAR UP. Fiscal year FY 2019 should be the final year for Phase 1. GEAR UP Phase 2 includes the first students funded from GEAR UP Phase 2. Starting in fiscal year 2018 and based on fewer eligibility restrictions, it is estimated that more students (possibly up to 3,795) would receive at least \$600 in GEAR UP Phase 2 scholarships. The amount of scholarship is dependent upon the number of applicants.

The appropriation for FY 2020 is \$3,992,500 and for FY 2021 is \$4,110,000. This request is to increase the spending authority for the GEAR UP program in FY 2020 ongoing by \$1.0M. The money not expended stays in the GEAR UP fund, so it is prudent to request the full amount allocated by GEAR UP.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request reflects an increase of \$1.0M in ongoing federal funds spending authority for GEAR UP scholarships. This request does not affect staffing levels.

2. What resources are necessary to implement this request?

No additional resources are required as current staffing levels are sufficient.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Federal spending authority with grant funds already awarded.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

GEAR UP is designed to increase the number of low-income students from high-poverty middle and high schools that are prepared to enter and succeed in postsecondary education. GEAR UP provides students an opportunity to apply for a 4-year renewable scholarship based upon financial need and level of participation in the program.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A

As of July 1, 2018

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	TOTAL
1 Phase 1	\$ 528,591	\$ 808,619	\$ 1,478,272	\$ 1,327,761	\$ 885,200	\$ 621,104	\$ 175,000				\$ 5,824,547
2 Phase 1 returning *				\$ 360,000	\$ 240,000						\$ 600,000
3 Phase 1 5th year **					\$ 422,900						\$ 422,900
4 Donated					\$ -		\$ 54,400				\$ 54,400
5 Phase 2						\$ 969,250	\$ 2,929,600	\$ 3,992,500	\$ 4,110,000	\$ 3,500,000	\$ 15,501,350
6 Total \$ Need	\$ 528,591	\$ 808,619	\$ 1,478,272	\$ 1,687,761	\$ 1,548,100	\$ 1,590,354	\$ 3,104,600	\$ 3,992,500	\$ 4,110,000	\$ 3,500,000	\$ 22,403,197
7 Total \$ Appropriation			\$ 1,669,900	\$ 1,669,900	\$ 1,704,600	\$ 3,104,600	\$ 3,104,600	\$ 3,104,600	\$ 3,104,600	\$ 3,104,600	
8 Total \$ Difference			\$ (191,628)	\$ 17,861	\$ (156,500)	\$ (1,514,246)	\$ -	\$ 887,900	\$ 1,005,400	\$ 395,400	
9											
10 Phase 1 Scholarships	93	291	685	246	226	91	50				1,631
11 Phase 2 Scholarships (max #)						1,615	2,000	1,597	1,370	1,000	7,582
12											
13 End of year balances											
14 Phase 1 Balance	\$ 9,932,901	\$ 873,936	\$ 6,928,410	\$ 5,265,432	\$ 3,757,676	\$ 3,201,900	\$ 3,026,900				
15 Donated ***	\$ 785,000	\$ 785,000	\$ 785,000	\$ 785,000	\$ 785,000	\$ 785,000	\$ 730,600				
16 Phase 2 Balance	\$ 1,632,559	\$ 5,120,382	\$ 5,110,537	\$ 6,768,379	\$ 8,465,400	\$ 9,249,634	\$ 7,946,406	\$ 7,711,406	\$ 3,601,406	\$ 101,406	
17											
18 * Students who applied but didn't receive award but are currently enrolled and eligible for scholarship; 90 students x \$4,000, # students could be lower based on eligibility											
19 ** Provide scholarships to 5th year seniors graduating high school in FY 12, FY13 and FY14; 80% of 1st year amount FY13-FY15											
20 *** Idaho Community Foundation (\$375,000), Micron (\$400,000) and QWEST (\$10,000)											

**AGENCY: Special Programs**

Agency No.: 516

FY 2020 Request

FUNCTION: Idaho Small Business  
Development CenterFunction  
No.: 05

Page 1 of X Pages

ACTIVITY:

Activity No.:

Original Submission \_\_\_ or  
Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Business Development</b>			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.5				0.5
PERSONNEL COSTS:					
1. Salaries	\$44,400				\$44,400
2. Benefits	15,100				15,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$59,500				\$59,500
OPERATING EXPENDITURES by summary object:					
Travel	\$5,000				\$5,000
Marketing, events, speaker fees	2,500				2,500
TOTAL OPERATING EXPENDITURES:	\$7,500				\$7,500
CAPITAL OUTLAY by summary object:					
Computers (one-time)	\$1,500				\$1,500
TOTAL CAPITAL OUTLAY:	\$1,500				\$1,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$68,500				\$68,500

**Description:**

The Idaho Small Business Development Center (SBDC) has been providing no-cost consulting and coaching to Idaho's small businesses and entrepreneurs since 1986 through a network of six (6) offices hosted by Idaho's colleges and universities. TechHelp, Idaho's manufacturing extension partnership, operates statewide from three (3) university-based offices to provide training and technical assistance to Idaho's manufacturers. This joint position represents an unprecedented partnership which maximizes statewide reach to Idaho's small businesses and manufacturers, the backbone of Idaho's economy.

This request is for a Cyber Security Specialist (1 FTE), shared between Idaho TechHelp and the Idaho SBDC, to provide assistance to small businesses and manufacturers on

cyber security prevention, detection, response and recovery. The position will be located at Boise State University and will leverage the Idaho SBDC and TechHelp networks and cyber security expertise at Boise State University. The Specialist will develop and execute a plan with metrics, to deliver assistance statewide, including rural areas, through tools, workshops, consulting, and outreach.. This additional state funding will support a full-time professional and the associated operating costs to delivery statewide services.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This funding request is for 50% (each) of a shared position between the Idaho SBDC (0.5 FTE) and TechHelp (0.5 FTE). Big companies have IT departments to help protect them from cyber attacks. So hackers have turned to small businesses as easy targets and as a potential channel to gain access to large companies. Since 80% of cyber attacks can be prevented by basic risk management, this position would help owners learn about and implement risk management strategies.

Currently, both organizations have limited staff and none dedicated to cyber security where the need is increasing. The new shared SBDC-TechHelp position will focus 100% of their time on cyber security.

Ongoing salary, fringe and operating expenses are being requested.

2. What resources are necessary to implement this request?
  - One (1) new position shared between the Idaho SBDC and Idaho TechHelp
  - A new laptop computer, docking station and screens
  - Office space (provided by Boise State University)
  - Supervision/leadership
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Ongoing funds are being requested for one (1) new full-time position for a total of \$118,014.

One-time funding is being requested for computer/office setup for the position. Targeted customers include the combined SBDC-TechHelp customer base.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?



Small businesses and manufacturers all over Idaho will be served through the Idaho SBDC and TechHelp networks.

Expected impacts include cost savings and cost avoidance from decreased cyber crime risk. These expected results can be difficult to measure because program objectives are to decrease risk of cyber crimes. Participating businesses will be better positioned to prevent cyber crime. Should a hacker get through, they can be detected and an effective defensive response initiated, and companies will have a plan in place on how to recover.

If this request is not funded, more businesses will face cyber crime without the knowledge necessary to reduce their risk and mitigate the associated costs.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Attachments:

- Idaho SBDC economic impact results for 2017

# 2017 Impact Report

*In 2017, the **Idaho Small Business Development Center** helped grow businesses through no-cost consulting and affordable trainings.*

## EMPOWERING BUSINESS SUCCESS



1,305

Jobs Created



\$41M

Capital Raised



101

Business Starts



20,079

Consulting Hours



1,661

Clients Served

**Return on Investment 5:1**



28%

Rural Clients



263

Trainings



\$173M

Government Contracts



61%

Existing Businesses



43%

Female Owned

*"I doubt we would have achieved the success we now enjoy without [the SBDC]."*

- Charles Alpers, owner  
Zeppole Baking Company  
Boise



*"The disciplines I learned from the SBDC have been extremely crucial in setting my company up right and getting us to positive revenues much faster than expected."*

- Sarah Marshall, owner  
Off the Grid Investigations, LLC  
Idaho Falls



*"Working with the SBDC required us to think about our goals and gave us the confidence to start."*

- Bobbie Penney, co-owner  
Tiny Tots Learning Center



### Idaho SBDC clients outperform



■ Idaho small business

■ Idaho SBDC Client

# About the Idaho SBDC



- 1 **North Idaho**  
North Idaho College
- 2 **North Central Idaho**  
Lewis-Clark State College
- 3 **Southwest Idaho**  
Boise State University
- 4 **South Central Idaho**  
College of Southern Idaho
- 5 **Southern Idaho**  
Idaho State University
- 6 **Eastern Idaho**  
Idaho State University
- ★ **STATE OFFICE**  
Boise State University

## Our six regional offices offer a full suite of services:

Growth Strategies  
Technology and Innovation Operations  
Business Model Development  
Human Resources  
Loan Preparation Expansion  
Exporting Financial Analysis  
Franchising  
Strategic Planning Marketing Plans  
Leadership Development  
Government Contracting

## Specialty Programs



The **Technology Commercialization Program** helps clients take a scalable technology idea to market.



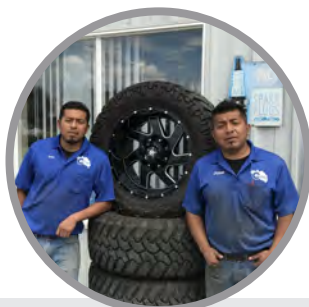
The **Procurement Technical Assistance Program (PTAC)** helps companies gain access to government contracts.



The **Environmental Regulatory Assistance Program** helps companies comply with air quality regulations.



The **Exporting Program** helps identify and assist companies new to exporting.



### Our Partners



The Idaho SBDC is partially funded by the U.S. Small Business Administration. It operates in partnership with the SBA, Boise State University and other funding sources. The support given by SBA through such funding does not constitute an expressed or implied endorsement of the co-sponsor's or participant's opinions, products or services. The Idaho SBDC is an equal-opportunity/affirmative action employer. Services are provided on a non-discriminatory basis. Reasonable accommodations will be made for persons with disabilities if requested at least two weeks in advance. Language assistance is available to those with limited English proficiency. To request an accommodation or language assistance, please contact Olgie Castillo at 208-426-1640 or IdahoSBDC@boisestate.edu.

AGENCY: **Special Programs**

Agency

No.: 516

FY 2020 Request

Function

No.: 05

Page 1 of 4 Pages

FUNCTION: **TechHelp**

Activity

No.:

Original Submission \_\_\_ or

Revision No. \_\_\_\_

ACTIVITY:

A: Decision Unit No: <b>12.01</b>		Title: <b>Business Development</b>			Priority Ranking 1 of 1
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	0.5				0.5
PERSONNEL COSTS:					
1. Salaries	\$44,400				\$44,400
2. Benefits	15,100				15,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$59,500				\$59,500
OPERATING EXPENDITURES by summary object:					
Travel	\$5,000				\$5,000
Marketing, events, speaker fees	2,500				2,500
TOTAL OPERATING EXPENDITURES:	\$7,500				\$7,500
CAPITAL OUTLAY by summary object:					
Computers (one-time)	\$1,500				\$1,500
TOTAL CAPITAL OUTLAY:	\$1,500				\$1,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$68,500				\$68,500

**Description:**

TechHelp, Idaho's manufacturing extension partnership, operates statewide from three (3) university-based offices to provide training and technical assistance to Idaho's manufacturers. This joint position represents an unprecedented partnership which maximizes statewide reach to Idaho's small businesses and manufacturers, the backbone of Idaho's economy.

The Idaho Small Business Development Center (SBDC) has been providing no-cost consulting and coaching to Idaho's small businesses and entrepreneurs since 1986 through a network of six (6) offices hosted by Idaho's colleges and universities.

This request is for a Cyber Security Specialist (1 FTE), shared between Idaho TechHelp and the Idaho SBDC, to provide assistance to small businesses and manufacturers on

cyber security prevention, detection, response and recovery. The position will be located at Boise State University and will leverage the Idaho SBDC and TechHelp networks and cyber security expertise at Boise State University. The Specialist will develop and execute a plan with metrics, to deliver assistance statewide, including rural areas, through tools, workshops, consulting, and outreach.. This additional state funding will support a full-time professional and the associated operating costs to delivery statewide services.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This funding request is for 50% (each) of a shared position between the Idaho SBDC (0.5 FTE) and TechHelp (0.5 FTE). Big companies have IT departments to help protect them from cyber attacks. So hackers have turned to small businesses as easy targets and as a potential channel to gain access to large companies. Since 80% of cyber attacks can be prevented by basic risk management, this position would help owners learn about and implement risk management strategies.

Currently, both organizations have limited staff and none dedicated to cyber security where the need is increasing. The new shared SBDC-TechHelp position will focus 100% of their time on cyber security.

Ongoing salary, fringe and operating expenses are being requested.

2. What resources are necessary to implement this request?
  - One (1) new position shared between the Idaho SBDC and Idaho TechHelp
  - A new laptop computer, docking station and screens
  - Office space (provided by Boise State University)
  - Supervision/leadership
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Ongoing funds are being requested for one (1) new full-time position for a total of \$118,014.

One-time funding is being requested for computer/office setup for the position. Targeted customers include the combined SBDC-TechHelp customer base.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Small businesses and manufacturers all over Idaho will be served through the Idaho SBDC and TechHelp networks.

Expected impacts include cost savings and cost avoidance from decreased cyber crime risk. These expected results can be difficult to measure because program objectives are to decrease risk of cyber crimes. Participating businesses will be better positioned to prevent cyber crime. Should a hacker get through, they can be detected and an effective defensive response initiated, and companies will have a plan in place on how to recover.

If this request is not funded, more businesses will face cyber crime without the knowledge necessary to reduce their risk and mitigate the associated costs.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Attachments:

- TechHelp Performance Metrics results for 2017

## Performance Metrics – 2017, TechHelp

Below is TechHelp's 2017 NIST Manufacturing Extension Partnership scorecard, which is based on client responses to an independent survey. Overall performance for TechHelp's client projects reported on the scorecard is summarized as:

<b>New &amp; Retained Sales</b>	<b>\$74,600,000</b>
<b>Jobs Created &amp; Retained</b>	<b>849</b>
<b>New Investment</b>	<b>\$21,600,000</b>
<b>Cost Savings</b>	<b>\$9,400,000</b>
<b>Manufacturers Surveyed</b>	<b>81</b>
<b>Projects with Manufacturers</b>	<b>&gt;100</b>
<b>Employees Trained</b>	<b>&gt;500</b>

### Idaho TechHelp - 201

2017-4 - IMPACT Metrics as of Tuesday, March 13, 2018

CAR Operations Performance Management IMPACT Metrics						
CAR Current Quarter Performance			90			
Federal Funding - \$640,236.00    Total Cash Resources - \$1,229,206.00 (Four Quarter Rolling Average)						
Impact Metrics						
Metric	CAR Reported Impact	Normalized CAR Performance	Performance Standard	CAR Metric Points	CAR Median Performance	From Threshold
Impact data based on MEP Client Survey responses						
New Sales (10)	\$36.3 M	56.6	\$15	10	\$22.2	378%
Retained Sales (10)	\$38.3 M	59.8	\$35	10	\$56.7	171%
Jobs Created and Retained (10)	849	1326.1	500	10	747.3	265%
New Investment (10)	\$21.6 M	33.7	15	10	\$21.8	224%
Cost Savings (10)	\$9.4 M	14.6	7	10	\$10.8	209%
Percent Improving Competitiveness (10)	44.0 / 55.0	80.0%	80%	10	86.3%	0 PP
Survey Response Rate (10)	55.0 / 81.0	67.9%	70%	0	87.0%	-2.1 PP
Net Promoter Score(r) (10)	96.4 - 0.0	96.4	75	10	84.4	21.4 PP
Impact data based on Client/Project Submissions						
Mfg.Clients / \$M Fed (10)	84	131.0	73	10	70.0	180%
New Mfg.Clients / \$M Fed (10)	51	80.0	29	10	33.4	275%

- \* Net Promoter, Net Promoter System, Net Promoter Score, NPS and the NPS-related emoticons are registered trademarks of Bain & Company, Inc., Fred Reichheld and Satmetrix Systems, Inc.
- \* PP - Percentage Points

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2020 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Associate Chief Academic Officer</b>			Priority Ranking 1 of 6
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$80,100				\$80,100
2. Benefits	28,800				28,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$108,900				\$108,900
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and monitor	\$1,100				\$1,100
TOTAL CAPITAL OUTLAY:	\$ 1,100				\$1,100
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$110,000				\$110,000

**Description:**

*Assistant/Deputy Chief Academic Officer position to support postsecondary policy advancement, implementation and coordination of Board initiatives, and strategic planning and resource development necessary to effectively carry out Board priorities.*

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

*This position would support the Chief Academic Officer (CAO) in providing leadership for Academic Affairs staff (a total of four FTP) and achieving team goals. Currently the primary roles of these staff members are to perform ongoing functions dedicated to executing Board business processes. As the CAO shares primary responsibility for developing Board policy, integrating academic and student success initiatives across*



*eight public institutions, and management of various committees charged with improving postsecondary service delivery an additional leadership role is needed on the Academic Affairs team to effectively meet the demands of these items. The current model for the distribution of these efforts is not sustainable and creates bottlenecks in facilitating direct oversight, communication, and coordination across institutions, agencies, and other educational stakeholders involved with implementing Board policies and strategies.*

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Associate Chief Academic Officer; pay grade Q; full-time; benefit eligible; July 1, 2019 date of hire; non-classified

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

This new position will provide management responsibilities to meet the increased operational demands of a growing portfolio for Academic Affairs, which encompasses a diverse range of strategies and practices adopted by the Board to improve student success across Idaho's eight public postsecondary institutions.

- c. List any additional operating funds and capital items needed.

\$1,100 (one-time) for computer and monitor

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

\$108,900 (PC) ongoing

\$1,100 (CO) one-time

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The State Board of Education, staff, agencies, institutions, schools, stakeholders and the public will be served directly and indirectly by this position.

If not funded, progress will be delayed toward the achievement of Board goals, which includes the recommendations approved by the Governor's Task Force on Higher Education. Management tasks associated with these items are currently vested in the Chief Academic Officer, with limited flexibility to delegate to other Academic Affairs staff based on their roles and responsibilities.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2020 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Academic Program Manager</b>			Priority Ranking 2 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$72,800				\$72,800
2. Benefits	27,300				27,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$100,100				\$100,100
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and monitor	\$1,100				\$1,100
TOTAL CAPITAL OUTLAY:	\$1,100				\$1,100
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$101,200				\$101,200

**Description:**

*Academic Program Manager to coordinate the development, implementation, and sustainment of Complete College America (CCA) strategies adopted by the Board to improve postsecondary completion rates.*

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

*This position would support the Chief Academic Officer (CAO) in the program coordination of statewide CCA strategies adopted by the Board to be implemented across all eight postsecondary institutions. There are currently three Academic Program Managers in Academic Affairs, however, they are dedicated to areas such as: admissions, financial aid, and dual credit; program proposal and inventory*

*processes and Board committee support; and, proprietary/ non-profit postsecondary compliance. As the work associated with CCA strategies lies within Academic Affairs, an Academic Program Manager assigned to this role would share daily responsibilities for coordinating and tracking institutional progress toward these objectives. This includes (but is not limited to) system-wide development of: consistent math pathway sequences; implementation of corequisite course remediation models; timely completion strategies; first-year student transition practices; and, adult learner accommodations. The current model for the distribution of these efforts is not sustainable as these items are charged to the CAO. The lack of personnel to support these goals lead to bottlenecks in facilitating direct oversight, communication, and coordination across institutions, agencies, and other educational stakeholders involved with implementing CCA strategies.*

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Academic Program Manager; pay grade P; full-time; benefit eligible; July 1, 2019 date of hire; non-classified

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

This new position will provide management responsibilities to meet the increased operational demands of a growing portfolio for Academic Affairs, which encompasses a diverse range of strategies and practices adopted by the Board to improve student success across Idaho's eight public postsecondary institutions.

- c. List any additional operating funds and capital items needed.

\$1,100 (one-time) for computer and monitor

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

\$100,100 (PC) ongoing

\$1,100 (CO) one-time

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The State Board of Education, staff, agencies, institutions, schools, stakeholders and the public will be served directly and indirectly by this position.

If not funded, progress will be delayed toward the achievement of Board goals, which includes the recommendations approved by the Governor's Task Force on Higher Education. Management tasks associated with these items are currently vested in the

Chief Academic Officer, with limited flexibility to delegate to other Academic Affairs staff based on their existing roles and responsibilities.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2020 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.03</b>		Title: <b>Administrative Assistant 2</b>			Priority Ranking 3 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$33,400				\$33,400
2. Benefits	18,800				18,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$52,200				\$52,200
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and monitor	\$1,100				\$1,100
TOTAL CAPITAL OUTLAY:	\$1,100				\$1,100
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$53,300				\$53,300

**Description:**

*Administrative Assistant 2 position to support communications and research staff.*

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

*This position would provide administrative support to communications and research staff (a total of seven FTP). Currently these staff have no dedicated administrative support. One AA2 is supporting these staff plus four other staff (11 to one ratio). In addition, effective July 1, 2018 the current AA2 will support the three Career Information System staff transferred from Dept. of Labor. This 14 to one ratio for administrative support is not sustainable, and creates chokepoints in the Office workflow.*

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
 Administrative Assistant 2; pay grade I; full-time; benefit eligible; July 1, 2019 date of hire; classified
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
 This new position will provide administrative support needed to meet increased operational demands, in part due to three new positions transferred to the Office in 2018.
  - c. List any additional operating funds and capital items needed.  
 \$1,100 (one-time) for computer and monitor
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.  
 \$52,200 (PC) ongoing  
 \$1,100 (CO) one-time
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?  
 The State Board of Education, staff, agencies, institutions, schools, stakeholders and the public will be served directly and indirectly by this position.  
 If not funded, performance of basic administrative functions will be delayed. Performance of time-sensitive administrative tasks will necessitate pulling professional staff away from their core responsibilities in order to complete the projects.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2019 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_1\_ of \_3 Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.04</b>		Title: <b>IT Information Systems Technician</b>			Priority Ranking 4 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$52,300				\$52,300
2. Benefits	22,900				22,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$75,200				\$75,200
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and monitor (OT)	\$1,100				\$1,100
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$76,300				\$76,300

**Description:**

The Office of the State Board of Education (OSBE) requests one (1) FTP and associated funding for an IT Information Systems Technician position. In general, this position will provide IT services to employees of the Office of the State Board of Education (OSBE) and Charter Commission staff. Specifically, the position would provide support for video conferencing, configure workstations, provide desktop support, and work with inventory, monitoring, and control of computers and software. They may also be leveraged to manage file shares and configure/manage other servers and to provide backup to the CTE IT resource.

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

OSBE is requesting a full-time IT Information Systems Technician position (1 FTP) and one-time funds for a computer/monitor for the position. Currently, OSBE has no dedicated IT support. Basic support has been managed in-house by the Career Technical Education (CTE) IT lead and partially by an OSBE staff member - who

does this on the side on an as-needed basis. The workload is increasing with additional OSBE staff including the transfer of Career Information System (CIS) staff and the cyber security requirements. This position will assure that OSBE and the Charter Commission will be able to keep its computer systems properly configured, inventoried, and user's problems resolved in a timely manner. We will also be able to monitor the local area network and review logs to ensure our environment is secure.

There are no funds in the base for this activity.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

IT Information Systems Technician, Pay Grade L, full-time, non-classified, benefit eligible, hire date: July 1, 2019

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing human resources are currently being redirected on an ad hoc basis to address this unmet need. If this position were approved and funded, existing operations would be impacted because it would allow the Board staff member to spend 100% of their time on their assigned duties and provide a reduction in demand on the CTE resource, and also provide depth and coverage for IT needs.

- c. List any additional operating funds and capital items needed.

\$1,100 one-time CO for computer/monitor

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

See above.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Staff of the OSBE and the Charter Commission would be served by this request, and if needed, could also provide coverage to CTE when their primary IT resource is unavailable or overloaded. If position is not funded, we would continue to have more IT work than can be effectively managed by existing staff, several IT related projects would be delayed. This all leads to longer wait times to resolve issues, no resource to manage video conferencing, and a minimum level of support.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2018 budget request are not prioritized first.

This item was not requested in the FY 2018 budget request.



AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2020 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

Master Teacher Premium Portfolio					
A: Decision Unit No: <b>12.05</b>	Title: <b>Review</b>	Priority Ranking 5 of 6			
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel	\$5,000				\$5,000
2. Reviewer Stipends	250,000				250,000
3. Training – Inter Rater Reliability	8,000				8,000
TOTAL OPERATING EXPENDITURES:	\$263,000				\$263,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$263,000				\$263,000

**Description:**

Funding is being requested to cover the cost associated with conducting training to assure inter-rater reliability on the Master Educator Premium Standards and scoring rubric to provide stipends to those educators who have volunteered to be Master Educator Portfolio Reviewers. Volunteers would be brought together each year for a training on the standards and the scoring process and rubric. This annual training would become a refresher for returning reviewers and a new training for new reviewers. The training will be essential in helping to establish reliability and consistency in how reviewers apply the scoring rubric. Three reviewers will be assigned to each portfolio, the reviewers will not know whose portfolio they are reviewing nor the identity of the other reviewers assigned to any given portfolio. Reviewers will also be provided with a stipend for their time in conducting the reviews. It is expected each reviewer will be able to complete the review

of three to five portfolios during each review cycle. The actual number of reviewers needed will be dependent on the actual number of portfolios submitted in any given year.

Based on the analysis of what other states with master teacher designations, with similar standards and processes for review, have experienced, only about 2% of their overall teaching force has applied for their master teacher designation. In Idaho, we have minimum requirements that will reduce the size of the pool eligible to apply for the premium that these states do not have. The standards will then be applied to the portfolio's submitted by those that meet the minimum requirements. Only those portfolio's that are scored high enough, based on the rubric approved by the Board in 2017, will be awarded the premium. Other states with master teacher designations have used higher levels of certification to award teachers who meet the standards through a master teacher certificate rather than the monetary premium that Idaho has attached to the designation. Due to the monetary incentive, it is possible that a greater number of eligible applicants will apply for the premium than other states have experienced. Based on our current educator workforce, assuming no eligible teachers leave the workforce between FY18 and FY20 when the premium is available, 9,957 individuals will be eligible to apply for the premium. Should 25% of those eligible apply for the premium there could be approximately 2,500 portfolios that would need to be reviewed. Assigning three reviewers to each portfolio leaves us with 7,500 portfolio reviews to assign. If each reviewer is assigned 15 portfolios in a given year, we will need approximately 500 reviewers. This would allow reviews to be granted a stipend of \$500 each year. The portfolio review process is a rigorous and time-consuming processes, the stipend is a reasonable recompense for the reviewers time.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Section 33-1004I, Idaho Code, establishes a Master Educator Premium that will go into effect in FY20. The process recommended by a committee of Idaho educators and adopted by the Board includes the creation and submittal of portfolios and then a review of the portfolio to determine if the individual has met a high bar to receive the Master Educator Premium. While the premium itself will be distributed out of the public schools budget to school districts for payment to the individual teachers who earned the premiums, the review of the portfolios will be managed through the Board office. The Board currently has one FTE who will help to facilitate the training and manage the reviewers. Current duties will be adjusted to make room for these additional duties.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. No new positions
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. One existing FTE will absorb these duties. The existing position works with various constituent groups regarding

effective educators in our state, these duties will fit well with existing work. Some special projects may not be started to allow for time to facilitate this process. The majority of the work will be conducted by the reviewers, not the position.

- c. List any additional operating funds and capital items needed.

No additional operating funds or capital items outside of the funding listed above for training, travel for reviewers to attend the training, and then the stipends for the reviewers.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

All funds requested are on-going funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The expected impact is to implement the Master Educator Premium created by the Legislature through Section 33-1004I, Idaho Code. The intended impact of the Master Educator Premium is to recognize our more experienced and most effective educators and to encourage them to stay in the teaching profession. Creating a continuum of growth and recognition for Idaho's master educators.

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2020 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

Career Information System Enhancements					
A: Decision Unit No: <b>12.06</b>	Title: <b>Enhancements</b>		Priority Ranking 6 of 6		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Software System Upgrades and Enhancements	\$20,000				\$20,000
2. Contract inflationary costs					
TOTAL OPERATING EXPENDITURES:	\$20,000				\$20,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$20,000				20,000

**Description:**

The Career Information System (CIS) was moved to the Board Office in FY19. At that time only the minimum required levels of funding were provided for the existing system. Like most computer/software systems CIS will require system upgrades and enhancements to stay current and remain a user friendly tool for our education partners. Additionally, the CIS contract will expire and need to be renegotiated at the start of FY20. Idaho's current contract is a legacy contract that has not taken into consideration inflationary cost nor the cost of development for Idaho specific enhancements that we may want to request for the system. The proposed budget request would cover \$20,000 for ongoing funding for the development of enhancements to the system each year that will keep it updated and take advantage of emerging technology and functionality.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Career Information System can be a cost effective tool for school districts, our postsecondary institutions, and labor offices to use in the development of career and academic plans as well as providing access to valuable tools such as interest inventories, Idaho postsecondary educational opportunities, wage information, and occupation requirements all through a single tool. In order to keep this tool up to date and relevant and to enhance its usability as school district needs evolve, it will be necessary to identify system enhancements and updates on a regular bases that may not be covered by our base contract costs. The current base funding for CIS does not provide for software enhancements.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. No new positions
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. In FY19 we received three of the existing six FTE originally budget with the Department of Labor. This request will result in no additional human resource needs nor will we need to redirect staff.
- c. List any additional operating funds and capital items needed.

No additional operating funds or capital items outside of the funding will be needed.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

All funds requested are on-going funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

School districts and charter schools are the primary users of CIS. While we have a few postsecondary users at this time we expect postsecondary use will increase over the next two years, in part due to enhancements to the system. Current Idaho regional Labor Officers use CIS. All three groups will be served by enhancements and upgrades made to the system over time.

AGENCY: Idaho Public Television

Agency No.: 520

FY 2020 Request

FUNCTION: Idaho Public Television

Function No.: 01

Page 1 of 3

ACTIVITY: N/A

Activity No.: N/A

Original Submission: X  
Revision No. \_\_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Educational Outreach</b>			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	61,400				61,400
2. Benefits	27,700				27,700
3. Group Positions					
TOTAL PERSONNEL COSTS:	89,100				89,100
OPERATING EXPENDITURES by summary object:					
1. Other Services	2,000				2,000
TOTAL OPERATING EXPENDITURES:	2,000				2,000
CAPITAL OUTLAY by summary object:					
1. Computer Equipment	3,000				3,000
TOTAL CAPITAL OUTLAY:	3,000				3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	94,100				94,100

**Description:**

*Idaho Public Television proposes enhancing our educational outreach efforts with the addition of one new position and related expenses to supplement the one current position devoted to these activities, plus the PBS grant-funded educational specialist position. By making presentations to teachers, parents and caregivers about how best to utilize the more than 100,000 educational resources available from Idaho Public Television free to Idahoans, we hope to increase the use of these resources and the effectiveness of the learning process, thus improving standardized test scores in literacy and STEM subjects. Many educators and parents are not aware of these resources or how best to employ them for maximum effectiveness. This new position will coordinate efforts to travel the state informing the community about these resources and demonstrating best practices for their utilization both at home and in the classroom. This additional position will allow us to increase our effectiveness in northern and eastern Idaho where the current costs to serve these communities from Boise is prohibitive. While we provide high quality educational material for all ages, we plan to concentrate most of our efforts with preschool and elementary grades where the demonstrated impact is greatest. This position will also develop educational material to accompany Idaho Public Television's productions to make them more valuable to classroom teachers and students.*

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

*One additional full-time education position is being requested to provide support for IdahoPTV and PBS educational tools such as Learning Media and other online resources to schools, libraries, families, daycares, after school networks and other educational institutions. The Project Coordinator position would serve as supervisor and coordinate the activities of both our existing Education Specialist and a PBS grant-funded Education Specialist position. This position would be able to produce educational components for local programs as well as bring educational offerings from CPB and PBS to Idaho communities. These offerings could include educational video segments, lesson plans based on state standards, teacher guides and websites and other digital learning materials. The educational positions would work closely with the Idaho State Department of Education, Office of the State Board of Education, Idaho Commission for Libraries, the STEM Action Committee, and other local educational organizations. The position would help augment the classroom curriculum by providing quality material to educators and learners.*

*The specialists would travel around the state to schools, libraries, and other educational sites to demonstrate Learning Media, Literacy in a Trunk, STEM in a Trunk and a whole host of educational components produced by PBS and CPB, the most trusted educational brands in America.*

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

*See attached worksheet.*

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

*In addition to existing Education Specialists, this line item would also receive limited support from existing communication, promotion and production positions. Design and printing of brochures and pamphlets, web and digital assets, as well as short video segments might be occasionally needed.*

- c. List any additional operating funds and capital items needed.

*Operational funding includes costs of printing of materials, postage and shipping, and travel to schools, libraries, child care facilities, and others sites to make presentations at locations statewide. We anticipate acquiring two \$5,000 grants from private sources (dedicated funds) to supplement operational costs.*

*Capital items includes a portable computer and large, external monitor that will be used both in office and on location for demonstrations of online resources available to students, educators, and other community participants.*

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

*Besides the ongoing funding for the new position, this request contains ongoing operational expenses for employee travel in each region of the state as well as educational meetings and conferences held by PBS and CPB. IdahoPTV has office*

*space in Moscow and Pocatello to accommodate personnel. One-time costs include the capital items described in 2(c) above.*

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

*Educators, students, librarians and patrons from around the state will be served by these educational positions. PBS and CPB extend grants on a semi-regular basis that go along with the educational opportunities that exist with many programs produced for air and online. Educational outreach grants for history and science-based programming have been made available. More educational opportunities will be available in years to come. Currently, we are not able to take advantage of many of these grants because we do not have the personnel to accomplish the tasks. If not funded, we would not be able to enhance education as described herein.*

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.



AGENCY: Idaho Public Television

Agency No.: 520

FY 2020 Request

FUNCTION: Idaho Public Television

Function No.: 01

Page 1 of 2

ACTIVITY: N/A

Activity No.: N/A

Original Submission: X  
Revision No. \_\_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Digital Media Technician</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	43,500				43,500
2. Benefits	14,300				14,300
3. Group Positions					
TOTAL PERSONNEL COSTS:	57,800				57,800
OPERATING EXPENDITURES by summary object:					
1. Other Services	2,000				2,000
TOTAL OPERATING EXPENDITURES:	2,000				2,000
CAPITAL OUTLAY by summary object:					
1. Computer Equipment	5,000				5,000
TOTAL CAPITAL OUTLAY:	5,000				5,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	64,800				64,800

**Description:**

*Idaho Public Television seeks a new technical position (pay grade K) to assist with the growing demand of Idahoans to view our programming on-line via a plethora of new devices and technologies.*

*For more than 50 years, Idaho Public Television's primary means of distributing its educational content has been via broadcast television. While that continues to be the dominant means of viewing, increasingly Idahoans also want us to make our programming available to them on all the new IP-based streaming platforms – be it live streams of our broadcast channels or video on demand. The number of new platforms and services is growing rapidly and each requires its own set of technical demands and metadata requirements.*

*The workload demands and specific technical skills and expertise needed has grown beyond what can be met by our existing staff. We see this area as only continuing to grow in the coming years.*

*This is especially important in order for us to continue to provide our award-winning educational content and services to Idahoan families with young children – who increasingly use our content on-line, via mobile devices and OTT (streaming services onto TV sets.)*

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
  - a. *This activity has grown to the point that existing staff can no longer meet demand from our viewers to have all our content delivered on all the new streaming platforms. Here to date, this work has been done by a combination of staff from IT, Engineering, Operations, the Director of Content Services, and the General Manager himself. We need one person who has both the technical skills and strategic knowledge of the “new media” environment to manage this activity.*
2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
*See attached worksheet.*
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
*While the existing staff will continue to be involved in this activity, by hiring a new staff position with the specific skills necessary to manage this activity, the agency will be able to meet increased need, operate more efficiently, and be more successful in this endeavor.*
  - c. List any additional operating funds and capital items needed.  
*Additional operating expenditures for travel and expenses of \$2,000. High-end computer and peripheral equipment for new employee of \$5,000.*
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.  
*This is a new ongoing request from the General Fund. We do not anticipate any other funding source to meet this need.*
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?  
*This funding will allow us to reach Idahoans who increasingly consume our educational content (both locally produced and nationally acquired) on the myriad of digital streaming platforms, such as Apple TV, Roku, Smart TVs, Amazon, IdahoPTV On-Demand, IdahoPTV/PBS Kids Channel Live Stream, mobile apps, and live streaming of our broadcast channels via such services as YouTube TV, DirecTV GO and other emerging technologies. These viewers want to view our content, when and where they want. They tend to be younger and often have young children that Idaho Public Television is uniquely able to serve with high quality programming and on-line educational games that have a proven track record of improving educational outcomes. This is a growing area of our work that is critical to our continued success!*

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**12.02 Line Item - FY 2020 Request  
Digital Media Technician**

**ATTACHMENT 64**

Priority	Title	FTP	Benefit Eligible	Salary	Benefits + Emplr Costs	Total PC	Total OE	Total CO	Total
1	IT Info Systems Tech, Senior (Pay Grade K)	1.00	Y	43,514	14,289	57,803	2,000	5,000	64,803
Totals		1.00		43,500	14,300	57,800	2,000	5,000	64,800

Y = Benefit Eligible | E = Benefit Eligible, but Exempt from DHR Fees | N = Not Benefit Eligible

AGENCY: Vocational Rehabilitation

Agency No.: 523

FY 2020 Request

FUNCTION: CDHH

Function No.: 06

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Interpreter Training</b>			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$8,000				\$8,000
LUMP SUM:					
GRAND TOTAL	\$8,000				\$8,000

**Description:**

*To support Idaho Council for the Deaf and Hard of Hearing in partnership with Idaho Registry of Interpreters for the Deaf (IDRID) in providing training opportunities for licensed interpreters to meet the continuing education hours (CEH) requirement of 10 hours annually as set forth in the Idaho Speech and Hearing Services Practice Act, Chapter 29, Title 54.*

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Interpreters in rural areas often find access to training opportunities and continuing education challenging. The availability of trainings is also far in between and limited

to once or twice a year in larger urban areas of the state. Continuing education is a requirement for the renewal of one's professional license. If interpreters do not meet the CEH criteria, their license will expire, will not be up for renewal and their names will be removed from the database of licensed interpreters. Periodic affordable continuing education opportunities will keep the list of licensed interpreters current with those who are actively interested in providing language services and ensuring their skills are updated. The increased availability of trainings will foster the reduction of interpreter shortages in some geographical areas. Expanding the trainings to different sites throughout the state would help to increase the interpreter pool by ensuring that the interpreters are complying with CEH requirement and would particularly benefit interpreters in remote areas. Currently, the costs of continuing education are being assumed by the professional. However, for court-certified and registered interpreters, continuing education is provided by the Administrative Office of the courts at a low cost or no cost to the interpreters- both spoken and sign language interpreters.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. **NA**
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. **NA**
  - c. List any additional operating funds and capital items needed. **NA**

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The budget request of \$8,000 is based on the annual expenditure of Idaho Registry of Interpreters for the Deaf (IDRID), a state non-profit professional interpreter organization. Annually, on average, for professional development, IDRID spends \$19,000 (for 5 workshops and one 3-day conference).

The additional \$8,000 would allow the organization to implement mini-workshops and other types of training in remote geographical locations by contracting presenters and implementing technologies that would increase accessibility to those trainings. Additionally, the budget request would allow the exploration of cost efficient and emerging technology for streaming workshops to rural participants.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Individuals who are deaf or hard of hearing will ultimately benefit from this request by having qualified interpreters available when needed. The training budget would initially benefit individuals maintain their required continuing education hours, especially those in rural Idaho.

**Objective:**

- To provide continuing education hours and opportunities for those licensed interpreters to earn CEHs to satisfy the required hours as set forth in the Idaho code
- To develop a long-term training plan to provide increased opportunities for assisting interpreters in developing their knowledge and skills in the field of interpreting
- To reduce the gaps in the availability and accessibility of training opportunities in rural areas
- To provide training opportunities by implementing mini-workshops that are easily accessible in rural areas throughout the state
- To Identify and implement several delivery methods for the trainings (i.e. face-to-face, video-streaming, etc.)

To achieve specific learning outcomes from interpreter training, the contractor shall include the following but not limited to objectives:

- Increase knowledge and skill in the appropriate use of modality and language to meet the needs of the deaf and hard of hearing community
- Increase knowledge and ability to interpret on specialized topics such as medical, legal, etc.
- Increase ability to clearly convey all aspects of meaning and content
- Ethical conduct. Increase ability to remain impartial and to respect confidentiality

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**SUBJECT**

FY 2020 Capital Budget Requests

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8. and Section V.K.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1; Objective D: Quality Education.

**BACKGROUND/DISCUSSION**

The capital projects request process is separate from the line item budget request process. The Permanent Building Fund Advisory Council (PBFAC), which is supported by the staff of the Division of Public Works (DPW), has three major areas of focus when it considers and develops recommendations on institutional and agency requests for fiscal year construction projects: a) major new construction or remodeling projects, typically costing well over \$1M (referred to as “Capital” or “Part A” projects); b) smaller alteration and repair projects (referred to as “A&R” or “Part B” projects); and c) projects to comply with the Americans with Disabilities Act (“ADA” projects). The institutions must provide their detailed requests to DPW by August 1<sup>st</sup>, accompanied by updates to the institutions’ rolling six-year capital project budget (“Part C”) plans. The PBFAC will hear agency/institution capital project, A&R, and ADA requests in October. Subsequently, DPW and the PBFAC will review all requests for projects involving Permanent Building Fund (PBF) dollars, and will develop a list of recommended projects for all state entities to fit the projected available PBF dollars for the upcoming legislative cycle. DPW will work with the Division of Financial Management (DFM) and the Legislative Services Office (LSO) to develop, in turn, the Governor’s recommendation and the Legislature’s appropriation for capital, A&R, and ADA projects. The construction and maintenance needs of the higher education institutions (with deferred maintenance needs estimated in hundreds of millions of dollars) far exceed the PBF dollars available for rationing by the PBFAC, Governor and Legislature.

This agenda item deals with Board approval only for the capital project (Part A) requests and projected six-year capital project plans (Part C) from the four 4-year institutions. Summaries of the community colleges’ capital project requests are provided for information only—those requests are vetted by the community colleges’ local governing boards prior to submission to PBFAC. This agenda item does not deal with A&R and ADA requests. Projects shown have been prioritized by each institution. A number of these projects were also included in the FY 2019 institution request lists previously approved by the Board. The project descriptions provided below were prepared by the institutions.

Review of FY2019 PBF appropriations:

In FY2019, University of Idaho was funded \$3,000,000 for its Nuclear Seed Lab and College of Western Idaho was funded \$10,000,000 for its Health Sciences building.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

FY2020 Capital Project Requests:

BSU's first priority is for a new science laboratory building for the College of Arts and Sciences. The proposed new laboratory building is identified on the 2015 Campus Master Plan and is intended to help meet the demand for teaching and research labs. At this time, it is represented by a "liner" building on the north façade of the Brady Garage and matching the facility's height. With 16,000 – 22,000 net assignable square feet (NASF), approximately 10-12 teaching and/or research labs could be provided in the facility. Labs would likely be focused on chemistry or biology. However, the labs could be used accommodate other STEM programs, such as Engineering Health Sciences and Physics. This building would likely provide space to accommodate departmental growth for the next 5-8 years.

BSU's second priority is for a new academic building for the School of Public Service (SPS). The proposed project will enable the construction of a new academic facility, one that collocates existing programs and provides capacity for future growth within SPS. The new academic facility will be located along Capitol Boulevard and University Drive at the primary western entrance to Boise State's campus. The proposed site is adjacent to the Micron Business and Economics Building, emphasizing the equal importance of public and private sector fields of learning. A four to five-story building, with at least 80,000-100,000 square feet is warranted.

BSU's third priority is for capital renewal projects. This project focuses on significantly renewing three of Boise State's aging facilities: Liberal Arts, Campus School and Hemingway. All three facilities will see a portion of their current occupancy transition to the Center for Fine Arts. As such, renewing and/or upgrading the facilities prior to re-occupancy is a strategic opportunity. Each facility requires a combination of space renovations and system upgrades.

ISU's first priority is to relocate the College of Technology programs to the William M. and Karin A. Eames Advanced Technical Education and Innovation Complex. To accomplish this project approximately 113,000 square feet of the building will require renovation.

ISU's second priority is to upgrade HVAC, ceilings and lighting in the Eli Oboler Library. This project will replace aging HVAC equipment and will remove the deteriorating fiberboard air ducting system, and replace it with an insulated steel duct system. This project will also replace associated ceiling and lights throughout the building

ISU's third priority is for a Health and Wellness Center. This project will construct a new 94,000 square feet building that will provide space for the integration of medical and ancillary health clinic services at ISU. It allows the University to provide "one stop" shopping for patients by co-locating the Family Medicine Residency Clinic with University Health, Bengal Pharmacy, Psychiatry Residency Clinic, Speech and Hearing, Physical and Occupational Therapy, Radiology, Counseling, and Nutrition and Dietetics. The project will also provide additional space for expansion of clinic space for other potential community partners that will share in the cost of the project.



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

ISU's fourth priority is to remodel the basement of Frazier Hall. Dressing and green room areas located beneath the stage in the Frazier Hall basement need complete restoration. It is intended to allow for men's and women's separate areas, upgrade of makeup rooms, ADA restrooms, laundry rooms, and hallways.

ISU's fifth priority is to remodel the first floor circulation of Eli Oboler Library. This project will remodel the library entrance to include new circulation desk, updated offices, and related spaces. The area was designed and built in the 1980s.

ISU's sixth priority is to remodel and upgrade the Gale Life Science Building. This is Phase 3 of a multiphase project to remodel and upgrade the internal mechanical, electrical, and HVAC infrastructure for the Gale Life Science Building. Phase 3 is a complete "gut and remodel" of the research labs and offices located on the 4<sup>th</sup> floor.

ISU's seventh priority is for additional greenhouse space to the Plant Sciences building, along with supporting headhouse, laboratories, and improvements to the HVAC system. Proposed are four additional double sized greenhouse bays to the east of the current greenhouse bays, expansion of single-level supporting headhouse and labs and the addition of a new teaching/outreach/display greenhouse on the east side of lecture hall.

ISU's eighth priority is for the completion of the Master Plan for ISU-Meridian. This includes the expansion of the Dental Hygiene program.

UI's first priority is for a new Tribal and Diversity Center facility that will provide an inclusive home for a variety of cultures and communities, thus formally recognizing and celebrating their positive impact upon, and contribution towards, the overall culture and learning environment of the university. The FY2020 request of \$125,000 will fund project planning, programming and pre-design activities. The initial vision is the Center is to be approximately 20,000 gross square feet, minimum.

UI's second priority is for a new Engineering/STEM Education/Classroom facility that will house a variety of maker spaces and associated support functions, fabrication and assembly spaces, technology enabled classrooms, visualization spaces, computational spaces, offices, and office suites and other support spaces in an approximately 75,000 square foot facility. The FY2020 request of \$600,000 will fund project planning, programming and pre-design activities.

LCSC's first priority is to repurpose the Mechanical Technical Building (MTB). This project will accommodate changes in space needs following the completion of the new Career Technical Education Center, which is scheduled for completion in mid 2020. Expansion of the programs that will remain in MTB would also be possible once programs such as auto mechanics are moved to the new facility.

The community colleges' six-year capital construction plans are listed for information only.

The College of Southern Idaho's (CSI) request is for \$2,180,000 for the remodel and modernization of 25,000 square feet of existing classrooms and offices constructed in

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

1976. All funding is from PBF funds. CSI received \$829,000 in FY 2019 for Phase 1, which includes project design and constructing 10,000sf. The FY 2020 request is to construct the remaining 15,000sf.

The College of Western Idaho's (CWI) request is for new truck driving facilities. This project will develop truck driving facilities, classrooms, simulator rooms, observation area and practice yard for the CWI Professional Truck Driving program. The existing program was located in a leased facility near the Micron Education Center, and the existing property was recently sold necessitating the construction of a new facility.

North Idaho College's (NIC) request is for Meyer Health Sciences Building expansions. This will include a 15,000sf addition to the south of the building that will consist of instructional labs and prep areas.

**IMPACT**

Only Board-approved major capital projects can be forwarded to the PBFAC. Following Board approval, DPW, PBFAC, DFM, and LSO will be informed of the Board's recommendations. A Board representative will brief the PBFAC on the Board's decision and any comments at the October PBFAC meeting, prior to agency presentations of their FY2020 requests.

Board Policy V.K. requires institutions to bring their six-year capital project plans to the Board for review and approval at its regularly scheduled August meeting. These plans span six fiscal years going forward, starting with the upcoming fiscal year (FY2020). Board approval of a six-year plan constitutes advance notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in the institution plan. The institutions can, and very frequently do, update the years two through six components of their six-year plans, based on the approved funding and outcomes of their year one requests. Board approval of the six-year plans also allows the institutions to solicit and accept gifts in support of the projects listed in the approved plans.

**ATTACHMENTS**

Attachment 1-FY20 Major Capital Request Summary  
Attachment 2-Boise State University Six-year Plan  
Attachment 3-Idaho State University Six-year Plan  
Attachment 4-University of Idaho Six-year Plan  
Attachment 5-Lewis-Clark State College Six-year Plan  
Attachment 6-Capital Project Summaries for agencies & institutions

**STAFF COMMENTS AND RECOMMENDATIONS**

Although current levels of funding from the PBF and other sources are not sufficient to meet the facility needs of the institutions, it is appropriate for the institutions and the Board to highlight the most urgent infrastructure needs in the system. An effective review and rationing system is in place to allocate available dollars to the highest need projects for the FY2020 budget cycle. The FY2020 capital project requests from the institutions are reasonable, and they reflect continuity with previous capital planning efforts. The longer-

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

term wish lists in the rolling six-year capital plans, while largely hypothetical, are a useful advance planning tool.

The attached six-year capital project plans include new projects as well as updated cost estimates.

Staff recommends approval of the institutions' FY2020 capital project requests and their six-year capital project plans.

**BOARD ACTION**

I move to approve the capital projects listed in the table in Attachment 1 on Page 6 from Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College for submission to the Permanent Building Fund Advisory Council for consideration for Permanent Building Fund support in the FY2020 budget cycle.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**AND**

I move to approve the Six-Year Capital Improvement Plans for FY2020 through FY2025 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided, in attachments 2-5.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

**State Board of Education**  
**FY20 Major Capital Request Summary**  
**(\$ in thousands)**

Board Priority	Institution/Agency & Project	Detail Page	Total Project Cost		FY 2020 Request
			Perm. Building Fund	Total Funds	
1	<b>Boise State University</b>				
2	1 Science Laboratory Building for College of Arts & Sciences	1	10,000.0	15,000.0	10,000.0
3	2 New Academic Building for School of Public Service	4	20,000.0	30,000.0	20,000.0
4	3 Capital Renewal Projects	7	10,000.0	14,125.0	10,000.0
5	<b>Idaho State University</b>				
6	1 Relocate COT programs to the Eames building (Phase 2)	10	8,000.0	8,000.0	5,000.0
7	2 Eli Oboler Library: Upgrade HVAC, ceilings, lighting	12	9,465.2	9,465.2	9,465.2
8	3 ISU Health and Wellness Center	14	16,085.0	32,085.0	3,500.0
9	4 Remodel Frazier Hall basement	17	1,600.0	1,600.0	1,600.0
10	5 Eli Oboler Library: Remodel 1st Floor Circulation	19	3,996.0	3,996.0	3,996.0
11	6 Gale Life Science: Infrastructure Remodel (Phase 3)	21	8,500.0	8,500.0	8,500.0
12	7 Plant Sciences: Greenhouse addition	23	1,703.6	1,703.6	1,703.6
13	8 Meridian expansion: Dental Hygiene program	25	3,732.9	3,732.9	3,732.9
14	<b>University of Idaho</b>				
15	1 Tribal and Diversity Center Facility	27	7,500.0	7,500.0	125.0
16	2 Engineering/STEM Education/Classroom Facility	32	8,000.0	40,000.0	660.0
17	<b>Lewis-Clark State College</b>				
18	1 Mechanical Technical Building	37	6,000.0	6,250.0	6,000.0
19	<b>College of Southern Idaho</b>				
20	1 Canyon Building Remodel - Phase 2	39	2,180.0	2,180.0	2,180.0
21	<b>College of Western Idaho</b>				
22	1 New Truck Driving Facilities	40	1,000.0	3,000.0	1,000.0
23	<b>North Idaho College</b>				
24	1 Meyer Health Sciences Building Expansion	41	6,698.6	6,698.6	6,698.6
25					
26	<b>Total</b>		\$ 124,461.3	\$ 193,836.3	\$ 94,161.3

Note: Information in the table above on the Community College capital project requests is provided for information only—Board approval for these requests is not required.

## SIX-YEAR CAPITAL IMPROVEMENT PLAN

**SIX-YEAR CAPITAL IMPROVEMENT PLAN**  
**FY 2020 THROUGH FY 2025**

(\$ in 000's)

Institution: **Boise State University**

Project Title	Est. Cost	Prev. Fund.	FY2020			FY2021			FY2022			FY2023			FY2024			FY2025		
			PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
Fine Arts Building (in construction)	47,000	47,000																		
Center for Materials Research (in construction)	50,500	35,400		15,100	15,100															
Campus Planning and Facilities Structure - Phase 1 (in construction)	1,750	1,750																		
College of Innovation and Design	12,000			250	250		11,750	11,750												
Campus Planning and Facilities Structure - Phase 2	2,000			2,000	2,000															
New Academic Building - School of Public Service	30,000		20,000	2,000	22,000		8,000	8,000												
Science Laboratory Building	15,000		10,000	5,000	15,000															
New Athletics Field	9,000			9,000	9,000															
Athletics Facilities Upgrades	2,000			2,000	2,000															
On-Campus Parking Structure (350 spaces @ \$30,000/space)	11,000						11,000	11,000												
Renovate Liberal Arts Building (Planning, Design, Construction)	4,700	1,500		3,200	3,200															
Off-Campus Parking Spaces	3,500			3,500	3,500															
Capital Renewal Projects	14,125		10,000	3,000	13,000		1,125	1,125												
Health Sciences Building	30,500					250	250	500	5,000	25,000	30,000									
Athletics/Kinesiology Multi-Use Facilities	60,000													10,000		10,000	25,000	25,000	50,000	
Science Research Building (3rd of 4 building science complex)	89,000											500	500	1,000	4,000	4,000	8,000	40,000	40,000	80,000
<b>Total</b>	<b>382,075</b>	<b>85,650</b>	<b>40,000</b>	<b>45,050</b>	<b>85,050</b>	<b>250</b>	<b>32,125</b>	<b>32,375</b>	<b>5,000</b>	<b>25,000</b>	<b>30,000</b>	<b>500</b>	<b>500</b>	<b>1,000</b>	<b>14,000</b>	<b>4,000</b>	<b>18,000</b>	<b>65,000</b>	<b>65,000</b>	<b>130,000</b>

## OTHER, NOT CURRENTLY SCHEDULED PROJECTS

Central/District Chilled Water Plant	10,000		Albertsons Library - River Side Addition	2,500		Towers Renovation	2,000
Combined Heat/Power Plant	20,000		Student Shop Development	10,000		Develop Campus Quad Spaces	2,000
Administrative Services Building(s)	23,000		High Bay Academic/Research Industrial Space	3,000		Eng. & Tech Room 103 & 110 - Classroom Renovations	1,500
Albertsons Stadium Expansion and Improvements	28,000		University Drive Improvements	4,000		OIT Building	20,000
Off-Campus Development	8,000		Beacon Street Improvements	1,000		Signage and Wayfinding, All Phases	2,500
Renovate Campus School	3,500		General Assignment Classroom Building #2	30,000		Student Housing	40,000
Department of Public Safety, New Facility	8,000		Future Parking Structure (750 Spaces @ \$25,000)	18,750		Shuttle Maintenance Facility	1,500
Literacy Center	8,000		New Science Greenhouses	1,500		Campus Planning and Facilities Structure - Phase 3	5,000
Construction Management Facility	5,000		Vivarium Expansion	1,600			
<b>Subtotal #1</b>	<b>113,500</b>		<b>Subtotal #2</b>	<b>72,350</b>		<b>Subtotal #3</b>	<b>74,500</b>
<b>Grand Total: Other, not currently scheduled priorities:</b>	<b>260,350</b>						

## Six Year Capital Improvement Budget

Description	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
College of Technology EAMES Phase 2	\$5,000,000					
Upgrade HVAC, Ceilings, & Lighting, Eli Oboler Library	\$9,465,206					
ISU Health and Wellness Center Planning and Design	\$3,500,000					
Remodel Basement, Frazier Hall	\$1,600,000					
Remodel 1st Floor Circulation, Eli Oboler Library	\$3,996,000					
Gale Life Science Infrastructure Phase 3	\$8,500,000					
Greenhouse Addition, Plant Sciences	\$1,703,570					
Meridian Dental Hygiene Expansion	\$3,732,850					
College of Technology EAMES Phase 3		\$3,000,000				
ISU Alumni Center		\$8,473,000				
ISU Health and Wellness Center Construction		\$6,292,500				
Graveley Hall - Upgrade the heating and cooling system		\$2,875,000				
Gale Life Science Infrastructure Phase 4		\$7,660,000				
Beckley Nursing – Asbestos mitigation, ceiling system and lights		\$1,700,000				
ISU Health and Wellness Center Construction			\$6,292,500			
Gale Life Science Infrastructure Phase 5			\$10,700,000			
Vocarts - Replace, HVAC, Fire Alarm & ADA restrooms			\$1,745,842			
Remodel LEL second floor for additional labs			\$1,050,000			
Campus Housing Renovations & Remodeling			\$10,000,000			
Gale Life Science Infrastructure Phase 6				\$15,065,000		
New Museum of Natural History				\$22,444,000		
College of Business - Modernization					\$25,000,000	
Reroute campus traffic					\$8,000,000	
Addition to Beckley Nursing						\$14,208,000
Addition to College of Engineering						\$12,000,000
Renovation of College of Business – front entry						\$1,300,000
<b>\$195,303,468</b>	<b>\$37,497,626</b>	<b>\$30,000,500</b>	<b>\$29,788,342</b>	<b>\$37,509,000</b>	<b>\$33,000,000</b>	<b>\$27,508,000</b>
<b>6 year outlay total</b>						

**SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN**  
(Major Capital Projects greater than \$1 mil Total Project Cost)  
**FY 2020 THROUGH FY 2025**  
(\$ in 000's)

**Institution: University of Idaho**

Project Title	Est. Cost	Prev. Fund.	FY 2020			FY 2021			FY 2022			FY 2023			FY 2024			FY 2025		
			PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
Aquaculture Research Facility CP140029	2,350	2,350	In Punchlist Status as of 1 Aug 18																	
Admin Bldg. Entry Foyer & Stair Life Safety Imp & Renovations CP150004, DPW 15-251	2,318	2,318	In Punchlist Status as of 1 Aug 18																	
WWAMI Medical Education Tenant Improvements at Gritman MOB CP170041	3,000	3,000	In Punchlist Status as of 1 Aug 18																	
Northern Idaho Collaborative Education Facility (NICE) CP150079, DPW 16-251	9,728	9,728	In Construction Status as of 1 Aug 18																	
University House CP160071	1,950	1,950	In Construction Status as of 1 Aug 18																	
WWAMI Medical Education Building Improvements and Expansion CP180006, DPW 18-256	4,625	4,625	In Construction Status as of 1 Aug 18																	
NMCREEC Classroom and Office Building, Salmon CP180024	2,500	2,500	In Bid Award Status as of 1 Aug 18																	
ICCU Idaho Arena CP170040	45,800	45,800	In Design Status as of 1 Aug 18																	
West Campus Utilities Extension CP180021	3,500	3,500	In Design Status as of 1 Aug 18																	
Nuclear Seed Potato Germplasm & Storage Building CP190012, DPW 19-250	5,500	5,500	In Design Status as of 1 Aug 18																	
Bruce M. Pitman Center Exterior Envelope Repairs CP190013, DPW 19-262	1,622	1,622	In Design Status as of 1 Aug 18																	
Idaho Center for Agriculture, Food, and Environment (CAFÉ)	45,000	10,000	5,000	20,000	25,000		10,000	10,000												
Tribal and Diversity Center Facility	7,500	0	125		125	3,688		3,688	3,688		3,688									
Engineering/STEM Education/Classroom Facility	40,000	0	600		600	3,700	32,000	35,700	3,700		3,700									
CALS Parma Extension and Analytics Center	6,100	0		600	600		5,500	5,500												
College of Education, Health and Human Sciences Innovation Lab	7,000	0		500	500		6,500	6,500												
Idaho Avenue Extension Repairs and Repaving	1,005	0				1,005		1,005												
Life Sciences South HVAC Upgrades, Ph. 3, PBF A&R	1,298	0										1,298		1,298						
Gibb Hall HVAC Upgrades, Ph. 2, PBF A&R	1,296	0													1,296		1,296			
Steam Plant Emergency Generator	1,103	0													1,103		1,103			
Perimeter Drive Replace Paradise Creek Undercrossing	1,012	0																1,012		1,012
Admin Bldg. HVAC, Ph. 2, PBF A&R	1,299	0																1,299		1,299
Gibb Hall HVAC Upgrades, Ph. 3, PBF A&R	1,299	0																1,299		1,299
Library Collections Maintenance Facility #	TBD	0																		
Coll. of Agricultural & Life Sciences New Meats Laboratory #	7,220	0																		
McCall Field Campus Improvements per the 2014 Master Plan #	7,000	0																		
Pedestrian Walkway Improvements, phase 1 #	1,000	0																		
New Undergraduate Housing, Phase 1 #	36,000	0																		
	248,024	92,893	5,725	21,100	26,825	8,392	54,000	62,392	7,388	0	7,388	1,298	0	1,298	2,400	0	2,400	3,610	0	3,610

S:\Facilities\CapitalPlanning\Capital Budget\FY 20 State Request\Six Year Plan (Set C)\FY 2020 Six Year Plan.

# Project schedule is TBD and dependent upon funding availability.

**CAPITAL BUDGET REQUEST  
SIX-YEAR PLAN FY 2020 THROUGH FY 2025  
CAPITAL IMPROVEMENTS**

AGENCY: Lewis-Clark State College

PROJECT DESCRIPTION/LOCATION	FY 2020 \$	FY 2021 \$	FY 2022 \$	FY 2023 \$	FY 2024 \$	FY 2025 \$
Mechanical Technical Building Repurpose Development of Track with School District Living Learning Center Wittman Complex Remodel Career Technical Education Bldg Expansion Administration Building Remodel Sam Glenn Complex Replacement	6,250,000 200,000	17,000,000	6,000,000	20,000,000	3,500,000	26,000,000
<b>TOTAL</b>	<b>6,450,000</b>	<b>17,000,000</b>	<b>6,000,00</b>	<b>20,000,000</b>	<b>3,500,000</b>	<b>26,000,000</b>

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## OFFICE OF THE STATE BOARD OF EDUCATION

**MAJOR CAPITAL  
PROJECT SUMMARY  
FY2020**

**Project Title:** Construction for Science Laboratory Building

**Institution/Agency:** Boise State University

**Brief Description:** Boise State continues to experience increased demand for classes and programs with laboratory-based instruction. Predominantly focused on the natural and applied sciences, these laboratories call for highly specific and dedicated environmental controls. The requested funds will support a new laboratory facility providing teaching and/or research labs focusing on chemistry and biological sciences.

**Project Scope:** 16,000 – 22,000 **NASF** 25,000 – 34,000 **GSF**

**Estimated Total Cost:** \$15,000,000

**Date Approved by State Board of Education:**

---

*Source of Construction Funds (by fund source and amount):*

**Total Project Cost**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
Permanent Building Fund	\$10,000,000
University Funds & Private Donations	\$5,000,000

**Previous Appropriations**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
N/A	N/A

**Budget Year Request**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
Permanent Building Fund	\$10,000,000

## 1. PROJECT DESCRIPTION AND JUSTIFICATION

The proposed building will act as an extension of Boise State's Biology and Chemistry programs, departments within the College of Arts and Sciences. These programs currently operate primarily out of the Science Building, a four-story facility constructed in 1977. Some labs are also housed in the Multi-Purpose Classroom (MPC) Building. The Science Building has been modified numerous times throughout its history in an effort to maintain pedagogical best practices, respond to University growth, and comply with facility safety requirements. In its current state, the Science Building continues to require several physical plant improvements, life/safety alterations, and classroom/laboratory improvements that will provide a cutting-edge academic and research environment.

After several years of growth and transformative change at Boise State, the university is currently facing high demand for campus space. Of around 5 million square feet of assignable space, about 5,000 square feet is available — about one-tenth of one percent. Growth in STEM programs in the physical sciences as well as engineering creates the need for additional lower division teaching labs, especially those focused on biology, chemistry and physics. In addition, there is an increased demand for research spaces in these disciplines.

The proposed new Laboratory Building is identified on the 2015 Campus Master Plan and is intended to help meet the demand for teaching and research labs. At this time, it is represented by a "liner" building on the north façade of the Brady Garage and matching the facility's height. With 16,000 – 22,000 net assignable square feet (NASF), approximately 10-12 teaching and/or research labs could be provided in the facility. Labs would likely be focused on chemistry or biology. However, the labs could be used accommodate other STEM programs, such as Engineering Health Sciences and Physics. This building would likely provide space to accommodate departmental growth for the next 5-8 years.

This facility will help achieve two of Boise State's Strategic Plan goals: 1) Create a signature high-quality educational experience for all students; 2) Gain distinction as a doctoral research university.

## 2. PROJECT COMPONENTS

As envisioned, a new laboratory building will house teaching and/or research labs, prep areas, an instrumentation lab and informal student learning areas. Academic and research biology greenhouses would be installed on the roof of the new building to allow for access from the top floor of the garage. With a focus on instruction and research, there will be limited drop-in style spaces for faculty and graduate assistants and as a result, the

building's program would not include typical enclosed faculty offices. This will maximize the total number of labs created by the project.

For life/safety compliance, each floor and laboratory will serve a dedicated purpose based on study topic and materials used. For example, labs using hazardous materials will be located on the ground floor, eliminating risks associated with using hazardous materials on upper levels. The facility will operate independently from the Brady Street Garage, with its own ingress and egress, as well as vertical circulation. In addition to the laboratory areas, the facility will also include lab preparation areas, an instrumentation room, informal learning areas for students, restrooms and other common areas.

### **3. ALTERNATIVES**

Alternatives include converting existing classrooms into teaching and/or research labs. Any classrooms will have to be taken offline or re-created elsewhere as appropriate swing space is not available on campus. Retrofitting classrooms into laboratories is costly, will require infrastructure improvements, and work would have to be done in a piecemeal fashion to limit the impact on facility occupants. The most likely building for classroom conversions to laboratories is the Multi-Purpose Classroom (MPC) building.

### **4. VACATED SPACES**

The new Laboratory Building will help mitigate existing and some future demand. As such, minimal spaces will be vacated. Existing laboratories in the Science Building will retain their laboratory functions and will be repurposed/upgraded to accommodate new research.

## OFFICE OF THE STATE BOARD OF EDUCATION

**MAJOR CAPITAL  
PROJECT SUMMARY  
FY2020**

**Project Title:** Construction for  
New Academic Building

**Institution/Agency:** Boise State University

**Brief Description:** Boise State's School of Public Service (SPS) includes seven distinct programs, as well as numerous centers and institutes. SPS is currently located in various Boise State facilities and leased spaces, and accounts for roughly 20,000 assignable square feet. Due to program growth and an increasing need for colocation, a new facility for SPS is warranted. The requested funds will support the construction of a new academic facility that accommodates current SPS programs and provides space for anticipated future growth. In addition, the facility will include general assignment classrooms to alleviate high demand across campus.

**Project Scope:** 48,000 – 56,000 **NASF** 80,000 – 100,000 **GSF**

**Estimated Total Cost:** \$25,000,000 – \$30,000,000

**Date Approved by State Board of Education:**

---

*Source of Construction Funds (by fund source and amount):*

**Total Project Cost**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
Permanent Building Fund	\$20,000,000
University Funds and Private Donations	\$10,000,000

**Previous Appropriations**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
N/A	N/A

**Budget Year Request**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
Permanent Building Fund	\$20,000,000

## **1. PROJECT DESCRIPTION AND JUSTIFICATION**

After several years of growth and transformative change at Boise State, the university is currently facing high demand for campus space. Of around 5 million square feet of assignable space, about 5,000 square feet is available — about one-tenth of one percent. SPS has added additional programs, faculty and staff during this time, most recently with the addition of a PhD program and undergraduate programs in Urban Studies, Global Studies and Environmental Studies. Additional academic programs include Criminal Justice, Military Science, Political Science and Public Policy and Administration. As SPS has grown, space constraints have forced new programs into locations scattered across campus. The proposed project will enable the construction of a new academic facility, one that collocates existing programs and provides capacity for future growth within SPS.

The new academic facility will be located along Capitol Boulevard and University Drive at the primary western entrance to Boise State's campus. The proposed site is adjacent to the Micron Business and Economics Building, emphasizing the equal importance of public and private sector fields of learning. A four to five-story building, with at least 80,000-100,000 square feet is warranted.

## **2. PROJECT COMPONENTS**

Programmatically, SPS primarily requires general purpose classroom space of small, medium and large format. Offices for faculty would also be included. The Environmental Studies program will require some laboratory space for teaching and research, but limited when compared to buildings with scientific research as the primary focus. In other words, a new SPS facility represents a fairly straightforward program for an academic building. The assignable space requirement for SPS - including circulation and growth - is roughly 35,000 asf, or, a gross area of approximately 50,000.

Capitol Village currently occupies the proposed site, a collection of buildings formerly used for private retail. Boise State acquired Capitol Village in 2004 and has renovated the buildings for administrative and academic units. Potentially, four of the six buildings require demolition to provide a new building site. These four buildings represent roughly 22,000 gross square feet, and the program for the new academic facility includes replacing this impacted space.

Combined, the SPS need and impacted Capitol Village space is roughly 72,000 gsf. However, the proposed project would provide 80,000-100,000 gsf to accommodate and allow for additional program growth and/or collocations of academic and administrative functions that align with the SPS mission.

The site is situated along a short section of Boise Avenue that the Campus Master Plan suggests removing. This section of Boise Avenue contributes to significant traffic delays and ingress/egress complications. The project scope includes removal of this problematic Boise Avenue segment so the facility can be prominently situated along Capitol Boulevard.

### 3. ALTERNATIVES

There are two alternatives for SPS. One is the continuation of current conditions, where SPS's various programs, centers and institutes are scattered throughout campus and in leased space(s) in downtown Boise. This approach limits SPS's growth opportunities and creates a number of collaboration and curriculum barriers. There is very limited space available on Boise State's campus to allow for any additional growth within SPS.

The other alternative is leasing commercial space large enough to accommodate all, or most, of SPS. There are a number of properties in downtown Boise with adequate space, but lease rates are high and SPS would prefer to be collocated in a facility near the campus. Any leased space would require extensive tenant improvements to satisfy SPS's academic programming needs, a cost that is difficult to forecast until a suitable space is identified.

### 4. VACATED SPACES

SPS currently has space in the following facilities:

#### Environmental Research Building

- Public Policy and Administration
- Dean's Office (partial)
- Environmental Finance Center
- Frank Church Center
- Political Science

#### Taco Bell Arena

- Military Science

#### BoDo (Downtown)

- Andrus Center

#### Education Building

- Dean's Office

With construction of a new building, these spaces would be vacated and repurposed for new functions.

## OFFICE OF THE STATE BOARD OF EDUCATION

**MAJOR CAPITAL  
PROJECT SUMMARY  
FY2020**

**Project Title:** Capital Renewal Projects

**Institution/Agency:** Boise State University

**Brief Description:** Boise State has a number of facilities in need of major capital renewal. To date, the process of updating aging buildings has focused on specific small-scale projects and systems upgrades. Comprehensive renewals, to essentially reset the clock on these facilities, have not occurred. Liberal Arts, Campus School and the Hemingway Building are primary candidates for capital renewal. Each building will see a portion of their current occupancy shift to the Center for Fine Arts, once construction is complete. As such, an opportunity exists to renew the facilities (or a portion thereof) with greatly reduced disturbances to campus operations.

**Project Scope:** 43,000 – 45,000 **NASF** 50,000 – 52,000 **GSF**

**Estimated Total Cost:** \$14,125,000

**Date Approved by State Board of Education:**

---

*Source of Construction Funds (by fund source and amount):*

**Total Project Cost**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
Permanent Building Fund	\$10,000,000
University Funds and Private Donations	\$4,125,000

**Previous Appropriations**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
N/A	N/A

**Budget Year Request**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
Permanent Building Fund	\$10,000,000

## 1. PROJECT DESCRIPTION AND JUSTIFICATION

This project focuses on significantly renewing three of Boise State's aging facilities: Liberal Arts, Campus School and Hemingway. All three facilities will see a portion of their current occupancy transition to the Center for Fine Arts. As such, renewing and/or upgrading the facilities prior to re-occupancy is a strategic opportunity. Each facility requires a combination of space renovations and system upgrades.

After several years of growth and transformative change at Boise State, the university is currently facing high demand for campus space. Of around 5 million square feet of assignable space, about 5,000 square feet is available — about one-tenth of one percent. Completing these capital renewals will enable Boise State to better utilize facilities into the future, with modern amenities and efficient systems. The extent of capital renewal will ultimately dictate the success and variety of re-occupancy options.

## 2. PROJECT COMPONENTS

### **Liberal Arts**

Ceramics, sculpture, metalwork and photographic studies will move to Center for Fine Arts once complete. This accounts for nearly 20,000 assignable square feet. Replacement occupants are identified, but capital renewal should occur prior to re-occupancy. Funding would renovate these spaces so they are able to satisfy general classroom purposes, and/or faculty office space. In addition, Liberal Arts is in need of a new roof, a main air handler and a 4-pipe heating and cooling system.

Renewed areas in Liberal Arts would be used for academic functions.

### **Campus School**

This facility was constructed as an elementary school in 1953, and over the years, painting and drawing studios were created in the classrooms. This building is in need of many upgrades to accommodate administrative and/or academic space. In addition to general space renovations, the facility has no central HVAC system, plumbing and electrical systems are inadequate, extensive window and door replacement is needed, and IT infrastructure is out-of-date.

Renewed areas in Campus School would either be used for academic functions or for student services (e.g., Financial Aid, Registrar's Office, and Student Financial Services).

### **Hemingway Building**

The Hemingway Western Studies Center is one of campus's original buildings, built in 1940. Varieties of uses have occurred, including the university's original assembly hall. The main gallery space will transition to



the Center for Fine Arts and a comprehensive renewal opportunity exists. Boise State would like to return the facility to its historic purpose as an events venue. In addition to space upgrades and infrastructure improvements, the major building component needing replacement is the roof. This is a slate tile roof, and due to the building's historic preservation, will need to be replaced with a like material.

Renewed areas in the Hemingway Building would be used for academic functions, including an academics-focused events space.

### **3. ALTERNATIVES**

Without major capital renewal funds, facility needs will continue to compete with Boise State's Alteration and Repair projects. This means our ability to renew aging buildings will be less effective, and push many projects further away in time. Ultimately, this deferral approach costs more, creates space utilization challenges, and complicates ongoing maintenance and operations.

### **4. VACATED SPACES**

It is unlikely that these capital renewal projects will vacate space elsewhere. Instead, they will ensure that Boise State facilities – regardless of era – continue to provide high quality space for students and faculty, and that buildings run safely and efficiently with current technologies.

**CAPITAL BUDGET REQUEST  
FY 2020  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION  
(New Buildings, Additions or Major Renovations)**

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Relocate COT programs to the Eames Complex  
(Phase 2 & 3)

CONTACT PERSON: Cheryl Hanson

TELEPHONE: (208) 282-4086

**PROJECT JUSTIFICATION:****(A) Concisely describe what the project is.**

This project is the 2<sup>nd</sup> and 3<sup>rd</sup> Phase of a project to relocate approximately half of the College of Technology (COT) programs to the William M. and Karin A. Eames Advanced Technical Education and Innovation Complex located at 1999 Alvin Ricken Drive.

Currently existing COT programs are located in multiple building scattered throughout the City of Pocatello. Programs earmarked for relocation include Auto Collision Repair, Automotive Technology, Diesel Technology, On-Site Power Generation, Welding, and Machining.

To accomplish this project approximately 113,000 SF of the building will require renovation. Auxiliary spaces needed for these programs will also be relocated. These include Student Services, classrooms, faculty offices, testing labs, and storage space. Phase 1 has current agency funding of approximately \$13 Million that includes the design effort for all phases.

Phase 2 & 3 is a request for \$8,000,000 to complete construction and relocate final programs which include Diesel Technology and On-Site Power Generation. This year's request is only for Phase 2 estimated at \$5,000,000.

**(B) What is the existing program and how will it be improved?**

College of Technology programs are currently located in multiple buildings around campus. Many of the spaces are cramped and outdated. This project will bring the various programs together in a newer building with room to grow enrollment. COT programs that will be relocated to the Eames are focused on science, technology, engineering, and math (STEM). These programs include: Auto Collision Repair, Automotive Technology, Diesel Technology, On-Site Power Generation, Welding, and Machining

Relocating these programs from multiple locations into one newly remodeled state of the art facility will create a synergist effect between programs, enhancing the learning experience for students and exposing them to skills taught outside their primary program. It will also allow for unique collaborative research opportunities between COT programs.

**(C) What will be the impact on your operating budget?**

Improved and expanded spaces will allow for enrollment growth in the College of Technology. The College anticipates significant growth over five years as a result of this project. Other than an initial impact to outfit new space, departmental operating budget expenses should remain fixed.

University expenses to maintain and provide inefficient utility services to the outdated Diesel Mechanics and Diesel Electric Buildings will be eliminated as a result of this project. The deferred maintenance costs for these two buildings is estimated at \$5,522,960.

**(D) What are the consequences if this project is not funded?**

If this project is not funded then, then COT programs will continue to operate in a substandard space that is too small for current operations.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF FY20	\$ 5,000,000
A/E fees	\$ 95,000	PBF FY21	\$ 3,000,000
Construction	\$6,950,000	General Account	\$0
5% Contingency	\$ 355,000	Agency Funds	\$0
F F & E	\$ 600,000	Federal Funds	\$0
Other	\$ 0	Other	\$0
Total	\$8,000,000	Total	\$8,000,000

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

6/11/2018

**CAPITAL BUDGET REQUEST  
FY 2020  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Upgrade HVAC, Ceilings, &amp; Lighting , Eli Oboler Library

CONTACT PERSON: Cheryl Hanson

TELEPHONE: (208) 282-4086

**PROJECT JUSTIFICATION:****(A) Concisely describe what the project is.**

This project replace aging HVAC equipment and will remove the deteriorating fiberboard air ducting system, and replace it with an insulated steel duct system. This project will also replace associated ceiling and lights throughout the building.

**(B) What is the existing program and how will it be improved?**

The existing fiberboard ducting is actively degrading, with resulting ductwork particulates being spread throughout the library. All surfaces within the Library, including the ceiling, are coated with deteriorated ducting material. This project will remove the existing ceiling and lighting systems, remove all fiberboard ducting, address all seismic issues with the ceiling and lighting system, and with the book stacks throughout the Library. New insulated steel ducting, ceiling systems, and lighting will be installed.

**(C) What will be the impact on your operating budget?**

The maintenance budget will be relieved in several areas as less custodial effort will be required to clean the Library, and repair work to deteriorating ductwork will no longer need to occur. New LED lighting upgrades will result in significant energy savings.

**(D) What are the consequences if this project is not funded?**

Ductwork will continue to degrade and contaminate the interior of the Library. Additional efforts will continue to be expended in an attempt to clean the library.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$0	PBF	\$9,465,206
A/E fees	\$1,500,000	General Account	\$0
Construction	\$7,600,000	Agency Funds	\$0
5% Contingency	\$365,206	Federal Funds	\$0
F F & E	\$0	Other	\$0
Other	\$0		
Total	\$9,465,206	Total	\$9,465,206

Agency Head Signature: 

Date: 6/1/2018



**CAPITAL BUDGET REQUEST  
FY 2020  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION  
(New Buildings, Additions or Major Renovations)**

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: ISU Health and Wellness Center

CONTACT PERSON: Cheryl Hanson

TELEPHONE: 208-282-4086

**PROJECT JUSTIFICATION:****(A) Concisely describe what the project is.**

This is a multi-year phased project to construct a new consolidated ISU Health and Wellness Center space on the Pocatello Campus, and demolish buildings that have reached the end of their useful life and that will be vacated as a part of the project.

This project will construct a new 94,000 SF building that will provide space for the integration of medical and ancillary health clinic services at Idaho State University. It allows the University to provide "one stop" shopping for patients by co-locating the Family Medicine Residency Clinic with University Health, Bengal Pharmacy, Psychiatry Residency Clinic, Speech and Hearing, Physical and Occupational Therapy, Radiology, Counseling, and Nutrition and Dietetics. The project will also provide additional space for expansion of clinic space for other potential community partners that will share in the cost of the project.

As the project relocates Family Medicine to the new Clinic Building, it will make way to relocate the Dental Hygiene Academic Program and Clinic to the space currently occupied by Family Medicine thereby allowing Dental Hygiene to be co-located with Dental Sciences. This existing building also receives a new elevator as our #1 priority for ADA funding for FY19 which will enable disabled students, staff, and patients to circulate within the two floors of the building without having to drive around to the back where an at grade entry is provided for the lower level.

The construction of the new consolidated clinic facility will allow for the abandonment and demolition of the Student Health Clinic (constructed in 1964), the Dental Hygiene Clinic (constructed in 1956), and the Dental Hygiene Sciences Building (constructed in 1929). These buildings have a combined deferred maintenance cost estimated at \$4,146,000

Overall project cost is estimated to be \$44.9 Million phased over 8 years. See table below.

Construct Health and Wellness Center	\$32,085,000
Remodel Family Medicine for Dental Hygiene	\$3,200,000
Finish out additional clinic space in Health and Wellness Center	\$9,200,000
Demolish Student Health Building	\$195,000
Demolish Dental Hygiene Clinic	\$92,000
Demolish Dental Hygiene Sciences	\$152,000
Total Project Cost	\$44,924,000.00

This year's FY20 funding request is limited to the planning and design for the new 94,000 SF consolidated clinic facility. The majority of the building will initially be shell and core with finish space limited to the Family Medicine and Psychiatry Residency programs. The remaining space will be filled out at a later date as resources and fundraising allow. The estimated cost for this FY20 request is \$3,500,000.

**(B) What is the existing program and how will it be improved?**

The Idaho State University Department of Family Medicine is a multifaceted clinical entity with primary components of a Family Medicine Residency, Pharmacotherapy Residency, Psychology Internship, and Family Medicine Clinical Research Center with a Federally Qualified Health Care community partner. The ISU Family Medicine Residency Program is a well-established, fully accredited, three-year family medicine residency. Since its inception in 1993, it has grown from a 12 resident program to a 21 resident program with expansion of faculty and midlevel providers and additions of pharmacotherapy residency, psychology internship, HIV and Hepatitis C clinics and a Clinical Research Center. The clinic serves many patients without health insurance and poor access to care.

The Department is currently located in the Family Medicine Building (#83) and shares space with the Dental Sciences program. Family Medicine occupies approximately 17,000 SF of total space, which no longer meets the needs of the Department. The Department has had to expand clinic hours to evenings and routinely curtail faculty practice in order to maintain adequate resident clinic numbers to meet accreditation standards. Faculty productivity is impacted by shared offices and there is inadequate space for day to day administrative functions. Without planned expansion, the department's current needs are estimated to be 23,000 SF.

In 2016, Governor Otter's Medical Education Study Committee set expansion of Idaho primary care residencies (Family Medicine, Internal Medicine, and Pediatrics) as its highest priority. The driving forces behind this decision are:

1. Idaho perennially ranks last or next to last in physicians per capita
2. Idaho is 48<sup>th</sup> in the US in resident physicians per capita
3. Location of residency training is a strong predictor of future practice location
4. As the Idaho College of Osteopathic Medicine (ICOM) comes on line, an increased demand for residency positions is expected.

In response to this the Idaho State University Kasiska Division of Health Sciences, in collaboration with the University of Utah, has proposed development of a new three resident-per-year Eastern Idaho Psychiatry Residency. Additionally, the ISU Family Medicine Residency has put forward a plan for expansion of family medicine training through two new rural training tracks, a new family medicine hospitalist fellowship and expansion of the base residency from seven residents per year to nine residents per year.

This proposed expansion plan cannot be accomplished without a significant expansion in clinical, teaching, and administrative space for the Department of Family Medicine. Co-location of the Eastern Idaho Psychiatry Residency will allow for numerous synergies in clinical care, didactic training, research, and administration. Similarly, the wide range of clinical services offered by other ISU health profession programs would benefit from increased interaction and collaboration with ISU's residencies. The proposed ISU Health and

Wellness Center would offer the long sought after opportunity to gather these clinical services under one roof for true interdisciplinary training and care for the community.

**(C) What will be the impact on your operating budget?**

The proposed clinics are revenue generating. The synergy created by co-locating clinics will result in a high rate of referrals. Also the increase of family medicine residents from 21 to 40 will increase program and clinic revenues.

A new energy efficient consolidated clinic building will reduce utility costs currently incurred in existing buildings and the demolition and removal of the Student Health, Dental Hygiene Clinic and Dental Hygiene Sciences Buildings will eliminate \$4,146,000 in ISU deferred maintenance. All of these existing facilities require extensive gutting and remodeling to bring them up to serviceable standards.

**(D) What are the consequences if this project is not funded?**

If this project is not funded then, the Family Medicine clinic will continue to operate in a substandard space that is currently too small for current operations.

ISU will be unable to provide space for the planned expansion of the ISU Family Medicine Residency and proposed Eastern Idaho Psychiatry Residency.

The opportunity will be missed to create an interdisciplinary clinical training facility that will promote mutual referral, collaborative health care and shared teaching experiences throughout the Division of Health Sciences. The opportunity to expand clinical services to underserved patient populations will be lost as well.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF FY20	\$ 3,500,000
A/E fees	\$ 3,500,000	PBF FY21	\$ 6,292,500
Construction	\$ 25,223,000	PBF FY22	\$ 6,292,500
5% Contingency	\$ 1,260,000	General Account	
F F & E (20%)	\$ 2,100,000	Agency Funds	\$ 16,000,000
Other	\$ 0	Federal Funds	
Total	\$ 32,085,000	Other	
		Total	\$ 32,085,000

Agency Head Signature: 

Date: 6/11/2018



**CAPITAL BUDGET REQUEST  
FY 2020  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 4

PROJECT DESCRIPTION/LOCATION: Remodel Basement. Frazier Hall,

CONTACT PERSON: Cheryl Hanson

TELEPHONE: (208) 282-4086

**PROJECT JUSTIFICATION:**

**(A) Concisely describe what the project is.**

Dressing and green room areas located beneath the stage in the Frazier Hall basement need complete restoration. This work extends to a complete gut-and-replacement of floor, sub flooring, ceilings, walls, finishes, air circulation, electrical systems, and restrooms.

Remodeling and updating of the dressing areas is intended to allow for men's and women's separate areas, upgrade of makeup rooms, ADA restrooms, laundry rooms, and hallways.

Areas that are not accessible or sized improperly for the number of persons using the facilities will be upgraded accordingly; this project will address building code requirements.

Traffic flow needs to be improved. An additional shower and ADA restroom is needed.

The existing public spaces of the Bilyeu Theater have received a wonderful and needed upgrade and now it is time to bring the under stage areas up to code. There is no back stage to the theater so that the basement areas receive a lot of use. This renovation includes major upgrades to mechanical, electrical plumbing, and egress systems so that this historic venue may continue to be used.

**(B) What is the existing program and how will it be improved?**

Frazier Hall and the Bilyeu Theater are used by the ISU Theater, Music and Dance programs as well as outside groups such as the annual Nutcracker Ballet performance each December.

Also to be housed in this building are the College of Arts and Letters Dean's Suite of offices with a project funded in FY2018. The departments of communication, media, & persuasion, are also located in the building.

This project will make dramatic improvements to mitigate health and safety deficiencies in the current space and bring it into code compliance.

**(C) What will be the impact on your operating budget?**

This project does not add square feet or functional space but will address safety concerns and install more easily maintained materials and facilities, equipment and lighting upgrades.

The operating budget remain steady or see a slight reduction in expenses.

**(D) What are the consequences if this project is not funded?**

Unsafe conditions will continue and egress systems and spaces that are not up to code.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$ 1,600,000
A/E fees	\$ 245,000	General Account	\$0
Construction	\$ 1,290,000	Agency Funds	\$0
5% Contingency	\$ 65,000	Federal Funds	\$0
F F & E	\$ 0	Other	\$0
Other	\$ 0		
Total	\$ 1,600,000	Total	\$ 1,600,000

Agency Head Signature: \_\_\_\_\_

Date: 6/1/2018

**CAPITAL BUDGET REQUEST  
FY 2020  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 5

PROJECT DESCRIPTION/LOCATION: Remodel 1<sup>st</sup> Floor Circulation, Eli Oboler Library

CONTACT PERSON: Cheryl Hanson

TELEPHONE: (208) 282-4086

**PROJECT JUSTIFICATION:****(A) Concisely describe what the project is.**

This project will remodel the library entrance to include new circulation desk, updated offices, and related spaces. Other elements of the project include consideration for a new coffee bar and renovated study space. The current circulation desk and entrance is old, worn, and presents badly. It also does not support efficiency in the circulation function of the library as it has a poor workflow and is not ergonomic. This project will also benefit recruitment and retention by creating a modern appealing space for students. This project is similar to projects already completed at peer institutions. This is the primary contact point for library users with research assistance, reserves, interlibrary loan, and circulation services.

**(B) What is the existing program and how will it be improved?**

This area was designed and built in the 1980s. It was built to support a larger staff and a different organizational structure. This project will allow the Library staff to have a smaller more efficient space for their combined circulation/public services functions to better support how they currently operate.

**(C) What will be the impact on your operating budget?**

Completion of this project will enhance staff efficiency and provide an indirect reduction to the operating budget.

**(D) What are the consequences if this project is not funded?**

The space will continue to exist in a dated and inefficient operational state and detract from the University's ability to attract and retain students.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$3,996,000
A/E fees	\$ 531,000	General Account	\$0
Construction	\$3,300,000	Agency Funds	\$0
5% Contingency	\$ 165,000	Federal Funds	\$0
F F & E	\$ 0	Other	\$0
Other	\$ 0		
Total	\$3,996,000	Total	\$3,996,000

Agency Head Signature: 

Date: 6/1/2018

**CAPITAL BUDGET REQUEST  
FY 2020  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 6

PROJECT DESCRIPTION/LOCATION: Infrastructure Remodel Phase 3, Gale Life Science

CONTACT PERSON: Cheryl Hanson

TELEPHONE: (208) 282-4086

**PROJECT JUSTIFICATION:****(A) Concisely describe what the project is.**

This is Phase 3 of a multiphase project to remodel and upgrade the internal mechanical, electrical, and HVAC infrastructure for the Gale Life Science Building.

Phases 1 and 2 (currently funded for \$12M) will address separating the exterior electrical feeds to each building in the Life Science Complex. Phase 2 will add a new front entrance with ADA elevator on the South side of the building and provide new head end mechanical and electrical feeds and trunk lines into the building and up main chases.

Phase 3 is a complete "gut and remodel" of the research labs and offices located on the 4th floor. The newly remodeled space will tie into the trunk line infrastructure provided by Phase 2. Follow on phases will be required to remodel the 3rd, 2nd, and 1st floors following a top down approach. The total project is estimated at \$50 million.

**(B) What is the existing program and how will it be improved?**

The Gale Life Science building is home to the Biological Sciences Department. The 4<sup>th</sup> floor of the building is comprised entirely of research labs and faculty offices. These spaces are used primarily by Biology, but are also open to use by other departments such as Geosciences, Psychology, or Health Sciences. These spaces still very much reflect the look and feel of their original 1970's construction. Mechanical and plumbing system are beginning to fail and must be upgraded. The project will create modern lab spaces for use by the faculty and students.

**(C) What will be the impact on your operating budget?**

The project will greatly reduce the enormous deferred maintenance cost associated with these spaces and improve faculty and staff efficiencies by providing a modern and better functioning space.



**(D) What are the consequences if this project is not funded?**

The space will continue to function at a substandard level and negatively impact student retention and recruitment.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$1,328,000	PBF	\$8,500,000
A/E fees	\$ 0	General Account	\$0
Construction	\$6,830,000	Agency Funds	\$0
5% Contingency	\$ 342,000	Federal Funds	\$0
F F & E	\$ 800,000	Other	\$0
Other	\$ 0		
Total	\$9,300,000	Total	\$8,500,000

Agency Head Signature: 

Date: 6/1/2018

**CAPITAL BUDGET REQUEST  
FY 2020  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION  
(New Buildings, Additions or Major Renovations)**

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 7

PROJECT DESCRIPTION/LOCATION: Greenhouse Addition, Plant Sciences

CONTACT PERSON: Cheryl Hanson

TELEPHONE: (208) 282-4086

**PROJECT JUSTIFICATION:****(A) Concisely describe what the project is.**

This project will provide additional greenhouse space to the Plant Sciences building, along with supporting headhouse, laboratories, and improvements to the HVAC system. Proposed are four additional double sized greenhouse bays to the east of the current greenhouse bays, expansion of single-level supporting headhouse and labs and the addition of a new teaching/outreach/display greenhouse on the east side of lecture hall.

**(B) What is the existing program and how will it be improved?**

This project replaces the current outdated and failing mechanical system and greenhouse space located at the Gale Life Sciences building. The draft master-plan for the Gale Life Science building has identified the existing greenhouse space as an opportunity to be repurposed for more classroom and teaching space.

**(C) What will be the impact on your operating budget?**

The project will greatly reduce the enormous deferred maintenance cost associated with these spaces and improve faculty and staff efficiencies by providing a modern and better functioning space.

**(D) What are the consequences if this project is not funded?**

The space will continue to function at a substandard level and negatively impact student retention and recruitment.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$1,703,570
A/E fees	\$ 233,570	General Account	\$0
Construction	\$1,400,000	Agency Funds	\$0
5% Contingency	\$ 70,000	Federal Funds	\$0
F F & E	\$ 0	Other	\$0
Other	\$ 0		
Total	\$1,703,570	Total	\$1,703,570

Agency Head Signature: 

Date: 6/1/2018



**CAPITAL BUDGET REQUEST  
FY 2019  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: **Idaho State University**

AGENCY PROJECT PRIORITY: 8

PROJECT DESCRIPTION/LOCATION: Completion of the Master Plan for ISU-Meridian  
(Dental Hygiene Expansion)

CONTACT PERSON: Cheryl Hanson

TELEPHONE: (208) 282-4086

**PROJECT JUSTIFICATION:**

**(A) Concisely describe what the project is.**

Aligned with the SBOE's assignment of ISU's health professions' mission, the Five-Year Plan for SW Idaho, and Program Prioritization, as well as the NWCCU Core Theme, Leadership in the Health Sciences, this request completes the ISU Meridian Master Plan by providing space for the Dental Hygiene program in Meridian.

**(B) What is the existing program and how will it be improved?**

Replacing academic offices with expanded clinic space and relocating these offices to the 2nd floor is consistent with the original plan for ISU-Meridian that locates clinics on the 1st floor in adjacent areas. After the remodel, Dental Hygiene students will have efficient access to participate in clinical inter-professional education. Due to the building design, no other means for expanding clinic space is available at ISU-Meridian. Further efficiencies and additional benefits are gained by remodeling some of the existing space to purposefully locate clinics in adjacent locations for easy community access, inter-professional collaborations, and accessible staff support.

**(C) What will be the impact on your operating budget?**

The proposed clinics are revenue-generating.

**(D) What are the consequences if this project is not funded?**

ISU will be unable to expand it's Dental Hygiene program to Meridian

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$ 3,732,850
A/E fees	\$ 582,850	General Account	
Construction	\$ 2,700,000	Agency Funds	
5% Contingency	\$ 150,000	Federal Funds	
F F & E	\$ 300.000	Other	
Other	\$		
Total	\$ 3,732,850	Total	\$ 3,732,850

Agency Head Signature: 

Date: 6/1/2018

## OFFICE OF THE STATE BOARD OF EDUCATION

## SET A

## PROJECT SUMMARY

**Project Title:** Tribal and Diversity Center Facility

**Institution/Agency:** University of Idaho

**Brief Description:**

The University of Idaho desires to construct a new facility specifically aimed at supporting a culturally diverse set of communities of students, faculty, staff and stakeholders students. The intent is to create a welcoming environment which communicates to these diverse cultures and communities that they are a valued asset within the greater University of Idaho community. Such a facility in is alignment with and will support the goals defined in the university's 2016 Strategic Plan. Specifically the envisioned facility will be designed in such a manner to further Goal 3: Transform and Goal 4: Cultivate by providing a facility specifically designed and tuned to foster access and inclusion of diverse and multicultural communities, seeking the perspective of those communities, thereby increasing their access to engaging, collaborative and innovative learning opportunities. In turn, success in these areas will support the goals of the State Board of Education's 2019-2024 Strategic Plan related to higher levels of educational achievement and work force alignment for all of Idaho's citizens.

The university envisions a facility comprised of a set of "homes" for each community surrounding a common, community gathering space. The facility will also house the administrative offices of the Office of Equity and Diversity. Such a facility has the potential to transform the academic experience and careers of tribal and multicultural students in a positive fashion.

**Project Scope:**

Building size:

Site and utility infrastructure

Furnishings, Fixtures and Equipment

All project fees and related expenses, complete, to include the demolition of any existing structure(s) on site.

**NASF**

TBD

**GSF**

20,000

**Estimated Total Cost:***Source of Construction Funds (by fund source and amount):***Total Project Cost**

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 7,500,000
Federal Funds	\$ 0
Bond Funds	\$ 0
Gifted Funds	\$ 0
Total:	\$ 7,500,000

**Previous Appropriations**

<u>Fund Source</u>	<u>Amount</u>
All Sources	\$ 0

**Budget Year Request (FY2020)**

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 125,000

**Date Approved by State Board of Education:**

FY2020 represents the initial year of request for this facility. The request for FY2020 is \$125,000 to fund project planning, programming and pre-design activities. These activities will include a site evaluation and selection process.

There may be potential for additional funds sourced from sovereign tribal nations, and the University of Idaho is currently exploring this potential.

**1. PROJECT DESCRIPTION AND JUSTIFICATION**

The University of Idaho currently supports several tribal, diversity and multicultural offices and centers. These functions are scattered across campus in a wide variety of locations. Each location has a differing level of appropriateness for the function housed, facility condition and level of visibility. Some of these tribal and multicultural centers and functions are located in worn, wood framed building in poor repair marked for eventual demolition. Some are located in basement – or basement like – spaces. Still others are located in clean, modern space in good repair, yet “buried” within an existing building and/or adjacent to dissimilar functions and activities. The fact that these centers exist at all sends positive messages regarding the university’s commitment to tribal relations and multicultural diversity. But, those positive messages can be overshadowed at times by the seemingly makeshift character of some of the spaces the centers inhabit.

It is the intent of the university to construct a new, welcoming Tribal and Diversity Center Facility on the main campus of the University of Idaho in Moscow, Idaho. The envisioned Tribal and

Diversity Center Facility will provide an inclusive home for a variety of cultures and communities, thus formally recognizing and celebrating their positive impact upon, and contribution towards, the overall culture and learning environment of the university.

## **2. PROJECT COMPONENTS**

The initial vision is that Tribal and Diversity Center Facility is to be approximately 20,000 gross square feet, minimum. The exact NASF will be determined during the project planning, programming and pre-design process.

Spaces and functions to be located within the facility will include, but may not necessarily be limited to:

- a “home” space equipped with an administrative office suite and a common space for each of the following units and centers
  - Office of Equity and Diversity;
  - Tribal Center;
  - Native American Student Center;
  - College Assistance Migrant Program (CAMP);
  - LGBTQA Office and Center;
  - The Office Multicultural Affairs (OMA)
  - The Women’s Center;
- administrative offices and conference rooms;
- seminar and team meeting spaces;
- shared computer lab;
- gathering and presentation space;
- shared common student lounge space;
- mother’s room;
- children’s area;
- collaboration spaces and seminar rooms;
- a designated outdoor space and/or plaza supportive of cultural activities;
- kitchen as required to cultural activities involving food preparation and meals ;
- and other specialty and support spaces as determined to be required.

The details of the spaces to be provided, their size, adjacencies, capabilities and functionality will be determined through the planning, programming and pre-design phase effort.

It is envisioned by the university that the Tribal and Diversity Center Facility will be designed and constructed in such a manner to support the potential future expansion of the building to accommodate additional academic programs and needs. Such additional program space might be spaces identified through the planning, programming and pre-design phase effort as desired future spaces, but thought should also be given towards designing the facility in such a manner as to be flexible enough to accept additional future spaces and needs which are not yet either imagined or determined. The date of any such future expansion is, of course, yet to be determined and would be subject to further review and approval of the Board of Regents.

The preferred site for this facility is yet to be determined. It is envision that a site evaluation and selection process is a natural component of the project planning, programming and pre-design activities supported by this initial year request. In general, however, there is a desire that the selected site be located on campus and in area adjacent to an outdoor space potentially

conductive to cultural activities. The site should have a convenient adjacency for vehicular access necessary to support the delivery of food and other items in support of cultural activities.

### 3. ALTERNATIVES

#### Alternative 1: Renovations of the Existing, Separate and Dispersed Centers Currently Located in Existing Buildings.

This alternative consists of an attempt to design and construct meaningful renovations of the existing spaces currently occupied by each of the tribal and multicultural centers and communities in separate, existing facilities dispersed across campus.

As mentioned hereinbefore, the condition of each of these existing spaces varies widely, and therefore the level of investment in each can also vary widely, potentially leading to negative perception issues regarding the level of the university's investment in one program over the other.

Some of these spaces are located in existing facilities which are over extended in terms of space allocation and utilization, leaving these centers with inadequate room to appropriately house their current functions and staffing levels, and no room to expand.

Perhaps more importantly is that some of the tribal and multicultural centers are located in spaces which are inadequate for their functions and vitality to the campus as a whole. They can be buried deep in the bowels of a structure with little to no visibility, and thus are not known to the campus as a whole, limiting their ability to serve potential clientele. Or, they can be located in spaces with inappropriate adjacencies, again limiting their functionality. Finally, some are located in spaces which are simply of such a poor condition and functionality that further investment in the facility is neither efficient nor warranted.

Lastly, the notion of attempting to maintain these centers and communities in various dispersed facilities across campus is in conflict with the goal of creating an environment of synergy, intercultural interaction and collaboration which might build upon itself in a cumulative fashion and create a greater impact upon the overall culture and academic environment of the university that the individual communities alone could ever hope to achieve.

For all of these reasons, the university rejected this alternative.

#### **4. VACATED SPACE**

In aggregate, the various tribal and multicultural centers and communities to be housed in the proposed Tribal and Diversity Center Facility currently occupy approximately 6,600 net assignable square feet scattered across multiple facilities of the University of Idaho. Some of these existing spaces are located in blocks of 750 to 1,500 sf in facilities identified as structures which are to remain and worthy of reinvestment by the university's adopted Long Range Campus Development Plan (LRCDP). Thus relocating these communities out of the existing structures which they currently occupy does provide some opportunities for reuse and reassignment of existing space in the core of campus to more appropriate uses and functions.

Other communities, such as NAMEC, are currently located in facilities noted as candidates for demolition under the LRCDP. Relocation of these tribal and multicultural communities out of these deficit facilities is an opportunity to remove the deficit facilities from campus and preserve the site for a future use to be determined.

It is anticipated that the resolution and disposition of the spaces to be vacated by the communities to be relocated to the proposed Tribal and Diversity Center Facility will be discussed and determined as part of the planning, programming and pre-design process.

As mentioned previously however, the design and construction the Tribal and Diversity Center Facility is to occur on a site yet to be selected. It is feasible and possible that the selected site will require the demolition and removal of an existing structure. There are existing wood-framed structures adjacent to the engineering neighborhood listed to be removed under the university's adopted Long Range Campus Development Plan (LRCDP). These structures are in poor repair and under-utilize the sites which they occupy. Should the site one of the structures be determined as the best location for the proposed Tribal and Diversity Center Facility, the units occupying the structure will need to be deployed elsewhere on campus as a part of the development of the Tribal and Diversity Center Facility. This is one of the parameters requiring further study and deliberations during the planning, programming and pre-design process.

# OFFICE OF THE STATE BOARD OF EDUCATION

## SET A

### PROJECT SUMMARY

**Project Title:** Engineering, STEM Education and Classroom Facility

**Institution/Agency:** University of Idaho

**Brief Description:**

The University of Idaho desires to construct a new facility aimed at supporting opportunities for students across a wide range in STEM curricula and programs to participate in collaborative and transformative educational experiences centered on participative learning. Such a facility in is alignment with and will support the goals defined in the university's 2016 Strategic Plan. Specifically the envisioned facility will be designed in such a manner to further Goal 1: Innovate, Goal 2: Engage and Goal 3: Transform by providing specifically designed and tuned spaces which will foster exciting, engaging, collaborative and innovative learning opportunities. In turn, success in these areas will support the goals of the State Board of Education's 2019-2024 Strategic Plan related to higher levels of educational achievement and work force alignment.

The university envisions a facility comprised of maker spaces of various types and sizes, technology enabled classrooms, visualization labs, and fabrication and assembly spaces. Such spaces have the potential to transform curricula and therefore the educational experiences of students through the processes of constructing prototypes and models and the inherent benefits of informal learning via environment and community.

The facility is envisioned to be primarily driven by the curricula of the College of Engineering, but, it will be open to, and have benefits for STEM education across the full width and breadth of the university.

**Project Scope:**

Building size:

Site and utility infrastructure

Furnishings, Fixtures and Equipment

All project fees and related expenses, complete, to include the demolition of any existing structure(s) on site.

**NASF**

TBD

**GSF**

75,000



**Estimated Total Cost:**

*Source of Construction Funds (by fund source and amount):*

**Total Project Cost**

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 8,000,000
Federal Funds	\$ 0
Bond Funds	\$ 0
Gifted Funds	<u>\$ 32,000,000</u>
Total:	\$ 40,000,000

**Previous Appropriations**

<u>Fund Source</u>	<u>Amount</u>
All Sources	\$ 0

**Budget Year Request (FY2020)**

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 600,000

**Date Approved by State Board of Education:**

FY2020 represents the initial year of request for this facility. The request for FY2020 is \$600,000 to fund project planning, programming and pre-design activities. These activities will include a site evaluation and selection process.

---

**1. PROJECT DESCRIPTION AND JUSTIFICATION**

The general intent of the Engineering, STEM Education and Classroom Facility is to provide space for “hands-on” learning, prototyping, physical modeling, visualization and 3D modeling, computational activities, dissemination and transfer of knowledge and information, collaborative learning experiences, and other related support activities that may be related to innovative and fundamental changes in the curricula of the College of engineering and other academic units engaged in transformative STEM education.

Research and analysis of trends in engineering education show a shift towards theory and mathematical analysis which occurred over the course of the latter half of the 20<sup>th</sup> century. As a result engineering students, and students in related STEM fields spent less of their time and academic careers engaged in the actual design and build process. And yet, research also indicates that there are inherent benefit to the students when provided with opportunities to participate in collaborative prototyping and modeling activities. Such activities are shown to foster an improvement of skills, increased retention of knowledge and concepts, increased creativity, and a development of community.

As a result, there is a currently transformation of curricula towards the development and integration of maker spaces in the academic program. Maker spaces are much more than a traditional shop, often utilizing equipment and techniques which foster rapid prototyping, allowing students to quickly explore multiple concepts, and transforming the way in which they approach design problems and explore multiple potential solutions.

The Engineering, STEM Education and Classroom Facility is proposed to support, and expand upon, this shift in curricula. In doing so, it will allow the University of Idaho offer unique, innovative, creative and collaborative educational experiences to the students of Idaho. Such new educational experiences will be better aligned to the needs of the workforce and Idaho's employers. The Engineering, STEM Education and Classroom Facility will house a variety of maker spaces and associated support functions, fabrication and assembly spaces, technology enabled classrooms, visualization spaces, computational spaces, offices, and office suites and other support spaces in an approximately 75,000 square foot facility

Further, it will support activities of the College of Engineering and other academic units, as well as providing additional classroom stock available for general education classroom use.

## **2. PROJECT COMPONENTS**

As mentioned, the Engineering, STEM Education and Classroom Facility is envisioned to be 75,000 gross square feet, minimum. The exact NASF will be determined during the project planning, programming and pre-design process.

Spaces within the facility will include, but may not necessarily be limited to:

- design and manufacturing spaces, to include
  - a design suite which might support creative thinking and concepts;
  - a maker space;
  - a machine shop;
  - a fabrication and assembly space;
- faculty offices and office suites which might that allow for small scale departments, teams and others to be housed together in a collaborative fashion;
- a creative visualization and 3D modeling space;
- computational research spaces;
- collaborative, technology enabled active learning classrooms, constructed along the model of spaces prototyped in Renfrew Hall and the Teaching and Learning Center by the University of Idaho;
- larger, technology enabled classrooms of a variety of sizes and layouts which might support a variety of teaching pedagogies;
- collaboration spaces and seminar rooms;
- Graduate and Research Assistant spaces;
- outdoor support and fabrication spaces and plazas;
- and other specialty and support spaces as determined to be required.

The details of the spaces to be provide, their size, adjacencies, capabilities and functionality will be determined through the planning, programming and pre-design phase effort.

It is envisioned by the University of Idaho that the Engineering, STEM Education and Classroom Facility will be designed and constructed in such a manner to support the potential future

expansion of the building to accommodate additional academic programs and needs. Such additional program space might be spaces identified through the planning, programming and pre-design phase effort as desired future spaces, but thought should also be given towards designing the facility in such a manner as to be flexible enough to accept additional future spaces and needs which are not yet either imagined or determined. The date of any such future expansion is, of course, yet to be determined and would be subject to further review and approval of the Board of Regents.

The preferred site for this facility is yet to be determined. It is envisioned that a site evaluation and selection process is a natural component of the project planning, programming and pre-design activities supported by this initial year request. In general, however, there is a desire that the selected site be adjacent to, and convenient to, the College of Engineering neighborhood generally located between 6<sup>th</sup> Street on the north, the 7<sup>th</sup> Street Pedestrian Mall on the south, Ash Street on the east, and the Line Street Pedestrian Mall on the west. This neighborhood is also convenient to the College of Science, the Office of Research and facilities housing biological sciences. It is also adjacent to the recently completed Integrated Research and Innovation Center (IRIC). Locating a facility such as this with its STEM Education focus in this neighborhood will facilitate quality coordination and collaboration amongst these units.

### **3. ALTERNATIVES**

#### Alternative 1: Construct Separate, Dispersed Maker Spaces and Classroom Spaces in existing Buildings

This alternative consists of an attempt to identify and construct the spaces as described herein in separate, existing facilities dispersed across campus.

Indeed the university included a fabrication and visualization lab in the program of the Integrated Research and Innovation Center (IRIC) building, completed in 2017. This fabrication and visualization space in IRIC is successful. However, the space in IRIC is intended to support specific research programs. It is geared to the needs and requirements of research, which are very different from the needs and requirements of undergraduate level education. The undergraduate curricula potential requires multiple maker spaces of various characteristics, and there is a need to support rapid prototyping in iterations and of short-term durations.

Neither the university in general, nor the College of Engineering specifically, has an existing stock of unused or underused space(s) to support this alternative. Space is at a premium within the core of campus and existing programs are often forced into inadequate space. New programs are often denied space requested for their needs. And while space is an extremely limited, and limiting, resource in the current campus environment, this is especially true within the College of Engineering neighborhood. This neighborhood is amongst the most densely built-out neighborhoods on campus and the structures within the neighborhood are amongst the more highly utilized structures of the university. The character and nature of maker spaces, and the need for multiple technology enabled, active learning classrooms of various capacities requires a sum total amount of space which is simply not available within existing structures in adjacency to the neighborhood.

Given the lack of existing space within existing structures in, or adjacent to, the College of Engineering neighborhood, existing structures located remotely may be considered. There are two former residence halls located at the southeast corner of campus which are not very highly utilized, but which could be renovated for some alternative use. However, these campus-edge facilities are as distant and remote from the College of Engineering neighborhood as it might be possible to be. They are also of a small size, and comprised of small, tight spaces unsuitable for use as maker spaces or classrooms. This remote location, small size and high renovation costs resulting from the tight spaces and outdated building systems make them unsuitable for this use.

Lastly, the very notion of attempting to create the spaces needed in the quantity needed in various dispersed facilities across campus is in conflict with the goal of creating an environment of interdisciplinary interaction and collaboration which might build upon itself in a cumulative fashion leading to a transformative education experience.

For all of these reasons, the university rejected this alternative.

#### **4. VACATED SPACE**

In the main, the Engineering, STEM Education and Classroom Facility is envisioned as new space to satisfy the needs and requirements of needs changing engineering and STEM curricula. Accordingly, there is little to no vacant space generated by this request. In addition, the needs of maker spaces are inherently less dense than traditional curricula spaces. Space must be provided in which to lay-out work and materials, fabricate and assemble. Space is needed to store and display prototypes and models for visual analysis and comparison. Safety is paramount, translating to safe zones and working clearance around prototyping and fabrication machinery and equipment.

As mentioned hereinbefore, however, the design and construction the Engineering, STEM Education and Classroom Facility is to occur on a site yet to be selected. It is feasible and possible that the selected site will require the demolition and removal of an existing structure. There are existing wood-framed structures adjacent to the engineering neighborhood listed to be removed under the university's adopted Long Range Campus Development Plan (LRCDP). These structures are in poor repair and under-utilize the sites which they occupy. Should the site one of the structures be determined as the best location for the proposed Engineering, STEM Education and Classroom Facility, the units occupying the structure will need to be deployed elsewhere on campus as a part of the development of the Engineering, STEM Education and Classroom Facility. This is one of the parameters requiring further study and deliberations during the planning, programming and pre-design process.

**CAPITAL BUDGET REQUEST**  
**FY 2020**  
**CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College  
PRIORITY: 1

AGENCY PROJECT

PROJECT DESCRIPTION/LOCATION: Mechanical Technical Building

CONTACT PERSON: Todd Kilburn

TELEPHONE: (208) 792-2240

**PROJECT JUSTIFICATION:**

(A) Concisely describe what the project is.

Lewis-Clark State College requests funding to repurpose the Mechanical Technical Building (hereafter "MTB") to accommodate changes in space needs following the completion of the new Career Technical Education Center, which is scheduled for completion in mid 2020. Expansion of the programs that will remain in MTB would also be possible once programs such as auto mechanics are moved to the new facility.

(B) What is the existing program and how will it be improved?

With such programs as auto mechanics, information technology, HVAC, CNC machining, and others vacating MTB, this gives LCSC the opportunity to develop this space for future programmatic needs, particularly new general classroom space to meet the needs of the entire campus.

(C) What will be the impact on your operating budget?

There would be no consequential additional expense, but it is projected that repurposing of space would allow for greater opportunities to expand current programming as well as allowing for newer and more efficient classrooms. LCSC would utilize this space to expand current programming or offer new programs designed to increase enrollment.

(D) What are the consequences if this project is not funded?

Automotive repair bays, for example would remain for a program that has been relocated and are not easily utilized for other programs. If the project is not funded, LC would be unable to adequately expand other programs.

ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ <u>6,000,000</u>
<u>0</u>		General Account	
A/E fees	\$	Agency Funds	\$ <u>250,000</u>
<u>950,000</u>		Federal Funds	
Construction	\$	Other	
<u>4,750,000</u>			
5% Contingency	\$	Total	\$ <u>6,250,000</u>
<u>300,000</u>			
F F & E	\$		
<u>250,000</u>			
Other			
Total	\$		
<u>6,250,000</u>			

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**CAPITAL BUDGET REQUEST**  
**FY 2020**  
**CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: College of Southern Idaho      AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Canyon Building Remodel – Phase 2

CONTACT PERSON: Jeff Harmon

TELEPHONE: 208-732-6210

- (A) For FY2019, CSI was awarded \$829,000 to remodel and modernize classroom and office space in the Canyon Building. These funds are for designing the entire project, which is 25,000sf, and beginning construction on phase 1 which is 10,000sf. Our current request is for phase 2 which is 15,000sf. The Canyon Building was constructed just over 40 years ago. The scope of work includes interior improvements such as interior walls, interior doors, electrical work, LED lighting, fire alarm, HVAC, ceiling grid and tile, and flooring.
- (B) This space houses several programs including Information Technology Education. Remodeling will make more efficient use of the existing area and create an instructional environment more in line with modern instructional standards and practices.
- (C) There will be no anticipated impact on our operating budget.
- (D) Funding this project will help create the most effective learning environment for the maximum number of students.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

<b>ESTIMATED BUDGET:</b>		<b>FUNDING:</b>	
Land	\$	PBF	\$ 2,180,000
A/E fees	\$ 110,000	General Account	
Construction	\$ 1,791,599	Agency Funds	
5% Contingency	\$ 89,580	Federal Funds	
F F & E		Other	
Other	\$188,821		
Total	\$ 2,180,000	Total	\$ 2,180,000

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Capitol Budget Request  
Set A - Request - 2020  
Capital Improvement**

Agency:	College of Western Idaho	Agency Project Priority:	1
---------	--------------------------	--------------------------	---

Project Description/Location:	New Truck Driving Facilities		Nampa Campus
-------------------------------	------------------------------	--	--------------

Contact Person	Craig Brown	562-3279 ph.
----------------	-------------	--------------

**Project Justification**

(A) Concisely describe the Project

This project will develop Truck Driving Facilities, classrooms, simulator rooms, observation area and practice yard for the CWI Professional Truck Driving program. The Agency is requesting \$1,000,000 from PBFAC and will fund the remaining balance required approximately \$2,000,000.

(B) What is the existing program and how will it be improved?

The existing program was located in a leased facility near the Micron Education Center located at 5725 E. Franklin Rd. in Nampa Idaho. The existing property was recently sold and in order to continue a new facility will need to be constructed.

(C) What will be the impact on your operating budget?

Approval of the project will allow for instruction to continue.

(D) What are the consequences if this project is not funded?

Without additional funds from PBFAC agency, other funds will be required to restart the program.

Estimated Budget:		Funding:	
Land		PBF	\$ 1,000,000
A / E Fees	\$ 280,000	General Account	
Construction	\$ 1,800,000	Agency Funds	\$ 2,000,000
10% Contingency	\$ 180,000	Federal Funds	
FF&E	\$ 700,000	Other	
Other	\$ 40,000		
<b>Total</b>	<b>\$ 3,000,000</b>	<b>Total</b>	<b>\$ 3,000,000</b>

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**CAPITAL BUDGET REQUEST**  
**FY 2020**  
**CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: **NORTH IDAHO COLLEGE**

AGENCY PROJECT PRIORITY:

PROJECT DESCRIPTION/LOCATION: **Meyer Health Sciences Building Expansions**

CONTACT PERSON: Chris Martin

TELEPHONE: 208-769-3340

**PROJECT JUSTIFICATION:**

- (A) Concisely describe what the project is. 15,000 SF addition to the south of building that will consist of instructional labs and prep areas.
- (B) What is the existing program and how will it be improved? A&P lab shortage will be eliminated along with needed prep area to help with these additional labs.
- (C) What will be the impact on your operating budget? No impact on budget beyond normal maintenance and operations of expanded square footage.
- (D) What are the consequences if this project is not funded? Science lab courses are currently fully subscribed and operating at peak use. Without additional program lab space students will be impacted with longer waits to enroll in these courses and future enrollments to health professions and nursing programs will be limited to current enrollments.


PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

**ESTIMATED BUDGET:**

Land	\$ <u>0</u>
A/E fees	<u>522,155</u>
Construction	<u>5,771,184</u>
5% Contingency	<u>288,50</u>
F F & E	<u>116,797</u>
Other	
Total	\$ <u>6,698,636</u>

**FUNDING:**

PBF	\$ <u>6,698,636</u>
General Account	
Agency Funds	
Federal Funds	
Other	
Total	\$ <u>6,698,636</u>

Agency Head Signature: Date: 5/25/10

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY and  
UNIVERSITY OF IDAHO**

**SUBJECT**

Report on National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores

**REFERENCE**

August 2016	Board received first annual NCAA APR Report
August 2017	Board received annual NCAA APR Report

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1; Objective D: Quality Education.

**BACKGROUND/DISCUSSION**

NCAA instituted the APR tracking system in 2004 in response to public concerns over academic performance and graduation rates among student athletes. The APR is determined by using eligibility and retention data for each student-athlete on scholarship during an academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The single and multi-year APR is determined as a percentage of points earned divided by total points possible for that cohort, with the resulting number multiplied by 1,000. The highest possible score for a team is 1000 (as calculated by the process described in the paragraph below). The NCAA calculates the APR rate as a four-year rolling average. Currently, the benchmark minimum score for each sport is 930, which the NCAA equates with a 50% graduation rate. Teams that fall below the 930 minimum are subject to sanctions which may include loss of scholarships. APR averages which fall below 900 over time may also include restrictions on practice time, loss of post-season competition eligibility, and other penalties.

**Calculation of the APR.** A team's APR cohort for a given year is composed of student-athletes who receive financial aid based on athletic ability; if a team does not offer athletic aid, then the cohort consists of those student-athletes who are listed on the varsity roster on the first day of competition. Each student-athlete in the APR cohort has the ability to earn two points for each regular academic term of full-time enrollment. One point is awarded if the student-athlete is academically eligible to compete in the following regular academic term. The other point is awarded if the student-athlete is retained by the institution (i.e., returns to school as a full-time student) in the next regular academic term. Student-athletes who graduate are given both the eligibility and retention points for the term. Squads can also earn a delayed graduation point if a student-athlete who left the institution without graduating returns to the institution and graduates. At the start of each academic year, each Division I team's APR is calculated by adding all points earned by student-athletes in the team's cohorts in each of the previous four years,

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

dividing that total by the number of possible points the student-athletes could have earned and multiplying by 1,000. Thus, an APR of 950 means that the student-athletes in the cohort earned 95 percent of the eligibility and retention points that they could have earned.

**Eligibility and Retention Rates.** A squad's eligibility rate is calculated by taking all of the eligibility points earned during the previous four years, dividing that total by the number of eligibility points that could have been earned during that time and multiplying by 1,000. A squad's retention rate is calculated similarly using retention points earned and retention points possible.

**IMPACT**

APR reports from the three NCAA member institutions are provided. All three institutions report that they are meeting the 930 APR benchmark.

Each institution has provided two formats for the APR reports. Both reports show the single and multiyear APR scores. The first report shows the percentile rank within the sport, all sports, Division I, public institutions, Football Bowl Subdivision, Football Championship Subdivision, and finally Division I (non-football). The second report includes the Multi-year Rate Upper Confidence Boundary and the multiyear and single year APR scores for Eligibility/Graduation and for Retention.

**Multiyear Rate Upper Confidence Boundary.** A squad-size adjustment is a statistical margin of error, or confidence interval, applied by the NCAA when limited data are available to estimate a team's APR with appropriate confidence. The adjustment helps ensure that small squads are not penalized unfairly based on a small set of observations. Confidence intervals, commonly used in statistics, roughly represent a range of scores within which the true APR likely resides. The upper confidence boundary of a team's APR has to be below 925 for that team to be subject to APR penalties. The squad-size adjustment currently only applies to squads with three or fewer years of data or four-year cohorts of fewer than 30 student-athletes.

**ATTACHMENTS**

Attachment 1	Boise State University APR Summary
Attachment 2	Boise State University APR Report by Subgroups
Attachment 3	Boise State University APR Report with Eligibility and Retention
Attachment 4	Idaho State University APR Summary
Attachment 5	Idaho State University APR Report by Subgroups
Attachment 6	Idaho State University APR Report with Eligibility and Retention
Attachment 7	University of Idaho APR Summary
Attachment 8	University of Idaho APR Report by Subgroups
Attachment 9	University of Idaho APR Report with Eligibility and Retention

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**STAFF COMMENTS AND RECOMMENDATIONS**

Overall, each of the three NCAA member institutions is making marked progress in APR scores. After any adjustments granted by the NCAA, all teams at all three of the universities have met the four-year 930 APR benchmark. The APR system is a useful element in institutions' toolkits to track and encourage academic success for student athletes. When coupled with additional measures, such as grade point averages and graduation/degree completion results, the APR can provide performance metrics to support data-informed decisions and effective engagement by athletic departments and senior university leadership in support of the Board's academic goals.

**BOARD ACTION**

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

**Boise State University**

**Spring 2018 NCAA Academic Progress Rate (APR) Report Summary**

Boise State established a school-record when six of their Athletics programs received Public Recognition Awards from the NCAA for having multi-year Academic Progress Rate (APR) scores in the top10 percent of their respective sports nationally. The sports included were men's golf, women's golf, gymnastics, swimming & diving, women's tennis and beach volleyball. The six Public Recognition Awards are the most in the Mountain West Conference this year, and are tied for the most in a single year in conference history.

Buoyed by the six awards, the department established a record multi-year APR of 983.

The women's basketball program also established a record with a multi-year APR of 987. For the third time, the men's basketball team's multi-year APR increased by at least 10 points, this year to 985. In the last four years, the program's APR has increased by 44 points. The football team recorded a multi-year score of 976, ranking between the 70th-80th percentile amongst all football-playing institutions nationally.

Another school-record was recorded when 14 programs received perfect single-year scores in 2016-17.

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

**ATTACHMENT 2**

Institution: Boise State University

Date of Report: 04/30/2018

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2013-14, 2014-15, 2015-16 and 2016-17 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an \* symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2016 - 2017 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
<b>By Sport - Men's</b>										
Men's Basketball (348)	985	1,000	80th-90th	40th-50th	967	964	973	969	963	969
Men's Cross Country (312)	956	*	10th-20th	1st-10th	981	977	989	986	975	982
Football (250)	976	968	70th-80th	20th-30th	964	962	972	968	961	NA
Men's Golf (296)	1,000	1,000	90th-100th	80th-90th	986	984	990	986	985	985
Men's Tennis (253)	948	912	1st-10th	1st-10th	982	980	985	983	980	982

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

**ATTACHMENT 2**

Institution: Boise State University

Date of Report: 04/30/2018

Sport (N)	Multiyear APR	2016 - 2017 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Men's Track (282)	973	1,000	40th-50th	20th-30th	973	968	984	976	968	977
<b>By Sport - Women's</b>										
Women's Basketball (346)	987	1,000	50th-60th	50th-60th	982	980	987	984	980	983
Women's Cross Country (345)	995	*	60th-70th	70th-80th	989	988	992	992	985	990
Women's Golf (265)	1,000	1,000	90th-100th	80th-90th	990	990	992	993	988	989
Women's Gymnastics (61)	1,000	1,000	90th-100th	80th-90th	993	993	994	993	995	998
Softball (291)	980	1,000	20th-30th	30th-40th	985	983	991	987	984	986
Women's Soccer (332)	984	1,000	20th-30th	40th-50th	988	986	992	989	985	988
Women's Beach Volleyball (41)	1,000	NA	90th-100th	80th-90th	988	985	994	992	961	994
Women's Swimming and Diving (193)	1,000	1,000	90th-100th	80th-90th	992	991	994	992	993	991

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

ATTACHMENT 2

Institution: Boise State University

Date of Report: 04/30/2018

Sport (N)	Multiyear APR	2016 - 2017 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Tennis (314)	1,000	1,000	90th-100th	80th-90th	989	989	991	991	989	988
Women's Track (334)	979	981	30th-40th	30th-40th	983	980	989	986	978	986
Women's Volleyball (331)	990	1,000	40th-50th	50th-60th	988	986	991	991	986	986
By Sport - Co-Ed										

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.



# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 07/16/2018

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2013-14, 2014-15, 2015-16 and 2016-17 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]*

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2016 - 2017 (N)	Multiyear Rate	2016 - 2017	Multiyear Rate	2016 - 2017
Men's Basketball	985 (51)	N/A	1,000 (12)	980	1,000	979	1,000
Men's Cross Country	956 (36)	N/A	1,000 (1) *	926*	1,000*	940*	*
Football	976 (356)	N/A	968 (91)	984	975	958	954
Men's Golf	1,000 (43)	N/A	1,000 (11)	1,000	1,000	1,000	1,000
Men's Tennis	948 (37)	N/A	912 (10)	926	889	955	938
Men's Track	973 (78)	N/A	1,000 (17)	952	1,000	959	1,000
Women's Basketball	987 (60)	N/A	1,000 (16)	991	1,000	982	1,000
Women's Cross Country	995 (55)	N/A	1,000 (1) *	991*	1,000*	990*	1,000*
Women's Golf	1,000 (35)	N/A	1,000 (7)	1,000	1,000	1,000	1,000
Women's Gymnastics	1,000 (50)	N/A	1,000 (12)	1,000	1,000	1,000	1,000

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 07/16/2018

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2016 - 2017 (N)	Multiyear Rate	2016 - 2017	Multiyear Rate	2016 - 2017
Women's Softball	980 (91)	N/A	1,000 (24)	971	1,000	977	1,000
Women's Soccer	984 (116)	N/A	1,000 (28)	987	1,000	977	1,000
Women's Beach Volleyball	1,000 (6)	1,000	N/A	1,000*	N/A	1,000*	N/A
Women's Swimming	1,000 (112)	N/A	1,000 (27)	1,000	1,000	1,000	1,000
Women's Tennis	1,000 (35)	N/A	1,000 (9)	1,000	1,000	1,000	1,000
Women's Track	979 (121)	N/A	981 (26)	983	981	966	981
Women's Volleyball	990 (55)	N/A	1,000 (13)	1,000	1,000	979	1,000

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

## Idaho State University

## Spring 2018 NCAA Academic Progress Rate (APR) Report Summary

The 2016-17 one year score for the whole department was 987. This is the highest single year score for ISU's overall APR (*previous record was 985 for the 2011-12 year*). The one year Eligibility score was the 3<sup>rd</sup> highest ever for the department with a score of 977 and the one year Retention score was the highest ever for the department with a score of 983 (*previous record was 976 for the 2013-14 year*).

- 8 of ISU's 13 teams scored a perfect 1000
  - Men's Tennis had their fourth perfect 1000 in a row for their one year score to move their four year score to a perfect 1000. The four year score of 1000 is the highest four year score ever for Men's Tennis. In addition, the four year retention score (1000) and the four year eligibility score (1000) are the highest ever for Men's Tennis. They will receive public recognition from the NCAA for this score.
  - Men's Cross Country had a score above 1000 (1031) due to a perfect score plus a graduation bonus point. This is the seventh time that Men's Cross Country has had a single year score of 1000.
  - Men's Track and Field had a single year score of 1000 for the third time ever. This is the 3<sup>rd</sup> year in a row that Men's Track has increased their one year score (960, 961, 1011)
  - Women's Tennis achieved a perfect 1000 for the 7<sup>th</sup> time ever and the 4<sup>th</sup> time in the past 5 years. This will make their 4 year score a perfect 1000 for the second year in a row. They were a perfect 1000 in the one year retention score for the 5<sup>th</sup> year in a row. They will receive public recognition from the NCAA for this score.
  - Volleyball achieved a perfect 1000 for the 8<sup>th</sup> time in the 13 year history of the APR. The four year score for volleyball is at a perfect 1000 which is the highest 4 year score ever for them.
  - Women's Cross Country achieved a perfect 1000 for their single year score for the 7<sup>th</sup> time in the 13 year history of APR.
  - Women's Golf got back on track achieving a perfect 1000 for their single year score. This is the 9<sup>th</sup> time in the 13 year history of APR that Women's Golf has achieved a single year score of 1000. It is also the 7<sup>th</sup> time in the last 8 years.
  - Women's Track achieved a perfect 1000 for only the second time in their history. This is the second year in a row that Women's Track has increased their one year score (967, 992, 1000)
- Men's Basketballs one year score went up for the first time in 4 years (1000, 981, 960, 898, 958).
- Women's Soccer improved their 1 year score from a 988 to a 989.

The 2016-17 four-year average for the whole department tied the 2<sup>nd</sup> highest four year score ever at 979 (*current record is 983 for the 2011-15 years*). The four year Retention score was the highest ever for the department with a score of 974 and the four year Eligibility score was the second highest ever for the department with a score of 976

- Football had its four year score decrease for the second year in a row (978, 965, 963) despite the one year score increase.

- Women's Basketball tied their record four year score for them at a 991. This ties their four year score record from the last two years of 991. They also tied their high marks for four year Retention (982) and Eligibility (1000)
- Men's Cross country achieved their highest overall 4 year score ever (992). Additionally, Men's Cross Country achieved its highest four year eligibility score ever (1000). This was the second year in a row they had achieved this record for eligibility.
- Men's Track and Field achieved their second highest four year score ever with a 980 (record is a 984 for the 2010-14 years).
- Men's Tennis achieved their highest four year score ever with a perfect 1000. This is the fourth year in a row they have set a four year score record (933, 937, 966, 983, 1000). Additionally they set the record for highest four year retention score (1000) and tied the highest four year eligibility score (1000)
- Women's Soccer's achieved their second highest four year score ever (986). This is down just 2 points from last year's record score of 988. Additionally, they achieved the highest 4 year retention score in their history at 977
- Women's Tennis achieved a perfect 4 year score of 1000 for the third time in the history of the APR (2010-14, 2012-16, 2013-17). They also tied their highest four year Retention score of 1000 (2012-16).
- Women's Track achieved their second highest four year score with a 985 (record is 987 for the 2012-16 years). Women's Track also achieved their highest four year eligibility score of 985. This is the second year in a row they have set a record for four year eligibility.
- Volleyball has set its record for four year score with a perfect 1000. Additionally, they achieved perfect 4 year records of 1000 in both retention and eligibility.
- Softball dropped in their 4 year score for the second year in a row (986, 985, 977). Their 1 year score was the same as the previous year (966).
- Men's Basketball's four year score dropped for the second year in a row despite having their one year score increase. (973, 959, 950). This was due to losing the one year score from 2012-13 of a perfect 1000.

#### Summary

- 8 teams made 1 year score improvements from the year before (Men's Basketball, Men's Cross Country, Football, Men's Track, Women's Cross Country, Women's Golf, Women's Soccer, Women's Track)
  - 3 teams (Men's Tennis, Women's Tennis, Volleyball) had the same 1 year score, a perfect 1000, as they did in the 2015-16 school year.
  - 1 team (Softball) stayed the same in their one year score at a 966 from the previous year.
- 1 team saw a decrease in their 1 year scores (Women's Basketball)
- 4 Teams made four year score improvements from the year before. (Men's Cross Country, Men's Tennis, Men's Track and Field, Volleyball)
  - Women's Basketball stayed the same at 991 for the 3<sup>rd</sup> year in a row
  - Women's Golf stayed the same at 984
  - Women's Tennis stayed the same at a perfect 4 year score of 1000
- 6 teams saw a decrease in their four year scores (Men's Basketball, Football, Women's Cross Country, Women's Soccer, Women's Track and Field, Softball)

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

**ATTACHMENT 5**

Institution: Idaho State University

Date of Report: 04/30/2018

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2013-14, 2014-15, 2015-16 and 2016-17 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an \* symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2016-2017 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
<b>By Sport - Men's</b>										
Men's Basketball (348)	950	958	20th-30th	1st-10th	967	964	973	969	963	969
Men's Cross Country (312)	992	1,000	60th-70th	60th-70th	981	977	989	986	975	982
Football (250)	963	971	40th-50th	10th-20th	964	962	972	968	961	NA
Men's Tennis (253)	1,000	1,000	90th-100th	80th-90th	982	980	985	983	980	982
Men's Track (282)	980	1,000	50th-60th	30th-40th	973	968	984	976	968	977

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

**ATTACHMENT 5**

Institution: Idaho State University

Date of Report: 04/30/2018

Sport (N)	Multiyear APR	2016-2017 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
<b>By Sport - Women's</b>										
Women's Basketball (346)	991	981	60th-70th	60th-70th	982	980	987	984	980	983
Women's Cross Country (345)	988	1,000	30th-40th	50th-60th	989	988	992	992	985	990
Women's Golf (265)	984	1,000	20th-30th	40th-50th	990	990	992	993	988	989
Softball (291)	977	966	20th-30th	30th-40th	985	983	991	987	984	986
Women's Soccer (332)	986	989	30th-40th	40th-50th	988	986	992	989	985	988
Women's Tennis (314)	1,000	1,000	90th-100th	80th-90th	989	989	991	991	989	988
Women's Track (334)	985	1,000	40th-50th	40th-50th	983	980	989	986	978	986
Women's Volleyball (331)	1,000	1,000	90th-100th	80th-90th	988	986	991	991	986	986
<b>By Sport - Co-Ed</b>										

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

**ATTACHMENT 6**

Institution: Idaho State University

Date of Report: 11/02/2017

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2013-14, 2014-15, 2015-16 and 2016-17 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]*

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2016 - 2017 (N)	Multiyear Rate	2016 - 2017	Multiyear Rate	2016 - 2017
Men's Basketball	950 (53)	N/A	958 (13)	961	960	938	957
Men's Cross Country	992 (31)	N/A	1,000 (8)	1,000	1,000	967	1,000
Football	963 (304)	N/A	971 (76)	954	942	959	971
Men's Tennis	1,000 (33)	N/A	1,000 (8)	1,000	1,000	1,000	1,000
Men's Track	980 (103)	N/A	1,000 (23)	970	1,000	980	978
Women's Basketball	991 (60)	N/A	981 (14)	1,000	1,000	982	960
Women's Cross Country	988 (88)	N/A	1,000 (16)	988	1,000	988	1,000
Women's Golf	984 (32)	N/A	1,000 (9)	967	1,000	1,000	1,000
Women's Softball	977 (68)	N/A	966 (16)	985	967	953	966
Women's Soccer	986 (96)	N/A	989 (27)	983	980	977	1,000

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

**ATTACHMENT 6**

Institution: Idaho State University

Date of Report: 11/02/2017

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2016 - 2017 (N)	Multiyear Rate	2016 - 2017	Multiyear Rate	2016 - 2017
Women's Tennis	1,000 (35)	N/A	1,000 (9)	985	1,000	1,000	1,000
Women's Track	985 (140)	N/A	1,000 (23)	985	1,000	981	1,000
Women's Volleyball	1,000 (50)	N/A	1,000 (11)	1,000	1,000	1,000	1,000

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.



**University of Idaho****Spring 2018 NCAA Academic Progress Rate (APR) Report Summary**

The University of Idaho sponsors sixteen NCAA sports and of those 12 (out of 14 due to Men's Indoor and Outdoor Track being counted as one APR score as well as Women's Indoor and Outdoor Track being counted as one APR score) currently maintain a 4-year average of at least 960. In 2016-2017, six sports posted a perfect 1000 single year score. Those sports include men's track & field, men's and women's cross country, men's and women's golf, and men's tennis. Women's golf scored a perfect 1000 for the seventh year in a row.

Overall, the multiyear APR scores increased for the entire department. Idaho's average multiyear APR score, by sport, is 980.57, an increase of 10.86 points from the prior year's average. Idaho's average single year APR score is 982.36. In comparison with the other Big Sky Conference programs, the University of Idaho athletic department ranks 3rd out of 12. Football is ranked 5<sup>th</sup> out of 11 for single year APR when compared to the other Sun Belt Football programs.

None of our sports are below the benchmark 930 Multiyear Rate to be ineligible for post-season competition. We saw a single year score increase in six sports overall with football continuing to increase their single year score for the fourth year in a row.

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

**ATTACHMENT 8**

Institution: University of Idaho

Date of Report: 04/30/2018

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2013-14, 2014-15, 2015-16 and 2016-17 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an \* symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2016 - 2017 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
<b>By Sport - Men's</b>										
Men's Basketball (348)	967	923	40th-50th	10th-20th	967	964	973	969	963	969
Men's Cross Country (312)	962	1,000	10th-20th	10th-20th	981	977	989	986	975	982
Football (250)	958	970	30th-40th	10th-20th	964	962	972	968	961	NA
Men's Golf (296)	979	1,000	30th-40th	30th-40th	986	984	990	986	985	985
Men's Tennis (253)	955	1,000	10th-20th	1st-10th	982	980	985	983	980	982

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

**ATTACHMENT 8**

Institution: University of Idaho

Date of Report: 04/30/2018

Sport (N)	Multiyear APR	2016 - 2017 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Men's Track (282)	984	1,000	60th-70th	40th-50th	973	968	984	976	968	977
<b>By Sport - Women's</b>										
Women's Basketball (346)	995	981	70th-80th	70th-80th	982	980	987	984	980	983
Women's Cross Country (345)	1,000	1,000	90th-100th	80th-90th	989	988	992	992	985	990
Women's Golf (265)	1,000	1,000	90th-100th	80th-90th	990	990	992	993	988	989
Women's Soccer (332)	989	991	40th-50th	50th-60th	988	986	992	989	985	988
Women's Swimming and Diving (193)	974	992	1st-10th	20th-30th	992	991	994	992	993	991
Women's Tennis (314)	984	929	20th-30th	40th-50th	989	989	991	991	989	988
Women's Track (334)	992	991	70th-80th	60th-70th	983	980	989	986	978	986
Women's Volleyball (331)	989	976	40th-50th	50th-60th	988	986	991	991	986	986
<b>By Sport - Co-Ed</b>										

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 05/07/2018

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2013-14, 2014-15, 2015-16 and 2016-17 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]*

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2016 - 2017 (N)	Multiyear Rate	2016 - 2017	Multiyear Rate	2016 - 2017
Men's Basketball	967 (54)	N/A	923 (13)	981	962	953	885
Men's Cross Country	962 (27)	985	1,000 (8)	923	1,000	981	1,000
Football	958 (348)	N/A	970 (92)	950	967	954	961
Men's Golf	979 (38)	N/A	1,000 (9)	987	1,000	971	1,000
Men's Tennis	955 (38)	N/A	1,000 (8)	940	933	955	1,000
Men's Track	984 (83)	N/A	1,000 (20)	943	1,000	981	1,000
Women's Basketball	995 (55)	N/A	981 (15)	1,000	1,000	990	962
Women's Cross Country	1,000 (49)	N/A	1,000 (12)	1,000	1,000	1,000	1,000
Women's Golf	1,000 (30)	N/A	1,000 (7)	1,000	1,000	1,000	1,000
Women's Soccer	989 (101)	N/A	991 (29)	995	1,000	978	981

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

# NCAA Division I 2016 - 2017 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 05/07/2018

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2016 - 2017 (N)	Multiyear Rate	2016 - 2017	Multiyear Rate	2016 - 2017
Women's Swimming	974 (121)	N/A	992 (34)	983	985	961	985
Women's Tennis	984 (34)	N/A	929 (8)	984	929	984	929
Women's Track	992 (105)	N/A	991 (28)	980	1,000	985	981
Women's Volleyball	989 (52)	N/A	976 (12)	957	1,000	978	950

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**SUBJECT**

Board Policy V.I. – Real and Personal Property and Services – first reading

**REFERENCE**

April 2014	Board approved first reading of Board Policy V.I., amending authorization thresholds for alignment between policies V.I. and V.K. Construction Projects
June 2014	Board approved second reading of Board Policy V.I.
April 2018	Board approved the first reading of proposed amendments to Board Policies V.I.
June 2018	Board approved second reading of Board Policy V.I.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I. Real and Personal Property and Services and V.W. Litigation;  
Title 67, Chapter 92, Idaho Code.

**ALIGNMENT WITH STRATEGIC PLAN**

This agenda item is a non-strategic Board governance agenda item.

**BACKGROUND/ DISCUSSION**

Board Policy V.I. outlines the authority limits for institutions when purchasing real and personal property. These include, with some exceptions for the University of Idaho:

- All property that is not real property must be purchased consistently with Title 67, Chapter 92, Idaho Code;
- Acquisition of real property with a purchase price between \$500,000 and \$1M requires approval by the Executive Director. A purchase exceeding \$1M requires prior Board approval;
- Purchase of personal property and services with a price between \$500,000 and \$1M requires approval by the Executive Director. A purchase exceeding \$1M requires prior Board approval;
- Easements to make permanent use of real property require prior Board approve, unless easements are to public entities for utilities;
- Transfer of any other interest in real property requires prior Board approval;
- Disposal of surplus personal property authorizations are set at the same amounts as for purchasing personal property;
- Sale of any services or right (broadcast or other) requires prior Board approval when it is expected that the proceeds of such action may exceed \$250,000.

Proposed amendments to the policy will include:

- Technical corrections such as updating statutory references and removing references to “school” which referenced the Idaho School for the Deaf and Blind when it was under the Board’s governance and moving subsections such as the reference to the sale of surplus property from Section 1 to

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

Section 6 and the reference to the Sale of Services from section 6 to a new section, Section 7. Sale of Services or Rights;

- Combining and moving sections 2.b and c regarding the interest of real property being taken in the name of the Board or the Board of Regents to Section 2.a;
- Adding the requirement that the purchase of any property at a value exceeding ten percent of the appraised fair market value requires prior Board approval;
- Adding a cross-reference to existing language in Board Policy V.W. Litigation which requires approval by the Board prior to initiating eminent domain actions.
- Expanding the authorization to approve easements to include easements for telecommunication, fiber optics, cable or similar services and for emergency services such as fire or paramedic.
- Adding an exception to the prior appraisal requirement for property transferred between institutions or agencies under the governance of the Board;
- Adding clarifying language to the new section 7 regarding the sale of services or rights;
- Adding a new Section 8. Use of an Institution's Trademark for the Promotion of Non-Institution Products or Services.

**IMPACT**

New language regarding institution trademarks would add language would prohibit the use of an institution's trademarks for certain products or services. Current policy is silent on this matter. The prohibition of licensing the institution's trademarks for these products or services would reduce potential revenue to the institution.

**ATTACHMENTS**

Attachment 1 – Board Policy V.I. – first reading

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendments to Board Policy V.I. contain changes to purchasing real property, eminent domain, sale of services or rights, and the prohibited use of an institution's trademarks.

Concerns from the institutions heard at the Business and Human Resources (BAHR) subcommittee meeting highlighted the timely nature of some of the purchase agreements. Requiring the Board to approve a purchase price above the appraised value could mean a delay in purchasing agreements being executed. If immediate action is required, a special Board meeting would need to be called.

The sale of service or rights provision would now create an exception for the sale or licensing pertaining to the athletic conference to which the institution belongs.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

Concerns heard from the institutions at the BAHR meeting identified there are many sales or licensing agreements where the value is greater than \$250,000. This was existing language in the policy.

As more significant agreements regarding the licensing or sale of trademarks come before the Board it was determined by Board staff that it would be helpful to develop policy for the institutions on minimum expectations for these agreements. Proposed language for the first reading is based on areas of concern that were identified during the discussion at the June 2018 regular Board meeting. The proposed language would limit the products or services to which an institution could sell marketing rights. Institutions expressed concerns that this would only apply to authorized use of these trademarks. Unauthorized use of copyrighted or trademarked material is a concern to the institutions. The proposed amendment to the Boise State University Learfield agreement being brought forward under a separate agenda item would not be in compliance with this policy if the proposed policy language were in effect.

Medical, pharmaceutical and nutraceutical products sold through an institution managed or sponsored pharmacy or student health services that are provided on campus would not be impacted by the proposed language in section 8.b.ii. As an example, the prohibition in section 8.b.ii would prohibit the sale of institution branded hydrocodone on campus but would not prohibit the institution's pharmacy, or a pharmacy located on campus, from distributing properly prescribed generic or name brand hydrocodone as long as the prescriptions or containers did not have an institution trademark on them.

Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board Policy V.I. Real and Personal Property and Services as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: I. Real and Personal Property and Services

~~June 2018~~October 2018

## 1. Authority

- a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, and pursuant to various sections of Idaho Code.
- b. Leases of office space or classroom space by any institution, ~~school~~ or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.
- c. All property that is not real property must be purchased consistently ly with ~~Sections 67-5715 through 67-5737~~ Title 67, Chapter 92, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration and other state institutions of higher education may establish their own policies and procedures for procurement as set forth in Section 67-9225, Idaho Code. Each institution, ~~school or~~ and agency must designate an officer with overall responsibility for all purchasing procedures.
- ~~d. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.~~
- ed. If the Executive Director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, ~~school~~ or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

## 2. Acquisition of Real Property

- a. Any interest in real property acquired for or conveyed by an institution or agency under the governance of the Board must be taken in the name of the State of Idaho by the and through the State Board of Education. Any interest in real property acquired for or conveyed by the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- ~~db.~~ This does not preclude a foundation or other legal entity separate and apart from an institution, ~~school~~ or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, ~~school~~ or agency. (See Section V.E.)
- ac. Acquisition of a real property interest, other than a leasehold interest, with a purchase price between five hundred thousand dollars (\$500,000) and one million dollars (\$1,000,000) requires prior approval by the Executive Director. A purchase

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: I. Real and Personal Property and Services

~~June 2018~~October 2018

exceeding one million dollars (\$1,000,000) requires prior Board approval. Any purchase exceeding ten percent (10%) of the appraised fair market value requires prior Board approval.

~~b. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.~~

~~c. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the State of Idaho by and through the State Board of Education.~~

~~ed.~~ Acquisition of a leasehold interest in real property by or on behalf of an institution, ~~school~~ or agency requires prior Executive Director approval if the cost exceeds five hundred thousand dollars (\$500,000) over the term, or by the Board if the term of the lease exceeds five (5) years or if the cost exceeds one million dollars (\$1,000,000) over the term.

~~fe.~~ Appraisal.

An independent appraiser must be hired to give an opinion of fair market value before an institution, ~~school~~ or agency acquires fee simple title to real property.

~~gf.~~ Method of sale - exchange of property.

The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33-2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.

~~gh.~~ Execution.

All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

h. Eminent Domain

Any legal action involving the exercise of the right of eminent domain is subject to the provisions of State Board of Education Governing Policies and Procedures V.W. Litigation.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: I. Real and Personal Property and Services**~~June 2018~~ October 2018**3. Acquisition of Personal Property and Services**

- a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between five hundred thousand dollars (\$500,000) and one million dollars (\$1,000,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding one million dollars (\$1,000,000) require prior Board approval. If the project budget for a purchase or the renewal cost for a service agreement increases above the approved amount, then the institution or agency may be required to seek further authorization, as follows:

Project or Service Agreement Originally Authorized By	Original Project Cost or Total Obligation for Service Agreement	Cumulative Value of Change(s)	Aggregate Revised Project Cost or Total Obligation for Renewal to Service Agreement	Change Authorized By
Local Agency	< \$500,000	Any	< \$500,000	Local Agency
Local Agency	< \$500,000	Any	\$500,000-\$1,000,000	Executive Director
Local Agency	<\$500,000	Any	> \$1,000,000	SBOE
Executive Director	\$500,000-\$1,000,000	<= \$500,000	<= \$1,000,000	Local Agency
Executive Director	\$500,000-\$1,000,000	Any	>\$1,000,000	SBOE
SBOE	> \$1,000,000	< \$500,000	Any	Local Agency
SBOE	> \$1,000,000	\$500,000-\$1,000,000	Any	Executive Director
SBOE	> \$1,000,000	>\$1,000,000	Any	SBOE

- b. Acquisition or development of new administrative software or systems that materially affect the administrative operations of the institution by adding new services must be reviewed with the executive director before beginning development. When feasible, such development will be undertaken as a joint endeavor by the four institutions and with overall coordination by the Office of the State Board of Education.

**4. Hold of Personal Property****a. Inventory**

An inventory of all items of chattel property valued at two thousand dollars (\$2,000) or limits established by Department of Administration owned or leased by any agency or institution must be maintained in cooperation with the Department of Administration as required by Section 67-5746, Idaho Code.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: I. Real and Personal Property and Services

~~June 2018~~ October 2018

## b. Insurance

Each agency and institution must ensure that all insurable real and personal property under its control is insured against physical loss or damage and that its employees are included under any outstanding policy of public liability insurance maintained by the state of Idaho. All insurance must be acquired through the State Department of Administration or any successor entity.

## c. Vehicle Use

Vehicles owned or leased by an institution or agency must be used solely for institutional or agency purposes. Employees may not, with certain exceptions, keep institutional vehicles at their personal residences.

## 5. Disposal of Real Property

## a. Temporary Permits

Permits to make a temporary and limited use of real property under the control of an institution or agency may be issued by the institution or agency without prior Board approval.

## b. Board approval of other transfers

i. Leases to use real property under the control of an institution, ~~school~~ or agency require prior Board approval ~~if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars (\$250,000).~~

ii. Easements to make a permanent use of real property under the control of an institution, ~~school~~ or agency require prior Board approval - unless easements are to public entities for utilities, telecommunication, fiber optic, cable or similar services, for emergency services access such as fire or paramedic, or highway districts and other governmental subdivision, agency, or instrumentality.

iii. The transfer by an institution, ~~school~~ or agency of any other interest in real property requires prior Board approval. An independent appraiser must be hired to give an opinion of fair market value before an institution or agency disposes of real property. An appraisal is not required if an institution is transferring title to real property to another institution or agency under the governance of the Board.

6. Disposal of Surplus Personal Property

~~Sale, surplus disposal, trade-in, or exchange of~~ Disposal of surplus personal property with a value greater than five hundred thousand dollars (\$500,000) and less than one million dollars (\$1,000,000) requires prior approval by the Executive Director. Sale, surplus disposal, trade-in, or exchange of property with a value greater than one

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: I. Real and Personal Property and Services

~~June 2018~~October 2018

million dollars (\$1,000,000) requires prior Board approval. All disposals approved by the Executive Director shall be reported quarterly to the Board.

## a. First Refusal

When the surplus personal property has a value greater than five thousand dollars (\$5,000), the institution, ~~school~~ or agency must first make a good faith effort to give other institutions, ~~school~~ and agencies under Board governance the opportunity of first refusal to the property before it turns the property over to the Department of Administration or otherwise disposes of the property. Surplus personal property turned over to the Department of Administration shall be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.

~~b. Sale of Services~~

~~The sale of any services or rights (broadcast or other) of any institution, school or agency requires prior approval of the Board when it is reasonably expected that the proceeds of such action may exceed two hundred fifty thousand dollars (\$250,000). Any sale of such services or rights must be conducted via an open bidding process or other means that maximizes the returns in revenues, assets, or benefits to the institution, school or agency.~~

## c. Inter-agency Transfer

Transfer of personal property from one ~~Board~~ institution, ~~school~~ or agency to another institution, ~~school~~ or agency under Board governance may be made without participation by the State Board of Examiners or the Department of Administration, but such transfers of property with a value greater than two hundred fifty thousand dollars (\$250,000) require prior Board approval.

7. Sale of Services or Rights

The sale or license of any services or rights (broadcast or other) of any institution or agency, other than to an athletic conference that the institution is a member of as required by contract with that conference, requires prior approval of the Board when it is reasonably expected that the proceeds of such action may exceed two hundred fifty thousand dollars (\$250,000). Any sale or license of such services or rights must be conducted via an open bidding process or other means that maximizes the returns in revenues, assets, or benefits to the institution, or agency.

8. Use of an Institution's Trademarks for the Promotion of Non-Institution Products or Services.

a. Third parties may seek to use an institution's name, initials, logos, symbols, indicia, insignia, trade names, services marks and trademarks (collectively "trademarks") to promote the sale of products unrelated to the institution's educational mission.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: I. Real and Personal Property and Services

~~June 2018~~October 2018

---

- b. The promotion of non-institution products, services, events or organizations (collectively "products") through the use of institution trademarks provides revenue for the institutions and is permissible provided that such use shall not detract from an institution's image and educational mission. Approval of any such agreements are subject to the limits established under section 3.a.
- i. Use of an institution's trademarks to promote weapons, tobacco, e-cigarettes, alcohol, gaming involving institution athletics, sex-related products, the adult entertainment industry, "recreational" drugs, or drug-related paraphernalia, or a product that may harm or bring disrepute to the institution or its students is prohibited.
- ii. Any use of an institution's trademarks to promote the sale of the following requires prior review and approval by the institution's chief executive officer: medical, pharmaceutical and nutraceutical (health supplements) products and companies. The review by the chief executive officer must ensure that the use of the institution's trademarks is consistent with the institution's educational mission. Any such approval shall be reported to the Board at the Board's next regularly scheduled meeting. Use of an institution's trademarks to promote the sale of any of the above products is prohibited on the institution's campus. This prohibition does not apply to an institution's ability to sell medical, pharmaceutical and nutraceutical products through an institution managed or sponsored pharmacy or through student health services provided on campus.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**BOISE STATE UNIVERSITY**

**SUBJECT**

Baker Tilly Virchow Krause, LLP (Baker Tilly) Implementation Agreement for Oracle Corporation HCM (Human Capital Management) Cloud System.

**REFERENCE**

August 2016	Idaho State Board of Education (Board) approved the license for Oracle's HCM Cloud
-------------	--

April 2011	Enterprise System Roadmap Implementation Project Information Item
------------	---

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

The Oracle HCM agenda item is a non-strategic Board governance agenda item.

**BACKGROUND/DISCUSSION**

Boise State University (BSU) requests approval to engage Baker Tilly Virchow Krause, LLP (Baker Tilly) for consulting and implementation services for BSU's Oracle Cloud System for core Human Resources (HR) functions (collectively referred to as "Oracle HCM Cloud") for a cost not to exceed \$4.8 million. This service was competitively bid with a formal Request for Proposal.

BSU currently uses PeopleSoft HCM 9.0 for HR transactions and payroll processing. The current PeopleSoft system creates challenges for campus as many processes are manual or rely on spreadsheets and shadow systems that are inefficient and unreliable. This outdated system can no longer be optimized for BSU's growing HR needs.

Additionally, BSU is using a version of PeopleSoft HCM that has not been supported by Oracle for more than three years. As a result, a move to a new platform is necessary in order to ensure the reliability of the system that pays employees of BSU. Moving to Oracle HCM Cloud, a system already licensed to BSU, allows a move from an on-premises system to a cloud platform in a single step, thereby avoiding a costly two-step process of an on-premises upgrade followed by a subsequent cloud implementation in the near future. This plan aligns BSU with Oracle's technology investments, which are almost solely focused on cloud technologies, including the ERP Cloud solution implemented by BSU two years ago.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**IMPACT**

The implementation of Oracle HCM Cloud is expected to reduce manual, labor intensive efforts, improve the quality of information by leveraging automation and workflow, reporting and self-service. The conversion will substantially improve BSU's ability to provide timely and accurate HR support to the campus community.

BSU will use appropriated funds for this project.

**ATTACHMENTS**

Attachment 1 – Boise State University Request for Proposal

Attachment 2 – Draft Agreement with Baker Tilly

**STAFF COMMENTS AND RECOMMENDATIONS**

This project will result in a needed update and upgrade to BSU's Human Resources system. The Request for Proposal was issued in April 2018. A Request for Proposal for the "systemness" consultant was issued in July 2018. The back office consolidation consultant RFP states,

"Contractor must evaluate the conditions of non-academic functional areas at each of the Institutions. At a minimum, Contractor must report on the following areas: Information Technology (security, enterprise purchasing, strategic efforts, etc.); Enterprise Resource Planning (ERP) software; Procurement (staffing, strategic sourcing, etc.); Legal; Finance and accounting; **Human resources**; and Facilities planning" (emphasis added).

The work of the consultant looking at back office consolidation opportunities is scheduled to be completed in December. A potential issue could arise if this agenda item is approved and the consultant recommends a single system for human resources that is not Oracle HCM Cloud. The result could be duplication of cost and effort in migrating to a new system.

Board Policy V.I.3.b. states, "when feasible, such development will be undertaken as a joint endeavor by the four institutions." It may not be feasible at this time to consider a joint endeavor by the four institutions given that they are on different systems or instances of systems, but the recommendations from the back office consolidation consultant may provide an opportunity for this system, or a like system, to be adopted across the system.



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**BOARD ACTION**

I move to approve the request by Boise State University to retain Baker Tilly Virchow Krause, LLP for consulting and implementation of Oracle HCM Cloud System at a cost not to exceed \$4.8 million in substantial conformance with the agreement in Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**REQUEST FOR PROPOSAL**

**RFP ST18-114**

**Oracle HCM Cloud System Implementation**

**Issue Date: April 4, 2018**

## TABLE OF CONTENTS

Section	Page
1. ADMINISTRATIVE & BACKGROUND INFORMATION	3
2. PROCESS REQUIREMENTS	9
3. SUBMISSION REQUIREMENTS	12
4. PROPOSAL FORMAT	17
5. CONTRACT	19
6. BUSINESS INFORMATION	22
7. SCOPE OF WORK	24
8. COST PROPOSAL	27
8. PROPOSAL REVIEW AND EVALUATION	29
APPENDIX 1--TERMS AND CONDITIONS FOR THIS SOLICITATION	32
APPENDIX 2--HELPFUL LINKS	36
APPENDIX 3--SUBMISSION CHECKLIST	37
APPENDIX 4--SIGNATURE PAGE	38
APPENDIX 5--OFFEROR QUESTIONS	39
APPENDIX 6-- REFERENCES	41
APPENDIX 7-- COST PROPOSAL	46
APPENDIX 8--UNIVERSITY COMMITTED RESOURCES	48
APPENDIX 9--HCM SCOPE ADDITIONAL DETAILS	50

## 1. Administrative & Background Information

### 1.1 RFP Administrative Information

RFP Title:	<b>ST18-114 Oracle HCM Cloud System Implementation</b>
RFP Lead/Address to deliver response:	Shannan Thomas, Senior Buyer 1910 University Drive, MS-1210 Boise, ID 83725-1210 <b>shannanthomas@boisestate.edu</b> Phone: (208) 426-1549
Submit sealed Proposal:  Proposals must be received at the physical address designated for courier service and time/date stamped by Boise State University prior to the closing date and time.	<b>Address for Courier</b> University Plaza 960 S. Broadway Ave, Suite 300 Boise, ID 83706  <b>Address for US Mail</b> 1910 University Dr, MS-1210 Boise, ID 83725-1210
University Purchasing Dept. website (all RFP information and updates will be posted here):	<a href="https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php">https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php</a>
<b>(M) MANDATORY</b> Pre-Proposal Teleconference:	4/10/18 (Details provided upon RSVP)
Pre-Proposal Teleconference Details:	Teleconference details provided upon RSVP
Deadline To Receive Questions:	4/11/18, 5pm Mountain Time
Anticipated Release of Answers to Questions:	4/17/18, posted at <a href="https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php">https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php</a>
RFP Closing Date:	5/4/18, 5pm Mountain Time - Late responses will not be accepted.
RFP Opening Date:	8:30 a.m. Mountain Time at Purchasing Department on the first work day following the Closing Date.
Offeror Interviews:	Tentatively scheduled for May 29-31, 2018 after RFP Closing Date, for Offerors from whom an interview is requested.

Validity of Proposal:	Proposals are to remain valid for one hundred eighty (180) calendar days after the scheduled RFP Closing Date. Proposals submitted with a validity period of less than this will be found non-responsive and will not be considered.
Contract Term:	Contract Term: Implementation Term plus sixty (60) business days support after Final Acceptance. The implementation phase shall commence upon signing of a contract and terminate upon Final Acceptance and GoLive, which Final Acceptance will be documented in a writing signed by the University setting forth the date of Final Acceptance and Go-Live (the "Final Acceptance and Go-Live Statement"). The sixty (60) business day period shall commence immediately on the date set forth in the Final Acceptance and Go-Live Statement and shall terminate sixty (60) business days following the Go-Live Date set forth in the written Final Acceptance and GoLive Statement. The Implementation Term shall be established with the Project Management Plan.

## **1.2 Boise State University Overview**

Boise State University (“University”) is a publicly supported, multi-disciplinary institution of higher education located in Boise, Idaho. University has the largest student enrollment of any university in Idaho with an official Fall 2017 enrollment of 24,154 students and approximately 4,896 faculty and staff (including 1,366 student employees). The University administers baccalaureate, masters, and doctoral programs through seven academic colleges - Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies, Health Sciences, and Innovation and Design. More than 4,000 students graduated from the University in academic year 2016-2017, including a record 23 doctoral candidates. The University was officially classified a doctoral research institution by the Carnegie Classification of Institutions of Higher Education in 2016. The University is home to 28 research centers and institutes, including the

Center for Health Policy, the Public Policy Research Center, the Raptor Research Center, and the Center for Multicultural Educational Opportunities. Student athletes compete in NCAA intercollegiate athletics at the Division I-A level on 18 men’s and women’s teams in 13 sports. The University also hosts National Public Radio, Public Radio International, and American Public Radio on the Boise State Radio Network, which broadcasts in southern Idaho, western Oregon and northern Nevada on a network of 18 stations and translators. Full accreditation has been awarded by the Northwest Commission on Colleges and Universities through 2018, and a number of the University’s academic programs have also obtained specialized accreditation. More information is available at the Boise State University Facts and Figures link found in Appendix 2.

## **1.3 Scope of Purchase**

Boise State University is soliciting Proposals for consulting and implementation services for an

Oracle HCM Cloud System Implementation, Oracle Business Intelligence Application (OBIA HR Analytics) and Oracle Business Intelligence Cloud Services (BICS) to replace the current PeopleSoft HCM system.

## **1.4 History**

Boise State University currently utilizes PeopleSoft HCM 9.0, PeopleTools Version 8.54 for HR transaction and payroll processing. Many processes are manual or rely on spreadsheets and shadow systems, which can only be optimized for so long before they create additional inefficiencies. This creates a challenge for the campus community to obtain the information they need in a timely manner in order to be successful in their work.

The primary objective for implementing the Oracle HCM Cloud product is to substantially improve the University’s ability to provide timely and accurate human resources support to the campus community via improved processes and optimized use of technology. The project must be guided by the focus to reduce low / no-value-add work and improve the quality of information by leveraging automation, workflow, reporting and self-service. Additional business objectives and opportunities include:

- Improve integration between internal and third party systems to gain efficiency, timeliness and data quality control,
- Increase data analytics to be able to provide timely access to information for the campus community,
- Deliver self service reporting so the campus can pull the employee information they need in order to make decisions,
- Improve approval processes, removing paper and manual workflow routing,
- Increase control over delegations, allowing supervisors the flexibility to choose delegates and length of delegation period, and ● Ensure accurate payroll by funding source.

The resulting service delivery model, processes, and tools will position the HRS and Payroll teams to better support the academic mission of Boise State while being compliant with federal, state, State Board of Education, and University requirements. Additionally, the HRS and Payroll teams will be able to shift away from largely effort-laden transactional activities to more proactive and responsive support and delivery of services.

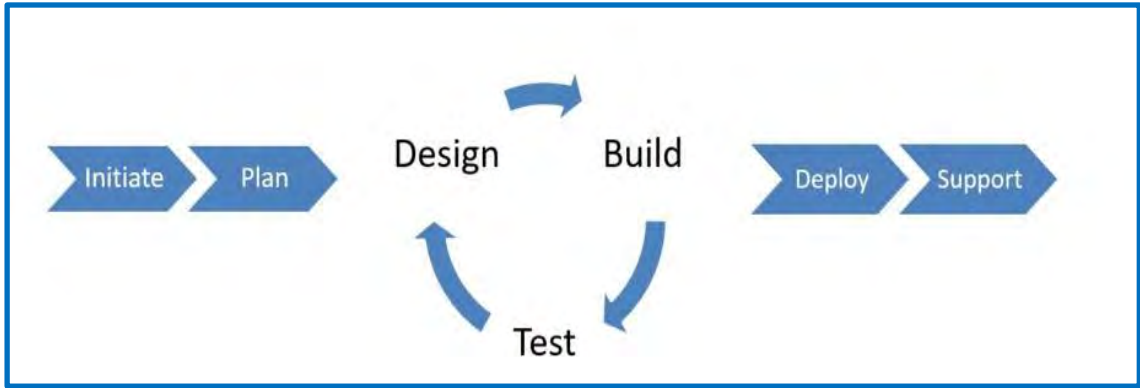
#### 1.5 Current Environment

Boise State owns four (4) unimplemented, unconfigured instances of HCM Cloud. Boise State University currently utilizes PeopleSoft HCM 9.0 for HR transaction and Payroll processing. PeopleSoft HCM integrates with:

- PeopleSoft Campus Solutions - expected to be upgraded to v9.2, PeopleTools Version 8.55 in June 2018
- Oracle Financials, Procurement and Project Portfolio Management (Oracle Financials Cloud) - expected to upgrade to R13 in 2018
- Taleo - expected to upgrade to R17 by Summer 2018
- Data warehouse via SQL Server
- Google Apps for email, process documentation, and project collaboration
- Boise State currently owns the Cloud Talent Management modules, but they will be implemented at date subject to this Oracle HCM Cloud project.

#### 1.6 Timeline

Boise State intends to start the implementation of this project during calendar year 2018 and expects to proceed per the following:



Phase 1- Initiate	<ul style="list-style-type: none"> <li>• Confirm project scope, goals &amp; objectives;</li> <li>• Define key milestones &amp; deliverables;</li> <li>• Identify potential project risks;</li> <li>• Define project team structure, project roles &amp; project team responsibilities;</li> <li>• Develop Project Charter;</li> <li>• Identify stakeholders;</li> <li>• Install environments</li> </ul>	2-4 weeks
Phase 2- Plan	<ul style="list-style-type: none"> <li>• Develop Project Management Plan &amp; approach;</li> <li>• Plan data architecture &amp; data sync approach, Plan integration approach, Plan Person Model approach;</li> <li>• Plan Create work breakdown;</li> <li>• Develop schedule;</li> <li>• Plan stakeholder management;</li> <li>• Plan communications management;</li> <li>• Plan risk management;</li> <li>• Plan change management strategy;</li> <li>• Plan testing strategy;</li> <li>• Train project team on system architecture &amp; design</li> </ul>	2-6 weeks



Phase 3- Design and Build	<ul style="list-style-type: none"> <li>• Conduct discovery sessions to identify &amp; document Boise State process requirements; Configure application;</li> <li>• • Convert historical data;</li> <li>• • Identify integrations &amp; document requirements;</li> <li>• Stand up data warehouse;</li> <li>• Identify ETL (Extract, Transform, Load) requirements;</li> <li>• Identify reports &amp; document requirements for development;</li> <li>• Identify &amp; build security architecture for access &amp; affiliation designation;</li> <li>• • Develop integrations;</li> <li>• Develop reports;</li> <li>• Develop PeopleSoft modifications for CS;</li> <li>• Conduct system testing, Plan for system integration testing;</li> <li>• Plan for parallel payroll processing;</li> <li>• Plan for UAT;</li> <li>• Campus redesign sessions;</li> <li>• • Conduct unit/requirement testing;</li> <li>• Build role &amp; permission security;</li> <li>• Address any issues &amp; risks to keep project on track, on time &amp; on budget;</li> <li>• Manage communications;</li> <li>• Manage stakeholder expectations;</li> <li>• Manage campus engagement through change management activities</li> </ul>	8-12 months
Phase 4- Project Testing	<ul style="list-style-type: none"> <li>• • System integration testing;</li> <li>• • Finalize security architecture;</li> <li>• • Parallel payroll testing;</li> <li>• • Finalize configuration;</li> <li>• • Finalize conversions;</li> <li>• Validate reports;</li> <li>• Validate conversions;</li> <li>• Finalize security;</li> <li>• Develop cutover strategy;</li> <li>• Develop cutover checklist;</li> <li>• Complete dry run deployment for final UAT;</li> <li>• User acceptance testing;</li> </ul>	2-4 months
	<ul style="list-style-type: none"> <li>• Conduct training;</li> <li>• Address any issues &amp; risks to keep project on track, on time &amp; on budget;</li> <li>• Manage communications;</li> <li>• Manage stakeholder expectations;</li> <li>• Manage campus engagement through change management activities</li> </ul>	

Phase 5- Deploy	<ul style="list-style-type: none"> <li>• Conduct go live assessment; Complete knowledge transfer to Help Desk, Dept Managers, Dept Administrators, backoffice processors;</li> <li>• Continue training; Execute cutover;</li> <li>• Address any issues &amp; risks to keep project on track, on time &amp; on budget;</li> <li>• Manage communications;</li> <li>• Manage stakeholder expectations; Manage campus engagement through change management activities</li> </ul>	2-4 weeks
Phase 6- Support	<ul style="list-style-type: none"> <li>• Finalize all activities with Offeror;</li> <li>• Continued training; Continued change management; Project closing activities</li> </ul>	60 days

### 1.7 Expectations

Boise State will engage with and award to a consultant/implementation partner (“Contractor”) whose product expertise will lead the University project team to make best-practice based decisions that Boise State can accept and implement. The Contractor will provide Oracle HCM Cloud product expertise, project management, system configuration, reporting, integration development and support to the University’s project team which will include members from Human Resources, Payroll, Office of Continuous Improvement, Office of Sponsored Programs, Budget and campus department representatives. The Contractor and University project teams will be responsible for implementing Oracle HCM Cloud and Oracle Business Intelligence Application (OBIA HR Analytics) and Oracle Business Intelligence Cloud Services (BICS) to replace the current PeopleSoft HCM system.

## 2. Process Requirements

- 2.1 **(M) A mandatory pre-proposal tele-conference** will be held as indicated in Section 1.1 of this RFP. This will be Offeror’s opportunity to ask questions of the University staff. All interested parties are invited to participate, at their own expense, by calling into the established call-in number. Attendance is limited to a single incoming phone line from each prospective Offeror as the number of telephone lines is limited. In order to receive meeting details, those choosing to participate must pre-register via email to the RFP Lead, with the name and contact information of all participants. This conference will be used to explain, clarify, or identify areas of concern in the RFP. Any oral answers given by the University during the pre-proposal conference are unofficial, and will not be binding on the University.
- 2.2 Offerors asking questions during the pre-proposal conference will be asked to submit those questions to the University in writing by the designated “Deadline to Receive Questions” period as indicated in Section 1.1 of this RFP. For simplicity’s sake, Offerors are strongly encouraged to submit just one (1), final set of questions, after the pre-proposal conference but prior to the question deadline, rather than multiple sets of questions.

- 2.3 All questions must be submitted to the RFP Lead by the date and time noted in Section 1.1. Questions must be submitted using Appendix 5, "Offeror Questions," via email to the RFP Lead at the email address listed in Section 1.1 for the RFP Lead. Official answers to all questions will be posted on the University Purchasing Department's website (link found in Appendix 2) as an amendment as indicated in Section 1.1, of this RFP.
- 2.4 Questions regarding the Terms and Conditions for this Solicitation, referenced herein as Appendix 1 and incorporated as if fully set forth herein by this reference, including without limitation the Boise State University Standard Contract Terms and Conditions, as may be amended from time to time by University (link found in Appendix 2), the Boise State University Solicitation Instructions to Vendors, as may be amended from time to time (link found in Appendix 2) and the Additional Terms and Conditions ("Terms and Conditions for This Solicitation") set forth in Appendix 1 hereto (collectively, the "Terms and Conditions") must be submitted by the deadline to receive questions from the Offeror as stated in Section 1.1. Subject only to the provisions of Section 3.12 regarding supplemental proposed agreements between the parties and terms expressly reserved for negotiation in accordance with Section 2.6, the University will not negotiate these requirements after the date and time set for receiving questions. Notwithstanding the provisions of Section 2.6 and 3.12, the University WILL NOT consider modifications to the Terms and Conditions that are not submitted in accordance with this Section 2.4 by the date and time set for receiving questions. In response to questions regarding the Terms and Conditions, the University will, in its sole discretion (i) accept the proposed modification or a proposed alternative as an amendment to the RFP, or (ii) reserve the question to be negotiated in accordance with Section 2.6 hereof. Questions submitted must contain the following:
- 2.4.1 The term or condition in question;
  - 2.4.2 The rationale for the specific requirement being unacceptable to the Offeror (define the deficiency);

- 2.4.3 Recommended verbiage for the University's consideration that is consistent in content, context, and form with the University's requirement that is being questioned; and
- 2.4.4 Explanation of how the University's acceptance of the recommended verbiage is fair and equitable to both the University and the Offeror.
- 2.5 All terms should be reviewed carefully by each prospective Offeror as the successful Offeror must comply with those Terms and Conditions, as may be amended in accordance with Sections 2.4 and 3.13 hereof.
- 2.6 The apparent successful Offeror will be asked to engage in discussions to finalize the Contract. Such discussions will include negotiation of any proposed supplemental agreements submitted by the Offeror as required by Section 3.12 and any proposed modifications to the Terms and Conditions, submitted in accordance with Section 2.4 during the Question and Answer period and reserved for negotiation by the University. In order to meet internal deadlines, the University expects to resolve any discussions and negotiations, including any proposed supplemental agreements, within two weeks. Should the apparent successful Offeror and the University fail to reach an agreement on these matters within that time-frame, the University may elect to end the discussion with the top scoring Offeror and begin a discussion with the Offeror whose response ranked second. Upon successful completion of the discussions, the winning Offeror will be required to execute a contract with the University, and immediately begin preparations to undertake its requirements. Additional, different, or supplemental terms shall be dealt with as provided in Section 5.4.
- 2.7 Proposals received that qualify the offer based upon the University accepting other terms and conditions not submitted in accordance with Section 3.12 or which take exception to the University's Terms and Conditions as amended pursuant to Section 2.4 may be found nonresponsive, and no further consideration of the Proposal will be given.
- 2.8 From the date of release of this RFP until Intent to Award Letter is issued, all contact and requests for information shall be directed to the RFP Lead, only. Regarding this RFP, all contact with other personnel employed by or under contract with the University is restricted. During the same period, no prospective Offeror shall approach personnel employed by, or under Contract to the University, on any other related matters. An exception to this restriction will be made for Offerors who, in the normal course of work under a current and valid contract with the University, may need to discuss legitimate business matters concerning their work with the University. Violation of these conditions may be considered sufficient cause by the University to reject an Offeror's Proposal, irrespective of any other consideration.

- 2.9 Proposals should be submitted on the most favorable terms an Offeror can propose, from both a price and technical standpoint as well as with regard to legal terms and conditions. The University reserves the right to accept any part of a Proposal, or reject all or any part of any Proposal received, without financial obligation, if the University determines it to be in the best interest of the University to do so.
- 2.10 No verbal Proposals or verbal modifications to a written Proposal will be considered. An Offeror may modify its Proposal in writing prior to the RFP closing time. A written modification must include the date and handwritten signature of the Offeror or its authorized representative.
- 2.11 All data provided by the University in relation to this RFP represents the best and most accurate information available at the time of RFP preparation. Should any data later be discovered to be inaccurate or incomplete, such inaccuracy or incompleteness will not constitute a basis for Contract rejection or Contract amendment by an Offeror.
- 2.12 All Proposal concepts and material submitted becomes the property of the University and will not be returned to Offeror unless the Solicitation is canceled by the University (Idaho Code § 679215). Award or rejection of a Proposal does not affect this right. Proposals and supporting documentation may be available for public inspection upon written request following the announcement of a Contract award, except for information specifically labeled on each separate page as a "Trade Secret" under the Idaho Public Records Act, Section Title 74, Chapter 1, Idaho Code ("the Act"). Alternatively, information may be specifically labeled "exempt" from public records, as provided in Sections 3.14 and 3.15 under another exemption found in the Act. Information specifically labeled as Trade Secret or otherwise exempt may be protected from disclosure, but only to the extent consistent with the Act or otherwise applicable federal or state law or regulation. Accordingly, the University cannot guarantee its confidentiality.
- 2.13 An appeal by an Offeror of an RFP specification, a non-responsiveness determination, or the award is governed by the Boise State University Purchasing Appeals Process, and must be filed in accordance with that process, which link can be found in Appendix 2.
- 2.14 Proposal opening will be held at the location and time as indicated in Section 1.1 of this RFP. All Offerors, authorized representatives and the general public are invited, at their own expense, to be present at the opening of the Proposals. During the Proposal opening only the names of the Offerors will be provided.

### 3. Submission Requirements

- 3.1 **(M)** In order to be considered for award, the sealed Proposal must be delivered to the location and attention of the RFP Lead specified in Section 1.1 of the RFP, no later than the date and time specified in Section 1.1. No late Proposals will be accepted. A Proposal received at the office designated in this RFP after the RFP closing date and time will not be accepted.
- 3.2 The Proposals must be addressed to the RFP Lead and clearly marked "PROPOSAL - ST18-114 Oracle HCM Cloud System Implementation."
- 3.3 All costs incurred in the preparation and submission of a Proposal in response to this RFP, including, but not limited to, Offeror's travel expenses to attend the pre-proposal conference, Proposal opening, and presentation or negotiation sessions, shall be the sole responsibility of Offerors and will not be reimbursed by the University.
- 3.4 **(M) Signature Page** - Proposals must be submitted with the University-supplied signature page in the form provided, without modification. **The Signature Page (Appendix 4) must contain an ORIGINAL, HANDWRITTEN SIGNATURE** and be returned with the relevant RFP documents.
- PHOTOCOPIED SIGNATURES, FACSIMILE SIGNATURES, ELECTRONIC SIGNATURES OR DIGITAL SIGNATURES are NOT ACCEPTABLE.** Failure to include a signed, complete, unmodified, original University Signature Page shall result in a finding that the Proposal is non-responsive, and no further consideration will be given to the Proposal.
- 3.5 **(M) Each Proposal must be submitted with one (1) original and six (6) copies of the Business Information and Scope of Work Proposals and one (1) original copy of the Cost Proposal (Appendix 7).**
- 3.6 Electronic Copy - In addition, Offerors **must submit one (1) electronic copy of the Proposal on a USB flash drive device.** Word or Excel format is required. The only exception will be for financials or brochures. **The USB device format and content must be the same as the manually submitted Proposal.** The electronic version must NOT be password protected or locked in any way. Please attach the USB device to the original version of the Business and Scope of Work Proposal. The USB device shall contain the original electronic copy in Word or Excel format, as well as the redacted version as requested in Section 3.14 and 3.15 of the solicitation. The electronic file name of the redacted version should contain the word "redacted."
- 3.7 The Proposal must be separated into two (2) distinct sections: 1) Business Information and Scope of Work Proposal and 2) Cost Proposal (Appendix 7).

- 3.7.1 The Business Information and Scope of Work Proposals must be sealed, identified “Business Information and Scope of Work Proposals – RFP ST18-114 Oracle HCM Cloud System Implementation” and include a cover letter (see Section 3.11) and all other documentation related to this response, except the Cost Proposal.
- 3.7.2 The Cost Proposal must be separately sealed and identified “Cost Proposal – RFP ST18-114 Oracle HCM Cloud System Implementation.” The only document that should be included with this section is the Cost Proposal itself, Appendix 7.
- 3.8 Include in the Business Information and Scope of Work Proposals a Table of Contents; adequately identify the contents of each section, including page numbers of major subsections. The Table of Contents is not evaluated, and is for reference purposes only.
- 3.9 Include in the Business Information and Scope of Work Proposals an Executive Summary, which provides a condensed overview of the contents of the Business and Scope of Work Proposal submitted by the Offeror, which shows an understanding of the services to be performed. The Executive Summary is not evaluated, and is for summary purposes only.
- 3.10 See Submission Checklist, Appendix 3.
- 3.11 **(M) Cover Letter** – The Business and Scope of Work Proposal must include a cover letter on the Offeror’s official letterhead, the Offeror’s name, mailing address, telephone number, facsimile number, and name of Offeror’s authorized agent including an email address. The cover letter must identify the RFP Title, RFP number and all materials and enclosures being forwarded collectively as the response to this RFP. The cover letter must be hand-signed, in ink, by an individual authorized to commit the Offeror to the work proposed.

In addition, **the cover letter must include:**

- 3.11.1 Identification of the Offeror’s corporate or other legal entity. Offerors must include their tax identification number. The Offeror must be a legal entity with the legal right to contract.
- 3.11.2 A statement indicating the Offeror’s acceptance of and willingness to comply with the requirements of the RFP and attachments and appendices, as may be amended.
- 3.11.3 A statement of the Offeror’s compliance with affirmative action and equal employment regulations.

- 3.11.4 A statement that the Proposal was arrived at independently by the Offeror without collusion, consultation, communication, or agreement with any other Offeror as to any matter concerning pricing.
- 3.11.5 A statement that Offeror has not employed any company or person other than a bona fide employee working solely for the Offeror or a company regularly employed as its marketing agent, to solicit or secure this Contract, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Contractor or a company regularly employed by the Contractor as its marketing agent, any fee, commission, percentage, brokerage fee, gifts or any other consideration contingent upon or resulting from the award of this Contract. The Offeror must affirm its understanding and agreement that for breach or violation of this term, the University has the right to annul the Contract without liability or, in its discretion, to deduct from the Contract price the amount of any such fee, commission, percentage, brokerage fee, gifts or contingencies.
- 3.11.6 A statement naming the firms and/or staff responsible for writing the Proposal.
- 3.11.7 A statement that Offeror is not currently suspended, debarred or otherwise excluded from federal or state procurement and non-procurement programs. (See SAM Check link in Appendix 2.)
- 3.11.8 A statement affirming the Proposal will be firm and binding for the term of Validity of Proposal, as stated in Section 1.1.
- 3.12 **(M) The University discourages supplemental agreements. Offeror must submit with its response all documents and any proposed supplemental agreements that the Offeror proposes to have incorporated into any resulting Contract including any proposed modifications to the Terms and Conditions reserved for further negotiation**, in accordance with Section 2.4. If Offeror expressly conditions its Proposal upon the University's acceptance of its additional documents and/or proposed supplemental agreements or modifications to the Terms and Conditions, its Proposal may be deemed non-responsive. The terms of such additional documents and proposed supplemental agreements and modifications to the Terms and Conditions the University reserved for negotiation may be considered in accordance with Section 2.6 and Section 5.4 of this RFP, but no additional or modified terms shall be binding on the University until expressly accepted in writing by the University.



**Alternately, if the Offeror has no additional documents or proposed supplemental agreements they wish to submit for consideration, please note that in response to this specification.**

The University will not accept any documents and/or proposed supplemental agreements submitted after the Solicitation closing date. The University will not accept any additional proposed modifications to the Terms and Conditions or terms that conflict with the Terms and Conditions other than questions submitted in accordance with Sections 2.3 and 2.4 and reserved for negotiation. If Offeror attempts to modify the Terms and Conditions or require additional documents and/or proposed supplemental agreements after the Solicitation closing date, and conditions its Proposal upon the University's acceptance of those additional documents and/or proposed supplemental agreements, its Proposal may be deemed non-responsive and given no further consideration.

The University will not accept terms that allow Offeror to make unilateral amendments to any resulting Contract, terms that require the University to indemnify another party, terms that grant a right of setoff against University funds to Contractor, terms that waive punitive damages or rights to jury trial, terms that require arbitration, or other provisions that violate state laws or purchasing rules applicable to the University. The University will not accept "click-through" acceptance for software licensing terms either initially or through updates.

- 3.13 **(M) RFP Amendment** - If the RFP is amended, including through the question-and-answer process, **the Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment.** Failure to return a signed copy of each amendment acknowledgement form with the Proposal may result in the Proposal being found non-responsive. See the Boise State University Purchasing website link found in Appendix 2 "Bidding Opportunities" for any amendments and the required amendment confirmation document.
- 3.14 **Public Records** - The Idaho Public Records Law, Idaho Code Sections 74-101 through 74-126, allows the open inspection and copying of public records. Public records include any writing containing information relating to the conduct or administration of the public's business prepared, owned, used, or retained by a State Agency or a local agency (political subdivision of the state of Idaho) regardless of the physical form or character. All, or most, of the information contained in your response will be a public record subject to disclosure under the Public Records Law. The Public Records Law contains certain exemptions. One exemption potentially applicable to part of your response may be for trade secrets.
- 3.15 **Redacted Information** - **If your Proposal contains information that you consider to be exempt, you must also submit an electronic redacted copy of the Proposal with all exempt information removed or blacked out.** The University will provide this redacted Proposal to requestors under the Public Records Law, if requested. Submitting Offerors must also:

- 3.15.1 Identify with particularity the precise text, illustration, or other information contained within each page marked “exempt” (it is not sufficient to simply mark the entire page). The specific information you deem “exempt” within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise be clearly distinguished from other text or other information and be specifically identified as “exempt.”
- 3.15.2 List of Redacted Exempt Information - Provide a separate document with your Proposal entitled “List of Redacted Exempt Information,” which provides a succinct list of all exempt material noted in your Proposal. The list must be in the order in which the material appears in your Proposal, identified by Page #, Section #/Paragraph #, Title of Section/Paragraph, specific portions of text or other information; or in a manner otherwise sufficient to allow the University to determine the precise material subject to the notation. Additionally, this list must identify with each notation the specific basis for your position that the material be treated as exempt from disclosure.
- 3.15.3 The University does not warrant and cannot guarantee protection of this information if disclosure is required. Offeror shall indemnify and defend the University against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for honoring a designation of exempt or for the Offeror’s failure to designate individual documents as exempt. The Offeror’s failure to designate as exempt any document or portion of a document that is released by the University shall constitute a complete waiver of any and all claims for damages caused by any such release. If the University receives a request for materials claimed exempt by the Offeror, the Offeror shall provide the legal defense for such claim.
- 3.16 **No Redacted Information - Alternately, if there is no redacted information in the Proposal, please note that with the Proposal.**
- 3.17 **(M) The Contractor and its subcontractors are required to carry the types and limits of insurance referenced below. Contractor is required to provide the University with a Certificate of Insurance, per the Insurance web page link found in Appendix 2, prior to Contract signing.**
- 3.17.1 Commercial General, Professional, Automobile, Workers’ Comp Insurance Found on the Boise State University Office of Risk Management & Insurance web page link found in Appendix 2.

- 3.17.2 Cyber Liability Required of all Contractors and service providers who install, maintain, service, update, repair and/or program State computers and IT systems and service providers who maintain, update, access, copy or use State medical records, personnel/employment records and/or similar confidential records.)

Information Security/Cyber Liability Insurance written on a "claims-made" basis covering Supplier, its employees, subcontractors and agents for expenses, claims and losses resulting from wrongful acts committed in the performance of, or failure to perform, all services under this Contract, including, without limitation but are not limited to:

- a. Coverage for the University's costs of defending any claims or lawsuits filed because of the Contractor's system failure or security breach; and
- b. Coverage for all costs of notifying all individuals who have been affected, as well as providing credit monitoring services for the affected individuals after the affected individuals confidential information has been compromised; and
- c. Coverage for any regulatory fines or penalties that are levied against the IIC as a result of the system failure or security breach; and
- d. Coverage for computer virus liability when an IIC authorized user's system is infected by a computer virus from the Contractor's system; and
- e. Errors and omissions coverage to cover alleged failures by the Contractor's software and/or system.

The Contractor shall carry cyber Liability Insurance with limits not less than the limits listed below that covers all direct and indirect damages suffered by the agency which are caused by the Contractor's system failure or electronic hacking that results in confidentiality or security breach(es) of the Contractor's system. The policy coverage shall be primary and noncontributory with any other insurance maintained by the State of Idaho, and shall contain a waiver of subrogation.

#### Minimum Limits

- a. Each Occurrence - \$2,000,000
- b. Network Security / Privacy Liability = \$2,000,000
- c. Breach Response / Notification sublimit – A minimum limit of 50% of the policy aggregate.
- d. Technology Products E&O - \$2,000,000 (Only applicable for Offerors supplying technology related services and or products)
- e. Coverage shall be maintained in effect during the period of the Contract and for no less than two (2) years after termination / completion of the Contract.

## 4. Proposal Format

- 4.1 These instructions describe the format to be used when submitting a Proposal. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted Proposals. There is no intent to limit the content of Proposals. Evaluation points may be deducted from the Offeror's possible score if the following format is not followed.
- 4.1.1 Proposals shall follow the numerical order of this RFP starting at the beginning and continuing through the end of the RFP. Proposal sections and Sections must be identified with the corresponding numbers and headings used in this RFP. In your response, restate the RFP section and/or Section, followed with your response.
  - 4.1.2 Offerors are encouraged to use a different color font, bold text, italics, or other indicator to clearly distinguish the RFP section or Section from the Offeror's response.
  - 4.1.3 Include a table of contents in the Technical Proposal identifying the contents of each section, including page numbers of major sections.
- 4.2 Offerors must adhere to all requirements of this RFP to be considered responsive. The determination of whether a Proposal is responsive is a determination made solely by the University. The University reserves the right to waive any non-material variation that does not violate the overall purpose of the RFP, frustrate the competitive bidding process, or afford any Offeror an advantage not otherwise available to all Offerors.
- 4.3 Sections of the format may be listed with an evaluated requirement.
- 4.4 Evaluation Code - The codes and their meanings are as follows:
- (M) Mandatory Specification or Requirement** - failure to comply with any mandatory specification or requirement may, at the sole discretion of the University, render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror **is required** to respond to each mandatory specification with a statement outlining its understanding and how it will comply.
  - (E) Evaluated Specification** - a response is desired and will be evaluated and scored. If not available, respond with "Not Available" or other response that identifies Offeror's ability or

inability to supply the item or service. Failure to respond will result in zero (no) points awarded for this item.

**(ME) Mandatory and Evaluated Specification** - failure to comply/respond may render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror is required to respond to this specification with a statement outlining its understanding and how it will comply.

NOTE: If any requirement listed as (M), (E) or (ME) exists in your proposed system, but is accomplished in a manner other than described in that section, Offeror MUST identify the variation and provide a complete detailed explanation of the variation. Acceptance of a variance in method to accomplish mandatory requirements is at the sole discretion of Boise State University and the evaluation committee

- 4.5 Any qualified Offeror may submit a Proposal. All Offerors are qualified unless disqualified. Those Offerors presently on the General Service Administration's (GSA) "list of parties excluded from federal procurement and non-procurement programs" may be disqualified. Link is found in Appendix 2 under "SAM Check."

## 5. Contract

- 5.1 The RFP, all attachments, appendices, and amendments, the successful Offeror's Proposal submitted in response to the RFP and any negotiated changes to the same together comprise the Contract (hereinafter referred to as the "Contract") and will be formalized by the creation of a Purchase Order (PO) that ties these documents together. All attachments and appendices to this RFP are an integral part of this RFP and the resulting Contract and are hereby incorporated into this RFP and the resulting Contract as if fully set forth herein and therein.
- 5.2 The Terms and Conditions for This Solicitation, linked hereto as Appendix 1, including without limitation the Boise State University Standard Contract Terms and Conditions, as may be amended from time to time by University (link found in Appendix 2), the Boise State University Solicitation Instructions to Vendors, as may be amended from time to time (link found in Appendix 2) and the additional Terms and Conditions set forth in Appendix 1 hereto (collectively, the "Terms and Conditions") are incorporated as if fully set forth herein by this reference. By submitting a response to this RFP, Offeror agrees to be bound by these Terms and Conditions. The State of Idaho's "Special Terms and Conditions for Customized Software and Related Services" (link found in Appendix 2) applies and is incorporated herein to the extent customized software is to be provided by Offeror. Offerors are encouraged to review these documents at the specified websites and appendices carefully.
- 5.3 The Contract, in its incorporated composite form, represents the entire agreement between the Contractor and University and supersedes all prior negotiations, representations, understandings, or agreements, either written or oral. All terms should be reviewed carefully by each prospective Offeror as the successful Offeror is expected to comply with those terms and conditions.
- 5.4 Where any Offeror agreements and assumptions, as specified in the Offeror's response, differ from the Terms and Conditions, or the terms and conditions of this Solicitation, the Terms and Conditions and the terms and conditions of this Solicitation shall apply and supersede, unless such different terms are expressly agreed to by the University in writing through an amendment to this RFP created by the University in accordance with Section 2.4 and 2.6. Where Offeror agreements and assumptions supplement the Terms and Conditions or the terms of this Solicitation, the supplemental terms and conditions shall apply only if contained in a supplemental agreement submitted in accordance with Section 3.12 and specifically accepted by the University in writing. Where unsolicited supplemental documents, including unsolicited pricing sheets are submitted, the University reserves the right to deem the Proposal nonresponsive if the supplemental documents conflict with the specifications of this Solicitation or the Terms and Conditions. Supplemental documents shall be considered as reference materials only, and nothing contained within a supplemental document shall be deemed as accepted by the University, unless accepted by the University in writing in accordance with Sections 2.4, 2.6 and 3.12 hereof. Offerors are cautioned against the use of supplemental documents. Conflicting supplemental documents may lead to the response being deemed non-

responsive, and no consideration of the response given. It is recommended that Offerors review Boise State University's Solicitation Instructions to Vendors, Clause 18, link found in Appendix 2. To the extent the terms of such agreements, once accepted by the University, conflict with the Terms and Conditions or other terms and conditions of this RFP, any conflict or inconsistency shall be resolved in accordance with Clause 37 & 38 of Boise State University Standard Terms and Conditions.

- 5.5 Finalization of the Contract documents including any supplemental agreements submitted in accordance with Section 3.12 will require additional time for review from the Office of Information Technology, Office of General Counsel, and State Board of Education.
- 5.6 The Contract is not effective until Purchasing has issued a Purchase Order specifying a commencement date (the "Effective Date"), and that date has arrived or passed. The Contractor will not provide or render services to the University under this Contract until the Effective Date. The University may determine, in its sole discretion, not to reimburse the Contractor for products provided or services rendered prior to the Effective Date. In addition, the Contract may be subject to approval by the State Board of Education, in which case, the Contract is not effective until such approval is obtained by the University.
- 5.7 Prior to the award of the Contract, University and the apparent successful Offeror will clarify expectations and develop a Project Management Plan for the implementation of the service.
  - 5.7.1 The Project Management Plan shall include a project schedule/timeline, (tasks that require more than ten (10) hours of work), and major deliverables.
  - 5.7.2 The Project Management Plan shall include a description for each task and a designation of whether Boise State or the Offeror is responsible for the task.
  - 5.7.3 Additionally, the Project Management Plan will contain all points of clarification, an agreed upon Project Schedule for the implementation of the service, and other clarifying supporting documents. Examples of points of clarification are clarification of requirements and legal clarifications. Examples of other clarifying supporting documents are risk management plan, change management plan, configuration management plan, and project closure plan.
  - 5.7.4 Upon a mutually agreed upon Project Management Plan, an award will be made, a Contract put in place, and implementation of the System can begin, subject to any other conditions such as State Board of Education approval and issuance of a PO.

- 5.7.5 Once the Contract is in place, all modifications to the Project Management Plan must be reviewed and approved by the University in writing.
- 5.8 Acceptance: In addition to the acceptance terms detailed in Boise State University Standard Contract Terms and Conditions, acceptance from the University will be based upon the completion of tasks and deliverables as agreed upon by the University and Contractor in the Project Management Plan. Final Acceptance shall be documented by the University in a writing setting forth the date of acceptance and establishing the Go-Live Date.
- 5.9 Termination of Contract Processes: Termination shall be in accordance with Boise State University Standard Contract Terms and Conditions, link found in Appendix 2. Upon expiration or termination of the Contract, the obligations of the parties to each other shall come to an end, except those provisions which are intended to survive and continue, which shall include, but shall not be limited to, provisions relating to confidentiality, indemnification, and insurance requirements contained in the Contract.
- 5.9.1 Effect of Termination for Convenience: Upon termination of this contract, other than termination for default or breach of the Contract, Contractor shall immediately proceed with the following obligations, as applicable, regardless of any delay in determining or adjusting any amounts due under this section. Contractor shall: (i) stop work on the termination date stated in the notice of termination; (ii) place no further efforts for materials, services, or facilities, except as necessary to complete any continuing portion of the engagement or to provide services up to the termination date; and (iii) terminate any engagements to the extent they relate to work terminated, effective the termination date.
- 5.9.2 Payment upon Termination for Convenience: The parties shall work in good faith to agree on the amount to be paid due to the termination, effective the termination date. If the parties fail to agree on the amount to be paid due to the termination, University will pay Contractor the following amounts, provided that in no event will total payments exceed the amount payable to Contractor if the engagement had been fully performed: (i) The engagement price for deliverables and services accepted by University and not previously paid for, adjusted for any savings on freight, expenses, or other related charges; and (ii) the total of (a) the reasonable costs incurred in the performance of work terminated, including initial costs and preparatory expenses allocable thereto, but excluding any cost attributable to deliverables or services paid or to be paid; (b) the reasonable cost of settling and paying termination settlement proposals under terminated subcontracts that are properly chargeable to the termination portion of the engagement; and (iii) reasonable storage, transportation, demobilization, unamortized overhead and capital costs, and other costs reasonably incurred by Contractor in winding down and



terminating its engagement. Contractor will use generally accepted accounting principles, or accounting principles otherwise agreed to in writing by the parties, and sound business practices in determining all costs claimed, agreed to, or determined under this clause. If necessary based on the foregoing calculation or agreement between the parties, Contractor shall reimburse University for any amounts expended for work not actually performed as of the Termination Date, or any amount prepaid for work scheduled to occur subsequent to the Termination Date.

- 5.9.3 Additional Termination Rights for Material Breach by Contractor: Notwithstanding the termination provisions in the Boise State Standard Terms and Conditions, University may immediately terminate this Contract if Contractor is in breach of its obligations regarding confidentiality of data or a breach of University's data occurs as a result of Contractor's actions or failure to maintain data securely.
- 5.10 Effect of Termination: Upon any termination of this Contract for default or otherwise, Contractor shall (i) promptly discontinue all work, unless the termination notice directs or the parties agree otherwise in writing, (ii) promptly return to University any property provided by University pursuant to the engagement, and (iii) deliver or otherwise make available to University all data, reports, estimates, summaries and such other information and materials as may have been accumulated by Contractor in performing the engagement, whether completed or in process, and without additional charges. Upon termination by University, University may take over the work and may award another party a contract to complete the work contemplated by this engagement.

## 6. Business Information

- 6.1 **(ME) Qualifications:** Describe your qualifications for successfully completing the requirements of the RFP. To demonstrate your respective qualifications, the following are required:
- 6.1.1 **(ME) Staffing Plan** - Offerors should provide a detailed staffing plan with a chart showing all technical and functional roles that will be provided by the Offeror to carry out the work of the ensuing contract. Offerors should also provide a plan of functional and technical roles and an estimate of total hours that need to be provided by Boise State. Boise State will provide functional and technical resources ("University Committed Resources" See Appendix 8) committed to this project for configuration, process design, development, testing and documentation. Both Contractor and Contractor's employees and University Committed Resources must be available according to the project schedule to attend meetings, workshops, and other project related activities during Normal Business Hours (8-5 Mountain Time.)

- 6.1.1.1 Upon award, Boise State may require interviews to fill role requirements from Contractor. Boise State has the right to request the Offeror change resources at any time if work is deemed unsatisfactory, or for other reasons.
- 6.1.1.2 Contractor may propose to subcontract for certain roles/responsibilities that cannot be met by Contractor, provided any subcontractors utilized after the award of the Contract or not specifically listed in Offeror's Response must be approved by University.
- 6.1.1.3 Boise State has the right to ask the Contractor to sub-contract if the roles/responsibilities cannot be met by the Contractor.
- 6.1.2 **(ME) Escalation Plan** - Offeror must provide an Escalation Plan describing the response time and escalation procedure. The Escalation Plan must provide the name(s) of the personnel who will handle the escalation process for the resulting Contract. Upon award, the University may require an Escalation plan including name, title/position, contact phone, fax and email.
- 6.2 **(ME) Experience** Describe in detail your knowledge and experience in providing services similar to those required in this RFP.
  - 6.2.1 What is the total number of Oracle HCM Cloud implementations your firm has worked on? How many of those have you completed?
  - 6.2.2 Boise State prefers an Offeror who is experienced in working in a University environment. Please describe the environment that is typically and best served by your company. Also describe other environments where you've worked.
  - 6.2.3 What is the total number of Oracle HCM Cloud implementations your firm has worked on in Higher Education? How many of those have you completed? Which schools?
  - 6.2.4 Please explain projects where you have integrated Oracle HCM Cloud with Oracle Financials, Procurement and Project Portfolio Management. Which modules did you integrate?
  - 6.2.5 Please explain projects where you have integrated Oracle HCM Cloud with PeopleSoft Campus Solutions 9.2.
  - 6.2.6 Please explain projects where you have integrated Oracle HCM Cloud with Talent Acquisition products. To which products did you integrate?
  - 6.2.7 Please describe how you have handled user provisioning between HCM Cloud and other products such as Oracle Financials, Procurement and Project Management Portfolio and PeopleSoft Campus solutions.

- 6.2.8 Please describe your experience with reports and dashboards utilizing Oracle reporting tools, including OBIA, BICS, OTBI, OBIEE, etc.)
  - 6.2.9 Boise State University is interested in learning about industry best practices for implementation and how other institutes of higher education utilize the Oracle HCM Cloud System to meet their business needs. Please discuss best practices you've used with this system and how those can help further the business needs of the University.
  - 6.2.10 Provide a brief description of other products or services not specifically detailed or requested in this document that you feel are or may become relevant to Boise State. Discuss additional costs or technical requirements associated with these features.
  - 6.2.11 Based on the Scope of Work detailed in this RFP, identify any risks or constraints that you will need to address prior to or during the performance of the implementation; as well as a description of how you will address each one. For example an incomplete Scope of Work can be both a risk and a constraint. How would you mitigate, or overcome, this?
- 6.3 **(E) References** For evaluation purposes, using Appendix 6, "References," provide three (3) completed, written professional references from universities (preferred) or companies which are using or have used the Offeror's services for at least a year.

Offerors must follow the instructions in Appendix 6, "References," to obtain those references. Offerors may email the RFP Lead prior to the reference submittal deadline to verify receipt of references.

## 7. Scope of Work

### 7.1 (M) Assumptions

- 7.1.1 Core HR, Payroll and a reporting solution will be implemented concurrently.
- 7.1.2 The data that is converted will be limited to the minimal amount required to have a functioning system. All other historical data will be available in the data warehouse for reporting.
- 7.1.3 The project go-live will coincide with a pay period begin date.
- 7.1.4 The project go-live will not coincide with a calendar year start date.
- 7.1.5 The project go-live will not coincide with the fiscal year start date (July 1).
- 7.1.6 Taleo is the current talent acquisition tool for a portion of candidate hiring, however other talent acquisition products are under review. HCM Cloud will integrate with the talent acquisition product(s).

- 7.1.7 OFC and HCM will be installed on the same identity domain.
- 7.1.8 Oracle Platform as a Service and Infrastructure as a Service will not be used for customizations except for multiple jobs within payroll processing.

7.2 **(M) General Requirements** The project is expected to include the following Scope of Work as well as the additional details and Scope of Work contained in the attached "HCM Scope Additional Details," Appendix\_9.

- 7.2.1 Implementation of Core HR including but not limited to configuration of organizational structure, administrative and self-service transactions, approval workflow, position management for employees, department tree, DFF's as needed and pay groups to support payroll and time and labor processing
- 7.2.2 Implementation of Benefits including but not limited to configuration of benefit programs, benefit plans, eligibility profiles, life events and self-service benefits
- 7.2.3 Implementation of Absence Management including but not limited to absence types, absence reasons, absence plans, approval rules and configuration of leave balances
- 7.2.4 Implementation of Workforce Compensation including but not limited to configuration of compensation plans for annual merit review and incentive plans, individual compensation plans for incentive payments, compensation worksheets to include core HR data, custom alerts, dynamic calculations, plan budgets, currency, compensation components, eligibility profiles to define eligibility for the compensation plans, worksheet approvals using hierarchy, compensation budgeting and allocation based on supervisor hierarchy and compensation change statements, and creating/modifying/printing and storing employee contracts
- 7.2.5 Implementation of payroll including but not limited to configuration of currency, configuration of pay frequency, earnings codes, deduction codes, tax jurisdictions, banks for payroll payments, tax withholding rules, payroll calendars, the general ledger COA in HCM, payroll units, tax reporting, bi-weekly payroll runs, pay periods, FLSA, unemployment insurance rates, salary basis, departments to hold costing details, garnishments, retro pay elements, payment methods, developed check writer and printed payslips, self-service for W4 changes, and payslips online
- 7.2.6 Implementation of time and labor including but not limited to configuration of timecard layouts, time entry rules, work patterns, work schedules, time categories, profiles for time processing and time entry, time approval for supervisors, self service approval delegation, shift patterns, holiday hours, timesheets and reminder notifications
- 7.2.7 Implementation of Employee and Manager self-service of items listed on the "HCM Scope Additional Details," Appendix 9 under Employee and Manager and Self Service

- 7.2.8 Implementation of reporting tools including installation of development and production instances of OBIA HR Analytics, ETL development and HCM related reports
  - 7.2.9 Data conversion via web services (preferred) or flat file (last resort)
  - 7.2.10 Interfaces and integrations including data syncs, outbound, inbound and internal
  - 7.2.11 Security setup including single sign on, configuration of job roles and profiles, establishing integration between HCM Cloud and PeopleSoft Campus Solutions for user provisioning and affiliate account creation and configuration of department security tree
  - 7.2.12 Meet the federal Uniform Guidance standards for the treatment of compensation and personal services.
  - 7.2.13 Rework on any changes that impact PeopleSoft Campus Solutions, Oracle PPM, Oracle Procurement, Oracle Financials Systems, based on changes to HR System
  - 7.2.14 Offeror will supply system training for the project team on system architecture, system design and module specific processing
  - 7.2.15 Offeror can meet the timeline outlined in Section 1.6. or has explained otherwise, per Section 7.3
  - 7.2.16 Employer filing of W2s and employee access to W2 information. Boise State will have Development, Test, Production and Training instances of HCM configured and implemented
  - 7.2.17 Project team will use Google Applications (Gmail, Calendar, and Drive) for collaboration of project documentation and communications
- 7.3 **(ME) Implementation Approach & Timeline** Ability to deliver and complete installation as requested will be a component of the award. Time is of the essence with regard to milestones, completion of tasks, and all aspects of the implementation project and the Contract. Please provide and discuss your approach for implementation of Boise State's HCM Cloud System. Include phases and/or steps with major tasks and expected deliverables for each phase. Provide your proposed timeline based on experience with the product. If the timeline outlined in Section 1.6 is unreasonable or otherwise unattainable, please explain why.
- 7.4 **(ME) Project Management**
- 7.4.1 Describe the project management tools that are typically used during your implementations (e.g., work plans, meetings, conference calls, status reports, work flow charts, issues log and resolution, staff management, etc.). Attach examples of your project management tools to your Proposal submission.
  - 7.4.2 Describe how you coordinate various parts of the project and ensure that teams stay coordinated with regard to design and schedule.
  - 7.4.3 What techniques do you employ to manage and control costs of the project?

- 7.4.4 Describe your process for change control.
- 7.4.5 If your fit/gap analysis determines gaps, how do you handle those gaps? Provide examples of gaps you have found and solutions you have implemented.
- 7.4.6 Please provide a detailed explanation of the data conversion process.
- 7.4.7 Explain your testing process including types of testing, methods for resolving discrepancies, tools, and criteria for ensuring the testing is complete.

## 7.5 (ME) Training and Knowledge Transfer

- 7.5.1 What training do you deliver to support implementation in the early stages of planning? Please indicate what methods are used--instructor-led, face-to-face, web conference, web recordings, etc. and/or others.
- 7.5.2 Please explain your proposed process for providing knowledge transfer to University resources during the project for project team members, functional and technical staff, core users within the HR and Payroll departments.
- 7.5.3 Please describe the approach for transitioning the implementation and ongoing support to Boise State after go-live.

## 7.6 (ME) Change Management

- 7.6.1 Describe how you have addressed communications and change management during other Oracle HCM Cloud implementations, suggest how this might best be managed during this project and the resources and skill sets needed to be allocated towards this effort both by Contractor and University.
- 7.6.2 Do you have a range of change management offerings? If so, please explain what is included within them, and a cost range associated with each.

## 7.7 (ME) Reporting

- 7.7.1 Describe your experience installing HCM OBIA.
- 7.7.2 Describe your experience producing reports from Oracle HCM cloud in BICS.
- 7.7.3 Boise State has established a common structure for data reporting. To meet the needs of this structure, describe how you would implement an effective reporting solution using Oracle HCM Cloud, OBIA, and BICS.
- 7.7.4 Please describe your experience with OTBI, BI Publisher, dashboards and other delivered reporting tools within HCM Cloud.

**8. Cost Proposal** Pricing will be evaluated using the cost model that offers the University the best possible value over the term of the Contract.

- 8.1 **(ME)** Use the format established in Appendix 7 to **respond to the Cost Proposal** of this RFP, and identify it as “Appendix 7 - Cost Proposal – RFP ST18-114 Oracle HCM Cloud System Implementation.” Altering the format may result in a finding that your Proposal is nonresponsive.
- 8.2 The University requests that costs be submitted in two (2) ways: Cost by Time and Materials and a single, Overall Cost Proposal. Offeror’s must complete the Cost Proposal (Appendix 7) for both types of cost. After evaluation and upon the opening of costs, at its discretion, the University will choose the cost method that provides the best possible value to the University.
- 8.3 **(M) All costs associated with the specifications of the RFP must be included in the mandatory Cost Proposal.** All proposed pricing will be firm/fixed and fully-burdened with all direct and indirect costs, and must include (but not be limited to), all operating, administrative, and personnel expenses, such as overhead, salaries, profit, supplies, per diem, travel (airfare and/or mileage), lodging, and quality improvement.
- 8.4 **Hourly Rate for Off-Site Work:** Not-To-Exceed (NTE) Offsite Hourly Rates will be used for work that is to be completed off-site (remotely). Unless otherwise agreed upon, Contractors proposed under this rate structure must reside in and be lawfully able to work in the United States and will be expected to work eight hours a day (8am to 5pm Mountain Time) five days a week (Monday through Friday). Modified work schedules may be addressed in writing and may be adjusted on an overall or case-by-case basis at the discretion of the University. Contractors may be asked to work weekends, or alternate schedules. Contractors will be provided access to relevant applications. Contractors must provide their own workspace, computer, phone, and broadband internet connection.
- 8.5 **Hourly Rate for On-Site Work:** Projects may require that a Contractor work on-site at Boise State University. The Not-To-Exceed (NTE) Hourly Rate for On-Site Work must be firm fixed and fully burdened to include all travel related expenses, including but not limited to air fare, car rental, lodging and food. Unless otherwise agreed upon, Contractors proposed under this rate structure must reside in and be lawfully able to work in the United States and will be expected to work on the Boise State University main campus in Boise, ID, Monday – Thursday from 8am -5pm or as specified by the University. Modified work schedules may be addressed in writing and may be adjusted on an overall or case-by-case basis at the discretion of the University. Contractors may be asked to work weekends, or alternate schedules. These Contractors will be provided a workspace on campus, a Wired or WiFi network connection, and access to relevant applications. Contractors must provide their own laptop and cell phone.

- 8.6 Proposal must include any applicable freight charges.
- 8.7 Prices must be FOB Boise State University, Boise, ID.
- 8.8 Contractors are not allowed to direct bill expenses or to receive advance payments for services not rendered.
- 8.9 Payment terms shall be NET 30. Billing and invoice procedure details are included in the Cost Proposal, Appendix 7.
- 8.10 Boise State doesn't pay until a product/service is received, and will hold a portion of the total payment until final acceptance. The University intends to pay per the finalized Project Management Plan, including milestones and/or deliverables, as discussed in Section 5.7 and as mutually agreed upon between Contractor and University.



## 9. Proposal Review and Evaluation

- 9.1 The objective of the University in soliciting and evaluating Proposals is to ensure the selection of a firm or individual that will produce the best possible results for the funds expended.
- 9.2 Proposals must demonstrate that Offerors have the ability to complete the described functions of this RFP.
- 9.3 The Proposal will be evaluated first as either “pass” or “fail,” based on compliance with Mandatory (M) and Mandatory/Evaluated (ME) requirements. All Proposals that meet the Mandatory and Mandatory/Evaluated requirements will continue in the evaluation process. Proposals not meeting the Mandatory and Mandatory/Evaluated requirements may be found non-responsive.
- 9.4 The University will establish an evaluation team, that may consult with subject matter experts to review and advise on any portion of the response, to evaluate responses. Upon opening the responses, the Boise State University Purchasing Department will inspect the Proposal for responsiveness. Under the facilitation of the Purchasing Department, the evaluation team will score the responsive Proposals.

The University may request Interviews from the top several scoring Offerors.

The evaluation team will discuss and finalize their scoring with the Purchasing Department. Prior to award, the apparent successful Offeror’s response may be forwarded to a representative(s) of the Office of Information Technology and/or General Counsel or other University department to confirm that the Proposal is acceptable and within the University’s infrastructure and policies.

- 9.5 The criteria described in the Evaluation Criteria section will be used to evaluate and score the Proposals for the purpose of ranking them in relative position based on how fully each Proposal meets the requirements of this RFP. Particular emphasis will be placed on the Offeror’s understanding of the RFP, quality of product/service, and the description of how the activities will be performed.

The scores for the Business Information Proposal and Scope of Work Proposal will be normalized as a whole, or by category, at University’s sole discretion. With the exception of cost, the Proposal with the highest raw score will receive all available points in total or by category total. Other Proposals will be assigned a portion of the maximum available points, using the formula:

$(\text{Raw score of Proposal being evaluated} / \text{highest raw score}) \times \text{total possible points}.$

- 9.6 The Estimated Time & Materials Total Cost or Overall Cost, as detailed in the Cost Proposal Appendix 7, (at the discretion of the University) will be normalized to the lowest cost. The Proposal with the lowest cost will receive all the cost points as assigned in the Evaluation Criteria below. Other Proposals will be assigned a portion of the maximum score using the formula:

Lowest Cost / other Proposal cost x total possible cost points.

9.7 At the discretion of the University, Interviews may be required of the top several scoring Offerors. Offerors who do not make the Interview portion of the evaluation may not be further evaluated.

9.8 Offeror Interviews, if required, will be conducted before the Notice of Intent to Award is issued. Interviews will be in-person at Boise State University and provided at no cost to the University. The University will endeavor to provide adequate notice that an Offeror has been selected for an Interview. Offerors should be prepared to discuss their qualifications and experience and answer questions from University personnel.

Interviews may include hypothetical scenarios, real-life test samples, quality assurance issues, reporting and/or anything else of interest to the University. The Interview becomes an official part of the response. At its discretion, the University will choose either "Evaluated" or "Pass/Fail" interviews, as discussed below.

9.8.1 **(E) Evaluated Interviews** - At the discretion of the University, several of the highestscoring Offerors may be contacted for an Interview regarding their solicitation response, implementation strategy and to respond to questions. Evaluation of the Interviews may result in adjustment of points awarded in the Business Information and Scope of Work Proposal, as the evaluation committee deems appropriate. Failure to successfully and adequately answer questions and discuss the strategy listed in this RFP may result in rejection of the Proposal.

9.8.2 **(E) Pass/Fail Interviews** - Alternatively, the University reserves the right to require an Interview of only the top-scoring Offeror. If this option is chosen, the evaluation is strictly Pass/Fail for the apparent successful Offeror. If the apparent successful Offeror fails, then the next highest-scoring Offeror will be considered the apparent successful Offeror and the Interview process may be repeated.

9.9 For those Proposals meeting mandatory requirements and making it to the Interviews, the total evaluation points will be summed with the cost points and Interview points, and the Proposals will be ranked by final, total score.

9.10 Award will be made to the responsive, responsible Offeror whose Proposal receives the highest number of points.

9.11 Offerors will be notified of the result of the solicitation process in writing. Written notification will be sent to the authorized signer designated on the signature page.

9.12 **Evaluation Criteria**

**Technical Proposal:**

Mandatory (M, ME) Submission Requirements Met	Pass/Fail
---	-----------

Business Information (Sections 6.1, 6.2)	150 points
--	------------

References (Section 6.3)	150 points
--------------------------	------------

Scope of Work (Section 7)	400 points
---------------------------	------------

**Cost Proposal:**

Cost Proposal (Section 8, Appendix 7)	300 points
---------------------------------------	------------

<b>Total Points</b>	<b>1,000 points</b>
---------------------	---------------------

**Possible additional points:**

Interviews: (if evaluated and scored, Section 9.8)	300 additional points
--	-----------------------

## APPENDIX 1

## Terms and Conditions for This Solicitation

1. **Boise State Standard Terms and Conditions** The Boise State Standard Terms and Conditions, linked in Appendix 2, as may be amended from time to time, are incorporated by this reference as if fully set forth herein.
2. **Boise State Solicitation Instructions to Vendors** The Boise State Solicitation Instructions to Vendors, as linked in Appendix 2, as may be amended from time to time, are incorporated by this reference as if fully set forth herein.
3. **No Rights to Setoff or Debit** The Contractor shall invoice the University and shall not have rights to setoff against State funds or to debit State accounts.
4. **Punitive Damages; Waiver of Jury Trial** Any requirement to waive punitive damages or the University's right to jury trial in documents that Offeror submits with its Bid or Proposal or any supplemental or subsequent agreements are void.
5. **Arbitration** Any requirement to submit any dispute or matter arising from or related to the Contract or this Solicitation to arbitration is void.
6. **Click-through Licenses Prohibited** The University will not accept "click-through" acceptance of software licensing terms either initially or through upgrades.
7. **Representations and Warranties** The following representations, covenants, and warranties shall apply to the Contract. Offeror represents, covenants, and warrants that:
  - 7.1 Contractor has the full power and authority to enter into the Contract, grant the University any license offered in its Proposal, and has the full power and authority to grant to the University access to and utilize the services to be provided by Contractor, including any System to be provided (the "System"), and to produce all required functionality as specified in the Contract.
  - 7.2 Contractor will perform all services required pursuant to the Contract in a professional manner, and with high quality.
8. **University Marks** Boise State University's registered trademarks, as well as other names, seals, logos, college colors and other indicia ("University Marks") that are representative of the University may be used solely with permission of Boise State University. Notwithstanding the foregoing, the University logo may be used in the RFP response for illustrative purposes only.

No use may be made of University Marks in any document which implies any association with or endorsement of the services of the Offeror or any other third party.

9. **Ownership** The University shall own and retain all rights to information, techniques, processes and data developed, documented, derived, stored, installed or furnished by the University under the Contract.
10. **Executive Orders** The Contractor warrants that at all times, for the term of the Contract, Contractor will comply with all posted and applicable, active Idaho Executive Orders, link found in Appendix 2. Contractor further warrants that at all times for the term of the Contract, Contractor's offered property as defined by Idaho Code will comply with all applicable Idaho Technology Authority Standards, link found in Appendix 2.
11. **Return of Confidential Information** Upon any termination of the Contract, Contractor shall return to the University all copies of University Confidential Information (as defined in the Boise State Standard Terms and Conditions) or other materials incorporating Confidential Information in the possession of Contractor or its employees. Contractor agrees to:
  - 11.1 Return all property in any form belonging to the University without charge.
  - 11.2 Return all confidential information that may have been received from the University. Provide the ability for University to electronically retrieve data and documents from Contractor's system without charge, as this data is owned by University.
  - 11.3 Return all data that is the property of the University in a reasonable format specified by the University without charge. Deliver to Boise State, within *30 days*, all data and documents from Contractor's system that pertain to Boise State.
  - 11.4 The University will verify receipt of that data.
12. **Data Protection** To the extent Contractor maintains, acquires, discloses, uses, or has access to any Personal Information, including without limitation Education Records, Contractor shall comply with all Data Privacy Standards. Contractor shall notify University immediately in writing if Contractor is no longer in compliance or becomes aware of any breach in security with respect to any Personal Information.
  - 12.1 For purposes of this Contract, "**Data Privacy Standards**" means all relevant and applicable federal and state data privacy standards, including but not limited to the Federal Education Rights and Privacy Act, 20 USC 1232g, as may hereafter be amended, and its accompanying rules and regulations ("FERPA"), the Health Insurance Portability and Accountability Act ("HIPAA"), and Health Information Technology for Economic and Clinical Health Act ("HITECH").

- 12.2 For purposes of this Contract, **“Personal Information”** includes personally identifiable information of an individual, including Education Records, first name and last name or first initial and last name in combination with any one or more of the following data elements; social security number; driver’s license or state identification card number; financial account number or credit or debit card number, with or without any required security code, access code, personal identification number or password that would permit access to an individual’s financial account; passport number; medical history, mental or physical condition, or medical treatment or diagnosis by a healthcare professional or health insurance information; username or email address coupled with a password or security question and answer that would permit access to an online account; and/or protected health information, as defined in HIPAA and accompany regulations.
- 12.3 **“Education records”** shall have the meaning set forth in FERPA and accompanying regulations.
- 12.4 **Student educational records are protected by FERPA.** Contractor will comply with FERPA and will not access or make any disclosure of Education Records to third parties without prior notice to and consent from University or as otherwise provided by law. To the extent the engagement requires Contractor to access any Education Records, for purposes of the engagement only, University designates Contractor as a “school official” for University under FERPA, as that term is used in FERPA and its implementing regulations. As such, Contractor will comply with FERPA and will not make any disclosure of Education Records to third parties without prior notice to, and consent from, University, or as otherwise permitted by law. In addition, any access or disclosures of Education Records made by Contractor or its employees, subcontractors or agents must comply with University’s definition of legitimate educational purpose. If Contractor or any subcontractor violates this section, Contractor will immediately provide notice of the violation to University.
- 12.5 If at any time during the term of the engagement any part of Personal Information, in any form, that Contractor obtains from the University ceases to be required by Contractor for the performance of its obligations under the engagement, or upon termination of the engagement, whichever occurs first, Contractor shall, within fourteen (14) days thereafter, promptly notify University and securely return such Personal Information to University, or, at University’s written request destroy, uninstall and/or remove all copies of such Personal Information in Contractor’s possession or control, or such part of the Personal Information which relates to the part of the engagement which is terminated, or the part no longer required, as appropriate, and certify to University that the same has been completed. In the event that returning or securely destroying the Personal Information is infeasible, Contractor must provide notification to University of the conditions that make return or destruction infeasible, in which case Contractor must (i) continue to protect all Personal Information that it retains; (ii) agree to limit further uses and disclosures of such Personal Information to those purposes that

make the return or destruction infeasible for as long as Contractor maintains such Personal Information; and (iii) to the extent possible, de-identify such Personal Information.

- 12.6 If Contractor utilizes a subcontractor in connection with its performance of its obligations under the engagement and provides such Subcontractor with access to Personal Information, Contractor shall provide University with prompt notice of the identity of such Subcontractor and the extent of the role that such Subcontractor will play in connection with the performance of services under the engagement. Moreover, all such Subcontractors given access to any Personal Information must agree to: (a) abide by the clauses set forth herein, including, without limitation, its provisions relating to compliance with Data Privacy Standards for the protection of Personal Information and notice requirement for a security and/or privacy incident; (b) restrict use of Personal Information only for Subcontractor's internal business purposes and only as necessary for to render services in connection with Contractor's performance of its obligations under the engagement, and (iii) certify in writing, upon completion of any performance of services by a Subcontractor, that the Subcontractor has immediately uninstalled, removed, and/or destroyed all copies of Personal Information within 30 days of Subcontractor's completion of the performance of services.
13. **Breach of Security or Privacy** If Contractor, or its Subcontractor, suspect, discover or are notified of a data security incident or potential breach of security and/or privacy relating to Personal Information, or a theft or misappropriation of the University's Confidential Information or Personal Information, Contractor shall immediately, but in no event later than twenty (24) hours from suspicion, discovery or notification of the incident or potential breach, provide written notice to University of such incident or potential breach. Contractor shall, upon University's request, investigate such incident or potential breach, inform University of the outcome of any such investigation, and assist University in maintaining the confidentiality of such information. In addition to the foregoing, Contractor shall provide University with any assistance necessary to comply with any federal, state and / or provincial laws requiring the provision of notice of any privacy incident or security breach with respect to any Personal Information to the affected or impacted individuals and / or organizations, in addition to any notification to applicable federal and state agencies. In the event of a breach of any of the Contractor's data security obligations or other event requiring notification under this Contract or applicable State and Federal law, the Contractor must assume total financial liability incurred by such breach and subsequent notifications. In addition the Contractor must assume responsibility to indemnify, hold harmless and defend Boise State University, its officials, and employees from and against any claims, damages, or other harm related to such theft or misappropriation. Boise State will have up to six (6) months from the date of receipt of written notice from Offeror of the theft or misappropriation to provide written notice to the Offeror of its intent to terminate, and to terminate, this Contract. If the University elects to terminate this Contract pursuant to this section, Offeror will have no right to cure the breach of this Contract in order to prevent Boise State from terminating the Contract.

14. **Export Control** Export laws and regulations of the United States and any other relevant local export laws and regulations apply to the services provided by Contractor under this Contract. Contractor represents and warrants that it currently complies and consents that it shall continue through the term of this engagement and in the performance of any services to comply with all such export laws and regulations (including “deemed export” and “deemed re-export” regulations). Contractor agrees that no data, information, software programs and/or materials resulting from services (or direct product thereof) will be exported, directly or indirectly, in violation of these laws, or will be used for any purpose prohibited by these laws including, without limitation, nuclear, chemical, or biological weapons proliferation, or development of missile technology.

## APPENDIX 2 - Helpful Links

1. **Boise State University Purchasing Department, Solicitations, Amendments:**  
[https://vpfa.boisestate.edu/process/review/purchasing\\_bidopportunities.php](https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php)
2. **Standard Contract Terms and Conditions:**  
<https://vpfa.boisestate.edu/process/procurement/BoiseStateStandardTerms.pdf>
3. **Solicitation Instructions to Vendors:**  
<https://vpfa.boisestate.edu/process/procurement/SolicitationInstructions.pdf>
4. **Appeals Process:** <https://vpfa.boisestate.edu/process/procurement/purchasingappealsprocess.pdf>
5. **Accessibility:** <https://policy.boisestate.edu/information-technology/policy-title-informationtechnology-accessibility/>
6. **Insurance Requirements:**  
[http://rmi.boisestate.edu/wp-content/uploads/2014/11/CertificateInsRqmts\\_3rdParty.pdf](http://rmi.boisestate.edu/wp-content/uploads/2014/11/CertificateInsRqmts_3rdParty.pdf)
7. **Active Executive Orders:** <http://gov.idaho.gov/mediacenter/execorders/>
8. **State of Idaho Special Terms And Conditions For Customized Software And Related Services:**  
[https://purchasing.idaho.gov/pdf/terms/special terms and conditions for customized software.pdf](https://purchasing.idaho.gov/pdf/terms/special%20terms%20and%20conditions%20for%20customized%20software.pdf)
9. **System for Award Management (SAM) list of parties excluded from federal procurement and non-procurement programs:** <https://www.sam.gov/portal/SAM/##11>
10. **Financials NAICS/SIC Code:** <http://www.census.gov/cgi-bin/sssd/naics/naicsrch?chart=2007>



11. Idaho Technology Standards: <http://ita.idaho.gov/resources.html/>

12. Boise State University Facts and Figures: <https://news.boisestate.edu/facts/>

### APPENDIX 3 SUBMISSIONS CHECKLIST

Response checklist reminder—this checklist is not intended as a complete list of requirements in response to this RFP, but merely as a reminder of some of the required items. Failure to submit any of the following items or late submission of any of the following items may result in disqualification of your Proposal. Mail your hard copy response to the buyer to be received by the closing time and date as specified in Section 1.1.

#### Section 3:

- Proposal received by due date stated in Section 1 or any subsequent amendment
- Signature Page with original handwritten signature (Appendix 4)
- One (1) original and six (6) copies of Business Information and Scope of Work
- Cost Proposal (sealed & submitted separately)
- Electronic version on USB Device
- Redacted version / Trade Secrets (or note there are none)
- Executive Summary
- Cover Letter
- Any proposed modifications to Terms and Conditions
- Supplemental document or agreements
- Signed Amendment Confirmation(s)

#### Section 6

- Qualifications (Staffing & Escalation Plan)
- Experience
- References (Appendix 6)

#### Section 7

- Scope of Work

#### Section 8

- Cost Proposal (Appendix 7)

**APPENDIX 4 - Signature Page**

**THIS PAGE MUST BE FILLED OUT, SIGNED AND RETURNED WITH PROPOSAL. THIS SIGNATURE PAGE MAY NOT BE MODIFIED AND MUST BE SIGNED BY HAND. MODIFICATIONS TO THIS PAGE MAY DEEM THE ENTIRE PROPOSAL NON-RESPONSIVE AND NO FURTHER CONSIDERATION WILL BE GIVEN.**

BY SUBMISSION OF THIS PROPOSAL TO BOISE STATE UNIVERSITY, THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES, IF THIS PROPOSAL IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR PROPOSAL AND UNDER ALL THE SPECIFICATIONS, TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S RFP, AS MAY BE AMENDED PRIOR TO THE DATE HEREOF IN ACCORDANCE WITH THE TERMS OF THE SOLICITATION.

AS THE UNDERSIGNED, I ALSO CERTIFY I AM AUTHORIZED TO SIGN THIS PROPOSAL FOR THE OFFEROR AND THE PROPOSAL IS MADE WITHOUT CONNECTION TO ANY PERSON, FIRM, OR CORPORATION MAKING A PROPOSAL FOR THE SAME GOODS AND/OR SERVICES AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD.

NO LIABILITY WILL BE ASSUMED BY BOISE STATE UNIVERSITY FOR AN OFFEROR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS IN A TIMELY MANNER FOR USE IN THE RESPONSE TO THIS RFP OR ANY OTHER FAILURE BY THE OFFEROR TO CONSIDER THE TERMS AND CONDITIONS IN THE RESPONSE TO THE RFP.

ADDITIONAL OR SUPPLEMENTAL TERMS AND CONDITIONS MAY BE CONSIDERED FOLLOWING THE DATE HEREOF ONLY IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE SOLICITATION.

***Failure to comply with these requirements may result in disqualification and your entire response being deemed non-responsive.***

**Please complete the following information:**

OFFEROR (Company) NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

TOLL-FREE # \_\_\_\_\_ PHONE # \_\_\_\_\_

FAX # \_\_\_\_\_ EMAIL \_\_\_\_\_

FEDERAL TAX ID / SSN # \_\_\_\_\_

**SIGNATURE PAGE MUST BE HAND-SIGNED & RETURNED FOR PROPOSAL TO BE CONSIDERED.**

Signature	Date
Please type or print name	Title

### APPENDIX 5 Offeror Questions

**DO NOT IDENTIFY YOUR NAME OR YOUR COMPANY’S NAME OR PRODUCT NAMES OF INTELLECTUAL PROPERTY IN YOUR QUESTIONS.**

ADD ROWS BY HITTING THE TAB KEY WHILE WITHIN THE TABLE AND WITHIN THE FINAL ROW.

**The following instructions MUST be followed when submitting questions using the question format on the following page.**

1. Questions must be received by the Deadline to Receive Questions noted in **Section 1.1** of the RFP or will be rejected and not considered.
2. **DO NOT CHANGE THE FORMAT OR FONT**. Do not bold your questions or change the color of the font. Questions must be submitted in this editable WORD doc.
3. Enter the RFP section number that the question is for in the “RFP Section” field (column 2). If the question is a general question not related to a specific RFP section, enter “General” in column 2. If the question is in regards to a University Term and Condition or a Special Term and Condition, state the clause number in column 2. If the question is in regard to an appendix, enter the appendix identifier (example “Appendix 1”) in the “RFP Section” (column 2), and the appendix page number in the “RFP page” field (column 3).
4. Do not enter text in column 5 (Response). This is for the University’s use only.

5. Once completed, this form is to be emailed per the instructions in the RFP. The email subject line is to state "RFP ST18-114 Oracle HCM Cloud System Implementation - Questions."

**RFP ST18-114, Oracle HCM Cloud System Implementation for  
Boise State University**

Offeror Questions are due by 5:00 PM MT, per the date listed in Section 1.1 RFP Administrative Information. Please make sure to submit this as a word doc, as it is here.

Question	RFP Section	RFP Page	Question	Response
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				

### APPENDIX 6 References

#### INSTRUCTIONS TO THE OFFEROR:

---

Offerors will be scored on three (3) completed Reference Questionnaires. If more than the minimum number are received, the first three (3) received will be scored. If fewer than the minimum number of references are received prior to the closing date, the Offeror will receive a zero (0) for all questions not scored and questionnaires not received. If multiple references are received from the same company only the first received will be accepted. Scores from reference questionnaires will be averaged.

The reference questionnaires must be from individuals, companies or agencies for whom the Offeror provided products or services that are similar in nature and scope to those requested by this solicitation (higher education preferred), and within the last one (1) year from the posting date of this solicitation. References outside the requisite number of years and references determined by the University, in its sole discretion, to be not of a similar nature and scope to the products or services requested here will receive a score of zero (0). **Determination of “similar” will be made by using the information provided by the reference in Section II General Information and any additional information provided by the reference, or otherwise obtained by the University.** Only one (1) reference will be received/qualified per reference company. Boise State University may not be utilized as a reference.

**REFERENCES MUST BE RECEIVED BY THE RFP LEAD (by email), DIRECTLY FROM THE REFERENCE, IN ORDER TO BE CONSIDERED.**

1. Offerors must complete the following information on page 2 of the “Reference’s Response To” document before sending it to the Reference for response.

a. Print the name of your reference (company/organization) on the “REFERENCE NAME” line.

- b. Print the name of your company/organization on the "OFFEROR NAME" line.
  - c. Be certain that the RFP Closing Date and Time in Instruction 5, on the following page, is correct.
2. Send the "Reference's Response To" document to your references to complete.

**NOTE:** It is the Offeror's responsibility to follow up with their references to ensure timely receipt of all questionnaires. Offerors may email the RFP Lead prior to the RFP closing date to verify receipt of references.

**REFERENCE QUESTIONNAIRE REFERENCE'S  
RESPONSE TO:**

**RFP Number: ST18-114 RFP Title: Oracle HCM Cloud Implementation**

**REFERENCE NAME (Company/Organization):** \_\_\_\_\_

**OFFEROR NAME (Company/Organization):** \_\_\_\_\_ has submitted a Proposal to Boise State University to provide Oracle HCM Cloud Implementation. We've chosen you as one of our references.

**INSTRUCTIONS**

1. Complete **Section I. GENERAL INFORMATION** (*This section will be used to determine the similarity of the reference's System to the proposed solution.*)
2. Complete **Section II. RATING** using the Rating Scale provided.
3. Complete **Section III. ACKNOWLEDGEMENT** by manually signing and dating the document. (*Reference documents must include an actual signature.*) **References received without a signature will not be accepted.**
4. Email **THIS PAGE** and your completed reference document, Sections I through III to:  
  
 RFP Lead: Shannan Thomas, 208-841-0828  
 Email: [shannanthomas@boisestate.edu](mailto:shannanthomas@boisestate.edu)
5. This completed document **MUST** be received by **5/4/18 at 5 p.m.** (Mountain Time). Reference documents received after this time will not be considered.
6. Do **NOT** return this document to the Offeror.
7. In addition to this document, the University may contact references by phone or email for further clarification if desired.

**Section I. GENERAL INFORMATION**

- 
1. Please include a brief description of the services provided by this Offeror:

---



---

---



---



---

2. During what time period did the Offeror provide these services for your business?

Month: \_\_\_\_\_ Year: \_\_\_\_\_ to Month: \_\_\_\_\_ Year: \_\_\_\_\_

## Section II. RATING

Using the Rating Scale provided below, rate the following numbered items by circling the appropriate number for each item:

**Rating Scale**

Category	Score
Poor or Inadequate Performance	0
Below Average	1 – 3
Average	4 – 6
Above Average	7 - 9
Excellent	10

Circle **ONE** number for each of the following numbered items:

1. Rate the overall quality of the Offeror's consulting and implementation experience.

10    9    8    7    6    5    4    3    2    1    0

2. Rate how well the agreed-upon, planned implementation schedule was consistently met and deliverables provided on time by the Offeror. *(Pertains to delays under the control of the Offeror):*

10    9    8    7    6    5    4    3    2    1    0



3. Rate the overall quality of the Offeror's support resources (user/admin, training, documentation, etc.):

10    9    8    7    6    5    4    3    2    1    0

4. Rate the Offeror's overall customer service and timeliness in responding to customer service inquiries:

10    9    8    7    6    5    4    3    2    1    0

5. Rate the knowledge of the Offeror's assigned staff and their ability to quickly and thoroughly resolve a product/system technical and/or performance issue:

10    9    8    7    6    5    4    3    2    1    0

6. Rate the Offeror's flexibility in meeting business requirements:

10    9    8    7    6    5    4    3    2    1    0

7. Rate the Offeror's ability to suggest and influence change within your organization, based on industry standards, best practices and/or experience

10    9    8    7    6    5    4    3    2    1    0

8. If the Offeror suggested a change that was accepted by your organization (Question #7), rate the success of that change and the success of the implementation of that change :

10    9    8    7    6    5    4    3    2    1    0

9. Rate the likelihood of your company/organization recommending this Offeror to others in the future:

10    9    8    7    6    5    4    3    2    1    0

10. Please provide comments/additional details to inform any of the above ratings:

---



---



---

---

**Section III. ACKNOWLEDGEMENT**

---

I affirm to the best of my knowledge that the information I provided is true, correct, and factual:

---

Signature of Reference

---

Date

---

Print Name

---

Title

---

Phone Number

---

Email Address

## APPENDIX 7 - Cost Proposal (ME)

**Part 1. (M) Cost Proposal:** *The completion and submission of this Cost Proposal is mandatory. No other Offeror-supplied pricing shall be evaluated for award. No other Offeror-supplied pricing shall constitute the pricing for any resulting Contract.*

The University requests that costs be submitted in two (2) ways: Time and Materials and Overall Cost. Offeror's MUST complete the Cost Proposal for both types of cost. After evaluation and upon the opening of costs, at its discretion, the University will choose the cost method that provides the best possible value to the University.

**Time and Materials Cost:** Add columns as necessary to include all job titles expected to be involved in this project. Estimate, based on your experience, the required number of hours of each job type, to complete the specifications listed in this RFP.

A	B	C	D	E	F
<u>Job Title</u>	<u>NTE On-site Hourly Rate</u>	<u>NTE Off-site Hourly Rate</u>	<u>Estimated On-site Hrs</u>	<u>Estimated Off-Site Hrs</u>	<u>Estimated Total Cost per Job Title =(B*D)+(C*E)</u>

<u>Estimated Time and Materials Total Cost (= sum column F)</u>					

Overall Cost:

<u>Total Fixed Cost (all inclusive, maximum)</u>	
--	--

**Part 2. Billing Procedure:**

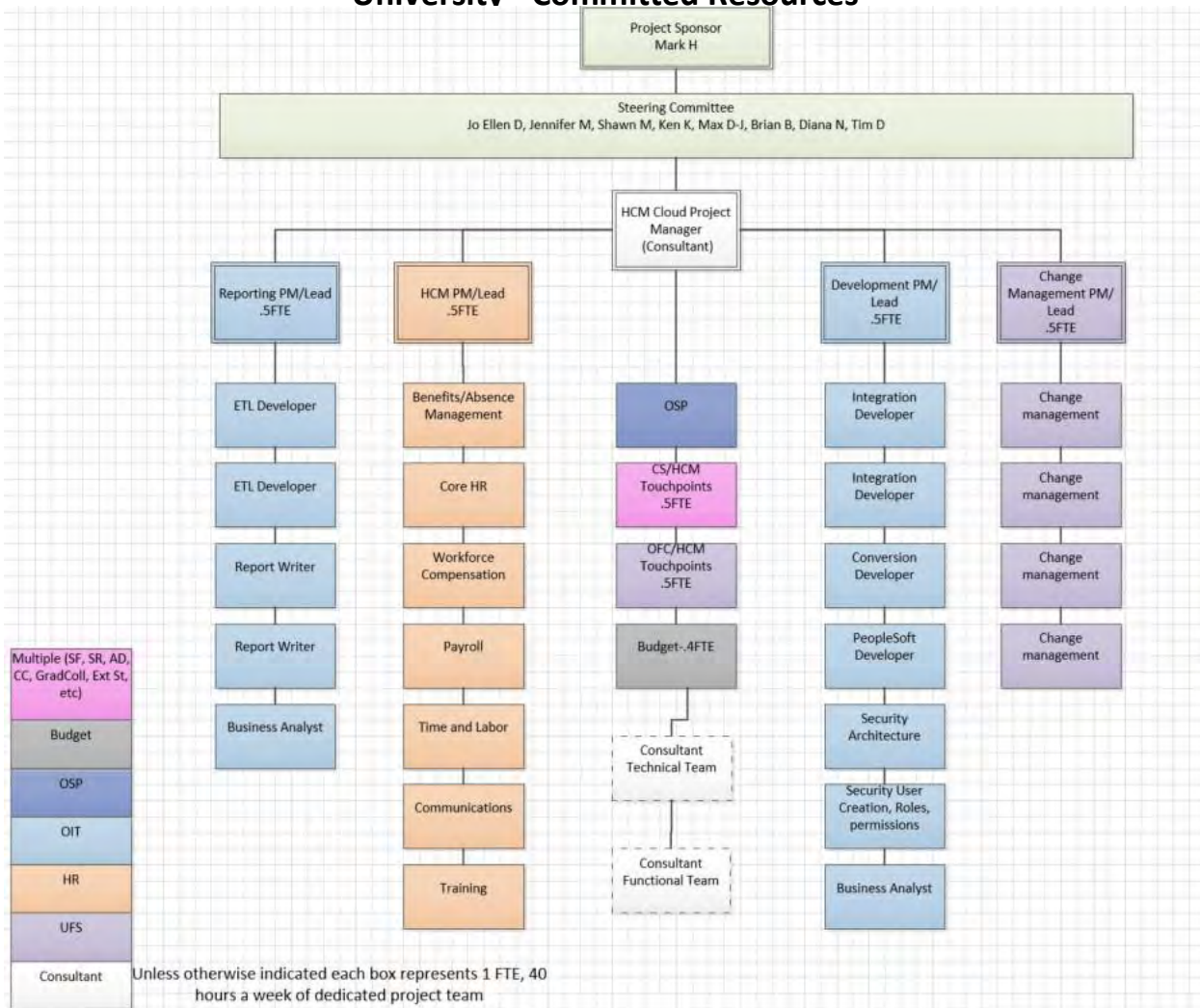
The invoice must include, but not be limited to:

1. Contract/PO number.
2. Total amount billed for the billing period.
3. All services delivered during the billing period, identified by each item as reflected in the Cost Proposal and/or the Project Management Plan and the total cost for each.

Invoices are to be submitted to: oit\_business@boisestate.edu

## Appendix 8

### University - Committed Resources



Boise State can provide the following resources:

#### Technical Team:

- .5 FTE Reporting PM/Track Lead
- 2 FTE ETL Developers
- 2 FTE Report Writers
- 1 FTE Reporting Business Analyst
- .5 FTE Development PM/Track Lead
- 2 FTE Integration Developers
- 1 FTE Conversion Developer
- 1 FTE PeopleSoft Developer

- 1 FTE Security Architecture
- 1 FTE Security Admin (User Creation, Roles and Permission Lists)
- 1 FTE Business Analyst

Functional Team:

- .5 FTE PM/Track Lead
- 1 FTE Benefits/Absence Management
- 1 FTE Core HR
- 1 FTE Workforce Compensation
- 1 FTE Payroll
- 1 FTE Time and Labor
- 1 FTE Communications
- 1 FTE Training
- 1 FTE Integration between Oracle HCM Cloud and Oracle PPM
- .5 FTE Integration between Oracle HCM Cloud and Campus Solutions
- .5 FTE Integration between Oracle HCM Cloud and Oracle Financials Cloud ● .4 FTE Budget Office

Change Management Team:

- .5 FTE PM/Track Lead
- 4 FTE Change Management

## APPENDIX 9 - HCM Scope Additional Details

Scope of Work	
Core HR	
Configuration of organizational structure including country, currency, legal entity, business units	
Configuration for administrative and self-service transactions	
Configuration for approval workflow	
Configuration of position management for employees	
Configuration of department tree	
Configuration of DFFs as needed	
Configured pay groups to support payroll and time and labor processing	
Benefits	
Configuration of benefit programs	
Configuration of benefit plans	
Configuration of eligibility profiles	
Configuration of life events	
Configuration of self-service benefits	
Absence Management	
Configuration of absence types	
Configuration of absence reasons	
Configuration of absence plans	
Configuration of approval rules	
Configuration of leave balances	
Workforce Compensation	
Configuration of compensation plans for annual merit review process and incentive plans	
Configuration of individual compensation plans for incentive payments	
Enable compensation worksheets to include available Core HR data	

Configure custom alerts	
Configure dynamic calculations	
Configure plan budgets	
Enable standard compensation plan budget regions with use of dashboards to display roll-up budget reporting and allocations	
Enable download/upload templates to facilitate upload of compensation contract details	

Configuration of currency	
Configuration of compensation components	
Configuration of eligibility profiles to define eligibility for the compensation plan	
Compensation worksheets	
Configured worksheet approvals using hierarchy	
Configure compensation budgeting and allocation based on supervisor hierarchy	
Configuration of compensation change statements	
<b>Payroll</b>	
Configuration of currency	
Configuration of pay frequency	
Configuration of earnings codes	
Configuration of deduction codes	
Configuration of tax jurisdictions	
Configuration of banks for payroll payments	
Configuration of tax withholding rules	
Configuration of payroll calendars	
Configuration of the General Ledger (GL) COA in HCM	
Configuration of GL calendar(s)	
Configuration of General Ledger	
Configuration of Payroll Unit(s)	
Configuration for Tax reporting	
Configuration for bi-weekly payroll runs	
Configuration of pay periods	



Configuration of FLSA	
Configuration of Unemployment Insurance rates	
Configuration of salary basis	
Integration to state system	
Configuration of departments to hold costing details	
Configuration of garnishment elements	
Configuration of retro pay elements	
Configuration of payment methods	
Developed check writer and printed payslips	
Configured self-service for W4 changes, payslips online and W2s online	
<b>Time and Labor</b>	
Configuration of timecard layouts	
Configuration of time entry rules	
Configuration of work patterns	
Configuration of work schedules	

Configuration of time categories	
Configuration of profiles (time processing and time entry)	
Configuration of time approval for Supervisors	
Configuration of shift patterns	
Configuration of holiday hours	
Configuration of timesheets	
Configure reminder notices	
<b>OSP</b>	
Evaluation of the compliance issues related to payroll system specifically.	
Evaluation of the billing requirements related to compliance restrictions for grants. Since OSP bills the time that will interface from payroll there is a compliance evaluation in association to how, what, and when we bring in, account, bill and recognize revenue.	

Evaluation of compliance on who can be associated to projects, amount/percent of time and any billing rate restrictions specific to people, positions and contrac	
Evaluation of compliance related to effort certificates and the new regulations around that.	
Evaluation on any required reports to support appropriate audit evidence to show we meet the standards identified through the evaluation above.	
Assistance with validation of data conversion, strategy and if there is any consequence related to the integration points to PPM.	
Validation that prior loaded payroll, employee, benefit information is not affected or an adequate contingency plan is in place.	
Validation that employees currently used on assignments, projects, tasks and deliverables are unaffected or an adequate contingency plan is in place.	
Support on workflow changes related to projects.	
Subledger Accounting Setup for project related timecards, benefits and corrections.	
PPM Setup required for billing rates, payroll source files, payroll types, validation on project templates, affects to upload files, updates to interfaces, additional task types, etc. that may be impacted during a change to the payroll process.	
Quality assurance on historical and ongoing data.	

Security changes for drilldown and/or access to payroll.	
Validation on seeded or needed custom integration to PPM.	
PPM support for testing during all test rounds including integration testing, reporting and validation of defined processes.	
Support for testing segment maintenance and POET requirements.	
Support for testing on budgetary control.	
Support for testing on integrated accounting validation on grants.	

Support for testing on billing related to projects.	
Support for testing security related to PI's, department administrators, OSP office and others as it relates to projects.	
Assessment and assistance on requirements for information required to do effort reporting.	
Report assessment, scoping and development.	
Validation of effort through new requirements the updated processes for that.	
Assistance with a GFDF-type process related to approval of time and effort on grants.	
Security requirement and assessment related to effort reporting.	
<b>Employee and Manager Self Services</b>	
Update Personal Information such as name, address, phone number, emergency contacts, email addresses	ESS
Report and Review time worked, time off	ESS
View Paycheck	ESS
View leave balances	ESS
View current and prior year to date earnings, taxes, deductions	ESS
Add and update voluntary deductions	ESS
Add and update direct deposit information	ESS
Review and change W4 information	ESS
View electronic W2 and W2c forms	ESS
Grant or withdraw consent to receive electronic W2 and W2c forms	ESS
View a current benefits summary, enter life event information, and (during open enrollment) enroll for benefits.	ESS
View Total rewards statements	ESS
Request, review and act upon employee actions and approvals	MSS
View employee personal info for direct reports	MSS

Perform manager tasks related to time reporting, including viewing and resolving exceptions and viewing locations where employees entered time (if the employee has accepted the use of location services).	MSS
Perform manager tasks related to absences, including viewing absence requests and balances and entering absence requests on behalf of team members	MSS
View total rewards and compensation history on direct reports	MSS
Delegate approval authority	MSS
<b>Reporting</b>	
Install two instances of OBIA	
Develop HCM ETL	
Develop OSP/HCM Reports	
Develop OFC/HCM reports	
Develop HCM Reports	
<b>Data Conversion</b>	
Data cleansing for conversion	
Data Extracts from PeopleSoft	
Data Validation in HCM	
Manual conversions	
<b>Interfaces/Integrations</b>	
See HCM Outbound interfaces	
See HCM Inbound interfaces	
See Reports-process scheduler and interface	
<b>Security</b>	
Single Sign On	
Configuration of job roles and profiles	
Install HCM on same identify domain as OFC	
Establish integration between HCM Cloud and Campus Solutions for user provisioning and affiliate creation	
Configuration of department security tree	
<b>Training</b>	
Prepare System for training	

Provide training facilities and equipment	
Schedule training sessions	
Create training content	
Facilitate end user training	
Infrastructure	

Project facilities for project team (work space, system and network access and phone access)	
Provide 4 HCM Cloud environments to support the project activities (dev, test, training, production)	Boise State
Additional Details	<b>**This section includes setup &amp; configuration as we have it today. We do not want to duplicate this, WE ARE LOOKING FOR BEST PRACTICE RECOMMENDATIONS and are open to change where it makes sense and meets our business requirements</b>
Reference	Notes/Comments
General Information	All Boise State project resources are located in Boise, but not all in the same location
General Information	Boise State will have some dedicated and some part-time team members. We will require a recommendation on participation from our implementation partner
Cycle Times	Benefits Open Enrollment is during late April - early May for a July 1 effective date
Cycle Times	Changes in CEC- employee compensation- work is done in Feb - April, with pay increases effective on various dates from end of June to mid-August depending on employee type
Cycle Times	Performance reviews for professional staff - March
Cycle Times	Contract non-renewal cycle March - April for upcoming year
Applicant Tracking System	Some applicants are currently tracked in Taleo. Oracle HCM Cloud must integrate with Applicant Tracking System. Only benefit eligible employees are tracked through Taleo today. We are set up to accept non eligible employees as well.

Applicant Tracking	We do not maintain resumes, CV's in PSoft.
Applicant Tracking	Over 1000 possible applicants are coming into Taleo on monthly average
Applicant Tracking	Currently use recruiting and onboarding modules from Taleo.
Applicant Tracking	User Accounts (New Employees) are created in Campus Solutions not HCM
Authentication	In our current employee provisioning model, user provisioning originates in PeopleSoft Campus Solutions and then is pushed to PeopleSoft HCM. Employee provisioning relies on Job Data in PS HCM (this is the trigger for new users (employees) which we assume will reside in HCM, so HCM and CS data will need to pass data back and forth.
Authentication	User provisioning in PeopleSoft Campus Solutions is an automatic process run on the hour throughout the day
Authentication	Boise state utilizes a User update/maintenance process, which updates job data information from a table in Campus Solutions. This process controls affiliations for faculty, staff, and student employees
Authentication	Boise State utilizes dynamic roles in Campus Solutions that rely on Job Data
Authentication	Boise State utilizes a department security tree which influences row level security and is used to maintain and create managed groups in AD
Benefits	Benefits will be configured for US only
Benefits	Boise State has approximately 3000 employees that are eligible for benefits
Benefits	Boise State does not manage health plans. They are managed by office of group insurance. Benefits enrollment is handled by Boise State
Benefits	To be eligible for benefits, employees must work 20 hours per week for 5 or more consecutive months. This is based on current year ABBR. Student Employees are not eligible for benefits

Benefits	Most but not all benefits start the 1st of the month following date of hire
Benefits	Basic life/AD&D, and short/long term disability are fully employer paid benefits plan. Enrollment into these plans is automatic
Benefits	Boise State has required contributions that the employer is required to pay- PERSI amortization, unused sick, ORP disability. NOTE: We would like to explore options of how to categorize/setup these in the future state
Benefits	Voluntary term life insurance is available to employees within the first 31 days of employment without EOI. Enrollment also available within 31 days of qualifying events. Enrollment available at other times with proof of good health statement (EOI)
Benefits	NCPERS- supplemental life insurance plan offered through PERSI. Must be enrolled in PERSI plan to have this coverage. This is not based on age. Currently set up as a general deduction. NOTE We would like to explore options of how to categorize these in the future state
Benefits	Boise State has 5 benefit programs (FT/PT Benefit eligible, Retirement (limited) benefits, PPACA, non benefit eligible, and student)
Benefits	Boise State has 6 medical plans
Benefits	Boise State has 2 dental plans
Benefits	Boise State has 2 retirement plans
Benefits	Boise State has 4 savings plans, and 4 executive savings plans. NOTE: We would like to explore options of how to categorize these in the future state
Benefits	Boise state has 4 vacation accrual plans and 1 sick leave plan
Benefits	Boise State has a shared leave plan that allows employees to donate vacation hours for certain individuals who exhaust their leave

Benefits	Annual Open Enrollment is a passive enrollment (elections carry forward), except for FSA elections
Workforce Compensation	We have 20 professional pay grades, We have 19 of classified pay grades. 4 student pay grades and many faculty. We have over 1000 of job codes right now, would like to be able to reduce this number in future state.
Workforce Compensation	Boise State has 7 compensation plans
Workforce Compensation	We need to be able to accommodate 4 funds under each plan. Funds are Local, Grants, Appropriated and Auxiliary
Workforce Compensation	Boise State has 2 bonus plans and incentive plans. NOTE: We don't have these set up as plans now, they are handled via earnings codes. We want to engage consulting on efficiencies with this setup

Workforce Compensation	Budgeting is handled outside of HR by the Budget Office. NOTE: We want to know how to integrate budget into HCM Cloud
Workforce Compensation	For recruiting new hires, salaries are confirmed by compensation and budget and then entered by recruiters
Workforce Compensation	Salary surveys are used to update salaries annually. We also do state changes annually (if approved by legislation)
Workforce Compensation/Position Management	Position Control and Position Management- unclear how this works in HCM Cloud and how this is tied in with Budget Office
Core HR	US is the only country in scope for Core HR
Core HR	Boise State has approximately 5000 employee's, including student employees
Core HR	English is the only language in scope for Core HR
Core HR	USD is the only currency in scope for Core HR
Core HR	Boise State has 1 company
Core HR	Boise state has 1 Business Unit
Core HR	Boise state has 1 legal entity



Core HR	Boise State has 7 divisions
Core HR	Boise State has 250 departments
Core HR	Boise State has approximately 4000 cost centers
Core HR	Boise State has no unions
Core HR	Boise State has non-employees (affiliates) that live in the system
Core HR	BSU uses email, phone, and paper forms for transactions, but we wish to transition to full employee and manager self service.
Data Conversion	Need to talk more with consulting to understand best practice for bringing over information and need to work with DW team to understand data access post go live
Data Conversion	BSU expects to load essential employee history that affects employment history and service dates.
Data Conversion	Core HR- employee, job and organizational data. Need to talk more with consulting to understand best practice for bringing over information and need to work with DW team to understand data access post go live
Data Conversion	Benefits elections- Need to talk more with consulting to understand best practice for bringing over information and need to work with DW team to understand data access post go live
Data Conversion	Payroll- Need to talk more with consulting to understand best practice for bringing over information and need to work with DW team to understand data access post go live
Data Conversion	leave balances- Need to talk more with consulting to understand best practice for bringing over information and need to work with DW team to understand data access post go live
Payroll	BSU has 26 pay periods in one pay cycle.
Payroll	BSU has approximately 5000 employees in one pay run

Payroll	Boise State has 1 FEIN
Payroll	BSU has employees in all states
Payroll	Boise State has 21 Paygroups
Payroll	Boise State has 294 deduction codes
Payroll	Boise State has 159 active earnings codes
Payroll	Garnishments are manually processed, approx 50 processed per pay period. NOTE: Would like to identify ways to automate this
Payroll	BSU uses 1 bank account for processing direct depositing and paper check funding.
Payroll	Boise State will require historical payroll information. Data will need to be accessible through a dw, possible 3 years of historical payroll data may be needed. Need consulting input on best practice
Payroll	Independent contractors are paid through AP .
Payroll	Pay distribution is predominantly through direct deposit. Others are paid by paper check NOTE: 97% Direct Deposit
Payroll	Approx 200 checks are printed each pay period.
Payroll	Pay advices are not distributed, but need to be available via SS
Payroll	Boise State has shift pay for employees. It is a T&L rule based on the shift indicator on the position
Payroll	BSU currently uses PeopleSoft North American payroll.
Payroll	W-2s are currently created, sorted, printed and distributed by Boise State

Payroll	BSU requires multi-work state functionality.
Payroll	BSU is depositing and filing all Federal, state, and local payroll related taxes.
Payroll	BSU does manage unemployment claims.
Payroll	Boise State allows previous time to be entered and changes flow through to the current payroll
Payroll	Boise State processes FLSA overtime through a T&L rule

Payroll	Boise State uses split funding sources
Time and Attendance	Boise State has 91 time reporting codes
Time and Attendance	Time clocks need to be reviewed as part of the project scope. Today we use Hours Only, but we have 5 departments that use another time keeping system we would want to integrate with.
Time and Attendance	Boise State tracks both hours worked and exception time. NOTE: We would like to explore options for tracking and recording hours
Time and Attendance	Employees enter their time
Time and Attendance	Supervisor approves time
Time and Attendance	Boise State calculates overtime including paid and comp time accrual and shift premiums across multiple jobs
Time and Attendance	BSU has 30 total employees in CA. Majority are exempt
Absence Management	BSU has 9 accruing PTO plans included in the initial deployment. NOTE: 4 classified, 1 professional, 1 comp, 1 precomp, 1 sick, 1 on call
Absence Management	BSU has one holiday calendars for U.S
Absence Management	Hourly employee's use positive time collection. Salaried employee's report exception time
Absence Management	Employees don't enter shift time but there is currently a time and labor rule to calculate shift for payable time that needs to be accounted for
Absence Management	BSU tracks holiday pay.
Absence Management	BSU currently does not allow PTO selling, however we do allow shared vacation leave
Absence Management	BSU tracks PTO, medical leave, family leave, parental leave, jury duty, bereavement, STD, LTD, Worker's Comp, military, and personal.
Absence Management	Pro rated classified employees currently manually managed by Payroll team
Payroll	Boise state has contracted pay- on and off contract leave (pay) for faculty and professional

Outbound Interfaces		
Description	Module	Type of Data
Liberty Mutual	Benefits	Employee Demographic Data
Travelers	Benefits	Employee Demographic Data
Metlife	Benefits	Employee Demographic Data
Blue Cross	Benefits	Employee/Benefits Data
ARAG, Liberty Mutual, Travelers, METLife	Benefits	Employee/Benefits Data
Benefits Eligible file to State	Benefits	Employee/Benefits Data
Retirement Files (VALIC, PERSI, TIAA Cref)	Benefits	Employee Demographic Data /Salary Data
State of Idaho Workers Comp - State Insurance Fund	Benefits	Workers comp is currently handled by Risk Management. Also BSU Liability claims.
NCPERS	Benefits	Employee Demographic Data
Boise State University Employee data file to Equifax	Benefits	Employee/Benefits Data
Boise State University Employee Benefit data file to Equifax	Benefits	Employee/Benefits Data
Boise State University Employee Payroll data file to Equifax	Benefits	Employee/Benefits Data
Boise State University Benefits plan file to Equifax	Benefits	Benefit Plans
Boise State University FEIN file to Equifax	Benefits	IRS Reporting Data
Library	HR	Employee Demographic Data
KABA extract for door readers	HR	Employee Demographic Data
Campus Recreation Center	HR	Employee Demographic Data
Campus ID	HR	Employee Demographic Data

ID Serve	HR	Employee Demographic Data
Idaho Personnel Online Payroll System (IPOPS)	HR	Employee Demographic Data
Temp Employee file to State	HR	Employee Demographic

		Data
Teachers Ins. Annual	HR	Union file
STARZ	HR	File that loads to the state for other information besides what IPOPS requires - possibly FIN info but Kathie says they use HR information as well
Bi-directional sync between CS and HCM for person data	HR	Person/Employee/Job data
Workforce sync from HCM to CS	HR	Employee/Job data
PERSI	HR	Employee Demographic Data
Taleo Organization Import	HR	Organization Data
Taleo LUD	HR	
Taleo Template Import	HR	Job data
Taleo Employee Import	HR	Employee Demographic Data
Non Person Profile from Psoft to Taleo	HR	Employee Demographic Data
We Comply Psoft to We comply	HR	Employee/Job data
Conflict of Interest Job data to Web service	HR	Employee/Job data
HR Compliance (may be handled with Learn. Integration between HCM and Learn)	HR	Employee/Job data
PS to Thomas Houston (affirmative Action)	HR	Employee/Job data
Employee Data for OFC	HR	Employee/Job data
Position Data for OFC	HR	Employee/Job data

Job Code Data for OFC	HR	Employee/Job data
Frevo user load	HR	Employee data
Sterling (Background Checks)	HR	Employee/Job data
State applicant tracking system for classified hiring	HR	Employee/Job data
Credit Union - Idaho Central CU and Capital Educators CU	Payroll	Query is used to create report to send to Idaho Central & Capital Educators for paycheck deductions
Wells Fargo Interfaces - Payroll Payment processing, includes Direct Deposit and Positive Pay	Payroll	Employee, Job, pay data
United Way	Payroll	pay data
BSU Foundation	Payroll	pay data
Basic Life	Payroll	Employee/Benefits Data
Supplemental Life	Payroll	Employee/Benefits Data
Flexible Savings Accounts	Payroll	Employee/Benefits Data
Parking	Payroll	Employee Demographic Data
All Life Insurances (State plans)	Payroll	Employee/Benefits Data
ORP Disability	Payroll	Employee/Benefits Data
IDEAL (College Savings plan)	Payroll	Employee/Benefits Data
Direct Deposit File DDP001.sqr	Payroll	Employee/Payroll Data
PYDDAUSA create PDF Advice	Payroll	Employee/Payroll Data
BSSPY026 GL Interface to Finance	Payroll	Employee/Payroll Data
BSSPY028 Post GL Interface to Finance	Payroll	Employee/Payroll Data
BSSPY011 State Controller's File	Payroll	Employee/Payroll Data
BSU Pay Distribution	Payroll	Payroll data
KRONOS- Timekeeping System	Payroll	Employee/Payroll Data
Taleo constituent staging	HR	Employee/Job data
Federal W2s	HR	Employee, Job, pay data
State Unemployment	HR	Employee, Job, pay data

State W2s	HR	Employee, Job, pay data
-----------	----	-------------------------

Inbound interfaces		
Description	Module	Type of Data
ARAG	Benefits	Employee/Benefits Data
Salary Req	HR	Employee Demographic Data /Salary Data
Pay Grades for Classified EE's	HR	Employee Pay Grade changes
Contract End Date	HR	Employment Data
Appointment End Date	HR	Employment Data
Bi-directional sync between CS and HCM for person data	HR	Person/Employee/Job data
Taleo New Hire Export	HR	Employee Demographic Data
Taleo constituent staging	HR	Employee Demographic Data
BSU Salary Upload.	Human Resources	Employee, Job, pay data
Parking	Payroll	Employee Demographic Data
OFC Account Combinations	Payroll	COA Combinations
OFC Chart of Accounts Segments	Payroll	COA Segments
National Clearing house File	HR, Student	Institutions
Campus Recreation Center	Payroll	Employee data
KRONOS	Payroll	Employee, Job, pay data
Taleo Candidate Import	HR	Employee data
Taleo import to Job	HR	Employee data
Job interface to process taleo new hires	HR	Employee data
Sterling (background checks)	HR	Employee data

## Reports - SQR



Name	Description	Module
BSSBN002 Medical and Dental Reports	Group Insurance reports for medical and dental transactions. Also reports for Blue Shield and Delta Dental.	Payroll
BSSBN003 Basic Life Report	Group Insurance Report for Basic Life Insurance.	Payroll
BSSBN004 Voluntary Life Report	Group Insurance Report for Voluntary Life Insurance.	Payroll
BSSBN005 TIAA/CREF	TIAA/CREF	Payroll
BSSBN006 WC Comp Report Biweekly	WC Comp Report Biweekly	Payroll
BSSBN007 PEBSCO Interface	PEBSCO Interface	Payroll
BSSBN008 WC Comp Report Annual	WC Comp Report Annual	Payroll
BSSBN009 IPC Interface	IPC Interface	Payroll
BSSBN010 TIAA/VALIC Annual	Annual Report of TIAA/VALIC	Payroll
BSSBN011 Work-Study Edit Report	Student work-study employee's earnings codes in JOB_EARNS_DIST are checked against the account codes in JOB.	Human Resources
BSSBN012 Benefit Edit Report	Report: Comparison of tables to ensure that eligible employees receive the correct benefits	Human Resources
BSSBN013 Shift Pay Edit Report	Shift Pay Edit Report: Checks that entries in JOB and PAY_OTHER_EARNS correspond.	Human Resources
BSSBN014 FLSA/Over80 Edit Report	FLSA Edit Report: Checks employees' records in PAY_EARNINGS and PAY_OTHER_EARNS for correct earnings codes for overtime pay. Also check if employee has over 80 hours of time input.	Payroll

BSSBN015 Leave Balances	Leave balances as a printed report, grouped by department. To be sent to each department.	Payroll
BSSBN016 Basic Life Deduction Amount	Basic Life Deduction Amount	Payroll
BSSBN017 Benefits Changes Report	Generates a report of employees with benefits changes	Human Resources
BSSBN018 Self-Service Saving Plan Chgs	Self-Service Saving Plan Chgs	Human Resources
BSSBN041 Flexible Savings Accounts	Flexible Savings Accounts	Payroll
BSSBN043 Idaho NCPERS Life Insurance	Idaho NCPERS Life Insurance - Monthly	Payroll
BSSBN044 New Persi File 2000	New Persi File 2000	Payroll
BSSBN045 Valic E-Report	Valic E-Report	Payroll
BSSBN046 Update Leave Accrual Blank Row	Update Leave Accrual Blank Row	Payroll
BSSBN048 Leave Accrual Process	Customized leave accrual process	Payroll
BSSBN049 Blue Cross Employee Interface	Blue Cross Employee Interface	Payroll
BSSBN051 Paylogix File	Paylogix File	Payroll
BSSBN055 90-Day Basic Life Report	Group Insurance Report for 90-Day Basic Life Insurance	Human Resources
BSSGEN20	BSU Process Request Archive	
BSSHR001 Temporary Workers Report	Produces a report of all temporary workers who have worked at least 1000 hours from their last anniversary	Human Resources
BSSHR002 Temporary Hours Process	Clears TMP special accumulator balance for all employees whose anniversary date falls between this pay period end date and the last	Human Resources

BSSHR003 Campus Rec Interface File	This SQR produces 1 file for Campus Recreation	Human Resources
BSSHR004 Message Log Delete	Deletes messages older than one month.	Human Resources
BSSHR005 Employee Information Sheet	Employee Information Sheet extract file create.	Human Resources
BSSHR006 BSU Mailing Address Report	BSU Mailing Address Report	Human Resources
BSSHR007 Leave Utilization Report	Leave Utilization Report	Human Resources
BSSHR008 Employee Letter Creation	Employee Letter Creation	Human Resources
BSSHR009 BSU 1040 Probation Report	BSU 1040 Probation Report	Human Resources
BSSHR010 Employee Review Letter	Employee Review Letter	Human Resources

BSSHR013 Employee Directory Upload	Employee Directory Upload	Human Resources
BSSHR014 Employee Listing by Name	Employee Listing by Name	Human Resources
BSSHR015 Employee Listing by Department	Employee Listing by Department	Human Resources
BSSHR016 Searchable Directory File	Searchable Directory File	Human Resources
BSSHR017 Mail Services Download	Mail Services Download	Human Resources
BSSHR020 EAF Audit Reports	EAF Audit Reports	Human Resources
BSSHR021 Position Action Form	Position Action Form	Human Resources
BSSHR022 Budget Impact Summ/ VP Rprt	Budget Impact Summ/ VP Rprt	Human Resources
BSSHR023 EAF Email Notification	BSU EAF Email Alert	Human Resources
BSSHR024 Less Than Standard Hours	Employee Less than Standard Hours report	Human Resources
BSSHR025 Harassment Prevention	Harassment Prevention Training Report	Human Resources
BSSPY001 Workers Compensation Mod	Inserts a deduction into the paysheet for Workers Compensation	Payroll
BSSPY002 Leave Draw Down Process	SQR which implements the leave draw down process	Payroll
BSSPY003 Time Card Generation Report	Produces an ascii file to be used to generate timesheets	Payroll

BSSPY004 Credited State Service Hours	SQR to update the CSS accumulators in EARNINGS_BAL after every payroll	Payroll
BSSPY005 Employee Leave Stepping	Moves employees who have accumulated sufficient Credited State Service Hours to the next vacation (benefit) plan level.	Payroll
BSSPY007 Overtime Bi-weekly report	Overtime Bi-weekly report	Payroll
BSSPY008 Library File	Library File	Payroll
BSSPY010 Bond Deduction Report	Bond Deduction Report	Payroll
BSSPY011 State Controller File	State Controller File	Payroll
BSSPY014 New Hire File	New Hire File	Payroll
BSSPY016 Student Credit Hrs Validation	Student Credit Hours Validation - Step 1 creates an output file for the student system.	Payroll
BSSPY019 Contract & Grant Certification	Contract & Grant Certification	Payroll
BSSPY020 Overtime FYTD	Overtime FYTD	Payroll
BSSPY021 Fund Reallocation	Reallocate fund 001 to 650/660	Payroll
BSSPY022 Foreign Student Hours Report	Shows the hours worked and type of hours of foreign student employees for the current pay period	Payroll
BSSPY023 BSU Paycheck Distribution	This replaces the "vanilla" paycheck distribution function (cobol) with an sqr report that updates the table PS_BSU_PAY_DISTR.	Payroll
BSSPY026 BSU GL Interface - Finance	BSU GL Interface - Finance	Payroll
BSSPY027 Basic Life Adjustment	Basic Life Adjustment	Payroll
BSSPY028 BSU GL Interface - Post	Posts HR_ACCTG_LINE records from the HR system to the HR_ACCTG_LINE table in the Finance system.	Payroll

BSSPY029 Mass Fica/Sut Update	Updates student FICA/SUT status	Payroll
BSSPY030 Mass Account Code Update	Insert new row in Job table for changes to account code	Payroll
BSSPY031 Persi Amortization Fee Report	Report Persi Amortization fees for selected pay period	Payroll
BSSPY032 Optional Retirement Report	Report optional retirement for selected pay period	Payroll
BSSPY033 Comp Time Maximums Report	Report for employees nearing comp time maximums	Payroll
BSSPY034 Partial Leave Accrual	Partial Leave Accrual report	Payroll
BSSPY035 OK To Pay Audit	Payline - OK To Pay Audit Report	Payroll
BSSPY036 Expense Distribution Report	Report for BSU Pay Distribution Expenses	Payroll
BSSPY039 Post Pay-Distribution Reports	Post Pay-Distribution Reports	Payroll
BSSPY043 W-2 Address Update	This is a process that updates the address fields in the W2_DATA table.	Payroll
BSSPY044 Employees not paid in 4 months	Employees not paid in 4 months	Payroll
BSSPY047 Leave Draw Down Exception Rpt	Leave Draw Down Exception Report	Payroll
BSSPY048 Update CSS Balances	Update CSS Balances	Payroll
BSSPY049 Comptime Rollover	Comptime Rollover	Payroll
BSSPY050 ORP Disability Report	This sqr creates a report of ORP Disability Fees for a pay period.	Payroll
BSSPY051 Reset W-4 Exempt Employees	Report and updates W-4 Exempt EE's to Single status and 0 FWT allowances	Payroll
BSSPY052 Multiple Id's per Employee	Identifies all records which will be affected by multiple id's for a given employee	Payroll
BSSPY054 Additional Pay Report	Additional Pay for Quarterly Reporting	Payroll

BSSPY058 BSU Tuition Taxable Benefit	BSU Tuition Taxable Benefit	Payroll
BSSPY059 Mailing Address Update	Update personal data HR mailing address with home address fields	Payroll
BSSPY060 Leave Accrual Date Fix	Fix processing dates in leave accrual	Payroll
BSSPY061 Pay Disrt/Pay Earnings Fix	Pay Disrt/Pay Earnings Fix	Payroll
BSSPY062 BSU Pay Distribution Cleanup	BSU Pay Distribution Cleanup	Payroll
BSSPY063 Gross Pay Exceptions	Gross Pay Exceptions	Payroll
BSSPY064 Input Register - Classified	Input Register - Classified	Payroll
BSSPY065 Input Register - Professional	Input Register - Professional	Payroll
BSSPY066 Input Register - Student	Input Register - Student	Payroll
BSSPY067 Federal/State Tax Edit	Federal/State Tax Edit	Payroll
BSSPY068 Federal Tax Edits	Federal Tax Edits	Payroll
BSSPY069 State Tax Edits	Edits the State tax data for current employees	Payroll
BSSPY071 Account Code Edits	Checks for invalid account codes on a selected Pay Run ID	Payroll
BSSPY072 Persi Edit Report	Check for potential problems with employees with the Persi retirement plan	Payroll
BSSPY073 Additional Pay Edit	Checks for employees who are termed on the system but have an active additional pay record	Payroll
BSSPY075 Professional Leave	Professional Leave Holiday Time Entry Update	Payroll
BSSPY077 Load Time Entry into Paylines	Process to load time entered on RTE table into PS Pay Earnings and Pay other earnings tables	Payroll
BSSPY078 Negative Leave Balance Report	Negative Leave Balance Report	Payroll

BSSPY079 1042-S Employee Report	This report will list international employees and student who are required to receive a 1042-S form	Payroll
BSSPY080 1042-S Student Report	1042-S Student Report	Payroll
BSSPY081 Employee Data (ERSUSERS)	Employee Data (ERSUSERS)	Payroll
BSSPY082 Payroll Data(ERSPayrollmmddyy)	Payroll Data(ERSPayrollmmddyy)	Payroll
BSSPY085 Workers Comp Audit Report	This audit report lists employees that are OK to Pay, but do not have a WKCOMP pay_deduction record.	Payroll
bsspy086	Budget Access Compare Export File	Payroll
BSSPY086 Budget Access Compare Export	Process to create a variable length export file to be used by the Budget department to compare data in their Access database.	Payroll
BSSPY089 Unproc Leave Accrual Hours	Unproc Leave Accrual Hours	Payroll
BSSPY090 Termed - Clear Leave Balances	Termed - Clear Leave Balances	Payroll
BSSPY091 Parking Sys Emp Ded Export	Parking Sys Emp Ded Export	Payroll
BSSPY092 Parking Sys Emp Ded Import	Parking Sys Emp Ded Import	Payroll
BSSPY094 Aetna Long Term Care Processing	Aetna Long Term Care Processing	Payroll
BSSPY095 Aetna Export - Long Term Care	Aetna Export - Long Term Care	Payroll
BSSPY097 ERS Temp EE (ERSUSERSTEMP)	ERS Temp EE (ERSUSERSTEMP)	Payroll
BSSPY098 Year-End Reports for Payroll	FY Leave Balance Reports	Payroll
BSSPY099 Self Service W2 (W-2 PDF)	W-2 PDF	Payroll
bsspy19b	Contract and Grant Certification (PRE-GASB)	Payroll
BSSPY19B Contract & Grant (PRE-GASB)	Contract & Grant (PREGASB)	Payroll
bsspy20b	Overtime Report - FYTD	Payroll

BSSPY20B Overtime FYTD (PRE-GASB)	Overtime FYTD (PRE-GASB)	Payroll
bsspy36b	Expense Distrib Rpt (PREGASB)	Payroll
BSSPY36B Expense Distrib Rpt (PRE-GASB)	Report for BSU Pay Distribution Expenses PreGasb	Payroll

bsspy39b	Expense Distrib Rpt (PREGASB)	Payroll
BSSPY39B Post Pay-Dist Rpt (PRE-GASB)	Post Pay-Dist Rpt (PREGASB)	Payroll
BSSPY001 State Controller File	State Controller File	Payroll
BSSTL001 Comp Time Rollover	Comp Time Rollover	Time and Labor
BSSTL003 T&L User Profile Conversion	HRLS 8.0 to T&L 8.9 User Profile Load	Time and Labor
BSSTL004 Enroll T&L Employee	Enroll T&L Employee	Time and Labor
BSSTL005 Adjust Earnings Totals	Adjust Earnings Totals. Earnings Adjustment.	Time and Labor
BSU_COMBOS ACCT_CD table load	AE to update ACCT_CD_TBL and ACCT_CD_TBL_GL from VALID_COMBO_TBL	Time and Labor
BSU_PPACA PPACA deductions & adjustments	BSU_PY_HC9_2930 Application engine for the PPACA application engine program which applies general deduction and balance adjustments for Patient Protection and Affordable Care Act compliance.	Human Resources
BSU_TLEMAIL Payable Time Supervisor Email	Payable Time Supervisor Email.	Payroll
BSU_TLXDL_AE TL_EXCEPTION delete	TL_EXCEPTION delete from ID (BSU00002 & BSU00003)	Time and Labor
BSU_TRAIN	Harassment Prevention Training certification	Human Resources
BSU_VALUES	BSU Values and Code of Conduct processing	Human Resources



ddp001	Write Direct Deposit Transmittal file	Payroll
ddp003	Payroll Advice Print - USA	Payroll
pay003	Payroll Check Print - USA	Payroll
pay021	Employer Benefit Contributions/Deductions	Payroll
per508	Convert Department Table into Security Tree	Payroll
per509	Load Department Table with temporary table R_PER507	Payroll
save_using_delivered_tax960	Create W-2 Print File	Payroll
tax810id	Qtrly Wage List - IDAHO	Payroll
tax810in	Qtrly Wage List - Tape - INDIANA	Payroll
tax810mi	Qtrly Wage List - MICHIGAN - Bulk format - 72-byte format	Payroll
tax810nv	Qtrly Wage List - Tape - NEVADA	Payroll
tax810ny	Qtrly Wage List - NEW YORK	Payroll
tax810sd	Qtrly Wage List - SOUTH DAKOTA	Payroll
tax810wi	Qtrly Wage List - Tape/Diskette - WISCONSIN	Payroll
tax920us	Create W-2c/W-3c Print Files - U.S. and Territories	Payroll
tax923us	Federal W-2c Audit Report	Payroll
tax960fd	Create Federal W-2 File EFW2 Format	Payroll
tax960st	Create State W-2 Files for Selected States	Payroll
tax960us	Create W-2 Print File	Payroll
tax962fd	Federal W-2 Audit Report	Payroll
tax962st	Selected State(s) W-2 Audit Report	Payroll



**AMENDMENT CONFIRMATION**  
**RFP ST18-114 Oracle HCM Cloud System Implementation**  
**for Boise State University Amendment 01**

Amendment 01 consists of the following:

- I. Questions & Responses - see document posted at  
[https://vpfa.boisestate.edu/process/review/purchasing\\_bidopportunities.php](https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php)

**NOTE: *Return this signed and dated Amendment Confirmation with your Proposal, otherwise, your Proposal may be found non-responsive and given no further consideration.***

I confirm that I received and reviewed Amendment 01 for  
RFP ST18-114 Oracle HCM Cloud System Implementation

---

Signature

---

Date

---

Printed Name

---

Title



**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
1	1.3	5	Is BICS platform being utilized for ERP? Can you please provide some additional details on the scope?	BICS is currently in use at Boise State. We have on going discussions with Oracle to possibly move to Oracle Analytic Cloud. BISC/OAC will be the presentation layer for our BI applications
2	7.1	24	What is the projected project kick-off/start date?	August or September 2018
	7.1.6	24	When will the review of other talent acquisition products be completed? Why are you looking at other options for talent acquisition? Is there a target date of a new/updated/revise talent acquisition product implementation?	At this time we need to assume that Taleo will be the talent acquisition product being used by Boise State.
3				Currently this is managed in house, manually through financial analysis and manual spreadsheet reporting. In the future, this should be automated. More detailed payroll information is needed to more efficiently produce accurate and timely payroll certifications.
4	Appendix 9 "OSP"	53	How is effort reporting managed currently? Do you manage in house or utilize third party vendor? How should this be managed in the future?	
	Appendix 9, 'Workforce Compensation'	57	With regards to reducing the number of job codes, what is the status of the redesign of job codes? Is this anticipated to be completed prior to the start of the implementation project or will BSU look to project team to assist with this?	Boise State does not expect this project to include the redesign of job codes. The job code project is not expected to be complete before the HCM Cloud project kicks off, but we will have our direction set at the time this project begins. We do want to review the redesign of the job codes with the vendor to ensure we are meeting best practices that align with the core configuration of HCM Cloud.
5				As noted in Section 3.14, the records are public records and subject to Idaho Public Records laws and disclosure requirements regardless of the format of the submission. As such, please submit your original response in Word or Excel. Be sure to include a redacted version of your response, in accordance with Section 3 of the RFP. The redacted version may be submitted in a PDF format.
6	3.6	12	Can we submit our responses in PDF format, if the original documents were in MS Word or Excel? The document contains our intellectual property, so submitting in an editable format increases our risk, and we prefer to PDF our final submissions.	
			Term or Condition in question: Term 4 of Appendix 1 Rationale for Specific Requirement Being Unacceptable: Compromise on the scope of damages by allowing punitive damages but excluding incidental or consequential damages Recommended Verbiage for Consideration: Add the language provided in track changes to term 4 of Appendix 1, indicating that neither party is liable to the other for incidental, indirect, special, or consequential damages Explanation Regarding How Verbiage is Fair to Both Parties: The compromise language protects the University from damages associated with improper conduct by (Offeror) without making the scope of damages unfairly broad or open-ended	The language in Section 4 does not limit or otherwise impact consequential damages, only punitive damages. In addition, Idaho state law significantly limits the ability to recover punitive damages. The University will not consider a waiver of punitive damages. A request for additional terms regarding consequential damages should be included as a supplemental term and submitted with Vendor's response. The University does not accept the proposed track changes as a change to the Terms and Conditions.
7	Term 4 of Appendix 1		Term or Condition in question: Term 9 of Appendix 1 Rationale for Specific Requirement Being Unacceptable: Language makes clear that the University owns and has all rights to University IP shared during performance of the contract and all rights to contract deliverables (per section 17 of Appendix 2), but that (Offeror) retains ownership of intellectual property pre-existing the contract and embodied in any deliverables Recommended Verbiage for Consideration: Add the language provided in track changes to term 9 of Appendix 1, indicating that (Offeror) retains ownership of IP embodied in the deliverables or pre-existing the contract Explanation Regarding How Verbiage is Fair to Both Parties: Each party retains ownership of their own IP. The language should be non-controversial because it is consistent with IP law, but adds certainty that benefits each party	Agree, the following sentence shall be added to Term 9: Notwithstanding the foregoing, Contractor shall retain ownership of all methodologies, processes, techniques, ideas, concepts, trade secrets and know-how embodied in the deliverables or that Contractor may develop or supply in connection with this Contract as well as all pre-existing patent, copyright, trademark and other intellectual property rights.
8	Term 9 of Appendix 1			

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
9	Term 13 of Appendix 1		<p>Term or Condition in question: Term 13 of Appendix 1</p> <p>Rationale for Specific Requirement Being Unacceptable: Proposed edits tie (Offeror's) obligations regarding a data breach to its discovery or notification of the breach, and tie (Offeror's) indemnification obligations to damages caused by (Offeror's) breach of its data security obligations. Recommended Verbiage for Consideration: Edits made in track changes to term 13 of Appendix 1: deletion of the term "suspicion" and addition of clarifying language regarding (Offeror's) indemnification obligations. Explanation Regarding How Verbiage is Fair to Both Parties: Requiring (Offeror) to notify the University of a "suspected" data breach is too vague and creates uncertainty. (Offeror) has accepted the 24 hour notice requirement for any breach it discovers or is notified of, so the University will be adequately protected. The language added by (Offeror) regarding indemnification does not change its indemnification obligations; the language is added for clarity purposes.</p>	<p>Modifications are accepted. Term 13 is modified as follows: 13. Security or Privacy. If Contractor, or its Subcontractor, suspect, discover or are notified of a data security incident or potential breach of security and/or privacy relating to Personal Information, or a theft of misappropriation of the University's Confidential Information or Personal Information, Contractor shall immediately, but in no event later than twenty-four (24) hours from suspicion, discovery or notification of the incident or potential breach, provide written notice to University of such incident or potential breach. Contractor shall, upon University's request, investigate such incident or potential breach, inform University of the outcome of any such investigation, and assist University in maintaining the confidentiality of such information. In addition to the foregoing, Contractor shall provide University with any assistance necessary to comply with any federal, state and / or provincial laws requiring the provision of notice of any privacy incident or security breach with respect to any Personal Information to the affected or impacted individuals and / or organizations, in addition to any notification to applicable federal and state agencies. In the event of a breach of any of the Contractor's data security obligations or other event requiring notification under this Contract or applicable State and Federal law, the Contractor must assume total financial liability incurred by such breach and subsequent notifications. In addition the Contractor must assume responsibility to indemnify, hold harmless and defend Boise State University, its officials, and employees from and against any claims, damages, or other harm related to such theft or misappropriation caused by Contractor's breach of its data security obligations or other event requiring notification under this Contract or applicable State and Federal Law. Boise State will have up to six (6) months from the date of receipt of written notice from Offeror of the theft or misappropriation to provide written notice to the Offeror of its intent to terminate, and to terminate, this Contract. If the University elects to terminate this Contract pursuant to this section, Offeror will have no right to cure the breach of this Contract in order to prevent Boise State from terminating the Contract.</p>
10	Term 15 of Appendix 2		<p>Term or Condition in question: Term 15 of Appendix 2</p> <p>Rationale for Specific Requirement Being Unacceptable: (Offeror) should not have indemnification obligations to entities that are not party to the contract</p> <p>Recommended Verbiage for Consideration: In the first paragraph, delete "the Idaho State Board of Education, the State of Idaho, and all of their employees, agents, and representatives"</p> <p>Explanation Regarding How Verbiage is Fair to Both Parties: (Offeror) is agreeing to the indemnification language in paragraph 15 as is, but its indemnification obligations should only cover parties to the contract, which is the University</p>	<p>Assuming this is a reference to the Standard Terms and Conditions, number 15, the rationale is rejected. Boise State University is part of the State of Idaho and the State Board of Education is its governing body, so all three related entities are technical the same party, and party to the resulting contract.</p>

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
			<p>Term or Condition in question: Term 16 of Appendix 2</p> <p>Rationale for Specific Requirement Being Unacceptable: Both parties should receive the benefit of a limit on their liability</p> <p>Recommended Verbiage for Consideration: Add the following at the end of paragraph 16: "Subject to section 15, the liability of (Offeror) and its present or former partners, principals, agents or employees to any claim for damages related to the services performed under this Contract shall not exceed two times the fees paid to (Offeror). This limitation is intended to apply to the full extent allowed by law, regardless of the grounds or nature of the claim asserted."</p> <p>Explanation Regarding How Verbiage is Fair to Both Parties: The language is equitable in that both parties receive the benefit of a limit on their liability. Settling (Offeror's) cap at two times the fees paid still provides substantial recovery for the University, and, per section 15, the cap does not apply to "the grossly negligent acts or omissions or willful misconduct" of (Offeror) in performing its obligations under the contract.</p>	<p>Assuming this refers to the Standard Terms and Conditions, number 16, the language in the terms and conditions is specific to statutory prohibitions placed on the University which void certain provisions in contracts and/or limit the University's tort liability (not contractual limits of liability). Revisions to this provision will not be considered. Please submit any proposed supplemental terms relating to limitations of liability in accordance with the requirements for supplemental documents and provisions, in Section 3.12 of the RFP.</p>
11	Term 16 of Appendix 2		<p>Term or Condition in question: Term 24 of Appendix 2</p> <p>Rationale for Specific Requirement Being Unacceptable: (Offeror) should not have indemnification obligations to entities that are not party to the contract</p> <p>Recommended Verbiage for Consideration: In the first paragraph, delete "the Idaho State Board of Education, the State of Idaho, and all of their employees, agents, and representatives"</p> <p>Explanation Regarding How Verbiage is Fair to Both Parties: (Offeror) is agreeing to the indemnification language in paragraph 24 as is, but its indemnification obligations should only cover parties to the contract, which is the University</p>	<p>Assuming this is a reference to the Standard Terms and Conditions, number 24, the rationale is rejected. Boise State University is part of the State of Idaho and the State Board of Education is its governing body, so all three related entities are technical the same party, and party to the resulting contract.</p>
12	Term 24 of Appendix 2			
13	7.1.8	24	<p>It is mentioned that the Oracle Platform as a Service and Infrastructure as a Service will not be used for customizations except for multiple jobs within payroll processing - is the license already procured or is it that the University intend to procure the license in future?</p>	<p>Boise State has the following PaaS and IaaS subscriptions in place: (2) Oracle Java Cloud Service SaaS Extension S2, (1) Oracle Java Cloud Service SaaS Extension S4, (2) Oracle Database Cloud Multitenant Service - S20, and Oracle Database Cloud Multitenant Service - S50</p>
14	Appendix 9	55	<p>It is mentioned that the User Accounts (New Employees) are created in Campus Solutions not HCM. Going forward once HCM Cloud Application is in place, would the university like to continue with the same process of user accounts created in Campus Solution or would the preference be to create in Oracle HCM Cloud first?</p>	<p>Boise State does not currently have enough information to determine a preferred future state.</p>
15	7.1.6	24	<p>It is mentioned that Taleo is the current talent acquisition tool for a portion of candidate hiring, however other talent acquisition products are under review. HCM Cloud will integrate with the talent acquisition product(s). - In the estimates shall we assume that the integration of HCM Cloud will be with Taleo?</p>	<p>At this time we need to assume that Taleo will be the talent acquisition product being used by Boise State.</p>
16	7.1.1	24	<p>It is mentioned that Core HR, Payroll and a reporting solution will be implemented concurrently. Is the implementation of modules phase wise (like Module A and B goes live first and then Modules C and D goes live next) an option that can be considered by us or is it that all modules should be live together?</p>	<p>It is expected that we will implement all modules at the same time.</p>
17	Appendix 8	48 & 49	<p>Does any of the resources proposed by the University have prior experience in Oracle HCM Cloud?</p>	<p>No hands on experience. We have seen high level demonstrations of the product.</p>

**Questions and Responses**  
**for RFP ST18-114 Oracle HCM Cloud System Implementation**

Question	RFP Section	RFP Pg	Question	Response
18	Appendix 9	52	Requesting some more information on the requirement around OSP. As we understand OSP stands for Office of Sponsored Programs, the query is that is there an application currently associated with OSP and that the objective in scope is to integrate Cloud HCM with OSP? The requirements mentioned here are more with respect to PPM and billing rates than HCM, hence had this query.	OSP (Office of Sponsored Programs) at Boise State uses the term "PPM" to refer to all Oracle Project Portfolio Management modules in addition to Subledger Accounting and Budgetary Control modules. By bringing HCM onto the ERP Cloud we are expecting that the integration will be end to end for salary information, allowing payroll and employee information be integrated into the current aspects of OSP functions (e.g. project imports, contract billing and accurate accounting). This is currently in place and we would expect no disruption to processing, reporting and the functions currently used; and are expecting that manual import processes would be replaced with leveraging Oracle integration.
19	7.2.8	25	OBIA HR Analytics implementation - is the University looking for an On-Prem installation or Oracle Cloud HCM Analytics? Reading through the RFP it sounds like the University wants On-Premise implementation but wanted to make sure that University is aware of the same being offered in Oracle Cloud?	Our current OBIA Financial Analytics environment is on premise. We would like the HCM Analytics to reside in this same environment.
20	1.3	5	How does the University plan to use Oracle Business Intelligence Cloud Service (BICS)? If I understand correctly University wants to implement OBIA HR Analytics On-Prem and then use the BICS for online reporting? This is a possible scenario today and wanted to make sure that is what University is interested in?	BICS is currently in use at Boise State. We have on going discussions with Oracle to possibly move to Oracle Analytic Cloud
21	7.1 Assumptions	24	7.1.8 Oracle Platform as a Service and Infrastructure as a Service will not be used for customizations except for multiple jobs within payroll processing. Please elaborate on this assumption specifically for payroll processing.	At Boise State an employee can be paid for one job from multiple funding sources. They may also have multiple jobs that are paid from multiple funding sources. Our understanding is that this is a constraint within the system, but this is a business requirement.
22	7.1 Assumptions	24	7.2.6 Please provide the number of time rules and corresponding descriptions in the PeopleSoft application?	27 Rules associated with 18 Rule Programs and 19 workgroups. This is how we are currently configured in PeopleSoft, but we do want to revise this in the future state based on best practice. (See attached sheet "T&L Rules & Descriptions")
23	8.0 Cost of proposal	27	8.4 Can remote resources outside United States be involved in the project delivery?	Section 8.4 outlines requirements for off-site work. Provided these requirements are met, and the off-site resources are working the business hours as listed there or per a modified, written, mutually agreed upon schedule, resources outside the United States may be involved in the project delivery.
24	Appendix 9	58	How many years of historical information needs to be brought into the DW?	We are expecting all data in PeopleSoft to be loaded into the DataWarehouse. PeopleSoft data goes back to 1997.
25	Appendix 9	59	If all employees are in one pay cycle, please provide the attributes resulting in 21 paygroups.	See attached sheet "Pay Group Matrix"
26	Appendix 9	57	Please provide information on the current process to maintain position budgets.	HR does not maintain position budgets. The budget office tracks this in an access database.
27	Current environment 1.5	6	Is Talent Management modules in scope for this project? If yes, please elaborate the features to be implemented.	Talent Management modules are out of scope for this project.
28	Current environment 1.5	6	You state that you own the Cloud Talent Management modules, but they will be implemented at date subject to this Oracle HCM Cloud project. Does this mean they will be implemented after HCM cloud goes live and are not part of the scope of the RFP?	Correct. Cloud Talent Management will not be part of this project and is out of scope. This was mentioned in the case we need to consider how we complete core configuration in relation to the desire to use Talent Management in the future



**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
29	1.3 Scope of Purchase	5	For the OBIA implementation, can you please clarify if only HR Analytics module is in scope? There are other modules also in OBIA like: i. Finance Analytics ii. Project Analytics iii. Procurement and Spend Analytics, etc.	For this project only HR Analytics module is in scope. We already have Financial Analytics installed.
30	1.3 Scope of Purchase	5	Does BSU currently have an implementation of HR Analytics with the current PeopleSoft HCM system? If so can you please provide information on the following: 1) Existing OBIA application and its Version 2) Any ETL tool to be used for data extraction and its version? 3) Number of Data sources involved with details on their types such as Oracle, non-oracle?	Boise State is licensed for HCM Analytics. It is not currently installed and it is not in use. University's expectation is that this product will be installed and configured during the project.
31	1.7 Expectations	8	BICS is not recommended any more – the BI solution on Oracle Cloud. Oracle Analytics Cloud Services (OACS) is the new way forward with more advanced features like Data visualization services, Essbase, etc. Are there any plans on the radar to switch to this product?	Boise State is working with Oracle to define a path forward using OACS. A timeline has not been established.
32	APPENDIX 9 - HCM Scope Additional Details	54	Do we need to build any custom reports or will all reports be out of the box (Vanilla) ? If yes, can you provide the number of these reports with complexity distribution in terms of Low, Medium, High Complexity	Currently, Boise State has many custom reports. We would like to utilize as many delivered reports as we can, but we need to better understand what is delivered to see if they meet our needs before we can determine the number and complexity of custom reports that will be required.
33	APPENDIX 9 - HCM Scope Additional Details	54	What are the total Number of Users for OBIA?	650
34	APPENDIX 9 - HCM Scope Additional Details	54	Are you expecting any dashboards as part of scope and if so, how many?	Yes we have a need for dashboards on campus, however with the information we have at this time, how many or the complexity is an unknown.
35	1.3 Scope of Purchase	5	Can we assume that BSU will work directly with Oracle to procure necessary licenses for the cloud modules selected?	Yes
36	APPENDIX 9 - HCM Scope Additional Details	52	Can you please explain BSU's expectation from the SI on validation and evaluation of the OSP process?	This relates to project portfolio management integration points including the employee, salary, position, etc. information sent through the integration with HCM. We would expect that the process validation of payroll and employee information be end to end, including the aspects of project imports, contract billing, budgetary control consumption, and accurate accounting of salary charges across the ERP.
37	APPENDIX 9 - HCM Scope Additional Details	52	Does BSU have licenses to install 2 instances of OBIA?	Yes
38	APPENDIX 9 - HCM Scope Additional Details	52	Does BSU have the appropriate number of subscription licenses for the staff or do you expect the SI to include the subscription pricing in the proposal?	Yes, Boise State has the appropriate number of subscription licenses for Oracle HCM Cloud Base Cloud Service, Global Payroll Cloud Service, Time and Labor Cloud Service, and Workforce Compensation so there is no need for the SI to include subscription pricing in their proposal.
39	APPENDIX 9 - HCM Scope Additional Details	52	Has BSU purchased all the Oracle modules to satisfy the requirements mentioned in the RFP?	Boise State has the appropriate number of subscription licenses for Oracle HCM Cloud Base Cloud Service, Global Payroll Cloud Service, Time and Labor Cloud Service, and Workforce Compensation. These listed subscription licenses will satisfy all the requirements for this RFP.
40	1.6 Timeline	7	What are your expectations of the SI to create the data warehouse vs responsibilities you will assume?	SI will be expected to install OBIA HCM Analytics. SI will also be expected to provide 1/2 of effort of developing working ETL processes and 1/2 effort of report development.

**Questions and Responses**  
for RFP 5T18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
41	1.6 Timeline	7	What PeopleSoft customizations are you expecting for the Campus Solutions module?	No Campus Solutions development is expected from SI.
42	1.6 Timeline	7	For the task - Identify ETL (Extract, Transform, Load) requirements – will these not be delivered by Oracle as part of the OBIA software.	Oracle OBIA does contain a ETL package. However, it has been our experience that this package requires customization to work properly. University expects Contractor to assist with customization to ensure that the ETL package functions properly.
43	1.6 Timeline	7	What is involved in the Campus redesign sessions?	There are two component to Campus redesign sessions. First, the campus community is involved in defining solutions that directly impact them through Focus Groups. Typically a small project team perform strawman activities to draft the solution, define requirements, and identify constraints. An agile process is used to refine the solution based on feedback from the Focus Group. The finalized solution is then deployed to campus through meetings that focus on business process redesign in the division to adopt the change into the daily operation. Meetings are typically division specific to accommodate requirements that are unique to the division and include both back office and campus departments.
44	APPENDIX 9 - HCM Scope Additional Details	54	Total number of out of the box OBIA reports to be validated and deployed?	With the information we have at this time, number and complexity is unknown.
45	APPENDIX 9 - HCM Scope Additional Details	54	Please provide approximate number of custom OBIA reports to be validated and deployed	With the information we have at this time, number and complexity is unknown.
46	APPENDIX 9 - HCM Scope Additional Details	54	Please provide approximate number of expected extensions to the OBIA data model (extension columns, additional custom warehouse tables)?	With the information we have at this time, number and complexity is unknown.
47	APPENDIX 9 - HCM Scope Additional Details	54	Please list any additional data sources beyond Oracle Cloud HCM and Oracle Taleo that will be used with Oracle HR Analytics.	PeopleSoft Campus Solutions and Oracle Financial Cloud
48	APPENDIX 9 - HCM Scope Additional Details	54	We assume that Oracle HR Analytics will be deployed on Oracle Cloud Infrastructure Services (Oracle Database as a Service, Oracle Compute Cloud, Oracle Storage Cloud). Please confirm.	HR Analytics will be deployed on Premise
49	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 2. Definitions	1	Property - 'VENDOR' anticipates providing solely services under this SOW, and "Property" does not include services. Property is composed of tangible goods owned by each party to the agreement.	Property is defined to include services in the Boise State University Standard Contract Terms and Conditions.

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg.	Question	Response
	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 3. Relationship	1	The sentence starting with, 'Contractor shall exonerate...' should be replaced by: "Contractor is solely responsible to make all payments which are due to, or on behalf of, Contractor's personnel who perform work under this Contract. Contractor acknowledges that Contractor personnel are not eligible for, or entitled to participate in or be covered by, any employee benefit program or policy sponsored by or through the University, nor are Contractor personnel eligible for, or entitled to, any form of compensation from the University or any benefits provided by the University to its employees (including group insurance, pension plan, and savings plan benefits). The State shall not exercise or attempt to exercise any supervisory authority over any day-to-day employment relationship decisions relating to Contractor's personnel, including those decisions relating to: wages, hours, terms and conditions of employment, hiring, discipline, performance evaluations, termination, counseling and scheduling. Notwithstanding anything in this paragraph to the contrary, Contractor shall not be responsible for payments, or employment claims which arise out of acts, omissions or policies of the University which are in breach of the foregoing."	Rejected. The University requires an indemnity and hold harmless in case the University is charged or attempted to be charged any of the expenses, or in the event of a challenge to the worker's status.
50				
	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 6. Shipping and Delivery	2	This Section 6 is not applicable, as 'Vendor' is not shipping any hardware/software/ products to the University.	Change not accepted. If not applicable, including the sentence is not relevant. If at any time the vendor does provide hardware/software/products, it would apply.
51				
	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 7. Installation & Acceptance	2	'VENDOR' will propose a Milestone and Deliverable Acceptance Procedure with more specificity in the SOW.	Section 7 of the Boise State University Standard Contract Terms and Conditions shall not be applicable to the extent a more specific and mutually agreed upon SOW, submitted in accordance as specified in Section 2.6, Section 3.12 and other portions of the RFP pertaining to supplemental agreements, dictates differing procedures.
52				
	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 8. Risk of Loss	2	This Section 8 is not applicable, as 'Vendor' is not shipping any hardware/software/ products to the University.	No change accepted. If not applicable, including the sentence is not relevant. If at any time the vendor does provide hardware/software/products it would apply.
53				
	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 9. Taxes	2	Charges are exclusive of any customs or other duty, tax, and similar levies imposed by any authority resulting from Client's acquisitions under the Agreement and will be invoiced in addition to such charges. Client agrees to: i) pay withholding tax directly to the appropriate government entity where required by law; ii) furnish a tax certificate evidencing such payment to 'VENDOR'; iii) pay 'VENDOR' only the net proceeds after tax; and iv) fully cooperate with 'VENDOR' in seeking a waiver or reduction of such taxes and promptly complete and file all relevant documents. Where taxes are based upon the location(s) receiving the benefit of the Cloud Service, Client has an ongoing obligation to notify 'VENDOR' of such location(s) if different than Client's business address listed in the applicable Attachment or TD.	Not accepted. As provided in the terms, the University is not subject to these taxes.
54				

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
55	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 10. Method of Payment	2	Replace first sentence with: "Amounts are due upon receipt of the invoice and payable within 30 days of the invoice date"	Payment will be made in accordance with Section 8.10 and the mutually developed Project Management Plan and in accordance with the other payment terms referenced in this RFP.
56	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 11. Purchase Order Numbers	2	This requirement is to-be-determined during the implementation phase of the project	An award will be made, including the issuance of a Purchase Order (PO), including PO number, prior to Contractor beginning work. Therefore, the PO number will be available to include on correspondence.
57	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 12. Contractor Responsibility	2	This Section 12 is not applicable. 'VENDOR' This Section 12 is not applicable. 'Vendor' is not providing any hardware or software. Any property 'Vendor' brings in order to perform our Services would remain 'VENDOR's property, and the property that the University brings to the engagement would remain the University's.	Rejected. To the extent Contractor enters into any subcontracts, this is intended to make clear Vendor is ultimately responsible and the only party entitled to payment from the University.
58	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 13. Conforming Property	2	The Services (not Property) will conform to the specifications detailed in the SOW. In the event of non-conformity of the Services, 'VENDOR' and the University should utilize the Milestone and Deliverables Acceptance Process to re-deliver the Services to be in conformity with the specifications of the SOW.	Rejected. As noted, the term property is expressly defined in the terms to include services and these services must conform to the specifications in the RFP, which include the SOW referenced here.
59	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 14. Insurance Requirements	2	'Vendor' will be happy to consider including insurance terms after we have had an opportunity to review the insurance types and limitations the University requests (as there is no such attachment to this document).	Per Section 3.17 of RFP and the reference thereto in Appendix 2, University Insurance requirements can be found here: <a href="https://rmi.boisestate.edu/wp-content/uploads/2014/11/CertificateInsRqmts_3rdParty.pdf">https://rmi.boisestate.edu/wp-content/uploads/2014/11/CertificateInsRqmts_3rdParty.pdf</a> . The selected Offeror will be required to meet the insurance requirements at this link, as well as any additional insurance requirements listed in Section 3.17 of the RFP.
60	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 15. Indemnification/Save Harmless	2	Replace Section 15 with: "Subject to the limitations of liability in Section 16, if a third party brings a claim against the University for bodily injury to persons or physical damage to tangible personal property or real property for which Contractor is otherwise legally liable to that third party, Contractor will defend the University against such claim at Contractor's expense and Contractor shall pay all costs, damages, and statutory penalties that a court finally awards to such third party or a regulatory body imposes or that are included in a settlement approved by Contractor and the University pursuant to the process as described in Section 24. Notwithstanding the foregoing, Contractor will have no obligation to the University for any claims, suits, actions, losses, damages, liabilities, costs and expenses to the extent attributable to the acts or omissions of the University and/or its officers, employees or agents."	The language in the terms and conditions is specific to statutory prohibitions placed on the University which void certain provisions in contracts and/or limit the University's tort liability (not contractual limits of liability). Revisions to this provision will not be considered. Please submit any proposed supplemental terms relating to limitations of liability in accordance with the requirements for supplemental documents and provisions, in Section 3.12 of the RFP.

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
61	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 16. Limit of University's Liability	2	Add to this Section 16: "Limit of 'VENDOR's Liability. 'VENDOR's entire liability for all claims related to the Agreement will not exceed the amount of any actual direct damages incurred by the University up to the amounts paid (if recurring charges, up to 12 months' charges apply) for the product or service that is the subject of the claim, regardless of the basis of the claim. Notwithstanding anything to the contrary, 'VENDOR' will not be liable for special, incidental, exemplary, indirect, or economic consequential damages, or lost profits, business, value, revenue, goodwill, or anticipated savings. These limitations apply collectively to 'VENDOR', its affiliates, contractors, subprocessors, and suppliers."	The language in the terms and conditions is specific to statutory prohibitions placed on the University which void certain provisions in contracts and/or limit the University's tort liability (not contractual limits of liability). Revisions to this provision will not be considered. Please submit any proposed supplemental terms relating to limitations of liability in accordance with the requirements for supplemental documents and provisions, in Section 3.12 of the RFP.
62	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 17. Work for Hire	3	Replace this Section 17 with the following language: "The University will own the copyright in works of authorship that 'VENDOR' develops for the University under a Statement of Work (SOW) (Project Materials). Project Materials exclude works of authorship delivered to the University, but not created, under the SOW, and any modifications or enhancements of such works made under the SOW (Existing Works). Some Existing Works are subject to a separate license agreement (Existing Licensed Works). A Program is an example of an Existing Licensed Work and is subject to the Program terms. 'VENDOR' grants the University an irrevocable (subject to the University's payment obligations), nonexclusive, worldwide license to use, execute, reproduce, display, perform and prepare derivatives of Existing Works that are not Existing Licensed Works. 'VENDOR' retains an irrevocable, nonexclusive, worldwide, paid-up license to use, execute, reproduce, display, perform, sublicense, distribute, and prepare derivative works of Project Materials."	Please submit language for consideration as a supplemental agreement reserved for negotiation in accordance with Section 3.12 and Section 2.6 of the RFP.
63	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 18. Commodity Status	3	This Section 18 is not applicable to this SOW because 'VENDOR' will not be providing any "Items" (hardware/software/products).	Rejected. This could apply to any materials provided as part of the SOW. To the extent it is inapplicable, it is irrelevant.
64	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 19. Termination for Convenience	3	This Section 19 is subject to payments of all applicable charges for Services performed through the effective termination date.	This is addressed in Section 5.9 of the RFP.
65	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 20. Termination for Default	3	'VENDOR' strikes the second and third sentences because we do not agree to provide any consequential or indirect damages and to any offsetting of damages. In addition, 'VENDOR' would change "default or non-compliance" to "material breach." Lastly, 'VENDOR' may also terminate the Agreement for a material breach by the University, after the University fails to cure such material breach with a reasonable time, not to exceed 30 days.	Rejected as to the second and third sentences, these are contract damages that the vendor would likely incur and remedies the University would pursue and will not waive them prospectively here. As to the final statement, no replacement language is provided. Please consider submitting a supplemental term in accordance with Section 3.12 for consideration.

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
66	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 21. Force Majeure	3	No right or cause of action for any third party is created by the Agreement or any transaction under it. Neither party will bring a legal action arising out of or related to the Agreement more than two years after the cause of action arose. Neither party is responsible for failure to fulfill its non-monetary obligations due to causes beyond its control. Each party will allow the other reasonable opportunity to comply before it claims the other has not met its obligations. Where approval, acceptance, consent, access, cooperation or similar action by either party is required, such action will not be unreasonably delayed or withheld.	Rejected. No clear rationale and replacement language provided.
67	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 22. Compliance with Law, License and Certifications	3	At the end of the last sentence, insert: "rules that are applicable to the Services 'VENDOR' provides under this Agreement. The University is responsible for obtaining and maintaining all applicable consents, permissions and licenses to receive the Services and fulfill its responsibilities under the Agreement."	Accepted, but note that it already has language regarding applicability to Services and Contractor.

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 23. Confidential Information	3	<p>Replace the first four sentences of this section with the following: "Pursuant to this Agreement, Contractor and the University may each disclose Confidential Information to each other. 'Confidential Information' under this Agreement means information disclosed by either party ('Discloser') and provided to the receiving party ('Recipient') that is marked with a restriction legend or identified as confidential at the time of disclosure. Each disclosure of Confidential Information under this Agreement will be subject to these obligations of confidentiality for five (5) years following the initial date of disclosure. Recipient will use Confidential Information solely for the purpose for which it was disclosed or for the benefit of Discloser, and will use reasonable care to avoid disclosure of the Confidential Information other than to Recipient's: (a) employees and employees of any legal entity that it controls, controls it, or with which it is under common control, who have a need to know. Control means to own or control, directly or indirectly, over 50% of voting shares; or (b) subcontractors, financial and legal advisors, and then only to those who have a need to know.</p> <p>Before disclosure to any party in (a) or (b), Recipient will have a written agreement with such party sufficient to require that party to treat Information substantially the same as described in this Agreement. If required to disclose Information by law or court order, Recipient will endeavor to give Discloser prompt notice to allow Discloser a reasonable opportunity to obtain a protective order.</p> <p>Discloser provides Information without warranties of any kind and is not liable for any damages arising out of Recipient's use of Information disclosed under this Agreement.</p> <p>This Agreement does not require either party to disclose or to receive Information, perform any work, or enter into any license, business engagement or other agreement. Neither this Agreement nor any disclosure of Information under it creates any joint or fiduciary relationship or grants Recipient any right or license under any trademark, copyright or patent, now or subsequently owned or controlled by Discloser.</p> <p>The receipt of Information under this Agreement does not preclude Recipient from: developing, manufacturing, marketing or providing products or services which may be competitive with products or services of Discloser, or entering into any business relationship with any other party; or assigning its employees in any way it may choose. Any information is subject to change or withdrawal</p>	<p>Accepted, as modified: Pursuant to this Agreement, Contractor and the University may each disclose Confidential Information to each other. 'Confidential Information' under this Agreement means information disclosed by either party ('Discloser') and provided to the receiving party ('Recipient') that either party regards as confidential, is protected by applicable laws, contains education records or personally identifiable information or is otherwise marked or identified as confidential at the time of disclosure ('Confidential Information'). Recipient will use Confidential Information solely for the purpose of performing under the Agreement, and shall not disclose the Confidential Information other than: (a) to Recipient's employees and employees of any legal entity that it controls, controls it, or with which it is under common control, who have a need to know. Control means to own or control, directly or indirectly, over 50% of voting shares; (b) subcontractors, legal advisors, and then only to those who have a need to know, or (c) to the extent disclosure is required by applicable law, legal process or court order. Before disclosure to any party in (a) or (b), Recipient will have a written agreement with such party sufficient to require that party to treat Information substantially the same as described in this Agreement.</p>
68				Accepted as to 1-3. 4 is not applicable and/or not relevant.
69	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 24. Patents and Copyright Indemnity	3	<p>1) Remove the word "trade secret." Add, after "trademark, or misappropriation of a trade secret." 2) Replace contractor will pay with, "Contractor will fulfill such indemnity by paying..." and 3) Add: "suit, and providing all information requested by Contractor." and 4) Replace the sentence starting with, 'Contractor shall have no liability to the University with: "VENDOR" has no responsibility for claims based on Non-VENDOR' Products, items not provided by 'VENDOR', or any violation of law or third party rights caused by Content, or any Client materials, designs, specifications, or use of a non-current version or release of an 'VENDOR' Product when an infringement claim could have been avoided by using a current version or release."</p>	

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
70	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 25. Public Records	4	Strike the sentence starting with, 'The contractor will indemnify and defend the university..... as 'VENDOR' will not indemnify for such claims.	Rejected. The University will need to be able to rely on the Contractor's redactions and cannot accept liability based on the Contractor's markup. If the Contractor seeks to have some information protected from disclosure, the Contractor then needs to indemnify the University from any claims or damages incurred as a result.
71	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 26. Anti-Discrimination Clause	4	'VENDOR' is not providing any products, hardware, or software that would implicate this law; nor are we providing services where we will build items that must be compliant with this law. Therefore we believe this is not applicable to our scope of services.	Rejected. This is required in all University contracts.
72	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 28. Restrictions and Warranties – Illegal Aliens	4	'Vendor' requests to remove the portion of the clause containing, 'any misrepresentation in this regard...' as the representation preceding it should suffice to fulfill the stated concern.	Change rejected.
73	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 29. Non-resident Aliens	4	Replace this Section 29 with: "'VENDOR' will be responsible for fulfilling any applicable tax requirements for individuals that will perform Services on behalf of 'VENDOR'."	Rejected. This is meant to ensure the University can acquire any paperwork necessary for its processing payments to vendor.
74	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 30. Subcontracting	4	'Vendor' will provide written notification regarding any change to the subcontractors listed in our SOW. This provision is subject to the limitations of liability in the Agreement.	This change is rejected. The provision is subject to all contract provisions by its terms.
75	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 31. Assignment	4	Replace with Section 31 with: "Neither party may assign the Agreement, in whole or in part, without the prior written consent of the other. Assignment of 'VENDOR' rights to receive payments or assignment by 'VENDOR' in conjunction with the sale of the portion of 'VENDOR's business that includes a product or service is not restricted."	Approved as proposed.
76	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 32. Use of University's Name	5	'VENDOR' proposes this provision be made mutual.	Approved, as follows: Neither party shall, prior to, in the course of, or after performance of this Agreement, use the other Party's name in any advertising or promotional media, including press releases, as a customer or client of the other Party without the prior written consent of the Party whose name is desired to be utilized.
77	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 37. No other terms	5	'VENDOR' requests to remove the highlighted clause which conflicts with the concept that the parties ultimately will negotiate and mutually agree upon the universe of terms that are part of the "Agreement." 2) Replace clause stating "these standard terms and conditions", with "the special terms and conditions agreed upon between the parties.", and 3) Replace clause referring to these Boise State Standard Contract Terms and Conditions with "The Agreement."	Rejected. The parties will only negotiate and mutually agree on specified supplemental terms to the extent proposed in the answer and expressly agreed to by the University, which terms are then incorporated as part of the Agreement. These terms should only include matters not otherwise addressed in the listed documents and are dealt with as specified in Section 2.6, Section 3.12 and other portions of the RFP.



**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 38. Interpretation and Priority of Documents	5	The Agreement consists of and precedence is established by the order of the following documents: (1) Statement of Work (SOW); (2) Boise State University Standard Contract Terms and Conditions; (3) The Solicitation Instructions to Vendors; (4) The Appendix 1 Terms and Conditions; all of the foregoing documents as mutually agreed upon by 'VENDOR' and the University and 2) Strike the first sentence. The Quote, Bid and Proposal are not part of the resulting Agreement; they are provided as a proposal that is valid for 180 days. The resulting terms and conditions that the parties will mutually agree upon will be the complete agreement governing the subject matter herein, and 3) Replace 'Where terms and conditions' clause with: "Where terms and conditions specified in the special terms and conditions, including the SOW, differ from those stated in the Solicitation, the special terms and conditions shall take precedence."	Rejected. The quote, bid and proposal are a material part of the Agreement and, as specified above and in the RFP, any additional negotiated terms may only be supplemental and cannot replace these specifications.
78				
	APPENDIX 2 – Section 2 – Boise State Univ. Standard Contract Terms and Conditions: 79 40. Attorney Fees	5	'VENDOR's preference is to leave the determination of award of attorney's fees to the court.	Accepted. Section 40 shall be reserved.
79				
	Boise State University RFP ST18-114 - Oracle HCM Cloud System Implementation	All	'VENDOR' intends to provide a Statement of Work (SOW) as part of our response which includes supplemental T&C's. We'd like to know if BSU will consider those T&C's as negotiable as part of the overall agreement we'd expect to sign pending 'VENDOR's selection as your Partner of choice.	Please include any supplemental Ts and Cs separate from the Statement of Work. To the extent proposed terms supplement (and do not conflict with) terms, provisions and specifications of the RFP, they will be considered and negotiated in accordance with Section 3.12.
80				
	APPENDIX 2 – Section 8 - State of Idaho Special Terms And Conditions For Customized Software And Related Services	36	"VENDOR's SOW to be included in the RFP response will include our terms related to any customized software that 'VENDOR' may provide, in lieu of the State's Special Terms and Conditions for Customized Software and Related Services." We'd like to know if BSU will consider those T&C's as negotiable as part of the overall agreement we'd expect to sign pending 'VENDOR's selection as your Partner of choice.	See response to Question 80. They will be considered only to the extent stated in Section 3.12
81				
	Boise State University RFP ST18-114 - Oracle HCM Cloud System Implementation	All	Did BSU engage a 3rd Party to develop this RFP? If so, can you please provide the name of the 3rd Party?	No, the RFP was created internally.
82				
	2. Process Requirements, bullet 2.4 And APPENDIX 2 - Helpful Links	9	Acceptance Criteria of 90 days conflicts with the warranty period of 60 business days. We will provide warranty for 60 business days for any customization done by us as long as the customization has not been tampered with.	Rejected. Appropriate replacement language is not provided.
83				
	2. Process Requirements, bullet 2.4 And APPENDIX 2 - Helpful Links	9	Software Warranty of 1 year conflicts with the warranty period of 60 business days. We will provide warranty for 60 business days for any customization done by us as long as the customization has not been tampered with. Any items not related to the customization built by us will not be subject to a 60 business day warranty period.	Rejected. Appropriate replacement language is not provided.
84				

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
85	2.11	11	<p>This sections states "All data provided by the University in relation to this RFP represents the best and most accurate information available at the time of RFP preparation. Should any data later be discovered to be inaccurate or incomplete, such inaccuracy or incompleteness will not constitute a basis for Contract rejection or Contract amendment by an Offeror."</p> <p>Question:</p> <p>If information is incomplete (such as the unintentional or unknown omission of an interface in the RFP provided, or a change in the number of benefits plans, or higher complexity for an interface such as possible new ATS) and is later discovered to be critical to the project, will a change request be accepted by the University?</p>	<p>Yes, the University and Contractor will execute a mutually agreed upon, written change request if this situation arises.</p>
86	1.6	7	<p>Phase 3 "Develop PS modifications for CS"</p> <p>Question:</p> <p>Is the University requesting we include this effort in our proposal and cost?</p>	<p>No Campus Solutions development is expected from SI.</p>
87	1.6	7	<p>Phase 3 "Campus redesign session"</p> <p>Question:</p> <p>Please clarify what role you expect the implementation partner to play in this effort</p>	<p>The implementation partner will play a supporting role. The Office of Continuous Improvement will take the lead on this activity.</p>
88	1.6	7	<p>Phase 3 "Integrations and document requirements"</p> <p>Question:</p> <p>Please clarify if "document requirements" is intended to encompass the effort to develop/extract/send documents to a third-party document management system or provider</p>	<p>This is in reference to functional and technical requirements for development where the output could be a provider or external system. A document management system is not part of the scope.</p>

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
1.6	8	Phase 5	<p>This article outlines training for dept managers, dept admin, back office processors</p> <p>Questions:</p> <p>How many dept managers?</p> <p>How many dept administrators?</p> <p>How many back-office administrators (please list by area of responsibility)?</p> <p>Is the University looking to have the implementation partner conduct all the training or is a Train-the-Trainer model for core users conducted by the partner with end user training conducted by the University the desired model? Either is an option, but the former is typically what is included, and the latter is typically scoped based on the training strategy and plan after the planning phase.</p>	<p>Number of department managers: Approximately 300 HR Departments and managers</p> <p>Number of department administrators: Approximately 275 Department Administrators</p> <p>Number of back office administrators: Approximately 40 Back office Administrators for Benefits, Compensation, Employee Relations, Front Desk, HR Administrative, HRIS, Learning and Development, Payroll, Personnel Processing and Talent Acquisition .</p> <p>Training: Train-the-trainer model for core users. End user training for other users, including the campus community, will be handled by Boise State personnel.</p>
89	1.7	8	<p>Change Management is not explicitly included in the "Expectations" section but is represented in multiple areas of 1.6.</p> <p>Question:</p> <p>Please clarify the level of change management you are looking for the implementation partner to include in the proposal.</p>	<p>The implementation partner will play a supporting role. The Office of Continuous Improvement will take the lead on this activity.</p>
90				

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question RFP Section	RFP Pg	Question	Response
5.7	20	<p>This section outlines efforts required prior to awarding the contract: "Prior to the award of the Contract, University and the apparent successful Offeror will clarify expectations and develop a Project Management Plan for the implementation of the service."</p> <p>"The Project Management Plan shall include a description for each task and a designation of whether Boise State or the Offeror is responsible for the task."</p> <p>Additionally, the Project Management Plan will contain all points of clarification, an agreed upon Project Schedule for the implementation of the service, and other clarifying supporting documents. Examples of points of clarification are clarification of requirements and legal clarifications. Examples of other clarifying supporting documents are risk management plan, change management plan, configuration management plan, and project closure plan."</p> <p>Question: Some of the work outlined above requested prior to contract award are typically included in the initial phase of the project in our methodology and experience and are also included in the University's approach outlined in Section 1.6. We are seeking clarification on expectations of work/timing</p> <p>Some examples include: 1.6 Phase 1 – Initiate – includes the definition of the team structure, roles and responsibilities (we would anticipate this to be done at a high level during the proposal and pre-contract review phase, but want to clarify your expectations in 1.6)</p> <p>1.6 Phase 2 – Plan – the University has outlined this phase will include some areas such as the project management, change management, risk management strategy/plan, etc. We concur these activities are typically part of project activities and want to confirm if required prior to contract award if consulting fees would be paid for this body of work.</p>	<p>We expect a high level plan based on what the vendor knows about the scope. A key response would include the summary level tasks and resources responsible for completing those tasks. Agreed, we would further break down tasks, resources and time estimates during the planning phase.</p>
91	22	<p>Regarding Offeror resources, does Boise State expect offshore resources to work during the 8-5 MT hours? Or, can the resources work their local respective hours and coordinate with Offeror onsite resources as needed (usually a daily basis)?</p>	<p>Yes, University expects offshore resources to work during the 8/5 MT hours. Onsite resources from Boise State will be working during 8-5 MT, and offshore resources need to be available during these working hours</p>
92			

**Questions and Responses**  
for RFP ST18-114 Oracle HCM Cloud System Implementation

Question	RFP Section	RFP Pg	Question	Response
93	2.4	9	The RFP requests rationale and suggested verbiage for exceptions to Boise State contract terms by Wednesday April 11th. This is a significant amount of legal work to complete in a very short period of time, therefore we would like to ask permission to identify the sections of the Boise State terms and conditions where we have concerns and respectfully request that we commit the legal resources to negotiate with Boise State if our firm is selected. Once selected, we would engage in a more detailed dialogue and negotiate a balanced, fit-for-purpose, mutually acceptable set of contract terms and conditions and otherwise establish a business framework for a joint project effort. In our experience we find this more productive because the agreement terms and project approach are addressed and agreed against the specific backdrop of the awarded project and the greater clarity that follows completion of the bidding and selection process, and we are invariably able to reach an agreement acceptable to both organizations. Is this approach acceptable to Boise State?	Questions relating to the terms and conditions were required to be submitted with the questions as provided in Section 2.4. The parties will only negotiate and mutually agree on specified supplemental terms to the extent proposed in the answer and expressly agreed to by the University, which terms are then incorporated as part of the Agreement. These terms should only include matters not otherwise addressed in the listed documents and are dealt with as specified in Section 2.6, Section 3.12 and other portions of the RFP.
	Appendix 9	52	Regarding the use of projects with OSP: Is there an expectation that Boise State bills actual cost (based on the time entered to the project)? How close does it need to be? How many projects does Boise State have going on at one time? Does Boise State use encumbrance accounting?	The expectation is that BSU will bill salary costs on the project. We would expect quantity and cost associated to the project for billing.  Currently BSU has approximately 600 active projects and that number is increasing by approximately 20% per year.  Yes, BSU uses encumbrance accounting.
94	7.2.4	24	Compensation worksheets to include core HR data, custom alerts, dynamic calculations, plan budgets, currency, compensation components, eligibility profiles to define eligibility for the compensation plans, worksheet approvals using hierarchy, compensation budgeting and allocation based on supervisor hierarchy and compensation change statements and creating/modifying/printing and storing employee contracts. Questions: A) creating/modifying/printing and storing employee contracts is not part of workforce compensation but can be developed as a custom report. B) Do you envision uploading data to the comp worksheet during the comp cycle? C) We see you have 7 workforce compensation plans. What is the frequency? How many workforce comp plans do they envision? D) How is each plan's budget constructed? Please share any detailed information you can provide. E) What changes would they like to make and what are the pain points? F) You mentioned the use of dynamic columns. Fast formulas can also be constructed when dynamic columns are not sufficient. Any details on formulas being used to day would be helpful? G) Will managers allocate compensation, or will this task be reserved to HR?	Boise State does not currently have enough information to determine a preferred future state.
95				

**Questions and Responses  
for RFP ST18-114 Oracle HCM Cloud System Implementation**

Question	RFP Section	RFP Pg	Question	Response
96	1.6	6	<p>Time line spans up to 24 months and depicts a big bang implementation strategy.</p> <p>Question: This is much longer than our typical project plan for an organization moving to the cloud. Is the University open to alternative project plans, such as a shorter timeframe and/or including phased implementation to achieve faster time to value, with Payroll and perhaps other modules such as T&amp;L coming in P2?</p>	<p>We are open to a shorter timeframe, but we don't want to cut quality or scope. We also do not want to plan on a phased implementation. We need to go live with Core HR, Payroll and a Reporting solution simultaneously</p>
97	7.2.2	24	<p>Benefits</p> <p>Question: Can you provide additional detailed documentation on your plans? Do you anticipate changing benefits plans/providers during the implementation timeframe?</p>	<p>We do not plan on changing plans or providers during the implementation timeframe. We can provide detailed documentation, but need to know specifically what is being looked for.</p>
98	7.2.3	24	<p>Absence:</p> <p>Question: Can you provide additional detailed documentation on your plans? Do you anticipate changes to your absence plans as part of this project?</p>	<p>We do not plan on changing plans or providers during the implementation timeframe. We can not provide further detailed documentation without knowing specifically what is being requested.</p>
99	8.1	28	<p>Please provide additional details on the hold-back approach from a \$ and timing perspective.</p>	<p>Per Section 8.10: Boise State doesn't pay until a product/service is received, and will hold a portion of the total payment until final acceptance. The University intends to pay per the finalized Project Management Plan, including milestones and/or deliverables, as discussed in Section 5.7 and as mutually agreed upon between Contractor and University.</p> <p>University intends to hold a small percentage of the total cost until final acceptance. Since the Project Management Plan will be mutually developed and agreed upon by University and Contractor, Contractor will know the timing and amount once that Project Management Plan is completed with the awarded Offeror.</p>

T&L Rules & Descriptions	
ST18-114 Oracle HCM Cloud System Implementation	
Rule ID	Descr
	When a Time Reporter reports hours to TRC(s) OCWEE, and the sum of reported hours is < 1 hours, then replace the reported number of hours with 1 hours.
BSOCMINENDEA	OnCall Ernd Weekend Guaranteed
BSUEMPLSTAT	Inactive Employee Status
	This template could be used to pay a guaranteed number of hours to a time reporter. Create exception TLX00030 when time is reported and the employee status is in the following list ('Deceased', 'Leave of Absence', 'Retired', 'Suspended', 'Terminated', 'Short Work Break').
	Pay the following Time Reporters ('H') 8 hours of TRC HOL for holiday pay.
	This template can be used to pay Holiday Pay to all Time Reporters. The positive TR gets paid for all holidays ,even if there is no reported time in the POI .
BSHOLIDAY_HOL	Holiday Rule for HOL SCH
	The specified Holiday TRC will be created in addition to reported/scheduled TRC.
	Pay the following Time Reporters ('H') 8 hours of TRC HOL for holiday pay.
	This template can be used to pay Holiday Pay to all Time Reporters. The positive TR gets paid for all holidays ,even if there is no reported time in the POI .
BSHOLIDAY_HLS	Holiday Rule for HLS SCH
	The specified Holiday TRC will be created in addition to reported/scheduled TRC.
	Pay the following Time Reporters ('H') 8 hours of TRC HOL for holiday pay.
	This template can be used to pay Holiday Pay to all Time Reporters. The positive TR gets paid for all holidays ,even if there is no reported time in the POI .
BSHOLIDAY_HHS	Holiday Rule for HHS SCH
BSUOTPROSTU	Overtime ProrateAlloc STU Uext
BSCMPXEXCEPT2	Comp Time Used - Over 40 Hours
BSOTPROEXMT	OvertimeProrateAllocExemt Uext
BSOTPROALOC	Overtime Prorate Alloca1.5x
BSAPPRUPLOAD	Approve Uploaded Time
BSACTUALRATE	Override for ACTUAL CompRateCd

T&L Rules & Descriptions		
ST18-114 Oracle HCM Cloud System Implementation		
BSU_SFT	BSU Shift	When a Time Reporter reports time under TRC(s) ('CPH', 'CPT', 'DNR', 'DNT', 'EAH', 'EAT', 'FMH', 'FMS', 'FMV', 'FVH', 'HOA', 'HOH', 'HOW', 'JAH', 'JAT', 'JUH', 'JUR', 'MDA', 'MDF', 'MDH', 'MFH', 'MLT', 'MTH', 'OTA', 'OTP', 'REG', 'SBH', 'SBR', 'SFM', 'SIC', 'SIH', 'VAC', 'VAH') and the sum of hours is greater than 0 hours in the specified period, then all hours in excess of 0 will be paid under 'SFT' TRC. New TRC will be created for each reported TRC affected by this rule.
BSCALLBCKMIN	Call Back Paid Guaranteed Hrs	When a Time Reporter reports hours to TRC(s) CBK, and the sum of reported hours is < 2 hours, then replace the reported number of hours with 2 hours.
BSOCMINENDPD	OnCall Paid Weekend Guaranteed	This template could be used to pay a guaranteed number of hours to a time reporter.
BSOCMINNITPD	OnCall Paid Weeknight Guarante	When a Time Reporter reports hours to TRC(s) OCWEP, and the sum of reported hours is < 1 hours, then replace the reported number of hours with 1 hours.
BSOVTACCSTU	OvertimeProratedAllocatStudent	This template could be used to pay a guaranteed number of hours to a time reporter.
BSUWKSTDYFWS	Change Federal Work Study FWS	When a Time Reporter reports time under TRC(s) ('BSU', 'FWS', 'HOW', 'IWS', 'REG', 'RET', 'RST') and the sum of hours is greater than 40 hours in the specified period, then all hours in excess of 40 will be paid under 'SOT' TRC. Each reported TRC affected by this rule will be replaced with the specified TRC.
BSUOVTSFTPRE	BSU Overtime Shift Premium SFO	When a Time Reporter reports time under TRC(s) ('BSU', 'FWS', 'IWS', 'REG', 'RET', 'RST') and the sum of hours is greater than 0 hours in a day, then all hours in excess of 0 will be paid under 'FWS' TRC. Each reported TRC affected by this rule will be replaced with the specified TRC.
BSUOVTSFTPRE	BSU Overtime Shift Premium SFO	When a Time Reporter reports time under TRC(s) ('HOW', 'OTP') and the sum of hours is greater than 0 hours in a day, then all hours in excess of 0 will be paid under 'SFO' TRC. New TRC will be created for each reported TRC affected by this rule.
BSUOVTSFTPRE	BSU Overtime Shift Premium SFO	When a Time Reporter reports time under TRC(s) ('HOW', 'OTP') and the sum of hours is greater than 0 hours in a day, then all hours in excess of 0 will be paid under 'SFO' TRC. New TRC will be created for each reported TRC affected by this rule.



T&L Rules & Descriptions	
ST18-114 Oracle HCM Cloud System Implementation	
BSOVTACC	<p>When a Time Reporter reports time under TRC(s) ('BSU', 'FWS', 'HOW', 'IWS', 'REG', 'RET', 'RST') and the sum of hours is greater than 40 hours in the specified period, then all hours in excess of 40 will be paid under 'OTP' TRC. Each reported TRC affected by this rule will be replaced with the specified TRC.</p> <p>Pay the following Time Reporters ('H') 8 hours of TRC HOL for holiday pay.</p> <p>This template can be used to pay Holiday Pay to all Time Reporters. The positive TR gets paid for all holidays, even if there is no reported time in the POI.</p> <p>The specified Holiday TRC will be created in addition to reported/scheduled TRC.</p> <p>When a Time Reporter reports time under TRC(s) ('RST') and the sum of hours is greater than 0 hours in a day, then all hours in excess of 0 will be paid under 'RSU' TRC. Each reported TRC affected by this rule will be replaced with the specified TRC.</p> <p>When a Time Reporter reports time under TRC(s) ('BSU', 'FWS', 'IWS', 'REG', 'RET', 'RST') and the sum of hours is greater than 0 hours in a day, then all hours in excess of 0 will be paid under 'FWS' TRC. Each reported TRC affected by this rule will be replaced with the specified TRC.</p> <p>When a Time Reporter reports time under TRC(s) ('BSU', 'FWS', 'IWS', 'REG', 'RET', 'RST') and the sum of hours is greater than 0 hours in a day, then all hours in excess of 0 will be paid under 'FWS' TRC. Each reported TRC affected by this rule will be replaced with the specified TRC.</p> <p>When a Time Reporter reports time under TRC(s) ('REG') and the sum of hours is greater than 0 hours in a day, then all hours in excess of 0 will be paid under 'RET' TRC. Each reported TRC affected by this rule will be replaced with the specified TRC.</p> <p>When a Time Reporter reports hours to TRC(s) OCNTE, and the sum of reported hours is &lt; 0.5 hours, then replace the reported number of hours with 0.5 hours.</p> <p>This template could be used to pay a guaranteed number of hours to a time reporter.</p> <p>When a Time Reporter reports time under TRC(s) ('BSU', 'FWS', 'HOW', 'IWS', 'REG', 'RET', 'RST') and the sum of hours is greater than 40 hours in the specified period, then all hours in excess of 40 will be paid under 'OTS' TRC. Each reported TRC affected by this rule will be replaced with the specified TRC.</p>
BSOVTACC	OvertimeProratAllocatNonEx1.5X
BSHOLDAY_HOH	Holiday Rule for HOH SCH
BSCHGDF2RSU	Default to RSU if TRC is RST
BSUWKSTDYBSU	Change BSU Work Study BSU
BSUWKSTDYIWS	Change Idaho Work Study IWS
BSREG2IRGTRC	Chg Reg 2 Irreg Funded TRC
BSOCCMINNITEA	OnCall Ernd Weeknight Guarantee
BSOVTACC1X	OvertimeProrateAllocatExempt1X

**Pay Group Matrix**  
for ST18-114 Oracle HCM Cloud System Implementation

11/9/2016

Pay Group	Paygroup Description	Salary / Hourly	Benefit Eligible	FLSA	Funding	Default Earn Code	Vacation and/or Sick	Holiday	Overtime Paid	Comp Time Accrual	On Call	Shift	Work Study	Work Group
<b>FAC</b>	Faculty - Regular	S	Y	Exempt	Regular	REG	Y	Y	N	N	N	N	N	FACSALEX
<b>FAI</b>	Faculty Irregular	S	Y	Exempt	Irregular	RET	Y	Y	N	N	N	N	N	FAISALEX
<b>STU</b>	Student Hourly	H	N	Non-Exempt	Student Irregular	RST	N	N	Y (1.5)	N	N	N	Y	STUHLRYNE
<b>STE</b>	Student Per Unit	H	N	Exempt	Student Irregular	RSU	N	N	N	N	N	N	N	STUHLRYEX
<b>STC</b>	Student Contract Salary (Stu Adjuncts Salary, GA/RA/TA Salary)	S	N	Exempt	Student Irregular	RSB	N	N	N	N	N	N	N	N/A No T&L
<b>CLS</b>	Classified Staff Regular	H	Y	Non-Exempt	Regular	REG	Y	Y	Y (1.5)	Y (1.5)	Y	Y	N	HRLYNE
<b>CLI</b>	Classified Staff Irregular	H	Y	Non-Exempt	Irregular	RET	Y	Y	Y (1.5)	Y (1.5)	Y	Y	N	HYLYNI
<b>HNE</b>	Hourly Non Benefit-Non Exempt (Event workers, Adjunct Hrfv, etc)	H	N	Non-Exempt	Irregular	RET	N	N	Y (1.5)	N	Y	N	N	HRNBNE
<b>CLC</b>	Hourly Pro-Rated Reg < 12 mo	H	Y	Non-Exempt	Regular	REG	Y	Y	Y (1.5)	Y (1.5)	Y	Y	N	HRLYNE
<b>CPI</b>	Hourly Pro-Rated Irreg < 12 mo	H	Y	Non-Exempt	Irregular	RET	Y	Y	Y (1.5)	Y (1.5)	Y	Y	N	HRLYNI
<b>PRS</b>	Professional Salary Regular	S	Y	Exempt	Regular	REG	Y	Y	N	N	N	N	N	PRSSALEX
<b>PRB</b>	Professional Salary Irregular	S	Y	Exempt	Irregular	RET	Y	Y	N	N	N	N	N	PRISALEX
<b>PTS</b>	Salaried Non-Benefit Regular (Temp < 5 mo - Do not use)	S	N	Exempt	Regular	REG	N	N	N	N	N	N	N	PVSAXEX
<b>PTI</b>	Salaried-Non Benefit-Irregular	S	N	Exempt	Irregular	RET	N	N	N	N	N	N	N	PTIALEX

<b>EPH</b>	Exempt Professional - Hourly (FLSA Exemptions)	H	N	Exempt	Irregular	RET	N	N	Y (1.0)	N	N	N	N	EPHEXPRS
<b>POE</b>	Professional OT Eligible Reg (Doesn't meet salary min)	H	Y	Non-Exempt	Regular	REG	Y	Y	Y (1.5)	Y (1.5)	Y	N	N	HRLYEXPRS
<b>PEI</b>	Professional OT Eligible Ireg (Doesn't meet salary min)	H	Y	Non-Exempt	Irregular	RET	Y	Y	Y (1.5)	Y (1.5)	Y	N	N	HRLYEXPRI
<b>NCE</b>	Hourly Exempt Regular Classified Do Not Use Faculty, Professional Okay	H	Y	Exempt	Regular	REG	Y	Y	Y (1.0)	Y (1.0)	N	N	N	HRLYNCLS
							Y	Y	Y (1.0)	N	N	N	N	HRLYEXT
<b>NCI</b>	Hourly Exempt Irregular Faculty, Professional, Any	H	Y	Exempt	Irregular	RET	Y	Y	Y (1.0)	N	N	N	N	HRLYEXI
<b>UPS</b>	Unit Pay Staff	H	N	Exempt	Irregular	RUP	N	N	N	N	N	N	N	UPSHRLYEX



**AMENDMENT CONFIRMATION**  
**RFP ST18-114 Oracle HCM Cloud System Implementation**  
**for Boise State University Amendment 02**

Amendment 02 consists of the following:

- I. Amendment 02 - 18 & 24 Month Cost Proposals

**NOTE: Return this hand-signed and dated Amendment Confirmation by 5 pm Mountain time, June 8<sup>th</sup>, 2018 via email to [shannanthomas@boisestate.edu](mailto:shannanthomas@boisestate.edu) and [tspinazz@boisestate.edu](mailto:tspinazz@boisestate.edu).**

I confirm that I received and reviewed Amendment 02 for  
RFP ST18-114 Oracle HCM Cloud System Implementation

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title



ST18 -114 Oracle HCM Cloud  
System Implementation –  
Business Information and  
Scope of Work Proposal

## Boise State University

May 4, 2018



BAKER TILLY

Candor. Insight. Results.



### 3.9 Executive Summary

*Higher Education organizations today are facing an increasingly complex landscape that's changing at an accelerated pace. As you well know, students have many options in the highly competitive higher education marketplace. We believe that in the face of fiscal pressures, government regulations, workforce demographics and changing student expectations, that managing your talent – your critical faculty and staff – is more difficult than ever. Further, we believe these macro forces are causing Higher Education institutions to take a renewed look at technology as an enabler, creating a new set of opportunities for our clients. In this case, the opportunity to reinvent the way HR supports the institution with more modern and sophisticated human capital programs, powered by cloud technology.*

How Colleges and Universities scan, assess, and rapidly deploy new tactics and strategies to respond to these forces, will be the difference in building a successful institution. Colleges and Universities who understand and embrace the shift will either maintain their position of strength, or be able to leapfrog the competition.

We recognize this won't happen overnight. There are many dynamic forces at play. Setting technology aside, just the evolution of HR as an important enabler in Higher Education will require significant and careful change management. We are confident with the right roadmap, the understanding of how to leverage modern technology, and the proper respect for how to manage Human Capital in more effective ways, change will happen and it will positively impact your institutional outcomes.

#### Higher Education Capabilities

Among firms that serve higher education institutions, few have expertise and capabilities spanning the spectrum of higher education operations. Baker Tilly does. Over 50 years ago, we

developed a specialty in serving higher education and research institutions nationwide. Over 170 of our personnel specialize in higher education engagements, providing services ranging from consulting and advisory, to audit and tax.

Baker Tilly has invested significant time and resources in growing our higher education practice, and this industry vertical has grown substantially and

**96** research institutions

**73** NCAA Division I schools

**55** R1 institutions

*\*As defined by the Chronicle of Higher Education*

These experiences mean that, by choosing us, Boise State can expect to gain consultants with:

- > **A deep understanding of state university's environments,** risks, and opportunities, as well as a an understanding system-based environments like yours
- > **Unmatched depth and breadth of skilled resources focused on higher education,** giving us flexibility and scalability to tailor our services
- > **Decades of experience in serving research institutions and other complex universities,** assuring Boise State of insights into leading practices, creativity in addressing your immediate issues and



*“When I looked at the language of the report I saw that they “got it,” what I was trying to accomplish.”*

*– Chief Audit and Compliance Officer, Higher Education Institution*

steadily over the past decade. All of our higher education professionals spend the majority of their time working within this industry, providing consulting, tax and assurance services to over 350 higher education institutions, including:



concerns and an understanding of the nuances and cultural complexities of working in complex academic environments

- > **A diverse offering of services,** covering a wide range of operating areas, enabling us to evolve with Boise State’s changing needs.

Boise State can count on Baker Tilly to draw on our extensive experience to develop a tailored, flexible service delivery model. Our deep experience with similar institutions also means we are adept at navigating the many levels of leadership and governance within complex public research universities, and understanding the varying structures, processes and goals of each aspect within decentralized and centralized environments.

## Executive Summary

**110+** public institutions, including large state systems

We are excited at the tailored offering we are bringing forward to you. We look



forward to engaging more to explore our questions, learn more details, and work alongside you towards making improvements to your organization.

This proposal response from Baker Tilly seeks to provide Boise State University with all necessary information for your Oracle HCM implementation. Throughout this document, we hope to go above and beyond in providing details of the project and our proven methodology, including:

- > An outline our deep capabilities within Higher Education based on work with previous clients.
- > A staffing plan for the project for the combined Baker Tilly and Boise State team.



### Executive Summary

---

- > An outline of our experience based on the requirements of your RFP, a three client references.
- > The implementation scope defined by module
- > The details of the Baker Tilly implementation methodology and timeline, including our detailed approach tables, which break down each step of the implementation with associated deliverables and assumptions. This ensures we are providing clear visibility to the Boise State team of the workplan Baker Tilly will follow.
- > Descriptions of our project management, knowledge transfer, change management, and reporting methodologies, as well as answers to the corresponding questions asked in your RFP.

For ease of review, we have structure this response to align with your RFP, and the sections and numbering map back to your request.

We are happy to be working with the Boise State team through this process and are available at any time for further questions.



<b>3.11 COVER LETTER .....</b>	<b>1</b>
SUPPLEMENTAL COVER LETTER INFORMATION .....	3
<b>6.0 BUSINESS INFORMATION .....</b>	<b>4</b>
6.1 QUALIFICATIONS .....	4
BAKER TILLY RESOURCES .....	4
STATE RESOURCES .....	6
6.2 EXPERIENCE.....	10
6.3 REFERENCES .....	15
<b>7.0 SCOPE OF WORK .....</b>	<b>16</b>
FUNCTIONAL SCOPE .....	16
TECHNICAL SCOPE .....	18
CHANGE MANAGEMENT SCOPE (OPTIONAL) .....	19
7.1 ASSUMPTIONS .....	20
7.2 GENERAL REQUIREMENTS .....	23
7.3 IMPLEMENTATION APPROACH & TIMELINE .....	24
7.4 PROJECT MANAGEMENT .....	30
7.5 TRAINING AND KNOWLEDGE TRANSFER .....	34
7.6 CHANGE MANAGEMENT .....	36
7.7 REPORTING .....	37
<b>NEXT STEPS .....</b>	<b>38</b>

## Contents

OUT OF

SCOPE..... 19

This document contains confidential material that is proprietary to Baker Tilly Virchow Krause, LLP, and other related entities (collectively referred to herein as Baker Tilly). The materials, ideas, and concepts contained herein are to be used exclusively to evaluate the capabilities of Baker Tilly to assist Boise State. The confidential information and ideas herein may not be disclosed to anyone outside of Boise State and may not be used for purposes other than Boise State's evaluation of Baker Tilly's capabilities.


**BAKER TILLY**

Candor. Insight. Results.

Baker Tilly Virchow Krause, LLP is an independently owned and managed member of Baker Tilly International. The name Baker Tilly and its associated logo are used under license from Baker Tilly International Limited.



### **3.11 Cover Letter**

May 4, 2018

Ms. Shannon Thomas  
Senior Buyer  
Boise State University  
1910 University Drive, MS-1210  
Boise, ID 83725-1210

Dear Ms. Thomas:

Enclosed is Baker Tilly Virchow Krause, LLP's ("Baker Tilly") response to Boise State University's (Boise State) Request for Proposal (RFP) ST18-114 Oracle HCM Cloud System Implementation. For ease of evaluation, we have structured the proposal as requested in the RFP.

#### **Our Understanding of Your Needs**

We understand that Boise State is seeking to implement Oracle's cloud based Human Capital Management system to replace your existing system and support your HR processes. Based on your request for proposal, we have learned the following about the HR function and the broader Boise State organization:

- > Boise State University currently utilizes a variety of PeopleSoft tools and spreadsheets to support your HR transactions and payroll processing.
- > Given these labor intensive and manual processes that exist today, Boise State desires to improve processes and technology in order to drive more efficient and effective deployment of the University's human resources support to the campus community.
- > This project will focus to reduce low / no-value-add work and improve the quality of information by leveraging automation, workflow, reporting, and self-service.

To achieve these goals and ensure a successful implementation, it will be critical that Boise State chooses a partner that can bring forward the skills

required for a successful transformation, specifically, a partner that possesses:

- > Business, process, and technical acumen for Human Resources Information System (HRIS) and Talent Management functions.
- > An understanding of Software as a Service (SaaS) implementations and Oracle HCM Cloud, so they can provide insights, recommendations, and lessons learned based on work with past clients.
- > Deep experience implementing the Oracle HCM Cloud platform to most effectively build the foundational elements, as well as Oracle HCM Cloud Core HR, Payroll, Time & Labor, Benefits, Absence Management, and



## Cover Letter

---

Compensation Modules to address immediate needs as well as position Boise State for future success.

- > Structured change management discipline so that you can drive adoption and subsequent business value from the implementation.

### How Baker Tilly Will Meet Your Needs

Baker Tilly is ideally positioned to be that partner for Boise State. Baker Tilly's Human Capital Services team will collaborate with you on your Oracle HCM Cloud implementation and is committed to bringing:

- > **A highly capable team:** Our team has the capabilities to help you continue your HR strategy and support it through program execution. Our investment in each other on this project has the potential to yield longterm benefits for you.
- > **A tailored approach:** In addition to our skills, you deserve a partner whose strategy is aligned with providing you the right solution, based on experience, with an approach that closely aligns with the way you prefer to execute projects. This implementation will introduce change to your organization beyond the business processes that the tool introduces.
- > **A unique ability to drive change:** Our solution will help you understand, leverage, and build a platform for continued innovation long into the future. These are the challenges we have built our business to address. Following our strategy gives us the unique ability to drive this change for you. We know Cloud. We know Oracle HCM Cloud.

We have enjoyed getting to know Boise State University through the Talent Acquisition Assessment and Optimization project. Additionally, having had a chance to review user feedback with your HR and IT teams, we feel like we have a good grasp on what will be required for a successful transformation of Human Capital Management at Boise State. Above all, we'd like to be a part of your HCM journey. With one of our Directors residing in Boise, we feel a great sense of purpose to be of service locally to such an important Idaho institution. Boise State deserves that type of exceptional relationship with your implementation partner, distinguished by timely, responsive and relevant advice and service. As we progress through the evaluation, we look forward to working with you on this important initiative. Please do not hesitate to reach out with any questions you may have.

Regards,

Ann E. Blakely

Human Capital Services Practice Leader Baker  
Tilly Virchow Krause, LLP

777 E Wisconsin Ave

Milwaukee, WI 53202-5313

Phone: 414 777 5313 Fax:  
414 777 5555

[ann.blakely@bakertilly.com](mailto:ann.blakely@bakertilly.com)




---

*“Most parts of the institution see you as part of us. Your people are viewed as colleagues. Baker Tilly can tell us things we don’t want to hear, but they do it in a constructive way.”*

– Executive Vice President,  
a Major Research University

**Cover Letter**

### **Supplemental Cover Letter Information**

**3.11.1** Baker Tilly Virchow Krause, LLP. Tax ID: 39-0859910

**3.11.2** Baker Tilly accepts and is willing to comply with the requirements of this RFP, attachments, and appendices. We have submitted our redlines to the Boise State University standard Terms and Conditions and wish to continue negotiation on those as we progress through the evaluation.

**3.11.3** Baker Tilly complies with all appropriate affirmative action and equal employment regulations.

**3.11.4** This response from Baker Tilly was independently completed without collusion, consultation, communication, or agreement with any other vendor as to any matter concerning pricing.

**3.11.5** Baker Tilly has not employed any company or person to solicit or secure this contract. We understand and agree with the breach of this violation.

**3.11.6** Baker Tilly seeks inputs from our internal experts for the contents within this proposal. All work done on this proposal was done by a Baker Tilly employee, and has the approval of our practice leader, Ann Blakely.

**3.11.7** Baker Tilly is not currently suspended, debarred, or otherwise excluded from federal or state procurement and non-procurement programs.

**3.11.8** This proposal will be firm and binding for the term of Validity of Proposal.

**3.12** Baker Tilly is submitting the list of redacted information, as requested in

Section 3.15.2, as a supplemental document. This document is labeled as Appendix 1. We are also submitting our Certificates of Insurance, as requested in Section 3.17, as supplemental documents for this proposal. These are labeled as Appendices 2 and 3.

**3.13** Baker Tilly will acknowledge each amendment to this RFP, and we have included signed copies of the acknowledgement forms.

**3.14** Baker Tilly understands that this proposal may be subject to disclosure under the Public Records Law.

**3.15** Baker Tilly has submitted a redacted version of our proposal.

**3.15.1** The area we've marked as exempt is our detailed approach tables in section 7.3 that outline our workplan for the implementation. These tables use red font, and the title of the table includes the word "Exempt" for further clarification within that section.

**3.15.2** We have submitted the List of Redacted Exempt Information as Appendix 1.

**3.17** Baker Tilly has submitted our Certificates of Insurance as Appendices 2 and 3 to this proposal.

## 6.0 Business Information

---

### 6.1 Qualifications

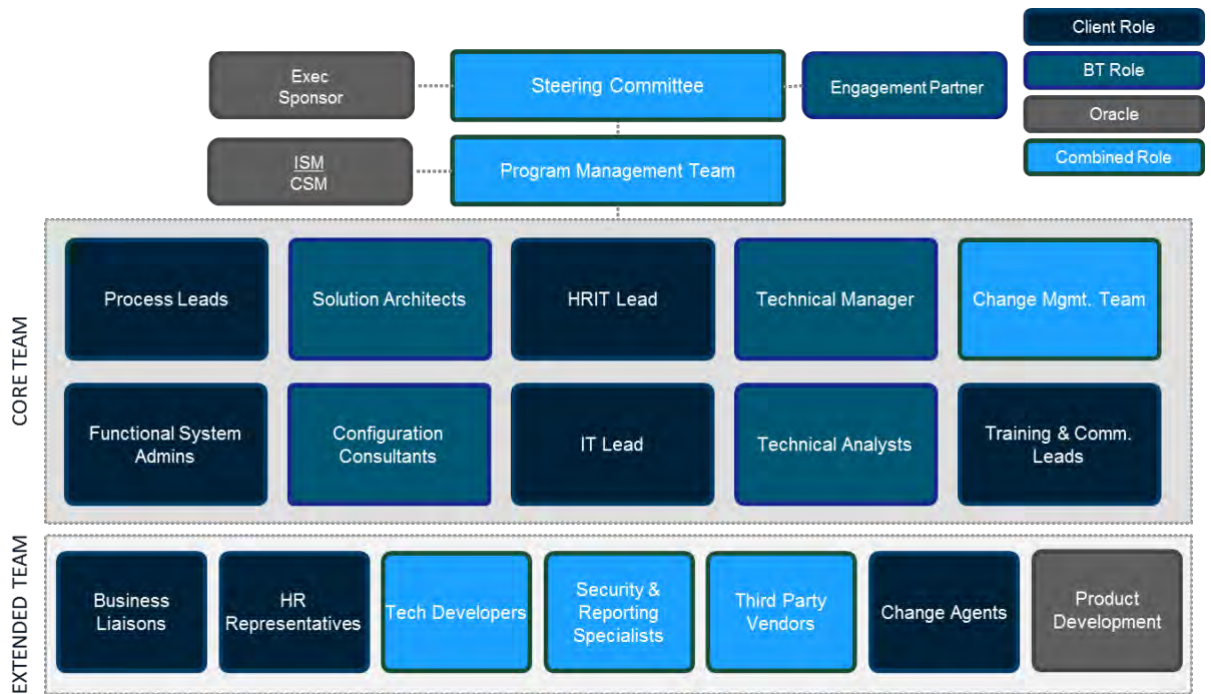
#### 6.1.1 Staffing Plan

*It is important to have an understanding of the external as well as internal resources required for a successful HCM transformation. The following organization chart and resource tables are based upon our proven methodology and successful experiences. Each client situation is different. Baker Tilly will work closely with Boise State to ensure the project is properly and realistically resourced to best meet your needs.*





Below we have outlined our projected project team roles in an organizational chart, as well as a description of the role and associated hours for each of the Baker Tilly and Boise State resources.



### *Baker Tilly Resources*

Once selected as the implementation partner, Baker Tilly will assign specific resources to this project. Our team has many individuals with years of experience working with the Oracle HCM Cloud System, and will be selected

**10+**

*years of experience among the engagement team in implementing and providing oversight over HCM project implementations and programs*

for your engagement based on their past experience and ability to provide leading practice recommendations throughout the implementation.

Members of our engagement management team have over 10 years of experience implementing and providing oversight over HCM project implementations and programs and our solution architects, who provide leading practice recommendations during our design workshops, also have on average 10 years of experience implementing HCM solutions.

The table below outlines the anticipated Baker Tilly roles, average weekly level of effort for the implementation approach, and the proposed project responsibilities.

<b>Program Manager</b>	20 hours/week	<ul style="list-style-type: none"> <li>&gt; Develop overall project approach and plan inclusive of Baker Tilly and Boise State deliverables and activities</li> <li>&gt; Manage overall program risk and Issue tracking and escalation</li> <li>&gt; Manage program timeline and scope</li> <li>&gt; Lead the development of project management, process, and strategy documents</li> </ul>
<b>Workstream Project Manager(s)</b>	12-16 hours/week	<ul style="list-style-type: none"> <li>&gt; Manage workstream risk and issue tracking and escalation</li> <li>&gt; Manage workstream timeline and scope</li> <li>&gt; Facilitate project management, processes</li> <li>&gt; Lead efforts for testing planning and execution</li> </ul>
<b>Change Manager</b>	4-8 hours/week	<ul style="list-style-type: none"> <li>&gt; Manage critical program tasks to promote adoption</li> <li>&gt; Develop change management plan, communication plan, and training plan</li> <li>&gt; Coach Boise State to execute stakeholder management and job impact analysis</li> </ul>
<b>Solution Architects Per Module</b>	8-16 hours/week	<ul style="list-style-type: none"> <li>&gt; Lead system design sessions</li> <li>&gt; Make solution recommendations based on leading practices and prior experiences</li> <li>&gt; Develop requirements workbook in partnership with Boise State configuration team</li> <li>&gt; Oversee / assist with configuration of Non-Production and Production instances</li> </ul>



*"Baker Tilly has staffed the engagement with knowledgeable and professional team members, who make it a priority to meet deadlines and exceed our expectations."*

Role	Effort	Description – Chief Financial Officer at a	Client Organization
<b>Engagement Partner</b>	4-6 hours/week	<ul style="list-style-type: none"> <li>&gt; Provide executive-level insight, identify risk</li> <li>&gt; Pa</li> <li>&gt; Co</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Provide knowledge transfer to Boise State</li> </ul>
<b>Configuration Consultants Per Module</b>	18-28 hours/week	<ul style="list-style-type: none"> <li>&gt; Develop configuration workbooks</li> <li>&gt; Configure modules</li> <li>&gt; Conduct System Testing</li> </ul>	

<b>Technical Manager</b>	4-8 hours/week	<ul style="list-style-type: none"> <li>&gt; Manage scope</li> <li>&gt; Facilitate meetings</li> <li>&gt; Oversee issues</li> <li>&gt; Oversee needs</li> <li>&gt; Provide oversight</li> </ul>	<b>Technical Developer</b>	24-40 hours/week per Technical Developer	<ul style="list-style-type: none"> <li>&gt; Identify and develop in scope integrations and conversions using Oracle supported tools (TCC, HCM Extract, HDL)</li> <li>&gt; Test integrations, reports and conversions and prepare related documents</li> <li>&gt; Move objects to Production Environment</li> <li>&gt; Assist with post go-live issue resolution</li> </ul>
<b>Technical Analyst(s)</b>	16-20 hours/week	<ul style="list-style-type: none"> <li>&gt; Lead special projects</li> <li>&gt; Facilitate with SD</li> <li>&gt; Track development and test phases</li> <li>&gt; Assist with post go-live issue resolution</li> </ul>	<b>Report Writer(s)</b>	16-24 hours/week	<ul style="list-style-type: none"> <li>&gt; Identify and develop in scope reports and dashboards using Oracle supported tools</li> <li>&gt; Test reports, dashboards and prepare related documents</li> <li>&gt; Move reports and / or dashboards to Production environment</li> <li>&gt; Assist with post go-live issue resolution</li> </ul>
<p><b>Boise State Resources</b></p> <ul style="list-style-type: none"> <li>&gt; Provide knowledge transfer to client</li> </ul>					

Based on the approach we have outlined here and the proposed project scope, we anticipate the following client roles and average weekly level of effort outlined below.

Once a project start date has been confirmed, Baker Tilly will meet with Boise State project sponsors to confirm Boise State resource responsibilities and assignments.

Role	Effort	Description
<b>Steering Committee</b>	As Needed	<ul style="list-style-type: none"> <li>&gt; Provide overall program quality oversight, review, and escalation</li> </ul>
<b>Project Sponsor</b>	1-2 hours/week	<ul style="list-style-type: none"> <li>&gt; Act as a project champion / change agent</li> <li>&gt; Responsible for managing the overall outcomes of the project</li> <li>&gt; Provide insight to organizational challenges / impacts</li> <li>&gt; Enable project success through issue resolution, resource allocation, and vendor management</li> <li>&gt; Responsible for defining project decision making processes and acceptance criteria</li> <li>&gt; Anticipate other initiatives and their potential impact(s) on the project</li> <li>&gt; Remove obstacles inhibiting progress</li> </ul>

<b>Project Manager</b>	20-32 hours/week	<ul style="list-style-type: none"> <li>&gt; Main Boise State point of contact for day-to-day project management activities</li> <li>Participate in planning efforts and build out of project management tools and templates</li> <li>&gt; Participate in development and facilitation of project management meetings</li> <li>&gt; Partner with Baker Tilly project manager to monitor the execution of core team tasks</li> </ul>
<b>Change Manager</b>	4-8 hours/week	<ul style="list-style-type: none"> <li>&gt; Participate in development of Stakeholder Analysis</li> <li>&gt; Participate in development of Change Readiness and Job Impact Assessments</li> <li>&gt; Participate in creation of communications, training plans, etc.</li> <li>&gt; Administer training and deploy communications</li> <li>&gt; Participate in development of post-go live governance plan and roles</li> </ul>
<b>Process Leads (FTE) per Module</b>	12-20 hours/week per Process Lead	<ul style="list-style-type: none"> <li>&gt; Owns day to day execution of project deliverables</li> <li>&gt; Accountable for relaying pertinent project information to respective department and department leadership</li> <li>&gt; Participate in analysis, design, testing and deployment efforts</li> </ul>
		<ul style="list-style-type: none"> <li>&gt; Responsible for creating training materials and documentation</li> <li>&gt; Participate in testing efforts</li> <li>&gt; Leads efforts to prepare the Production instance for go-live</li> </ul>
<b>Business Liaisons Per Module</b>	1-2 hours/week per Business Liaison	<ul style="list-style-type: none"> <li>&gt; Act as a project champion and liaison to the business</li> <li>&gt; Provide information on current progresses, programs and procedures</li> <li>Offer feedback on future state</li> <li>&gt; Help define program, process, and system requirements</li> </ul>

<b>HRIT Lead</b>	20-32 hours/week	<ul style="list-style-type: none"> <li>&gt; Responsible for overall technology infrastructure</li> <li>&gt; Participate in planning efforts</li> <li>&gt; Ensure alignment of project to HRIT strategy</li> <li>&gt; Execute configurations in alignment with project scope</li> <li>&gt; Facilitate IT resources</li> <li>&gt; Participate in testing efforts</li> <li>&gt; Leads efforts to prepare the Production environment for go-live</li> </ul>
<b>IT Lead</b>	8-12 hours/week	<ul style="list-style-type: none"> <li>&gt; Provide assistance with overall technical analysis</li> <li>&gt; Extract data from all source systems as required for Oracle Cloud HCM imports</li> <li>&gt; Execute development on source systems and receiving systems that exchange data with Oracle Cloud</li> </ul>
<b>Security Admin</b>	1-2 hours/week	<ul style="list-style-type: none"> <li>&gt; Participate in security design sessions and implementation</li> <li>&gt; Serve as subject matter resource for providing information about organization security policies and procedures</li> <li>&gt; Assist in setting up Single Sign On</li> <li>&gt; Participate in security validation</li> </ul>
<b>Reporting / Analytics Lead</b>	As Needed	<ul style="list-style-type: none"> <li>&gt; Participate in reporting and analytics strategy / approach development</li> <li>&gt; Participate in reporting / analytics requirements gathering and design</li> <li>&gt; Serve as subject matter resource for providing information about organization reporting and analytics strategy</li> <li>&gt; Participate in testing and validation</li> </ul>
<b>Technical Developer(s)</b>	16-20 hours/week *peak during development	<ul style="list-style-type: none"> <li>&gt; Participate / reviews in spec development</li> <li>&gt; Responsible for source system mapping and development</li> <li>&gt; Participates in System and Integration testing</li> <li>&gt; Participates in Conversion validation</li> </ul>
		<ul style="list-style-type: none"> <li>&gt; Participates in Knowledge Transfer for Oracle supported tools (TCC, HCM)</li> </ul>

		Extract, HDL)
--	--	---------------

**6.1.1.1** Baker Tilly understands and accepts the required interview process for proposed project resources once selected.

**6.1.1.2** Baker Tilly understands and accepts that subcontractors will need to be approved by the University.

**6.1.1.3** Baker Tilly understands and accepts that Boise State may ask roles to be subcontracted if they cannot be met by Baker Tilly.

### **6.1.2 Escalation Plan**

Our standard escalation path is Core Team > Project Manager / Technical Manager > Program Manager > Partner.

The core team on the ground is in and out of the most conversations, and they are the first line of defense to escalate any project risks, issues, quality concerns, decisions, etc. As soon as they identify a potential need for escalation, this group is alerting their workstream project manager and / or the technical manager for the project. The Project Manager assesses the severity of the escalation and continues the escalation path to the Program Manager, who in turn escalates to the Partner. At each step of the way, the appropriate owner is assessing the impacts and documenting the current status. As needed, things will continue to be escalated up the chain. At each step, we are also sharing the escalation with our counterparts at that level on the Boise State team. Our mantra is bad news does not get better with age, and we strive for transparency in all aspects of our projects.

We leverage a standard set of tools to document and communicate escalations, including:

- Deliverable Tracking Log
- Risk Mitigation Plan
- Issue Log
- Contingency Plan
- Budget Management Workbook
- Status Reports
- Go / No-Go Decision Log
- Steering Committee Presentations

Upon award, we will assign specific project team members, and we can provide the contact information for each person in the escalation path at that time.

## 6.2 Experience

### 6.2.1 What is the total number of Oracle HCM Cloud implementations your firm has worked on? How many of those have you completed?

Members of the Human Capital Services team have completed more than 250 cloud implementations, 50+ were completed while those resources were at Baker Tilly. Baker Tilly has never had an unfinished or failed implementation.

### 6.2.2 Boise State prefers an Offeror who is experienced in working in a University environment. Please describe the environment that is typically and best served by your company. Also describe other environments where you've worked.

We have worked with a plethora of different higher education clients, as detailed in our response to Question 6.2.3 below. Our extensive experience with similar institutions means we are adept at navigating the many levels of leadership and governance within complex public research universities, and understanding the varying structures, processes and goals of each aspect within decentralized and centralized environments. At Baker Tilly what we do well is delivering high quality projects with a style that feels good to our clients. Some of our key differentiators include:

- > Higher Education Understanding
  - Our combination of Higher Education and Human Capital Services gives us unparalleled insight into key considerations in managing a successful HCM project for an institution like Boise State
  - We view this HCM technology implementation as a catalyst for institutional change. While we will bring forward all of our experience in facilitating reviews and redesign of the HR function within Higher Education, we will also supplement this modernization effort with cross industry experience as well, leading to a true shift in the way Boise State's HR organization supports the institution.
- > Tailored Approach
  - We listen to clients' pain points, objectives, and unique business circumstances up front in order to tailor a solution that is unique to them
  - Other vendors might bring a more "templated" approach, but we've seen pitfalls here where clients don't get results that meet



their needs, or they end up adding change order after change order during the project in order to add scope to meet those needs

- > Process Design and Leading Practice Recommendations
  - Many of our HR SMEs have been on the other side of the table – they understand HR and they understand HR processes
  - They also understand technology and how technology must be an enabler of HR processes
  - They will listen to clients’ processes and pain points and help them see where they might gain efficiencies, how they might optimize for future state, and how the toolset can help drive both
  - Our solution architects help clients understand the art of the possible too in things they might not even be considering
  - Finally, they also help clients understand what not to do based on their previous experiences and lessons learned
- > Strong Project Management
  - We’ve seen projects fail because no one is managing resources against the scope and timeline, and we feel this is a really important area to get right
  - Our rigorous project management methodology helps ensure everyone is on the same page, marching towards the same objectives, and playing their role on the team in order to be successful
  - We proactively manage risks in order to reduce surprises and feel that transparent risk and project management lead to more successful projects

We work best in environments where clients want to drive Transformational Change, where they want to reimagine the way HR work is performed not just by HR, but by managers, employees and candidates as well; our approach and these differentiators align well to that strategic type of project and support these clients’ objectives.

### **6.2.3 What is the total number of Oracle HCM Cloud implementations your firm has worked on in Higher Education? How many of those have you completed? Which schools?**

As more Higher Education organizations have adopted Cloud technology, we have enjoyed being a front running partner with Oracle specializing in Higher Ed. Through our industry sponsorships at EduCause, CUPA, NACUBO, Higher Ed client speeches at HCM World and other roundtable events, we have set the pace for HCM Cloud adoption in Higher Education. To date, we have completed 9 HCM Cloud implementations within Higher Education with several more in our pipeline. We would be happy to provide

introductions to our Higher Ed clients as this process progresses, but two have responded as references on this RFP: The University of Iowa and Creighton University.

Additionally, Baker Tilly has worked with over 350 Higher Education clients to support varying industry specific consultative and advisory needs across the

university. Some of these clients include:

- > Princeton University
- > Stanford University
- > University of St. Thomas
- > Texas Lutheran University
- > The University of Texas System and all of its institutions
- > University System of New Hampshire
- > University of Virginia
- > Virginia Polytechnic Institute and State University
- > University of Michigan
- > University of Minnesota
- > Minnesota State Colleges and Universities System and its institutions
- > University of Missouri System
- > The University of North Carolina at Chapel Hill
- > University of Washington
- > Washington University in St. Louis
- > West Virginia University
- > University of Wisconsin System and its institutions
- > Auburn University
- > Baylor University
- > The University of California System and its institutions
- > Columbia University
- > Concordia University Texas
- > Cornell University
- > Duke University
- > Georgetown University
- > Harvard University
- > University of Illinois
- > Indiana University
- > Johns Hopkins University
- > University of Kansas
- > University of Louisville
- > Massachusetts Institute of Technology
- > North Dakota University System
- > University of Oregon
- > Oregon State University
- > University of Pennsylvania
- > Pennsylvania State System of Higher Education and its institutions

**6.2.4 Please explain projects where you have integrated Oracle HCM Cloud with Oracle Financials, Procurement and Project Portfolio Management. Which modules did you integrate?**

Baker Tilly Consulting has specialized teams aligned to each area of the business, including HR, Finance, IT, Sales and Marketing, etc. Each team is dedicated to supporting clients in those areas in strategy alignment, process

design and optimizations, systems implementations, and more. Therefore, Baker Tilly's various practices have years of experience integrating numerous HR, Financials, Procurement, and other systems, and we understand the ins and outs of these systems, the key common denominators and dependencies between them, and the pitfalls and lessons learned from implementing them. We have not specifically integrated all four of the systems listed here for one client, but we have a proprietary set of conversion and integration tools that allow us to support the integration process with any other platform. We bring our pre-built templates to the table and facilitate the design and data mapping process to ease the burden of data movement during the implementation.

**6.2.5 Please explain projects where you have integrated Oracle HCM Cloud with PeopleSoft Campus Solutions 9.2.**

Baker Tilly has experience implementing Oracle HCM Cloud with a variety of PeopleSoft tools, and we understand the foundational building blocks within PeopleSoft; however, every client is different in how they've configured and customized these on-premise solutions, and we will leverage Boise State resources to support and fill in the gaps in understanding as needed.

**6.2.6 Please explain projects where you have integrated Oracle HCM Cloud with Talent Acquisition products. To which products did you integrate?**

We have completed over 200 Oracle Talent Acquisition Cloud (OTAC, formerly known as Taleo) implementations and optimizations since 2009. Through these projects, we have integrated OTAC to numerous core HR systems, including Oracle HCM Cloud, but also PeopleSoft, EBS, Ultimate, Workday and others. The key to any of these integrations is aligning the foundational elements and concepts between the two platforms as much as possible from a design standpoint. We try to leverage the same building blocks, concepts, and principles across both to make the experience and data movement as seamless as possible. Once the foundational design is documented, we follow our standard integration approach to develop the mapping and specifications between the two systems, develop and unit test the code, conduct SIT and UAT, and finally deploy the integrations. There is a common list of integrations that are typically needed between the ATS and the core system in order to get structural organization and employee data into the ATS, and to get new hire data out of the ATS and into Oracle HCM Cloud Core. The majority of our clients are able to leverage this standard set of integrations successfully, but we have built unique or custom interfaces for clients in the past as needed as well. The integration

process would be similar whether working with Oracle Talent Acquisition Cloud or any other ATS.

**6.2.7 Please describe how you have handled user provisioning between HCM Cloud and other products such as Oracle Financials, Procurement and Project Management Portfolio and PeopleSoft Campus solutions.** Our Baker Tilly technical resources will support your Administrator with the enablement of Single Sign On (SSO) for your HCM Environments. The process is done via a Service Request with Oracle, and Baker Tilly can help submit that request and facilitate dialog and action items for both Boise State and Oracle.

**6.2.8 Please describe your experience with reports and dashboards utilizing Oracle reporting tools, including OBIA, BICS, OTBI, OBIEE, etc.)**

The Baker Tilly team has a combined experience of over 20 years creating reports and dashboards using the various Oracle cloud and on-premise reporting tools for modules including Core HR, Talent Management, Benefits, Compensation, Absence, Learning and Payroll.

**6.2.9 Boise State University is interested in learning about industry best practices for implementation and how other institutes of higher education utilize the Oracle HCM Cloud System to meet their business needs. Please discuss best practices you've used with this system and how those can help further the business needs of the University.** Baker Tilly brings leading practice recommendations for process and solution design. We use the Oracle HCM Cloud solution to iteratively show our clients their design as it evolves improving the quality, understanding and adoption of the final solution. We also bring a complete, proven methodology with all of the tools and templates needed to do this work. Baker Tilly has defined a robust knowledge transfer approach specific to the roles necessary to support the system long-term with defined topics, optimal timing to address each topic and a proven method for administering the knowledge transfer for each item. While every institution's situation is different, we have seen significant improvements in higher education in talent acquisition (particularly Faculty recruiting), onboarding, sourcing, performance management, goal setting and compensation, to name a few.

**6.2.10 Provide a brief description of other products or services not specifically detailed or requested in this document that you feel are or may become relevant to Boise State. Discuss**

**additional costs or technical requirements associated with these features**

Baker Tilly currently has scoped for a benefits aggregation integration to a platform called, Knontou. Knontou is an Oracle approved, industry leading benefits integration platform that has greatly improved the setup and maintenance of integrations with integration providers. Knontou requires an additional annual fee for use of their platform. We are happy to work with Boise State and Knontou to further scope their fees.

Additionally, some clients require customizations for their HR processes that are handled in Oracle's Platform as a Service (PaaS) tools. If needed, this would be an additional annual subscription fee with Oracle.

**6.2.11 Based on the Scope of Work detailed in this RFP, identify any risks or constraints that you will need to address prior to or during the performance of the implementation; as well as a description of how you will address each one. For example an incomplete Scope of Work can be both a risk and a constraint. How would you mitigate, or overcome, this?**

Proactive risk identification and mitigation is built into our implementation methodology. During our Project Initiation and Planning Phase, we complete the setup of our project management environment. As it relates to 'problems' this includes setting up risk assessment/management, issue tracking and various status reporting and meeting infrastructure. All of our Project Management practices are based on the Project Management Institutes (PMI) Project Management Body of Knowledge (PMBOK).

Additionally, we take a proactive and transparent posture towards designing our workstreams to create an early identification of issues environment. We also work to create an atmosphere where it is viewed as a good thing to raise issues to constantly encourage all team members to help us to see issues as early as possible. Together we will complete a project wide risk assessment exercise at the onset of the project and identify mitigation strategies, owners and action steps to address each risk early and develop a clear plan for management and monitoring. Risks are typically identified in the following categories:

- > Organizational process risks
- > Program management risks
- > Sponsor / stakeholder / team risks
- > Technology risks

> Vendor risks

We then track all issues in our issue log as they are raised. We assess each issue, prioritize them and establish due dates for when they need to be resolved. For smaller issues, we simply document them in our decisions log as they are resolved. For larger issues we will do some form of high level issue process design that includes identification of key players who need to be involved, dependencies with other project issues or workstreams and do a high level estimate of time that will be required to resolve the issue. For a handful of key items we will complete a Design Decision Document which is a formal process we go through to fully describe issues, define the resolution process, timeline, participants and level of effort as well as to define alternatives, recommendations and integration impacts of a key decision. These key issues are given special project management attention to make sure they are resolved timely and in a way that achieves the best business outcome. We escalate them as needed to get maximum attention placed on them internally within each client, within our Firm, within Oracle or within any other critical stakeholders who are critical to issue resolution.

Lastly, we report on key issues and total issue count/status at different levels of detail in our weekly status, team meetings and monthly steering committee meetings. As part of the project management workstream, risks are monitored on an ongoing basis and embedded in our project management tools such as status reports and steering committee presentations for visibility into probability, impact and action steps the team is taking to address each.

References

**6.3 References**

We asked for three references from our clients at The University of Iowa, Creighton University, and Stantec. These clients have completed the associated reference form and emailed the form to Shannan Thomas at Boise State directly.



---

## 7.0 Scope of Work

### ***Functional Scope***

The project activities outlined in this proposal will be completed by a combination of Baker Tilly and Boise State resources, with the use of subcontractors as necessary. We understand that Boise State would like to maintain shared ownership over the implementation and receive coaching and knowledge transfer from Baker Tilly throughout the implementation. We will follow our implementation methodology as governed by our standard Project Management activities.



**7+**  
years of experience  
implementing modules within  
Oracle HCM Cloud

Scope Area	Includes
<b>Program Wide</b>	<ul style="list-style-type: none"> <li>&gt; Countries: US only</li> <li>&gt; Currency: US Dollar</li> <li>&gt; Languages: English only</li> <li>&gt; Approximately 5,000 Employees</li> <li>&gt; Oracle HCM Cloud modules include: Core HR, Payroll, Time &amp; Labor, Benefits, Absence Management, and Compensation Modules</li> <li>&gt; Other Oracle Products: HR Analytics (OBIA)</li> </ul>
<b>Core HR</b>	<ul style="list-style-type: none"> <li>&gt; Medium Complexity Workflow:               <ul style="list-style-type: none"> <li>- Up to 10 custom workflow processes</li> <li>- Up to 5 custom workflow rules per process</li> </ul> </li> <li>&gt; Employee and Manager Self-Service</li> <li>&gt; Manage Person Process</li> <li>&gt; Manage Employment Process</li> <li>&gt; Manage Salary Process</li> <li>&gt; Manage Work Relationship Process</li> </ul>
<b>Payroll</b>	<ul style="list-style-type: none"> <li>&gt; Configuration of delivered Oracle HCM payroll functionality</li> <li>&gt; Up to 4 separate payrolls for payroll processing</li> <li>&gt; Standard payment methods configuration (e.g. Check, Direct Deposit, Third Party)</li> <li>&gt; payroll process flow</li> <li>&gt; Standard / Delivered pay-slips and check formats</li> <li>&gt; Support for 10 fast formula customizations</li> <li>&gt; Support for 2 parallel testing periods</li> </ul>
<b>Time &amp; Labor</b>	<ul style="list-style-type: none"> <li>&gt; Up to 3 time codes, 2 templates, 2 calendars and 1 schedule</li> <li>&gt; Assumes employees will use Oracle T&amp;L web entry to log time, no clock integration.</li> <li>&gt; Salaried employees will be configured for exception time reporting and will be defaulted with 40 hours of regular earnings per week</li> </ul>
	<ul style="list-style-type: none"> <li>&gt; Hourly employees will record daily in and out times through the HCM Cloud Time and Labor web interface</li> <li>&gt; Boise State University defined holidays will be configured to default in for all eligible employees</li> <li>&gt; Configuration of self-service time-entry for employees and self-service time-management for managers and administrators</li> </ul>

<b>Benefits</b>	<ul style="list-style-type: none"> <li>&gt; Enablement of dependent and beneficiary designations</li> <li>Up to 2 benefit programs for active employees</li> <li>Up to 8 life events (e.g. new hire, termination, family status change)</li> <li>Up to 5 eligibility profiles</li> <li>Up to 15 benefit plans (e.g. medical, dental, vision)</li> <li>Delivered coverage/rate/enrollment choices</li> <li>Up to twenty (20) related payroll elements to support benefits</li> <li>Configuration of self-service open enrollment entry for employees and self-service benefits administration for administrators</li> </ul>
<b>Absence Management</b>	<ul style="list-style-type: none"> <li>&gt; Up to 9 accrual plans</li> <li>&gt; Up to 12 non-accruing time off plans</li> <li>Up to 2 work schedules</li> <li>Configuration of standard approval rules and one holiday calendar</li> </ul>
<b>Compensation</b>	<ul style="list-style-type: none"> <li>&gt; Up to 5 Workforce Compensation plans</li> <li>&gt; 1 annual Compensation cycle per plan</li> <li>Standard Budget Functionality</li> <li>Up to 25 dynamic calculations per plan to support proration, target and compensation allocation rules</li> <li>Up to 10 custom alerts per plan</li> <li>5 medium complexity eligibility profiles</li> <li>Up to 5 Individual Compensation plans to support one-time ad-hoc payments or allowance plans               <ul style="list-style-type: none"> <li>- Configuration of 5 medium complexity eligibility profiles</li> </ul> </li> <li>Configuration of associated payroll elements</li> <li>5 Standard Compensation Change Statement templates</li> <li>1 Total Compensation Statement template</li> </ul>
<b>Reporting</b>	<ul style="list-style-type: none"> <li>&gt; Boise State will have access to Oracle HCM Cloud's standard reports with guidance from Baker Tilly on how to access and run those reports</li> <li>Baker Tilly will develop the following custom reports in either Oracle HCM Cloud or HR Analytics:               <ul style="list-style-type: none"> <li>- 3 Low Complexity Reports</li> <li>- 6 Medium Complexity Reports</li> <li>- 3 High Complexity Reports</li> <li>- 3 Medium Complexity Dashboards</li> </ul> </li> </ul>

### Technical Scope

The selected conversions and integrations below are focused on balancing the short-term and long-term business requirements while minimizing redundant effort. We will continuously advise you on the conversion and integration options throughout the course of the project to balance building integrations with legacy systems with the immediate need for system functionality. Based on results of the technical analysis and reduction in anticipated point to point complexity for projects of this nature, we anticipate the following integrations:

Scope Area	Includes
<b>Core HR</b>	<ul style="list-style-type: none"> <li>&gt; 10 medium and 5 high complexity integrations</li> <li>&gt; Conversion of top-of-stack work structures and employee data from PeopleSoft for implementation and launch               <ul style="list-style-type: none"> <li>&gt; Includes 6 iterations of conversion</li> </ul> </li> <li>&gt; 0 Fast Formulas</li> <li>&gt; Use of standard Employee, Line Manager and HR Specialist security roles</li> <li>&gt; 0 Custom Job Roles</li> <li>&gt; 5 Custom Data Roles</li> </ul>
<b>Payroll</b>	<ul style="list-style-type: none"> <li>&gt; Conversion of current year payroll data</li> <li>&gt; 5 medium complexity integrations</li> <li>&gt; 5 high complexity integrations</li> <li>&gt; 1 low complexity integration</li> </ul>
<b>Time &amp; Labor</b>	<ul style="list-style-type: none"> <li>&gt; Time and Labor history / conversion not in scope 1</li> <li>&gt; high complexity integration</li> </ul>
<b>Benefits</b>	<ul style="list-style-type: none"> <li>&gt; Conversion of current year benefits data (employee contacts, benefit elections, dependents and beneficiaries)</li> <li>&gt; Integration with Knontou benefits aggregator</li> </ul>
<b>Absence Management</b>	<ul style="list-style-type: none"> <li>&gt; Conversion of current year absence balances</li> </ul>
<b>Compensation</b>	<ul style="list-style-type: none"> <li>&gt; One time import of current performance ratings to external data tables for use in the Compensation cycle</li> <li>&gt; Up to 18 fast formulas (10 low complexity, 5 moderate complexity, 3 high complexity) Support to schedule the delivered process to transfer data from HCM Cloud Workforce Compensation to HCM Cloud Core HR 0 integrations</li> <li>&gt;</li> </ul>

	<ul style="list-style-type: none"> <li>&gt; Standard / Delivered Compensation security roles : Compensation Administrator View All, Compensation Manager View All, Compensation Analyst View All</li> <li>&gt; 0 custom Compensation Data Roles</li> <li>&gt; Use of delivered Line Manager and Employee security roles</li> </ul>
Reporting	<ul style="list-style-type: none"> <li>&gt; Implement HR Analytics on existing on-premise OBIA</li> </ul>
	<ul style="list-style-type: none"> <li>&gt; Up to 10 Customizations of existing ETL maps</li> <li>&gt; Up to 5 New Custom ETL maps</li> </ul>

### Change Management Scope (Optional)

Scope Area	Includes
Program Wide	<ul style="list-style-type: none"> <li>&gt; Change Management Plan (Baker Tilly)</li> <li>&gt; Stakeholder Analysis (Baker Tilly)</li> <li>&gt; Change Readiness Assessment (Boise State)</li> <li>&gt; Job Impact Analysis(Boise State)</li> <li>&gt; Communication Plan (Baker Tilly)</li> <li>&gt; Communication Content Development and Delivery (Boise State)</li> <li>&gt; Training Plan (Baker Tilly)</li> <li>&gt; Training Materials (Boise State)</li> <li>&gt; Train the Trainer (Boise State)</li> <li>&gt; End User Training Execution (Boise State)</li> <li>&gt; Governance Plan (Boise State)</li> </ul>

### Out of Scope

Scope Area	Includes
------------	----------

<b>Program Wide</b>	<ul style="list-style-type: none"> <li>&gt; Any languages other than English</li> <li>&gt; Implementation of modules apart from those listed</li> <li>&gt; Content development for system messages, templates and forms, and all other system content (will be done by Boise State)</li> <li>&gt; Customizations to HCM Cloud, beyond the Extensibilities described in this proposal</li> <li>&gt; Subscription services</li> <li>&gt; Modified system alerts</li> <li>&gt; HCM Cloud Middleware, Database, Operating and other hardware activities</li> <li>&gt; Customizations requiring the use of JDeveloper or custom business process development through use of Oracle Middleware Business Process Management</li> <li>&gt; Complex business processing or orchestration related to integrations</li> <li>&gt; Any data conversion and ongoing integrations to / from Oracle HCM Cloud apart from those listed</li> </ul>
<b>Core HR</b>	<ul style="list-style-type: none"> <li>&gt; Additional workforce structures for future use, expansion or acquisitions</li> <li>&gt; Talent Profile</li> <li>&gt; Areas of Responsibility</li> </ul>
<b>Compensation</b>	<ul style="list-style-type: none"> <li>&gt; Alternate Approvals or Worksheet Hierarchies Custom</li> <li>&gt; Compensation security Job roles</li> <li>&gt; Custom Compensation security Data Roles</li> </ul>

## 7.1 Assumptions

In addition to the detailed assumptions outlined in the activity tables, the scope, approach, workplan, and estimated fees are based on the following assumptions:

### *Program Management*

- > The activities outlined in the approach and associated work estimates are based on our current understanding. At the completion of the Analyze Phase and the Design and Build Phase for each module, we will evaluate the project workplan and associated work estimates and adjust as necessary.
- > Our work and resource estimates are based on a detailed workplan of all project activities required to complete the identified scope.
- > Baker Tilly will provide program and project management resource(s), and will expect Boise State to supply Project Managers.

- > The project team will meet once per week, at a minimum, to discuss project progress, approvals, budget, issues and risks.
- > The project sponsors will engage to help mitigate risks and resolve issues.
- > The Steering Committee will be engaged during the Initiate and Plan phase to guide the planning efforts and roadmap creation. Once we move to future phases, we expect to meet once per month, at a minimum, to approve key project deliverables and monitor project progress and outcomes.
- > Overall timing and fees for this project are subject to the combined availability and responsiveness of Boise State resources.
- > Our team will be provided access to workspace, printers, internet, and other necessary on-site materials while working on-site at Boise State.
- > We will work with Boise State to determine the right mix of onsite and offsite time for various project team members. We will set a schedule at the onset of the project, based on Boise State's needs and project needs.
- > Throughout the life of the project, we will provide knowledge transfer in regards to how the Oracle HCM Cloud product was configured and any design issues that were considered against alternatives.
- > Our timeline resource and cost estimates assume Boise State will adhere closely to leading practices presented during each design workshop and will make design decisions on a timely basis.

#### ***Project Expectations***

- > Boise State project team members will participate in Oracle-led training sessions prior to the start of the project. Customer's Oracle Cloud environment and CSI number will be available prior to the start of the project as well. These trainings are procured through Oracle directly.
- > In order to manage to the desired timetable for project activities, our team will assign "homework" in advance of meetings, discussions and workshops that Boise State team members will be expected to complete.

- > Boise State will provide documentation for the discovery activities. Documentation includes, but is not limited to, project charters, prioritization lists, process requirements, current or future state swim lane diagrams, current roles and responsibilities, HR and talent strategies, etc. If documentation does not exist or is incomplete or not current, then our team will work to interview knowledge owners to obtain the necessary information to create and update project plans. Resource availability for interviews may impact the project timeline.
- > Boise State resources will provide the appropriate Subject Matter Resources (SMRs) for working sessions that can drive to decisions and represent the broader organization. Our ability to meet project deadlines will be largely dependent on the ability of Boise State to provide information and decisions in a timely manner.
- > Boise State resources will complete any source system development work needed to enable the Oracle HCM Cloud modules to function properly.
- > As part of project setup expectations, we will review the detailed project approach tables with Boise State to agree upon which deliverables will require formal signoff and the associated acceptance criteria with that signoff

#### *Scope Specifications*

- > Common future-state processes will be developed for all departments/locations to follow.
- > For any/all data conversion activities, Boise State will provide data to be converted in a format that will be accepted by Oracle HCM Cloud.

#### *Boise State Assumptions Requested*

Baker Tilly acknowledges and accepts the following assumptions requested by Boise State University:

- > **7.1.1** Core HR, Payroll and a reporting solution will be implemented concurrently.
- > **7.1.2** The data that is converted will be limited to the minimal amount required to have a functioning system. All other historical data will be available in the data warehouse for reporting.
- > **7.1.3** The project go-live will coincide with a pay period begin date.
- > **7.1.4** The project go-live will not coincide with a calendar year start date.

- > **7.1.5** The project go-live will not coincide with the fiscal year start date (July 1).
- > **7.1.6** Taleo is the current talent acquisition tool for a portion of candidate hiring, however other talent acquisition products are under review. HCM Cloud will integrate with the talent acquisition product(s).
- > **7.1.7** OFC and HCM will be installed on the same identity domain.
- > **7.1.8** Oracle Platform as a Service and Infrastructure as a Service will not be used for customizations except for multiple jobs within payroll processing.



## General Requirements

### **7.2 General Requirements**

Baker Tilly agrees to the general requirements listed in section 7.2 and Appendix 9 of the Boise State RFP. The following pages showcase our detailed approach tables, which outline our recommended method for achieving these requirements.

*PLEASE NOTE: the subsequent pages showcasing the approach tables have been removed from this redacted version of the proposal. Information on the pages removed is considered Baker Tilly intellectual property and exempt from disclosure.*



*"I can think of so many instances when Baker Tilly went above and beyond expectations. They exceeded my expectations in every way imaginable....in their level of professionalism, energy, thoughtfulness, appreciation for time management and priorities, and their ability to apply logic."*

– Director at a Client Organization



## 9 out of 10

*clients agree that Baker Tilly is proactive in meeting their needs*

### 7.3 Implementation Approach & Timeline

*Our proven implementation methodology and approach to program and change management will provide a platform for a successful*

*implementation. The figure below illustrates our approach. To augment the narrative below, we discuss each phase in more detail within our approach tables on the following pages.*



#### Initiate and Plan

We begin the project by working directly with the Boise State team to lay the foundational project infrastructure. During this phase, we conduct a kickoff workshop with the core team to discuss project and business objectives, roles and responsibilities, project team structure, project communication and meeting cadence, implementation approach and risk management.

We know from experience that getting the full team aligned on these items at the beginning of the project sets us up for success in the future phases of the project.

Additionally, we deliver two key documents during the initiation and planning phase, a detailed project plan and design calendar. The combination of these two documents will drive our schedule during the next two phases: analyze, and design and build. They will outline the major project milestones, task and resource requirements, and all anticipated project meetings with pre-work and homework for the team members.

We will bring a recommended timeline and calendar to the Boise State team and work with you to finalize these documents together.

Finally, the project manager will also build the project management tools and templates during the first phase that will be used throughout the implementation. We believe in rigorous and transparent project management, and our proactive risk management and budget/scope/status reporting keep the project sponsor and project team aligned on the overall health of the project.

#### Analyze

Once we have the project infrastructure, we move to the second phase, where we spend time really getting into the details of your current

processes and pain points. We take the time to understand what's working, what's not,

---

*By separating out the meetings and documenting the key objectives and outcomes of each session, we can target the attendee list for only those who truly need to participate.*

and what needs to be tweaked, and we bring forward our leading practice recommendations based on our past experience and proven approach.

We also gather future state requirements during this phase to prepare us for the third phase. Between initial design and system configuration, we take the opportunity to revisit our approach and implementation plan to confirm feasibility through a detailed re-baselining effort.

Based on the information gathered during the requirements gathering and design, together we look at each workstream individually and then holistically as a program to confirm the timeline and interdependencies.

### **Design and Build**

The Design and Build phase includes design and development of both the functional and technical workstreams. Our solution architect works with the functional leads to design the future state processes and system configuration while our integration lead works with your technical developers to map and develop the integrations.

The detailed design calendar developed in the first phase drives our progress through this phase, and helps us navigate the complexities of larger organizations.

By separating out the meetings and documenting the key objectives and outcomes of each session, we can target the attendee list for only those who truly need to participate. By outlining the pre-work required, we ensure everyone comes prepared to contribute. By including the homework, we are able to identify the follow-up required and where we might need to engage additional resources offline.

You will also get the sense from the design calendar, that this Design and Build phase is iterative in nature. We spend targeted time looking at and designing different pieces of the system. Then the Baker Tilly team configures updates and we come back together to review how the decisions made previously manifest themselves in the system.

Thanks to this iterative approach, we show you progress as we go, and by the time we get to testing in the fourth phase, there no major surprises for the team.

### **Test**

Once we have completed our Design and Build phase, we move into the testing phase, where our comprehensive testing plan covers the functional and technical aspects of all modules.

During this phase, we test the full end-to-end business processes leveraging your data that has been loaded as part of the integration testing. After we have reviewed the feedback and made updates to the

configurations and integrations, we obtain signoff on the environment and move to the deployment and support phase.

### *Deploy and Support*

Finally, we move our activity from the non-production environment where we have been doing our design, build, and test work to the production environment.

We spend several weeks making the final production updates to get the environment ready for go-live. This is also the time where final pre-launch communications are hitting the stakeholders, and end-users are being trained. Once live, we monitor issues and address concerns as needed.

We provide coaching and knowledge transfer sessions throughout the project to make sure your team is able to maintain the system after the engagement has concluded.

We budget a set number of hours for post-go live support that we use for two to four weeks after go-live, where we will work with you to resolve any outstanding issues. Because of the way we structure knowledge transfer and testing, we've found that clients are usually fairly self-sufficient once we get to go-live, and that is our goal. We want to leave you with the tools and knowledge to be able to sustain your organization after the implementation.

### *Continuous Knowledge Transfer*

Baker Tilly has defined a robust knowledge transfer approach specific to the roles necessary to support the system long-term with defined topics, optimal timing to address each topic, and a proven method for administering the knowledge transfer for each item. Our knowledge transfer plans are developed in alignment to the project workplan to provide teaching to your team while it is most relevant in the process. Throughout the project we manage and monitor the progression of knowledge transfer to provide visibility into the development of new skills and concepts to support the system long-term.

### *Embedded Change Management*

Our proven Change Management methodology is embedded throughout the project to align tightly with the implementation and drive the most value for you. Baker Tilly has provided organizational change management on a variety of projects, including HCM implementations, and it is an aspect of our projects in which we take significant pride. We offer a structured, proven and pragmatic approach to change management to help maximize business value by integrating Change in conjunction with systems and business processes. Our approach assists clients in managing the Lifecycle of

Change and prepares their organization to operate in a new and modern cloud environment.

We start early in the project to identify all impacted stakeholders and determine their current levels of understanding and commitment. We then assess these stakeholders' readiness for change and develop an action plan to address gaps in readiness. We also conduct a job impact analysis to identify exactly what is changing by comparing the old way to the new way. All of this up front analysis is then used to build detailed communication and training plans that are tailored for the various stakeholder populations. With the right messaging, communication, and training, we can show stakeholders

sustain new behaviors on their own.

As part of our Change Management efforts, we support clients in designing, developing and delivering a number of deliverables, including:

- > Stakeholder Analysis
- > Job Impact Analysis
- > Communications Plan
- > Training Plan
- > Training Materials
- > Post Go-Live Governance Materials

Depending on your resources and capacity, we can work with you in more of a coaching role on change management to outline an approach, set the strategic direction, and align on tools/templates for you to then take the plan and execute it, or we can take on more of an ownership role where we are leading both the planning and execution of the change management workstream.

#### *Ongoing Program and Project Management*

Throughout the implementation, we are partnering with you to effectively manage the ongoing project management and change management.

Project success depends on the effective coordination of many interdependent activities. Without effective project management, Boise State's project would be at risk of falling behind schedule, going over budget, being built incorrectly, or lack adequate deliberation. To ensure that does not happen, we base all of our project management practices on the



*The PMI PMBOK serves as the foundation of all our project management practices.*



*"I would give them a 10 out of 10 on their adherence to our budget and schedule."*

– Chief Financial Officer at a Client Organization

what is needed to improve their current reality and help bring them along the change curve until they are able to

Project Management Institutes (PMI) Project Management Body of Knowledge (PMBOK).

We have further developed a complete project management methodology based on these frameworks to bring best practice tools, templates and processes to our projects. We strive to foster a project management environment that is driven by direct communication, transparency, and trust.

We develop our project management infrastructure as part of the first phase of the project, and review the format and purpose of each tool with our clients up front so the team is aligned in how we are managing the project. When issues or concerns arise, we bring them forward and partner with our clients to determine a resolution. We have structured core team communications and review processes, as well as a formal process to escalate issues and concerns to the project's Steering Committee.

### *Time*

One of the tools we create in the initiation and planning phase is a detailed workplan with resources, hours, duration, and dependencies. We then socialize this with the core team and project

sponsors for review and signoff. This ensures that all team members are aligned from the beginning of the

---

*A rigorous and transparent project management approach positions us to navigate complex clients well and reduce surprises throughout the project.*

project and marching toward the same objectives. This project plan is updated on a weekly basis, at a minimum.

Items that are behind schedule or at risk are then reviewed with the core project team during weekly status meetings, and summarized in the weekly status report. Items that are delayed that are impacting the overall timeline are also escalated to the Steering Committee for review.

From there, we will determine as a group the best way to proceed, whether that is adjusting scope, adding resources, extending the timeline, etc., and assess the impacts to the overall project scope, timeline, and budget.

### *Budget*

Another tool we create as part of our project management infrastructure is a Budget Tracking Workbook. Our Budget Tracking Workbook reflects down to the activity level the budgeted hours by project role.

On a weekly basis, the task owner will record their actual hours by task. At this time, the task owner will also review all incomplete tasks, and enter an estimate for the number of hours remaining for each to come to an estimate at complete. In order, the project manager:

- > Reviews the team's estimates at complete, on a monthly basis at a minimum, and provides information to you on how we are tracking against budget
- > Looks at the estimates by resource, by phase, and across the entire project to identify areas of concern
- > Works with Boise State to identify the root causes of any budget concerns and partner to resolve issues

### *Deliverables*

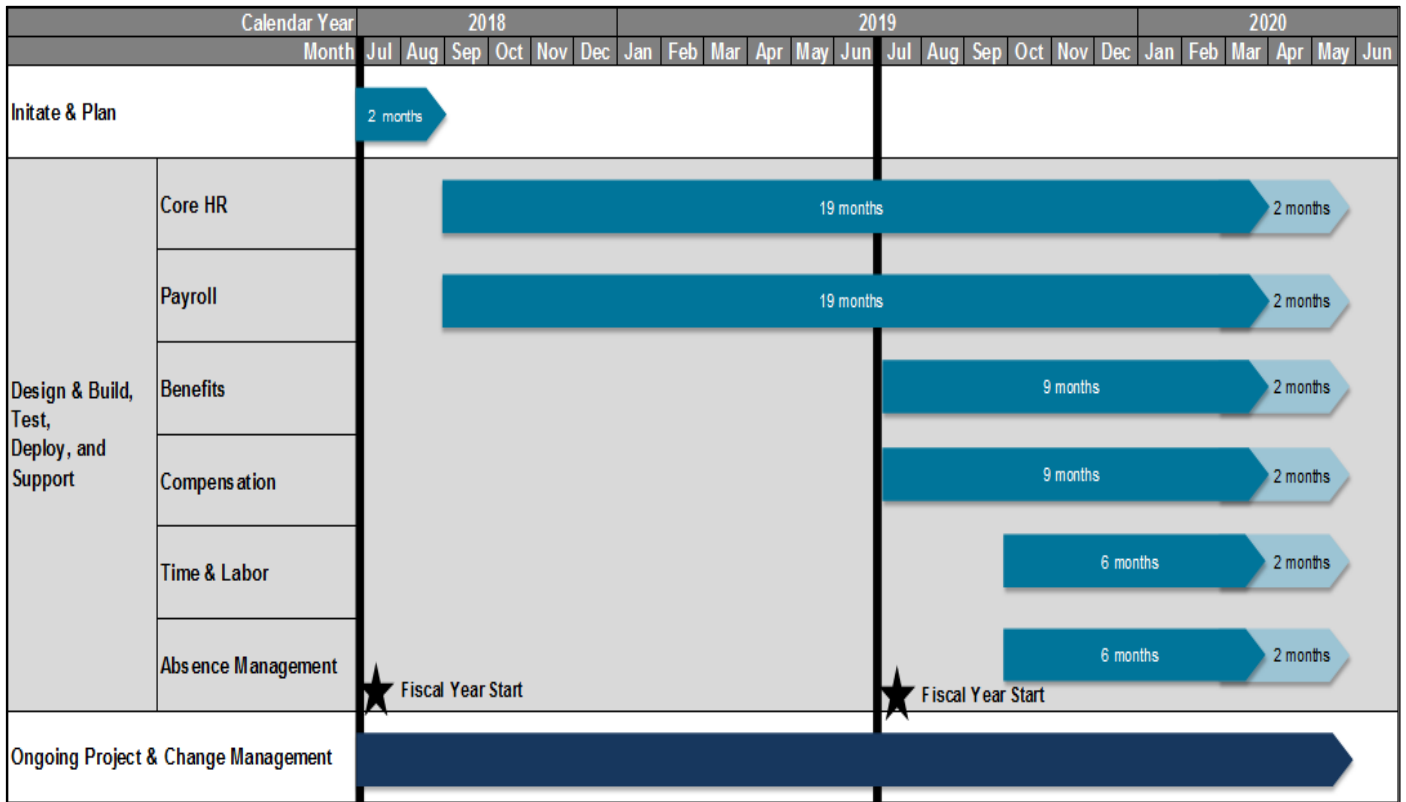
Deliverables are incorporated as part of our project workplan and assigned resources and due dates for completion. We track deliverable progress, delivery, and acceptance on a weekly basis as part of our status reporting process, and the process for deliverable acceptance is defined in our standard set of terms and conditions.

## Timeline

*We have used our previous experience and some key assumptions to define the initial timeline for services.*

A roadmap view of our understanding of your implementation needs is pictured below. We welcome discussion around timeline and phasing to work with you to determine the best approach for Boise State for both implementation and deployment.

The timeline for this project assumes a July 2018 start, and we anticipate this project will require approximately 23 months of elapsed time to complete all project activities including 8 weeks (60 days) of post-deployment support for each roll-out. A high level timeline for the activities outlined in the approach section is included here:



## 7.4 Project Management

**7.4.1 Describe the project management tools that are typically used during your implementations (e.g., work plans, meetings, conference calls, status reports, work flow charts, issues log and resolution, staff management, etc.). Attach examples of your project management tools to your Proposal submission.**

We utilize a wide variety of tools to guide our project management methodology. These will be used throughout different phases of the implementation. Some sample tools include, but are not limited to:

- > **Fit / Gap Analysis:** This deliverable walks through all of the critical requirements and solutions for any gaps in capability.
- > **Reporting Strategy:** The first step to our reporting methodology is clarifying the approach through a detailed questionnaire. We then present this back and get agreement and alignment from the core team and Steering Committee.
- > **Conversion & Integration Strategy:** We confirm the tools, populations, sources, and history for conversion, and the tools, inventory, and data flow diagram for integration. We also align team and vendor roles and responsibilities for each step of the project.
- > **Environment Management Plan:** We keep a detailed schedule of all updates to testing and production environments needed to support conversion, testing, go-live, and more.
- > **Resource Identification Workshop:** During this session, we clearly identify and define all roles needed for the project, including their general responsibilities post go-live. We also discuss any resource or capacity concerns, as input to the detailed project plan.
- > **Gantt Chart:** This timeline will depict important business and HR cycle dates and milestones throughout the project.
- > **Design Calendar:** We create a design calendar for each module of the implementation so all team members are clear of the topic and timing of each session.
- > **Action Item Log:** We maintain a daily action item log to communicate and manage due dates and owners of any follow-up coming out of design sessions.



- > **Configuration workbooks per module:** Every configuration done in the testing and production environments will be documented in detail in order to track status, manage communication, and support system maintenance.

At this stage in the process we do not share our proprietary tools. As we progress through the evaluation, we are happy to share more detailed samples with Boise State.

**7.4.2 Describe how you coordinate various parts of the project and ensure that teams stay coordinated with regard to design and schedule** Baker Tilly has many tools to ensure the project stays on schedule and on budget. For example, the implementation project plan is created during the initiate and plan phase and outlines the steps and activities for each module and workstream, including the timeline dependencies and due dates. Additionally, we develop a weekly Design Calendar which breaks down each process and sub-process for discussion; it includes the prep work and intended outcomes for each topic in order to ensure we get the right people in the meeting and the session is productive.

Timely and transparent communication is at the cornerstone of our project management methodology. Strategic messaging to the right audience at the right time ensures a successful implementation and drives end user adoption. These documents, and our other project management tools are updated weekly at a minimum and any risks are escalated as needed in alignment with the escalation process described previously.

#### **7.4.3 What techniques do you employ to manage and control costs of the project?**

We follow rigorous project and quality management methodologies, inclusive of interim quality review and deliverable acceptance throughout our project phases. We have established milestones, during which we gain acceptance from the Core Team prior to moving on the next phase of the project. This ensures the timeline and budget are staying aligned. As we encounter potential changes to project cost, we evaluate the change, and work through the program management team and steering committee to align on priority and decision. Any approved changes to the cost of the implementation are handled via a formal Change Order process and approved by the Steering Committee.

#### **7.4.4 Describe your process for change control.**

As new scope items are discovered throughout the project, Baker Tilly will work with Boise State to assess the alternatives and impacts and align on a

path forward together. Baker Tilly obtains Steering Committee level sign off before proceeding with modified scope in order to ensure everyone understands the impacts and the proper project leaders have approved the changes.

**7.4.5 If your fit/gap analysis determines gaps, how do you handle those gaps? Provide examples of gaps you have found and solutions you have implemented**

We leverage a requirements document that details major process and system requirements by area and order of importance. The configuration workbooks document detailed configuration decisions down to the field, file, and form levels. Any requirements the solution cannot accommodate are documented in the issue log, where the team reviews the proposed alternatives, progress, and due dates weekly. We also review these gaps with Oracle to confirm any alternatives or roadmap items they might be aware of before deciding on the approved alternative. We have not had any system gaps on any of our implementations that have delayed or prevented a go-live.

**7.4.6 Please provide a detailed explanation of the data conversion process.**

Baker Tilly utilizes a proprietary methodology to deploy the technical solution. To commence the Integration Workstream, we start with a thorough review of your integration architecture. Is there a way to streamline and simplify the architecture in order to reduce the tools and touchpoints across your enterprise? After we have a final list of integrations, we identify a business and 3rd party vendor contact as appropriate. Once the right resources are in place, we can begin the requirements gathering and spec documentation step of the Integration Workstream.

During this step, we meet regularly with the business, IT, HRIS, and vendor in order to ensure all parties are aligned on the requirements through each step. When the specification document is agreed by all stakeholders, Baker Tilly will begin development on the interface. We also unit test each integration to ensure it is working as expected per the specification document.

Once the integration has passed unit testing, we begin collaborative System Integration Testing and User Acceptance Testing phases, where we partner with our clients to determine the complete list of business scenarios to be tested, and test each scenario for expected results. We involve more and

more stakeholders with each testing phase in order to ensure comprehensive testing is completed. When the business owners have signed off on the test cases and testing results, we consider the integration ready for deployment.

For the Conversion Workstream, throughout the design and build phase of the project, each workstream is continually collecting data requirements as they design their process flows and define the system configuration. For example, what information do we need about the employee's current job and salary in order to make informed merit increase adjustments? What demographics do we want to use in the Talent Review process in order to understand our talent pools? As the individual workstreams collect requirements, they are feeding those requirements to the tech team who is converting those requirements into data conversion specifications. We document all work structure and employee requirements in detail, and review those through a series of workshops with your tech team. During those sessions, we are helping your teams understand the Oracle HCM Cloud requirements and mapping the fields to your legacy system fields.

Once we have requirements documented, your team prepares the extract files. At this time we are typically meeting once or twice weekly with the functional data owners and the tech team on both sides in order to confirm progress against target dates, review any questions or issues that have arisen, and cover off on open action items. When the files are ready, Baker Tilly will load them to HCM Cloud. We produced detailed error reports and iterate the conversion as needed. Common issues include:

1. Data issue – the data is bad in the source system and needs to be updated in the source system
2. Configuration issue – the current functional setup contains some sort of issue, like missing legal entity in the list values, that needs to be corrected in Oracle HCM before we proceed with the load
3. Technical issue – the file does not conform to the required technical specifications and the extract program needs to be updated

After the loads have completed, we move to data validation. Baker Tilly will produce data validation reports that can be used for the cross reference validation. We will also train your team on how to navigate and spot check data in the system for a two pronged validation approach. Errors are reported by the validation teams, and the issues are further remediated until we meet the agreed exit criteria. It is our goal to train your resources on this process through each conversion, so with each iteration, Baker Tilly will do more and more knowledge transfer and coaching, allowing your

team to play a more and more active role in the conversion load and remediation process, and set you up to be successful long term, once the project has completed.

**7.4.7 Explain your testing process including types of testing, methods for resolving discrepancies, tools, and criteria for ensuring the testing is complete.**

Baker Tilly brings proven testing methodology and tools to an implementation. During test planning, a detailed test plan is generated to fit the unique scope of your project. The testing timeline, mechanisms and roles and responsibilities will be identified along with specific test criteria and targeted success metrics. The process for defect logging, tracking and closure will also be outlined within the test plan. As part of our testing plan development, we create test scripts and conduct thorough Unit Testing, System Testing, User Acceptance Testing, and Conference Room Pilots, if needed. These do not require specific tools outside of MS Office and the Applications being tested.

## Training and Knowledge Transfer

### ***7.5 Training and Knowledge Transfer***

#### **7.5.1 What training do you deliver to support implementation in the early stages of planning? Please indicate what methods are used-instructor-led, face-to-face, web conference, web recordings, etc. and/or others.**

Baker Tilly has defined a robust knowledge transfer approach specific to the roles necessary to support the system long-term with defined topics, optimal timing to address each topic and a proven method for administering the knowledge transfer for each item. We utilize a small team model and expect to partner closely with our clients. The partnership and knowledge transfer allow us to tailor our design education and system knowledge transfer to the right audiences and teach people as we go to drive the best outcomes and knowledge retention.

As part of our Scoping and Resource Planning, we will take the time to understand the key resources you will bring to the table, and assemble a team that compliments the skills and resources you have in-house.

#### **7.5.2 Please explain your proposed process for providing knowledge transfer to University resources during the project for project team members, functional and technical staff, core users within the HR and Payroll departments.**

We deploy tailored training approaches to different stakeholders so that each user receives the right information at the right time. For system administrators, we recommend our clients take a core set of Oracle-led training classes before the project even starts. These sessions are typically offered remotely via web conference, and they give the system administrators a foundational level of understanding of the Oracle HCM Cloud modules, functionality, and terminology, so that we can hit the ground running at the beginning of the project. We also recommend that the system administrators attend design sessions throughout the Design and Build phase so they hear the business processes, end users' concerns and priorities, as well as our Baker Tilly recommended leading practices. Then, at key points throughout the Design and Build, Testing, and Deployment

phases, we schedule in-person or remote knowledge transfer sessions with the system administrators. Because of some of recommendations mentioned previously, we are able to provide focused knowledge transfer during these sessions to orient your system administrators to the specific configurations and layout of your zone, and why we have configured it that way. We also start to transfer ownership of the system to your system administrators through these knowledge transfer sessions. By the time we get to the Testing phase, your resources are often equipped to make a lot of the system updates coming out of User Acceptance Testing, and they lead the Production Zone preparation activities with Baker Tilly guidance and support. This helps our clients to be self-sufficient post go-live and support their new processes and systems with minimal external support.

Specialized users are typically recruiters with access to update content, (e.g. prescreening questions, email correspondence, and offer letter templates) within the system. As we move through the implementation, we will have targeted content design sessions where we invite the specialized users to

### **Training and Knowledge Transfer**

join us. During these sessions, we talk through recommended practices for how to build and maintain the content within Oracle HCM Cloud. We also schedule knowledge transfer sessions to show those specialized users and system administrators how to configure content. These sessions are typically conducted via web conference, except when they align with major project milestones where the team is already planning to travel onsite for other activities.

For end users, we segment them according to their communication and training needs early in the project as part of our Stakeholder Analysis. As we execute the change management workstream, we continue to learn more and more about the different stakeholder populations. We add this information to our change materials and ultimately use it as input to our Training and Communication Plans. Our recommended approach for end user training is for Baker Tilly to partner with you to develop the Training Plan. This plan provides tailored training approaches for the different stakeholders based on your organizational experiences and our lessons learned with past clients. For example, recruiters typically require face to face training for several days, but hiring managers who only hire a couple of people a year typically require more on-demand materials like videos or job

aids so they have the information at the time they need it. After the training plan is approved, Baker Tilly can develop the training presentations, user guides, and job aids. Then, our recommended process is for Baker Tilly to conduct Train the Trainer sessions with your resources. This approach arms your resources with the tools and knowledge needed to train the remainder of your end user population. This too helps you be self-sufficient and sustain changes post go-live because you can continue to train new resources as they change roles or join the organization.

Some of our clients choose to take on more or less of the training work themselves depending on their resource capacity, appetite, and budget. All fees are billed on a time and materials basis.

**7.5.3 Please describe the approach for transitioning the implementation and ongoing support to Boise State after go-live.**

As described above, we have a detailed Knowledge Transfer Plan for each module. We begin that knowledge transfer early in the project, and often even complete configuration during design and build in partnership to give your team a chance at on-the-job training. We also deploy a shared ownership approach to testing and deployment, whereby we complete the testing changes and cutover activities in partnership in order to further prepare your team after knowledge transfer and give them opportunities in a safe environment while we're there to answer questions, check their work, and assist. Our goal at the end of the project is for us to walk away and for our clients to be able to stand on their own without us. By the time we get to the roll out, most of our clients feel like they have the skills to manage life after the project.

**Change Management**

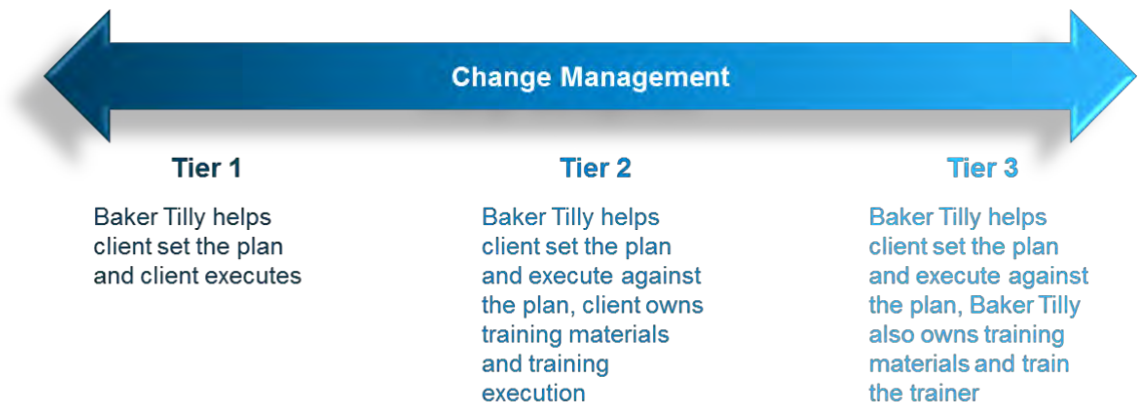
***7.6 Change Management***

**7.6.1 Describe how you have addressed communications and change management during other Oracle HCM Cloud implementations, suggest how this might best be managed during this project and the resources and skill sets needed to be allocated towards this effort both by Contractor and University.**

Please refer to the Embedded Change Management segment of Section 7.3 of this proposal for a detailed explanation of our change management approach.

**7.6.2 Do you have a range of change management offerings? If so, please explain what is included within them, and a cost range associated with each.**

At Baker Tilly we know that change management is critical to success, but we understand that every client is different in the skill sets and capacity that they can bring to the table in this area. Therefore we are very flexible in how we partner with clients to execute change management throughout the project. For some clients we help them set the plans and the strategies and then conduct knowledge transfer to coach them on the execution of the plan. For some clients, we set the plans and the strategies and then we drive the execution of those plans. And many clients are somewhere in the middle. For purposes of this proposal, we have assumed a change coaching model, but we are happy to discuss your needs further and refine as appropriate. Below you can find a depiction of three different tiers of change management support that we commonly offer.







## **7.7 Reporting**

### **7.7.1 Describe your experience installing HCM OBIA.**

Reporting and Analytics in the cloud for HCM is delivered as part of the license agreement with Oracle and does not require specialized set-up from Baker Tilly with the exception of some simple configuration for users.

### **7.7.2 Describe your experience producing reports from Oracle HCM cloud in BICS.**

Baker Tilly has worked with numerous clients to define and build reports and dashboards to suit their specific requirements. During the Planning and Analysis phase of the project, we will develop the reporting strategy for the implementation. We begin with a reporting overview workshop, to review the delivered reports in order to identify those that can meet the client's reporting requirements. Through this process, we also identify gaps in the standard reports and gather specific requirements for custom reports that need to be developed as part of the implementation.

### **7.7.3 Boise State has established a common structure for data reporting. To meet the needs of this structure, describe how you would implement an effective reporting solution using Oracle HCM Cloud, OBIA, and BICS**

We want to help the institution consume data differently through this process by leveraging some of the real time KPIs, mobile capabilities, and selfservice. This means we don't simply recreate the hundreds of reports you had in your legacy system, but instead we define a reporting and analytics strategy and help to build towards future state needs. We typically leverage the HCM Cloud reporting tools to do all functional reporting and utilize OBIA for enterprise reporting needs.

**7.7.4 Please describe your experience with OTBI, BI Publisher, dashboards and other delivered reporting tools within HCM Cloud.** With over 20 years of reporting experience, Baker Tilly's team has created countless BI Publisher reports, Analytics and Dashboards for its clients. Additionally we have experience with Infolets, Alerts, Notifications and Agents.



### Next Steps

*Thank you again for the opportunity to respond to this proposal request. As we progress through the evaluation, we look forward to working closely with you to refine the implementation services estimates. Our process for establishing the right scope, the right timeline, and the right team is defined below.*



*Process for Establishing the Right Scope, Timeline, and Team*

The first three steps are done during the evaluation process, as pre-sales activities (no charge to Boise State). Once the licenses are procured, step four will commence as the first step of the contracted engagement.

Please do not hesitate to reach out with any questions you may have.

Regards,

Ann E. Blakely

Human Capital Services Practice Leader 414  
777 5313

[ann.blakely@bakertilly.com](mailto:ann.blakely@bakertilly.com)

### APPENDIX 7 - Cost Proposal (ME)

**Part 1. (M) Cost Proposal:** *The completion and submission of this Cost Proposal is mandatory. No other Offeror-supplied pricing shall be evaluated for award. No other Offeror-supplied pricing shall constitute the pricing for any resulting Contract.*

The University requests that costs be submitted in two (2) ways: Time and Materials and Overall Cost. Offeror's MUST complete the Cost Proposal for both types of cost. After evaluation and upon the opening of costs, at its discretion, the University will choose the cost method that provides the best possible value to the University.

**Time and Materials Cost:** Add columns as necessary to include all job titles expected to be involved in this project. Estimate, based on your experience, the required number of hours of each job type, to complete the specifications listed in this RFP.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
	<u><b>NTE On-site Hourly Rate</b></u>	<u><b>NTE Off-site Hourly Rate</b></u>	<u><b>Estimated On-site Hrs</b></u>	<u><b>Estimated Off-Site Hrs</b></u>	<u><b>Estimated Total Cost per Job Title =(B*D)+(C*E)</b></u>
Job Title					
Partner	\$300.00	\$300.00	67.20	268.80	\$100,800.00
Program Manager	\$225.00	\$225.00	336.00	1,344.00	\$378,000.00
Change Manager	\$225.00	\$225.00	60.60	242.40	\$68,175.00
Core HR Project Manager	\$200.00	\$200.00	302.40	1,209.60	\$302,400.00
Core HR Solution Architect	\$225.00	\$225.00	134.10	536.40	\$150,862.50
Core HR Configuration Consultant	\$175.00	\$175.00	174.40	697.60	\$152,600.00
Payroll Project Manager	\$200.00	\$200.00	134.40	537.60	\$134,400.00
Payroll Solution Architect	\$225.00	\$225.00	128.00	512.00	\$144,000.00
Payroll Configuration Consultant	\$175.00	\$175.00	210.00	840.00	\$183,750.00
Benefits Project Manager	\$200.00	\$200.00	35.20	140.80	\$35,200.00
Benefits Solution Architect	\$225.00	\$225.00	47.40	189.60	\$53,325.00
Benefits Configuration Consultant	\$175.00	\$175.00	81.20	324.80	\$71,050.00
Time & Labor Project Manager	\$200.00	\$200.00	19.20	76.80	\$19,200.00
Time & Labor Solution Architect	\$225.00	\$225.00	34.40	137.60	\$38,700.00
Time & Labor Configuration Consultant	\$175.00	\$175.00	47.20	188.80	\$41,300.00
Compensation Project Manager	\$200.00	\$200.00	105.60	422.40	\$105,600.00
Compensation Solution Architect	\$225.00	\$225.00	130.20	520.80	\$146,475.00
Compensation Configuration Consultant	\$175.00	\$175.00	150.10	600.40	\$131,337.50
Absence Project Manager	\$200.00	\$200.00	57.60	230.40	\$57,600.00
Absence Solution Architect	\$225.00	\$225.00	39.60	158.40	\$44,550.00
Absence Configuration Consultant	\$175.00	\$175.00	57.50	230.00	\$50,312.50
Reporting Project Manager	\$200.00	\$200.00	134.40	537.60	\$134,400.00
Reporting Solution Architect	\$225.00	\$225.00	11.60	46.40	\$13,050.00
Reporting Lead	\$225.00	\$225.00	33.60	134.40	\$37,800.00

Reporting Developer	\$175.00	\$175.00	46.80	187.20	\$40,950.00
Tech Manager	\$225.00	\$225.00	256.20	1,024.80	\$288,225.00
Tech Analyst	\$175.00	\$175.00	442.00	1,768.00	\$386,750.00
Tech Developer	\$125.00	\$125.00	808.30	3,233.20	\$505,187.50
<b>Estimated Time and Materials Total Cost (= sum column F)*</b>					<b>\$3,816,000</b>

*\*Please note that Baker Tilly rates for onsite and offsite work are the same. For purposes of this proposal, we are estimating that approximately 20% of time worked will be completed onsite, but we are happy to discuss this with you further and align on an onsite/offsite model that meets Boise State's expectations. We bill expenses at cost as incurred. A travel model has been developed in order to give you an idea of estimated travel expenses using this approach. Travel expenses are estimated at \$299,600, above and beyond the consulting fees listed above.*

**Overall Cost:**

<b>Total Fixed Cost (all inclusive, maximum)*</b>	<b>\$5,144,500</b>
---	--------------------

*\*This cost estimate is inclusive of consulting fees and travel expenses.*

**Part 2. Billing Procedure:**

The invoice must include, but not be limited to:

1. Contract/PO number.
2. Total amount billed for the billing period.
3. All services delivered during the billing period, identified by each item as reflected in the Cost Proposal and/or the Project Management Plan and the total cost for each.

Invoices are to be submitted to: oit\_business@boisestate.edu

**AMENDMENT CONFIRMATION**  
**RFP ST18-114 Oracle HCM Cloud System Implementation**  
**for Boise State University**  
**Amendment 01**

Amendment 01 consists of the following:

- I. Questions & Responses - see document posted at  
[https://vpfa.boisestate.edu/process/review/purchasing\\_bidopportunities.php](https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php)

**NOTE: Return this signed and dated Amendment Confirmation with your Proposal, otherwise, your Proposal may be found non-responsive and given no further consideration.**

I confirm that I received and reviewed Amendment 01 for  
RFP ST18-114 Oracle HCM Cloud System Implementation

<u>Baku Tilly Vichow Kraus</u>	<u>4/23/18</u>
Signature	Date
<u>By Ann Blakely</u>	<u>Principal</u>
Printed Name	Title

### Amendment 02 RFP ST18-114 Oracle HCM Cloud System Implementation Costs for 18 & 24 Month Implementations

***The completion and submission of this Cost Proposal is mandatory. No other Offeror-supplied pricing shall be evaluated for award. No other Offeror-supplied pricing shall constitute the pricing for any resulting Contract.***

The University requests that costs be submitted in two (2) ways: Time and Materials and Total Fixed Cost. Offeror's MUST complete the Cost Proposal for both types of cost. After evaluation and upon the opening of costs, at its discretion, the University will choose the cost method that provides the best possible value to the University.

**All costs associated with the specifications of the RFP must be included in the mandatory Cost Proposal. All proposed pricing will be firm/fixed and fully-burdened with all direct and indirect costs, and must include (but not be limited to), all operating, administrative, and personnel expenses, such as overhead, salaries, profit, supplies, per diem, travel (airfare and/or mileage), lodging, and quality improvement.**

### 18 Month Implementation Timeline

Based on phases as listed in the RFP and assuming an 18 month implementation timeline.

**Time and Materials Cost:** Add rows as necessary to include all job titles expected to be involved in this project. Estimate, based on your experience, the required number of hours of each job type, to complete the specifications listed in this RFP over an 18 month implementation timeline.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
<b><u>Job Title</u></b>	<b><u>NTE Onsite Hourly Rate</u></b>	<b><u>NTE Offsite Hourly Rate</u></b>	<b><u>Estimated On-site Hrs</u></b>	<b><u>Estimated Off-Site Hrs</u></b>	<b><u>Estimated Total Cost per Job Title</u> <u>=(B*D)+(C*E)</u></b>
Partner	\$300.00	\$300.00	51.20	204.80	\$76,800.00
Program Manager	\$225.00	\$225.00	256.00	1,024.00	\$288,000.00
Change Manager	\$225.00	\$225.00	52.60	210.40	\$59,175.00
Core HR Project Manager	\$200.00	\$200.00	230.40	921.60	\$230,400.00
Core HR Solution Architect	\$225.00	\$225.00	126.10	504.40	\$141,862.50
Core HR Configuration Consultant	\$175.00	\$175.00	166.40	665.60	\$145,600.00
Payroll Project Manager	\$200.00	\$200.00	102.40	409.60	\$102,400.00
Payroll Solution Architect	\$225.00	\$225.00	128.00	512.00	\$144,000.00
Payroll Configuration Consultant	\$175.00	\$175.00	210.00	840.00	\$183,750.00
Benefits Project Manager	\$200.00	\$200.00	35.20	140.80	\$35,200.00
Benefits Solution Architect	\$225.00	\$225.00	47.40	189.60	\$53,325.00

Benefits Configuration Consultant	\$175.00	\$175.00	81.20	324.80	\$71,050.00
T&L Project Manager	\$200.00	\$200.00	19.20	76.80	\$19,200.00
T&L Solution Architect	\$225.00	\$225.00	34.40	137.60	\$38,700.00
T&L Configuration Consultant	\$175.00	\$175.00	47.20	188.80	\$41,300.00
Comp Project Manager	\$200.00	\$200.00	105.60	422.40	\$105,600.00
Comp Solution Architect	\$225.00	\$225.00	130.20	520.80	\$146,475.00
Comp Configuration Consultant	\$175.00	\$175.00	150.10	600.40	\$131,337.50
Absence Project Manager	\$200.00	\$200.00	57.60	230.40	\$57,600.00
Absence Solution Architect	\$225.00	\$225.00	39.60	158.40	\$44,550.00
Absence Configuration Consultant	\$175.00	\$175.00	57.50	230.00	\$50,312.50
Reporting Project Manager	\$200.00	\$200.00	102.40	409.60	\$102,400.00
Reporting Solution Architect	\$225.00	\$225.00	11.60	46.40	\$13,050.00
Reporting Lead	\$225.00	\$225.00	33.60	134.40	\$37,800.00
Reporting Developer	\$175.00	\$175.00	46.80	187.20	\$40,950.00
Tech Manager	\$225.00	\$225.00	256.20	1,024.80	\$288,225.00
Tech Analyst	\$175.00	\$175.00	442.00	1,768.00	\$386,750.00
Tech Developer	\$125.00	\$125.00	808.30	3,233.20	\$505,187.50
<b>Estimated Time and Materials Total Cost (= sum column F)*</b>					<b>\$3,541,000.00</b>

*\*Please note that Baker Tilly rates for onsite and offsite work are the same. For purposes of this proposal, we are estimating that approximately 20% of time worked will be completed onsite, but we are happy to discuss this with you further and align on an onsite/offsite model that meets Boise State's expectations. We bill expenses at cost as incurred. A travel model has been developed in order to give you an idea of estimated travel expenses using this approach. Travel expenses are estimated at \$299,600, above and beyond the consulting fees listed above.*

**Overall Cost:**

<b>Total Fixed Cost (all inclusive, maximum)*</b>	<b>\$4,608,720.00</b>
---	-----------------------

*\*This cost estimate is inclusive of consulting fees and travel expenses.*

## 24 Month Implementation Timeline

(Based on phases as listed in the RFP and assuming a 24 month implementation timeline.)

**Time and Materials Cost:** Add rows as necessary to include all job titles expected to be involved in this project. Estimate, based on your experience, the required number of hours of each job type, to complete the specifications listed in this RFP over a 24 month implementation timeline.

A	B	C	D	E	F
<u>Job Title</u>	<u>NTE On-site Hourly Rate</u>	<u>NTE Offsite Hourly Rate</u>	<u>Estimated On-site Hrs</u>	<u>Estimated Off-Site Hrs</u>	<u>Estimated Total Cost per Job Title</u> <u>=(B*D)+(C*E)</u>
Partner	\$300.00	\$300.00	70.40	281.60	\$105,600.00
Engagement Director	\$250.00	\$250.00	-	-	\$0.00
Program Manager	\$225.00	\$225.00	352.00	1,408.00	\$396,000.00
Change Manager	\$225.00	\$225.00	62.20	248.80	\$69,975.00
Core HR Project Manager	\$200.00	\$200.00	316.80	1,267.20	\$316,800.00
Core HR Solution Architect	\$225.00	\$225.00	135.70	542.80	\$152,662.50
Core HR Configuration Consultant	\$175.00	\$175.00	176.00	704.00	\$154,000.00
Payroll Project Manager	\$200.00	\$200.00	140.80	563.20	\$140,800.00
Payroll Solution Architect	\$225.00	\$225.00	128.00	512.00	\$144,000.00
Payroll Configuration Consultant	\$175.00	\$175.00	210.00	840.00	\$183,750.00
Benefits Project Manager	\$200.00	\$200.00	35.20	140.80	\$35,200.00
Benefits Solution Architect	\$225.00	\$225.00	47.40	189.60	\$53,325.00
Benefits Configuration Consultant	\$175.00	\$175.00	81.20	324.80	\$71,050.00
T&L Project Manager	\$200.00	\$200.00	19.20	76.80	\$19,200.00
T&L Solution Architect	\$225.00	\$225.00	34.40	137.60	\$38,700.00
T&L Configuration Consultant	\$175.00	\$175.00	47.20	188.80	\$41,300.00
Comp Project Manager	\$200.00	\$200.00	105.60	422.40	\$105,600.00
Comp Solution Architect	\$225.00	\$225.00	130.20	520.80	\$146,475.00
Comp Configuration Consultant	\$175.00	\$175.00	150.10	600.40	\$131,337.50
Absence Project Manager	\$200.00	\$200.00	57.60	230.40	\$57,600.00
Absence Solution Architect	\$225.00	\$225.00	39.60	158.40	\$44,550.00
Absence Configuration Consultant	\$175.00	\$175.00	57.50	230.00	\$50,312.50
Reporting Project Manager	\$200.00	\$200.00	140.80	563.20	\$140,800.00
Reporting Solution Architect	\$225.00	\$225.00	11.60	46.40	\$13,050.00
Reporting Lead	\$225.00	\$225.00	33.60	134.40	\$37,800.00
Reporting Developer	\$175.00	\$175.00	46.80	187.20	\$40,950.00
Tech Manager	\$225.00	\$225.00	256.20	1,024.80	\$288,225.00
Tech Analyst	\$175.00	\$175.00	442.00	1,768.00	\$386,750.00
Tech Developer	\$125.00	\$125.00	808.30	3,233.20	\$505,187.50
<b><u>Estimated Time and Materials Total Cost (= sum column F)*</u></b>					<b>\$3,871,000.00</b>

*\*Please note that Baker Tilly rates for onsite and offsite work are the same. For purposes of this proposal, we are estimating that approximately 20% of time worked will be completed onsite, but we are happy to discuss this with you further and align on an onsite/offsite model that meets Boise State's expectations. We bill expenses at cost as incurred. A travel model has been developed in order to give*



*you an idea of estimated travel expenses using this approach. Travel expenses are estimated at \$299,600, above and beyond the consulting fees listed above.*

**Overall Cost:**

<b><u>Total Fixed Cost (all inclusive, maximum)*</u></b>	<b>\$5,004,720.00</b>
--	-----------------------

*\*This cost estimate is inclusive of consulting fees and travel expenses.*

**AMENDMENT CONFIRMATION**  
**RFP ST18-114 Oracle HCM Cloud System Implementation**  
**for Boise State University**  
**Amendment 02**

Amendment 02 consists of the following:

- I. Amendment 02 - 18 & 24 Month Cost Proposals

**NOTE: Return this hand-signed and dated Amendment Confirmation by 5 pm Mountain time, June 8<sup>th</sup>, 2018 via email to \_\_\_\_\_ and \_\_\_\_\_**

I confirm that I received and reviewed Amendment 02 for  
RFP ST18-114 Oracle HCM Cloud System Implementation

Baker Tilly Virchow Kraus LLP 6/6/18  
Signature Date

Ann Blakely Principal  
Printed Name Title

**SUPPLEMENTAL TERMS TO RFP ST18-114**

These Supplemental Terms to RFP ST18-114 (the "Supplemental Terms") are incorporated into Boise State University's Request for Proposal, RFP ST18-114, including RFP ST18-114 and all amendments thereto, the Questions and Responses for RFP ST18-114 Oracle HCM Cloud System Implementation, and Baker Tilly's response to the RFP ST18-114 (collectively, the "Agreement") as if fully set forth therein. To the extent any provisions of the Agreement conflict with any provisions of these Supplemental Terms, the provisions of the Supplemental Terms will control. References to this Agreement include the foregoing Agreement and these Supplemental Terms. For purposes of these Supplemental Terms, "University" shall mean Boise State University and the term "Contractor" shall mean Baker Tilly Virchow Krause, LLP, the Contractor awarded the Agreement with the University in accordance with the University's purchasing policies and procedures. All provisions of the Agreement that anticipate performance after the termination of the Agreement and all provisions necessary or appropriate to interpret and enforce such provisions, will survive termination of this Agreement.

**1. Limitation of Damages:** University and Contractor agree that neither party shall be liable to the other for any incidental, indirect, special or consequential damages regardless of whether liability would arise under contract or tort (including negligence or strict liability), warranty, indemnity, or otherwise, even if such party has been advised of the possibility of such damages. The liability of Contractor and its present or former Subject to section 15 of the Boise State Standard Terms and Conditions, located in Appendix 2 of RFP ST18-114, the liability of Baker Tilly and its present or former partners, principals, agents or employees to any claim for damages related to the services performed under this Contract shall not exceed ten million dollars (\$10,000,000). Notwithstanding the foregoing, the limitations and exclusions set forth in this paragraph shall not apply to damages or liabilities arising from (i) a material breach of the Agreement, (ii) third party claims that are not otherwise subject to indemnification under this Agreement, (iii) personal injury, death, or damage to any real or tangible personal property caused by either party's negligent acts or omissions or willful misconduct, or (iv) the negligent acts of omissions or willful misconduct of either party in performing its obligations under this agreement.

**2. Breach of Security or Privacy:** If Contractor, or its Subcontractor, discover or are notified of a data security incident or potential breach of security and/or privacy relating to Personal Information, or a theft or misappropriation of the University's Confidential Information or Personal Information, Contractor shall immediately, but in no event later than twenty (24) hours from discovery or notification of the incident or potential breach, provide written notice to University of such incident or potential breach. Contractor shall, upon University's request, investigate such incident or potential breach, inform University of the outcome of any such investigation, and assist University in maintaining the confidentiality of such information. In addition to the foregoing, Contractor shall provide University with any assistance necessary to comply with any federal, state and / or provincial laws requiring the provision of notice of any privacy incident or security breach with respect to any Personal Information to the affected or impacted individuals and / or organizations, in addition to any notification to applicable federal and state agencies. In the event of a breach of any of the Contractor's data security obligations or other event requiring notification under this Contract or applicable State and Federal law, the Contractor must assume total financial liability incurred by such breach and subsequent notifications. In addition the Contractor must assume responsibility to indemnify, hold harmless and defend Boise State University, its officials, and employees from and against any claims, damages, or other harm related to such theft or misappropriation caused by Contractor's or its Subcontractor's breach of its data security obligations or other event requiring notification under this Contract or applicable State and Federal Law. Boise State will have up to six (6) months from the date of receipt of written notice from Offeror of the theft or misappropriation to provide written notice to the Offeror of its intent to terminate, and to terminate, this Contract. If the University elects to terminate this Contract pursuant to this section, Offeror will have no right to cure the breach of this Contract in order to prevent Boise State from terminating the Contract.

**3. Ownership of Intellectual Property:** The University shall own and retain all rights to information, techniques, processes and data developed, documented, derived, stored, installed or furnished by the University under the Contract. Notwithstanding the foregoing, Contractor shall retain ownership of all methodologies, processes, techniques, ideas, concepts, trade secrets and know-how embodied in the deliverables or that Contractor may develop or supply in connection with this Contract as well as all pre-existing patent, copyright, trademark, and other intellectual property rights.

**4. Indemnification Limitation; Limit of University's Liability:** Notwithstanding anything to the contrary in the Agreement, including this Supplement, the University is a public institution and, as such, the University's liability is at all times limited as required by Idaho law, including Idaho Code Title 59, Chapter 10, the Idaho State Constitution, and the Idaho Tort Claims Act, Idaho Code Sections 6-901 through 6-929, inclusive, and any indemnification, limitation of Contractor's liability or hold harmless provision shall be void to the extent such provision violates applicable laws. Nothing in the Agreement, including this Supplement, shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Furthermore, the University shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the University or its employees.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 16, 2018**

---

**BOISE STATE UNIVERSITY**

**SUBJECT**

Amendment to Multi-Media and Marketing Rights Agreement

**REFERENCE**

October 2009	Idaho State Board of Education (Board) approved multimedia and sports marketing agreement with Learfield Sports Marketing (Learfield)
December 2009	Board approved changes to the Learfield multimedia and sports marketing agreement
August 2014	Board approved changes to the Learfield multimedia and sports marketing agreement
June 2018	Board returned item to the Business and Human Resources committee for additional work

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section V.I.6.b

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment, Objective C: Access

**BACKGROUND/DISCUSSION**

In 2009, Boise State University (BSU) entered into a multimedia and sports marketing agreement with Learfield. The original contract was reached via a public bid process followed by final negotiations with the winning bidder, Bronco Sports Properties, LLC, a subsidiary of Learfield Communications (Learfield). The original agreement was for seven years commencing July 1, 2010, with three additional one year options, each exercisable at BSU's option. In 2014, BSU elected to exercise its option to extend the agreement through June 30, 2025.

BSU and Learfield have negotiated a new three-year extension that would extend the contract through 2028. In addition to the extended term, Learfield has agreed to provide BSU additional monetary consideration as outlined in the table below. In exchange for the increases in guarantee and capital stipend amounts, BSU will consider, in good faith, multi-media rights proposals for off campus beer, malt, and wine promotions and both on and off campus promotions in casino/gaming categories. Additionally, University will also allow more widespread use of the athletic trademark.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

Upon approval of the agreement, BSU will institute a rigorous review process for all gaming and alcohol-related proposals. The review process will include Athletics, Trademark and Licensing, BSU's Brand Committee (chaired by the Associate Vice President for Marketing and Communications), and the Chief Operating Officer; BSU's President will have final approval authority over all alcohol and gaming promotions. This approval process is reflected in the proposed amendment.

**IMPACT**

The proposed amendment extends BSU's agreement with Learfield through June 30, 2028 and provides BSU an additional \$6.45 million of new revenue.

The value of the Learfield agreement to BSU is set forth below. The table outlines the current and proposed capital stipend, the current and proposed guarantee payment, the proposed amendment's additional revenue to create a new position, and a breakdown of the amount the proposed amendment would give BSU in additional revenue each year.

Year	Current Capital Stipend	Proposed Capital Stipend	Current Guarantee Payment	Proposed Guarantee Payment	Proposed Extension New Position	Additional Annual Revenue
2017-2018	\$300,000		\$3,300,000	<sup>^</sup> \$3,300,000		
2018-2019	\$100,000	\$600,000	\$3,400,000	\$3,800,000	\$55,000	\$955,000
2019-2020	\$100,000	\$600,000	\$3,500,000	\$4,000,000	\$55,000	\$1,055,000
2020-2021	\$100,000	\$100,000	\$3,700,000	\$4,200,000	\$55,000	\$555,000
2021-2022	\$100,000	\$100,000	\$3,900,000	\$4,400,000	\$55,000	\$555,000
2022-2023	\$100,000	\$100,000	\$4,100,000	\$4,600,000	\$55,000	\$555,000
2023-2024	\$100,000	\$100,000	\$4,300,000	\$4,800,000	\$55,000	\$555,000
2024-2025	\$100,000	\$100,000	\$4,500,000	\$5,000,000	\$55,000	\$555,000
2025-2026			\$4,700,000*	\$5,200,000	\$55,000	\$555,000
2026-2027			\$4,900,000*	\$5,400,000	\$55,000	\$555,000
2027-2028			\$5,100,000*	\$5,600,000	\$55,000	\$555,000

Total \$6,450,000

Based on the proposed increases and past increases in the guaranteed payment category, Boise State will see an additional \$6.45M budgetarily in revenue over 10 years. This roughly results in an increase in revenue of \$645,000 each year over the ten year lifespan of the contract.

\*Amount estimated based on current contract trends to calculate revenue increase. These figures are for illustrative purposes only.

<sup>^</sup>Current guaranteed payment

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**ATTACHMENTS**

- Attachment 1 – Proposed Amendment
- Attachment 2 – Current Multi Media Rights Agreement
- Attachment 3 – Original Multi Media Rights Agreement

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendment will generate an additional \$6,450,000 in revenue to support athletic operations over the ten years of the contract. If this proposal is not approved, Boise State University will lose the additional compensation in this amendment.

This item was discussed at the June Board meeting where it was returned to the Business and Human Resources committee for additional work. Concerns expressed at the meeting included the approval process of proposed promotions and whether promotions including alcohol and/or casino gaming aligns with the mission of the university.

Boise State University has clarified the approval process by including in the amendment that the university president will exercise final approval authority of any proposed sponsor, sponsorship agreement, and/or individual promotions involving casino/gaming or beer or malt beverage and wine categories. The amendment states that the president has 30 days to approve or disapprove a proposal.

Proposed changes to Board Policy V.I. are being heard this Board meeting which could impact third party use of an institution's trademarks.

Representatives of BSU's administration will be ready to address any Board member questions on the amended contract.

**BOARD ACTION**

I move to approve the request by Boise State University to enter into a three year contract extension with Learfield Sports Marketing as outlined herein.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**SECOND AMENDMENT  
TO  
MULTI-MEDIA RIGHTS AGREEMENT**

**THIS SECOND AMENDMENT** (“Second Amendment”), effective as of this \_\_\_\_ day of August, 2018, is hereby executed by and between BOISE STATE UNIVERSITY (“University”), and BRONCO SPORTS PROPERTIES, LLC, a Missouri limited liability company (“Learfield”) qualified to do business in Idaho and a wholly-owned subsidiary of Learfield Communications, LLC. This Second Amendment amends that certain Multi-Media Rights Agreement (the “Multi-Media Rights Agreement”) between University and Learfield that had an effective date of July 1, 2010, as amended by that certain Amendment to Multi-Media Rights Agreement, having an effective date of July 1, 2014 (the “Amendment”). The Amendment, together with the Multi-Media Rights Agreement, make up the “Agreement.”

**BACKGROUND**

- A. University and Learfield have been operating under the Agreement.
- B. University and Learfield have agreed to extend the Term of the Agreement for an additional three years, through June 30, 2028.
- C. In consideration for the University agreeing to extend the Term, Learfield has agreed to provide University additional consideration as more particularly set forth below.
- D. Capitalized terms not otherwise defined in this Second Amendment shall have the meaning ascribed thereto in the Agreement.

**NOW, THEREFORE**, in accordance with these recitals and in consideration of mutual promises and covenants recited thereafter, the parties agree as follows:

1. Term of Agreement. The term of the Agreement is hereby extended through June 30, 2028. Section 1.1 of the Multi-Media Rights Agreement, and Section 1 of the Amendment are hereby deleted in their entirety and replaced with the following, superseding clause:

“This Agreement is effective as of the date signed by both Parties and shall continue until June 30, 2028 (the “Term”) unless earlier terminated as provided herein. Each contract year of the Agreement shall commence on July 1 and end on June 30 and such period shall sometimes hereafter be referred to as “Athletic Year.”

2. Guaranteed Royalty Fee. In consideration for the rights granted to Learfield under the Agreement and the foregoing extension of the Term, the Guaranteed Royalty Fee for the period from Athletic year 2018-19 through the end of the Term is hereby amended as follows:



<u>Athletic Year</u>	<u>Guaranteed Royalty Fee</u>
2018 – 2019	\$3,800,000
2019 – 2020	\$4,000,000
2020 – 2021	\$4,200,000
2021 – 2022	\$4,400,000
2022 – 2023	\$4,600,000
2023 – 2024	\$4,800,000
2024 – 2025	\$5,000,000
2025 – 2026	\$5,200,000
2026 – 2027	\$5,400,000
2027 – 2028	\$5,600,000

The foregoing shall supersede and replace the language set forth in Section 4.1 of the Multi-Media Rights Agreement and Section 7 of the Amendment for the period from and after Athletic Year 2018-19.

3. Revenue Sharing. For the period from Athletic Year 2018-19 through the end of the Term, the Revenue Share Hurdles shall be amended as follows:

<u>Athletic Year</u>	<u>Revenue Share Hurdle</u>
2018 – 2019	\$7,850,000
2019 – 2020	\$8,325,000
2020 – 2021	\$8,800,000
2021 – 2022	\$9,275,000
2022 – 2023	\$9,750,000
2023 – 2024	\$10,225,000
2024 – 2025	\$10,700,000
2025 – 2026	\$11,175,000
2026 – 2027	\$11,650,000
2027 – 2028	\$12,125,000

The foregoing schedule shall supersede and replace the Revenue Share Hurdle schedule amounts for such Athletic Years set forth in Section 5.1 of the Multi Media Rights Agreement and Section 8 of the Amendment.

4. Capital Subsidy Payments. Section 4 of the Amendment is hereby deleted in its entirety and replaced with the following superseding clauses and schedule:

Learfield will make capital subsidy payments during the period 2018-19 through 2024-25 in the total aggregate amount of \$1,700,000 (the “Capital Subsidy”). The Capital Subsidy will be paid in the accordance with the following schedule:

<u>Athletic Year</u>	<u>Capital Subsidy</u>
2018 – 2019	\$600,000
2019 – 2020	\$600,000
2020 – 2021	\$100,000
2021 – 2022	\$100,000
2022 – 2023	\$100,000
2023 – 2024	\$100,000
2024 – 2025	\$100,000

University shall use the Capital Subsidy for capital improvements to University Athletic venues that provide new or enhanced sponsorship opportunities, such as LED screens, video boards, center-hung or other mutually agreed assets. A portion of the 2018-19 Capital Subsidy will be used for an endzone video board at the football stadium to be installed no later than the first home game of the 2019-20 football season. University will consult with Learfield on any such improvements early in the process so that Learfield can provide design suggestions to maximize the inventory that will result from the Improvements, and all inventory created or enhanced through such improvements shall be included as part of the Multi-Media Rights and any revenue generated therefrom shall be included in the calculation of AGR in accordance with the Agreement.

5. Additional Inventory/Rights. In addition to all of the multi-media rights granted to Learfield under the Agreement, University will:

- (i) consider, in good faith, those Learfield multi-media rights proposals which are categorized as Excluded Sponsorships under Section 3.10 of the Multi Media Rights Agreement in the beer or malt beverage (including domestic/craft beer) and wine categories, and assist with developing comprehensive packages, off-campus retail (point of sale) promotions, digital advertising and promotions, promotional merchandise distributed exclusively off-campus, right to use University’s primary athletic trademarks, to enhance current partnerships; provided, however, Learfield acknowledges that University has the right to approve or disapprove any proposed beer, malt beverage or wine sponsorship or activation in its sole discretion. The University President will exercise final approval authority of any proposed sponsor, sponsorship agreement, and/or individual promotions involving any new asset or rights relating to these categories. The University President will have thirty (30) days after the submission of any such proposal to approve or disapprove the proposal. Learfield understands these categories will be developed gradually over time, and does not expect full access and exposure in Contract Year 2018-19, but

expects presence in both categories by the beginning of the 2019-20 football season. Learfield further agrees that at least ten percent (10%) of any beer, malt beverage and/or wine sponsorship deal will be directed to the University to fund responsibility messaging or similar programming;

- (ii) consider, in good faith, Learfield proposals to enhance, through strategic marketing concepts and promotions, already significant partnerships in the casino/gaming categories excluded by Section 3.10 of the Multi Media Rights Agreement; provided, however, Learfield acknowledges that University has the right to approve or disapprove the same in its sole discretion. The University President will exercise final approval authority of any proposed sponsor, sponsorship agreement, and/or individual promotions involving any new asset or rights relating to these categories. The University President will have thirty (30) days after the submission of any such proposal to approve or disapprove the proposal. Learfield understands these categories will be developed gradually over time, and does not expect full access and exposure in Contract Year 2018-19, but expects presence in both categories by the beginning of the 2019-20 football season;
- (iii) assist Learfield in securing more widespread use of University primary athletics trademarks for commercial and strategic partnership use. For example, University will consider, in good faith, expanding the benefits offered in the banking category. Learfield acknowledges that University has the right to approve or disapprove the same in its sole discretion;
- (iv) work with Learfield to identify new areas of entitlement in the football stadium and basketball arena, to increase exposure and hospitality opportunities for corporate partners;
- (v) provide Learfield right of first negotiation (i.e., University will have good faith discussions with Learfield prior to discussing with any third party) for sponsorship/advertising inventory on the replacement of the existing digital roadside marquee signage by the stadium; and
- (vi) permit Learfield to deploy and ensure University use of a digital media backdrop for football and basketball to replace existing non-digital media backdrop.

University recognizes that the financial terms set forth in this Second Amendment assume that University will provide the consideration set forth above. In the event University does not provide such consideration set forth in subparagraphs (i), (ii), or (iii) above, it will be deemed an Adjustment Event under Section 4.2 of the Multi Media Rights Agreement, and the process set forth in that section shall be followed; provided, however, until the Parties reach agreement on a fair and equitable adjustment, Learfield will continue to pay the undisputed Guaranteed Royalty Fee (i.e., the Guaranteed Royalty Fee less the adjustment proposed by Learfield) to University. In addition to the foregoing, in the event the University's approval process for providing this additional inventory is delayed and as a result impacts Learfield's ability to commercialize such inventory in Contract Year 2019-20, the parties will discuss in good faith deferring a portion of amounts otherwise due in Contract Year 2019-20 into later Contract Years.

6. Additional Resources. In order to effectively activate the rights set forth in Section 5 above, Learfield will provide University with an additional annual subsidy of \$55,000 to fund a full-time dedicated staff member to assist with sponsorship activation. This employee will be staffed within

the University Athletic Department. University will consult with Learfield and keep Learfield updated during the recruitment and hiring process. The position will be filled by July 1, 2018.

7. Extended Businesses. Subject to all applicable State of Idaho and University purchasing rules, regulations, policies, and procedures (collectively “Purchasing Requirements”), and subject to the terms of any current contract between the University and any third party, including but not limited to its service providers and any athletic conference that the University may now be or may later become a member of, University, if able, will:

- (i) prior to the expiration of the term of the University’s current agreement with its ticketing sales provider, negotiate with Paciolan in good faith with respect to University engaging Paciolan to provide such ticketing services to University for the period after the expiration of the term of such agreement;
- (ii) at the expiration of the term of the University’s current agreement with its trademark licensing agent, meet with Learfield Licensing Partners (“LLP”) to discuss the University engaging LLP for such services; and
- (iii) at the expiration of the term of the University’s current agreement with its provider of hosting services for its athletic web site, give due consideration to engaging Learfield’s affiliate SIDEARM Sports, LLC to provide hosting services for the University’s official athletic web site. Learfield understands that University may continue to renew its agreement with its current provider.

Learfield understands that University may continue to renew its agreements with its current service providers and that University may not be able to entertain the negotiations contemplated in this paragraph in light of applicable Purchasing Requirements or contract provisions.

8. Relationship of Second Amendment to the Agreement. Except as set forth in this Second Amendment, the Agreement shall remain unchanged and in full force and effect in accordance with its terms. If, however, there is any discrepancy between the Agreement and this Second Amendment, the terms and conditions of this Second Amendment shall control.

9. Amended and Restated Agreement. This Second Amendment, when fully executed and delivered, shall be a binding and legally enforceable contract, upon which we may each rely.

10. Counterparts. This Second Amendment may be executed in two or more counterparts and by facsimile or electronic signature, each of which shall be deemed an original and all of which shall constitute one document.

11. Entire Agreement. The Agreement as amended by this Second Amendment constitutes the entire agreement between the University and Learfield with respect to the subject matter hereof, and supersedes any prior oral or written understandings or agreements of the parties with respect to its subject matter.

*[Signature Page Follows]*

**IN WITNESS WHEREOF**, the parties hereto have caused this Second Amendment to be executed by the duly authorized officer or agents on the date first set forth above.

BOISE STATE UNIVERSITY

BRONCO SPORTS PROPERTIES, LLC

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

**AMENDMENT  
TO  
MULTI-MEDIA RIGHTS AGREEMENT**

THIS AMENDMENT ("Amendment") is made and entered as of the \_\_\_\_ day of \_\_\_\_\_ 2014 with an effective date of July 1, 2013 ("Effective Date") by and between Boise State University ("University") and Bronco Sports Properties, LLC ("Learfield"), a Missouri limited liability company qualified to do business in Idaho and a wholly owned subsidiary of Learfield Communications, Inc. This Amendment amends that certain Multi-Media Rights Agreement between University and Learfield that had an effective date of July 1, 2010 ("Agreement").

**BACKGROUND**

- A. University and Learfield have been operating under the Agreement.
- B. University has elected to exercise its option to extend the term of the Agreement for the three (3) years through June 30, 2020 and to further extend the term through the period ending June 30, 2025.
- C. In consideration of University extending the term of the Agreement through June 30, 2025, Learfield has agreed to provide University additional consideration as more particularly described in this Amendment.
- D. Capitalized terms used in this Amendment shall have the same meaning as those terms have in the Agreement unless otherwise stated.

NOW, THEREFORE, in consideration of the foregoing Background and other valuable consideration, University and Learfield amend the Agreement by this Amendment as follows:

- 1. **Term of Agreement.** The term of the Agreement will be from July 1, 2013 through June 30, 2025 ("Term").
- 2. **Third Tier Television Rights.** The provisions of Section 2.6 (Third Tier Television Rights) are deleted from the Agreement. If at any time during the Term, the television broadcast rights for University athletic events revert to the University from the Mountain West Conference (or any other athletic conference with which University is affiliated during the term of the Agreement), Learfield shall be granted the exclusive rights to such broadcasts for the remainder of the Term with additional payments to University in an amount to be negotiated in good faith at such time. In the event, the parties cannot reach agreement, the exclusive rights to such broadcasts shall not vest in Learfield but shall remain the property of the University.
- 3. **Digital Media Rights.** Throughout the Term, Learfield shall have the exclusive sponsorship rights associated with "Digital Media Rights" which means all University official athletic platforms including

browser-based websites, mobile web and mobile applications, social media channels such as Facebook, Twitter and Instagram, e-mail and other digital marketing, in-venue digital screens and platforms and all digital distribution of content to the extent such rights do not interfere with any rights reserved by the Mountain West Conference (or any other athletic conference with which University is affiliated during the term of the Agreement) or its chosen platform provider.

4. Capital Subsidy Payments. In addition to the Capital Stipend payments through June 30, 2017, Learfield will make capital subsidy payments in the amount of \$100,000 on July 1 in each Athletic Year beginning with the 2015 – 2016 Athletic Year and continuing through the 2024 – 2025 Athletic Year for University to use for capital improvements to assets within University Athletic venues that may provide sponsorship opportunities. This Capital Subsidy Payment can be used for such items as the purchase and installation of a center-hung videoboard in the Taco Bell Arena or other mutually agreeable venue enhancements. Sponsorship opportunities created by a new center-hung videoboard or any other mutually agreeable asset procured with the Capital Subsidy Payment will be mutually agreed upon between Learfield and University and when agreed upon will be sponsorship rights belonging exclusively to Learfield with no increase in the Guaranteed Royalty Fee. Any revenue collected by Learfield from these rights shall however be included in the calculation of AGR.
5. Additional Rights. In addition to all of the multi-media rights granted to Learfield under the Agreement and this Amendment, throughout the Term, University grants Learfield the following additional rights on an exclusive basis, subject to NCAA rules, regulations or restrictions:
  - i. The right to sell an additional sponsor logo on the Arena floor;
  - ii. A media suite in Albertsons Stadium for shared use by Learfield at no charge. University will, consistent with past practices, provide Learfield with use of the media suite number 621 at no charge for home football games;
  - iii. One (1) football coaches club membership at no charge to Learfield; and
  - iv. One (1) Basketball Hardwood Club Membership at no charge to Learfield.
6. Tickets. Locations of tickets to be provided to Learfield by University for home basketball games shall be materially improved over the locations of those tickets in the 2012 – 2013 Athletic Year.
7. Guaranteed Royalty Fee. Subject to the provisions of Paragraph 10 below, the Guaranteed Royalty Fee for the Term shall be as follows:

<u>Athletic Year</u>	<u>Guaranteed Royalty Fee</u>
2013 – 2014	\$2,410,000
2014 – 2015	\$2,735,000
2015 – 2016	\$2,860,000
2016 – 2017	\$2,935,000
2017 – 2018	\$3,300,000
2018 – 2019	\$3,400,000
2019 – 2020	\$3,500,000
2020 – 2021	\$3,700,000
2021 – 2022	\$3,900,000
2022 – 2023	\$4,100,000
2023 – 2024	\$4,300,000
2024 – 2025	\$4,500,000

8. Revenue Sharing. The Revenue Share Hurdle during the Term shall be as follows:

<u>Athletic Year</u>	<u>Revenue Share Hurdle</u>
2013 – 2014	\$4,795,000
2014 – 2015	\$5,645,000
2015 – 2016	\$5,895,000
2016 – 2017	\$6,045,000
2017 – 2018	\$6,775,000
2018 – 2019	\$6,975,000
2019 – 2020	\$7,175,000
2020 – 2021	\$7,575,000
2021 – 2022	\$7,975,000
2022 – 2023	\$8,375,000
2023 – 2024	\$8,775,000
2024 – 2025	\$9,175,000

9. Trade. Trade associated with Nike shall be increased to \$7,500.00 per year.
10. Bonus Payment. No later than July 31, 2018, Learfield will pay University a one-time bonus of \$1,100,000 ("Bonus Amount") as and for University's extension of the Term of the Agreement as set forth in this Amendment with \$750,000 of the Bonus Amount ("Cash Payment") paid in cash with the remainder of the Bonus Amount (\$350,000) considered paid by Learfield waiving its claim to a \$350,000 credit against the Guaranteed Royalty Fee in the 2013 – 2014 Athletic Year which by this Amendment, Learfield hereby agrees to do.
11. Additional Incentives. Section 7.3.4 of the Agreement (Television Promotion) is deleted from the Agreement.
12. Notices. All references to the Director of Intercollegiate Athletics in Section 8.11 of the Agreement shall mean Mark Coyle or his successor.



13. Relationship of Amendment to Agreement. Except as set forth in this Amendment, the Agreement is hereby ratified and confirmed upon its original terms and conditions. If, however, there is any discrepancy, conflict or variance between the terms and conditions of this Amendment and the terms and conditions of the Agreement, this Amendment shall in all events control.
14. Preapproval of Signage and Partnerships. Before installation or use, Learfield must seek University's written approval of any and all temporary or permanent signage, electronic or otherwise, and may not utilize in any way signage that is not approved by University in its sole discretion. Learfield must seek and receive University's written approval of any and all partnerships prior to entering into any agreement or contract, express or implied, and shall not enter into any partnerships without the express written consent of the University in its sole discretion. The written approval from University required under this paragraph 14 may be in electronic or paper form.
15. National Exposure Bonus Payments. In addition to all other monies due University and obligations of Learfield under the Agreement and this Amendment, the following monies shall be paid by Learfield to University :
  - i. For football (the greater of the following applicable payments):
    - a. Each and every time University football team is invited to appear in the College Football Access Bowls, Learfield will pay University a one-time payment of \$100,000 on the following June 1;
    - b. Each and every time University football team appears in the College Football Playoffs , Learfield will pay University a one-time payment of \$200,000 on the following June 1;
    - c. Each and every time University football team wins the College Football Championship Game, Learfield will pay University a one-time payment of \$300,000 on the following June 1.
  - ii. For Men's basketball:
    - a. Each and every time University appears in the field of 4 teams in the NCAA Basketball Championship Tournament (the "Final Four"), Learfield will pay University a one-time payment of \$100,000.

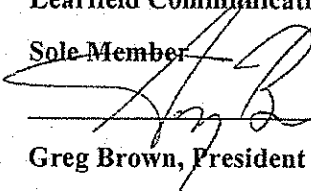
IN WITNESS WHEREOF, the University and Learfield have entered into this Amendment as of the Effective Date.

**BRONCO SPORTS PROPERTIES, LLC**

By: **Learfield Communications, Inc.,**

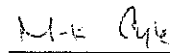
~~Sole Member~~

By:

  
\_\_\_\_\_  
**Greg Brown, President and CEO**

**BOISE STATE UNIVERSITY**

By:

  
\_\_\_\_\_

Name: **Mark Coyle**

Title: **Director of Athletics**

By:

  
\_\_\_\_\_  
Name: **Stacy Pearson**

Title: **Vice President Finance and Administration**

## MULTI-MEDIA RIGHTS AGREEMENT

THIS MULTI-MEDIA RIGHTS AGREEMENT ("Agreement" or "Contract") is made and entered as of the 9<sup>th</sup> day of November, 2009, by and between BOISE STATE UNIVERSITY ("University"), and BRONCO SPORTS PROPERTIES, LLC ("Learfield"), a Missouri limited liability company qualified to do business in Idaho and wholly owned by LEARFIELD COMMUNICATIONS, INC.

## BACKGROUND TO AGREEMENT

A. This Agreement is intended to set forth the rights, duties, responsibilities of University and Learfield with respect to the "Multi-Media Rights" associated with University's inter-collegiate athletic programs. These Multi-Media Rights are being granted to Learfield pursuant to University's Request for Proposal Number TS09-054 and University's February 18, 2009 letter as its Notice of Intent to Award TS09-054 (collectively the "RFP").

B. For purposes of this Agreement, the Term "Multi-Media Rights" shall mean the exclusive sponsorship and marketing rights, as hereinafter set forth, with exceptions as set forth within, to inventory, including, but not limited to, print, media, sponsorships, existing or new temporary or permanent signage, and other promotional and sponsorship rights for football, men's and women's basketball games, softball, wrestling, gymnastics, tennis and other inter-collegiate sports; and, if University is granted such rights from host venue, promotional rights for all games played at neutral venues where University is designated as the home team; radio and satellite play-by-play broadcast rights for football, men's and women's basketball games, softball games and any other collegiate sports as may be agreed between the parties and radio

and satellite broadcast rights for coach's shows; and selected television broadcast rights for football and men's and women's basketball; official athletic website sponsorship; at event corporate hospitality; at event impact; and any other sponsor-related or promotional rights to University's inter-collegiate athletic programs that are particularly described in this Agreement or that may be subsequently agreed to between the Parties as well as all the inventory which is available to University's intercollegiate athletic programs for the 2008 - 2009 University fiscal year. For the avoidance of doubt, the rights granted herein relate to varsity intercollegiate teams and do not include club or intramural teams. For the further avoidance of doubt, the rights granted herein are not exclusive with respect to electronic newsletters, it being agreed and understood that University as well may produce or distribute an electronic newsletter, but University agrees that if it produces or distributes an electronic newsletter primarily relating to Athletics, other than the existing magazine entitled "The Blue" which is produced in print and made available electronically in pdf format, it cannot contain any commercial underwriting or commercial sponsorship or advertising of any kind. University agrees that Touch Fall Marketing, the publishers of The Blue magazine shall be solely responsible for soliciting advertising for the magazine and University shall not solicit advertising on Touch Fall Marketing's behalf.

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained herein and the foregoing Background, University and Learfield (individually the "Party" and jointly the "Parties") agree as follows:

## AGREEMENT

**1.1 Term of Agreement.** This Agreement is effective on the date signed by both Parties and shall continue until June 30, 2017 ("Initial Term") unless otherwise terminated as provided herein. Each contract year of the Agreement shall commence on July 1 and end on June 30 and such period shall sometimes hereafter be referred to as "Athletic Year." University shall:

(i) have three (3) options to extend the Initial Term of this Agreement for an additional one (1) year period each option through June 30, 2018, June 30, 2019 and June 30, 2020 respectively ("Extended Period(s)"). If University wishes to extend this Agreement for the Extended Period(s) it shall notify Learfield no later than June 30, 2015 of University's intent to exercise its option to extend the term of this Agreement for the first Extended Period and no later than June 30, 2016 and 2017 respectively for the next two Extended Periods; or

(ii) in its sole discretion shall choose to extend the Initial Term of this Agreement for an additional three (3) year period ("Extended Period") at one time in lieu of three (3) separate one (1)-year options. If University wishes to extend this Agreement for the three year Extended Period it shall notify Learfield not later than June 30, 2015 of University's intent to exercise its option to extend the term of this Agreement for the three year Extended Period.

If the term of this Agreement is extended to include the Extended Period(s), then the terms and conditions of this Agreement during the Extended Period(s) shall remain the same as those during the Initial Term except as otherwise stated in this Agreement. Notwithstanding the fact that each contract year begins on July 1, the University acknowledges and agrees that Learfield's rights and obligations under this Agreement begin on July 1, 2010 ("Effective Date"), but that Learfield will begin its efforts prior to the Effective Date and will expend

substantial amounts of time, effort and resources to fulfill its obligations under this Agreement. The "term" of this Agreement including the Initial Period and the Extended Period(s) is sometimes hereafter collectively referred to as the "Term".

**1.2 Mutual Cooperation.** Throughout the Term of the Agreement, it is the Parties' intention to cooperate to maximize the opportunities to promote the University's Athletic program and that will foster growth in both the amounts and the potential sources of revenue under this Agreement. To that end, the Parties, including University's Director of Athletics (and/or his/her designee) will meet, as they mutually agree is necessary, to discuss the rights and inventory granted to Learfield and any unexpected problems arising therefrom to arrive at mutually satisfactory solutions. The General Manager of BRONCO SPORTS PROPERTIES, LLC will be encouraged to attend regularly scheduled University Athletic Department Administrative Staff meetings and will meet no less than once a month with University's Director of Athletics or his/her designee at times mutually agreeable to the Parties. In addition, University will use reasonable efforts to clearly and concisely define for University's staff the specific roles and responsibilities which Learfield will undertake with University's Athletic Department, including, but not limited to, any agreements Learfield enters into with University's coaches which Learfield and University mutually determine will help to promote the University's Athletic program and maximize revenue generating opportunities. Learfield will not enter into any agreement with a University coach without prior consultation with and approval from the University's Director of Athletics and University shall be responsible for coaches' compensation in its sole discretion. Learfield will keep University informed on a regular basis and/or upon request by University of its sponsorship and marketing plans as well as its current activities. In consideration of fostering a mutually beneficial environment for

both parties, Learfield agrees that it shall keep University informed of its negotiations with potential partners and shall consult with University regarding new potential partners that it wishes to approach and/or rights that it intends to offer.

**1.3 Additional Multi-Media Rights.** Although this Agreement includes specific rights granted to Learfield, it is agreed that from time to time opportunities for additional Multi-Media Rights may arise or be created that might not have been contemplated or specifically mentioned in this Agreement, including, but not limited to, Learfield finding additional ways to leverage the existing inventory or with new inventory ("Additional Rights"). If the nature of the Additional Rights requires the addition of a significant item of inventory that did not already exist in a University athletic venue in any format, being an alteration that affects the appearance of the venue and/or requires material expenditure ("Material Inventory Alteration"), then Learfield will notify University of such new inventory item in order to obtain University's approval of such new inventory item. The parties will negotiate in good faith to arrive at a financial model for any Material Inventory Alteration that is funded other than from the Capital Stipend and which includes the allocation of costs between the Parties and the resulting inclusion of revenue from the Material Inventory Alteration in the "AGR" as hereafter defined. For the avoidance of doubt, if, for example, a new ribbon board is installed in Bronco Stadium at a cost to either party of \$250,000.00, the cost incurring party shall first recover its cost of the ribbon board from revenue generated from the ribbon board before any revenue from the ribbon board is included in the calculation of AGR.

**2.1 Grant of Exclusive Radio Broadcast Rights.** Throughout the Term, University grants to Learfield, subject to any restrictions and modifications set forth by this Agreement, the exclusive rights to make or cause to be made live radio (including satellite radio, high definition radio, Spanish radio broadcasts and audio podcasts) broadcasts of all exhibition, pre-season, regular-season and post-season games for football, men's and women's basketball games and softball games and any other inter-collegiate sports as may be agreed with University. All of such broadcast rights shall be exclusive to Learfield and shall also include any game or games selected for broadcasting by any local, regional or national radio network, subject, however to any currently existing rules governing University as a result of its affiliation with the Western Athletic Conference ("WAC"), the Pacific Ten Conference for wrestling ("PAC 10") or any other conference to which University is affiliated during the Term or the National Collegiate Athletic Association ("NCAA") which could limit such exclusivity granted to Learfield hereunder. Rights to post-season conference and national tournaments are exclusive of all other individual and independent networks except those officially designated as origination stations or networks by radio stations considered by University as part of the radio following the opposing team involved in the game being broadcast. University acknowledges that broadcast rights to post-season conference and national tournaments is important to Learfield's revenue, and if such rights are not available to Learfield, then University shall negotiate in good faith with Learfield for a fair and equitable reduction in Learfield's Guaranteed Royalty Fee during the time the rights are unavailable. Notwithstanding the exclusive rights granted to Learfield under this Section 2.1, and subject to University's approval, a University student station may broadcast games, but only on a low power radio station which will not carry any commercial underwriting or commercial sponsorship or



advertising of any kind for such varsity intercollegiate game that will materially compete with the rights granted to Learfield hereunder and only if University has first consulted with Learfield in respect of the same.

Learfield shall use its best efforts to provide the widest exposure in the most professional manner relative to all broadcasts and at the very least shall be no less exposure and of no less quality than historically provided by or on behalf of University during the 2008 – 2009 Athletic Year. Without limitation to the foregoing, Learfield agrees that it shall use commercially reasonable efforts to increase the radio coverage of women's basketball. If at anytime during the Term, Learfield decides to pay for the production, operational and distribution costs of the Bronco radio network (collectively the "Production Costs") which in turn is expected to increase the revenue opportunities from the radio broadcasts, Learfield shall be entitled to deduct the Production Costs it incurs in calculating the AGR, as hereafter defined, provided that it has first consulted with University with respect to its decision to undertake the Production Costs and University has agreed to the Production Cost budget. Provided that the costs and budget are in line with those of any other universities represented by Learfield or its affiliated companies of equal or greater stature than University with no extenuating circumstances that do not apply to University ("Comparable Learfield Schools"), University shall not withhold approval.

**2.2 Radio On-Air Talent.** Learfield will employ, at its own expense, or subcontract with other approved providers, any and all personnel Learfield deems necessary to conduct broadcasts covered by the Agreement. Final selection of all air talent for all games, including, but not limited to pre-game, post-game, coaches' shows and other events to be broadcast must have the approval of University which approval will not be unreasonably withheld. The

University shall also have the right to request removal of a particular on-air talent if it, in its reasonable discretion, deems such removal necessary. The parties agree to discuss in good faith the removal of such on-air talent and allocation of costs or expenses related thereto. Notwithstanding the foregoing, University agrees to be responsible for all normal, reasonable and ordinary replacement costs unless adequate cause exists for such removal. Learfield shall be solely responsible for all employment related costs or liabilities.

**2.3 Radio Programming.** At the sole cost and expense of Learfield, Learfield shall produce, originate, broadcast and distribute the following radio programming in a quality at least commensurate to the quality of broadcasts historically provided during the 2008 - 2009 Athletic Year with state-of-the-art equipment and quality:

A. Football and Men's and Women's Basketball Games. Learfield will provide live broadcasts in the State of Idaho with emphasis in Boise, Nampa, Caldwell, Twin Falls, Idaho Falls, Pocatello, McCall and Lewiston of each (i) regular-season and post-season game for University varsity football, which may include the spring football game or any others if applicable, whether the same are played in Boise or elsewhere; and (ii) each regular-season and post-season men's basketball game whether the same are played in Boise or elsewhere and (iii) any exhibition men's basketball games if applicable. Each broadcast shall include pre-game and post-game shows with live or taped, as available, coaches' interviews, in addition to comprehensive description of game action. Learfield will use its best efforts to provide live broadcasts of each regular season and post-season women's basketball games to be no less than University's historical level provided during the 2008 - 2009 Athletic Year of live broadcasts of such games. Learfield shall pay for all costs associated with the operation and production and shall be responsible for obtaining any and all necessary clearances of each broadcast

hereunder.

B. Coaches' Radio Shows. Learfield will produce, sell and commercially distribute a weekly coaches' radio show for football and men's basketball and make all shows available to the Bronco Sports Network subject to technical restraints. For the purposes of this Agreement the "Bronco Sports Network" shall be no less than the radio coverage provided to University during the 2008 - 2009 Athletic Year. Learfield will produce and clear a combined total of approximately thirty (30) football and men's basketball weekly coaches' shows each year that will be not less than sixty (60) minutes in length per show. University will make available and provide the services of the head coaches of each such coaches' show. Further, Learfield is hereby granted the exclusive rights, at its option, to produce coaches' radio shows for other sports. University shall require coaches to be in attendance at each show agreed to under such contracts, provided the time commitments undertaken by each such coach is consistent with the coach's primary coaching responsibilities and each coach's contract with the University. In the event that a coach is not available, University and Learfield, shall agree to a suitable alternative being either coach's participation by telephone or by substitution of an assistant coach. Notwithstanding the forgoing, University shall use best efforts to provide the head coaches live participation in such shows. Any compensation of the coaches in respect of such shows shall be in the sole discretion of the University but in no event shall Learfield be responsible for a coach's compensation. Notwithstanding the provisions of the preceding sentence to the contrary, if University wishes that Learfield pay part or all of a coach's compensation, it shall notify Learfield in writing of the amount of a coach's compensation that it wishes Learfield to pay ("Coach's Compensation Amount") and Learfield shall pay the Coach's Compensation Amount in two equal payments at the times that Learfield pays the

University its Guaranteed Royalty Fee (December 31 and June 30). Learfield shall then deduct from the Guaranteed Royalty Fee the Coach's Compensation Amount which will be a credit against the Guaranteed Royalty Fee then owed by Learfield to the University. Learfield may sell a specific placement of any or all of the coaches' shows at a location to be determined and University will make the coach available at such location. Such coaches' shows shall be held at the Stueckle Sky Center on campus, unless the parties mutually agree otherwise, Learfield must provide a compelling reason, which may be a financial reason, for the coaches' show to be held at a different location, such as a local restaurant or other campus or off-campus location but shall also ensure that University does not lose revenue by such change of venue, for example through increased transportation costs and/or loss of food and beverage revenue. In such instance, Learfield will make every effort to ensure that such location shall be convenient to Boise State University and its coaches. University reserves the right to refuse a location if the location is inconsistent with the University's goals, mission or image or if the location is too inconvenient.

C. Other radio programming. Learfield shall also provide other radio programming, live or taped as applicable, to be no less than provided to University historically during the 2008 - 2009 Athletic Year and as required in the contract between Peak Broadcasting and University dated July 12, 2008 ("Existing Radio Contract") a copy of which has been provided to Learfield as part of the RFP.

D. Technical Requirements. Learfield shall satisfy University as to all technical requirements, including, but not limited to, digital quality, which are necessary to adequately broadcast University athletic events and coaches' shows in a manner no less than provided historically during the 2008 - 2009 Athletic Year and as is reasonable to be expected as

equipment and technology develops during the Term.

E. University Promotional Time. Learfield shall provide University with, or shall procure for University, promotional air time in kind and other marketing and promotional commitments during broadcasts of the game of a level no less than provided to University for its own use (rather than its sponsors' use) historically during the 2008 - 2009 Athletic Year to the greater of the amount it had received historically during the 2008 - 2009 Athletic Year or two (2) thirty (30) second spots for University institutional (rather than Athletics) promotional matters only. Learfield shall also provide University with, or shall procure for University, promotional air time in kind and other marketing and promotional commitments on the flagship station(s) outside of game broadcasts of a level no less than provided to University for its own use (rather than its sponsors' use) historically during the 2008 - 2009 Athletic Year.

F. Learfield shall record all radio broadcasts and shall provide University with a copy of all broadcasts and programs created hereunder. All rights in and to the broadcasts and programs shall cease at the expiration of this Agreement and shall revert to University.

G. University shall be considered the copyright owner of, and be entitled to receive all copyright royalty fees in any form allowed by law attributable to, the use or broadcast of the sporting events, preview shows, coach's shows and other programming produced by or on behalf of Learfield hereunder and University shall be entitled to all royalties, fees or other income (excluding, however, any sponsorship or advertising income which shall be included in the AGR as hereinafter defined) which may be attributable to the use of said broadcast material and recordings and Learfield will provide any assistance needed by University to implement any use of said material other than by radio transmission.

H. Notice of the University copyright shall be included as part of every event

broadcast made pursuant to this Agreement. The notice shall consist of the symbol "©" or the word "copyright" followed by the year that the event is first broadcast and the name "Boise State University" in every broadcast or medium of delivery.

**2.4 Additional Radio Broadcast Rights.** Notwithstanding anything contained in Section 2.1 through 2.3 to the contrary, it is agreed that from time to time forms or methods of additional distribution rights of the aforementioned radio programming may arise or be created that might not have been contemplated, might not have existed as of the date of this Agreement or specifically mentioned in this Agreement, and these rights shall be subsequently included in the rights granted to Learfield based upon the approval of the University, which approval will not be unreasonably withheld, and the Net Revenue from such rights shall be added to the AGR. Without limiting the foregoing, Learfield shall use commercially reasonable efforts to secure satellite and high definition radio transmission at no charge to the University and Learfield shall offer regular audio podcasts at a frequency and level to be agreed with University. All rights in and to the broadcasts and programs shall cease at the expiration of this Agreement and shall revert to University.

**2.5 Football, Men's Basketball and Women's Basketball Coaches' Television Shows.**

A. Learfield shall have the exclusive rights to broadcast and sell sponsorships in weekly coaches' television shows for football, men's basketball and women's basketball.

B. Learfield will produce and clear a total of no less than twelve (12) football and no less than twelve (12) men's basketball weekly coaches' shows each year that will be not less than thirty (30) minutes in length per show. Compensation of coaches, if any, will be paid by University but Learfield shall be responsible for all other costs relating to production and

distribution of the shows. Any compensation of the coaches in respect of such shows shall be in the sole discretion of the University. In no event shall Learfield be responsible for any compensation of coaches. Notwithstanding the provisions of the preceding sentence to the contrary, if University wishes that Learfield pay part or all of a coach's compensation, it shall notify Learfield in writing of the amount of a coach's compensation that it wishes Learfield to pay and Learfield shall pay the Coach's Compensation Amount in two equal payments at the times that Learfield pays the University its Guaranteed Royalty Fee (December 31 and June 30). Learfield shall then deduct from the Guaranteed Royalty Fee the Coach's Compensation Amount which will be a credit against the Guaranteed Royalty Fee then owed by Learfield to the University. Parties may agree to proceed with coaches' television shows for any other sports outside of those mentioned above and the net revenue (gross revenue less expenses such as production and distribution for the shows, provided such costs and/or budget have been agreed with University and if the costs and budget are in line with other Comparable Learfield Schools, University shall not withhold approval.) in relation to such additional sports shows shall be included in the AGR as hereinafter defined. Learfield may sell a specific placement of the coaches' show. Such coaches' shows shall be held at the Stueckle Sky Center on campus, unless the parties mutually agree otherwise. Learfield must provides a compelling reason, which may be a financial reason, for the coaches' show to be held at a different location, such as a or at a broadcast studio of Learfield's choice which is convenient to University's campus but shall also ensure that University does not lose revenue by such change of venue, for example through increased transportation costs and/or loss of food and beverage revenue. University shall require coaches to be in attendance at each show agreed to under such contracts, provided the time commitments undertaken by each such coach is consistent with the

coach's primary coaching responsibilities and each coach's contractual obligations to the University. Coaches will be encouraged but shall not be required to attend coaches' shows in person if the show is broadcast from outside the Boise, Idaho area. In this regard, it is agreed that a period of time which is sufficient for the production of a thirty-minute weekly coaches' television show will not unduly interfere with a coach's primary responsibilities to University. Notwithstanding the foregoing, Learfield will make every effort to ensure that the location of the coaches' shows shall be convenient to Boise State University and its coaches. University reserves the right to refuse a location if the location is inconsistent with the University's goals, mission or image or if the location is too inconvenient.

#### **2.6 Third Tier Television Broadcast Rights.**

A. University agrees to license Learfield the exclusive rights to broadcast television play-by-play programming which is not otherwise prohibited by University's affiliation with the WAC, the PAC 10 for wrestling, or any other conference to which University is affiliated during the Term or the NCAA ("Third Tier Television Rights"). Such Third Tier Television Rights include football, men's and women's basketball and any other University inter-collegiate sport, preview shows, a video season ticket podcast, replay shows and video magazine shows. Learfield will be responsible for all costs relating to the production and broadcast of such Third Tier Television Rights and Learfield shall retain all revenue generated from the Third Tier Television Rights and such revenue will be included in the calculation of AGR. Subject to the provisions of Section 4.2 below, these Third Tier Television Broadcasts shall be aired live or with a reasonable tape-delay as agreed with University. The live televising of home football and basketball games shall be at the discretion of the University



based on ticket sales and sell-out policies and the University shall have the right, in its sole discretion to request a tape-delay broadcast of any home game accordingly.

B. Notwithstanding anything herein, Learfield agrees that BRONCOVision shall be the exclusive video streaming venue for all University home and away events, unless and until agreed otherwise with University. Learfield or the applicable television broadcaster shall be provided a link to BRONCOVision from its applicable website.

C. University Promotional Time. Learfield shall provide University with, or shall procure for University, promotional air time in kind and other marketing and promotional commitments during broadcasts of the game of a level no less than provided to University for its own use (rather than its sponsors' use) historically during the 2008 - 2009 Athletic Year to the greater of the amount it had received historically during the 2008 - 2009 Athletic Year, and as required in the contract between Belo Corporation (KTVB Media Group) and University dated June 30<sup>th</sup>, 2005 ("Existing TV Contract") a copy of which was provided to Learfield as part of the RFP, or two (2) thirty (30) second spots for University institutional (rather than Athletics) promotional matters only. Learfield shall also provide University with, or shall procure for University, promotional air time in kind and other marketing and promotional commitments on the flagship station(s) outside of game broadcasts of a level no less than provided to University for its own use (rather than its sponsors' use) historically during the 2008 - 2009 Athletic Year.

D. Learfield shall record all television broadcasts and shall provide University with a copy of all broadcasts and programs created hereunder. All rights in and to the television broadcasts and programs shall cease at the expiration of this Agreement and shall revert to University.

E. University shall be considered the copyright owner of, and be entitled to receive all copyright royalty fees in any form allowed by law attributable to, the use or broadcast of the sporting events, preview shows, coach's shows and other programming produced by or on behalf of Learfield hereunder and University shall be entitled to all royalties, fees or other income (excluding, however, any sponsorship or advertising income, which shall be included in the AGR as hereinafter defined) which may be attributable to the use of said broadcast material and recordings and Learfield will provide any assistance needed by University to implement any use of said material other than by television transmission.

F. University shall own the copyright of and in all broadcasts (live or delayed) and recordings of events or shows covered by this Agreement. Notice of the University copyright shall be included as part of every event broadcast made pursuant to this Agreement. The notice shall consist of the symbol "©" or the word "copyright" followed by the year that the event is first broadcast and the name "Boise State University" in every broadcast or medium of delivery.

**2.7 Miscellaneous Terms Applicable to Coaches.** Subject to the coaches' pre-existing contractual sponsorship obligations, University will require its coaches to cooperate with Learfield should Learfield need to obtain an endorsement that is beneficial in promoting the University's Athletic program and maximizing the income from the rights granted under this Agreement; nevertheless, Learfield acknowledges that coaches shall not be required to endorse a particular product. University will use its best efforts to prevent its coaches from participating, directly or indirectly, in the endorsement of any product or service that competes with the products or services offered by Learfield's sponsors. Except as set forth herein, and subject to each coach's contractual obligations to University, University will require its coaches to cooperate with Learfield to accommodate reasonable requests of Learfield for its sponsors (such as special appearances, autographs, and letter-writing). Any coaches' endorsements by Learfield must conform to University, WAC, PAC 10 (wrestling only), or any other conference to which University is affiliated during the Term and NCAA rules and guidelines.

**2.8 Video/DVD Rights.** If Learfield and University mutually agree that a season ending or other highlight audio-visual program (being video, DVD and/or other audio-visual medium as agreed with University) (together defined as "Video Program") is warranted for a particular University team, Learfield shall, at its expense, produce or cause to be produced and sell or cause to be sold, such Video Program at Learfield's cost and Learfield shall retain all of the revenue derived therefrom provided that the Net Revenue (gross revenue in excess of the cost of producing and selling the Video Program provided such costs and/or budget have been agreed with University and if the costs and budget are in line with any other Comparable Learfield Schools, University shall not withhold approval.) shall be considered part of the

AGR. University shall approve the content and artwork of any and all Video Programs.

**2.9 Athletic Internet Site and Internet Video Streaming and e-Commerce.**

A. While University will control and produce the University's official athletic website, University hereby licenses Learfield the exclusive rights to all sponsorship revenue generating opportunities which now or in the future may exist on the University's Official Athletics Website ("OAS") (<http://broncosports.com>), including, but not limited to, all rights to sell sponsorships in the form of company logos and messages on University's OAS, audio streaming of sponsorship messages and direct internet access to other websites as well as all other sponsorship opportunities which now or in the future may exist in the future on the OAS. All resulting gross revenue derived by Learfield from these rights shall be added into the calculation of the AGR. All other rights relating to the OAS, including but not limited to audio and visual streaming, subscription member services, fundraising, auctions, merchandising, ticket and event revenue and editorial content shall be retained by University. University shall be responsible for providing editorial content on the OAS. Notwithstanding anything contained in this Section 2.9 to the contrary, Learfield acknowledges that the University presently has an existing relationship with Jump TV (host of the OAS) and until and unless such relationship is terminated, Learfield shall not have the right to manage, produce or further develop the OAS unless separately agreed with University. However, University will provide Learfield with the opportunity to have input on decisions regarding the OAS but shall not be obligated to implement Learfield's suggestions. Upon termination of University's agreement with Jump TV, University, with input from Learfield, shall have the right to select Jump TV's successor but University shall not be obligated to grant such rights to Learfield. In the event that Learfield is granted the right to manage the OAS and/or the audio or video streaming,

Learfield shall negotiate the contract with an appropriate website hosting company and pay the then applicable hosting fee for the OAS ("Hosting Fee"). The Hosting Fee shall not be deducted from the Guaranteed Royalty Fee set forth in Section 4.1 and the resulting revenue shall be treated separately from the AGR hereunder.

B. Learfield shall have the exclusive right to publish and distribute an Official Sports Report ("OSR"), daily e-mails of up-to-date and unique news to University fans and constituents. To assist Learfield in its marketing and distribution efforts of the OSR, subject to the applicable data privacy laws and at Learfield's cost, University agrees to distribute such OSR and other Learfield news to its database or e-mail addresses of season ticket holders, and individual game ticket purchasers, athletic department donors and boosters. University will use reasonable efforts to have such OSR distributed to the database or email addresses of the University's alumni association. Learfield acknowledges that University does not control the University alumni association's database or email addresses and that Learfield will be responsible for any costs associated with such distribution.

## **2.10 Game Program and Schedule Card Production and Sponsorship Rights.**

2.10.1 Football; Men's and Women's Basketball. Learfield shall have the exclusive right to print, publish, distribute and sell sponsorship space in football, men's and women's basketball programs (or similar game day publications) for all home games and matches played by University and those designated as home games or matches although played or conducted on a neutral site, during its regular seasons and schedule cards for the other sports (collectively the aforementioned programs and roster cards are referred to herein as "Game Publications").

2.10.2 Matters Relating to All Programs. All costs of printing and distributing all athletic game programs will be the responsibility of Learfield. The quality

and quantity of the game programs will be not less than what has historically been produced by or on behalf of University on a per-game basis for University based on sales demand and no less than the quantity and quality specified in Attachment B of the RFP. University shall be responsible for providing all written content and editing thereof that is required for each Game Publication and will work with Learfield to determine the design of Game Publications and in some instances will be responsible for design elements of the Game Publications. University retains final control of all content and design of its Game Publications but will not have control over sponsorships in Game Publications which control will belong exclusively to Learfield, provided that University has agreed to the percentage of space in the respective Game Publication made available to the sponsors in aggregate. University shall be responsible for supplying Learfield or its printer with Game Publication content not less than 30 business days prior to a Game Publication's publication for "static" pages and not less than five (5) business days for "change" pages. Learfield will provide University with a mutually agreeable reasonable number of complimentary Game Publications, to be no less than five hundred (500) copies in respect of football Game Publications and one hundred (100) in respect of the other Game Publications. University shall have the right to purchase at cost additional copies of Game Publications for its own use from Learfield. Learfield shall charge University no more than its actual printing cost in respect of such additional copies. In addition to the sponsorship revenue from Game Publications, Learfield will retain any game day vending revenue from Game Publication sales which shall be included in the calculation of the AGR. Learfield and University will review and mutually agree upon the sales price, quantity and format of the respective Game Publications for the upcoming season no less than once a year.

## 2.11 Sponsorship Signage.

A. Except as otherwise set forth in this Agreement, University grants Learfield the exclusive rights to sell sponsorships on all the existing as well as all the future permanent signage (electronic or otherwise) and temporary signage in all University athletic venues, including, but not limited to,

- Bronco Stadium
- Taco Bell Arena

B. If, during the Term, University decides to install new electronic or enhance existing electronic signage or install new videoboards or enhance existing videoboards at any of its athletic venues (collectively the "New Signage"), Learfield will have input into the New Signage in order that Learfield can manage the sponsorships which will result from the New Signage and Learfield will retain all revenue from the New Signage sponsorship sales where such New Signage was paid for out of the Capital Stipend and such revenue shall be included in the calculation of the AGR. If the University decides to install New Signage over and above that which is funded by the Capital Stipend, before so doing it shall agree with Learfield how it shall be funded and how the revenue shall be treated hereunder.

C. The above foregoing notwithstanding, University reserves the rights to utilize signage (electronic or otherwise) for such reasonable amounts of time as agreed upon by Learfield for pre-game, half-time, quarter breaks, game time-outs or post-game for University's need to promote University sports, the University or University events or accomplishments, or athletically-related activities as deemed reasonably necessary by University but in no event for any commercial underwriting or commercial sponsorship or advertising of any kind, other than for the University Bookstore and for hotel and automobile

lease/transport trade partners as agreed with Learfield, and subject to the provisions of Section 6.1 of this Agreement, in any event to be no more than historically provided to University Bookstore and such hotel and automobile lease/transport trade partners during the 2008 - 2009 Athletic Year.

2.11.1 Athletic Venue Sponsorship Rights. The specific athletic venue sponsorship rights will include, but not be limited to, the following signage:

**Bronco Stadium ("Stadium"):**

- Main scoreboard permanent panels
- Main scoreboard tri-vision panels
- Fascia signage
- Field level signage and banners
- Façade, Tunnel and Concourse Signage
- On-field logo, with University's approval and provided that this does not adversely affect the turf
- Message Center Displays
- Promotions that involve sponsors at all events, provided that the University has agreed to such promotions
- Press conference backdrops
- Coaches' headsets
- Football goal post pads
- Exterior marquee and signage
- Video board features, promotions, replay swipes, PSAs and billboards
- Digital signage (when available in the future)



- Sound system cover
- Concession signs
- Cold air balloon signage
- Temporary signage
- Television monitors (Bronco Vision)
- Field Goal Nets (if such nets can be installed without detriment to spectators view and without damage to the track and field facilities)
- Virtual signage during telecast (subject to any rights retained by the WAC/ESPN)
- Sideline Cooling Systems
- Sideline Equipment Crates
- Sideline employees (e.g., chain crew, managers, etc.) clothing and equipment, as permitted (i) by the University's agreement with Nike or the applicable apparel contract at that time and (ii) the applicable Conference rules.
- Cup Holders, if available
- Other opportunities as approved by University

**Taco Bell Arena Signage:**

- Rights to the center hung scoreboard signage
- Rights to the University's main scoreboard and panels and auxiliary boards
- Rights to the University's LED displays, if available in the future
- Scoreboard, fascia and vomitory displays
- Scorers' table, press row and baseline table advertising panels (rotational, digital, or static)
- University and opposing team bench chair backs and kick plates

- Message center displays
- Video advertising displays
- Basketball goal posts padding
- Basketball backboard supports (goal profile)
- Team entry canopies/signage
- Playing surface logo opportunities, as approved by the University
- Shot clock advertising panels
- Suite Signage
- Virtual signage during telecast
- Courtside, rotational and permanent signage
- End wall permanent and rotational signage
- Upper corner sponsor panels
- Mezzanine permanent and rotational signage
- Exterior marquee and signage
- Temporary signage and displays
- Static signage opportunities that either currently exist or which Learfield may elect to sell in and around concession areas, facility entries/exits, restrooms, concourses, portal entries/exits into seating areas
- Concession, concourse and lobby displays
- Plastic souvenir cups and concession (food) containers subject to University's existing arrangements with its pouring rights partner and/or concession provider
- Courtside employees, not to include scorer's table personnel (e.g., ball boys, managers, etc.) clothing and equipment as permitted (i) by the University's

agreement with Nike or the applicable apparel contract at that time and (ii) the applicable Conference rules.

- Scoreboard signage in the practice area
- Blimp signage
- Profile Signage (on top of basket supports)
- Other opportunities as approved by University

All Taco Bell Arena signage sponsorship must be subject to the existing agreement between the University and Taco Bell primarily that sponsorship shall not be sold to a competitor of Taco Bell. Furthermore, such sponsorship shall be in respect of athletic events only and sponsors shall acknowledge that their respective signage may be covered or obscured at a non-Athletic event and/or at an athletic event that is not controlled by University such as a NCAA tournament. Learfield acknowledges that University has a separate arrangement with Taco Bell Arena and therefore agrees to consult with University with regard to all Taco Bell Arena signage and inventory and rights granted therein. Notwithstanding the foregoing sentence, the Taco Bell Arena Signage referred to above, shall be available to Learfield in accordance with the terms of this Agreement.

**Other Sports Venues:**

- Main scoreboard ad panels
- Any sideline and end-line advertising panels
- Message center displays
- Video advertising displays
- Public address announcements

- University and opposing team dugout and bench signage
- Temporary or permanent playing surface logo opportunities
- Static signage opportunities that either currently exist or which Learfield may elect to sell in and around concession areas, facility entries/exits, restrooms, concourses, portal entries/exits into seating areas
- Temporary signage and displays for special events
- Plastic souvenir cups and concession (food) containers subject to University's existing arrangements with its pouring rights partner and/or concession provider
- Other opportunities as reasonably approved by University
- Press Backdrop

Any signage other than the aforementioned signage shall be subject to consultation with University and further subject to the provisions of Section 1.3 above in respect of Additional Rights and/or Material Inventory Alteration.

For the avoidance of doubt, marketing, merchandising, sponsorship, signage, media and commercial rights for events on or within University's facilities that are hosted by other third party organizations or organizations within University that are not related to the Athletic Department, are excluded from this Agreement. Learfield may not enter into contracts with sponsors that prevent University, its Alumni or the University Foundation, from contracting with competitive sponsors for non-University Athletics events, regardless of where the events are held. Furthermore, where University shares facilities with a third party, for example the softball field, the rights granted herein shall only apply Athletic Department events.

2.11.2 Existing Message Board, Videoboard Rights, and Public Address Announcements. University grants Learfield the exclusive rights to secure sponsors for announcements, messages and videoboard displays on existing public address, electronic ribbon boards, scoreboards or videoboards including, but not limited to, out of town scores, trivia, statistics, features, segments, replays, commercial logo branded messages and contests. University will provide Learfield and its sponsors the necessary reasonable production and execution support needed for such announcements and messages at no cost to Learfield. The amount of necessary production and execution support provided will be reasonable and commensurate to that amount provided by University for University sponsors in the past. Any production and execution support over and above these reasonable amounts will be billed to Learfield by University at prevailing rates.

2.11.3 Maintenance of Sponsorship Signage, Message Boards and Videoboards. Learfield shall be responsible for all costs and expenses relative to any copy or art changes for replacement of existing signage. University will be responsible for the maintenance of both the existing and any new permanent signage and equipment, including the videoboards, rotating signage and static signage. University will also be responsible for payment of the game-day video board production charges. University will use all reasonable efforts to ensure that all such signage will be repaired in a timely manner in order to make such signage fully functional and operational.

2.11.5 New Inventory Items. It is understood and acknowledged that from time to time University may wish to install new items or upgrade existing items which are capable of adding to the inventory available under this Agreement or enhancing the existing inventory ("New Inventory Items"). All of the New Inventory shall be marketed and sold exclusively by

Learfield and the Net Revenue received by Learfield from any New Inventory Items shall be included in the calculation of the AGR each year, provided that such costs have been mutually agreed with University. Notwithstanding the foregoing, if any New Inventory Items are paid for by the University from funds other than the Capital Stipend, University and Learfield shall first agree how such New Inventory Items are to be funded and whether any of the increased revenue is to be paid directly to University to compensate for the expenditure over and above the Capital Stipend.

2.11.6 Temporary Signage. University, at no additional cost or expense, agrees to help facilitate Learfield obtaining the exclusive rights to sell or create temporary signage opportunities at University games or events which occur at a neutral venue. Any such temporary signage shall be paid for, erected, maintained and operated at the sole cost and expense of Learfield. All of the revenue received by Learfield from any temporary signage shall be included in the calculation of the AGR each year.

**2.12 Promotional Items and Events.** Throughout the Term, University grants Learfield the exclusive rights to the following promotional items and events:

2.12.1 Printed Promotional Item Rights. Learfield will have the exclusive right to sell sponsorships on all University printed promotional items relating to Athletics including, but not limited to, team rosters, ticket backs, parking passes, roster cards, ticket applications and mailer inserts, ticket envelopes, posters, sports calendars, fan guides, trading cards and schedule cards ("Printed Materials"). University and Learfield will mutually agree on an annual basis upon the sponsors, content and amounts of Printed Materials. However, the quantity (numbers produced) and quality will be no less than was being produced by or for University historically unless and until such Printed Materials can be replicated in all or in part

electronically e.g. electronic ticketing and such advertising space is no longer available. University will be responsible for the design of Printed Materials. Learfield shall provide the sponsors logos and materials together with the necessary rights for University to reproduce such logos and materials in a format and timeframe as reasonably requested by University as needed to produce the Printed Materials in a timely manner. The cost of printing the Printed Materials will be at a level consistent with the historical cost and will be the responsibility of Learfield and shall not be deducted from the AGR.

2.12.2 Game Sponsorship and Promotional Sponsorship Rights. Learfield will have, at a minimum, the right to secure sponsors for pre-game, game "time-outs", half-time, and quarter breaks sponsored promotional activities and special game day on-field and on-court promotions or contests as well as official game sponsorships. University reserves the right to use, at no cost and expense to Learfield, a reasonable amount of time to be agreed upon by Learfield during any pre-game, game "time-outs", half-time, and quarter breaks for University's need to promote University's fundraising efforts, development projects, sports, upcoming University events or accomplishments, subject to Section 6.1 of this Agreement, the University Bookstore and such hotel and automobile lease/transport trade partners or athletically related activities. Promotional activities may include, but are not limited to, premium item giveaways, fan contests on the field, floor, or in the stands, sponsored entertainment acts, product samplings, inflatables, games, temporary signage, couponing and free product distribution and product displays; provided, however, this is not intended to exclude approved University student organizations' fundraising activities and other similar on-field/on-court recognition which do not have any commercial endorsement which in all events is strictly prohibited. By the first day of December of each year, Learfield will coordinate and

discuss with University an annual game/event promotions sales plan for the following athletic year. University will provide Learfield with all reasonable assistance in the sponsorship, promotions and implementation/facilitation as needed during these game-related activities. At University's reasonable request, Learfield will respect the University's environmental sustainability efforts and other applicable mission goals and/or policies when entering into promotional activities.

#### 2.12.3 Game Day Hospitality Rights.

A. Learfield shall have the exclusive rights to all corporate hospitality tents and group ticket sales related to corporate hospitality tents ("Hospitality Rights"). The Net Revenue, if any, derived from Hospitality Rights shall be included in the calculation of the AGR. Learfield shall be responsible for payment of costs associated with Hospitality Rights, subject to sub-section B below.

B. Hospitality Tent. University shall provide to Learfield, at no cost to Learfield, space for hospitality tents or any alternative facility for its clients at all University home football games as well as all football games played at a neutral site if University is designated as the home team and as the home team retains such rights. In all instances, University shall approve the location of the Hospitality Tent or alternative facility. The current hospitality area is the Keith & Catherine Stein Plaza by the Caven-Williams Sports Complex.

C. Learfield acknowledges and agrees that the activities of the University Alumni Association are excluded from this Agreement. The Alumni Association may host corporate hospitality and/or tailgate events which may be sponsored provided that these are held off-campus. The Alumni Association is currently located on University Drive but not on University owned land.



2.12.4 Fan Festival Rights. In addition to those rights described in Section 2.12.2, Learfield shall have the exclusive right to sell sponsorships, sponsorship packages (including tickets, meal and beverage vouchers) and corporate involvement for any existing interactive fan festival or related activities, that it creates with the approval of the University, such approval not to be withheld unreasonably, as well as those that University creates in the future with Learfield's approval, not to be withheld unreasonably. The Net Revenue from such events shall be included in the calculation of the AGR. The following are examples of at-event impact sponsorship inventory which will be available throughout the Term exclusively to Learfield but such examples are not intended to be the only available inventory:

- Product displays
- Sampling, couponing and free product distribution to fans attending University events
- Title and/or rivalry sponsorships of University Athletic events
- Presenting sponsorships of University Athletic events
- Pre-game post-game, half-time and timeout in-arena/stadium, on-court/field promotions, contests, mascot appearances, corporate recognition/presentations, and/or giveaways
- Plastic souvenir cups and concession (food) containers, subject to University's existing arrangements with its pouring rights partner and/or concession provider.
- Mascot/Cheerleader appearances
- Inflatables/games
- Kid's Club sponsorships (subject to the existing arrangements between University Athletics Department and University Bookstore)
- Varsity team tournaments and special events

- Ancillary entertainment opportunities such as half-time shows, etc.
- Midnight Madness-type events

For the avoidance of doubt, nothing herein shall prevent University from offering such events, without sponsorship, and on consultation with Learfield if such event involves a third party company for example a licensed merchandise retailer, and any revenue shall not be included in the calculation of the AGR.

2.12.5 Licensing Opportunities & Retail Promotions. Commensurate with historical broadcast and sponsorship agreements, and subject to existing licensing agreements, University grants Learfield the right to use University's name, trademarks, service marks, logos or symbols as identified at Schedule 2.12.5 on a royalty free basis to Learfield and its sponsors with regard to any promotions, sponsorships, commercial endorsements, or any other marketing activities covered in this Agreement; provided, however, that (i) University has approval, not to be unreasonably withheld or delayed, of all artwork produced by Learfield and/or sponsors, media partners and other third parties with whom Learfield contracts in accordance with this agreement, that bear the University's name, team name and/or other trademarks including University's logos, the blue field and other indicia that identify the University such as the college colors of blue and orange and the mascot and (ii) Learfield agrees that the sale or distribution of University logo bearing merchandise by Learfield or a sponsor is prohibited unless such merchandise is acquired through a supplier licensed by the University or the University Bookstore, and all such merchandise or designs shall have first been approved by the Director of Trademark Licensing, such consent not to withheld unreasonably. For the avoidance of doubt, no party is permitted to sell product or services on

University campus except through the University Bookstore without University approval. If a sponsor wishes to distribute a product or service on University campus, whether as a giveaway or for a fee, Learfield shall first consult with University and University shall have right of approval over such distribution, not to be unreasonably withheld. Learfield shall have the right to offer to sponsors the ability to enter into retail promotions, which make use of a University logo, such as using the University logo in point of sale materials ("Specific Sponsorships"). Learfield shall have the right to sell Specific Sponsorships throughout the Term of this Agreement and shall consult with University in respect of the same. The style and presentation of the Specific Sponsorship shall be submitted in writing or via email to the Director of Trademark Licensing for approval. If Learfield does not receive an approval or non-approval within seven (7) business days of its submission, the style and presentation of the Specific Sponsorship will be deemed approved by the University.

Learfield and those Learfield sponsors of University will have the right to use tickets in their retail promotions and all their projects which are related to Learfield's rights under this Agreement. Subject to the Exclusions and Excluded Sponsorships referred to in sections 3.9 and 3.10 respectively, the Parties agree not to allow the use of athletic event tickets for promotional purposes that specifically compete with Learfield's sponsorship sales efforts ("Restriction") by all other parties without the approval of University and Learfield, not to be unreasonably withheld. To the extent possible, University agrees to place an appropriate notice on all athletic event tickets in order to give effect to the Restriction.

**2.13 Rivalry Series.** The Parties will cooperate in the development of additional promotional marketing opportunities, including, but not limited to, the right to market and/or create one or more corporate-sponsored rivalry series for all athletic events. Specific details of

any new rivalry series events will require the approval of the University in its sole discretion.. Any rivalry series which is created by Learfield as well as all neutral site games whose rights belong to University and not the other team shall be Learfield's rights on an exclusive basis, including sponsorships, game sponsorships, print rights and all other promotional items. Notwithstanding the foregoing, and subject only to reciprocal rights granted to the rival school, University shall retain all rights in and to, including merchandise rights, the Rivalry Series which shall continue beyond the Term. As part of any future agreement for a neutral site game whose rights belong to University, University will not permit the solicitation of any University/Learfield client in a major sponsorship category (including, but not necessarily limited to, telephone, insurance, banking, and automobile), and will not permit the solicitation of any competitor of Learfield client in a major sponsorship category, for a title sponsorship and secondary or "presenting" sponsorship.

**2.14 Relocation of a University Home Game.** If during the Term, one of the University's home football games is moved to a neutral location or to the visiting team's location ("Displaced Game"), a fair and equitable reduction in the Guaranteed Royalty Fee and a corresponding adjustment to the Revenue Share Hurdle amounts shall be negotiated in good faith by the parties in recognition of the sponsorship revenue affected which results from a Displaced Game; provided, however, if the Displaced Game is replaced in the same season with another home game involving another team in the University's conference or a team which is comparable in stature, national prominence of its program or national ranking to the team which is involved in the Displaced Game or a team which is a traditional rival of University, then there shall not be any reduction in the Guaranteed Royalty Fee or any increase in the Revenue Share Hurdle Amount.

**3.1 Tickets and Parking Passes.** Throughout the Term, University shall provide Learfield, at no cost to it, the number of tickets and parking passes specified in Schedule 3.1, which shall be no less than the same historical number of season and individual tickets in the same or better historical locations to football, men's and women's basketball games and other University intercollegiate games which were provided or allocated to sponsors, as well as TV and radio broadcast providers and rights holders, for the 2008 - 2009 Athletic Year. Said tickets and parking passes shall be of the same or better quality as to locations previously provided by University. In addition, Learfield shall have the right to purchase additional tickets from University, if available, the quality of which will be based upon availability and the tickets afforded the highest level of donor status by University ("Additional Tickets"). The price for the Additional Tickets shall be the lowest available price charged by University for the same quality of ticket together with the associated Bronco Athletic Association fees and any other dues required for third party purchase of the applicable tickets. Learfield shall have the right to purchase additional parking passes from University, if available, at the lowest available price charged by University. .

During each year of the Agreement, University will provide Learfield the right to purchase up to 200 bowl game tickets; 24 men's and women's WAC Conference Basketball all session tournament tickets; 30 men's and women's basketball NCAA first- and second-round tickets; 30 NCAA men's and women's regional tickets; and 50 Men's and Women's Final Four tickets, provided that University is participating in the applicable game. The quality of the tickets allocated to Learfield will be proportional to the quality of the total tickets made available to University. If, for example, one-third of University's tickets are in the lower level

of the WAC Tournament, one-third of Learfield's allocation of tickets will be in the lower level, as well. University will provide parking passes at cost to Learfield on an "as available" basis. In addition, University will provide at no cost to Learfield, four (4) VIP parking passes to all University athletic events (football passes are for reserved spots) and two VIP reserved spots through the University's Club seat program for football. Notwithstanding the foregoing, University shall be able to give away tickets in return for operational services provided to University and other trade provided that such activity does not impinge upon the sponsor rights granted to Learfield hereunder.

**3.2 No Existing Agreements.** University represents and warrants that it has not executed any advertising or sponsorship agreements, which extend past the 2009 - 2010 Athletic Year. If there are any advertising or sponsorship agreements which extend beyond the 2009 - 2010 Athletic Year, including the St. Luke's-Idaho Elks Agreement, such agreements and the revenue therefrom shall belong to Learfield, excluding the Boise Office Equipment Agreement which University will not renew or extend and will receive the revenue therefrom through June 30, 2011. Except for the Boise Office Equipment agreement through the 2010 - 2011 Athletic Year only, any revenue that University receives from an advertising or sponsorship agreement which extends past the 2009-2010 Athletic Year shall be paid to Learfield by University, failing which, the amount of such revenue shall be deducted from the Guaranteed Royalty Fee.

### **3.3 Credentials; Parking and Travel:**

University will also provide all-access credentials and parking on all game days for Learfield's staff members and, from time to time, members of its senior staff.

A. To the extent that there are seats and sufficient capacity, and subject to

University's head coach's approval, University will pay for the travel expenses for Learfield's radio crew (consisting of 3 persons) on the team's charter to such away football games in which University's teams appear but Learfield will be responsible for the broadcasting crew's hotel, per diem, and if applicable, commercial airline or vehicular travel, expenses. Learfield shall use best efforts to ensure that such radio crew comply with University's policies and guidelines with respect to their attendance on such charter and University reserves the right to prohibit such radio crew from such charter flights if the radio crew does not follow the University's policies and guidelines. If available, University will further provide Learfield with space on any chartered aircraft carrying University's football team for up to four (4) persons and a Learfield staff member for Learfield's client development, provided that all such persons shall comply with University's policies and guidelines with respect to their attendance on such charter. University shall charge Learfield for such seats at cost.

B. Notwithstanding anything hereunder, all seats on any charter flights shall be subject to University's approval and subject to University's operational needs and also the respective coach's approval.

C. Learfield shall be responsible for all costs in association with the broadcasting crew including hotel, per diem, commercial airline or vehicular travel, expenses for all other games.

**3.4 Office Space.** University acknowledges and agrees that Learfield's performance under this Agreement and the resulting benefits to University will be better enhanced if Learfield is provided office space on the campus of University, preferably near or within University's Athletic Department. University will provide appropriate office space and the use of existing office furniture in a University athletic facility to Learfield during the Term of

the Agreement ("Leased Premises") at no additional cost to Learfield. Any changes or enhancements relative to the Leased Premises and furniture therein shall be at the sole cost and expense of Learfield, and shall be at the prior written consent of University. The Leased Premises shall be of a size and quality to accommodate four (4) full-time Learfield employees and one intern. Learfield may hire additional personnel in consultation with University. University will establish telephone and internet access to Learfield in the Leased Premises at no cost to Learfield; however, Learfield will be responsible for reimbursing all related charges other than the set up fees including but not limited to the monthly charges and long distance toll charges. In addition, Learfield will be responsible for paying for out-of-pocket expenses such as office supplies. University will pay for all utilities relating to the Leased Premises. If Learfield needs to expand its staff to carry out its responsibilities under this Agreement, subject to availability, University shall use its best effort to provide Learfield additional office space, rent-free, to accommodate such need in reasonable proximity to Learfield's Leased Premises, or in different space large enough to accommodate all of Learfield's needs. Learfield shall comply with all labor laws and regulations as specified further in section 8.20 below.

**3.5 Efficient operation.** Except as otherwise provided in this Agreement, Learfield will furnish all labor, management, supplies, and equipment necessary to fulfill its obligations herein; provided, however University will provide non-financial assistance for sponsorship fulfillment and execution at no expense to Learfield (such as the implementation of an on-field or on-court contest during pre-game, halftime or a time-out, provided that such assistance required is reasonable and within University's staffing capacity). Learfield shall provide the necessary number of staff personnel as are reasonably required for Learfield to



perform its obligations under this Agreement. It is anticipated that Learfield will require four (4) staff personnel including a General Manager with at least 7 years of applicable experience. University shall have the right to approve the General Manager, which approval will not be unreasonably withheld so long as the General Manager has sufficient prior experience to carry out his duties and responsibilities and shall be consulted in respect of all staff to be hired by Learfield to work for Bronco Sports Properties.

**3.6 Permits.** Learfield will be financially responsible for obtaining all required permits, licenses, and bonds to comply with pertinent University rules and policies and municipal, county, state and federal laws, and will assume liability for all applicable taxes including but not restricted to sales, income and property taxes.

**3.7 Successful Performance.** Recognizing that successful performance of this Agreement is dependent on mutual cooperation between the Parties, Learfield will meet periodically with University to review Learfield's operations pursuant this Agreement and make necessary adjustments. Learfield will at all times recognize that University is a State university and Athletics is only part of the institution and therefore, Learfield will take this fact into account as part of its mutual cooperation with University.

**3.8 Blogs.** University acknowledges and agrees that it is the exclusive right of Learfield to provide ongoing, regular and real time coverage of University athletic events which not only includes the game itself but also includes pre-game, half-time, quarter breaks and post-game broadcasts ("Game Coverage"). University further acknowledges that the right to provide any type of commercial sponsorship or promotion in such "game coverage" on a blog or other similar means which features, describes, includes or discusses any University team in action as it occurs or "Game Coverage" (including any pre-games, half-time, quarter

breaks or post-game) is an exclusive right belonging solely to Learfield ("Blog Sponsorship"). This Blog shall be made available on University's OAS and nothing herein shall prevent University from writing its own blog(s) provided that no University written blog relating primarily to Athletics may contain any type of commercial underwriting or commercial sponsorship or advertising of any kind. If either University or Learfield become aware of any third party blog which includes blog or blog-type Game Coverage or Blog Sponsorship or a blog which violates the Conference Policy (collectively a "Violating Blog"), University will act reasonably to attempt to arrive at a satisfactory solution to eliminate the Violating Blog. Notwithstanding the foregoing, failure by University to eliminate a Violating Blog shall not be considered a material breach of this Agreement.

**3.9 Exclusions.** Learfield acknowledges that none of the revenue associated with the agreements as referenced in Schedule 3.9 to this Agreement ("Excluded Agreements") shall belong to Learfield; provided, however, Learfield shall have the right to pursue and sell to those Excluded Agreement parties additional sponsorship opportunities not specifically covered by the terms of the Excluded Agreements.

**3.10 Excluded Sponsorships.** Notwithstanding anything contained in this Agreement to the contrary, Learfield agrees that it shall not sell the following categories of sponsorship or sell any advertising right to any company that engages in the following businesses throughout the Term of this Agreement, unless otherwise agreed to by University, which approval may be withheld in University's sole discretion for no reason:

- Gambling (except the State authorized lottery). Establishments which provide gambling but also have other recognized sources of income such as a spa and resort are permissible sponsors so long as the sponsorship makes no reference to

the gambling aspects of the establishment.

- All Liquor (except that television broadcasts may include paid for advertising, but not sponsorship, from malt beverage or wine companies)
- Prophylactics
- Feminine hygiene products
- Tobacco products
- Sexually explicit materials.
- Adult entertainment
- Religious and/or political materials
- Ammunition and firearms
- Competitors of University which for purposes of this Agreement shall be limited only to other higher education institutions or competitors of the University Bookstore/Bronco Shop being including but not limited to bookstores and fan stores such as the Blue & Orange Store.
- Material that could be considered defamatory, obscene, profane, vulgar or otherwise socially unacceptable or offensive to the general public or may cause harm to student-athlete health, safety and welfare
- Advertising that may bring discredit to the purposes, values, principles or mission of the NCAA or University or may negatively impact the interests of intercollegiate athletics or higher education.

Learfield agrees that in exercise of its rights granted hereunder, it shall ensure that any advertising, sponsorship or other representation of the University shall be mindful of and

consistent with the good image, message and reputation of the University. Furthermore Learfield shall use reasonable efforts to ensure that all sponsors, advertisers, media partners and other parties with whom Learfield enters into arrangements with in accordance with the terms of this agreement, shall be mindful of and consistent with the good image, message and reputation of the University and that promotion or recognition of such third party will not materially distort or impair the presentation and image of the University, its Athletics program and the respective teams.

**4.1 Guaranteed Royalty Fee.** As payment for the rights licensed under this Agreement, Learfield will pay University a Guaranteed Royalty Fee in such amounts as set forth below. The Guaranteed Royalty Fee described below is based upon all of the following assumptions being completely accurate (collectively the "Assumptions"): (a) that at a minimum, the inventory available to Learfield for sponsorship sales shall be not less than the inventory which was available for sponsorship sales for the 2008 - 2009 Athletic Year and will include all the signage inventory available in the Taco Bell Arena including the signage sold to Cactus Pete, Jiffy Lube, Chevron and the Boise Airport ("Base Sponsorship Inventory"); (b) all of the exclusive rights described under this Agreement are available to Learfield throughout the Term; (c) all of the historical sales information provided by University to Learfield is accurate and the amounts set forth in the agreements between the University and its sponsors and advertisers are collected in full by University; and (d) except for the Excluded Agreements (but not the Boise Office Equipment Agreement), there are no advertising or sponsorship agreements which extend past the 2009 – 2010 Athletic Year. If any or all of the Assumptions do not occur, are not accurate or do not remain in effect for the entire Term of the Agreement,

then University shall negotiate in good faith with Learfield for a fair and equitable reduction in Learfield's Guaranteed Royalty Fee, save that in the event that the Assumptions in subparagraph (a) or (c) above are not accurate the Guaranteed Royalty Fee will be adjusted downward on a dollar-for-dollar basis accordingly. If the Base Sponsorship Inventory or elements are materially reduced or eliminated, University will either replace inventory or alleviate those issues specifically identified by Learfield in writing associated with such inventory to Learfield's reasonable satisfaction failing which the Guaranteed Royalty Fee will be adjusted downward on a dollar for dollar basis. All Guaranteed Royalty Fees owed by Learfield shall be paid one-half on December 31 and one-half on June 30 of each Athletic Year with a final distribution of any income derived through the agreed AGR formula or other adjustments made on or before August 31<sup>st</sup> of the following Athletic Year.

<u>Athletic Year</u>	<u>Guaranteed Royalty Fee</u>
2010 – 2011	\$2,135,000*
2011 – 2012	\$2,260,000
2012 – 2013	\$2,335,000
2013 – 2014	\$2,410,000
2014 – 2015	\$2,485,000
2015 – 2016	\$2,560,000
2016 – 2017	\$2,635,000

If the University exercises its option for each Extended Period, the Guaranteed Royalty Fee for each Extended Period shall be as follows:

2017 – 2018	\$2,710,000
-------------	-------------

---

\* This amount reflects a \$50,000 reduction to accommodate the University's retention of that amount from the last year of the University's contract with Boise Office Equipment.

2018 – 2019 \$2,785,000

2019 – 2020 \$2,860,000

**4.2 Reduction to Guaranteed Royalty Fee.** Notwithstanding anything contained in this Agreement to the contrary, a fair and equitable reduction in the Guaranteed Royalty Fee Payment will be agreed upon by Learfield and University if any one or all of the following events occur and thereby reduce Learfield's revenue during the Term of this Agreement, which reduction will be negotiated in good faith by the Parties unless another manner of reduction is otherwise provided in this Agreement:

A. University's football, men's or women's basketball team incurs sanctions which prevent the team from appearing in conference championship games or post season conference tournaments, NCAA, or NIT tournaments (basketball) or playoff/bowl games (football):

B. The men's football, men's basketball or women's basketball program is eliminated or substantially curtailed; or

C. Should any acts of terrorism, acts of state or the United States, strikes, labor shortages, epidemics or any natural disaster, including, but not limited to, flood, fire, earthquake, tornado, hurricane or extremely severe weather condition, drought, loss of power, whether or not resulting from a natural disaster, prevent a University game being played at its originally scheduled athletic venue. However, the Parties recognize that it is preferred that University reschedule a game at a different date or time in an effort to keep the game as a home game instead of moving the location of the game to the visiting team's home venue or moving the game to a neutral venue; or

D. If Learfield is not permitted to sell any and all categories of sponsorships not specifically prohibited herein, or to sell to any and all sponsors other than those specifically

excluded herein, or to continue to sell all inventory managed or sold by Learfield at any time during the Term of this Agreement, or should the NCAA, the WAC or the University disapprove of any commercial inventory, category, or sponsor that had been previously allowed by the NCAA, the WAC or University for any reason other than compliance with policies, regulations and laws which existed as of the date of the RFP, and such disallowance results in a material deviation in the type, kind or quantity of inventory provided to Learfield and University fails, upon receipt of written notice from Learfield of such a deviation, to cure such deviation within sixty (60) days of such notice, in such case, and both parties have used best efforts to mitigate the material deviation, the University agrees in advance that, pursuant to Section 4.1, then University shall negotiate in good faith with Learfield for a fair and equitable reduction in Learfield's Guaranteed Royalty Fee based upon the amount of commercial sponsorship or sponsorship dollars that were lost due to the exclusion of said sponsor or inventory; or

E. All of the events described in this Section 4.2 and elsewhere in this Agreement which give rise to a reduction in the Guaranteed Royalty Fee are hereafter singularly referred to as an "Adjustment Event" and collectively as "Adjustment Events". Examples of Adjustment Events are:

- the NCAA eliminates malt beverage advertising and Learfield is able to show that it has been financially adversely affected by such decrease;
- the Base Sponsorship Inventory is reduced or adjusted;
- Learfield is prohibited from selling specific sponsorships which were sold by University at the same or higher historical levels; and
- a decrease in the number of games available through Third Tier Television



Rights from that which was historically available and Learfield is able to show that it has been financially adversely affected by such decrease.

Provided however that University exercising its approval rights shall not be considered an "Adjustment Event", unless it was an approval right that was not to be unreasonably withheld and University was unreasonable in its withholding of such approval.

**4.3 Conference Change.** Notwithstanding anything contained in this Agreement to the contrary, a fair and equitable increase in the Guaranteed Royalty Fee Payment may be negotiated in good faith and agreed upon by Learfield and University if University's men's football, men's basketball or women's basketball is moved to a conference other than WAC and/or the WAC becomes a BCS Conference during the Term of this Agreement.

**5.1 Revenue Sharing.** In addition to the annual Guaranteed Royalty Fee, Learfield will pay University, on or before August 31<sup>st</sup> of the following Athletic Year, 50% of collected Adjusted Gross Revenue ("AGR") that exceeds the Revenue Share Hurdle set forth below ("Revenue Share Amount"). Any amounts collected after August 31<sup>st</sup> of each Athletic Year will be added to the calculation of AGR for the applicable year and paid when collected. AGR is defined as collected gross revenue (defined as total cash revenue, billed and collected, , less agency commissions and third party rights fees such as NCAA or NIT related sponsorship fees) as well as all other direct out-of-pocket promotional costs such as tickets and client fulfillment expenses provided that all such costs have first been approved by University.

Athletic Year

Revenue Share Hurdle

2010 – 2011

\$3,885,000

2011 – 2012

\$4,035,000

*2.9 - 1/12*



2012 – 2013	\$4,335,000
2013 – 2014	\$4,445,000
2014 – 2015	\$4,485,000
2015 – 2016	\$4,635,000
2016 – 2017	\$4,785,000

If this Agreement is extended for the Extended Period(s), the Revenue Share Hurdle Amount shall be as following during each Extended Period:

2017 – 2018	\$4,935,000
2018 – 2019	\$5,085,000
2019 – 2020	\$5,235,000

Notwithstanding anything contained in this Section 5.1 or elsewhere in this Agreement to the contrary, if an Adjustment Event or Adjustment Events occur, the Revenue Share Hurdle amounts set forth above will likewise be adjusted to reflect the loss of revenue derived by Learfield under this Agreement. The amount of such adjustment shall be negotiated in good faith by the Parties.

**6.1 Trade.** In addition to the promotion benefits referenced in section 7.3 below, Learfield will use its best efforts to renew for University during each year of the Term up to the same amount of non-media in-kind-trade benefits in exchange for sponsorship rights which exists in the 2008 - 2009 Athletic Year which is valued at \$150,000 ("Threshold Amount"). For the avoidance of doubt, University shall be responsible for any trade, including hotel and

automobile lease/transport trade whereby University exchanges tickets for goods or services in kind, but shall not give such partners any rights in inventory granted to Learfield under this Agreement other than that which has been provided to them historically and which shall be in consultation with Learfield. Learfield will also use its best efforts to secure during each year of the Term at least \$150,000 of additional in-kind-trade benefits in exchange for advertising or sponsorship rights granted hereunder above the Threshold Amount ("Additional Trade Amount"). The Threshold Amount and the Additional Trade Amount shall be referred to herein as the "Total Trade Amount". University shall have approval of all such trade agreements, which approval will not be unreasonably withheld. All trade must be for University's athletic marketing purposes only and will not be affected by any trade obtained by the University. Any in-kind-trade renewed or secured by Learfield will not reduce the amount of cash donations or contributions. Learfield reserves the right to substitute alternative inventory to current trade customers if those customers are otherwise displacing cash paying customers with University's approval, which approval will not be unreasonably withheld. In the event that Learfield does not obtain in-kind trade benefits for University of value up to the Total Trade Amount, University shall have the right to enter into in-kind trade agreements with third parties without further recourse to Learfield.

#### **7.1 Extension Bonus.**

(i) If University exercises all three (3) of its one year options to extend the Term of this Agreement to include the Extended Period, as set out in Section 1.1(i) above, Learfield will pay University an extension bonus in the aggregate amount of \$500,000 once University exercises the third one year option, to be paid no earlier than July 1, 2017;

(ii) If University exercises one option for an extension of three years to extend the Term of this Agreement to include the Extended Period, as set out in Section 1.1(ii) above, Learfield will pay university an extension bonus in the aggregate amount of \$500,000 on July 1, 2015.

**7.2 Capital Stipend.** Beginning August 31, 2011, Learfield will provide University with a capital stipend of One Million Dollars (\$1,000,000) ("Capital Stipend"). Such Capital Stipend shall be payable ratably over the remaining Athletic Years of the Initial Term or as otherwise agreed with University, such approval not to be unreasonably withheld and consistent with both University and Learfield's goals to provide significant capital improvements to University Athletics' venues. University agrees that all of the Capital Stipend shall be expended by University toward its procurement of new University athletic venue sponsorship assets which will provide Learfield with additional sources of revenue opportunities and venue enhancements. By way of example, the Capital Stipend could be used by the University to help fund new video boards in the Stadium and/or in the Taco Bell Arena, or new scoreboards or LED or reader boards for football and basketball. All sponsorship opportunities with respect to all of these assets shall belong exclusively to Learfield and all revenue generated therefrom shall belong exclusively to Learfield and shall be included in the calculation of AGR. University agrees that Learfield shall have input into the final decisions regarding which new assets will be installed in which athletic venue with the Capital Stipend as well as input into the "value engineering" of the sponsorship elements associated with these assets. University agrees that it will use its best efforts to use the Capital Stipend to purchase (or assist in the purchase) of assets or inventory at the athletic venue which is sold out on a regular basis or where the inventory at an athletic venue is already maximized (only the

Stadium or the Taco Bell Arena).

### **7.3 Additional Incentives.**

7.3.1 Outdoor Sponsorships. Learfield will provide University throughout the Term through Lamar Outdoor the same amount of billboard sponsorships historically provided to University during the 2008 - 2009 Athletic Year.

7.3.2 Radio Promotion. Learfield will provide University throughout the Term not less than the amount of radio promotion offered by the University's flagship station historically provided to University during the 2008 - 2009 Athletic Year.

7.3.4 Television Promotion. Learfield will provide University throughout the Term not less than the same amount of television promotion provided by television station KTVB historically provided to University during the 2008 - 2009 Athletic Year.

7.3.5 Print and Newspaper Promotion. Learfield will provide to University throughout the Term not less than the same amount of newspaper promotion provided by the Idaho Statesman and if possible, the amount of sponsorship currently provided by Yellow Pages and Impact.

7.4 DVD Guarantee: In consideration for the rights granted under section 2.8 above, Learfield shall pay to University a "DVD Guarantee". This DVD Guarantee shall be calculated by taking the average of the annual revenue received by the Athletics Department of the University in respect of its football DVDs for the football seasons 2005/06 through 2009/2010 excluding, however from the calculation, the highest annual payment and the lowest annual payment received during that time period ("Initial DVD Guarantee Amount"). Annual shall mean calendar year. In addition to the Initial DVD Guarantee Amount, if Learfield produces and sells a football DVD, Learfield shall pay University an additional payment, if

any, computed as follows: From the gross revenue collected by Learfield from DVD video sales there shall be subtracted therefrom the following: (i) approved production and distribution costs which shall be deemed approved if they are consistent with production and distribution costs incurred by Learfield or its Affiliates at other universities; and (ii) the Initial DVD Guarantee. University shall then receive 75% of the resulting amount, if any, and Learfield shall retain 25% of the resulting amount, if any. In no event however shall any of the revenue from DVD video sales be included in the calculation of AGR.

**8.1 General Terms and Conditions.** The terms and conditions contained in this Agreement will govern and will take precedence over any different or additional terms and conditions which Learfield or University may have included in any documents attached to or accompanying this Agreement, in the RFP and the response thereto or any letters between the Parties thereafter. Any handwritten changes on the face of this document will be ignored and have no legal effect unless initialed by both Parties.

**8.2 Choice of Law, Forum Selection, Entire Agreement and Amendment.** This Agreement will be construed under Idaho law (without regard for choice of law considerations). This Agreement and the Schedules attached hereto constitutes the entire agreement and understanding of the Parties and replaces any prior or contemporaneous agreement, whether written or oral, including, but not limited to the RFP. No amendments to this Agreement will be effective unless in writing and signed by the Parties. The State courts located in Ada County, Boise, Idaho, shall have exclusive jurisdiction over any disputes relative to this Agreement.

**8.3 Assignment.** Learfield may not assign any rights or obligations of this Agreement without the prior approval of University, which approval will not be unreasonably withheld. In the event of any assignment, Learfield shall remain responsible for its performance and that of any assignee. This Agreement will be binding upon Learfield, or its successors and assigns, if any. Any assignment attempted to be made in violation of this Agreement will be void. Notwithstanding anything contained in this Section 8.3 to the contrary, Learfield will have the right to assign this Agreement and its rights and obligations hereunder to an entity it either controls (owns more than 50%) or manages.

**8.4 Termination.** Either party may terminate this Agreement in whole or in part for cause upon ninety (90) days written notice if the other party fails to comply with any material term or condition of this Agreement, becomes insolvent or files for bankruptcy protection, or fails to comply in a material way with the requirements of this Agreement. Notwithstanding anything contained in this Section 8.4, the terminating party must state with particularity the specific matters of the other party's non-compliance, whereupon the other party shall have ninety (90) days to cure such matters, or such longer period if said other party is diligently pursuing a cure. In the event of any material noncompliance on the part of Learfield, Learfield shall continue to pay its Guaranteed Royalty Fee under this Agreement unless Learfield's noncompliance is a result in whole or in part by the actions or inactions of University; provided, however if University elects to administer the rights herein itself, any amounts collected by University from such rights in respect of contracts entered into by Learfield shall offset Learfield's obligation to pay the Guaranteed Royalty Fee by such amounts.

**8.5 Independent Contractor.** Learfield will perform its duties hereunder as an independent contractor and not as an employee of University. Neither Learfield nor any agent

or employee of Learfield will be or will be deemed to be an agent or employee of University. Learfield will pay when due all required employment taxes and income tax withholding, including all federal and state income tax and any monies paid pursuant to this Agreement. Learfield and its employees are not entitled to tax withholding, worker's compensation, unemployment compensation, or any employee benefits, statutory or otherwise from University. Learfield will be solely responsible for the acts of Learfield, its employees and agents. Learfield shall provide worker's compensation for all its employees and indemnify and hold University harmless therefrom.

**8.6 Non-Waiver.** No waiver by any party of any default or nonperformance will be deemed a waiver of subsequent default or nonperformance.

**8.7 Audit and Retention of Books and Records.** University will have the right upon reasonable notice to Learfield, (not more than once per year, and once during the three years following the termination of this Agreement) to inspect and copy such books, records, and documents (in whatever medium they exist) related to the collection of monies, payment of expenses and calculating of the AGR hereunder. Learfield will make such items available for inspection during normal business hours at such location as Learfield's financial books and records are maintained. All such items will be retained by Learfield during the term of this Agreement and for a period of five (5) years after the delivery of the goods and/or services. Any items relating to a claim arising out of the performance of this Agreement will be retained by Learfield, its agents and subcontractors, if any, until the later of the date when the claim has been resolved or five (5) years after the date of final payment under this Agreement. As part of its right of inspection and copying and not in addition thereto, University will have the right to conduct a formal audit or hire an independent auditor to audit such records. Learfield agrees to

cooperate with the audit and provide access to all books and records required to verify AGR. In the event that such audit reveals unpaid monies due the University, Learfield shall make immediate payment of balances owed with plus interest, calculated at the rate of six percent (6%) per annum, calculated from the date such amount originally became due under this Agreement. In the event any such discrepancy is in excess of Fifty Thousand Dollars (\$50,000.00), Learfield shall also reimburse University for the reasonable costs associated with such inspection, including but not limited to, reasonable attorney's fees and legal costs incurred in connection therewith.

**8.8 University Information; Learfield Information.** Learfield agrees that any information it receives during the course of its performance, which concerns the personal, financial, or other affairs of University, its regents, trustees, directors, officers, or employees will be kept confidential and in conformance with all state and federal laws relating to privacy. University agrees that any information it receives from Learfield under this Agreement which concerns the personal, financial or other affairs of Learfield, its members, stockholders, officers, directors, employees and sponsors including, but not limited to, sales summaries, revenue sharing reports, settle-up documents and any other documents relating to the reporting of financial and sales information by Learfield to University will be kept confidential and in conformance with all state and federal laws relating to privacy.

**8.9 Insurance.** At all times during its performance under this Agreement, Learfield will obtain and keep in force, at its own cost, comprehensive general and professional liability and general liability insurance, including coverage for death, bodily or personal injury, property damage, including product liability, libel and slander, media and broadcasting liability and automobile coverages, with limits of not less than \$1,000,000 each claim and \$1,000,000



each occurrence along with business interruption insurance coverage. All certificates evidencing such insurance, will be provided to University upon its request, will name University and its trustees, directors, officers and employees as additional insureds, and will provide for notification to University within at least thirty (30) days prior to expiration or cancellation of such insurance. Learfield represents that it has and will maintain during the Term worker's compensation insurance to the extent required by Idaho law.

**8.10 Indemnification.** Learfield agrees to defend, indemnify and hold harmless the State of Idaho, the University, their trustees, directors, officers, employees and agents from all liability, injuries, claims or damages (including claims of bodily injury or property damage) and loss, including costs, expenses, and attorneys' fees, which arise from the negligent acts and omissions of Learfield, its employees, officers and agents under this Agreement. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929 known as the Idaho Tort Claim Act, the University agrees to defend, indemnify and hold harmless Learfield, its members, employees, officers, directors and agents from all liabilities, injuries, claims or damages (including claims of bodily injury or property damage) and loss, including costs and expenses, and attorneys' fees, which arise from the negligent acts or omissions of University, its trustees, directors, officers faculty, students, employees and agents. In the event of litigation by any party to enforce the terms and conditions of this Agreement, the prevailing party will be awarded costs and reasonable attorneys' fees.

**8.11 Notices/Administration.** Except as otherwise provided in this Agreement, all notices, requests and other communications that a party is required or elects to deliver will be in writing and delivered personally, or by facsimile or electronic mail (provided such delivery is confirmed), or by a recognized overnight courier service or by United States mail, first-class,

certified or registered, postage prepaid, return receipt requested, to the other party at its address set forth below or to such other addresses as such party may designate by notice given pursuant to this section:

**If to University :**  
BOISE STATE UNIVERSITY  
Attention: Gene Bleymaier, Director of Intercollegiate Athletics  
  
Boise, Idaho 83725  
Facsimile No: (208) 426 1174  
E-mail Address [gbleymaier@boisestate.edu](mailto:gbleymaier@boisestate.edu)

With a copy to:  
BOISE STATE UNIVERSITY  
Attention: General Counsel (Kevin Satterlee)  
1900 University Drive,  
Boise, Idaho 83725  
Facsimile No: 208) 426 1345

**If to Learfield:**  
BRONCO SPORTS PROPERTIES, LLC  
c/o Learfield Communications, Inc.  
Attention: Greg Brown  
2400 Dallas Parkway, Suite 500  
Plano, TX 75093  
Facsimile No: (469) 241-0110  
E-mail Address: [gbrown@learfield.com](mailto:gbrown@learfield.com)

**With a copy to:**  
Philip A. Kaiser  
The Kaiser Law Firm, P.C.  
12231 Manchester Road, First Floor  
St. Louis, MO 63131  
Facsimile No: 314-966-7744  
E-mail Address: [phil@kaiserlawfirm.com](mailto:phil@kaiserlawfirm.com)

**8.12 Severability.** If any provision of this Agreement is invalid or unenforceable with respect to any party, the remainder of the Agreement, or the application of such provision to persons other than those as to which it is held invalid or unenforceable, will not be affected and

each provision of the remainder of the Agreement will be valid and be enforceable to the fullest extent permitted by law.

**8.13 Survivability.** The terms, provisions, representations, and warranties contained in this Agreement that by their sense and context are intended to survive the performance thereof by any of the parties hereunder will so survive the completion of performance and termination of this Agreement, including the making of any and all payments hereunder.

**8.14 Force Majeure.** No Party will be considered to be in default of its delay or failure to perform its obligations herein when such delay or failure arises out of causes beyond the reasonable control of the Party. Such causes may include, but are not restricted to, acts of God or the public enemy, including, but not limited to, acts of terrorism, acts of state or the United States in either its sovereign or contractual capacity, fires, floods, epidemics, strikes and unusually severe weather; but in every case, delay or failure to perform must be beyond the reasonable control of and without the fault or negligence of the Party.

**8.15 Counterparts.** This Agreement may be executed in two counterparts, each of which shall be deemed an original, and both of which will constitute one Agreement.

**8.16 Non-Solicitation by University.** University agrees that during the Term of this Agreement, and for a period of twenty-four (24) months, after its termination, irrespective of the reason for its termination, shall not directly or indirectly, hire or solicit an officer, general manager, assistant general manager, or account executive of Learfield or encourage any such person to terminate its relationship with Learfield without first obtaining consent from Learfield. University acknowledges that its breach of this section shall entitle Learfield to injunctive relief.

**8.17 Headings.** The headings of the sections of this Agreement are used for convenience only and do not form a substantive part of the Agreement.

**8.18 Injunctions.** In addition to any other remedies permitted by law, should any Party violate the terms set forth herein, the violating party shall be entitled to injunctive relief against the other to restrain any further violation of these provisions. Should any Party be successful in this endeavor, the other party shall pay all costs and expenses associated therewith, including reasonable attorney's fees.

**8.19 University's Representations and Warranties Regarding Learfield's Rights Under this Agreement.** University represents and warrants to Learfield that (a) University has the absolute right to grant and license the rights described in this Agreement to Learfield and provide Learfield and/or its sponsors all of the benefits described in this Agreement as well as those benefits at the historical levels provided by University to sponsors, (collectively the "Licensed Rights and Benefits"); (b) there are no oral or written agreements, contracts, options or other documents of any kind which University has entered into which would in any way impair or inhibit Learfield from exercising the Licensed Rights and Benefits on an exclusive basis; (c) University is authorized to timely carry out and/or fulfill any obligation of University to Learfield under this Agreement; and (d) Throughout the Term, except as otherwise specifically provided in this Agreement, University shall not directly or indirectly grant any third party any of the Licensed Rights and Benefits granted to Learfield under this Agreement. Notwithstanding anything contained in this Agreement to the contrary, if University materially breaches the provisions of this Section 8.19, an adjustment to the Guaranteed Royalty Fee and the Guaranteed Naming Rights Fee that Learfield will pay University under this Agreement shall be negotiated in good faith in order to recognize and account for the revenue that cannot

be obtained by Learfield as a result of such material breach. Notwithstanding the foregoing, and notwithstanding anything in this Agreement, in the event that a University department other than the Athletics department enters into a sponsorship or advertising agreement, in association with an Athletic event and held on campus (a "Non-Athletics Activity") that could compromise the rights granted herein by University to Learfield, such action shall not be deemed a material breach hereunder provided that the Athletics department uses best efforts to prevent such non-Athletics Activity reoccurring or ensuring that such Non-Athletics Activity does not compromise Learfield's rights in the future.

**8.20 Code of Fair Practices.** Learfield shall not discriminate against any employee or applicant for employment because of race, color, religion, sexual orientation, gender identification, marital status, national origin, sex, age, or physical or mental disability, or status as a US veteran. Learfield shall take affirmative action to ensure that applicants are employed and that the employees are treated during employment without regard to their race, creed, color, religion, national origin, sex, age, or physical or mental disability or status as a Vietnam-era/disabled veteran, except where it relates to a bona fide occupational qualification. Such action shall include but not be limited to the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or terminations; rates of pay or other forms of compensation; and selection for training, including apprenticeship. If applicable to this Agreement, Learfield shall comply with the provisions of Federal Executive Order 11246 as amended by Executive Order 11375. In the event of Learfield's non-compliance with the above non-discrimination clause of this contract or with any of the aforesaid regulations, this contract may be canceled, terminated or suspended in whole or in part and Learfield may be declared ineligible for further contracts with the University. In addition, the University may

take such further action, and such other sanctions may be imposed and remedies invoked, as provided by the laws of Idaho.

**8.21 Laws and FCC Regulations** Learfield agrees to, and shall ensure that its partners, abide by all laws of the Federal government, the State of Idaho and any other state, municipal or governmental entity associated with its activities under this Agreement. It further agrees it will be responsible for securing and paying for all permits necessary to fulfill its obligations under this Agreement. Learfield agrees to operate, and ensure that its media partners operate, both radio and television network activities in strict compliance with all applicable Federal Communication Commission regulations and all rules and regulations of the WAC Conference or any other applicable conference, as well as, the National Collegiate Athletic Association.

## **9.0 Miscellaneous.**

**9.1 "Best Efforts"** whether or not such term is capitalized shall mean a diligent, reasonable and good faith effort by a Party to accomplish an objective, but does not require its accomplishment. Such degree of effort will take into account unanticipated events and the exigencies of continuing business, but does not require that events or exigencies be overcome at all costs. It only requires that commercially reasonable efforts be exercised within a reasonable time to overcome any hurdles and accomplish the objective, allowing the Party to give reasonable consideration to its own interests.

**9.2 "Net Revenue"** whether or not such term is capitalized shall mean Gross Revenue less those costs incurred by Learfield and agreed by University, provided that if the costs and budget are in line with those of any other Comparable Learfield Schools, as defined in Section 2.1 above, University shall not withhold approval.

9.3 Whenever consent or approval is required, unless otherwise provided herein, the consent or approval shall not be unreasonably withheld.. Learfield agrees that in exercise of its rights granted hereunder, it shall ensure that any advertising, sponsorship or other representation of the University shall be mindful of and consistent with the good image, message and reputation of the University. Furthermore Learfield shall ensure that all sponsors, advertisers, media partners and other parties with whom Learfield enters into arrangements with in accordance with the terms of this agreement, shall be mindful of and consistent with the good image, message and reputation of the University and that promotion or recognition of such third party will not distort or impair the presentation and image of the University, its Athletics program and the respective teams.

9.4 At the request of University, Learfield shall provide a copy of all fully executed advertising and sponsorship contracts to University's Director of Athletics or his/her designee responsible for marketing.

9.5 No contract entered into by Learfield with a sponsor shall exceed the term of this Agreement, unless approved by University. Potential sponsorship contracts extending past the term of this Agreement are to be brought to University. All sponsorship contracts that extend beyond the Agreement Term stated in this Agreement shall include language that automatically assigns and transfers the contract to University, should the Agreement terminate, be terminated consistent with this Agreement, or not be retained by Learfield due to a competitive bid process.

9.6 Learfield agrees it will not contractually restrict the ability of University to enter into business transactions with a sponsor or a competing business of a sponsor. Agreements cannot preclude other non-athletic events that utilize competing sponsors from being scheduled

in University venues and/or facilities including Taco Bell Arena and Bronco Stadium. Learfield may not enter into beverage pour rights contracts for University's facilities, beverage sponsorship contracts for University or beverage advertising contracts that reference University's athletic teams, facilities or events. Learfield may not enter into any contracts or agreements which could conflict with University's apparel contract with Nike (or the applicable provider).

It is understood that apparel and affinity card contracts will be maintained by the University and are not a part of this Agreement. Nothing contained in this Agreement shall prevent University from contracting for sponsorships, acknowledgments and fund raising activities, when such agreements are not associated with the University's Athletic Department, facilities, and teams.

**10.1 Intellectual Property** Both parties agree that University owns the intellectual property rights associated with the University, its athletic teams, its facilities and the associated events and broadcasts. The ownership of intellectual property, which results from activities associated with this Agreement, will remain with University. Each party shall retain ownership of any of its patents copyrights, trademarks, or intellectual property developed prior to the Effective Date of this Agreement. University shall also retain ownership of any patents copyrights, trademarks, or intellectual property developed by University or jointly developed after the Effective Date of this Agreement.

**10.2 Use of University Marks:** Learfield agrees that the broadcast and advertisement intellectual property rights defined herein shall belong to University. University will maintain all right, title and ownership in its name, trademarks, service marks, logos, symbols, college



colors and other licensed indicia ("University Marks and Indicia"). No rights may be obtained for trademark ownership of the University marks. Upon dissolution or expiration of this Agreement, all use of these items by Learfield shall cease. Learfield agrees that it shall comply with any and all style guidelines and use policies of the University in respect of University Marks and Indicia as may be amended from time to time.

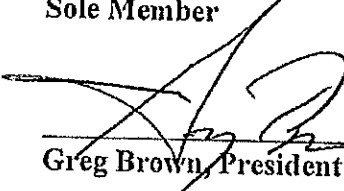
10.3 **Commercial Advertising.** University reserves the right to charge royalty fees for uses of University Marks or Indicia in respect of any items sold at retail (which shall not be permitted without University's prior approval).

[Rest of page left blank intentionally]

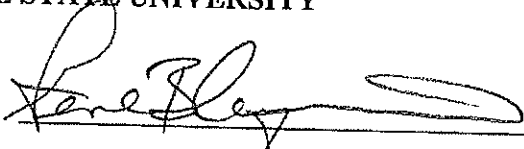
IN WITNESS WHEREOF, the Parties have entered into this Agreement as of the  
Effective Date specified above.

**BRONCO SPORTS PROPERTIES, LLC**

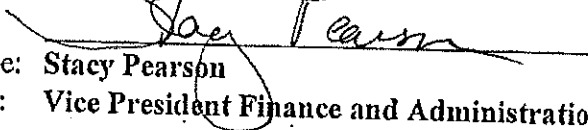
By: **Learfield Communications, Inc.,  
Sole Member**

By:   
Greg Brown, President - Learfield Sports

**BOISE STATE UNIVERSITY**

By: 

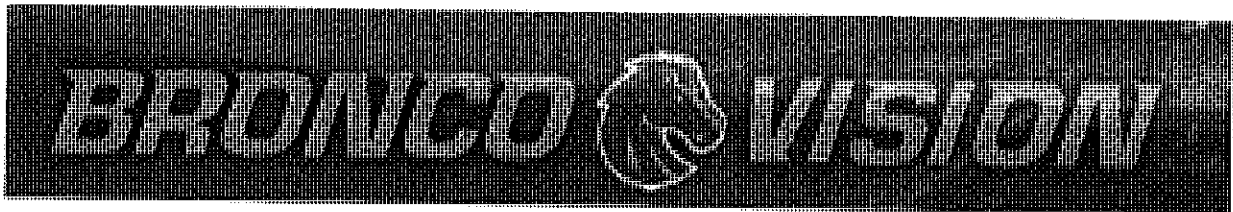
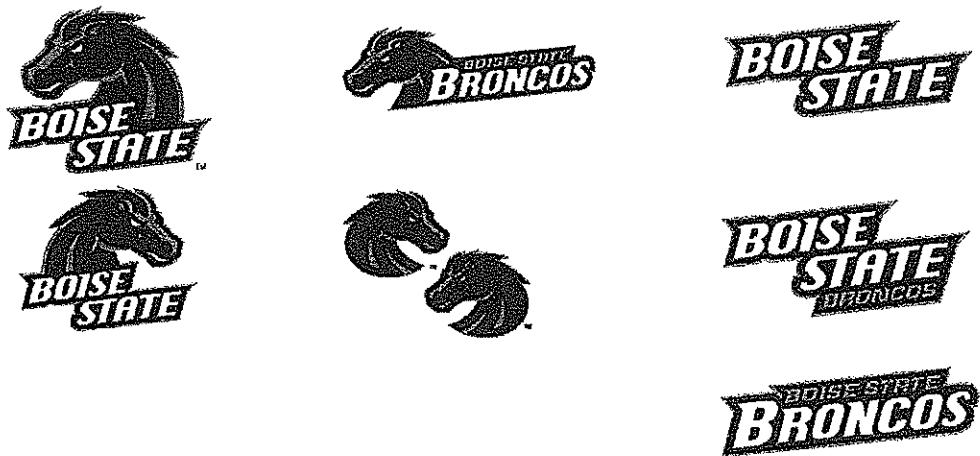
Name: **Gene Bleymaier**  
Title: **Director of Athletics**

By:   
Name: **Stacy Pearson**  
Title: **Vice President Finance and Administration**

SCHEDULE 2.12.5

UNIVERSITY'S TRADEMARKS

BOISE STATE UNIVERSITY  
BOISE STATE  
BOISE STATE BRONCOS  
BRONCOS



## SCHEDULE 3.1

**TICKETS TO BE PROVIDED  
BY UNIVERSITY TO LEARFIELD  
EACH ATHLETIC YEAR TO BE NO LESS THAN WHAT WAS PROVIDED TO  
SPONSORS IN THE 2008-09 ATHLETIC YEAR**

Tickets provided to Sponsors by Boise State in the 2008-09 Athletic Year

<b>CORPORATE PARTNER</b>	<b>FOOTBALL TIX</b>	<b>PREMIUM SEATS</b>	<b>BB TICKETS</b>
US Bank	4 President's Club	4 Club Seats	8 Season
Verizon Wireless	16 Season		16 Season
St. Luke's	38 Season + 20 End Zone for Bronco Bunch	8 Club Seats	18 Season
Northwest Dodge Dealers	16 Season + 400 End Zone	4 Club Seats	36 Season
Boise Hunter Homes	12 Season	1 Loge Box	12 Season
Boise Office Equipment	16 Season	4 Club Seats	16 Season
Carl's Jr.	12 Season		10 Season + 2 Courtside Seats
Les Schwab	16 Season		12 Season
Idaho Lottery	12 Season	4 Club Seats	12 Season
S1 IT Solutions	12 Season		12 Season
Best Buy	4 Season + 20 End Zone Season		50 to a single game
Blue Cross	20 End Zone Season		50 to a single game
American Family	20 End Zone Season		50 to a single game
Boise State Bookstore	20 End Zone Season		
Champion Windows	20 End Zone Season		
Chicago Connection	18 Season		4 Season
Fiberpipe	8 Season		8 Season
Franklin Bldg. Supply	20 End Zone Season		
Idaho Statesman	16 Season		16 Season
ISMI	20 End Zone Season		6 Season
Impact Directories	6 Season		50 to a single game
Lamar	26 Season		8 Season + 4 Courtside
Old Chicago	20 End Zone Season		50 to a single game
Pioneer Title	20 End Zone Season		
Pizza Hut	4 Season + 20 End Zone SEason		4 Season
Powerbar	4 Season + 20 End Zone Season		4 Season + 50 to a single game
Premier Insurance	4 Season		
Tates Rents	20 Season		4 Season

<b>CORPORATE PARTNER</b>	<b>FOOTBALL TIX</b>	<b>PREMIUM SEATS</b>	<b>BB TICKETS</b>
Zamzows	4 Season + 20 End Zone Season		4 Season + 1,000 during season
Agrib Beef	8 Season + 10 End Zone Season		
Like Nu Car Wash	4 Season + 20 End Zone Season		4 Season
FastSigns	20 End Zone Season		
Gym Outfitters	4 Season		
Old Spaghetti Factory	2 Season		2 Season
Quiznos	4 Season + 4 End Zone Season		50 to a single game
KWEI	10 End Zone Season		10 Season
Ram/Murphy's	20 End Zone Season		
Texaco	4 Season		
Clear Wireless	4 Season + 4 End Zone Season		
Peak Broadcasting	100 Season		100 Season

**SCHEDULE 3.9**

**LIST OF EXCLUDED AGREEMENTS**

Nike apparel contract  
Coca-Cola pouring rights contract  
Boise Office Equipment (expires June 30, 2011) (University will not renew or extend this agreement)  
Agri-Beef – Stueckle Sky Center agreement

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**BOISE STATE UNIVERSITY**

**SUBJECT**

Acquisition of real property

**REFERENCE**

October 2005	Idaho State Board of Education (Board) authorized Boise State University (BSU) to acquire property in its expansion zone through purchase or condemnation without Board authorization subject to available funding and appropriate approvals
April 2018	The Board voted to go into executive session pursuant to Section 74-206(1)(c), Idaho Code, to discuss acquiring “an interest in real property which is not owned by a public agency.”

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections V.I.2 and V.W.2.a  
Idaho Code, Section 33-3804 (b), (c), and (d) – Eminent domain power of the Board and University  
Idaho Code, Section 7-701 et seq.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment, Objective C: Access

**BACKGROUND/ DISCUSSION**

In April 2018, representatives from Boise State University briefed the Board in executive session on plans to acquire several parcels in its southeast expansion zone to facilitate construction of a baseball field. The parcels include:

1. 1104-1108 S. Grant Avenue (eight unit apartment complex)
2. 1116-1122 W. Beacon Street (four unit apartment complex)
3. 1101 S. Denver Avenue (surface parking lot)

In an effort to avoid condemnation, BSU has been in negotiations with all three property owners. BSU has reached a tentative agreement with the owner of Parcel 1, but has been unsuccessful in its negotiations with the owners of Parcels 2 and 3. In the event the negotiations are not successful, BSU requests approval to use condemnation to acquire these properties.

**IMPACT**

BSU will continue to use all reasonable efforts to acquire these properties through negotiations with property owners.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**ATTACHMENTS**

Attachment 1 – Property Map

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho Code, Section 7-701 allows the right of eminent domain to be exercised for public buildings and grounds for the use of the state. Idaho Code, Section 33-3804 provides the power for each public institution to exercise the right of eminent domain. Board Policy V.W. requires Board approval of legal actions involving the exercise of the right of eminent domain.

Board Policy V.I.2.a. requires Executive Director approval of acquisitions of real property over \$500,000 and up to \$1,000,000, and Board approval of acquisitions over \$1,000,000.

Representatives of BSU's administration will be ready to address any Board member questions on the request.

**BOARD ACTION**

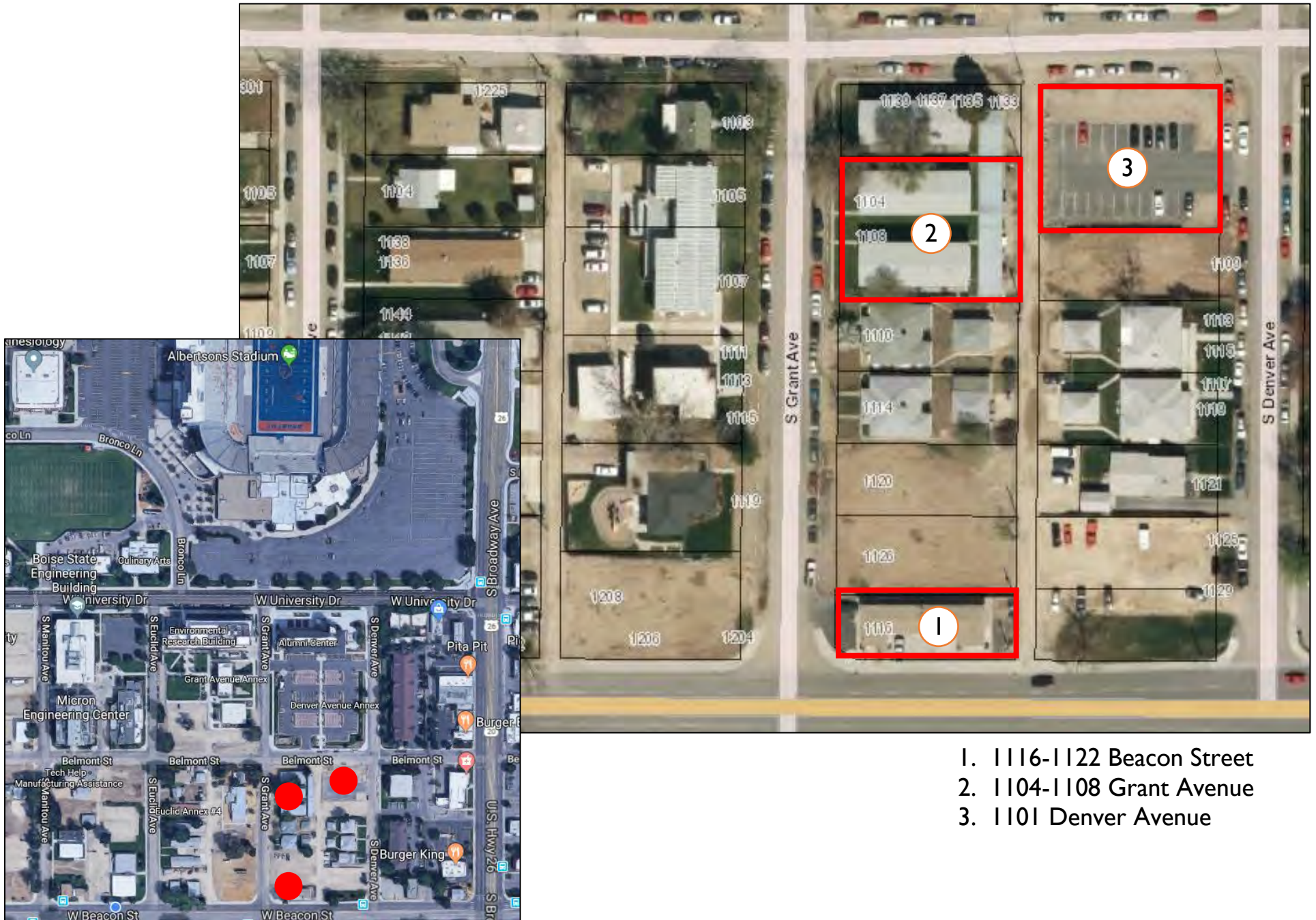
I move to approve the request by Boise State University to acquire real property located at 1104-1108 South Grant Avenue, 1116-1122 West Beacon Street and 1101 South Denver Avenue through purchase and sale subject to Board Policy V.I.2.a., or by use of eminent domain legal proceedings if necessary, and to execute and ratify any required pleadings or transactional documents, including closing documents, necessary or convenient to carry out these actions for these properties.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



# SOUTH CAMPUS ACQUISITIONS

## ATTACHMENT 1



1. 1116-1122 Beacon Street
2. 1104-1108 Grant Avenue
3. 1101 Denver Avenue

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**UNIVERSITY OF IDAHO**

**SUBJECT**

Capital Project Authorization Request, Planning and Design Phases, for the proposed Bruce M. Pitman Center Exterior Elevation Repairs.

**REFERENCE**

August 2017 Idaho State Board of Education (Board) approved six-year capital plan

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Section V.K.3.a

**ALIGNMENT WITH STRATEGIC PLAN**

This item aligns with the following goals and objectives of the State Board of Education Strategic Plan:

- **Goal 1, Well Educated Citizenry, Objectives A, B, C & D:**

The Bruce M. Pitman Center houses campus general education units tasked with recruitment, matriculation, and retention of students at the University of Idaho. The facility therefore plays a key role in providing access to higher education for the citizens of Idaho. In addition to providing access for traditional students, these units also have a mission support and serve the needs of non-traditional, adult learners. Present in the facility are tutoring and mentoring functions aimed at providing support for specific populations who rely on such resources. The Pitman Center also houses a unit which provides support for learners who require specific testing environments and needs.

The Pitman Center provides spaces for the hosting of conferences, seminars, events and programs which provide out of the classroom opportunities for University of Idaho students to explore ideas, cultures and experiences they might not receive in the course of their traditional academic programs. This fosters broad-minded, creative, critical thinkers ready to play an active role in leading the State of Idaho forward.

- **Goal 2, Innovation and Economic Development, Objectives A & D:**

The conference and event spaces within the Bruce M. Pitman center routinely host and support events such as Career Fairs which provide students and potential employers a forum for making connections. These spaces also provide a location for a host of activities and outreach events which both enrich the formal educational experience and meet the needs of the citizenry.

- **Goal 4, Effective and Efficient Educational System, Objectives B, & C:**  
As noted above, The Bruce M. Pitman Center is a facility which supports the recruitment and retention of students. Similarly, the facility hosts numerous events and activities during the year which are aimed at the retention of faculty and staff, and which promote life-long learning for faculty, staff and the greater community.

The Pitman Center is specifically suited to serve in all of the roles mentioned herein, and it is an efficient and effective use of resources to invest in its maintenance and operation into the future. The University of Idaho Long Range Campus Development Plan notes the Pitman Center to remain in use and function well beyond the foreseeable limits of the planning horizon. The facility is in generally sound condition, and the University of Idaho has made significant investment in interior renovation of both academic and conference and event spaces over the course of recent years. Therefore, investment in maintaining the functionality of the structure through targeted renovation efforts such as this proposed project is far more efficient than alternatives involving attempts to create new facilities and spaces to replicate the functionality already in place at the Pitman Center.

## **BACKGROUND/DISCUSSION**

This agenda item is an authorization request to allow UI to proceed with the planning and design phases of a capital project to replace the existing ceramic tile elevation on the Bruce M. Pitman Center (BPC) located on the main campus of the University of Idaho in Moscow, Idaho. The full, anticipated project cost is \$1,621,700. Recently, partial funding for this effort in the amount of \$1,021,700 was achieved through the supplemental FY2019 Permanent Building Fund (PBF) process. The remaining funding is to consist of \$600,000 from the UI central strategic reserves.

In compliance with Idaho State Board of Education Governing Policies & Procedure, Section V.K.3.a, this authorization Request is limited to the Planning and Design Phases of the overall effort. The Planning and Design Phase costs are estimated at \$146,900.

### **Planning Background and Project Description**

The Bruce M. Pitman Center is a multi-use facility which houses key general education departments, many of which relate to the matriculation and enrollment management functions. Student Financial Aid, University Registrar, Student Accounts, University Admissions, Enrollment Management and the Campus Visits Office are located in the Building. In addition, other general education functions such as Records Management, Disabilities Support Services, and Human Resources Employee Development & Training also reside with the Pitman Center.

In addition to the general education functions housed within the Pitman Center, the facility is also used for non-general education functions such as student media,

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

conferences and events. The university apportions costs for maintenance, repairs and capital improvements according to an established ratio of 60/40 general education funding to non-general education funding.

The Bruce M. Pitman Center was built out in several phases and iteration over time. The newest addition to the structure dates to 1963 and is now 55 years old. Thus, the facility is approximately half way through an assumed life cycle of 100 years. While the facility is in generally good condition, and is assumed to remain for the foreseeable future in the UI's Long-Range Campus Development Plan (LRCDP), this 1963 wing is sheathed in an exterior ceramic mosaic tile skin which is now failing. The remaining portions of the exterior of the Pitman Center are cast concrete and clay brick masonry. These systems are in good condition and not of concern or part of the scope of this project.

In the past year, the failure rate of the ceramic tile exterior has dramatically increased, and tiles have fallen onto sidewalks and roof areas below. To date, there have not been any injuries, but the roof systems at lower roofing surfaces have been damaged and required repairs. Unfortunately, the original tile was pre-assembled in modular sheets and the tile is no longer manufactured or available. Therefore it is impossible to replace patches of missing, peeling and cracked tile with a matching tile. In addition the exterior walls are single-width CMU featuring below standard thermal insulation, leading to severe energy inefficiency and losses.

In the winter of 2017/18, the University of Idaho commissioned an evaluation and analysis of the exterior systems of the Pitman Center. Castellaw Kom Architects of Lewiston, Idaho (CKA), conducted the analysis and issued a report entitled "Pitman Center Exterior Renovation Feasibility Study," dated March 2018.

The CKA report evaluated several possible solutions and focused on five alternatives. The recommended solution is the installation of an exterior rain screen system which can be sheathed in exterior skin options such as metal or terracotta panels. Should terracotta panels be selected as part of the final design solution, they will better match the clay masonry brick portions of the exterior of the Pitman Center, and better comport with the overall aesthetic and architectural language of the greater campus of the University of Idaho. A tremendous advantage of the exterior rain screen system is that it can be installed directly over the existing tile system, thus eliminating the need to demolish the tiles which results in a large savings to the project. In addition, the system also offers the opportunity to add rigid insulation to the building. This new rigid insulation will be weather protected by the new exterior skin and will provide large operational savings as a result of reduced energy consumption.

In April 2018, UI submitted a request for funding to the Permanent Building Fund (PBF) as part of the process made possible by the appropriation of supplemental Alteration and Repair Category funding by the 2018 Legislature. In May, 2018, UI

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

was notified by the Division of Public Works that the project received PBF funding in the amount of \$1,021,700. The university will supplement this funding with an allocation of \$600,000, making the total project funding \$1,621,700.

**Authorization Request**

This request is for the requisite Capital Project Design Phase Authorization necessary to plan and design the proposed exterior elevation repair at the Bruce M. Pitman Center.

The total project effort, including the PBF supported portion, is currently estimated at \$1,621,700, to include design and construction costs and appropriate and precautionary contingency allowances.

The project is consistent with the outreach, recruitment, retention, enrollment management, work force development and extended, continuous learning strategic goals and objectives of the University of Idaho. As such, the project is fully consistent with UI's strategic plan.

In addition the project is fully consistent with the principles, goals, and objectives of UI's Long Range Campus Development Plan (LRCDP).

**IMPACT**

The immediate fiscal impact of this effort is to fund Planning and Design Phase costs of the project, with projected expenditures of approximately \$146,900. The overall project effort is anticipated to be \$1,621,700.

**Overall Project**

**Funding**

State	\$ 1,021,700
Federal (Grant):	
Other (UI)	
University	600,000
Gifted Funds	<u>          </u>

Total	\$ 1,621,700
-------	--------------

**Estimate Budget**

A/E & Consultant Fees	\$ 146,900
Construction	1,113,200
Construction Cont.	111,300
Owner Cost & FFE	102,900
Project Cont.	<u>147,400</u>

Total	\$ 1,621,700
-------	--------------

**ATTACHMENTS**

Attachment 1 – Capital Project Tracking Sheet

**STAFF COMMENTS AND RECOMMENDATIONS**

The repairs to this facility will prevent additional costs incurred by damage from failing external tile. This authorization is only for the planning and design phase of this project. The Board will have another opportunity to approve or deny the project once the planning and design phase is complete, based on the final project design and cost.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

This project was not part of the six-year capital plan approved by the Board in August 2017. This project is included in the six-year capital plan that the Board will take action on in Tab 2 of the BAHR Finance agenda.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho to implement the Planning and Design phases of the Bruce M. Pitman Center Exterior Elevation Repairs as outlined in Attachment 1 at a cost not to exceed \$146,900.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Office of the Idaho State Board of Education**  
**Capital Project Tracking Sheet**  
As of August, 2018

**History Narrative**

- 1 **Institution/Agency:** University of Idaho      **Project:** Capital Project Authorization Request, Planning, Programming and Design Phases, Bruce M. Pitman Exterior Elevation Repairs, University of Idaho, Moscow, Idaho.
- 2 **Project Description:** A Capital Project to provide for the planning, programming and design of project to repair by replacement the existing ceramic tile elevation on the Bruce M. Pitman Center (BPC) located on the main campus of the University of Idaho in Moscow, Idaho.
- 3 **Project Use:** As currently envisioned, it is the intent of the University of Idaho to plan, design and construct a capital project to repair the existing exterior of a portion of the Bruce M. Pitman Center (BPC) on the main campus of the University of Idaho. The project will address those portions of the BPC currently sheathed with a ceramic tile exterior skin. The ceramic tile is currently failing and cannot be repaired as it is no longer available. The clay brick masonry portions of the BPC will remain as is.
- 4 **Project Size:** The existing Bruce M. Pitman Center is 115,400 gsf. This will not be changed as a result of this project.

Project Cost History:	Sources of Funds				Use of Funds*			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	Total Uses
Initial Cost of Project. Planning, Programming and Design Phase Authorization request. August 2018	\$ 1,021,700	\$ -	\$ 600,000	\$ 1,621,700	\$ 146,900	\$ 1,113,200	\$ 361,600	\$ 1,621,700
History of Revisions:								
<b>Total Project Costs</b>	<b>\$ 1,021,700</b>	<b>\$ -</b>	<b>\$ 600,000</b>	<b>\$ 1,621,700</b>	<b>\$ 146,900</b>	<b>\$ 1,113,200</b>	<b>\$ 361,600</b>	<b>\$ 1,621,700</b>

\* Figures quoted are for the Total Project Cost. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

\*\* Owner's Costs, FFE, & Project Contingency, Any carry forward amounts are to be used in future phases which may be approved by the Board of Regents.

History of Funding:	Other Sources of Funds-----						Total Other	Total Funding
	PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other***			
Initial Project funding via the FY201 PBF Supplemental Process. Funds will be available 1 July 2018.	\$ 1,021,700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,021,700
Initial Cost of Project. Planning, Programming and Design Phase Authorization request. August 2018	\$ -	\$ -	\$ -	\$ -	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000
Total	\$ 1,021,700	\$ -	\$ -	\$ -	\$ 600,000	\$ 600,000	\$ 1,621,700	

\*\*\* UI Central Strategic Reserves



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Approval of Tri-Partnership Development Agreement

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1, Construction Projects

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1, Objective A and B; Goal 2, Objectives B and D: This development agreement allows the college to move forward in development of the building of a Career-Technical Education Center which will facilitate new opportunities and partnerships with the Lewiston High School and the City of Lewiston, and together with these two entities, compose what is commonly called the "Tri-partnership". This development agreement sets forth the shared responsibilities between the three entities, allowing each to begin fully developing its site.

**BACKGROUND/DISCUSSION**

In 2004, Lewis-Clark State College (LCSC), the City of Lewiston and Independent School District No. 1 of Nez Perce County jointly acquired approximately 310 acres in Lewiston. The Board approved LCSC's part of this acquisition in August of 2004 by moving "[t]o approve the purchase of 57 acres of vacant real property in east Lewiston for the construction for a skid pad training course for the LCSC Workforce Training program. " The motion passed unanimously. At the time, concrete prices made the construction of the skid pad cost prohibitive and the project was put on hold.

In 2016, as LCSC has developed the plans for its Career-Technical Education Center, the three entities have worked together to develop a model to separate the land into individual parcels. Although a different part of the overall site was initially envisioned for LCSC, the College worked with the partners to relocate its portion to a location in closer proximity to the high school and with better access to necessary utilities, creating greater efficiency in construction. Although the size of LCSC's parcel would be reduced from 57 acres to approximately 30.5, the cost to build is significantly reduced and it creates a better collaborative tie to the new Lewiston High School, which will soon begin construction.

The development agreement further secures specific property boundaries for LCSC on which to locate its Career-Technical Education Center. The site proposed is a 30 acre site. The new CTE center was added to LCSC's six year plan and approved by the Board in August of 2017.

The development agreement currently calls for a 99-year lease in order to move forward and further gives LCSC the option to renew for two more 99-year terms at



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

a cost of \$1 per year. The process for the transfer of property and platting is a lengthy process, and this lease allows each entity to move forward with construction on its individual timetable. The intent is very clearly for LCSC to own its own parcel; the development agreement allows that process to occur on a parallel path with the processes related to the Lewiston School District's construction of the new Lewiston High School and to move forward with the infrastructure needed immediately.

The infrastructure for necessary off-site improvements has been developed concurrently. Working with legal counsel for each of the entities and the civil engineers who have been invested in this project since the land was acquired in 2004, the development agreement was constructed to distribute responsibility for the infrastructure in an equitable manner. The total cost of the infrastructure is \$6,099,699, 46.09% to be paid by the City of Lewiston, 34.95% to be paid by the Lewiston School District and **18.96% to be paid by LCSC**. This includes infrastructure onsite, such as water lines, franchise utility fees, and roads and sidewalks to be built on the tri-partnership site. It also includes offsite improvements such as crosswalks, intersections and sidewalks leading to the site.

The building project, developed by the three entities, has received widespread support at the local and federal levels. LCSC has received donations as listed below from Clearwater Paper, the Avista Foundation, CCI/Speer, and an anonymous donor, as well as an Economic Development Administration matching grant for equipment. LCSC's CTE building has also garnered a significant gift from Schweitzer Engineer Laboratories (SEL), which desires to co-create educational and career pathways for students. Dr. Ed Schweitzer and his wife Beatriz also personally committed funding to LCSC for the building. Thus far, LCSC has received \$4.71M in grants and gifts for this project, and more importantly, has been working with local industry and the high school to create and expand educational opportunities for students.

• Clearwater Paper	\$ 10,000
• Avista Foundation	\$ 20,000
• CCI/Speer	\$ 20,000
• Anonymous donor	\$ 40,000
• Economic Development Administration	\$1,560,000
• Dr. Ed and Beatriz Schweitzer	\$1,000,000
• <u>Schweitzer Engineering Laboratories</u>	<u>\$2,000,000</u>
• TOTAL	\$4,710,000

This forward-looking and bold confluence of LCSC, the city, the school district and local industry has made this an exciting venture. After a collaborative process with the engineering firm, this development agreement was the result of hours of discussion about an equitable approach to handling project infrastructure development and associated costs. The Lewiston City Council and the Lewiston School Board have approved the development agreement, which now is proposed

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 16, 2018**

---

to the Idaho State Board of Education for authorization, thereby allowing LCSC to move forward with securing the land in order to request approval for construction, and which allows the other entities to move forward on their timelines.

**IMPACT**

The cost of the development agreement is \$1.156M to cover common infrastructure and some offsite improvements, based on a shared traffic impact study. LCSC has the ability to fund these projects through use of institutional resources. This allows each of the three entities to move forward on the various projects. Inaction delays each of the entities from moving forward on the various aspects of this truly tri-partnership education project.

**ATTACHMENTS**

Attachment 1 – Proposed Development Agreement

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy V.K. requires that capital construction projects totaling more than \$1M must be approved by the Board. This tri-partnership agreement has already been approved by Lewiston City and the Lewiston School Board. The total cost of the project is approximately \$6.1M with the city paying \$2.8M and the school district paying \$2.1M.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Lewis-Clark State College for approval of the Development Agreement between the College, the City of Lewiston and the Lewiston School District #1 and authorize the institution to spend the necessary funds, currently estimated at \$1.156M, from its reserves in order to create the infrastructure for its Career-Technical Education Center.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve the request by Lewis-Clark State College to transfer ownership of its interest in the 310 acres jointly owned by Lewis-Clark State College, the City of Lewiston and Independent School District No. 1 of Nez Perce County as proposed in the Development Agreement for the purpose of allowing Lewis-Clark State College to own its own parcel of approximately 30.5 acres on which Lewis-Clark State College intends to construct the Career-Technical Education Center.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**DEVELOPMENT AGREEMENT**

This Development Agreement ("Agreement") is made by and between the City of Lewiston, an Idaho municipal corporation ("City"); the State of Idaho, acting by and through the Idaho State Board of Education as Trustees for Lewis-Clark State College ("LCSC"); and Independent School District No. 1 of Nez Perce County, Idaho ("District"). City, LCSC, and District may also individually be referred to as "Party" or collectively as "Parties."

**RECITALS**

**WHEREAS**, on or about September 13, 2004, the Parties entered into an agreement for the acquisition and development of certain property located in Nez Perce County, Idaho ("2004 Agreement"); the 2004 Agreement was recorded as Instrument No. 711592 with the Nez Perce County Recorder;

**WHEREAS**, on or about September 20, 2004, the Parties jointly acquired said real property: "Parcel 1" and "Parcel 2" as more fully described in Instrument No. 709647, recorded with the Nez Perce County Recorder;

**WHEREAS**, on or about December 10, 2007, the Parties transferred their ownership interest in Parcel 1 to the City pursuant to Instrument No. 751559, recorded with the Nez Perce County Recorder;

**WHEREAS**, the Parties have jointly pursued development of Parcels 1 and 2 under various plans and arrangements since the date the Parties acquired Parcels 1 and 2;

**WHEREAS**, the Parties have arrived at a final plan for development of Parcels 1 and 2, as set forth in this Agreement;

**WHEREAS**, this Agreement includes infrastructure and uses by each Party that will require cooperation and the contribution of significant resources by the Parties and the distribution of the real property comprising Parcels 1 and 2 in a manner that will create new legal parcels; said new legal parcels are identified in this Agreement as Areas A, B, and C;

**WHEREAS**, the Parties wish to set forth the terms and conditions under which the development of Parcels 1 and 2 will be pursued and accomplished;

**WHEREAS**, the Parties are entering into this Agreement pursuant to the authority granted to each Party under Idaho Code § 67-2332; and

**WHEREAS**, the Parties understand and acknowledge that this Agreement does not, in any manner, impair or replace the City's regulatory authority over the improvements, including on-site and off-site improvements, herein described.

**NOW, THEREFORE**, in consideration of the promises set forth herein, other good and valuable consideration, the receipt of which is hereby acknowledged, and intending to be legally bound, the Parties hereto agree as follows:

1. **Approval by Governing Bodies.** The Parties recognize and recite that no Party shall be bound to this Agreement unless and until the Agreement is approved by all of the following governing bodies: the City Council of the City; the School Board of the District; and the Idaho State Board of Education.
  - 1.1. The Parties recognize and recite that approval of this Agreement by the Idaho State Board of Education will authorize LCSC to engage in the project up to the amounts estimated in this Agreement—subject to the terms, conditions, and limitations set forth in this Agreement. Pursuant to Section V(K)(5) of the Governing Policies and Procedures of the Idaho State Board of Education, LCSC shall have discretion, but not the obligation, to contribute funds to increases in the amounts estimated in this Agreement, so long as LCSC's total additional contributions do not exceed the lesser of five percent (5%) or Five Hundred Thousand Dollars (\$500,000) of the total estimated amount.
  - 1.2. The Parties recognize and recite that approval of this Agreement by the School Board of the District will authorize the District to engage in the project up to the amounts estimated in this Agreement—subject to the terms, conditions, and limitations set forth in this Agreement. However, the District Superintendent shall have discretion, but not the obligation, to, without additional School Board approval, approve the contribution of District funds to increases in the amounts estimated in this Agreement, so long as the District's total additional contributions do not exceed the lesser of five percent (5%) or Five Hundred Thousand Dollars (\$500,000) of the total estimated amount.
  - 1.3. The Parties recognize and recite that approval of this Agreement by the City Council will authorize the City to engage in the project up to the amounts estimated in this Agreement—subject to the terms, conditions, and limitations set forth in this Agreement. However, the City Manager shall have discretion, but not the obligation, to, without additional City Council approval, approve the contribution of City funds to increases in the amounts estimated in this Agreement, so long as the City's total additional contributions do not exceed the lesser of five percent (5%) or Five Hundred Thousand Dollars (\$500,000) of the total estimated amount.
2. **Development Plan.** The Parties agree to jointly pursue development of Parcels 1 and 2 as set forth in Exhibit A and further described herein.
3. **Right of First Refusal.** In the event a Party desires to sell all or any portion of Areas A, B, or C after such real property is conveyed in accordance with this Agreement, then such Party ("Seller") shall first offer, in writing, such property to the other Parties. The other Parties shall have thirty (30) calendar days following Seller's written offer to reach an agreement with the Seller regarding the price and terms of conveyance. If only one of the other Parties desires to purchase the real property, then that Party shall purchase the entire property. If both of the other Parties desire to purchase the real property, then the other Parties shall purchase in such shares as mutually agreed upon. If the other Parties are unable to agree, then they shall purchase the property in equal shares.

If the other Parties cannot reach an agreement with Seller within thirty (30) calendar days following Seller's written offer, then Seller may proceed to sell or otherwise convey such property in accordance with applicable law. If the applicable law requires that the property be sold by auction, then Seller shall notify the other Parties of the date and time of such auction, and the other Parties shall be allowed to bid on the property.

This right of first refusal shall not apply to a transfer by one of Party to another governmental entity. This Right of First Refusal shall survive the conveyance of property set forth in Section 4 of this Agreement.

4. **Conveyance of Property.** This Agreement sets forth separate title ownership over to-be-created legal parcels, herein referred to as Areas A, B, and C. The Parties agree to convey said areas as soon as reasonably possible. No Party shall take any action to create, memorialize, further, or secure any encumbrance on title or any other cloud on title of property to be conveyed to another Party absent express written consent by the Party to which such area will be conveyed. Notwithstanding the foregoing, any Party may record the *Memorandum of Development Agreements*, as set forth in Exhibit B, on Parcels 1 and 2.
  - 4.1. **Area A.** Area A is identified in Exhibit C. Area A shall be distributed to the District.
  - 4.2. **Area B.** Area B is identified in Exhibit C and more particularly described in Exhibit D. Area B shall be distributed to LCSC.
  - 4.3. **Area C.** Area C is identified in Exhibit C. Area C shall be distributed to the City.
  - 4.4. **Right to Specific Performance.** It is hereby agreed that Areas A, B, and C are unique and, in the event that any Party breaches Section 4 of this Agreement, the non-defaulting Party shall have the right to specific performance.
5. **Lease of Area B.** The Parties hereby lease Area B to LCSC. During the term of this lease, LCSC shall have all authority to manage and operate Area B as if it were the true owner thereof, subject only to the terms of this Agreement.
  - 5.1. **Term & Renewal Terms.** This Lease shall be for a term of Ninety-Nine (99) years, commencing as of the Effective Date of this Agreement and continuing through June 30, 2117. LCSC shall have the right to renew this lease for two (2) additional Ninety-Nine (99) year terms. The lease payment due for each term shall be \$1.00 per year, payable on or before January 1 of each year.
  - 5.2. **Ownership of Improvements.** LCSC shall be the sole owner of all improvements that may be placed and/or constructed upon Area B by it and the same shall be considered as and remain the property of LCSC, and all of the same may be sublet and/or mortgaged by LCSC, subject to the provisions of this Agreement. Notwithstanding the foregoing, LCSC shall not own dedicated public rights-of-way or infrastructure placed in public easements.
  - 5.3. **Termination upon Conveyance of Area B.** Upon the conveyance of Area B as set forth in Section 4 of this Agreement, the Parties' rights under this lease arrangement and LCSC's lease of Area B shall terminate.
6. **Lease to City.** The Parties hereby lease to City the real property described in Exhibit E ("City Lease Area"). During the term of this lease, City shall have all authority to manage and operate the City Lease Area as if it were the true owner thereof, subject only to the terms of this Agreement.
  - 6.1. **Term & Renewal Terms.** This Lease shall be for a term of Ninety-Nine (99) years, commencing as of the Effective Date of this Agreement and continuing through June 30, 2117. City shall have the right to renew this lease for two (2) additional Ninety-Nine (99) year terms. The lease payment due for each term shall be \$1.00 per year, payable on or before January 1 of each year.
  - 6.2. **Annual Appropriations Required.** The term and all renewal terms of this lease agreement are wholly contingent upon City's annual appropriation of funds for said lease. Said appropriations may be made solely at the option and discretion of City. In the event that City

does not appropriate funds for this lease for an ensuing fiscal year, for any reason, City may terminate this Agreement without penalty. City shall give prompt written notice to the other Parties attesting to the non-appropriation of funds and the effective date of termination, and no financial obligations shall accrue after the effective date of said termination. In the event that a court of competent jurisdiction finds this lease agreement to be unlawful, the Parties hereby agree that this Section 6 is intended to be completely severable from this Agreement and the remainder of this Agreement shall remain in full force and effect.

**6.3. Ownership of Improvements.** City shall be the sole owner of all improvements that may be placed and/or constructed upon the City Lease Area by it and the same shall be considered as and remain the property of City. All of the same may be sublet and/or mortgaged by City, subject to the provisions of this Agreement.

**6.4. Termination upon Conveyance of Areas.** Upon the conveyance of Areas A, B, and C as set forth in Section 4 of this Agreement, the Parties' rights under this lease arrangement and City's lease of the City Lease Area shall terminate.

7. **Future Cooperation.** The Parties recognize and recite that the Common Infrastructure and Off-site Improvements detailed herein are the anticipated improvements and that unforeseen conditions, not caused by the conduct of any Party, might require changes to such Common Infrastructure and Off-site Improvements to achieve the development of Parcels 1 and 2. The Parties agree to continue to work in good faith on an infrastructure design that will allow each of the Parties to fully utilize its property while holding the overall cost to a minimum and to allocate the cost amount the Parties in an equitable manner, taking into account all relevant factors, including prior contributions by the Parties. Notwithstanding the foregoing, the Parties understand that the contributions toward the cost of infrastructure by each of the Parties and the timing of those contributions will be dependent upon: (a) the constitutional, statutory, and regulatory authorities governing each Party; and (b) the availability of funds for the particular improvement.
8. **Common Infrastructure.** This Agreement sets forth several projects for infrastructure that will serve the uses anticipated by the Parties on Areas A, B, and C ("Common Infrastructure"). The Common Infrastructure is more particularly set forth in Exhibit F: *Engineer's Estimate for Common Infrastructure*.
  - 8.1. **Waterlines.**
    - 8.1.1. **Infrastructure Description.** A 12-inch water main will be extended from the existing 16-inch main on Warner Avenue and run to the intersection/connection point with the high school entrance. From said intersection/connection point, a 10-inch water main will be extended north, along the to-be-constructed 12th Street to the intersection with 11th Street. From said intersection a 12-inch water main will be extended north, along the to-be-constructed 11th Street to the north property line of Area B. On 11<sup>th</sup> Street, the existing 12-inch water main will be extended to the north property line of Area B, and it will be rerouted where the water main currently jogs into the right-of-way.
    - 8.1.2. **Anticipated Cost.** The Parties anticipate the costs for said waterlines to be \$785,950.00 as set forth on page 1 of Exhibit F.
    - 8.1.3. **Cost Sharing.** The Parties shall share the costs associated with installation of this infrastructure in equal thirds.

## 8.2. Construction of 12th Street (Warner to 11th).

**8.2.1. Infrastructure Description.** A roadway will be constructed looping from the 12th Street/Warner Avenue Intersection north and connecting back to an extension of the existing Park Avenue/11th Street. The roadway will utilize two typical sections including 12th Street Typical Section (73-foot right-of-way, 3 lanes) and 12 Street Narrowed Section (73-foot right-of-way, 2 lanes). Both typical sections include a 6-foot wide concrete sidewalk along the western/ south side of the roadway and a 10-foot wide plant mix pavement bike path along the eastern/north side of the roadway. The roadway will transition between these two typical sections, in order to accommodate a left turn lane in areas of heavier turning movements to improve safety and level of service. The narrowed section is proposed to discourage on-street parking. Storm water will be collected via curb inlets into roadside swales. Flood routing overflow accommodations through the parcels will be developed. The anticipated roadway sections are more particularly set forth in Exhibit G to this Agreement. Exhibit G may be amended upon written agreement between the City Manager, District Superintendent, and President of LCSC.

**8.2.2. Anticipated Cost.** The Parties anticipate the costs for said roadway work to be \$1,801,140.00 as set forth on page 1 of Exhibit F.

**8.2.3. Cost Sharing.** The City shall bear 44.69% of all costs associated with installation of this infrastructure. The District shall bear 33.20% of all costs associated with installation of this infrastructure. LCSC shall bear 22.11% of all costs associated with installation of this infrastructure.

## 8.3. Construction of 11th Street (End of existing road to North Property Line of Area B).

**8.3.1. Infrastructure Description.** A roadway will be constructed extending the existing Park Avenue roadway to the north property line of Area B with a proposed 62-foot right-of-way, 2 lanes with a 10-foot concrete sidewalk/path along the eastern side and a roadside ditch along the western side. The anticipated roadway construction is more particularly set forth in Exhibit H to this Agreement. Exhibit H may be amended upon written agreement between the City Manager, District Superintendent, and President of LCSC.

**8.3.2. Anticipated Cost.** The Parties anticipate the costs for said roadway work to be \$905,135.00 as set forth on page 1 of Exhibit F.

**8.3.3. Cost Sharing.** The City shall bear 43.87% of all costs associated with installation of this infrastructure. The District shall bear 33.69% of all costs associated with installation of this infrastructure. LCSC shall bear 22.44% of all costs associated with installation of this infrastructure.

## 8.4. Franchise Utilities

**8.4.1. Infrastructure Description.** A joint utility trench will be installed with franchise utilities to be located within a 10-foot wide utility easement along one side of the proposed 12th Street and 11th Street roadways. The joint utility trench is anticipated to include a bank of conduits for Avista, Cable One, Century Link, LHS fiber, and likely Port of Lewiston fiber.

**8.4.2. Anticipated Cost.** The Parties anticipate the costs for said franchise utility work to be \$304,414.00 as set forth on page 1 of Exhibit F.

**8.4.3. Cost Sharing.** The Parties shall share the costs associated with installation of this infrastructure in equal thirds. If a Party desires an additional utility for its own use to be

provided to its property, such as fiber, then such Party shall pay for such infrastructure at its own expense.

#### **8.5. Park Ave & 10th Street Intersection**

**8.5.1. Infrastructure Description.** The existing intersection of Park Ave. and 10th Street shall be modified to (a) provide separate right-hand and left-hand turn lanes from Park onto 10th Street; (b) provide 3 lanes on 10th Street with a dedicated left hand turn bay onto Park Ave East and a dedicated receiving/merge lane for left hand turns from Park East onto 10th Street; and (c) install a raised median/curb to inhibit through traffic from using Park Avenue west of 10th Street.

**8.5.2. Anticipated Cost.** The Parties anticipate the costs for said intersection work to be \$182,160.00 as set forth on page 1 of Exhibit F.

**8.5.3. Cost Sharing.** The City shall bear 26.1% of all costs associated with installation of this infrastructure. The District shall bear 63.4% of all costs associated with installation of this infrastructure. LCSC shall bear 10.5% of all costs associated with installation of this infrastructure.

#### **8.6. Warner Avenue Roundabout**

**8.6.1. Infrastructure Description.** A roundabout will be constructed at the intersection of 12th Street and Warner Avenue.

**8.6.2. Anticipated Cost.** The Parties anticipate the costs for said roundabout work to be \$451,550.00 as set forth on page 1 of Exhibit F.

**8.6.3. Cost Sharing.** The City shall bear 26.1% of all costs associated with installation of this infrastructure. The District shall bear 63.4% of all costs associated with installation of this infrastructure. LCSC shall bear 10.5% of all costs associated with installation of this infrastructure.

#### **8.7. Warner Avenue Frontage**

**8.7.1. Infrastructure Description.** The frontage along the existing Warner Avenue will be improved by widening Warner Avenue (20 feet from centerline) to the north with curb and gutter alongside the northern edge of Warner Avenue including curb inlets into a roadside swale.

**8.7.2. Anticipated Cost.** The Parties anticipate the costs for said frontage work to be \$286,660.00 as set forth on page 1 of Exhibit F.

**8.7.3. Cost Sharing.** The City shall bear 43.87% of all costs associated with installation of this infrastructure. The District shall bear 33.69% of all costs associated with installation of this infrastructure. LCSC shall bear 22.44% of all costs associated with installation of this infrastructure.

**9. Off-site Improvements.** This Agreement sets forth several projects for improvements not on or directly adjacent to Areas A, B, and C, but that will serve the uses anticipated by the Parties on Areas A, B, and C (“Off-site Improvements”). The Off-site Improvements are more particularly set forth in Exhibit I: *Engineer’s Estimate for Off-site Improvements*.

#### **9.1. 10th Street between Park Avenue to Stewart Avenue**

**9.1.1. Improvement Description.** Approximately 2,000 feet of 10th Street on the west side, running between Park Avenue and Stewart Avenue, will be widened to 20 feet from the centerline, which will include curb, gutter, and a 5-foot wide sidewalk. The east side of



the intersection at Stewart and Preston will be widened with asphalt paving to accommodate left turn lanes.

**9.1.2. Anticipated Cost.** The Parties anticipate the costs for said roadway work to be \$741,606.25 as set forth on page 1 of Exhibit I.

**9.1.3. Cost Sharing.** The City shall bear 69.04% of all costs associated with installation of this infrastructure. The District shall bear 26.56% of all costs associated with installation of this infrastructure. LCSC shall bear 4.4% of all costs associated with installation of this infrastructure.

## **9.2. Warner Avenue between 10th Street and 13th Street**

**9.2.1. Improvement Description.** Approximately 2,540 feet of Warner Avenue, running between 10th Street and 13th Street, will be widened to a 40-foot cross-section (no sidewalks) that includes 14-foot wide northbound and southbound lanes with a 12-foot wide two-way left-turn lane.

**9.2.2. Anticipated Cost.** The Parties anticipate the costs for said roadway work to be \$489,775.00 as set forth on page 1 of Exhibit I.

**9.2.3. Cost Sharing.** The City shall bear 69.04% of all costs associated with installation of this infrastructure. The District shall bear 26.56% of all costs associated with installation of this infrastructure. LCSC shall bear 4.4% of all costs associated with installation of this infrastructure.

## **9.3. Warner Avenue & 10th Street Intersection**

**9.3.1. Improvement Description.** The existing intersection of Warner Avenue and 10th Street shall be modified to: (a) provide re-striping to include a northbound left-turn lane from Warner Avenue onto 10th Street; (b) remove the existing northbound 10th Street stop-control; and (c) install STOP signs for eastbound and westbound traffic on Warner Avenue.

**9.3.2. Anticipated Cost.** The Parties anticipate the costs for said roadway work to be \$26,881.25 as set forth on page 1 of Exhibit I.

**9.3.3. Cost Sharing.** The City shall bear 69.04% of all costs associated with installation of this infrastructure. The District shall bear 26.56% of all costs associated with installation of this infrastructure. LCSC shall bear 4.4% of all costs associated with installation of this infrastructure.

## **9.4. Pedestrian Crossing Safety Improvements**

**9.4.1. Improvement Description.** Four painted crossings, with signage and flashing beacons (2 per crossing) will be installed at crossing points to be determined by the then-existing engineer responsible for providing professional services for the installation of these improvements.

**9.4.2. Anticipated Cost.** The Parties anticipate the costs for said roadway work to be \$124,437.50 as set forth on page 1 of Exhibit I.

**9.4.3. Cost Sharing.** The City shall bear 69.04% of all costs associated with installation of this infrastructure. The District shall bear 26.56% of all costs associated with installation of this infrastructure. LCSC shall bear 4.4% of all costs associated with installation of this infrastructure.

- 10. Incidental Project Costs.** Costs incidental to the Common Infrastructure and Off-site Improvements projects shall be split among the Parties in the same manner as the total distribution of costs for each project to which the costs are incidental.
- 11. Appropriations Provision.** In accordance with Article VIII, § 3 of the Idaho Constitution, City, LCSC, and/or District may terminate their respective participation in this Agreement in the event that City, LCSC, or District does not appropriate funds to satisfy its obligations under this Agreement for an ensuing fiscal year. In such event, City, LCSC, and/or District shall give prompt written notice to the other Parties attesting to the non-appropriation of funds and the effective date of termination of such Party's participation in this Agreement, and no financial obligations shall accrue to such terminating entity after the effective date of said termination.
- 12. Method of Payment for Cost Sharing Contributions.** The Parties shall be billed directly by the then-existing engineer responsible for providing professional services for the installation of the relevant Common Infrastructure and/or Off-site Improvements in the percentages set forth in this Agreement. Each Party shall be responsible for tendering proper payment directly to said engineer.
- 13. Project Manager.** The Parties shall hire a Project Manager who shall administer the design, procurement, schedule, and inspection of the Common Infrastructure and Off-site Improvements set forth in this Agreement. The Parties shall share the costs of the Project Manager in equal thirds.
- 14. Timing of Common Infrastructure and Off-site Improvements.** The Common Infrastructure and Off-site Improvements will be accomplished in accordance with the timelines set forth in Exhibit J.
- 15. Miscellaneous Provisions**
- 15.1. Assignment/Binding Effect/Successors in Interest.** Except as otherwise noted, the Parties intend the provisions of this Agreement shall be binding upon and inure to the benefit of each of the Parties and their respective successors and assigns.
- 15.2. Attorney Fees.** Should any Party find it necessary to enforce any term or condition contained within this Agreement in a court of law or through arbitration, the prevailing Party therein shall be entitled to an award of reasonable attorney fees and costs to be taxed as part of any judgment or award presented.
- 15.3. Cooperation & Covenants of the Parties.** The Parties covenant and agree that they shall execute or cause to be executed any and all further instruments and documents and will perform or will cause to be performed any and all further acts necessary to implement and accomplish the transactions herein contemplated.
- 15.4. Construction of Ambiguities.** The Parties to this Agreement hereby recite that each has been provided an opportunity to seek the advice of legal counsel in connection with this Agreement and, therefore, that the rule of construction that ambiguities shall be construed against the drafter shall not be applicable.
- 15.5. Counterparts.** This Agreement may be executed in one or more counterparts, with the same effect as if all Parties had signed the same document. Each such counterpart will be an original, but all such counterparts together will constitute a single agreement. In the event that any signature is delivered by facsimile transmission or by e-mail delivery of a ".pdf" format data file, such signature will create a valid and binding obligation of the Party executing

(or on whose behalf such signature is executed) with the same force and effect as if such facsimile or “.pdf” signature page were an original agreement.

- 15.6. Governing Law & Venue.** This Agreement shall be construed and governed by the laws of the State of Idaho. Venue shall be in the District Court of the County of Nez Perce, State of Idaho.
- 15.7. Headings.** Headings in this Agreement are for convenience only and shall not be used to interpret or construe its provisions.
- 15.8. Incorporation of Recitals & Exhibits.** The foregoing recitals are hereby incorporated into and made a part of the Agreement, including all defined terms referenced therein. The exhibits to this Agreement (A through J) are hereby incorporated into and made a part of the Agreement.
- 15.9. Modification.** This Agreement may be amended or modified only by a writing signed by all Parties.
- 15.10. No Third-Party Beneficiaries.** No provision of this Agreement shall in any way inure to the benefit of any third person (including a local municipality or the public at large) so as to constitute any such person a third-party beneficiary of the Agreement or of any one or more of the terms hereof, or otherwise give rise to any cause of action in any person or entity not a Party hereto.
- 15.11. Nonwaiver.** No delay or failure by any Party to exercise any right under this Agreement, and no partial or single exercise of that right, shall constitute a waiver of that or any other right, unless otherwise expressly provided herein.
- 15.12. Notices.** Any notice, offer, or other written instrument required or permitted to be given, made, or provided hereunder shall be in writing, signed by the Party giving or making the same, and shall be sent by certified mail to the other Parties hereto.
- 15.13. Prior & Contemporaneous Agreements.** This Agreement contains the entire Agreement of the Parties with respect to the subject matter contained herein and supersedes all prior and contemporaneous verbal agreements and all prior written agreements of the Parties, including, but not limited to, the 2004 Agreement.
- 15.14. Severability.** All of the clauses of this Agreement are distinct and severable, and if any clause shall be deemed illegal, void, or unenforceable by a court of competent jurisdiction, it shall not affect the validity, legality, or enforceability of any other clause or portion of this Agreement.
- 15.15. Survival.** The Parties agree that the representations, warranties and covenants contained in this Agreement shall survive the conveyance of property set forth in Section 4 of this Agreement.
- 15.16. Effective Date.** This Agreement shall be effective as of the date of the last signature hereto (“Effective Date”).

*Intentionally left blank*

**IN WITNESS WHEREOF**, the Parties have executed this Agreement on the last day and year written below.

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**CITY OF LEWISTON**

By: \_\_\_\_\_  
Michael G. Collins, Mayor

ATTEST:

\_\_\_\_\_  
Kari J. Ravencroft, City Clerk

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**STATE OF IDAHO, ACTING BY AND THROUGH  
THE IDAHO STATE BOARD OF EDUCATION AS  
TRUSTEES FOR LEWIS-CLARK STATE COLLEGE**

By: \_\_\_\_\_  
Linda Clark, President

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**INDEPENDENT SCHOOL DISTRICT NO. 1 OF  
NEZ PERCE COUNTY, IDAHO**

By: \_\_\_\_\_  
Bradley R. Rice, President

**LIST OF EXHIBITS**

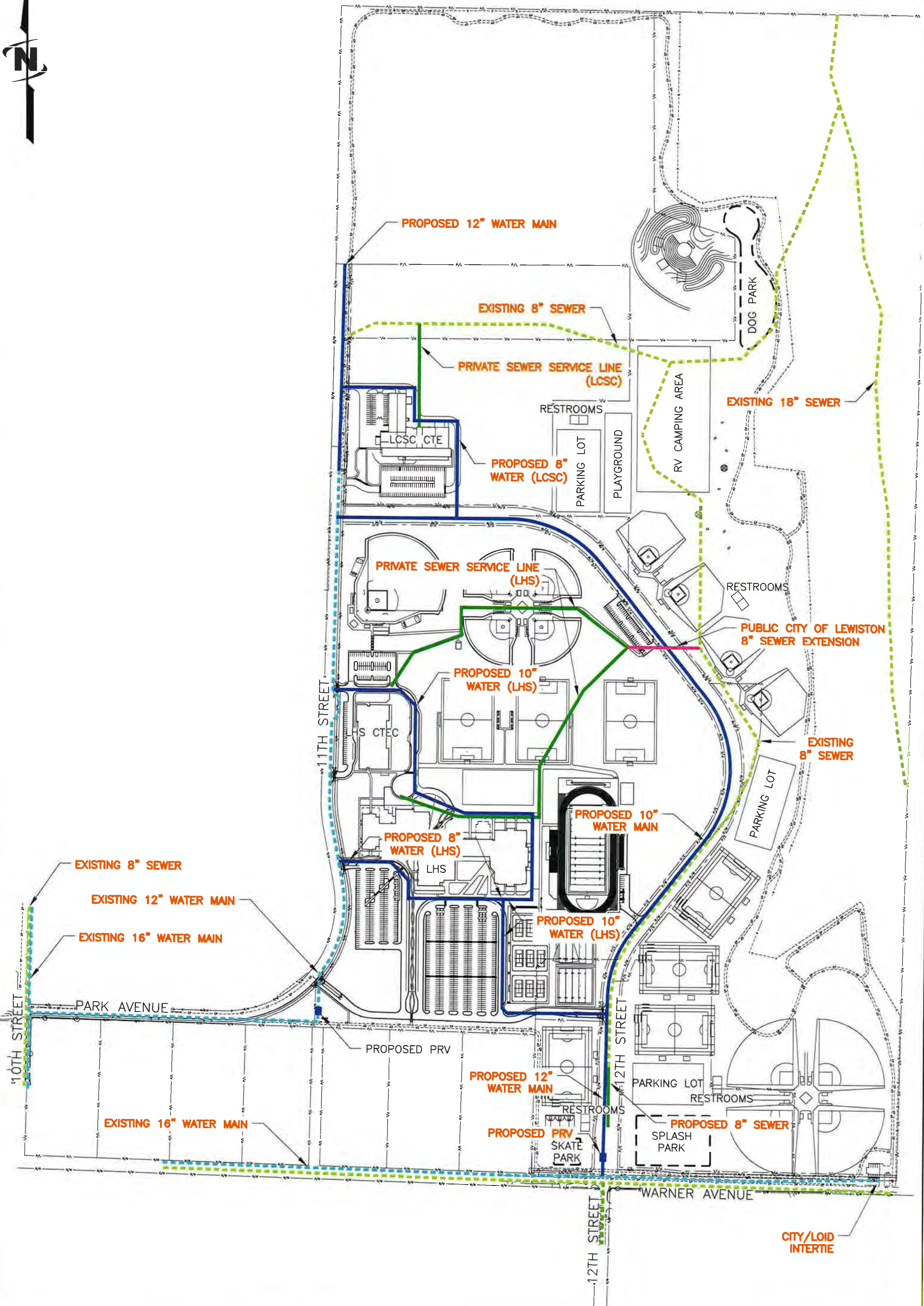
- Exhibit A. Development Plan
- Exhibit B. Memoranda of Development Agreement
- Exhibit C. New Parcel Map, showing Areas A, B, & C
- Exhibit D. Legal Description of Area B
- Exhibit E. Legal Description of City Lease Area
- Exhibit F. Engineer's Estimate for Common Infrastructure
- Exhibit G. 12th Street Roadway Construction
- Exhibit H. 11th Street Roadway Construction
- Exhibit I. Engineer's Estimate for Offsite Improvements
- Exhibit J. Schedule of Common Infrastructure and Off-site Improvements

# EXHIBIT A

## Development Plan



Plot Date: 4/16/2018 4:15 PM Plotted By: Bill Rowland  
 Date Created: 4/12/2018 PROJECTS: AUB 21-18-015 TRI PARTNERSHIP INFRASTRUCTURE 21-18-015 CAD SHEET: EXHIBITS WATER SEWER IMPROVEMENTS DWG



WATER & SEWER PROPOSED IMPROVEMENTS

# EXHIBIT B

## Memoranda of Development Agreement



---

(Above space for Recorder's use)

**MEMORANDUM OF DEVELOPMENT AGREEMENT – SCHOOL DISTRICT**

<b>PARTIES:</b>	<b>CITY OF LEWISTON</b>	<b>OWNER/GRANTOR</b>
	<b>STATE OF IDAHO, ACTING BY AND THROUGH THE IDAHO STATE BOARD OF EDUCATION AS TRUSTEES FOR LEWIS- CLARK STATE COLLEGE</b>	<b>OWNER/GRANTOR</b>
	<b>INDEPENDENT SCHOOL DISTRICT NO. 1 OF NEZ PERCE COUNTY, IDAHO</b>	<b>OWNER/GRANTOR</b>
	<b>INDEPENDENT SCHOOL DISTRICT NO. 1 OF NEZ PERCE COUNTY, IDAHO</b>	<b>GRANTEE</b>

**RECITALS:**

**A.** Owner/Grantors are the title owners of certain property located in Nez Perce County, Idaho as more fully described in Instrument No. 709647, recorded with the Nez Perce County Recorder (“Original Premises”).

**B.** The Original Premises consists of unimproved land, which the Parties intend to improve pursuant to a Development Agreement entered into by and between the Parties in or about June 2018.

**C.** Pursuant to said Development Agreement, upon approval of the plat application anticipated therein, the Parties have bound themselves to convey a portion of the Original Premises to Grantee (“Area A”).

**D.** Pursuant to said Development Agreement, each Party has agreed not to take any action to create, memorialize, further, or secure any encumbrance on title or any other cloud on title of Area A absent express written consent by the Independent School District No. 1 of Nez Perce County, Idaho.

**IN WITNESS WHEREOF**, the Parties have executed this Memorandum of Development Agreement on the last day and year written below.

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**CITY OF LEWISTON**

By: \_\_\_\_\_  
Michael G. Collins, Mayor

ATTEST:

\_\_\_\_\_  
Kari J. Ravencroft, City Clerk

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**STATE OF IDAHO, ACTING BY AND THROUGH  
THE IDAHO STATE BOARD OF EDUCATION AS  
TRUSTEES FOR LEWIS-CLARK STATE COLLEGE**

By: \_\_\_\_\_  
Linda Clark, President

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**INDEPENDENT SCHOOL DISTRICT NO. 1 OF  
NEZ PERCE COUNTY, IDAHO**

By: \_\_\_\_\_  
Bradley R. Rice, President

---

(Above space for Recorder's use)

**MEMORANDUM OF DEVELOPMENT AGREEMENT – LCSC**

<b>PARTIES:</b>	<b>CITY OF LEWISTON</b>	<b>OWNER/GRANTOR</b>
	<b>STATE OF IDAHO, ACTING BY AND THROUGH THE IDAHO STATE BOARD OF EDUCATION AS TRUSTEES FOR LEWIS- CLARK STATE COLLEGE</b>	<b>OWNER/GRANTOR</b>
	<b>INDEPENDENT SCHOOL DISTRICT NO. 1 OF NEZ PERCE COUNTY, IDAHO</b>	<b>OWNER/GRANTOR</b>
	<b>STATE OF IDAHO, ACTING BY AND THROUGH THE IDAHO STATE BOARD OF EDUCATION AS TRUSTEES FOR LEWIS- CLARK STATE COLLEGE</b>	<b>GRANTEE</b>

**RECITALS:**

**A.** Owner/Grantors are the title owners of certain property located in Nez Perce County, Idaho as more fully described in Instrument No. 709647, recorded with the Nez Perce County Recorder (“Original Premises”).

**B.** The Original Premises consists of unimproved land, which the Parties intend to improve pursuant to a Development Agreement entered into by and between the Parties in or about June 2018.

**C.** Pursuant to said Development Agreement, upon approval of the plat application anticipated therein, the Parties have bound themselves to convey the following portion of the Original Premises to Grantee (“Area B”):

Being part of Section 9, Township 35 N., Range 5 W., Boise Meridian, Nez Perce County, Idaho. Also being that part of Lots 1 and 2 of Warner Park Subdivision, according to the official plat thereof, filed as instrument #750070 at Nez Perce County, Idaho, more particularly described as follows:

Commencing at a 2.5" Aluminum Cap marking the North 1/4 Section Corner of Section 9, thence

N 89°15'36" W along the North section line of said Section 9, 1330.99 feet to a 5/8" iron pin marking the Northwest corner of Warner Park Subdivision;

Thence leaving said section line along the Westerly boundary of said subdivision, S 01°08'55" W, 1174.68 feet to a point lying on the right-of-way of "Future 11<sup>th</sup> Street";

Thence along said right-of-way, S 88°51'05" E, 62.00 feet to the TRUE PLACE OF BEGINNING;

Thence continuing along said right-of way, S 01°08'55" W, 1103.23 feet to a point on the North right-of-way of "Future Cecil Andrus Way";

Thence along said right-of-way, N 89°54'27" E, 755.03 feet to a point of curvature;

Thence continuing along said right-of-way, along a curve to the right with a radius of 588.00 feet for a distance of 197.89 feet with a chord bearing S 80°27'04" E, 196.96 feet;

Thence leaving said right-of-way, N 00°05'33" W, 524.09 feet;

Thence N 89°54'27" E, 348.85 feet;

Thence N 00°05'33" W, 611.86 feet;

Thence S 89°54'27" W, 1274.16 feet to the TRUE PLACE OF BEGINNING.

TOGETHER with a 10 foot utility easement lying along the right-of-way of "Future 11th Street & Cecil Andrus Way".

ALSO TOGETHER with a 20 foot utility easement lying 10 feet on each side of the following described centerline; Commencing at the northwest corner of the above described parcel, thence S 01°08'55" W, 324.23 feet to a point on the Easterly right-of-way of "Future 11<sup>th</sup> Street", said point being the TRUE PLACE OF BEGINNING;

Thence leaving said right-of-way, N 65°30'48" E, 134.05 feet;

Thence N 89°41'21" E, 393.52 feet;

Thence S 89°52'10" E, 396.82 feet;

Thence S 73°33'00" E, 272.95 feet;

Thence S 73°07'09" E, 111.98 feet to the TERMINUS.

Said Parcel containing 28.68 Acres

**D.** Pursuant to said Development Agreement, each Party has agreed not to take any action to create, memorialize, further, or secure any encumbrance on title or any other cloud on title of Area B absent express written consent by the State of Idaho, acting by and through the Idaho State Board of Education as Trustees for Lewis-Clark State College.

*Intentionally left blank*

**IN WITNESS WHEREOF**, the Parties have executed this Memorandum of Development Agreement on the last day and year written below.

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**CITY OF LEWISTON**

By: \_\_\_\_\_  
Michael G. Collins, Mayor

ATTEST:

\_\_\_\_\_  
Kari J. Ravencroft, City Clerk

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**STATE OF IDAHO, ACTING BY AND THROUGH  
THE IDAHO STATE BOARD OF EDUCATION AS  
TRUSTEES FOR LEWIS-CLARK STATE COLLEGE**

By: \_\_\_\_\_  
Linda Clark, President

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**INDEPENDENT SCHOOL DISTRICT NO. 1 OF  
NEZ PERCE COUNTY, IDAHO**

By: \_\_\_\_\_  
Bradley R. Rice, President

---

(Above space for Recorder's use)

## MEMORANDUM OF DEVELOPMENT AGREEMENT – CITY

<b>PARTIES:</b>	<b>CITY OF LEWISTON</b>	<b>OWNER/GRANTOR</b>
	<b>STATE OF IDAHO, ACTING BY AND THROUGH THE IDAHO STATE BOARD OF EDUCATION AS TRUSTEES FOR LEWIS- CLARK STATE COLLEGE</b>	<b>OWNER/GRANTOR</b>
	<b>INDEPENDENT SCHOOL DISTRICT NO. 1 OF NEZ PERCE COUNTY, IDAHO</b>	<b>OWNER/GRANTOR</b>
	<b>CITY OF LEWISTON</b>	<b>GRANTEE</b>

### RECITALS:

**A.** Owner/Grantors are the title owners of certain property located in Nez Perce County, Idaho as more fully described in Instrument No. 709647, recorded with the Nez Perce County Recorder (“Original Premises”).

**B.** The Original Premises consists of unimproved land, which the Parties intend to improve pursuant to a Development Agreement entered into by and between the Parties in or about June 2018.

**C.** Pursuant to said Development Agreement, upon approval of the plat application anticipated therein, the Parties have bound themselves to convey a portion of the Original Premises to Grantee (“Area C”).

**D.** Pursuant to said Development Agreement, each Party has agreed not to take any action to create, memorialize, further, or secure any encumbrance on title or any other cloud on title of Area C absent express written consent by the City of Lewiston.

**IN WITNESS WHEREOF**, the Parties have executed this Memorandum of Development Agreement on the last day and year written below.

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**CITY OF LEWISTON**

By: \_\_\_\_\_  
Michael G. Collins, Mayor

ATTEST:

\_\_\_\_\_  
Kari J. Ravencroft, City Clerk

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**STATE OF IDAHO, ACTING BY AND THROUGH  
THE IDAHO STATE BOARD OF EDUCATION AS  
TRUSTEES FOR LEWIS-CLARK STATE COLLEGE**

By: \_\_\_\_\_  
Linda Clark, President

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**INDEPENDENT SCHOOL DISTRICT NO. 1 OF  
NEZ PERCE COUNTY, IDAHO**

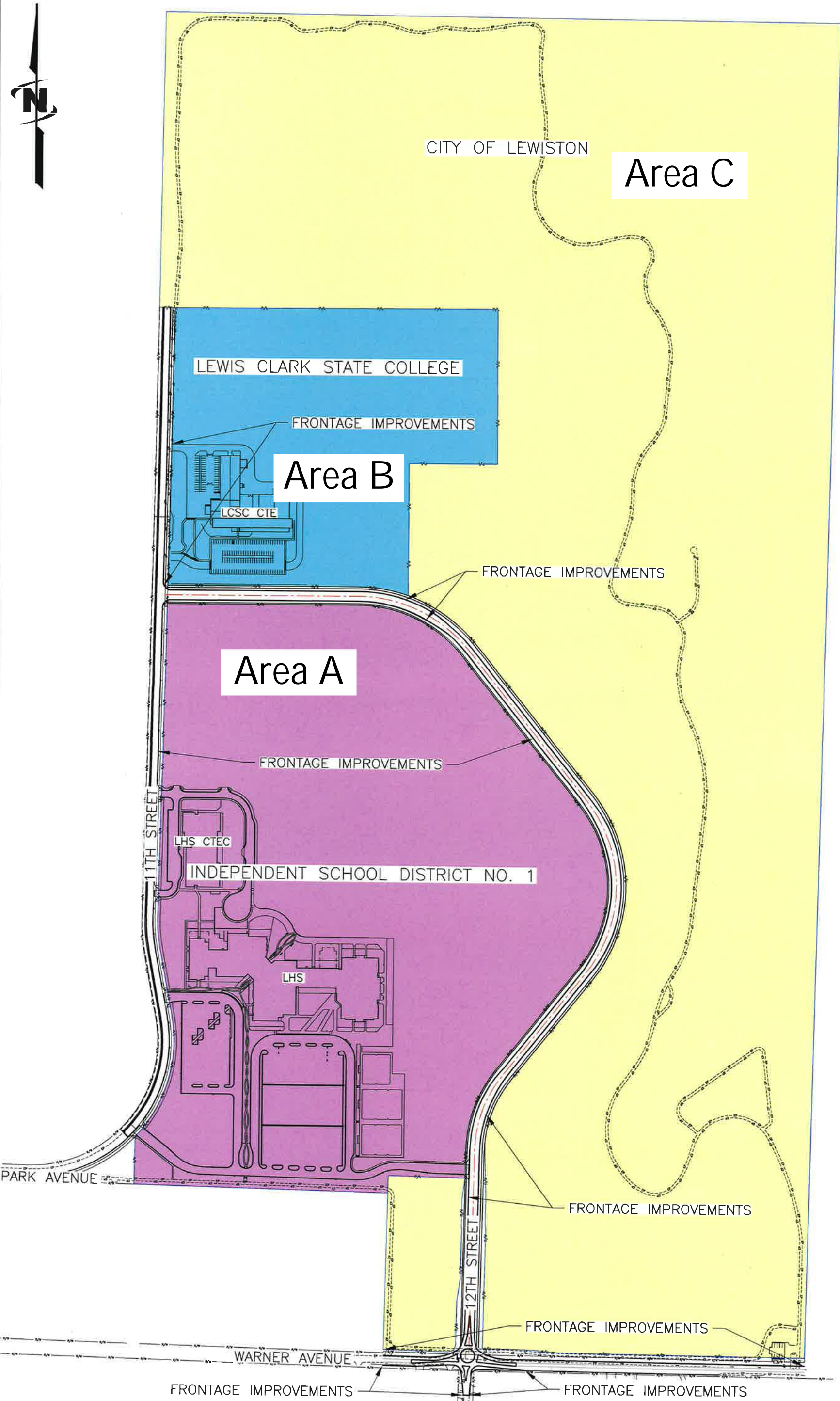
By: \_\_\_\_\_  
Bradley R. Rice, President

# EXHIBIT C

New Parcel Map,  
Showing Areas A, B, & C



Plot Date: 4/23/2018 9:57 AM Plotted By: Bill Rowland  
Date Created: 4/23/2018 F:\PROJECTS\JUB\21-18-015 TRI-PARTNERSHIP INFRASTRUCTURE\21-18-015 - CAD SHEET\EXHIBITS\FRONTAGE IMPROVEMENTS.DWG



PROPOSED FRONTAGE IMPROVEMENTS



# EXHIBIT D

## Legal Description of Area B

June 14, 2018

**Lewis-Clark State College CTEC Parcel**

Being part of Section 9, Township 35 N., Range 5 W., Boise Meridian, Nez Perce County, Idaho. Also being that part of Lots 1 and 2 of Warner Park Subdivision, according to the official plat thereof, filed as instrument #750070 at Nez Perce County, Idaho, more particularly described as follows:

Commencing at a 2.5" Aluminum Cap marking the North 1/4 Section Corner of Section 9, thence N 89°15'36" W along the North section line of said Section 9, 1330.99 feet to a 5/8" iron pin marking the Northwest corner of Warner Park Subdivision;

Thence leaving said section line along the Westerly boundary of said subdivision, S 01°08'55" W, 1174.68 feet to a point lying on the right-of-way of "Future 11<sup>th</sup> Street";

Thence along said right-of-way, S 88°51'05" E, 62.00 feet to the TRUE PLACE OF BEGINNING;

Thence continuing along said right-of-way, S 01°08'55" W, 1103.23 feet to a point on the North right-of-way of "Future Cecil Andrus Way";

Thence along said right-of-way, N 89°54'27" E, 755.03 feet to a point of curvature;

Thence continuing along said right-of-way, along a curve to the right with a radius of 588.00 feet for a distance of 197.89 feet with a chord bearing S 80°27'04" E, 196.96 feet;

Thence leaving said right-of-way, N 00°05'33" W, 524.09 feet;

Thence N 89°54'27" E, 348.85 feet;

Thence N 00°05'33" W, 611.86 feet;

Thence S 89°54'27" W, 1274.16 feet to the TRUE PLACE OF BEGINNING.

TOGETHER with a 10 foot utility easement lying along the right-of-way of "Future 11th Street & Cecil Andrus Way".

ALSO TOGETHER with a 20 foot utility easement lying 10 feet on each side of the following described centerline; Commencing at the northwest corner of the above described parcel, thence S 01°08'55" W, 324.23 feet to a point on the Easterly right-of-way of "Future 11<sup>th</sup> Street", said point being the TRUE PLACE OF BEGINNING;

Thence leaving said right-of-way, N 65°30'48" E, 134.05 feet;

Thence N 89°41'21" E, 393.52 feet;

Thence S 89°52'10" E, 396.82 feet;

Thence S 73°33'00" E, 272.95 feet;

Thence S 73°07'09" E, 111.98 feet to the TERMINUS.

Said Parcel containing 28.68 Acres

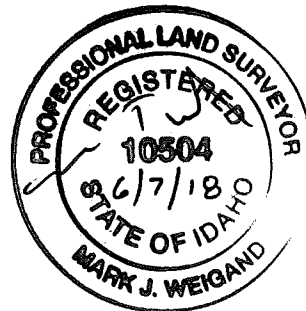


# EXHIBIT E

## Legal Description of City Lease Area

A parcel of property being of a portion of Lot 1 of the Warner Park Subdivision according to the recorded plat thereof, Instrument Number 750070, records of Nez Perce County, Idaho, located in the north ½ of section 9, Township 35 North, Range 5 West, Boise Meridian, City of Lewiston, Nez Perce County, Idaho, and more particularly described as follows:

Commencing at the 2 ½" aluminum cap monument marking the ¼ section corner common to Sections 4 and 9, Township 35 North, Range 5 West, Boise Meridian, said point also being the TRUE POINT OF BEGINNING; Thence westerly along the section line common to said Sections 4 and 9, North 89°15'36" West a distance of 1330.99 feet to a 5/8" rebar marking the north-west corner of the said Warner Park Subdivision; Thence southerly, leaving the said section line and following the westerly line of the said Warner Park Subdivision, South 1°08'55" West a distance of 1174.68 feet to a point at the north-west corner of the end of a proposed 62 foot right-of-way dedication for "future 11<sup>th</sup> Street"; Thence easterly, South 88°51'05" East a distance of 62.00 feet to a point at the north-east corner of the said end of a proposed "future 11th Street" right-of-way; Thence easterly, leaving the said proposed future right-of-way, North 89°54'27" East a distance of 1274.16 feet; Thence North 0°05'33" West a distance of 245.00'; Thence North 89°54'27" East a distance of 110.45 feet to a 5/8" rebar marking an angle point on the easterly line of Lot 1 of the said Warner Park Subdivision; Thence northerly following the said easterly line of Lot 1, North 0°05'33" West a distance of 910.09 feet to a point on the said section line common to Sections 4 and 9; Thence westerly, following the said section line, North 89°15'36" West a distance of 90.31 feet back to the TRUE POINT OF BEGINNING, said parcel containing 37.74 acres (1644114.066 sq. ft), more or less.



# EXHIBIT F

## Engineer's Estimate for Common Infrastructure

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client): Tri-Partnership

## SUMMARY

Date: 05-30-2018

	Total	City of Lewiston	School District	LCSC	Estimated Split 2018	Estimated Split 2017 Rough Estimate	2007 PER Split
<b>Warner Avenue Roundabout</b>	\$ 451,550.00	\$ 117,854.55	\$ 286,282.70	\$ 47,412.75	Prorated Annual Trips per 2018 TIS	* See Note	* See Note
<b>Warner Avenue Frontage</b>	\$ 286,660.00	\$ 125,757.74	\$ 96,575.75	\$ 64,326.50	Land Purchase %	Land Purchase %	Land Purchase %
<b>12th Street - Warner to 11th</b>	\$ 1,801,140.00	\$ 804,978.44	\$ 597,909.91	\$ 398,251.66	Land Purchase % plus sewer ext. @ 100% Parks	Land Purchase % plus sewer ext. @ 100% Parks	Land Purchase %
<b>11th Street - EOR to North LCSC Property Line</b>	\$ 905,135.00	\$ 397,082.72	\$ 304,939.98	\$ 203,112.29	Land Purchase %	Land Purchase %	Land Purchase %
<b>Park-10th Intersection</b>	\$ 182,160.00	\$ 47,543.76	\$ 115,489.44	\$ 19,126.80	Prorated Annual Trips per 2018 TIS	Trip Generation % Based on 2006 TIS	Trip Generation % Based on 2006 TIS
<b>Waterlines</b>	\$ 785,950.00	\$ 261,983.33	\$ 261,983.33	\$ 261,983.33	1/3 Split	1/3 Split	8" pipe baseline 1/3; then prorated based on needs/upgrades
<b>Franchise Utilities</b>	\$ 304,414.00	\$ 101,471.33	\$ 101,471.33	\$ 101,471.33	1/3 Split	Based on 2007 PER, was not recalculated	Based on old layout and interior extensions
<b>Construction Estimate Total</b>	\$ 4,717,009.00	\$ 1,856,671.88	\$ 1,764,652.45	\$ 1,095,684.67			

## Other Costs

## Design Engineering &amp; Bidding

## Platting

## Permits

## Construction Surveying, Engineering and Inspection (10% est)

<b>Total</b>	\$ 5,425,969.90	\$ 2,102,912.18	\$ 1,996,012.75	\$ 1,327,044.97
--------------	-----------------	-----------------	-----------------	-----------------

\* Note: Warner Avenue/12th Street turn lanes assumed (in lieu of roundabout), included in Warner Avenue Frontage in this estimate.

## Other Items to rectify:

Sewer Extension, (Completed)

Water Main Extension on Park/11th (majority completed)

Park Avenue Extension (Completed to 11th)

11th Street Sidewalk Extension (majority completed)

Warner Avenue Frontage Pathway (completed)

Intersection of 10th/Warner/Thain

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client) Tri-Partnership Infrastructure						Warner Avenue Roundabout					
Date: 05/30/18						Assumed Mini-Roundabout - with full width transitions					
Item		Overall Costs				Breakdown					
Bid Item No.	Description	Item Quantity	Units	Unit Price	Total Value of Item (\$)	City		School District		LCSC	
						%	Share	%	Share	%	Share
<b>2</b>	<b>Earthwork</b>										
	Remove and Dispose of Bituminous Surface	1300	SY	\$4.00	\$5,200	26%	\$1,357.20	63%	\$3,296.80	11%	\$546.00
	Remove and Dispose of Concrete Curb	120	LF	\$5.00	\$600	26%	\$156.60	63%	\$380.40	11%	\$63.00
	Remove and Dispose of Catch Basin	2	EA	\$500.00	\$1,000	26%	\$261.00	63%	\$634.00	11%	\$105.00
	Excavation	1100	CY	\$15.00	\$16,500	26%	\$4,306.50	63%	\$10,461.00	11%	\$1,732.50
<b>6</b>	<b>Storm</b>										
	Catch Basin	4	EA	\$1,800.00	\$7,200	26%	\$1,879.20	63%	\$4,564.80	11%	\$756.00
	Storm Sewer Manhole (4' Diameter)	2	EA	\$3,000.00	\$6,000	26%	\$1,566.00	63%	\$3,804.00	11%	\$630.00
	12-Inch Storm Sewer Pipe (Class D Backfill)		LF	\$55.00	\$0	26%	\$0.00	63%	\$0.00	11%	\$0.00
	18-Inch Storm Sewer Pipe (Class D Backfill)	400	LF	\$50.00	\$20,000	26%	\$5,220.00	63%	\$12,680.00	11%	\$2,100.00
<b>7</b>	<b>Concrete</b>										
	Concrete Sidewalk	280	SY	\$40.00	\$11,200	26%	\$2,923.20	63%	\$7,100.80	11%	\$1,176.00
	Pedestrian Curb Ramp	8	EA	\$1,800.00	\$14,400	26%	\$3,758.40	63%	\$9,129.60	11%	\$1,512.00
	Pedestrian Curb	20	LF	\$30.00	\$600	26%	\$156.60	63%	\$380.40	11%	\$63.00
	Mountable Roundabout Curb	125	LF	\$30.00	\$3,750	26%	\$978.75	63%	\$2,377.50	11%	\$393.75
	Concrete Pavement	1200	SY	\$80.00	\$96,000	26%	\$25,056.00	63%	\$60,864.00	11%	\$10,080.00
	Roundabout Island Concrete	280	SY	\$80.00	\$22,400	26%	\$5,846.40	63%	\$14,201.60	11%	\$2,352.00
	Splitter Island Concrete	150	SY	\$50.00	\$7,500	26%	\$1,957.50	63%	\$4,755.00	11%	\$787.50
						26%	\$0.00	63%	\$0.00	11%	\$0.00
	6" Curb and Gutter	420	LF	\$30.00	\$12,600	26%	\$3,288.60	63%	\$7,988.40	11%	\$1,323.00
	Curb (Type A)	640	LF	\$30.00	\$19,200	26%	\$5,011.20	63%	\$12,172.80	11%	\$2,016.00
<b>8</b>	<b>Roadway</b>										
	1/2" Superpave HMA Pavement (4" thick)	500	TON	\$100.00	\$50,000	26%	\$13,050.00	63%	\$31,700.00	11%	\$5,250.00
	3/4" Crushed Rock Base (10" thick)	950	CY	\$30.00	\$28,500	26%	\$7,438.50	63%	\$18,069.00	11%	\$2,992.50
	Subgrade Separation Geotextile	3100	SY	\$2.50	\$7,750	26%	\$2,022.75	63%	\$4,913.50	11%	\$813.75
					\$0						
<b>10</b>	<b>BMPs</b>										
	Misc Construction BMP's (seeding, inlet prot., etc)	1	LS	\$5,000.00	\$5,000	26%	\$1,305.00	63%	\$3,170.00	11%	\$525.00
<b>11</b>	<b>Traffic</b>										
	Traffic Control	1	LS	\$20,000.00	\$20,000	26%	\$5,220.00	63%	\$12,680.00	11%	\$2,100.00
	Pavement Markings	1	LS	\$2,500.00	\$2,500	26%	\$652.50	63%	\$1,585.00	11%	\$262.50
	Traffic Signs	12	EA	\$750.00	\$9,000	26%	\$2,349.00	63%	\$5,706.00	11%	\$945.00
	Remove and Reset Sign	3	EA	\$300.00	\$900	26%	\$234.90	63%	\$570.60	11%	\$94.50



Item		Overall Costs				Breakdown					
Bid Item No.	Description	Item Quantity	Units	Unit Price	Total Value of Item (\$)	City		School District		LCSC	
						%	Share	%	Share	%	Share
<b>20</b>	<b>MISC</b>										
	Mobilization	1	LS	\$30,000.00	\$30,000	26%	\$7,830.00	63%	\$19,020.00	11%	\$3,150.00
	Project Quality Control	1	LS	\$8,000.00	\$8,000	26%	\$2,088.00	63%	\$5,072.00	11%	\$840.00
	Reference and Reset Monuments	1	EA	\$1,200.00	\$1,200	26%	\$313.20	63%	\$760.80	11%	\$126.00
	Adjust Utilities	2	EA	\$500.00	\$1,000	26%	\$261.00	63%	\$634.00	11%	\$105.00
	Misc. Landscaping	1	LS	\$5,000.00	\$2,500	26%	\$652.50	63%	\$1,585.00	11%	\$262.50
Construction Total					\$410,500		\$107,141		\$260,257		\$43,103
10% Contingency					\$41,050		\$10,714		\$26,026		\$4,310
<b>Total</b>					<b>\$451,550</b>		<b>\$117,855</b>		<b>\$286,283</b>		<b>\$47,413</b>

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client): Tri-Partnership Infrastructure						Warner Avenue Frontage Widening (1,700 ft)					
Date: 05/30/18						Widen 15' to 20' from centerline					
Bid Item No.	Item Description	Item Quantity	Units	Unit Price	Total Value of Item (\$)	Breakdown					
						City		School District		LCSC	
						%	Share	%	Share	%	Share
<b>2</b>	<b>Earthwork</b>										
	Remove and Dispose of Barbed Wire Fence	1700	LF	\$0.50	\$850	44%	\$372.90	34%	\$286.37	22%	\$190.74
	Excavation	1600	CY	\$15.00	\$24,000	44%	\$10,528.80	34%	\$8,085.60	22%	\$5,385.60
<b>6</b>	<b>Storm</b>										
	Catch Basin	3	EA	\$1,800.00	\$5,400	44%	\$2,368.98	34%	\$1,819.26	22%	\$1,211.76
	Storm Sewer Manhole (4' Diameter)	2	EA	\$3,000.00	\$6,000	44%	\$2,632.20	34%	\$2,021.40	22%	\$1,346.40
	12-Inch Storm Sewer Pipe (Class D Backfill)	50	LF	\$55.00	\$2,750	44%	\$1,206.43	34%	\$926.48	22%	\$617.10
	18-Inch Storm Sewer Pipe (Class D Backfill)	50	LF	\$50.00	\$2,500	44%	\$1,096.75	34%	\$842.25	22%	\$561.00
	Roadside Infiltration Trench	1650	LF	\$12.00	\$19,800	44%	\$8,686.26	34%	\$6,670.62	22%	\$4,443.12
<b>7</b>	<b>Concrete</b>										
	Concrete Sidewalk	130	SY	\$40.00	\$5,200	44%	\$2,281.24	34%	\$1,751.88	22%	\$1,166.88
	Curb Inlet	8	EA	\$300.00	\$2,400	44%	\$1,052.88	34%	\$808.56	22%	\$538.56
	6" Curb and Gutter	2200	LF	\$25.00	\$55,000	44%	\$24,128.50	34%	\$18,529.50	22%	\$12,342.00
	Driveway Approach	70	SY	\$55.00	\$3,850	44%	\$1,689.00	34%	\$1,297.07	22%	\$863.94
<b>8</b>	<b>Roadway</b>										
	1/2" Superpave HMA Pavement (4" thick)	600	TON	\$100.00	\$60,000	44%	\$26,322.00	34%	\$20,214.00	22%	\$13,464.00
	3/4" Crushed Rock Base (10" thick)	700	CY	\$30.00	\$21,000	44%	\$9,212.70	34%	\$7,074.90	22%	\$4,712.40
	Subgrade Separation Geotextile	2500	SY	\$2.50	\$6,250	44%	\$2,741.88	34%	\$2,105.63	22%	\$1,402.50
	Asphalt Pathway Transition	100	SY	\$25.00	\$2,500	44%	\$1,096.75	34%	\$842.25	22%	\$561.00
<b>10</b>	<b>BMPs</b>										
	Misc BMP's (seeding, inlet prot., etc)	1	LS	\$5,000.00	\$5,000	44%	\$2,193.50	34%	\$1,684.50	22%	\$1,122.00
<b>11</b>	<b>Traffic</b>										
	Traffic Control	1	LS	\$7,500.00	\$7,500	44%	\$3,290.25	34%	\$2,526.75	22%	\$1,683.00
	Pavement Markings	1	LS	\$2,500.00	\$2,500	44%	\$1,096.75	34%	\$842.25	22%	\$561.00
	Traffic Signs	2	EA	\$750.00	\$1,500	44%	\$658.05	34%	\$505.35	22%	\$336.60
	Remove and Reset Sign	3	EA	\$300.00	\$900	44%	\$394.83	34%	\$303.21	22%	\$201.96
<b>20</b>	<b>MISC</b>										
	Mobilization	1	LS	\$15,000.00	\$15,000	44%	\$6,580.50	34%	\$5,053.50	22%	\$3,366.00
	Project Quality Control	1	LS	\$5,000.00	\$5,000	44%	\$2,193.50	34%	\$1,684.50	22%	\$1,122.00
	Reference and Reset Monuments	1	EA	\$1,200.00	\$1,200	44%	\$526.44	34%	\$404.28	22%	\$269.28
	Relocate Fire Hydrant	1	EA	\$3,500.00	\$3,500	44%	\$1,535.45	34%	\$1,179.15	22%	\$785.40
	Adjust Utilities	2	EA	\$500.00	\$1,000	44%	\$438.70	34%	\$336.90	22%	\$224.40
Construction Total					\$260,600		\$114,325		\$87,796		\$58,479
10% Contingency					\$26,060		\$11,433		\$8,780		\$5,848
<b>Total</b>					<b>\$286,660</b>		<b>\$125,758</b>		<b>\$96,576</b>		<b>\$64,327</b>

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client): Tri-Partnership Infrastructure						12th Street Roadway (4,450 ft)					
Date: 05/30/18						26' - 40' curb to curb width, 6' sidewalk; 10' asphalt path Future driveways, irrigation, landscaping not included					
Bid Item No.	Item Description	Item Quantity	Units	Unit Price	Total Value of Item (\$)	Breakdown					
						City		School District		LCSC	
						%	Share	%	Share	%	Share
<b>2</b>	<b>Earthwork</b>										
	Excavation	19000	CY	\$10	\$190,000	44%	\$83,353.00	34%	\$64,011.00	22%	\$42,636.00
<b>5</b>	<b>Sewer</b>										
	Sanitary Sewer Manhole (4' Diameter)	1	EA	\$3,000	\$3,000	100%	\$3,000.00	0%	\$0.00	0%	\$0.00
	8-Inch PVC Sanitary Sewer Pipe (Class D Backfill)	300	LF	\$50	\$15,000	100%	\$15,000.00	0%	\$0.00	0%	\$0.00
	4-Inch Sanitary Sewer Service	5	EA	\$1,200	\$6,000	100%	\$6,000.00	0%	\$0.00	0%	\$0.00
<b>6</b>	<b>Storm</b>										
	Catch Basin	4	EA	\$1,800	\$7,200	44%	\$3,158.64	34%	\$2,425.68	22%	\$1,615.68
	Storm Sewer Manhole (4' Diameter)	2	EA	\$3,000	\$6,000	44%	\$2,632.20	34%	\$2,021.40	22%	\$1,346.40
	18-Inch Storm Sewer Pipe (Class D Backfill)	500	LF	\$65	\$32,500	44%	\$14,257.75	34%	\$10,949.25	22%	\$7,293.00
	Roadside Infiltration Trench	8900	LF	\$12	\$106,800	44%	\$46,853.16	34%	\$35,980.92	22%	\$23,965.92
	Flood Routing Ditch	800	EA	\$15	\$12,000	44%	\$5,264.40	34%	\$4,042.80	22%	\$2,692.80
<b>7</b>	<b>Concrete</b>										
	Concrete Sidewalk	3000	SY	\$40	\$120,000	44%	\$52,644.00	34%	\$40,428.00	22%	\$26,928.00
	6" Curb and Gutter	8900	LF	\$25	\$222,500	44%	\$97,610.75	34%	\$74,960.25	22%	\$49,929.00
	Curb Inlet	88	EA	\$300	\$26,400	44%	\$11,581.68	34%	\$8,894.16	22%	\$5,924.16
<b>8</b>	<b>Roadway</b>										
	1/2" Superpave HMA Pavement (4" thick)	3800	TON	\$100	\$380,000	44%	\$166,706.00	34%	\$128,022.00	22%	\$85,272.00
	3/4" Crushed Rock Base (10" thick)	4850	CY	\$30	\$145,500	44%	\$63,830.85	34%	\$49,018.95	22%	\$32,650.20
	Subgrade Separation Geotextile	17300	SY	\$2.50	\$43,250	44%	\$18,973.78	34%	\$14,570.93	22%	\$9,705.30
	Asphalt Pathway	5000	SY	\$25	\$125,000	44%	\$54,837.50	34%	\$42,112.50	22%	\$28,050.00
<b>10</b>	<b>BMPs</b>										
	Seeding	4	ACRE	\$2,500	\$10,000	44%	\$4,387.00	34%	\$3,369.00	22%	\$2,244.00
	Stabilized Construction Entrance	2	EA	\$2,000	\$4,000	44%	\$1,754.80	34%	\$1,347.60	22%	\$897.60
<b>11</b>	<b>Traffic</b>										
	Traffic Control	1	LS	\$2,500	\$2,500	44%	\$1,096.75	34%	\$842.25	22%	\$561.00
	Pavement Markings	1	LS	\$5,000	\$5,000	44%	\$2,193.50	34%	\$1,684.50	22%	\$1,122.00
	Permanent Signs	25	EA	\$750	\$18,750	44%	\$8,225.63	34%	\$6,316.88	22%	\$4,207.50
	Remove and Reset Sign		EA	\$300	\$0	44%	\$0.00	34%	\$0.00	22%	\$0.00
<b>20</b>	<b>MISC</b>										
	Mobilization	1	LS	\$120,000	\$120,000	44%	\$52,644.00	34%	\$40,428.00	22%	\$26,928.00
	Project Quality Control	1	LS	\$30,000	\$30,000	44%	\$13,161.00	34%	\$10,107.00	22%	\$6,732.00
	Monuments	5	EA	\$1,200	\$6,000	44%	\$2,632.20	34%	\$2,021.40	22%	\$1,346.40
Construction Total					\$1,637,400		\$731,799		\$543,554		\$362,047
10% Contingency					\$163,740		\$73,180		\$54,355		\$36,205
<b>Total</b>					<b>\$1,801,140</b>		<b>\$804,978</b>		<b>\$597,910</b>		<b>\$398,252</b>

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client) Tri-Partnership Infrastructure						11th Street Roadway 3,300 ft. (1050 ft sidewalk)					
Date: 05/30/18						26' road width (half street)					
Bid Item No.	Item Description	Item Quantity	Overall Costs			Breakdown					
			Units	Unit Price	Total Value of Item (\$)	City		School District		LCSC	
						%	Share	%	Share	%	Share
<b>2</b>	<b>Earthwork</b>										
	Remove and Dispose of Bituminous Surface	1000	SY	\$4	\$4,000	44%	\$1,754.80	34%	\$1,347.60	22%	\$897.60
	Excavation	10400	CY	\$10	\$104,000	44%	\$45,624.80	34%	\$35,037.60	22%	\$23,337.60
<b>6</b>	<b>Storm</b>										
	Ditch to Pond	200	LF	\$20	\$4,000	44%	\$1,754.80	34%	\$1,347.60	22%	\$897.60
	Roadside Infiltration Trench	3300	LF	\$12	\$39,600	44%	\$17,372.52	34%	\$13,341.24	22%	\$8,886.24
	Pond	1	EA	\$10,000	\$10,000	44%	\$4,387.00	34%	\$3,369.00	22%	\$2,244.00
<b>7</b>	<b>Concrete</b>										
	Concrete Sidewalk	1170	SY	\$40	\$46,800	44%	\$20,531.16	34%	\$15,766.92	22%	\$10,501.92
	Pedestrian Curb Ramp	2	EA	\$1,800	\$3,600	44%	\$1,579.32	34%	\$1,212.84	22%	\$807.84
	Curb Inlets	32	EA	\$300	\$9,600	44%	\$4,211.52	34%	\$3,234.24	22%	\$2,154.24
	6" Curb and Gutter	3300	LF	\$25	\$82,500	44%	\$36,192.75	34%	\$27,794.25	22%	\$18,513.00
	Valley Gutter	36	LF	\$150	\$5,400	44%	\$2,368.98	34%	\$1,819.26	22%	\$1,211.76
<b>8</b>	<b>Roadway</b>										
	1/2" Superpave HMA Pavement (4" thick)	2300	TON	\$100	\$230,000	44%	\$100,901.00	34%	\$77,487.00	22%	\$51,612.00
	3/4" Crushed Rock Base (10" thick)	4000	CY	\$30	\$120,000	44%	\$52,644.00	34%	\$40,428.00	22%	\$26,928.00
	Subgrade Separation Geotextile	13200	SY	\$3	\$33,000	44%	\$14,477.10	34%	\$11,117.70	22%	\$7,405.20
<b>10</b>	<b>BMPs</b>										
	Seeding	2.5	ACRE	\$2,500	\$6,250	44%	\$2,741.88	34%	\$2,105.63	22%	\$1,402.50
	Stabilized Construction Entrance	1	EA	\$2,000	\$2,000	44%	\$877.40	34%	\$673.80	22%	\$448.80
<b>11</b>	<b>Traffic</b>										
	Traffic Control	1	LS	\$5,000	\$5,000	44%	\$2,193.50	34%	\$1,684.50	22%	\$1,122.00
	Signs	10	EA	\$750	\$7,500	44%	\$3,290.25	34%	\$2,526.75	22%	\$1,683.00
<b>20</b>	<b>MISC</b>										
	Mobilization	1	LS	\$50,000	\$50,000	44%	\$21,935.00	34%	\$16,845.00	22%	\$11,220.00
	Project Quality Control	1	LS	\$20,000	\$20,000	44%	\$8,774.00	34%	\$6,738.00	22%	\$4,488.00
	5' Chain Link Fence	3300	LF	\$12	\$39,600	44%	\$17,372.52	34%	\$13,341.24	22%	\$8,886.24
Construction Total					\$822,850		\$360,984		\$277,218		\$184,648
10% Contingency					\$82,285		\$36,098		\$27,722		\$18,465
<b>Total</b>					<b>\$905,135</b>		<b>\$397,083</b>		<b>\$304,940</b>		<b>\$203,112</b>

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client): Tri-Partnership Infrastructure						Park - 10th Street Intersection					
Date: 05/30/18											
Item		Overall Costs				Breakdown					
Bid Item No.	Description	Item Quantity	Units	Unit Price	Total Value of Item (\$)	%	City Share	%	School District Share	%	LCSC Share
<b>2</b>	<b>Earthwork</b>										
	Remove and Dispose of Tree	2	EA	\$1,500	\$3,000	26.1%	\$783.00	63.4%	\$1,902.00	10.5%	\$315.00
	Remove and Dispose of Fence	120	LF	\$5	\$600	26.1%	\$156.60	63.4%	\$380.40	10.5%	\$63.00
	Remove Curb	300	LF	\$5	\$1,500	26.1%	\$391.50	63.4%	\$951.00	10.5%	\$157.50
<b>7</b>	<b>Concrete</b>										
	Concrete Sidewalk	10	SY	\$40	\$400	26.1%	\$104.40	63.4%	\$253.60	10.5%	\$42.00
	Pedestrian Curb Ramp	1	EA	\$1,800	\$1,800	26.1%	\$469.80	63.4%	\$1,141.20	10.5%	\$189.00
	Pedestrian Curb	20	LF	\$30	\$600	26.1%	\$156.60	63.4%	\$380.40	10.5%	\$63.00
	6" Curb and Gutter	900	LF	\$30	\$27,000	26.1%	\$7,047.00	63.4%	\$17,118.00	10.5%	\$2,835.00
	Island/Median	1	LS	\$7,000	\$7,000	26.1%	\$1,827.00	63.4%	\$4,438.00	10.5%	\$735.00
	Driveway	70	SY	\$60	\$4,200	26.1%	\$1,096.20	63.4%	\$2,662.80	10.5%	\$441.00
<b>8</b>	<b>Roadway</b>										
	Pavement Widening including Base, Plant Mix, Exc	1200	SY	\$50	\$60,000	26.1%	\$15,660.00	63.4%	\$38,040.00	10.5%	\$6,300.00
<b>11</b>	<b>Traffic</b>										
	Traffic Control	1	LS	\$10,000	\$10,000	26.1%	\$2,610.00	63.4%	\$6,340.00	10.5%	\$1,050.00
	Pavement Markings	1	LS	\$1,000	\$1,000	26.1%	\$261.00	63.4%	\$634.00	10.5%	\$105.00
	Signs	4	EA	\$750	\$3,000	26.1%	\$783.00	63.4%	\$1,902.00	10.5%	\$315.00
	Remove and Reset Sign	3	EA	\$300	\$900	26.1%	\$234.90	63.4%	\$570.60	10.5%	\$94.50
<b>20</b>	<b>MISC</b>										
	Mobilization	1	LS	\$25,000	\$10,000	26.1%	\$2,610.00	63.4%	\$6,340.00	10.5%	\$1,050.00
	Misc BMP's	1	LS	\$5,000	\$10,000	26.1%	\$2,610.00	63.4%	\$6,340.00	10.5%	\$1,050.00
	Project Quality Control	1	LS	\$5,000	\$5,000	26.1%	\$1,305.00	63.4%	\$3,170.00	10.5%	\$525.00
	Reference and Reset Monuments	1	EA	\$1,200	\$1,200	26.1%	\$313.20	63.4%	\$760.80	10.5%	\$126.00
	Fence	120	LF	\$10	\$1,200	26.1%	\$313.20	63.4%	\$760.80	10.5%	\$126.00
	Retaining Wall	240	SF	\$30	\$7,200	26.1%	\$1,879.20	63.4%	\$4,564.80	10.5%	\$756.00
	Adjust Utilities	8	EA	\$500	\$4,000	26.1%	\$1,044.00	63.4%	\$2,536.00	10.5%	\$420.00
	Relocation Mailbox	2	EA	\$500	\$1,000	26.1%	\$261.00	63.4%	\$634.00	10.5%	\$105.00
	Misc. Landscaping	1	LS	\$5,000	\$5,000	26.1%	\$1,305.00	63.4%	\$3,170.00	10.5%	\$525.00
Construction Total					\$165,600		\$43,222		\$104,990		\$17,388
10% Contingency					\$16,560		\$4,322		\$10,499		\$1,739
<b>Total</b>					<b>\$182,160</b>		<b>\$47,544</b>		<b>\$115,489</b>		<b>\$19,127</b>
Right of Way Acquisition						0.261	\$0.00	0.634	\$0.00	0.105	\$0.00
Appraisal/Etc.						0.261	\$0.00	0.634	\$0.00	0.105	\$0.00

<b>TOTAL</b>	<b>\$182,160</b>	<b>\$47,544</b>	<b>\$115,489</b>	<b>\$19,127</b>
--------------	------------------	-----------------	------------------	-----------------

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client): Tri-Partnership Infrastructure						Water Mains					
Date: 05/30/18											
Item		Overall Costs				Breakdown					
Bid Item No.	Description	Item Quantity	Units	Unit Price	Total Value of Item (\$)	City		School District		LCSC	
						%	Share	%	Share	%	Share
<b>4</b>	<b>12th Street Water</b>										
	10-Inch Ductile Iron Water Pipe (Class D Backfill)	3700	LF	\$55	\$203,500	33%	\$67,833	33%	\$67,833	33%	\$67,833
	12-Inch Ductile Iron Water Pipe (Class D Backfill)	750	LF	\$70	\$52,500	33%	\$17,500	33%	\$17,500	33%	\$17,500
	8" Gate Valve	1	EA	\$1,500	\$1,500	33%	\$500	33%	\$500	33%	\$500
	10" Gate Valve	6	EA	\$2,500	\$15,000	33%	\$5,000	33%	\$5,000	33%	\$5,000
	12" Gate Valve	2	EA	\$3,000	\$6,000	33%	\$2,000	33%	\$2,000	33%	\$2,000
	16" Butterfly Valve	1	EA	\$8,000	\$8,000	33%	\$2,667	33%	\$2,667	33%	\$2,667
	Hydrant w/ "T" and Gate Valve	11	EA	\$6,000	\$66,000	33%	\$22,000	33%	\$22,000	33%	\$22,000
	Connect to Existing Main	2	EA	\$2,500	\$5,000	33%	\$1,667	33%	\$1,667	33%	\$1,667
	PRV	1	EA	\$65,000	\$65,000	33%	\$21,667	33%	\$21,667	33%	\$21,667
	Service Line Stubout	6	EA	\$5,000	\$30,000	33%	\$10,000	33%	\$10,000	33%	\$10,000
	Mobilization	1	LS	\$25,000	\$25,000	33%	\$8,333	33%	\$8,333	33%	\$8,333
	Project Quality Control	1	LS	\$5,000	\$5,000	33%	\$1,667	33%	\$1,667	33%	\$1,667
<b>4</b>	<b>11th Street Water</b>										
	12-Inch Ductile Iron Water Pipe (Class D Backfill)	1120	LF	\$70	\$78,400	33%	\$26,133	33%	\$26,133	33%	\$26,133
	8" Gate Valve	2	EA	\$1,200	\$2,400	33%	\$800	33%	\$800	33%	\$800
	12" Butterfly Valve	5	EA	\$8,000	\$40,000	33%	\$13,333	33%	\$13,333	33%	\$13,333
	Hydrant w/ "T" and Gate Valve	2	EA	\$6,000	\$12,000	33%	\$4,000	33%	\$4,000	33%	\$4,000
	Connect to Existing Main	3	EA	\$1,000	\$3,000	33%	\$1,000	33%	\$1,000	33%	\$1,000
	PRV	1	EA	\$65,000	\$65,000	33%	\$21,667	33%	\$21,667	33%	\$21,667
	Blowoff Assembly	1	EA	\$1,200	\$1,200	33%	\$400	33%	\$400	33%	\$400
	Mobilization	1	LS	\$25,000	\$25,000	33%	\$8,333	33%	\$8,333	33%	\$8,333
	Project Quality Control	1	LS	\$5,000	\$5,000	33%	\$1,667	33%	\$1,667	33%	\$1,667
Construction Total					\$714,500		\$238,167		\$238,167		\$238,167
10% Contingency					\$71,450		\$23,817		\$23,817		\$23,817
<b>Total</b>					<b>\$785,950</b>		<b>\$261,983</b>		<b>\$261,983</b>		<b>\$261,983</b>

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client): Tri-Partnership Infrastructure						Franchise Utilities					
Date: 05/30/18											
Item		Overall Costs				Breakdown					
Bid Item No.	Description	Item Quantity	Units	Unit Price	Total Value of Item (\$)	City		School District		LCSC	
						%	Share	%	Share	%	Share
<b>4</b>	<b>12th Street Utilities</b>										
	Joint Utility Trench	4500	LF	\$6	\$27,000	33%	\$9,000	33%	\$9,000	33%	\$9,000
	4" Conduit	4500	LF	\$5	\$22,500	33%	\$7,500	33%	\$7,500	33%	\$7,500
	2" Conduit	45000	LF	\$2	\$90,000	33%	\$30,000	33%	\$30,000	33%	\$30,000
	Spare Conduit Crossings	700	LF	\$12	\$8,400	33%	\$2,800	33%	\$2,800	33%	\$2,800
	Street Light Buy-Down	12	EA	\$1,087	\$13,044	33%	\$4,348	33%	\$4,348	33%	\$4,348
<b>4</b>	<b>11th Street Utilities</b>										
	Joint Utility Trench	3300	LF	\$6	\$19,800	33%	\$6,600	33%	\$6,600	33%	\$6,600
	4" Conduit	3300	LF	\$5	\$16,500	33%	\$5,500	33%	\$5,500	33%	\$5,500
	2" Conduit	33000	LF	\$2	\$66,000	33%	\$22,000	33%	\$22,000	33%	\$22,000
	Spare Conduit Crossings	400	LF	\$12	\$4,800	33%	\$1,600	33%	\$1,600	33%	\$1,600
	Street Light Buy-Down	8	EA	\$1,087	\$8,696	33%	\$2,899	33%	\$2,899	33%	\$2,899
Construction Total					\$276,740		\$92,247		\$92,247		\$92,247
10% Contingency					\$27,674		\$9,225		\$9,225		\$9,225
<b>Total</b>					<b>\$304,414</b>		<b>\$101,471</b>		<b>\$101,471</b>		<b>\$101,471</b>

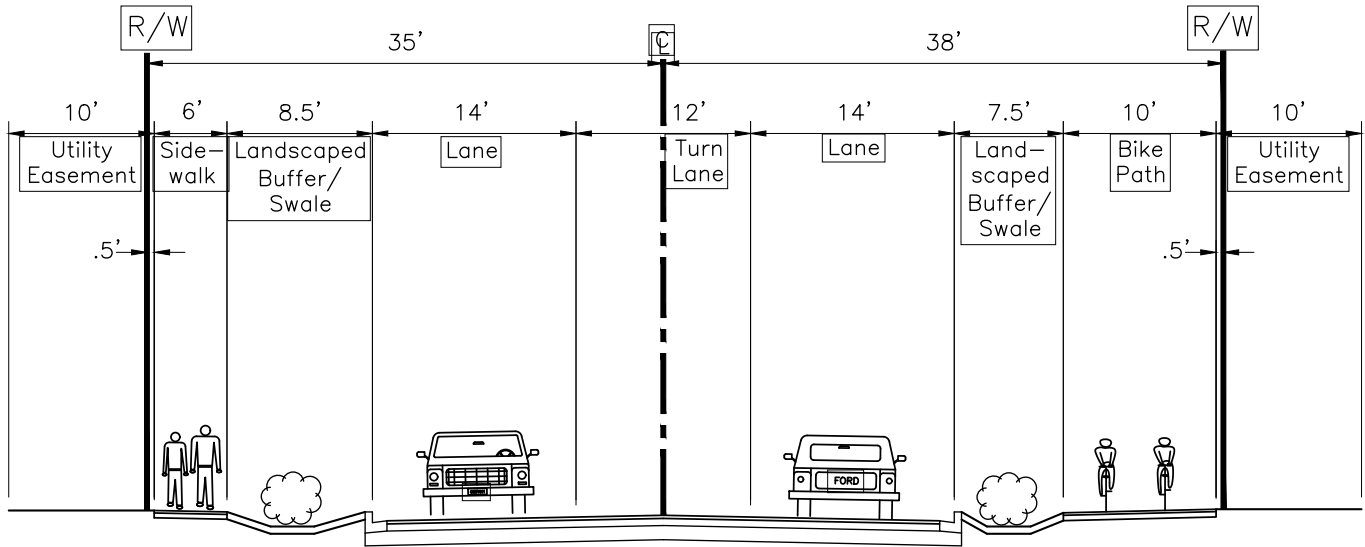
# EXHIBIT G

## 12th Street Roadway Construction

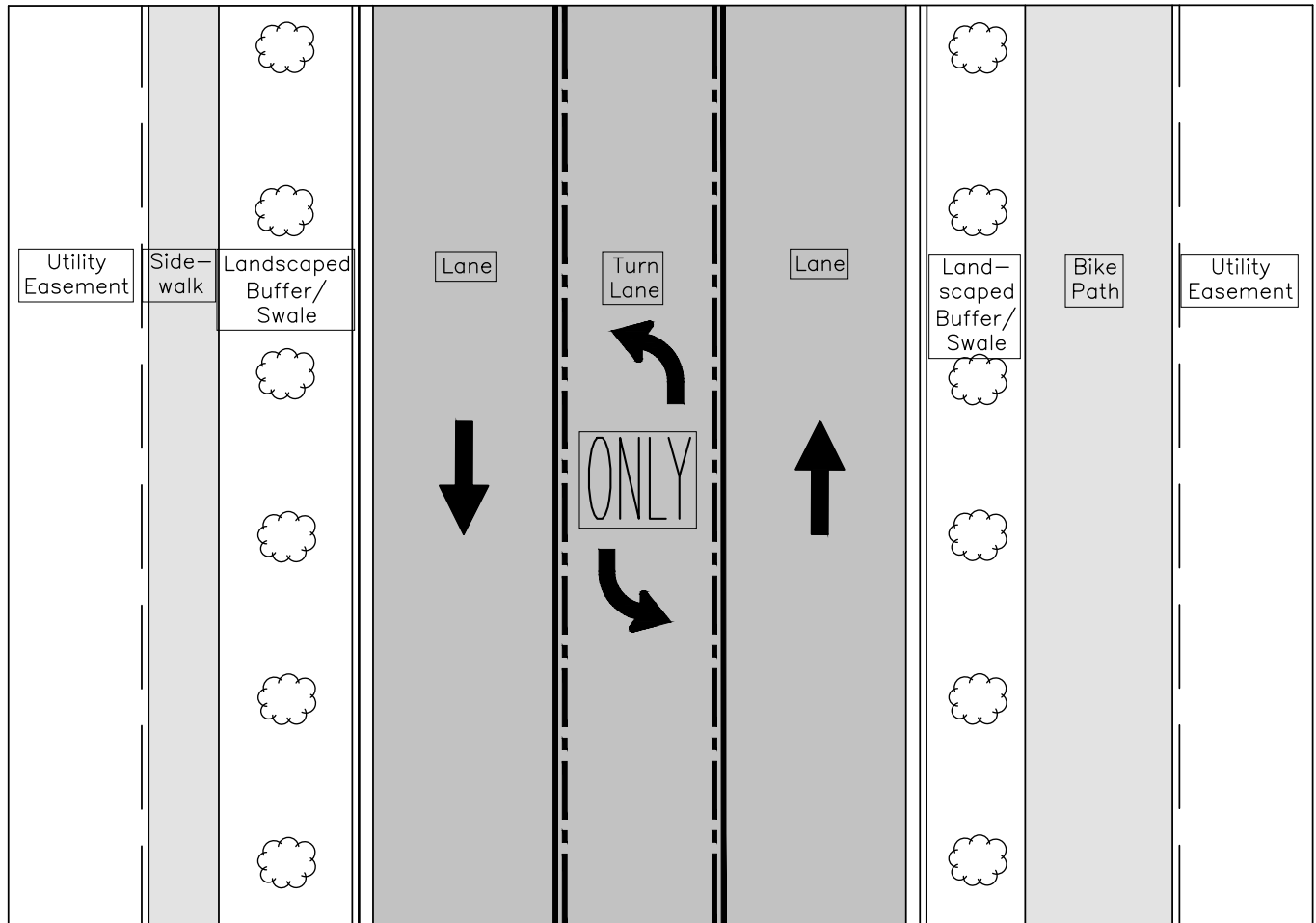


# 12TH STREET TYPICAL SECTION ATTACHMENT 1

Two through traffic lanes; center turn lane; one two-way bike path; five foot sidewalk.



73' R/W



Plot Date: 5/30/2018 1:02 PM Plotted By: Chase Sieggers  
Date Created: 4/16/2018 File Path: C:\PROJECTS\JUB\21-18-015 TR-PARTNERSHIP INFRASTRUCTURE\21-18-015 CAD\21-18-015 TR-PARTNERSHIP INFRASTRUCTURE TYPICAL SECTIONS.DWG

**REUSE OF DRAWINGS**  
THIS DOCUMENT, AND THE IDEAS AND DESIGNS INCORPORATED HEREIN, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF J-U-B ENGINEERS, Inc. AND IS NOT TO BE USED, IN WHOLE OR PART, FOR ANY OTHER PROJECT WITHOUT THE EXPRESS WRITTEN AUTHORIZATION OF J-U-B ENGINEERS, Inc.

**FILE: STREET TYPICAL SECTIONS**  
JUB PROJ. #: 21-18-015  
DRAWN BY: CAS  
DESIGN BY: JRW  
CHECKED BY: JRW  
SCALE: NTS  
LAST UPDATED: 5/24/2018



TR-PARTNERSHIP INFRASTRUCTURE DESIGN  
TR-PARTNERSHIP PUBLIC INFRASTRUCTURE

12TH STREET  
TYPICAL SECTION

SHEET

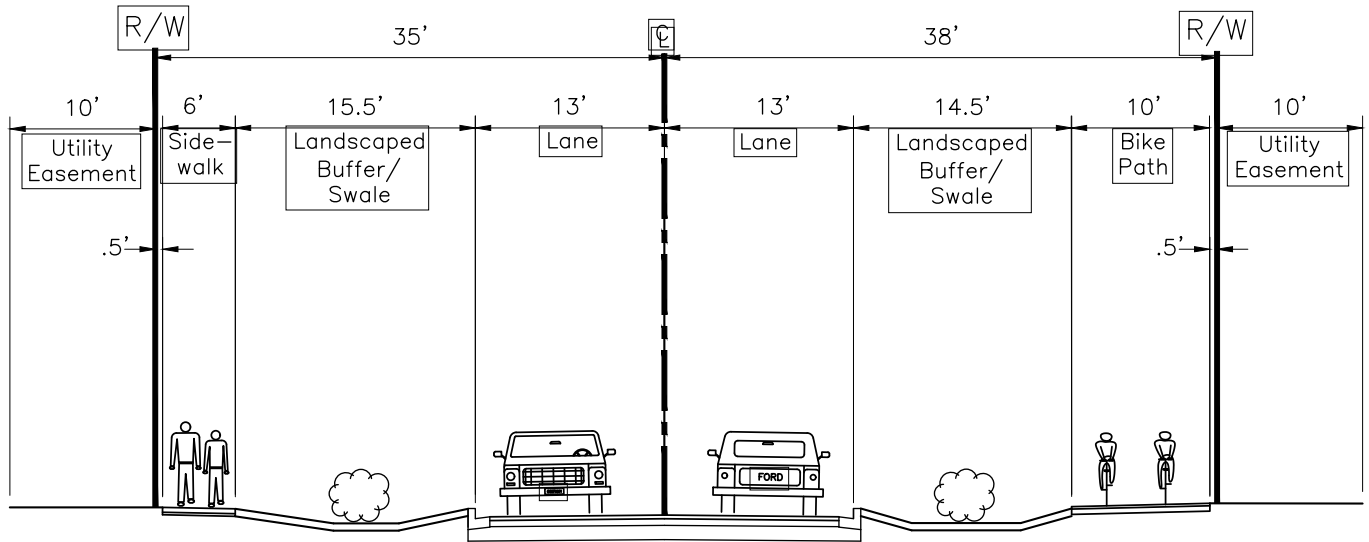
3

**BAHR - SECTION II**

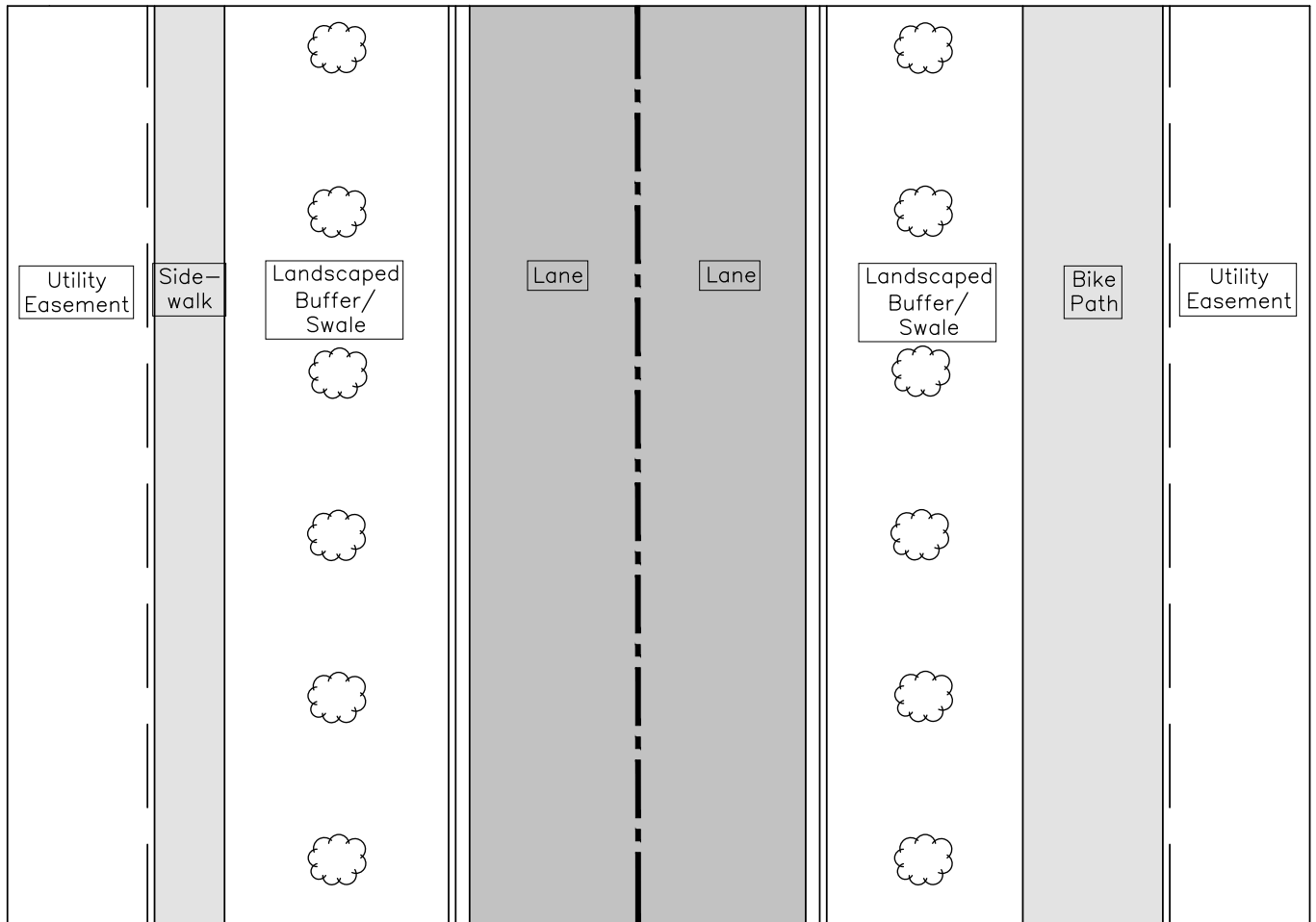
**TAB 9 Page 39**

# 12TH STREET NARROWED SECTION

Narrowed section, two through traffic lanes;  
one two-way bike path; five foot sidewalk.



73' R/W



Plot Date: 5/30/2018 1:03 PM Plotted By: Chase Siegler  
Date Created: 4/16/2018 File Path: PROJECTS\JUB\21-18-015 TR-PARTNERSHIP INFRASTRUCTURE\21-18-015 CAD\SHEET\EXHIBITS\STREET TYPICAL SECTIONS.DWG

**REUSE OF DRAWINGS**  
THIS DOCUMENT, AND THE IDEAS AND DESIGNS INCORPORATED HEREIN, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF J-U-B ENGINEERS, Inc. AND IS NOT TO BE USED, IN WHOLE OR PART, FOR ANY OTHER PROJECT WITHOUT THE EXPRESS WRITTEN AUTHORIZATION OF J-U-B ENGINEERS, Inc.

FILE: STREET TYPICAL SECTIONS  
JUB PROJ. #: 21-18-015  
DRAWN BY: CAS  
DESIGN BY: JRW  
CHECKED BY: JRW  
SCALE: NTS  
LAST UPDATED: 5/24/2018



TR-PARTNERSHIP INFRASTRUCTURE DESIGN  
TR-PARTNERSHIP PUBLIC INFRASTRUCTURE

12TH STREET  
NARROWED SECTION

TAB 9 Page 40

SHEET

4

**BAHR - SECTION II**

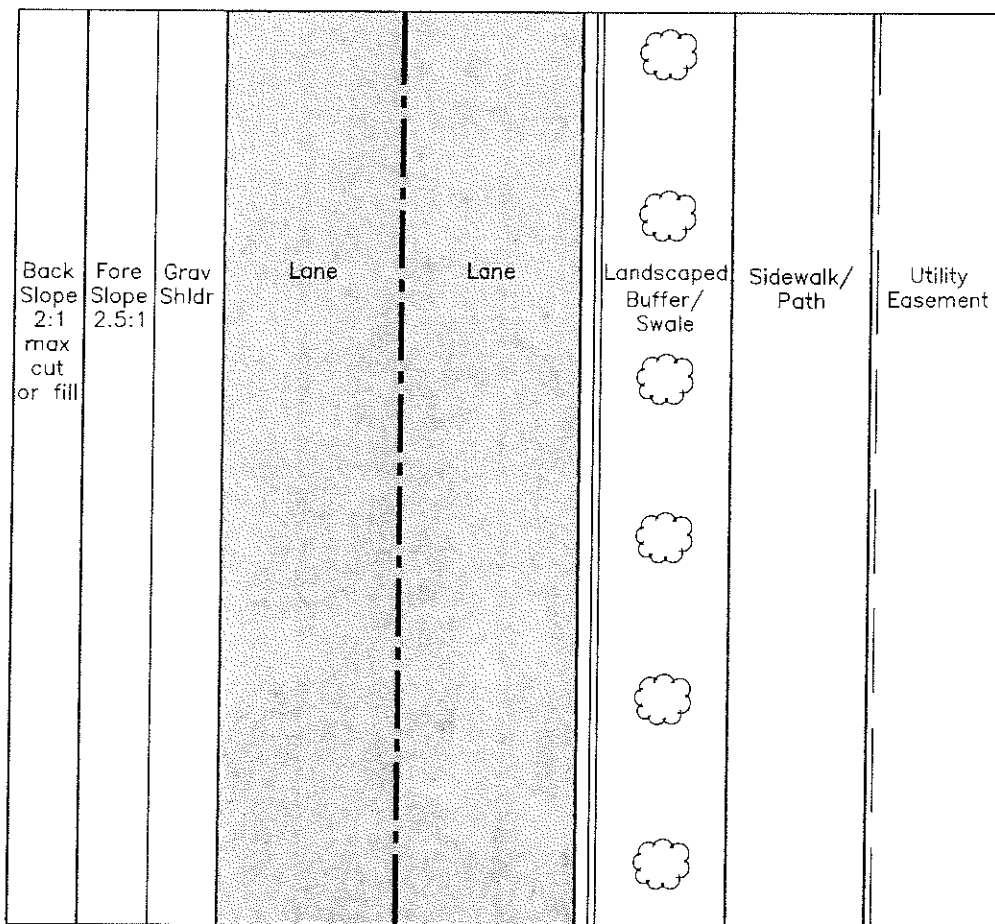
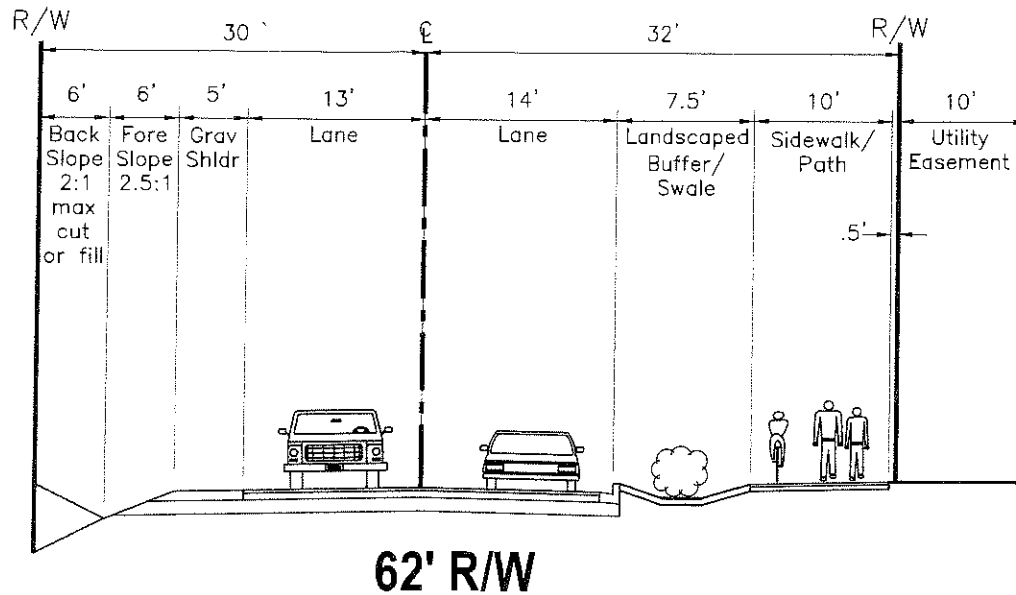
NO.	REVISION DESCRIPTION	BY	DATE

# EXHIBIT H

## 11th Street Roadway Construction

# 11TH STREET TYPICAL SECTION

11th Street end of curve to end of road;  
two through traffic lanes; one ten foot sidewalk/path.



## REUSE OF DRAWINGS

THIS DOCUMENT, AND THE IDEAS AND DESIGNS INCORPORATED HEREIN, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF J-U-B ENGINEERS, INC. AND IS NOT TO BE USED, IN WHOLE OR PART, FOR ANY OTHER PROJECT WITHOUT THE EXPRESS WRITTEN AUTHORIZATION OF J-U-B ENGINEERS, INC.

## FILE: STREET TYPICAL SECTION

JUB PROJ. F-21-18-015

DRAWN BY: CAS

DESIGN BY: JRW

CHECKED BY: JRW

SCALE: NTS

LAST UPDATED: 4/16/2018



J-U-B ENGINEERS, INC.

TR-PARTNERSHIP INFRASTRUCTURE DESIGN  
TR-PARTNERSHIP PUBLIC INFRASTRUCTURE

11TH STREET  
TYPICAL SECTION

SHEET

2

# EXHIBIT I

## Engineer's Estimate for Off-Site Improvements

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client): Tri-Partnership

## SUMMARY TIS Options

Date: 05-30-2018

	Total	Public Works (58.1%)	Tri Partners (41.9%)			Estimated Split 2018
			Lewiston Parks	School District	LCSC	
<b>Warner Ave: 10th to 13th</b>	\$ 489,775.00	\$ 284,559.28	\$ 53,385.48	\$ 130,280.15	\$ 21,550.10	41.9% Partners & Prorated Annual Trips per 2018 TIS &
<b>10th St.: Park to Stewart (West Side Widening)</b>	\$ 741,606.25	\$ 430,873.23	\$ 80,835.08	\$ 197,267.26	\$ 32,630.68	41.9% Partners & Prorated Annual Trips per 2018 TIS &
<b>10th/Warner Intersection</b>	\$ 26,881.25	\$ 15,618.01	\$ 2,930.06	\$ 7,150.41	\$ 1,182.78	41.9% Partners & Prorated Annual Trips per 2018 TIS &
<b>Pedestrian Crossing Safety Improvements (8 RRFB)</b>	\$ 124,437.50	\$ 72,298.19	\$ 13,563.69	\$ 33,100.38	\$ 5,475.25	41.9% Partners & Prorated Annual Trips per 2018 TIS &
<b>Project Estimate Total</b>	\$ 1,382,700.00	\$ 803,348.70	\$ 150,714.30	\$ 367,798.20	\$ 60,838.80	

\$ 1,382,700.00

26.1%	63.4%	10.5%	
-------	-------	-------	--

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client) Tri-Partnership						Warner Widening to 20' each side; 10th to 13th							
Date: 05/30/18						Not including site frontage improvements Not including frontage at existing bus barn & service center							
Item		Overall Costs				58.10%		Breakdown (41.9%)					
Bid Item No.	Description	Item Quantity	Units	Unit Price	Total Value of Item (\$)	Public Works City		Parks City		School District		LCSC	
						58.1%	Share	10.9%	Share	26.6%	Share	4.4%	Share
2	Earthwork												
	Remove and Dispose of Barbed Wire Fence		LF	\$0.50	\$0		\$0.00		\$0.00		\$0.00		\$0.00
	Excavation	1600	CY	\$15.00	\$24,000		\$13,944.00		\$2,616.00		\$6,384.00		\$1,056.00
6	Storm												
	Catch Basin	1	EA	\$1,800.00	\$1,800		\$1,045.80		\$196.20		\$478.80		\$79.20
	Storm Sewer Manhole (4' Diameter)	0	EA	\$3,000.00	\$0		\$0.00		\$0.00		\$0.00		\$0.00
	12-Inch Storm Sewer Pipe (Class D Backfill)	0	LF	\$55.00	\$0		\$0.00		\$0.00		\$0.00		\$0.00
	18-Inch Storm Sewer Pipe (Class D Backfill)	0	LF	\$50.00	\$0		\$0.00		\$0.00		\$0.00		\$0.00
	Roadside Infiltration Trench	0	LF	\$12.00	\$0		\$0.00		\$0.00		\$0.00		\$0.00
7	Concrete												
	Concrete Sidewalk	0	SY	\$40.00	\$0		\$0.00		\$0.00		\$0.00		\$0.00
	Curb Inlet	0	EA	\$300.00	\$0		\$0.00		\$0.00		\$0.00		\$0.00
	ADA Ramp	1	EA	\$1,800.00	\$1,800		\$1,045.80		\$196.20		\$478.80		\$79.20
	6" Curb and Gutter	2660	LF	\$30.00	\$79,800		\$46,363.80		\$8,698.20		\$21,226.80		\$3,511.20
	Valley Gutter	70	LF	\$70.00	\$4,900		\$2,846.90		\$534.10		\$1,303.40		\$215.60
	Driveway Approach	20	EA	\$2,000.00	\$40,000		\$23,240.00		\$4,360.00		\$10,640.00		\$1,760.00
	Driveway Approach Transition	20	EA	\$1,000.00	\$20,000		\$11,620.00		\$2,180.00		\$5,320.00		\$880.00
8	Roadway												
	1/2" Superpave HMA Pavement (4" thick)	600	TON	\$120.00	\$72,000		\$41,832.00		\$7,848.00		\$19,152.00		\$3,168.00
	3/4" Crushed Rock Base (12" thick)	1050	CY	\$40.00	\$42,000		\$24,402.00		\$4,578.00		\$11,172.00		\$1,848.00
	Subgrade Separation Geotextile	0	SY	\$2.50	\$0		\$0.00		\$0.00		\$0.00		\$0.00
	Asphalt Pathway Transition	0	SY	\$25.00	\$0		\$0.00		\$0.00		\$0.00		\$0.00
10	BMPs												
	Misc BMP's (seeding, inlet prot., etc)	1	LS	\$5,000.00	\$5,000		\$2,905.00		\$545.00		\$1,330.00		\$220.00
							\$0.00		\$0.00		\$0.00		\$0.00
11	Traffic												
	Traffic Control	1	LS	\$7,500.00	\$7,500		\$4,357.50		\$817.50		\$1,995.00		\$330.00
	Pavement Markings	1	LS	\$5,000.00	\$5,000		\$2,905.00		\$545.00		\$1,330.00		\$220.00
	Traffic Signs	12	EA	\$750.00	\$9,000		\$5,229.00		\$981.00		\$2,394.00		\$396.00
	Remove and Reset Sign	3	EA	\$300.00	\$900		\$522.90		\$98.10		\$239.40		\$39.60
20	MISC												
	Mobilization	1	LS	\$30,000.00	\$30,000		\$17,430.00		\$3,270.00		\$7,980.00		\$1,320.00
	Project Quality Control	1	LS	\$5,000.00	\$5,000		\$2,905.00		\$545.00		\$1,330.00		\$220.00
	Relocate Mail Boxes	20	EA	\$250.00	\$5,000		\$2,905.00		\$545.00		\$1,330.00		\$220.00
	Relocate Fire Hydrant	0	EA	\$3,500.00	\$0		\$0.00		\$0.00		\$0.00		\$0.00
	Adjust Utilities	5	EA	\$500.00	\$2,500		\$1,452.50		\$272.50		\$665.00		\$110.00
Construction Total					\$356,200		\$206,952		\$38,826		\$94,749		\$15,673
10% Contingency					\$35,620		\$20,695		\$3,883		\$9,475		\$1,567
Construction Total					\$391,820		\$227,647		\$42,708		\$104,224		\$17,240
Design & Construction Engineering(25%)					\$97,955.00		\$56,911.86		\$10,677.10		\$26,056.03		\$4,310.02
Total					\$489,775.00		\$284,559.28		\$53,385.48		\$130,280.15		\$21,550.10

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client) Tri-Partnership

Date: 05/30/18

10th Widening to 20' west side; Park to Stewart; Turn Lanes for Preston and Stewart

Includes west side curb and gutter, sidewalk, driveway approaches. Storm to east side ditch

Bid Item No.	Item Description	Item Quantity	Units	Unit Price	Total Value of Item (\$)	58.10%		Breakdown (41.9%)			
						Public Works City Share	Parks City Share	School District Share	LCSC Share		
<b>2</b>	<b>Earthwork</b>										
	Remove and Dispose of Barbed Wire Fence	0	LF	\$0.50	\$0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
	Clearing and Grubbing	1	LS	\$5,000.00	\$5,000	\$2,905.00	\$545.00	\$1,330.00	\$220.00		\$220.00
	Excavation	1900	CY	\$15.00	\$28,500	\$16,558.50	\$3,106.50	\$7,581.00	\$1,254.00		\$1,254.00
<b>6</b>	<b>Storm</b>										
	Catch Basin	4	EA	\$1,800.00	\$7,200	\$4,183.20	\$784.80	\$1,915.20	\$316.80		\$316.80
	Storm Sewer Manhole (4' Diameter)	0	EA	\$3,000.00	\$0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
	12-Inch Storm Sewer Pipe (Class D Backfill)	200	LF	\$55.00	\$11,000	\$6,391.00	\$1,199.00	\$2,926.00	\$484.00		\$484.00
	18-Inch Storm Sewer Pipe (Class D Backfill)	0	LF	\$50.00	\$0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
	Discharge Area	0	LS	\$20,000.00	\$0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
	Pavement Surface Restoration	0	LF	\$45.00	\$0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
<b>7</b>	<b>Concrete</b>										
	Concrete Sidewalk	750	SY	\$50.00	\$37,500	\$21,787.50	\$4,087.50	\$9,975.00	\$1,650.00		\$1,650.00
	Curb Inlet	0	EA	\$300.00	\$0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
	ADA Ramp	5	EA	\$1,800.00	\$9,000	\$5,229.00	\$981.00	\$2,394.00	\$396.00		\$396.00
	6" Curb and Gutter	2000	LF	\$30.00	\$60,000	\$34,860.00	\$6,540.00	\$15,960.00	\$2,640.00		\$2,640.00
	Valley Gutter	150	LF	\$70.00	\$10,500	\$6,100.50	\$1,144.50	\$2,793.00	\$462.00		\$462.00
	Driveway Approach	26	EA	\$2,500.00	\$65,000	\$37,765.00	\$7,085.00	\$17,290.00	\$2,860.00		\$2,860.00
	Driveway Approach Transition	26	EA	\$1,000.00	\$26,000	\$15,106.00	\$2,834.00	\$6,916.00	\$1,144.00		\$1,144.00
<b>8</b>	<b>Roadway</b>										
	1/2" Superpave HMA Pavement (4" thick)	800	TON	\$140.00	\$112,000	\$65,072.00	\$12,208.00	\$29,792.00	\$4,928.00		\$4,928.00
	3/4" Crushed Rock Base (12" thick)	1300	CY	\$40.00	\$52,000	\$30,212.00	\$5,668.00	\$13,832.00	\$2,288.00		\$2,288.00
	Subgrade Separation Geotextile	0	SY	\$2.50	\$0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
	Asphalt Pathway Transition	0	SY	\$25.00	\$0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
<b>10</b>	<b>BMPs</b>										
	Misc BMP's (seeding, inlet prot., etc)	1	LS	\$5,000.00	\$5,000	\$2,905.00	\$545.00	\$1,330.00	\$220.00		\$220.00
						\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
<b>11</b>	<b>Traffic</b>										
	Traffic Control	1	LS	\$15,000.00	\$15,000	\$8,715.00	\$1,635.00	\$3,990.00	\$660.00		\$660.00
	Pavement Markings	1	LS	\$5,000.00	\$5,000	\$2,905.00	\$545.00	\$1,330.00	\$220.00		\$220.00
	Traffic Signs	7	EA	\$750.00	\$5,250	\$3,050.25	\$572.25	\$1,396.50	\$231.00		\$231.00
	Remove and Reset Sign	3	EA	\$300.00	\$900	\$522.90	\$98.10	\$239.40	\$39.60		\$39.60
<b>20</b>	<b>MISC</b>										
	Mobilization	1	LS	\$50,000.00	\$50,000	\$29,050.00	\$5,450.00	\$13,300.00	\$2,200.00		\$2,200.00
	Project Quality Control	1	LS	\$5,000.00	\$5,000	\$2,905.00	\$545.00	\$1,330.00	\$220.00		\$220.00
	Relocate Mail Boxes	18	EA	\$250.00	\$4,500	\$2,614.50	\$490.50	\$1,197.00	\$198.00		\$198.00
	Barbed Wire Fence	0	EA	\$4.00	\$0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
	Ditch	1500	LF	\$15.00	\$22,500	\$13,072.50	\$2,452.50	\$5,985.00	\$990.00		\$990.00
	Relocate large fence	0	LF	\$10.00	\$0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
	Relocate Fire Hydrant	0	EA	\$3,500.00	\$0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
	Adjust Utilities	5	EA	\$500.00	\$2,500	\$1,452.50	\$272.50	\$665.00	\$110.00		\$110.00
Construction Total					\$539,350	\$313,362	\$58,789	\$143,467	\$23,731		\$23,731
10% Contingency					\$53,935	\$31,336	\$5,879	\$14,347	\$2,373		\$2,373
<b>Construction Total</b>					<b>\$593,285</b>	<b>\$344,699</b>	<b>\$64,668</b>	<b>\$157,814</b>	<b>\$26,105</b>		

Design &amp; Construction Engineering (25%) \$148,321.25 \$86,174.65 \$16,167.02 \$39,453.45 \$6,526.14

Total \$741,606.25 \$430,873.23 \$80,835.08 \$197,267.26 \$32,630.68



\$1,182.78

## Engineer's Estimate

## Tri Partnership Infrastructure



For (Client) Tri-Partnership						Pedestrian Crossing Improvements					
Date: 05/30/18						Includes four crossings, consisting of two solar power flashing beacons and advanced signs					
Bid Item No.	Item Description	Item Quantity	Units	Unit Price	Total Value of Item (\$)	58.10%		Breakdown (41.9%)			
						Public Works City	Share	Parks City	School District	LCSC	
<b>10</b>	<b>BMPs</b>					58.1%		10.9%	26.6%	4.4%	
	Misc BMP's (seeding, inlet prot., etc)	1	LS	\$500.00	\$500		\$290.50	\$54.50	\$133.00	\$22.00	
							\$0.00	\$0.00	\$0.00	\$0.00	
<b>11</b>	<b>Traffic</b>										
	Traffic Control	1	LS	\$1,000.00	\$1,000		\$581.00	\$109.00	\$266.00	\$44.00	
	Pavement Markings	1	LS	\$5,000.00	\$5,000		\$2,905.00	\$545.00	\$1,330.00	\$220.00	
	Traffic Signs	16	EA	\$750.00	\$12,000		\$6,972.00	\$1,308.00	\$3,192.00	\$528.00	
	Flashing Beacons	8	EA	\$8,000.00	\$64,000		\$37,184.00	\$6,976.00	\$17,024.00	\$2,816.00	
<b>20</b>	<b>MISC</b>										
	Mobilization	1	LS	\$8,000.00	\$8,000		\$4,648.00	\$872.00	\$2,128.00	\$352.00	
							\$0.00	\$0.00	\$0.00	\$0.00	
Construction Total					\$90,500		\$52,581	\$9,865	\$24,073	\$3,982	
10% Contingency					\$9,050		\$5,258	\$986	\$2,407	\$398	
<b>Construction Total</b>					<b>\$99,550</b>		<b>\$57,839</b>	<b>\$10,851</b>	<b>\$26,480</b>	<b>\$4,380</b>	
Design & Construction Engineering(25%)					\$24,887.50		\$14,459.64	\$2,712.74	\$6,620.08	\$1,095.05	
<b>Total</b>					<b>\$124,437.50</b>		<b>\$72,298.19</b>	<b>\$13,563.69</b>	<b>\$33,100.38</b>	<b>\$5,475.25</b>	

# EXHIBIT J

## Schedule of Common Infrastructure and Off-site Improvements

Schedule of Common Infrastructure and Off-site Improvements  
Tri-Partnership Project Development

Exhibit J

Updated Schedule  
6/18/2018

TRI-PARTNERSHIP	2018												2019												2020				
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b><u>Tri-Partnership Infrastructure Bid Package</u></b>																													
Preliminary Design Plans & Specifications																													
Final Design Plans & Specifications																													
Final Reviews and Resubmittals																													
Bidding																													
Construction																													
<b><u>Platting</u></b>																													
Development Agreement Drafting																													
Development Agreement Approval (LHS, City)																													
Development Agreement Approval (LCSC)																													
Preliminary Plat																													
Reviews/P&Z/City Council																													
Final Plat																													
<b><u>Traffic Impact Off Site Improvements</u></b>																													
Preliminary Design Plans & Specifications																													
Final Design Plans & Specifications																													
Final Reviews and Resubmittals																													
Bidding																													
Construction																													
.																													
<b><u>LEWISTON HIGH SCHOOL</u></b>																													
Final Design																													
Bidding																													
Construction																													
<b><u>LCSC</u></b>																													
Design Development																													
Construction Documents																													
Bidding																													
Construction																													

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>THREE-YEAR PROGRAM PLAN</b>	Motion to Approve
<b>2</b>	<b>IDAHO STATE UNIVERSITY – Ph.D. REHABILITATION AND COMMUNICATION SCIENCES</b>	Motion to Approve
<b>3</b>	<b>UNIVERSITY OF IDAHO – MASTER OF SCIENCE - PLANT PATHOLOGY</b>	Motion to Approve
<b>4</b>	<b>BOARD POLICY III.N. – GENERAL EDUCATION – FIRST READING</b>	Motion to Approve
<b>5</b>	<b>BOARD POLICY III.C. GRADUATE MEDICAL EDUCATION – SECOND READING</b>	Motion to Approve
<b>6</b>	<b>BOARD POLICY III.Y. ADVANCED OPPORTUNITIES – SECOND READING</b>	Motion to Approve
<b>7</b>	<b>BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS - SECOND READING</b>	Motion to Approve
<b>8</b>	<b>COMPLETE COLLEGE AMERICA MOMENTUM PATHWAYS INITIATIVE -</b>	Information Item

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
AUGUST 16, 2018**

---

**SUBJECT**

Three-Year Program Plan

**REFERENCE**

August 2012	The Board approved the first iteration of the Five-Year Program Plan.
August 2013	The Board approved the Five-Year Program Plan update.
August 2015	The Board approved the Five-Year Program Plan update.
August 2016	The Board approved the Five-Year Program Plan update.
August 2017	The Board approved the Five-Year Program Plan update.
February 2018	The Board approved policy amendments that changed planning period from five years to three years.

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy Section III.Z. Planning and Delivery of Postsecondary Programs and Courses, Section 33-113, Idaho Code.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs; and Objective B: Medical Education. V. Medical related postsecondary programs (other than nursing).

**BACKGROUND/DISCUSSION**

Section 33-113, Idaho Code requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns responsibility for assessing the educational and workforce needs around the state.

Board Policy III.Z.2.a.ii. requires institutions to create program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a three-year period and all programs currently offered. Board staff reviews institution plans for alignment with statutory and policy requirements, program responsibilities, and duplication.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

On April 17, 2018, Board staff coordinated a work session with the provosts to review draft institution plans, statewide needs, and to identify and discuss programs that could potentially be viewed as duplicative or in conflict with Statewide Program responsibilities.

The Three-Year Program Plan represents proposed programs for Academic Years 2019-20, 2020-21, and 2021-22.

**IMPACT**

The Three-Year Plan will provide a comprehensive picture of anticipated institutional academic program development. The plan is intended to serve as the foundation for advising and informing the Board in its efforts to coordinate educational programs throughout the state. Approval of the three-year plan will provide the institutions with the ability to proceed with the development of a program proposal for consideration by the Board.

**ATTACHMENTS**

Attachment 1 – The Three-Year Program Plan

**STAFF COMMENTS AND RECOMMENDATIONS**

In February 2018, The Board approved an amendment to Board Policy III.Z, Planning and Delivery of Postsecondary Education that would change the planning period from five years to three years. Each institution submitted an institution plan consisting of proposed programs projected over a two or three year period.

Consistent with the planning process, institutions met on April 17, 2018 to review institution plans, discuss areas of concern, and potential collaboration opportunities. The following represents the outcome of those discussions.

- Boise State University (BSU) and Idaho State University (ISU) will continue discussions regarding BSU's proposed Ph.D, in Counselor Education for Region III.
- ISU would like to see alignment of their MS in Health Informatics with the proposed BS in Health Informatics at BSU.
- ISU would like to see alignment of their BS in Medical Laboratory Science with proposed Medical Lab Assistant at College of Southern Idaho (CSI); Medical Laboratory Technician at CEI; Medical Lab Technician at College of Western Idaho (CWI).
- ISU and BSU are working on an MOU for the MS/DPH in Public Health proposed by BSU and ISU in Region III.

The Instruction, Research, and Student Affairs (IRSA) committee reviewed the three-year plan on July 26, 2018 and will be prepared to discuss at the Board's August meeting.



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

Staff recommends approval of the Three-Year Plans as submitted in Attachment 1.

**BOARD ACTION**

I move to approve the Three-Year Program Plan as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

State of Idaho  
Board of Education

**Three-Year Program Plan**  
**Delivery of Postsecondary Programs and Courses**

**Prepared by**  
The Office of the State Board of Education



# Table of Contents

<b>Introduction .....</b>	<b>Page 2</b>
Delivery of Programs – Statewide Program Responsibilities.....	Page 3-5
<b>Three-Year Plan - Proposed Programs</b>	
University of Idaho .....	Page 7
Idaho State University .....	Page 13
Boise State University .....	Page 29
Lewis-Clark State College.....	Page 45
College of Eastern Idaho.....	Page 47
College of Southern Idaho .....	Page 51
College of Western Idaho.....	Page 55
North Idaho College .....	Page 65
<b>Program Inventory .....</b>	<b>Page 69</b>

## **Three-Year Plan**

### **Planning and Delivery of Postsecondary Programs**

---

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information for each current program being offered and for each proposed program as part of the three-year plan development.

#### **Statewide Program Responsibility**

In accordance with Board Policy III.Z.1.g, "Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution."

#### **Service Region Program Responsibility**

In accordance with Board Policy III.Z.1.e, "Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its service region as defined in subsection 2.b.ii (1) and (2). Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy."

The Three-Year Plan specifically consists of proposed programs institutions have identified they will pursue over a three-year period. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Postsecondary Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated on an annual basis. It is intended that the Three-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

## Delivery of Programs

---

Consistent with Board Policy III.Z., “Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.” The statewide program list is updated by the Board every two years.

### Boise State University

Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration	M.S., Ph.D.
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Board approved December 2016

### Idaho State University

Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

Board approved December 2016

### University of Idaho

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat..
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: <ul style="list-style-type: none"> <li>• Forestry</li> <li>• Renewable Materials</li> <li>• Wildlife Resources</li> <li>• Fishery Resources</li> <li>• Natural Resource Conservation</li> <li>• Rangeland Ecology &amp; Management</li> <li>• Fire Ecology &amp; Management</li> </ul>	M.S., M.N.R., Ph.D.

Board approved December 2016

THIS PAGE LEFT INTENTIONALLY BLANK

**THREE-YEAR PLAN**  
**Proposed Regional and Statewide Programs**

**Institution Name: University of Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
<b>Program offerings commencing 2019-2020</b>								
Communication	B.A./B.S.	Region II	Regional	Summer 2019	Hybrid: A degree in Communication focuses on how people verbally and nonverbally communicate at the individual, societal, and cultural levels. Students with degrees in Communication pursue careers as communication specialists and managers in a range of industries. This major was previously offered at the University of Idaho and had healthy enrollments and major count (100 to 150 majors), but was discontinued during the last recession in an effort to cut costs.	College/dept. reallocation		Anticipated submission to SBOE late Fall 2018
Plant Pathology	M.S.	Region II	Regional	Summer 2019	These degrees existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. and Ph. D. degrees in Plant Sciences. Since faculty who complete Plant Pathology research will now be members of EPPN department (summer 2017) and will continue to train graduate students, their students will require a M. S. and Ph. D. Degree program that reflects their department and the discipline which they study.	College/dept. reallocation		Anticipated submission to SBOE late Fall 2018



**Institution Name: University of Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
<b>Program offerings commencing 2020-2021</b>								
Criminology	B.A./B.S.	Region II	Regional	Summer 2020	Criminology is the study of the causes and consequences of crime. Coursework in criminology includes a comprehensive understanding of explanations of crime, research methods used to scientifically measure and study crime, the evaluation of crime control policies and a consideration of the broader social and political context of crime and justice. Elective courses will acquaint students with various types of crime and norm violation such as juvenile delinquency, social deviance, violent crime, white-collar crime, and terrorism. In addition, institutional responses through policing and punishment are also considered. Students will gain a comprehensive understanding of the problems of crime and the criminal justice system. The proposed major will build on our existing strengths in sociology to stress theory and research; encouraging scientific inquiry, critical analysis of social and political systems, and a consideration of social inequalities and globalization in the context of crime and justice. The criminology program will prepare students in a variety of careers related, but not limited to criminal justice and security. In addition, some criminology majors go on to graduate or law school utilizing the analytic and writing skills obtained in their criminology education.	College/dept. reallocation		Anticipated submission to SBOE late Fall 2018

**Institution Name: University of Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Emerging Digital Media	M.A./M.S.	Region II	Regional	Summer 2020	Distance modality: Emerging media technologies are transforming media industries and strategic communication in all fields. The School of Journalism and Mass Media's online master's degree qualifies media professionals and others seeking advanced credentials to plan, implement and assess emerging media for the purposes of branding, marketing and engaging audiences. Potential students will include JAMM graduates seeking advanced professional qualifications in a rapidly evolving job market as well as regional media and business professionals needing vital management-level emerging media skills. Combination of online coursework, hands-on learning and workplace practicum.	College/dept. reallocation		Anticipated submission to SBOE late Fall 2018
Global Disease Ecology	B.S.	Region II	Regional	Summer 2020	Provide undergraduate students with broad educational science background in Global Vector Biology along with research experience. This program will provide students with a transdisciplinary background in diseases across human, plant and animals.	College/dept. reallocation		Anticipated submission to SBOE late Fall 2018
Masters of Science in Mathematics	MS	Region II	Regional	Summer 2020	Masters of Science in Mathematics to be delivered online. The Masters of Science degree is already in existence, but there is a demand for a distance program. We would like to offer the courses and comprehensive exam by distance.	\$0. We are working on encoding our graduate courses. The courses will be offered as an overload as our MAT program has done for more than 20 years.		Existing program. Requesting to provide it online in addition to current face-to-face delivery.

**Institution Name: University of Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Musical Arts	D.M.A.	Region II	Regional	Summer 2020	The Lionel Hampton School of Music would like to offer the Doctor of Musical Arts degree in Performance. This degree serves as the terminal degree in music performance. The LHSOM would serve as the fourth music program in the Northwest to offer a doctorate in music, along with the University of Washington, the University of Oregon and the University of Utah. Idaho, Montana, Alaska, and Wyoming do not have institutions that offer a doctorate in music. The LHSOM offers personalized graduate study with flexibility dependent on student needs. We do not wish to have a restrictive program, but rather one in which the student would take a general music core while having the capability to design their electives and research project around their interests with the guidance of a major professor.	New Resources (space, faculty, equipment, etc.)		Anticipated submission to SBOE late Fall 2018
Plant Pathology	Ph.D.	Region II	Regional	Summer 2020	These degrees existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. and Ph. D. degrees in Plant Sciences. Since faculty who complete Plant Pathology research will now be members of EPPN department (summer 2017) and will continue to train graduate students, their students will require a M. S. and Ph. D. Degree program that reflects their department and the discipline which they study.	College/dept. reallocation		Anticipated external review work to be conducted during Fall 2018.

**Institution Name: University of Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Professional Science Masters Degree (PSM)	M.S.	Region II	Regional	Summer 2020	A new Professional Science Masters (P.S.M.) degree will be created within the College of Agricultural and Life Sciences (CALS). The CALS P.S.M. degree will create unique tracks housed in the Departments of Agricultural Economics and Rural Sociology, Food Science, Animal Sciences, Plant Sciences, Water Resources, and the Department of Soil and Water Systems. These tracks are currently not available in the P.S.M. degree offered through the College of Natural Resources (CNR) and will specifically target students interested in agricultural based disciplines.	College/dept. reallocation and professional program fees		Anticipated submission to SBOE late Fall 2018
<b>Program offerings commencing 2020-2021</b>								
American Indian Studies	B.A./B.S.	Region II	Regional	Summer 2021	Hybrid/combination modality: B.A./B.S. In collaboration with Washington State University and the ten MOU Tribes, offer a rigorous curriculum that introduces the student to the academic field of American Indian Studies, as well as provides the necessary skills and ethical responsibilities to professionally engage with and work in American Indian communities.	College/dept. reallocation		
Anthropology	Ph.D.	Region II	Regional	Summer 2021	Hybrid/combination modality: The Ph.D. program offers a four-field background in anthropology, offers particular specialization in archaeology, and applied collaborative anthropology. In archaeology, the area of expertise is in historical archaeology and Plateau archaeology.	College/dept. reallocation		
Athletic Studies	M.S.	Region II	Regional	Summer 2021	This program is an opportunity to recognize sport and athletic performance in a way that is similar to musical performance or artistic performance that is as a studied and serious endeavor. The program also aims to better prepare current athletes for their current and future work.	College/dept. reallocation		

**Institution Name: University of Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
German	B.A.	Region II	Regional	Summer 2021	Traditional/hybrid modality: The German BA is a professional language major that equips students with the language proficiency, intercultural communication skills, and cultural literacy to thrive in a German-speaking environment. Course work in the major will complement students' study in other disciplines and thus prepare them to succeed in today's highly competitive workforce	College/dept. reallocation		
Global Disease Ecology & Plant Health	M.S.	Region II	Regional	Summer 2021	Provide non-thesis MS students with educational background in Plant Health via a distance based education. This program will provide students with a transdisciplinary background in diseases across human, plant and animals as well as the agricultural sciences. This will enable the individuals to be well prepared for mid-level professional positions in agriculture in Idaho and throughout the Pacific Northwest.	College/dept. reallocation		
Informatics	B.A.	Region II	Regional	Summer 2021	This request is for a new undergraduate major, Informatics (CS+X), which would be administered by the Department of Computer Science at the University of Idaho. In a broad sense, Informatics is the strategic, managerial, and operational activities involved in the gathering, processing, storing, distribution, and use of information and its associated technologies. The Informatics curriculum would prepare students to write software and work with database systems within a variety of disciplines.	University reallocation		

**Institution Name: University of Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Industrial Technology (INDT)	B.S.Tech.	Region I	Regional	Summer 2021	Traditional modality & Distance via Engineering Outreach: Industrial Technology provides students the ability to lead industry operations that are becoming more technical in nature and supervise direct labor. This degree bridges the gap between engineering degrees and technology degrees. There have been numerous requests to extend the program to CdA center campus.	College/dept. reallocation		
Integrated Plant Health	B.S.	Region II	Regional	Summer 2021	Provide undergraduate students with broad educational science background in Plant Health along with research experience. This program will provide students with a transdisciplinary background in basic and applied agricultural science.	College/dept. reallocation		
Master of Science in Nutrition and Dietetics (MSND)	M.S.	Verify Region	Regional	Summer 2021	The MSND will offer two tracks. One track will be a traditional accredited program for students wishing to become Registered Dietitian Nutritionists (RDN). The other track will be a distance program for students who do not need the RDN credential, but would like to have a master's degree.	College/dept. reallocation	Clinical affiliation agreements will continue with regional medical facilities providing supervised practice hours.	
Professional Writing	B.A./B.S.	Region II	Regional	Summer 2021	Online modality: This B.A./B.S. program draws on multiple departments within the College of Letters, Arts and Social Sciences: JAMM, English, and COMM. Focusing on writing, communication, and rhetorical skill, this program will provide students with strategies for identifying and responding to various audiences with written, visual, and multimedia workplace genres. An online Professional Writing degree will be attractive to working adults in Idaho and elsewhere, as well as veterans transitioning from military to civilian life.	College/dept. reallocation		

**Institution Name: University of Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Sociology	M.A./M.S.	Region II	Regional	Summer 2021	Hybrid/combination modality: M.A./M.S.; Focused on applied social science research/analysis. Applicable to non-profits, government agencies, and private industry. Research design, methods, evaluation, policy analysis, statistics, theory, internships, and reporting. Emphasis on human communities, attention toward addressing nationally significant questions at a community level. Program contributes research on social dimensions of any problem.	College/dept. reallocation		
Women's and Gender Studies	B.A./B.S.	Region II	Regional	Summer 2021	Hybrid modality: The B.A./B.S. program would provide students with a solid foundation in Women's and Gender Studies through course work that covers historical, sociological, political science, psychological, and cultural perspectives related to the study of women and men in society. The delivery method of the program would comprise a hybrid format of traditional and online modules for life-long learning opportunities that include courses addressing diversity and cultural competencies crucial for employment in many sectors today. These employment sectors include but are not limited to professions for both, women and men, in education, business, law, human resources, social services, media and communication, government, non-profit, and international organizations.	College/dept. reallocation		



**THREE-YEAR PLAN**  
**Proposed Regional and Statewide Programs**

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
<b>Program offerings commencing 2019-2020</b>								
Audiology Assistant Program	AS	Region V	Regional	2019-2020	Two year Associate Degree Program to prepare students to be employed in hearing aid dispensing practices, assisting Audiologists in client care. This will be a hybrid program of online and onsite classes with supervised clinical observations and experiences in local hearing aid practices. MOD: Hybrid	New budget request		
Sign Language Interpreting - degree completion	BS	Region III	Statewide	2019-2020	Completion program would give appropriate experiential credit to individuals already working as sign language interpreters. Didactic and skill courses will allow earned B.S. degree in about 2 years. We anticipate interpreters will be licensed in Idaho by the fall of 2018, and demand for this program will be high. MOD: Face-to-face	Existing resources and professional fee		
Speech Language Pathology - expansion to Magic Valley	MS	Region IV	Statewide	2019-2020	This is an expansion of the MS in Speech Pathology to Region IV. It will be a hybrid program, using live instruction, online courses, and directed clinical teaching designed to provide access to students living in the Magic Valley region. The leveling pre-requisite courses plus the 60-credit Master's degree program would be offered. Hybrid-online and face-to-face	New budget request		



Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dietetic Internship with Combined Master's Program and/or Health Education	Masters	Region III	Regional	2019-2020	Dietetic Internship is open to graduates nationwide who have completed a prescribed course of study in foods and nutrition, called the Didactic Program in Dietetics (DPD), accredited by the Academy of Nutrition and Dietetics. The plan for the change would have 4 options. 1) Dietetic Internship combined with a master's degree; 2) Dietetic internship without a master's degree (certificate option for those already having a master's degree and 3) master's degree only for those who are already Registered Dietitians and 4) 3-2 plan for undergraduate seniors to combine their students with the master's degree and internship . The master's degree content may partner with existing graduate classes (e.g. Master of Public Health or Master of Health Education) MOD: online or classroom	Professional fees from the dietetic internship along with reallocation of funds will be used to pay for this program. No new money requests are expected at this time.		
Rehabilitation and Communication Sciences	Ph.D.	Region III & V	Regional	2019-2020	This proposed doctoral program would provide an interdisciplinary academic and research experience designed to build the skills and abilities to enter and succeed in academic faculty positions in the rehabilitation and communication sciences fields. Currently there is a shortage of rehabilitation and communication sciences professionals and a critical shortage of qualified faculty members to teach in entry-level clinical programs and conduct research. This PhD program would be ideally suited for current physical therapists, occupational therapists, speech-language pathologists, and audiologists to advance their knowledge, pursue a line of research, and develop their teaching abilities within an interprofessional context. MOD: Hybrid traditional and online.	Reallocation of existing resources and grant funds will be sought to support this degree program.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Clinical Psychopharmacology	MS	Region III	Regional	2019-2020	The entire state of Idaho is in need of additional mental health providers and this program will help with this shortage. Recently, the Idaho legislature passed rules allowing for psychologists to prescribe medications. ISU will support this program by providing the curriculum mandated by these new rules. This new provider will receive education in the classroom as well as clinical settings and the proposed program will be delivered at the Meridian Health Science Center. MOD: Traditional	New budget requests, contracts and student professional fees will be used to support the MS in Clinical Psychopharmacology on the Meridian campus.		
Masters in Public Health - expansion of program emphases	MPH	All regions	Statewide	2019-2020	ISU has the only existing Master of Public Health degree in the state. BSU has an undergraduate degree in public health. ISU and BSU plan to combine resources and collaborate on additional program options. With limited resources at both universities, the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. Hybrid - online and traditional	No new resources needed.	BSU needs to execute memorandum of understanding with ISU.	
Family Medicine Residency	Certificate	Eastern Idaho Region	Regional	2019-2020	Expansion of existing program with rural training tracks will allow for increased training opportunities in underserved areas. Idaho has a significant shortage of primary care providers and this program will help to meet that demand. MOD: traditional.	New state appropriation		
Psychiatry Residency	Certificate	Eastern Idaho Region	Regional	2019-2020	Proposal will include first two years in Salt Lake City in collaboration with University of Utah, second two years in Southeast Idaho with community partners providing clinical training sites. Program needed due to all of Idaho being considered in Mental Health- Health Professional Shortage area. Program will help to meet one of the most pressing health care delivery needs in the state. MOD: Traditional	New state appropriation and clinic revenues		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Economics	BBA	Region V	Regional	2019-2020	The BBA in Economics will provide Business students with the opportunity of majoring in Economics while still learning the fundamentals of business. This degree structure also will match the existing CoB structure for degrees. We anticipate that students will be able to flexibly choose multiple majors including Economics, growing the program. MOD: Traditional	No additional resources are needed. Courses already exist.		
Leadership and Management in Robotics Technology	BAS	Region V	Regional	2019-2020	This program will be an extension of the BAS program. It will use the existing AAS - Robotics and Communications Systems Engineering Technology curriculum as the base and provide a prescribed list of upper-division courses. The degree will require 36 credits of ISU general education approved by the SBOE. MOD: Hybrid/combination of face-to-face and online.	No additional resources are needed. Courses already exist.		
Computer Science	Masters	Region V	Regional	2019-2020	The computer science program helps students gain the following abilities: an awareness and commitment to one's ethical and social responsibilities; an understanding that life-long learning is an integral part of personal, professional, and social interaction; the requisite qualifications for obtaining employment as a computer scientist; and the requisite qualifications for pursuing an advanced degree in Computer Science or a related field, particularly when the curriculum is augmented with additional selected math courses. Method of delivery: traditional	Reallocation of resources		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Radiographic Science Sonography	Certificate	Region V	Regional	2019-2020	This certificate program will be targeted to ISU radiographic science graduates who want to stay in the local area while seeking education in sonography, a sought-after skill. The program would last 3 consecutive semesters starting with the fall semester and would be approximately 35 credits. Didactic courses would cover topics such as sonographic physics and instrumentation, sectional anatomy, clinical safety, quality assurance, and alternate/new technologies and modalities. Students would complete approximately 1050 hours of clinical experience. This certificate program would meet the ARMDS requirements for registration. MOD: hybrid (face-to-face and online)	New Budget Request		
Spanish	M.A.	Region V	Regional	2019-2020	Focused on providing graduate programming to area high school instructors, the program will meet an important need to help these teachers qualify to teach Early College courses at their high school. MOD: classroom, DL, and online.	Reallocation		
Master of Business Administration	MBA	Regions IV	Regional	2019-2020	The traditional MBA provides a broad general degree particularly suited to those pursuing a managerial focus in their careers. The Accounting, Informatics, Finance, Health Care Administration, Project Management, and Marketing options provide specialized knowledge relating to their respective fields. The Accounting emphasis meets the needs of students who wish to satisfy requirements for certification as public accountants (CPA) or certification as management accountants (CMA). MOD: traditional/hybrid/online.	Reallocation of resources, new budget requests		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Bachelor of Business Administration	BBA	Regions IV	Regional	2019-2020	The objective of Idaho State University's Bachelor of Business Administration program is to assist students to take their places in business and society, domestic and worldwide. The program develops in students inquiring minds and critical - thinking so they can analyze problems, implement courses of action, and function within an organization. MOD: Traditional/ Hybrid/ Online	Reallocation of resources, new budget requests		
Applied Linguistics	MA	Region V	Regional	2019-2020	This interdisciplinary program will provide foundational knowledge in general linguistics with advanced knowledge and training in two main applied areas: teaching of English to speakers of other languages and language revitalization and maintenance. MOD: face-to-face	Reallocation of teaching assignments within existing faculty.		
Advanced Dental Hygiene Education	PhD	Regions III, V	Statewide	2019-2020	The PhD program in dental hygiene is designed to create a cadre of dental hygiene researchers, scholars and educators, to provide advanced education for those oral health professionals who seek careers in research and academia, and to expand the body of knowledge in the dental hygiene discipline. This doctoral level program will be delivered online and open to the international community of dental hygienists. This program meets the vision of the department to be the premier global dental hygiene center of education, practice, leadership, and scholarship. MOD: online	Student Professional Fees		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Degree Completion Program -Dental Hygiene	BS	Region III, V	Statewide	2019-2020	The degree completion program is designed for licensed dental hygienists who have completed professional education, earned an associate's degree and are currently licensed. The degree awarded through this proposed completion program will be a baccalaureate degree in dental hygiene. The ISU dental hygiene undergraduate program is the only program in the state that awards a Bachelor of Science degree in Dental Hygiene. MOD: Online and video conferencing	Student Professional Fees		
Dental Hygiene (expansion to Meridian)	BS	Region III	Statewide	2019-2020	The BS in Dental Hygiene program in Meridian will be a program expansion of the existing, fully accredited ISU Dental Hygiene program. This request is for the expansion of Idaho State University's Dental Hygiene (DH) program, including clinic and laboratory education to the ISU-Meridian campus in Meridian, Idaho. Space (4,800 square feet) has been allocated for the Dental Hygiene Program adjacent to the Idaho Advanced Education in General Dentistry Residency. MOD: DL and classroom	New Budget Request		
Doctor of Public Health	DrPH	All regions	Regional	2019-2020	ISU has the only existing Master of Public Health degree in the state. BSU has an undergraduate degree in public health. ISU and BSU plan to combine resources and collaborate on the Doctor of Public Health degree. With limited resources at both universities, the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. MOD: hybrid-online and traditional	No additional resources needed.	Talks have been initiated with BSU.	While not currently a statewide responsibility, we will request that it become a statewide responsibility, due to the MPH statewide responsibility.

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Paralegal Studies	BTC	Region V	Regional	2019-2020	This certificate is for students who have completed an Associate or Bachelor's degree who want to pursue paralegal studies online. Students would be offered basic courses such as ethics, contract, torts, research and writing, litigation, law office management and technology, criminal law, and civil litigation. Course work would prepare students to work in the paralegal field. The online courses would allow working adults to improve their career skills and allow people in rural areas to pursue paralegal training.	No additional resources needed.		
Paralegal Specialty Studies	ITC	Region V	Regional	2019-2020	This certificate is for students who have completed paralegal training with an Associate Degree, Bachelor's Degree, paralegal studies certificate, or who have two or more years experience as a paralegal to take specialty classes online to increase their capabilities in specific areas of the market. Specialty courses would focus on high demand areas such as litigation, e-discovery, bankruptcy and foreclosure, intellectual property, health care, labor and employment. This would prepare paralegals to advance in the profession to more lucrative jobs in areas of high demand.	No additional resources needed.		
Applied Mathematics	BS	Region V	Regional	2019-2020	A new major in applied mathematics will focus on math modeling and the mathematical methods and tools used to solve real-world problems in a wide range of disciplines. Students will graduate with computational, statistical, and theoretical tools for solving complex, open-ended problems. The degree will also serve as a complementary double major for students in science and engineering, providing added quantitative rigor to their primary degree.	No additional resources needed.		



Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Land Surveying	Academic Certificate	All Regions	Regional	2019-2020	This certificate is for students with a prior or in progress baccalaureate degree from a field related to surveying, such as engineering or science, who wish to sit for the Professional Land Surveyor (PLS) license. Currently the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors requires students with a related degree to complete 30 credits of surveying courses from an ABET accredited program to meet criteria for a PLS. The program currently supports five to seven students per year and anticipates growing enrollment through online delivery of these courses. ISU is the only institute in the state of Idaho that has an ABET accredited surveying program.	No additional resources needed.		
MA in Pharmaceutical Sciences	M.A.	All	Statewide	2019-2020	This program was offered in the past but has been inactive for the last 6 years. The Non-Thesis option will be brought back as a fully on-line program that will be available across Idaho, nationally, and internationally. There is significant desire for this degree internationally. Additionally, this program is designed to provide the majority of the coursework leading to a Ph.D. Students who successfully complete the M.A. will have the opportunity to pursue the Ph.D. in Pharmaceutical Sciences at ISU. They would be physically at ISU for the Ph.D. program.	The college has a M.S. program and Ph.D. program at this time. The intent is to re-purpose these existing courses for on-line as well as live instruction.		
Accelerated MS in Pharmaceutical Sciences	M.S.	Region III, V	Regional	2019-2020	This is not a new program. The M.S. in Pharmaceutical sciences is currently offered. The difference is the accelerated process that will allow students during their senior year and following summer to be involved in research and coursework leading to the M.S. in Pharmaceutical Sciences. This would lead to a 5 year M.S.	The program is currently available. The proposal is to offer an accelerated option.		



Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Accelerated Ph.D. in Pharmaceutical Sciences	Ph.D.	Region III, V	Regional	2019-2020	This is not a new program. The Ph.D. in Pharmaceutical sciences is currently offered. The difference is the accelerated process that will allow students during their senior year and following summer to be involved in research and coursework leading to the Ph.D. in Pharmaceutical Sciences. This would lead to a 7 year Ph.D. following high school	The program is currently available. The proposal is to offer an accelerated option.		
<b>Program offerings commencing 2020-2021</b>								
Biochemistry	MS	Region V	Regional	2020-2021	The degree awarded will be a MS in Biochemistry, which is the study of chemical processes within living organisms. ISU's program will be housed in Chemistry. As a discipline, Biochemistry provides the basis for practical advances in medicine and health technology. MOD: traditional classroom	Reallocation of Resources and grant funding		
Esthetics	BTC, ITC	Region V	Regional	2020-2021	This program will train skincare specialist to evaluate clients' skin condition and appearance, discuss treatments and products for skin quality improvement, remove hair through wax or laser treatment, apply makeup, and other cosmetic procedures related to esthetics. Graduates of the program must pass a state exam for licensure. MOD: face-to- face	Reallocation of Resources		
Doctor of Nursing Practice (DNP)/Doctor of Philosophy (PhD) in a Nursing dual degree	DNP/PHD	Region V	Statewide	2020-2021	The dual degree of DNP/Ph.D. will encompass an integrated curriculum of existing DNP and Ph.D. programs for an advanced clinical and research program of study. The graduate will be prepared as an expert and leader in primary care practice, and to contribute to the development of scientific knowledge for advancing the discipline. The dual degree program will be delivered online; students could enroll from across the U.S (KN 05-22-15). MOD: online	No additional resources requested. Professional fees would be assessed as currently established for graduate programs each semester the student is enrolled.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Master of Occupational Therapy (Expansion to Meridian)	Master of Occupational Therapy (MOT)	Region III	Statewide	2020-2021	The Master of Occupational Therapy (MOT) program in Meridian will be an extension program of the existing, fully accredited ISU MOT program. The MOT degree will be offered to a cohort of students at the ISU Meridian Center in addition to the cohort at ISU main campus in Pocatello. MOD: hybrid	New budget requests, grants, and student professional fees will be used to support the expansion.		Planned 2018-19 Search for new faculty will support curriculum, including proposed certificate.
Rehabilitation Counseling	Masters (MCOUN)	Regions IV, V, VI	Regional	2020-2021	Rehabilitation counseling is a systematic process, which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals through the application of the counseling process. Involving communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. MOD: face-to-face	New Budget Request Professional Fees		
Respiratory Therapy	BS	Region V	Regional	2020-2021	This program provides instruction for respiratory therapy students to administer respiratory care and life support to patients with deficiencies and abnormalities of the cardiopulmonary system. Graduates of the program will have the ability to accurately assess patients, determine appropriate methods of therapies, set up and operate respiratory equipment, monitor patient response to various treatment modalities, perform pulmonary function testing, and assist patients with breathing maneuvers. MOD: hybrid/combination	Reallocation		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Speech Language Pathology Assistant Program	Bachelor of Science or Certificate add-on to BS	Region V	Statewide	2020-2021	Program would be in close cooperation with our existing Bachelor's degree in Communication Sciences and Disorders, Pre-SLP track. The program would address those students earning a BS who do not have immediate plans to enter a Master's program. If we help these students address recommended competencies from our professional association and requirements for an Idaho license as Speech Language Pathology Assistant, the graduates would be better prepared for jobs at the end of the Bachelor's program. This may be an add-on certificate to our existing program, or a separate track for the BS, or a new degree offering. To be determined.	Reallocation of existing resources with some additional professional program fees.		
Radiographic Science AS to BS Completion Program	Bachelor of Sciences	Region V	Regional	2020-2021	This program would be a bridge to allow working technologists with an AS degree to complete a BS degree online. Currently the standard for radiographers is an AS degree, so having a BS degree would make a radiographer more valuable and poised to step into leadership positions in a clinical environment. Online course delivery would allow technologists from anywhere in the world to work while pursuing this degree. MOD: online	New Budget Request and Professional Fees		
<b>Program offerings commencing 2021-2022</b>								
Nondestructive Testing Technology	BTC, ITC, ATC	Region V	Regional	2021-2022	Nondestructive Testing (NDT) technology provides instruction in a type of quality control inspection that does not harm the part being tested. NDT inspectors use sophisticated technology to look through steel and concrete to identify and diagnose flaws without disrupting the integrity of the structure. Certified NDT Technicians perform inspections in power plants, pipelines, refineries, as well as on airplanes, ships, bridges, oil rigs, pressure vessels and other critical structures. MOD: face-to-face	Reallocation of Resources		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Masters in Special Education	M.Ed. SPED	Region V	Regional	2021-2022	The need for highly qualified special educators is a national concern; the purpose of the proposed Master's in Special Education is to prepare teachers to work in the area of secondary education and transition through the support of an OSEP grant. We will make every effort to encourage, seek, and recruit, teachers with proven potential or abilities in the field of special education. MOD: Face-to-face	Grant funding will be sought to support this degree program.		

THIS PAGE INTENTIONALLY LEFT BLANK

### THREE-YEAR PLAN Proposed Regional Programs

**Institution Name: Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
<b>Program offerings commencing 2019-2020</b>								
Bioinformatics (Joint Program between BSU and ISU)	BS/MS	Boise/Region III Pocatello/Region V	Regional	Fall 2019	This will be a 5-year program offered jointly by ISU & BSU, with participation from UI. Students will join the program as Juniors or Seniors, earn a B.S. in biology, computer science, mathematics, biochemistry, etc. The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses. Traditional and Online Method of Delivery	Reallocation if resources are necessary.		
Biomedical Engineering	PhD	Boise/Region III	Regional	Fall 2019	The PhD in Biomedical Engineering is an interdisciplinary degree program that will allow students to develop research in this growing field. Biomedical engineers use modern approaches from life sciences along with theoretical and computational methods from the fields of engineering, mathematics and computer science. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Biomedical Sciences	BS	Boise/Region III	Regional	Fall 2019	The BS in Biomedical Sciences will prepare a student for: (i) most health professional schools, e.g., medical, dental, veterinary, physical therapy, physician assistant, and pharmacy, and (ii) research-based M.S. and Ph.D. degrees in cell biology, molecular biology, immunology, and other biomedical sciences, or (iii) careers in industry (e.g., pharmaceutical, biotech). Traditional Method of Delivery	No additional cost to offer program		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Business Anthropology	BA	Boise/Region III	Regional	Fall 2019	Applied anthropology applies anthropological theories and practices to the needs of private and public sector organizations. Current research initiatives in the field tend to be concentrated in (1) marketing and consumer behavior, (2) organizational theory and culture, and (3) international business, especially international marketing, intercultural management, and intercultural communication. We define business anthropology as a practical oriented scholastic field in which business anthropologists apply anthropological theories and methods to identify and solve real problems in everyday life. Online Method of Delivery	Likely will use online fee model		
Collaborative Governance	BA	Boise/Regional III	Regional	Fall 2019	The BA in Local Governance and Public Engagement is focused on applying collaborative governance theory and practice to real world, community-based problems. Study of inclusive planning, transparency, authentic intent, breadth of participation, informed participation, accessible participation, appropriate process and evaluation will be integral points of study. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Computational Science and Engineering	MS	Boise/Region III	Regional	Fall 2019	The Computational Science and Engineering program focuses on construction of mathematical models and quantitative analysis techniques and use of computers to analyze and solve scientific and engineering problems. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Counselor Education	PhD	Boise/Region III	Regional	Fall 2019	The PhD in Counselor Education prepares students to work as counselor educators, clinical supervisors, and advanced practitioners in academic or clinical settings. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Criminal Justice	AS	Boise/Region III	Regional	Fall 2019	Low enrollment in AS program compared to BS program. Students express confusion about the AS, and often enroll because there is not a minor option. Department has created a minor.	No additional cost to discontinue program		Discontinue
Criminal Justice	BS	Nampa/Region III	Regional	Fall 2019	2+2 completion program w/CWI that prepares individuals to apply theories and practices of organization management and criminal justice to the administration of public law enforcement agencies and operations. This includes instruction in law enforcement history and theory, operational command leadership, administration of public police organizations, labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership. Traditional Method of Delivery	Reallocation if resources are necessary.		
Cyber Security	MS	Boise/Region III	Regional	Fall 2019	This program will prepare individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting. Traditional Method of Delivery	No additional cost to offer program		



Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Data Science	MS	Boise/Region III	Regional	Fall 2019	A program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models. Traditional Method of Delivery	Reallocation if resources are necessary		
Digital Literacy	MA	Boise/Region III	Regional	Fall 2019	This program will focus on the change in how information is processed, delivered, and received in today's highly connected world. Traditional Method of Delivery	Reallocation if resources are necessary		
Economic and Community Development	BA	Boise/Regional III	Regional	Fall 2019	A BA in Economic and Community Development will prepare students to works in the fields of economic development and community development. Students will learn about the democratic values of local empowerment for social change and the importance of community and economic development practitioners to facilitate and promote community empowerment through collaborative practices. Traditional Method of Delivery.	Reallocation if resources are necessary		
Education Studies	BA	Boise/Region III	Regional	Fall 2019	This program focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education. Traditional Method of Delivery	No additional cost to offer program		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Educational Evaluation and Statistics	MS	Boise/Region III	Regional	Fall 2019	The MS in Educational Evaluation and Statistics teaches students approaches in measurement, evaluation, and research problems in education and other social science fields. Students are provided with the theoretical and applied skills to engage in reflective social inquiry and to become research and evaluation leaders. Traditional Method of Delivery	No additional cost to offer program.		
Joint Master of Public Administration and Juris Doctor (Joint program between BSU and UI)	MPA/JD	Boise/Region III Moscow/Region I	Regional	Fall 2019	The joint MPA/JD program would allow students to combine the study of law and the study of public affairs. The program will prepare students to substantively connect the law and government in our society and our world. Students will be well-equipped to assume positions of leadership not only in law and in government, but also in policy organizations, non-governmental organizations, and other organizations of influence. Traditional Method of Delivery.	No additional cost to offer program		
Logic, Argument, and Ethics	BA	Boise/Regional III	Regional	Fall 2019	The BA in Logic, Argument and Ethics is an interdisciplinary program that will expose students to coursework in history, literature, philosophy, psychology and political science. The degree will provide students with strong critical thinking and writing skills. Traditional Method of Delivery.	Reallocation if resources are necessary		
Master of Public Service	MPS	Boise/Regional III	Regional	Fall 2019	This degree is focused on public and nonprofit management, and is designed for pre-service students and in-service professionals for positions of leadership in public service. The degree will develop leaders for the public and nonprofit sectors, providing students the tools and knowledge they will need to perform effectively and ethically. Online Method of Delivery.	Likely will use online fee model		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Musical Theatre	BFA	Boise/Region III	Regional	Fall 2019	This program will focus on the principles and techniques for integrating theatre, music, and dance into a unified production. Includes instruction in acting, dance, voice, technical theater, musical genres, piano, and history of musical theater. Traditional Method of Delivery	Reallocation if resources are necessary.		
Nursing Simulation	MS	Boise/Region III	Regional	Fall 2019	The program will prepare healthcare educators to facilitate learning of health professions students and practitioners in a simulation lab environment. A health care simulation lab is a physical location that replicates the settings where health care may be provided such as a hospital, provider's office, or home. The lab is designed with features to mimic real health care settings, and includes functioning equipment. Both live actors and computerized mannequins offer opportunities for learners to provide patient care experiences. The advantage that simulation offers is that the student experience can be better directed, poses less risk to live patients, and includes a broader array of health care situations. Traditional Method of Delivery	Reallocation if resources are necessary.		
Physics	BA	Boise/Region III	Regional	Fall 2019	The BA in Physics is designed for students who are interested in physics as a background for study for other fields. Upper-level coursework in the BA in Physics will include more science electives. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Public Policy	BA	Boise/Regional III	Regional	Fall 2019	The BA in Public Policy will provide students with a course of study that looks at the policy world through the lens of politics, analysis, and implementation. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Public Relations	BA	Boise/Regional III	Regional	Fall 2019	The BA in Public Relations will prepare graduates for success in a multitude of environments such as public and media relations, advertising, organizational or corporate communication, and social media. Online Method of Delivery.	Likely will use online fee model		
Secondary Education	BA	Boise/Region III	Regional	Fall 2019	This program will prepare individuals to teach students in the secondary grades, which may include grades seven through twelve, depending on the school system or state regulations. Students will also pursue a subject area major field. Traditional Method of Delivery	No additional cost to offer program		
Social Work	BA	Nampa/Region III	Regional	Fall 2019	The BA in Social Work will prepare students to work with individuals, families, households, groups, organizations, and communities to address issues of coping and emotional support and also deal with broader challenges such as violence and social inequality that effect people. Traditional Method of Delivery.	Reallocation if resources are necessary.		
STEM Education	PhD	Boise/Region III	Regional	Fall 2019	The PhD program will prepare those whose focus is on teaching and learning in the STEM disciplines. The program is interdisciplinary in nature but provides students with advanced study and research in teaching and learning methodologies targeted at education in the STEM fields. Traditional Method of Delivery	Reallocation if resources are necessary.		
Sustainability and Resilience	BA	Boise/Regional III	Regional	Fall 2019	The BA in Sustainable Development will provide students the skills to address complex social, environmental and economic issues, such as climate change, biodiversity loss, social inequities, water and food scarcity. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Systems	PhD	Boise/Regional III	Regional	Fall 2019	A transdisciplinary program that will support our industrial partners and bridge departmental boundaries across campus. Students will learn how to lead and design complex projects. As technological advancements accelerate a systems approach is necessary to address these increasingly complex challenges. Students will utilize a variety of tools across disciplines and fields. Traditional Method of Delivery.	Reallocation if resources are necessary.		
TESOL (Teachers of English to Speakers of Other Languages) and Applied Linguistics	MA	Boise/Region III	Regional	Fall 2019	The program will offer courses in applied linguistics, second language acquisition theory, and pedagogical strategies for teaching second language learners of English, primarily those who are not in U.S. K-12 educational settings (e.g., adult refugees and immigrants in Idaho and learners of English as an additional language in non-English-dominant countries). Traditional Method of Delivery	Reallocation if resources are necessary.		
<b>Program offerings commencing 2020-2021</b>								
Behavioral Science	BS	Boise/Region III	Regional	Fall 2020	A 2+2 program that explores the effect of human actions and interaction. Behavioral Science is a bridge that connects the natural sciences with the social sciences. Online Method of Delivery.	Likely will use online fee model		
Computer Programming	BA	Boise/Region III	Regional	Fall 2020	The BA in Computer Programming is designed for students who wish to learn a number of programming languages and software development. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Health Informatics	BS degree completion	Boise/Region III	Regional	Fall 2020	A degree completion program that focuses on the application of computer science and software engineering to medical research and clinical information technology support, and the development of advanced imaging, database, and decision systems. Includes instruction in computer science, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, medical research systems, clinical decision support, and informatics aspects of specific research and practice problems. Online Method of Delivery	Likely will use online fee model		
Human-Environment Systems	BS	Boise/Region III	Regional	Fall 2020	The BS in Human-Environment Systems provides students with a strong foundation of knowledge and understanding of the complex interface between society and the natural environment. Students are engaged in an innovative education that encompasses the fields of biology, anthropology, geosciences, and public policy. Traditional Method of Delivery.	Reallocation if resources are necessary		
Integrated Strategic Communication	MA	Boise/Region III	Regional	Fall 2020	The MA in Integrated Communication is a professionally oriented Master's program that can advance the careers of people needing an advanced degree but unable to attend a traditional MA program. Students will learn to coordinate multiple aspects of strategic communication such as advertising, direct response and public relations to deliver persuasive messages to consumers. Online Method of Delivery.	Likely will use online fee model		
Liberal Arts	MLA	Boise/Regional III	Regional	Fall 2020	The Master in Liberal Arts will provide students with coursework and study in the fields of behavioral science, humanities, natural sciences and social sciences. The degree is designed to produce students who are able to explore issues both critically and contextually. Traditional Method of Delivery.	Reallocation if resources are necessary		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Nonprofit Administration	Master	Boise/Region III	Regional	Fall 2020	The Master of Nonprofit Administration provides students with the competencies to provide leadership, identify ethical considerations and effect positive change. These skills are suited for students looking to positions as executive directors, development directors, or program/service leaders at nonprofits ranging from the humanities, education, and religion to health, human services, and social change-oriented missions. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Nursing Contemporary Education	MN	Boise/Region III	Regional	Fall 2020	The Master's in Nursing Contemporary Education will respond to the national need for master's level nurses to teach in undergraduate associate degrees and in higher education clinical tracks. Boise State University and the University of Wyoming are exploring a consortium model to combine resources to provide an online MN. Online Method of Delivery	Likely will use online fee model		
Public Health	DPH	Boise/Regional III	Regional	Fall 2020	ISU and BSU now offer programs in public health: ISU at the master's level and BSU at the baccalaureate level. ISU and BSU plan to combine resources and collaborate on the Doctor of Public Health degree. With limited resources at both universities, the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. The DPH is a career-oriented degree that emphasizes leadership in public health and medical organizations; dissertations tend to focus on the practical application of theory in public health practice.	To be determined	MOU with ISU	



Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Public Sociology and Community Research	MA	Boise/Region III	Regional	Fall 2020	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors. This program may move forward named MA in Sociology. Traditional Method of Delivery or possible Online Method of Delivery.	Reallocation if resources are necessary		
Program offerings commencing 2021-2022								
Public Health	MPH	Boise/Regional III	Regional	Fall 2021	The Master of Public Health program will prepare students to solve public health problems by applying professionally disciplinary approaches and methods in professional environments such as local, state, or national public health agencies and health care organizations. Traditional Method of Delivery.	Reallocation if resources are necessary	MOU with ISU	



THIS PAGE INTENTIONALLY LEFT BLANK

**THREE-YEAR PLAN**  
**Proposed Regional Programs****Institution Name: Lewis-Clark State College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
<b>Program offerings commencing 2018-2019</b>								
Web Design & Development	ITC	Region II	Regional	Fall 2018	This certificate replaces the ITC in Web Authoring previously requested on the BTS 5-year plan. This ITC focuses primarily on web design (as opposed to web development) and provides an additional exit point for students in the Web Design/Development program)	No additional resources are required.	NA	NA
<b>Program offerings commencing 2019-2020</b>								
Dental Hygiene	Associate of Applied Science	Region II	Regional	Fall 2019	This degree will allow local students the opportunity to enter into the Dental Health field without leaving the region for the required training. [Face-to-Face]	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement w/ LCC = \$55K/student]	NIC	N/A
Graphic Communications (ITC Approved)	A.A.S. and Intermediate Technical Certificate in Packaging	Region II		Fall 2019 AAS Fall 2018 ITC	This degree /certificate option will allow a student to study and train in greater depth in the packaging industry. Degree requirements may come from courses in web design, electronic drafting, art, photography.	1.0 FTE faculty member who has industry experience and contacts	NA	None
Hospitality Management	BA/BS			Fall 2019	Discontinue due to declining enrollments and program duplication.	NA	NA	Discontinue
Human Resource Management	AS	online	Regional	Fall 2019	The Associate of Science degree in Human Resource Management prepares students to enter the workforce with knowledge of a variety of human resource issues, including communications, organizational development, human resource laws, hiring, training, employee development, and leadership. Courses will be offered live and online.	No anticipated additional resources initially; additional adjunct depending on program growth	N/A	N/A

## Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Interpretive Outdoor Recreation -	BS	Region II	Regional	Fall 2019	An undergraduate degree in Interpretive Outdoor Recreation will provide graduates with the educational background necessary to pursue interpretive recreational specialist careers with public and private agencies such as the U.S. Forest Service, Idaho Dept. of Lands, municipal Parks and Rec. departments, and the Nature Conservancy that provide natural science education outreach and outdoor recreational opportunities to the public. The curriculum for this degree will combine coursework in natural science and kinesiology.	Adjunct coverage for 6 credits	N/A	N/A
Justice Studies	AA/AS	Regions I and II	Regional	Fall 2019	The hybrid Justice Studies AA/AS introduces students to the criminal justice field. It provides a strong foundation for a BA/BS in Justice Studies, and can lead to careers in federal, state, and local criminal justice and human service agencies. The curriculum is oriented to the social/behavioral sciences.	Up to \$7,800 to convert courses to an online format or hybrid delivery option; \$3780 per year in adjunct funding if enrollments are large enough to require a additional section of required courses.	NA	N/A
Management with Radiography Emphasis	BA/BS			Fall 2019	Discontinue due to declining enrollments and program duplication.	NA	NA	Discontinue
Web Design & Development	A.A.S. in Game Development	Region II		Fall 2019	An associate's degree that allows students to design, create, and release games for video game consoles, arcades, mobile devices, etc. Some degree requirements will come from Web Design & Development and Graphic Communications. The degree may possibly be offered online as well as live.	1.0 FTE faculty member who is well-versed in software development; Operating expenses	NA	N/A
Program offerings commencing 2020-2021								
English: Creative Writing	B.A.			Fall 2020	Discontinue and replace with Creative Writing BFA		NA	Discontinue

**Institution Name: Lewis-Clark State College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
TESOL Certificate	Certificate	Region II	Regional	Fall 2020	An undergraduate certificate in TESOL will help prepare professionals for career opportunities in teaching ESL overseas because it will provide the necessary minimum qualifications required by many of the world's language skills. In the TESOL certificate program, students gain understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum and across K-16 teaching contexts, including adult education.	No anticipated additional resources	N/A	N/A
<b>Program offerings commencing 2021-2022</b>								
Fire Service Technology	A.A.S. in Fire Service Technology	Region II	Regional	Fall 2021	This A.A.S. Degree supplements our existing WFT-certificate/AAS program in Fire Service Technology by creating the credit-bearing courses that incorporate that would lead to the A.A.S.	1.0 FTE member who has industry experience, credentials, and contacts; potential need for one or two adjuncts to teach training courses; Resources to be sought through a CTE line-item request	NA	None
Medical Diagnostic Imaging: Ultrasound	BA/BS	Region II	Regional	Fall 2021	The Bachelor of Arts/Science in Medical Diagnostic Imaging (MDI): Ultrasound is designed for individuals who have completed an A.S. degree in Radiographic Science and aspire to develop additional skills required to demonstrate an advanced understanding in Ultrasonography.	1.0 FTE Faculty Member; Portable Ultrasound equipment and supplies	N/A	N/A
Robotics or Mechatronics	A.A.S or ATC	Region II		Fall 2021	This degree /certificate option will allow a student to study and train in greater depth in the Industrial Maintenance industry. Degree requirements will come from courses in the Industrial Electronics program.	1.0 FTE faculty member who has industry experience and contacts; repurpose existing position (EET)	NA	N/A

THIS PAGE LEFT INTENTIONALLY BLANK

### THREE-YEAR PLAN Proposed Regional Programs

**Institution Name: College of Eastern Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
<b>Program offerings commencing 2018-2019</b>								
Nuclear Technician Program	ITC	Region VI	Regional	Fall 2018	This program is designed to provide support in the design, construction, operation and regulation of nuclear facilities and the safe handling of nuclear materials.	New funding by the State through line-item request.		
Computer Security Technologies	AAS	Region VI	Regional	Spring 2019	The Computer Security Technologies Program at Eastern Idaho Technical College will prepare students for entry-level positions in Information Technology Security. The curriculum gives students an understanding of security technologies including computer fundamentals, security information, networking fundamentals and online security. Students will be trained for careers in information assurance, computer and network security. The delivery method will be lecture and laboratory.	This program will be from reallocation of existing funds and possible funding from sector grants from the Department of Labor.		Closure of existing programs will be assessed on a yearly basis to determine funds available
Energy Systems Electrical Engineering Technology Year 2	AAS	Region VI	Regional	Spring 2019	Energy Systems Electrical Engineering Technology prepares students to pursue a career in the installation, operation, adjustment, routine maintenance, inspection, test and repair of power generation equipment. This will add year two, which will focus on Cyber Security and PLAs. Graduates work in all fields of electrical generation with companies who design, build, operate, and maintain electrical generation systems. The delivery will be lecture and laboratory.	This program will require reallocation funds of \$78,000.00 or a line-item request.	Eastern Idaho Technical College designated and ISU Partnering in the MOU. The first year of this program will be completed at CEI and the second year for the AAS will be at ISU. This MOU is currently in place and we would expand it to include a 2nd year at CEI.	Closure of existing programs will be assessed on a yearly basis to determine funds available

**Institution Name: College of Eastern Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Paramedic Program	ITC or AAS	Region VI	Regional	Spring 2019	The paramedic program will prepare students to demonstrate competence in many advanced emergency topics such as pathophysiology pharmacology, assessment, trauma, medical emergencies, cardiology, pediatrics, geriatrics and special operations and care. They will be prepared to pass certifications in ACLS, PALS and PHTLS.	This program would be funded by reallocated funds.		
Medical Laboratory Technician	AAS	Region VI	Regional	Spring 2019	The medical technician program will prepare students to work in the area of medical technician in a lab or doctor's office environment. They will perform diagnostic work on lab samples and help identify growth cultures. They will also be able to identify classifications of microbes and families they belong to. They will also be able to identify medications that can control growth of these organisms. This will be a lecture/laboratory program with some online instruction.	Funding for this program will be from new funds from a line item request.		
Medical Lab Technology	AAS	Region VI	Regional	Spring 2019	This AAS degree will prepare students in the area of medical lab collection, identification and recording of human tissues that are being investigated for medical interpretation and treatment. This program will provide the first 2 years of a Bachelor's degree.	New funding by the State through line-item request.		
<b>Program offerings commencing 2019-2020</b>								
Computer Software Programing	AAS	Region VI	Regional	Fall 2019	The Computer Software Programing Program will prepare students for entry-level positions in computer software analysis and design. Students will gain an understanding of computer technology, computer programing, program analysis and design. The delivery method will be lecture and lab with an internship.	This program will be funded by reallocated funds or with a sector grant from the Department of Labor.		

## Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Pharm Technology	AAS	Region VI	Regional	Fall 2019	The Pharm Tech Program at Eastern Idaho Technical College will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/ dispensing of medications. This new program will be taught on campus in a lecture/lab delivery with an on-line component. The delivery will be a hybrid between face-to-face lecture/lab and online.	This program will be possible by seeking new funding from a line item request.		
Drafting Technology	AAS	Region VI	Regional	Fall 2019	The Drafting Technology Program will be CAD based and teach skills for entry level for many fields. This program will address mechanical, structural, civil, and architectural drafting. Other skills will support these technical skills such as communications, leadership, mathematics, computer skills and soft skills.	This program will be possible by seeking new funding from a line item request.		
Agribusiness	AAS, ITC	Region VI	Regional	Fall 2019	The Agribusiness AAS and ITC will teach entry-level skills in a broad range of subjects related to Agribusiness. This will include both plant and animal science. An introduction to GPS and the art of selling agricultural products. Agricultural management will also be included.	This program will be possible by seeking new funding from a line item request.		



THIS PAGE LEFT INTENTIONALLY BLANK

**THREE-YEAR PLAN**  
**Proposed Regional Programs****Institution Name: College of Southern Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
<b>Program offerings commencing 2018-2019</b>								
Various apprenticeship programs	BTC/ITC AAS	Region IV	Regional	Spring 2019	CSI will craft various pathways of apprenticeship to credit to certificate and/or degree programs depending on the specific needs of the region. In particular, building trades apprenticeships will be addressed (HVAC, electrical, plumbing) followed by various federal registered apprenticeship programs and industry sector-specific apprenticeships.	Reallocation of existing funds and/or request for new funding where appropriate	Potential work-based learning (internship) sites in Region IV	
<b>Program offerings commencing 2019-2020</b>								
Advanced Food Manufacturing	BAS	Region IV	Regional	Fall 2019	Advances skills contained in current AAS Food Processing Technology program to address regional needs for highly trained employees in the food manufacturing sector, focused on advanced automation, management, logistics, quality assurance, and food safety.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	Potential work-based learning (internship) sites in Region IV	
Cybersecurity and Information Assurance	BTC/ITC/AAS/AS	Region IV	Regional	Fall 2019	Currently working on bringing education and industry partners together to determine best course forward. This evaluative process will result in program design decisions. Intended to employ hybrid programming with distance didactic methods combined with local lab/work-based learning elements.	Reallocation of existing funds and/or request for new funding where appropriate		

## Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Engineering	AS	Region IV	Regional	Fall 2019	An AS in Engineering will allow students to complete and gain financial aid for both program requirements in Engineering and all state General Education requirements.	None.	Articulation agreements will be sought with all four-year public programs within Idaho.	
Engineering Technology	AAS	Region IV	Regional	Fall 2019	Engineering Technicians work in a team environment to design, build, and innovate. Engineering technicians gain the skills and education to become employable with an AAS degree.	Possible creation of a few new courses.	N/A	
Performing Arts Technician	BTC	Region IV	Regional	Fall 2019	Prepares students to provide technical assistance and support for audio, video, lighting, and other technologies in support of the performing arts. Program completers will work in technical team environment for performing arts centers, recording studios, radio and television studios, conference and convention centers, or other venues where there is a need for technical expertise in sound, lighting and digital media.	Reallocation of existing funds and/or request for new funding where appropriate		
Teacher Education	BA	Region IV	Regional	Fall 2019	In response to severe qualified teacher shortages in Region IV, CSI wil offer a compressed 3-year baccalaureate degree emphasizing work-based learning. The program will commence as Elementary Education and is expected to expand from there as determined by demand.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	Potential agreements with work-based learning sites in Region IV are anticipated	

## Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Viticulture	BTC	Region IV	Regional	Fall 2019	Duties of the viticulturist include monitoring and controlling pests and diseases, fertilizing, irrigation, canopy management, monitoring fruit development and characteristics, deciding when to harvest and vine pruning during the winter months. Viticulturists are often intimately involved with winemakers, because vineyard management and the resulting grape characteristics provide the basis from which winemaking can begin. This training program will be designed to develop the requisite skills and knowledge to carry out the responsibilities required by the position.	Reallocation of existing funds and/or request for new funding where appropriate	NA	
<b>Program offerings commencing 2019-2020</b>								
Health Information Technology	AAS	Region IV	Regional	Fall 2020	Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	

## Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Horticulture, Viticulture Concentration	AAS	Region IV	Regional	Fall 2020	Duties of the viticulturist include monitoring and controlling pests and diseases, fertilizing, irrigation, canopy management, monitoring fruit development and characteristics, deciding when to harvest and vine pruning during the winter months. Viticulturists are often intimately involved with winemakers, because vineyard management and the resulting grape characteristics provide the basis from which winemaking can begin. This training program will be designed to develop the requisite skills and knowledge to carry out the responsibilities required by the position. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	
Massage Therapy	AAS	Region IV	Regional	Fall 2020	This program will allow students to work as massage therapists. Students will enroll in a combination of face-to-face, hybrid and online classes. The curriculum will include both lecture, lab, and clinical hour.	Reallocation of existing funds and/or request for new funding where appropriate	N/A	
Medical Lab Assistant	AAS	Region IV	Regional	Fall 2020	Perform complex medical laboratory tests for diagnosis, treatment, and prevention of disease. May train or supervise staff. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	

**THREE-YEAR PLAN**  
**Proposed Regional Programs****Institution Name: College of Western Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
<b>Program offerings commencing 2018-2019</b>								
Unmanned Aerial Systems	BTC, ITC, ATC	Region III	Regional	Spring 2019	This program include a progression from operator certification to construction and maintenance of aircraft to data collection and analysis. The application of skills is relevant to novice drone operators to industry specialists. CWI is currently collaborating with local and national agencies to best target competencies relevant to multiple employers in a variety of industries.	New State Funding	N/A	N/A
Practical Nursing	ATC	Region III	Regional	Spring 2019	Practical Nursing- LPN's practice in long term care facilities, physician offices, rural hospitals, home health and administrative offices. Idaho Board of Nursing and Idaho Division of Career AND Technical Education approve the PN program. Upon satisfactory completion of the Practical Nursing program the graduate is eligible to write the NCLX-PN for licensure= LPN	New State Funding	N/A	N/A
<b>Program offerings commencing 2019-2020</b>								
Early Childhood	AA	Region III	Regional	Fall 2019	This program is intended to prepare students for transfer into a baccalaureate program in Early or Special Education, Early Childhood Intervention Certification Bachelor of Arts or Early Special Education.	No new state funding	N/A	N/A

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Fermentation Science	AS, AAS?	Region III	Regional	Fall 2019	A degree in Fermentation Sciences opens the door to careers in Beer Brewing Production, Wine Production, Distillation Technologies, and Food and Beverage Processing. As a transfer degree, students completing this degree could transfer to the University of Idaho in Agriculture and Food Science. Additional two plus two opportunities may be discovered as more conversation continues.	No new funding required / Possible new CTE state funding	N/A	N/A
Financial Planning	AS	Region III	Regional	Fall 2019	This degree program prepares students for a rewarding career in the financial services industry and includes various strategies for accumulating and protecting personal wealth. Courses cover the fundamentals of management as well as introduce specific areas such as accounting, banking, credit management, insurance investments, marketing, retirement planning, and statistics. Graduates are equipped for a wide variety of entry-level positions in this rapidly growing business field. MOD: Traditional/Hybrid	Institutional Resources	N/A	N/A
Landscape Maintenance	BTC or ITC	Region III	Regional	Fall 2019	This training will be geared towards the person that intends to start their own lawn care business, or become employed by a lawn care company	No new resources needed	N/A	N/A
Machine Technician	ATC, AAS	Region III	Regional	Fall 2019	This program would involve training in Welding and Machine Tool and possibly Mechatronics. This would possibly be a menu driven program that would give the students skills needed for many jobs in the manufacturing field	No new resources needed	N/A	N/A

**Institution Name: College of Western Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Network and Systems Administration	Advanced AAS	Region III	Regional	Fall 2019	This is an expansion of the existing program in response to industry needs for advanced administrators. 300 level coursework in discipline. Hybrid delivery	Expanded State Funding Needed or internal reallocation	N/A	N/A
Occupational Therapy Assistant	AAS	Region III	Regional	Fall 2019	The Occupational Therapy Assistant AAS degree program prepares a student for the opportunity to help improve the quality of a person's life and ability to perform daily activities through rehabilitative exercises and activities. OTA work in a variety of settings including hospitals, nursing homes, outpatient clinics, home healthcare, early intervention, school systems and psychiatric hospitals.	New State Funding	N/A	N/A
Paralegal	AAS, ATC	Region III	Regional	Fall 2019	Known as paralegals, legal assistants, or lawyers assistants, this program prepares graduates to assist in the effective delivery of legal services to both the public and private sector of our society. Graduates are prepared to work in law firms, banks, corporations and government agencies. MOD: Face-to-Face	New State Funding	N/A	N/A
Web/Graphic Design	ATC, AAS	Region III	Regional	Fall 2019	Graphic Design coursework includes study in graphic design, illustration, typography, web design and advertising. Great facilities such as Macintosh-equipped computer design studios, with the latest design and illustration software and color printers, allow students to develop professional quality portfolios MOD: Face to Face.	New State Funding	N/A	N/A



Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
<b>Program offerings commencing 2020-2021</b>								
Cybersecurity	Advanced AAS	Region III	Regional	Fall 2020	Advanced coursework in Cybersecurity in order to respond to local and national needs. 300 level courses in existing content area as expanded opportunity for current students and graduates. Hybrid delivery.	Expanded State Funding Needed	N/A	N/A
Database Administrator	AAS	Region III	Regional	Fall 2020	This program builds upon Network Administration and Software basics with the emphasis of data collection strategies and abilities. This skill would allow students to work in Management Analysis and Computer Systems jobs within our state. Face to Face	New State Funding	N/A	N/A
Medical Lab Technician	AAS, ATC	Region III	Regional	Fall 2020	Medical Laboratory Technicians help to support the work of medical technologists in identifying abnormalities in the samples such as malignancies, bacteria, parasites, or genetic abnormalities. Medical laboratory technicians also may assist in blood-typing, or other routine blood tests. Medical laboratory technicians do similar work but at a less complex level as medical technologists, as educational requirements for medical laboratory technicians are less than the requirements for medical technologists.MOD: Face-to-Face & Hybrid	New State Funding	N/A	N/A
Paramedic Science	TC/AAS	Region III	Regional	Fall 2020	Paramedics play a critical role in emergency, public service, and health care industries. This program will align opportunities for students who want to progress in the field of emergency and public safety services. These first responder skills are necessary in firefighting, law enforcement, healthcare, and other fields.	New State Funding	N/A	N/A

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Social Work	AS	Region III	Regional	Fall 2020	This program is intended to prepare students for transfer to a baccalaureate program in the field of Social Work. Current partnership with BSU to offer lower division courses at CWI until AS degree launch.	No new state funding	NA	NA
Spanish (Online)	AA	Region III	Regional	Fall 2020	An AA in Spanish is currently a degree at CWI, and this change would make it fully online. Spanish is primarily a transfer degree and allows Spanish students here at CWI to better prepare themselves for the next two years of a Bachelor's program. There are BA degrees offered at most of the 4 year institutions in the state including all of those located in the Treasure Valley.	No New Funding Needed	N/A	N/A
Sociology (online)	AA	Region III	Regional	Fall 2020	Modality expansion- online degree offering	No New Funding Needed	N/A	N/A
<b>Program offerings commencing 2021-2022</b>								
Food Processing	AAS, ATC, ITC	Region III	Regional	Fall 2021	A specialization in Food and Process Technology focuses on industrial practices in modern food processing. Students learn how best to manage and supervise operations in the food processing industry as food processing technologists or managers. MOD: Face-to-Face Exploring partnership with CSI	New State Funding	N/A	N/A

**Institution Name: College of Western Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Hospitality Management	AAS, ATC	Region III	Regional	Fall 2021	Hospitality management degree programs include the study of theoretical and practical management skills, hospitality business law and food and beverage management. Students develop skills in marketing, purchasing, budgeting and cost control. Although many entry-level management positions in the hospitality industry do not require a degree, post-secondary education is helpful for career advancement. MOD: Face-to-Face	New State Funding	N/A	N/A
Network and Systems Administration	BAT	Region III	Regional	Fall 2021	Full 4 year degree in Network and Systems Administration including programmatic and core classes. F2F and Hybrid courses.	No additional funding needed	N/A	N/A
Pharmacy Technician	AAS	Region III	Regional	Fall 2021	This program provides both technical and practical training which will enable graduates, upon certification, licensure or registration, to function as a competent entry-level pharmacy technician to the licensed pharmacist. This program provides students with the basic knowledge of and practice in pharmacy calculations, drug distribution systems, and preparation of sterile dosage forms. MOD: Face-to-Face	New State Funding	N/A	N/A
Systems Analyst	AAS	Region III	Regional	Fall 2021	The Systems Analyst Degree consists of IT curriculum that allows an individual to analyze IT systems to both trouble shoot and streamline IT network needs and functions. Face to Face	New State Funding	N/A	N/A

### THREE-YEAR PLAN Proposed Regional Programs

**Institution Name: North Idaho College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
<b>Program offerings commencing 2019-2020</b>								
Advanced Manufacturing	Intermediate Technical Certificate  Advanced Technical Certificate  Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2019	Advanced Manufacturing is a multifaceted field that utilizes many areas of studding including electrical, automation, computers, Computer Aided Design, Materials, basic machining concepts, basic welding, composites, blueprint reading, fabrication, quality assurance, and mechanical systems. The Advanced Manufacturing program is designed to prepare students for employment as entry-level technicians, and emphasizes extensive practical experience in both theory and laboratory setting using mock-up equipment and assemblies similar to those found in industry.	Will seek state funding		
Advanced Manufacturing	Intermediate Technical Certificate  Advanced Technical Certificate  Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2019	Advanced Manufacturing is a multifaceted field that utilizes many areas of studding including electrical, automation, computers, Computer Aided Design, Materials, basic machining concepts, basic welding, composites, blueprint reading, fabrication, quality assurance, and mechanical systems. The Advanced Manufacturing program is designed to prepare students for employment as entry-level technicians, and emphasizes extensive practical experience in both theory and laboratory setting using mock-up equipment and assemblies similar to those found in industry.	Will seek state funding as well as transition existing CADT Mechanical Program into the Advanced Manufacturing Program		

**Institution Name: North Idaho College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Construction Management	Intermediate Technical Certificate  Advanced Technical Certificate  Associate of Applied Science Degree  Bachelor of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2019	The Construction Management program is designed to prepare students for entry-level employment in the residential and commercial construction trades as well as offer the opportunity to transfer to a 4-year institution or progress to the proposed 4-year degree that NIC will offer in 2021. The program will emphasize extensive practical experience in both theory and laboratory settings as well as cooperative education opportunities.	Will seek state funding as well as transition existing CADT Architectural Program into the Construction Management Program		
Craft Brewing	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region 1	Regional	Fall 2019	The Craft Brewing certificate is for anyone looking to start a career in the craft brewing industry or simply considers themselves a beer enthusiast. Through hands-on experiences and mentorship from local brewers, students learn the fundamentals of brewing and develop the skills to improve their own craft.	Will seek state funding for 1 FTE faculty member		
Dental Hygiene	Associate of Applied Science	Region II	Regional	Fall 2019	This degree will allow local students the opportunity to enter into the Dental Health field without leaving the region for the required training. [Face-to-Face]	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement with LCC = \$55K/student}	LCSC	

## Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Mobile Food Truck Management	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region 1	Regional	Fall 2019	The Mobile Food Truck Management certificate provides specific training required to prepare students to assume positions in catering and food trucks. Students will learn the fundamentals of kitchen equipment, tools, basic cooking, menu prep, teamwork, sanitation and safety, to meet the growing demand for trained professionals in the food truck industry. This program will will help guide one through the steps of planning, starting and maintaining a food truck or food cart. Graduates should qualify for ownership of a food truck.	Will seek state funding for 1 FTE faculty member		
Pre-Pharmacy	Associate of Science	LCSC/Region II, ISU/Region V	Regional	Fall 2018	The Pre-Pharmacy is a collaborative project with LCSC/ISU. Courses currently exist and are aligned with ISU's PharmD program.[Hybrid delivery]	No additional resources	MOUs developed pending SBOE approval	
Professional Truck Driving	Certificate	Coeur d'Alene/Region I	Regional	Fall 2019	The Professional Truck Driving program will train students to become entry-level drivers in the commercial trucking industry. The program includes classroom and on-the-road training with special emphasis on developing safe and efficient operating skills. This program includes a driving range for practice, backing, docking, and parking.	Will seek state funding for 1 FTE faculty member		
Resource Restoration	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2019	In progress - continuing discussion with Coeur d'Alene Tribe, and UI, delivery anticipated to be as follows: Traditional classroom, on-line, hybrid/combination; Recurring new budget needed to deliver is \$20000, FY20, then ongoing.	N/A	Pending State Board approval of degree; Need for and scope of MOU indeterminate at this time, part of ongoing discussion with U of I and Coeur d'Alene Tribe for delivery of such a program.	

**Institution Name: North Idaho College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Supply Chain Management	Associate of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2019	In the Supply Chain Management program one will learn about the entire supply chain operation, which includes the flow of goods and information from the point of origin to the point of consumption. One will also learn business fundamentals, as well as the specific supply chain operations of transportation, inventory control, materials management, operations management, and purchasing, international business and logistics management. Training prepares one to increase profitability by optimizing company inventory investment. An internship will provide real-world experience and help one hit the ground running in this exciting career field.	Will seek state funding for 1 FTE faculty member		
Transportation Management	Intermediate Technical Certificate  Advanced Technical Certificate  Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2019	The Transportation Management degree incorporates portions of the Professional Truck Driving program and the College's Associate degree in Business. This degree combines the training and attainment of a CDL (Commercial Driver's License) with business courses, allowing students to earn an Associate of Science degree in Transportation Management and subsequently transfer to a four-year university to study business with a focus on serving in the transportation industry.	Will seek state funding for 1 FTE faculty member		
<b>Program offerings commencing 2020-2021</b>								
Aviation Maintenance, Avionics	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region I	Regional	Fall 2020	Aviation mechanics with expertise in aviation electronics (avionics) are in demand. The Boeing Aircraft Co., Aviation Technical Services, and industry experts are advocating the need for more aircraft mechanics with the ability to install, troubleshoot and repair avionics systems.	Will seek state funding		



**Institution Name: North Idaho College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Fire Science Technology	Intermediate Technical Certificate  Advanced Technical Certificate  Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2020	The Fire Science Technology program is designed to prepare students for entry-level careers as firefighters for municipal, industrial, state and federal fire departments. The primary mission of the Fire Science Technology program is identification and mitigation of emergencies in order to preserve life and property.	Will seek state funding for 1 FTE faculty member		
Health Information Technology	Associate of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2020	The Health Information professional is responsible for maintaining components of health information systems consistent with the medical, legal, accreditation and regulatory requirements of the health care delivery system. The health information professional maintains, compiles and reports health information data for reimbursement, facility planning, marketing, risk management, utilization management, quality assessment and research; abstracts and codes clinical data using appropriate classification systems; and analyzes health records according to standards. This course prepares one to sit for the AHIMA registered health information technology (RHIT) credential.	Will seek state funding		
Medical Laboratory Technology	Associate of Science	Coeur d'Alene/ Region 1; LCSC/Region II, CWI/Region III, CSI/Region IV, ISU/Region V, EITC/Region VI	Regional	Fall 2020	Many opportunities await those choosing careers in medicine and science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists and pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease. Method of delivery: hybrid.	No additional resources	MOUs developed as/if requested by institutions	



**Institution Name: North Idaho College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Paramedic to RN Bridge	Associate of Science (existing ADN degree)	Coeur d'Alene/ Region I	Regional	Fall 2020	A paramedic may request placement in the Associate Degree Nursing Program. The AD Nursing program prepares students to take the NCLEX-RN exam for state licensure to practice as a registered nurse.	Seek grant support to initiate		Not sure if this needs to be on here or not given current ADN degree is approved.
Veterinary Technology	Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2020	Veterinary Technicians are an integral part of the animal health care team, assisting veterinarians and biological technicians in their work. Graduates of the program would be afforded the opportunity to take national and state board examinations. Upon passing, students receive licensure as a Veterinary Technician. Method of delivery: hybrid.	Will seek state funding	Seeking partner agencies	
<b>Program offerings commencing 2021-2022</b>								
Applied Business Management	Bachelor of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2021	The BAS in Applied Business Management degree program is designed to prepare students for leadership roles and management positions within a variety of businesses and industries. Students who have earned an Associate of Applied Science (AAS) degree will have the opportunity to continue their education and prepare for advancement opportunities within their business field. The curriculum includes courses that will provide a solid understanding of organizational leadership and management practices designed to aid and develop the potential of our graduates to be successful leaders in their business environment. General education course credits as well as technical/occupational course credits from an AAS degree can be transferred towards the BAS degree requirements. Students enrolling in this degree program must have a business related management AAS degree.	Will seek state funding for 1 FTE faculty member		

**Institution Name: North Idaho College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Aviation, Autonomous Systems	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region I	Regional	Fall 2021	Unmanned Aviation Systems (UAS) are being incorporated into the airspace management system and commercial uses are driving innovation with this technology. It appears there will be career-training needs related to operation, repair, data management and other support for this industry.	Seek grant support to initiate		
Aviation Flight, Airplane	Associate of Applied Science  Advanced Technical Certificate	Coeur d'Alene/ Region I	Regional	Fall 2021	For students who wish to prepare for a career as a commercial airplane pilot. Students will work toward a college degree and commercial instrument pilot certificates at the same time. Additional ratings for flight instructor, instrument flight instructor, and multi engine may be earned. Method of delivery: face-to-face, internet, and hybrid.	Self-Support	Seeking partnership	
Aviation Maintenance, Powerplant	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region I	Regional	Fall 2021	The Federal Aviation Administration (FAA) rating for "Powerplant" authorizes licensed mechanics to work on the engine and drive systems of aircraft and is a requirement of most aircraft mechanic positions. Adding "Powerplant" to NIC's existing Aviation Maintenance Training School certification FAA 4NIT612K.	Seek grant support to initiate		
Diesel Technology	Bachelor of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2021	The BAS degree in Diesel Technology program is designed to prepare students for employment in a variety of diesel and equipment related career fields including road/bridge construction, transportation, mining, manufacturing, railroad, marine, federal/state/local government agencies, dealerships, and power generation. This degree provides students with the opportunity to acquire a deep technical foundation in all aspects of the diesel related fields. Students will learn how to plan, implement, administer, and support appropriate related technologies and systems to help an organization achieve its goals and objectives.	Will seek state funding for 1 FTE faculty member		

**Institution Name: North Idaho College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Network Security Administration	Bachelor of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2021	The BAS degree in Network Security Administration program is designed to prepare students for employment in a variety of information technology (IT) positions, such as network and computer systems administrators, information security analysts, or computer support specialists. This degree provides students with the opportunity to acquire a deep technical foundation and competency in network administration and security. Students will learn how to plan, implement, administer, and support appropriate information technologies and systems to help an organization achieve its goals and objectives. Students will learn how to analyze the security vulnerabilities of an organization's IT resources, and how to plan and implement security measures and practices for those resources.	Will seek state funding for 1 FTE faculty member		
Registered Nursing	Bachelor of Science in Nursing	Coeur d'Alene/ Region I	Regional	Fall 2021	At the recent Idaho Nursing Workforce Summit in Boise, a call to action was presented to each school of nursing to increase graduate #s by 30 between now and 2025. Even at this, Idaho will have 1000 vacancies in 2025. Moreover, of significance to NIC, the need for bachelor prepared nurses is paramount. With NIC's commitment to excellence in nursing education by developing distinguished graduate nurses who are prepared to meet the health care needs of the community and seek to advance the profession, partners are requesting NIC seek approval for a BSN.	N/A		

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

**Idaho Board of Education  
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Agriculture	1.0000	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Agriculture Business, Leadership and Education	1.0100	AA	NA	STEM/Department of Agricultural Sciences	Nampa/Region III	Regional	Face-to-face, Hybrid
CSI	Agribusiness	1.0101	AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Agricultural Economics	1.0103	B.S.Ag.Econ.	Emphasis: 1) Applied Economics; 2) Agribusiness	CALS	Moscow	Statewide	face-to-face
UI	Applied Economics	1.0103	M.S.	Emphasis: 1) Applied Economics; 2) Agribusiness; 3) Natural Resources	CALS	Moscow--Region I & II	Statewide	face-to-face
CSI	Equine Business Management	1.0199	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Agricultural Systems Management	1.0201	B.S.S.W.S.		CALS	Moscow--Region I & II	Regional	Face to face/web
UI	Agricultural Systems Management	1.0201		Minor	CALS	Moscow--Region I & II	Regional	Face to face/web
CSI	Animal Science Livestock Technician	1.0302	ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Aquaculture	1.0303	AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Aquaculture	1.0303		Minor	CNR	Moscow--Region I & II	Regional	Traditional
UI	Crop Management	1.0304	Minor		CALS	Moscow/Region II	Regional	Traditional
CSI	Equine Horse Management	1.0507	AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Equine Studies	1.0507	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Horticulture	1.0601	AA, AS, AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Horticulture Technology, Horticulturist	1.0601	AAS, ATC, ITC	NA	STEM/Department of Agricultural Sciences/CTE	Boise/Region III	Regional	Face-to-face
UI	Agricultural Extension Education	1.0801		Minor	CALS	Moscow--Region I & II	Regional	face-to-face
UI	Agricultural Communications and Leadership	1.0802	Minor		CALS	Moscow/CDA /Region II	Regional	Traditional
UI	Agricultural Science, Communication and Leadership	1.0802	B.S.Ag.L.S.		CALS	Moscow--Region I & II	Regional	face-to-face & Distance Delivery
CWI	Animal and Veterinary Science	1.0900	AS	NA	STEM/Department of Agricultural Sciences	Nampa/Region III	Regional	Face-to-face
UI	Animal and Veterinary Science	1.0901	B.S.A.V.S.	Options: 1) Business; 2) Dairy Science; 3) Production; 4) Science/Preveterinary	CALS	Moscow--Region I & II	Statewide	face-to-face
UI	Animal Physiology	1.0901	Ph.D.		CALS	Moscow--Region I & II	Regional	face-to-face
CSI	Animal Science	1.0901	AAS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Animal Science	1.0901	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Animal Science	1.0901	M.S.		CALS	Moscow--Region I & II	Statewide	face-to-face
UI	Animal Science	1.0901		Minor	CALS	Moscow--Region I & II	Statewide	face-to-face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Food Science	1.1001	B.S.F.S.; M.S.; Ph.D.	Options: 1) Food Science; 2) Dairy Food Management; 3) Fermentation	CALS	Moscow--Region I & II	Statewide	face to face
CSI	Food Processing Technology	1.1002	AAS, ITC	Controls, Operations, QA/QC	Agriculture	CSI Campus	Regional	Traditional
UI	Plant Science	1.1101	M.S.; Ph.D.		CALS	Moscow--Region I & II	Statewide	traditional/video link
UI	Crop Science	1.1102		Minor	CALS	Moscow--Region I & II	Regional	traditional/video link
UI	Horticulture	1.1103		Minor	CALS	Moscow--Region I & II	Regional	traditional/video link
UI	Plant Protection	1.1105		Minor	CALS	Moscow--Region I & II	Regional	traditional/video link
UI	Rangeland Conservation	1.1106	B.S.Rangeland Conserv.		CNR	Moscow--Region I & II	Statewide	Traditional
UI	Rangeland Ecology and Management	1.1106		Minor	CNR	Moscow--Region I & II	Statewide	Traditional
UI	Soil and Land Resources	1.1201	M.S.; Ph.D.		CALS	Moscow/Region I & II	Regional	traditional/video link
UI	Soil Science	1.1201		Minor	CALS	Moscow/Region I & II	Regional	traditional/video link
NIC	Forestry/Wildlife/Range Managemnt	3.0101	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
BSU	Environmental Studies	3.0103	B.A.		School of Public Service/ Administration	Boise	Regional	Traditional
BSU	Environmental Studies	3.0103		Minor	Public Service	Boise	Regional	Traditional
ISU	Earth and Environmental Systems	3.0104	BS, BA	Geology, Geotechnology minors, tracks	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Environmental Science	3.0104	B.S.Env.S.; M.S.; Ph.D.	Options: 1) Biological Science; 2) Physical Science; 3) Physical Science 2; 4) Social Science; 5) Biophysical Science	CNR	Moscow--Region I & II	Regional	traditional; hybrid; Option 5 is delivered at a distance
NIC	Environmental Sciences	3.0104	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Natural Resources and Environmental Science	3.0104	P.S.M.	Options: Water Resources Management; Environmental Contamination; Sustainability Science; Climate Change Science; Management of Regulated River Systems; Ecohydrology Science and Management	CNR	Moscow, CdA, Boise, Idaho Falls--Region I & II, Region III, Region VI	Regional	Traditional, hybrid
UI	Environmental Communication	3.0201		Minor	CNR	Moscow--Region I & II	Regional	Traditional
UI	Natural Resource and Conservation	3.0201	B.S.Nat.Resc.Consv.	Emphasis: 1) Conservation Planning & Management; 2) Conservation Science	CNR	Moscow--Region I & II	Regional	Traditional
UI	Natural Resources	3.0201		Minor	CNR	Moscow--Region I & II	Statewide	Traditional; Online: M.N.R.
UI	Natural Resources and Conservation	3.0201		Minor	CNR	Moscow--Region I & II	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Natural Resource Economics	3.0204		Minor	CALS	Moscow--Region I & II	Regional	
CSI	Outdoor Recreation Leadership	3.0208	BTC, ITC		Education	Twin Falls/Region IV	Regional	Traditional
UI	Fishery Resources	3.0301	B.S.Fish.Res.		CNR	Moscow--Region I & II	Statewide	Traditional
UI	Fishery Resources	3.0301		Minor	CNR	Moscow--Region I & II	Statewide	Traditional
UI	Natural Resources and Environmental Law	3.0301	Certificate-GR		LAW	Moscow/Region II	Regional	Face to face
UI	Forestry	3.0502	B.S.Forestry		CNR	Moscow--Region I & II	Statewide	Traditional
UI	Forestry Resources	3.0502		Minor	CNR	Moscow--Region I & II	Statewide	Traditional
UI	Fire Ecology and Management	3.0506	B.S.Fire.Ecol.Mgmt		CNR	Moscow--Region I & II	Statewide	Traditional; Online: Graduate Certificate
UI	Fire, Ecology & Management	3.0506		Minor	CNR	Moscow--Region I & II	Statewide	Traditional
UI	Renewable Materials	3.0509	B.S.Renew.Mat.		CNR	Moscow--Region I & II	Statewide	Traditional
UI	Renewable Materials	3.0509		Minor	CNR	Moscow--Region I & II	Statewide	Traditional
UI	Forest Operations	3.051		Minor	CNR	Moscow--Region I & II	Regional	Traditional
UI	Parks, Protected Areas and Wilderness Conservation	3.0601		Minor	CNR	Moscow--Region I & II	Regional	Traditional
UI	Wildlife Resources	3.0601	B.S.Wildl.Res.		CNR	Moscow/Region I & II	Statewide	Traditional
UI	Wildlife Resources	3.0601		Minor	CNR	Moscow/Region I & II	Statewide	Traditional
UI	Architecture	4.0201	B.S.Arch; M.Arch.		CAA	Moscow & BOI--Region I, II, & III	Statewide	Face to Face w/ several distance compressed video and online
UI	Architecture	4.0201		Minor	CAA	Moscow--Region I & II & Region III (first 2 yrs)	Statewide	Face to Face w/ several distance compressed video and online
UI	Integrated Architecture and Design	4.0201	M.S.		CAA	Moscow--Region I & II	Regional	traditional
UI	Bioregional Planning and Community Design	4.0301	M.S.		CAA	Moscow, Boise -- Region I & II, Region III	Regional	Face-to-face & hybrid
UI	Landscape Architecture	4.0601	B.S.L.A.; M.L.A.		CAA	Moscow/Boise--Region I & II, Region III	Statewide	Face to Face (Traditional)
UI	Landscape Architecture	4.0601		Minor	CAA	Moscow/Boise--Region I & II, Region III	Statewide	Face to Face (Traditional)
UI	Latin-American Studies	5.0107	B.A.		CLASS	Moscow--Region I & II	Regional	traditional
BSU	Canadian Studies	5.0115		Minor	Public Service	Boise	Regional	Traditional
BSU	Iberian Studies	5.0130		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Ethnic Studies	5.0200	B.S.		Arts & Sciences/Sociology	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	American Indian Studies	5.0202	A.A.	N/A	American Indian St.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	American Indian Studies	5.0202		Minor	CLASS	Moscow--Region I & II	Regional	hybrid
BSU	Native American and Indigenous Studies	5.0202		Minor	Arts & Sciences/ Anthropology	Boise	Regional	Traditional
BSU	Latin American and Latino/a Studies	5.0203		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Mexican American Studies	5.0203		Minor	Arts & Sciences/ Sociology	Boise	Regional	Traditional
UI	Women's, Gener, and Sexuality Studies	5.0207		Minor	CLASS	Moscow/Region I & II	Regional	traditional
BSU	Ethnic Studies	5.0299		Minor	Arts & Sciences/Sociology	Boise	Regional	Traditional
BSU	Gender Studies	5.0299		Minor	Arts & Sciences/ Administration	Boise	Regional	Traditional
ISU	Communication	9.0100	BA	Minors: Journalism Visual Media Communication Emphases	Arts and Letters	ISU Campus	Regional	Hybrid
BSU	Communication	9.0101	B.A.	Workplace Communication; Social and Cultural Advocacy; Professional Communication Skills; Journalism; Media Studies	Arts & Sciences/Communication	Boise	Regional	Traditional
BSU	Communication	9.0101	M.A.		Arts & Sciences/Communication	Boise	Regional	Traditional
BSU	Communication	9.0101		Minor	Arts & Sciences/Communication	Boise	Regional	Traditional
CSI	Communication	9.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Communication	9.0101	AA	NA	School of Business, Communication and Technology; Department of Communication	Nampa/Region III	Regional	Face-to-face, Hybrid
NIC	Communication	9.0101	A.A.	Speech	Communication	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
LCSC	Communication Arts	9.0101	BA, BS	Minor	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
UI	Communication Studies	9.0101		Minor	CLASS	Moscow--Region I & II	Regional	hybrid
BSU	Media Arts	9.0199	B.A.		Arts & Sciences/ Communication	Boise	Regional	Traditional
BSU	Sport Innovation & Culture	9.0199	Certificate			Boise/Region III	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Communication	9.0401	A.A.	Journalism	Communication	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Journalism	9.0401	B.A.; B.S.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Journalism	9.0401		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	Broadcasting and Digital Media	9.0702	B.A.; B.S.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Broadcasting and Digital Media	9.0702		Minor	CLASS	Moscow--Region I & II	Regional	traditional
NIC	Public Relations - for discussion	9.0900	AA	N/A	Communications	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Organizational Sciences	9.0901	B.A.; B.S.		CLASS	Moscow/CdA-- Region I & 2	Regional	Traditional & online
BSU	Public Relations	9.0902	Certificate, Undergraduate		Arts & Sciences/ Communication	Boise	Regional	Traditional
UI	Public Relations	9.0902	B.A.; B.S.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Public Relations	9.0902		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	Advertising	9.0903	B.A.; B.S.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Advertising	9.0903		Minor	CLASS	Moscow--Region I & II	Regional	traditional
LCSC	Sports Media Studies	9.0906	BA, BS		Teacher Education/ HUM	Lewiston/Region 2	Regional	classroom
LCSC	English: Publishing Arts	9.1001	BA	emphasis/ minor	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	Conflict Management	9.9999	Graduate Certificate		Public Service	Boise	Regional	Traditional
BSU	Dispute Resolution	9.9999	Certificate, Undergraduate		Public Service	Boise	Regional	Traditional
LCSC	Graphic Communications	10.0301	AAS, BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
UI	Virtual Technology and Design	10.0304	B.S.		CAA	Moscow/Boise-- Region I & II, Region III	Regional	Face-to-face & hybrid
CSI	Computer Science	11.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Computer Science	11.0101	BA, BS	Minor	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom/online
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
BSU	Information Technology Mgmt	11.0103		Minor	Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
ISU	Informatics = CERT / Business Informatics = BBA	11.0104	BBA, CERT	Informatics Minor	Business	ISU Campus	Regional	Face-to-Face
NIC	Computer Information Tech	11.0202	ITC, ATC	N/A	Computer Information Tech.	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Information Tech	11.0202	A.A.S.	N/A	Computer Information Tech.	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
BSU	Computer Science	11.0701	B.S.	Emphasess: Cybersecurity; Secondary Education	Engineering/Computer Science	Boise	Regional	Traditional



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Computer Science	11.0701	M.S.		Engineering/Computer Science	Boise	Regional	Traditional
ISU	Computer Science	11.0701	BS	Computer Science minor	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Computer Science	11.0701	A.S.	N/A	Computer Science	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Computer Science	11.0701	B.S.C.S.; M.S.; Ph.D.		ENGR	Moscow & CDA--Region I & II	Regional	Traditional; Online: M.S.
UI	Computer Science	11.0701		Minor	ENGR	Moscow--Region I & II	Regional	Traditional; Online: M.S.
BSU	Computer Science	11.0701		Minor	Engineering/Computer Science	Boise	Regional	Traditional
BSU	Computer Science Teaching Endorsement	11.0701	Endorsement		Engineering/Computer Science			
BSU	Computing	11.0701	Ph.D.		Engineering/Arts & Science/Computer Science and Mathematics	Boise	Regional	Traditional
BSU	Cybersecurity	11.0701		Minor	Engineering/Computer Science	Boise	Regional	Traditional
CSI	Digital Media	11.0801	AAS, ITC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Software Development	11.0801	AAS, ATC, ITC, BTC	NA	School of Business, Communication and Technology; Department of Computer Science and Information Technology	Boise/Region III	Regional	Face-to-face
NIC	Web Design	11.0801	A.A.S., ATC	N/A	Graphic Design	Post Falls	Regional	Traditional, Web Enhanced, On-line Hybrid
LCSC	Web Design	11.0801	ITC		Career & Technical Education/BTS	Lewiston	Regional	Traditional
LCSC	Web Design and Development	11.0801	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom/online
CWI	Cisco Networking and Security Technology	11.0901	AAS, ATC, BTC	NA	School of Business, Communication and Technology; Department of Computer Science and Information Technology	Boise/Region III	Regional	Face-to-face
ISU	Computer Network Technician	11.0901	BTC, ATC		Technology	ISU Campus	Regional	Face-to-Face
CSI	Computer Support Technician	11.0901	ITC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
ISU	Information Technology Systems	11.0901	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Network Systems Technician	11.0901	AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Network and Systems Administration	11.1001	AAS, ATC, ITC	NA	School of Business, Communication and Technology; Department of Computer Science and Information Technology	Boise/Region III	Regional	Face-to-face
LCSC	Information Technology	11.1002	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
CWI	Cybersecurity	11.1003	AAS, ATC	NA	School of Business, Communication and Technology; Department of Computer Science and Information Technology	Boise/Region III	Regional	Face-to-face
NIC	Cybersecurity and Networking	11.1003	BTC		Computer Information Tech.	Coeur d' Alene/ Region 1	Regional	Traditional
CEI	Information Assurance and Cybersecurity	11.1003	BTC, ITC, AAS		Business, Office, and Technology	Idaho Falls	Regional	Traditional
NIC	Network Security Administration	11.1003	ITC, ATC, AAS		Computer Information Tech.	Coeur d' Alene/ Region 1	Regional	Traditional
CWI	Computer Support Specialist	11.1006	AAS, ATC, ITC	NA	School of Business, Communication and Technology; Department of Computer Science and Information Technology	Boise/Region III	Regional	Face-to-face
CEI	MS Certified Solutions Associate	11.1006	MCSA.BTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	MS Certified Solutions Expert	11.1006	MCSE.BTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Cosmetology	12.0401	ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Cosmetology - Nail Technology	12.0410	BTC		Technology	ISU Campus	Regional	Face-to-Face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Baking and Pastry Arts	12.0501	AAS, ITC, BTC		Business	CSI Campus	Regional	Traditional with some portion avail online
CSI	Culinary Arts	12.0503	AAS, ITC, BTC		Business	CSI Campus	Regional	Traditional with some portion avail online
NIC	Culinary Arts	12.0503	ATC, AAS	N/A	Culinary Arts	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Education	13.0101	A.A.	Secondary	Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Education	13.0101	Ed.D; Ph.D.		EDU	Rexburg--Region VI	Regional	Online, Hybrid, Face-to-Face
ISU	Education, General	13.0101	M Ed	Emphases: Educational Leadership	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	Teaching	13.0101	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
ISU	Teaching	13.0101	MA		Education	Pocatello	Regional	online
BSU	Bilingual Education	13.0201	M.Ed.		Education/Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Bilingual Spanish Education (K-12) Teaching Endorsment	13.0201		Minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
CSI	Education, Bilingual Elementary	13.0201	AA		Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Elementary Education Bilingual/ESL Option avail	13.0201	BA		Education	BSU Campus		
BSU	Elementary Education- ENL- TESOL	13.0201	B.A.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
CSI	Education Leadership	13.0301	Ed. D.		Education	CSI Campus		
BSU	Curriculum & Instruction	13.0301	Ed.D.	Emphases: Counselor Education and Supervision; and Educational Leadership	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Curriculum & Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
UI	Curriculum and Instruction	13.0301	M.Ed.; Ed.S.	Emphasis: 1) Career & Technical Educaliton; 2) teacher certification	EDU	Boise, CdA, Moscow--Region III, Region I & II	Regional	Online: M.Ed.
BSU	Education, Curriculum and Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	English as a New Language (K-12)/TESOL Teaching Endorsment	13.0301		Minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	K-12 Physical Education	13.0301	B.S.		Health Sciences/Kinesiology	Boise	Regional	Traditional
BSU	Teaching English to Speakers of Other Languages (TESOL)	13.0301	M.Ed.		Education/ Literacy, Language and Culture	Treasure Valley	Regional	Traditional
BSU	Teaching English to Speakers of Other Languages (TESOL)	13.0301	M.Ed.		Education/ Literacy, Language and Culture	Twin Falls, Boise	Regional	Traditional/online
CSI	Education, General (Ed. Administration)	13.0401	M Ed Emp., Ed.S.		Education	CSI Campus		
BSU	Educational Leadership	13.0401	M.Ed.	Supervisor/Director of Special Education; Principal endorsement	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
ISU	Educational Leadership	13.0401	Ed D	Instructional Design and Technology Emphasis	Education	ISU Campus	Regional	Hybrid
UI	Educational Leadership	13.0401	M.Ed.; Ed.S.Ed Ldrshp.		EDU	Boise, CdA, Moscow--Region III, Region I & II	Regional	Online
ISU	Educational Leadership (Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Educational Leadership, Executive	13.0401	Ed.S.	Supervisor/Director of Special Education; School District Superintendent endorsement	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Educational Administration	13.0499	Ed S	Athletic Administration Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	Educational Games and Simulation	13.0501	Graduate Certificate		Education/Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.S.		Education / Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.D.		Education / Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.S., M.E.T.		Education / Educational Technology	Boise	Regional	Online
ISU	Instructional Design	13.0501	Ph D	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Instructional Technology	13.0501	M Ed	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Organizational Performance and Workplace Learning	13.0501	M.S.		Engineering/ Organizational Performance and Workplace Learning	Boise	Regional	On-line
BSU	Behavioral Interventions and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Habilitative Services	13.1001	Certificate, Undergraduate		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Habilitative Services and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Instructional Interventions and Supports	13.1001	Graduate Certificate			Boise/Region III	Regional	Traditional
BSU	Special Education	13.1001	B.A.		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Special Education	13.1001	M.I.T.		Education/ Early and Special Education	Boise	Regional	Traditional
LCSC	Special Education	13.1001	Certificate	Minor	Professional Studies/ Teacher Education	Lewiston	Regional	classroom
ISU	Special Education	13.1001	BS, BA	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Special Education	13.1001	Ed S	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
UI	Special Education	13.1001	M.Ed.		EDU	Moscow, CdA, Boise--Region I & II, Region III	Regional	Online
ISU	Special Education	13.1001	Med	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
BSU	Special Education Services	13.1001	Certificate, Undergraduate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Special Education Services and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
ISU	Deaf Education	13.1003	MS	N/A	Education	ISU Campus	Statewide	Online
BSU	Counseling	13.1101	M.A.		Education/Counselor Education	Boise	Regional	Traditional
UI	Rehabilitation Counseling and Human Services	13.1101	M.Ed.; M.S.		EDU	Boise, CdA-- Region III, Region I & II	Regional	Online, Hybrid, Face-to-Face
ISU	School Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	School Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.		EDU	Boise and Moscow-- Region III & Region I & II	Regional	Online: M.S.
NIC	Education	13.1202	A.A.	Elementary	Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
CSI	Education, Elementary	13.1202	AA		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
CWI	Education-Elementary	13.1202	AA	NA	Social Sciences and Public Affairs/Department of Education	Nampa/Region III	Regional	Face-to-face, Hybrid
BSU	Elementary Education	13.1202	B.A.		Education/ Curriculum, Instruction, and Foundational Studies; Certification; Leadership and Human Relations	Boise	Regional	Traditional
CSI	Elementary Education	13.1202	BA, BS		Education	CSI Campus		
LCSC	Elementary Education	13.1202	BA, BS, Certificate	Minors: Early Childhood Special Education; Instructional Technologies, English as a New Language, Literacy	Professional Studies/ Teacher Education	LEW/CDA	Regional	classroom/online
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	CSI Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	ISU Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	University Place	Regional	Hybrid
UI	Elementary Education	13.1202	B.S.Ed.		EDU	Moscow, CdA-- Region I & II	Regional	Face-to-Face, Hybrid, Online
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
CSI	Education, Secondary	13.1205	AA	Agriculture, Anthropology, Art, Biology, Business, Chemistry, Communication, Earth Science, Economics, English, Geography, Geology, History, Mathematics, Music, Physical Education, Physical Science, Political Science, Psychology, Social Science, Sociology, Spanish, and Theater concentrations available	Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CSI	Education, Special	13.1205	AA		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Education-Secondary	13.1205	AA	Biology, Chemistry, Earth Science, Mathematics, Physical Science, Social Science (all concentrations)	Social Sciences and Public Affairs/Department of Education	Nampa/Region III	Regional	Face-to-face, Hybrid
ISU	Secondary Education	13.1205	BA, BS	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	CSI Campus	Regional	Hybrid
ISU	Secondary Education	13.1205	BS, BA	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	ISU Campus	Regional	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Secondary Education	13.1205	BS, BA	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	University Place	Regional	Hybrid
UI	Secondary Education	13.1205	B.S.Ed.	Endorsement: Special Education 13.001	EDU	Moscow, CdA--Region I & II	Regional	Face-to-Face, Hybrid, Online
CWI	Secondary Education STEM	13.1205	AS	NA	Social Science and Public Affairs/Education	Nampa/Region III	Regional	Face-to-face
ISU	Blended Early Childhood Education	13.1210	BA		Education	ISU Campus	Regional	Hybrid
BSU	Early Childhood Intervention	13.1210	M.I.T.		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Early Childhood Intervention Services	13.1210	Certificate, Undergraduate		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Early Childhood Intervention Services and Supports	13.1210	Graduate Certificate		Education/ Early & Special Education	Boise	Regional	Traditional
ISU	Education, General Early Childhood Education	13.1210	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	College Teaching	13.1299	Graduate Certificate		Graduate College	Boise	Regional	Traditional
UI	Agricultural Education	13.1301	B.S.Ag.Ed.; M.S.		CALS	Moscow--Region I & II	Regional	face-to-face
BSU	Art Education	13.1302	B.F.A.	K-12 or 6-12	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Narrative Arts	13.1302	Certificate			Boise/Region III	Regional	Traditional
NIC	Business Teacher Education	13.1303	A.S.	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
BSU	English Teaching Endorsement	13.1305	Endorsement		Arts & Sciences/English	Boise	Regional	Traditional
LCSC	Secondary Education: English	13.1305	BA, Certificate		Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	Teaching English Language Arts	13.1305	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement	Emphases: French; German; Spanish	Arts & Sciences/World Languages	Boise	Regional	Traditional
LCSC	Secondary Education: Kinesiology	13.1307	BA, BS		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
ISU	Family and Consumer Sciences	13.1308	BS	Consumer Economics, Family and Consumer Sciences minors	Education	ISU Campus	Regional	Face-to-Face
UI	Industrial Technology	13.1309	B.S.Tech.		ENGR	Idaho Falls--Region VI	Regional	Traditional
BSU	Online Teaching	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	School Technology Coordination	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	Technology Integration Specialist	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	Mathematical Thinking for Instruction	13.1311	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Mathematics Education	13.1311	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
ISU	Mathematics for Secondary Teachers	13.1311	MA	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
BSU	Mathematics Teaching Endorsement	13.1311		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Secondary Education: Mathematics	13.1311	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Music Education	13.1312	B.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music Education	13.1312	M.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
ISU	Music Education	13.1312	BME	N/A	Education	ISU Campus	Regional	Hybrid
UI	Music Education	13.1312	B.Mus.	Emphasis: 1) Instrumental; 2) Vocal	CLASS	Moscow/Region I & II	Regional	Traditional
UI	Vocal-Instrumental Music Education	13.1312		Minor		Moscow/Boise-- Region I & II, Region III	Regional	Face-to-face
CWI	Exercise Science	13.1314	AA	NA	School of Health: Department of Health Science	Nampa/Region III	Regional	Face-to-face, Hybrid
ISU	Physical Education	13.1314	BA, BS	Coaching, Outdoor Education, Sport Management minors, emphases	Education	ISU Campus	Regional	Face-to-Face
NIC	Physical Education	13.1314	A.S.	N/A	Physical Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Physical Education	13.1314	M.Ed		EDU	Moscow--Region I & II	Regional	traditional
CSI	Physical Education - Athletic Training	13.1314	AA		Health, Recreation, and Fitness	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education - Exercise Science	13.1314	AA		Health, Recreation, and Fitness	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education K-12	13.1314	AA		Health, Recreation, and Fitness	CSI Campus	Regional	Traditional with some portion avail online
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	CSI Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU-Meridian Ctr	Regional	Hybrid
BSU	Literacy	13.1315	M.A.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Literacy	13.1315	M.A.		Education/ Literacy, Language and Culture	Treasure Valley	Regional	Weekend only
BSU	Literacy (K-12) Teaching Endorsement	13.1315		minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Literacy Endorsement: K-12	13.1315	Endorsement		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Natural Science Teaching Endorsement	13.1316	Endorsement		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
LCSC	Secondary Education: Earth Science	13.1316	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
LCSC	Secondary Education: Natural Science	13.1316	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	STEM Education	13.1316	M.S.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Economics, Social Science, Secondary Ed	13.1317	B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Political Science, Social Science, Sec.Ed.	13.1317	B.S.		Public Service	Boise	Regional	Traditional
LCSC	Secondary Education: Social Science	13.1317	BA, BS, Certificate		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
BSU	Sociology, Social Science, Sec Ed	13.1317	B.A.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Sociology/Anthropology Teaching Endorsement	13.1317	Endorsement		Arts & Sciences/ Anthropology	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Career and Technical Education	13.1319	B.S.Ed.	Options: 1) Business & Marketing Education; 2) Workforce Training & Development; 3) Engineering & Technology Education	EDU	Boise, CdA, Moscow--Region III, Region I & II	Regional	Face-to-Face, Hybrid, Online
NIC	Engineering & Technology Teacher Education	13.1319	AS		Trades & Industry	Coeur d' Alene/ Region 1	Regional	Traditional
BSU	Biological Science Teaching Endorsement	13.1322		Minor	Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
LCSC	Secondary Education: Biology	13.1322	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Chemistry Teaching Endorsement	13.1323		Minor	Arts & Sciences/Chemistry & Biochemistry	Boise	Regional	Traditional
LCSC	Secondary Education: Chemistry	13.1323	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts & Sciences/Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts & Sciences/Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	French, Secondary Education	13.1325	B.A.		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	German, Secondary Education	13.1326	B.A.		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	History Teaching Endorsement	13.1328	Endorsement		Arts & Sciences/History	Boise	Regional	Traditional
BSU	History, Secondary Education	13.1328	B.A.		Arts & Sciences/History	Boise	Regional	Traditional
BSU	History, Social Sciences, Secondary Education	13.1328	B.A.		Arts & Sciences/History	Boise	Regional	Traditional
BSU	Physical Science Teaching Endorsement	13.1329		Minor	Arts & Sciences/Physics	Boise	Regional	Traditional
BSU	Physics Teaching Endorsement	13.1329		Minor	Arts & Sciences/Physics	Boise	Regional	Traditional
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Communication Teaching Endorsement	13.1331	Endorsement		Arts & Sciences/Communication	Boise	Regional	Traditional
BSU	Psychology Teaching Endorsement	13.1335	Endorsement		Arts & Sciences/Psychological Sciences	Boise	Regional	Traditional
LCSC	Secondary Education: Psychology	13.1335	BA, BS		Professional Studies/ Teacher Education	Lewiston/Region 2	Regional	classroom
BSU	Earth Science Teaching Endorsement	13.1337		Minor	Arts & Sciences/Geosciences	Boise	Regional	Traditional
BSU	Economics Teaching Endorsement	13.1399	Endorsement		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Engineering Teacher	13.1399	Endorsement		Engineering	Boise	Regional	Traditional
UI	Teaching English as a Second Language	13.1401	M.A.		CLASS	Moscow/Region I & II	Regional	traditional
UI	Teaching English as a Second Language	13.1401		Minor	CLASS	Moscow/Region I & II	Regional	traditional
ISU	Teaching English to Speakers of Other Languages (TESOL)	13.1401	Graduate Certificate		English and Philosophy	ISU Campus	Regional	Hybrid
LCSC	Paraprofessional Education	13.1501	AA		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
ISU	Education, General (Literacy)	13.1502	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
CSI	Ed Assistant, Generalist	13.1599	AAS, ITC		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
LCSC	Engineering	14.0101	AS	Minor: Physical Science	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	Classroom
CSI	Engineering	14.0101	AE		Mathematics/Egnineering	Twin Falls/Region IV	Regional	Traditional
BSU	General Engineering	14.0101	B.S.		Engineering	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Manufacturing Engineering	14.0101		Minor	ENGR	Moscow--Region I & II	Regional	Traditional
NIC	Engineering	14.0102	A.S.	Chemical, Civil, Electrical, Mechanical	Engineering	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Engineering, Agriculture	14.0301	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Biomedical Engineering	14.0501		Minor	Engineering/Mechanical & Biomedical Engr.	Boise	Regional	Traditional
UI	Chemical Engineering	14.0701	B.S.Ch.E.; M.S.; M.Eng.; Ph.D.		ENGR	Moscow--Region I & II	Regional	traditional & video conf
CSI	Engineering, Chemical	14.0701	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Civil Engineering	14.0801	B.S.	Emphases: Civil Engineering; Secondary Education	Engineering/Civil Engineering	Boise	Regional	Traditional
BSU	Civil Engineering	14.0801	M.Engr., M.S.		Engineering/Civil Engineering	Boise	Regional	Traditional
ISU	Civil Engineering	14.0801	BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Civil Engineering	14.0801	B.S.C.E.; M.S.; M.Engr; Ph.D.		ENGR	Moscow--Region I & II	Regional	on-campus; Online: M.S.
CSI	Engineering, Civil	14.0801	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
UI	Water Resources	14.0805	M.S.; Ph.D.	Options: 1) Engineering & Science; 2) Science & Management; 3) Law, Management & Policy	CALS	Moscow, CdA, Boise, Idaho Falls--Region I & II, Region III, Region VI	Regional	Traditional, hybrid
UI	Computer Engineering	14.0901	B.S.Comp.E.; M.S.; M.Engr.		ENGR	Moscow--Region I & II	Regional	on-campus; Online: M.S., M.Engr.
CSI	Engineering, Computer	14.0901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Mechanical Engineering	14.0901	B.S.	Emphases: Mechanical Engineering; Secondary Education	Engineering/ Mechanical and Biomedical Engineering	Boise	Regional	Traditional
BSU	Mechanical Engineering	14.0901	M.Engr., M.S.		Engineering/ Mechanical and Biomedical Engineering	Boise	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Hardware and Firmware Focus	14.0999	Certificate			Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Industrial Control Focus	14.0999	Certificate			Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Power Systems Focus	14.0999	Certificate			Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Software Focus	14.0999	Certificate			Boise/Region III	Regional	Traditional
NIC	Apprenticeship - Electrical	14.1001	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
BSU	Electrical & Computer Engineering	14.1001	Ph.D.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical and Computer Engineering	14.1001	M.Engr., M.S.		Engineering/Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	B.S.	Secondary Education Emphasis	Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001		Minor	Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
ISU	Electrical Engineering	14.1001	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Electrical Engineering	14.1001	B.S.E.E.; M.S.; M.Engr; Ph.D.		ENGR	Moscow--Region I & II	Regional	on-campus; On-line: M.S., M.Engr
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	University Place	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
BSU	Computational Materials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
BSU	Foundations in Materials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
BSU	Materials Sci and Engineering	14.1801		Minor	Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	B.S.	Emphases: Materials Science & Engineering; Secondary Education	Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	M.Engr., M.S.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	Ph.D.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
UI	Materials Science and Engineering	14.1801	B.S.M.S.E.; M.S.; Ph.D.		ENGR	Moscow--Region I & II	Regional	Traditional
UI	Materials Science and Engineering	14.1801		Minor	ENGR	Moscow--Region I & II	Regional	Traditional
BSU	Nanomaterials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
CSI	Engineering, Electrical	14.1901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Engineering, Mechanical	14.1901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Mechanical Engineering	14.1901	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Mechanical Engineering	14.1901	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Mechanical Engineering	14.1901	B.S.M.E.; M.S.; M.Engr.; Ph.D.		ENGR	Moscow--Region I & II	Regional	Face-to-face; Online: M.Engr
UI	Mechanical Engineering	14.1901		Minor	ENGR	Moscow--Region I & II	Regional	Face-to-face; Online: M.Engr
UI	Metallurgical Engineering	14.2001	M.S.		ENGR	Moscow--Region I & II	Regional	Traditional
UI	Metallurgical Engineering	14.2001		Minor	ENGR	Moscow--Region I & II	Regional	Traditional
UI	Metallurgy	14.2001	M.S.		ENGR	Moscow--Region I & II	Regional	on-campus and outreach
ISU	Nuclear Engineering	14.2301	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Nuclear Engineering	14.2301	M.S.; M.Engr; Ph.D.		ENGR	Idaho Falls/Moscow-- Region VI, Region I & II	Regional	on-campus and online
ISU	Nuclear Science and Engineering	14.2301	MS	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering / Applied Nuclear Energy	14.2301	PB Cert	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
BSU	Industrial Engineering	14.3501		Minor	Business & Economics, Engineering	Boise	Regional	Traditional
UI	Geological Engineering	14.3901	M.S.		ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	Online: M.S.
UI	Geological Engineering	14.3901		Minor	ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	Online: M.S.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Biological Engineering	14.4501	B.S.; M.S.; M.Engr.; Ph.D.		ENGR	Moscow, Boise -- Region I & II, Region III	Regional	Face to face/web
UI	Engineering Management	14.9999	M.Engr.		ENGR	Moscow, Boise, Idaho Falls--Region I & II, Region III, Region VI	Regional	online
ISU	Civil Engineering Technology	15.0201	ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Civil Engineering Technology-Materials Testing and Specifiction	15.0201	BTC	NA	Technology	ISU Campus	Regional	Hybrid
ISU	Electrical Engineering Technology	15.0303	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	AAS, BTC	NA	School of Industry, Engineering, and Trades; Department of Engineering	Nampa/Region III	Regional	Face-to-face
ISU	Energy Systems Technology	15.0303	ITC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Laser/Electro-Optics Technology	15.0304	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Instrumentation Engineering Technology	15.0404	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Industrial Controls (Under Energy Systems)	15.0404	AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	ITC,BAS Add: BTC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Electrical Engineering Technology	15.0503	AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Renewable Energy Technology	15.0503	ITC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Wind Engineering Technology	15.0503	BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Wind Engineering Technology - inactive 2015	15.0503	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Wind Energy Technology	15.0503	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Water Resource Mgmt	15.0506	AAS, ITC, BTC		Agriculture	CSI Campus	Regional	Traditional
CSI	Environmental Technology	15.0507	AAS, ITC		Agriculture/Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
NIC	Industrial Technology discontinuance in progress 7-31-17	15.0603	Tech. Certificate/ITC	N/A	Industrial Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
UI	Technology Management	15.0612	M.S.		ENGR	Moscow, Boise, Idaho Falls--Region I & II, Region III, Region VI	Regional	online
ISU	Advanced Automation and Manufacturing Technology	15.0613	ATC ITC		Technology	ISU Campus	Regional	
ISU	Advanced Automation and Manufacturing Technology - 2/19/2015)	15.0613	AAS, BAS		Technology	ISU Campus	Regional	
LCSC	CNC Machining Technology	15.0613	BAS, AAS,-ATC, ITC		Career & Technical Education/ Technical & Industrial	Lewiston	Regional	classroom
NIC	Manufacturing discontinuance in progress 7-31-17	15.0613	Tech. Certificate	Basic	Business Administration	Coeur d'Alene	Regional	Not Offered
CSI	Manufacturing Technology	15.0613	ITC, AAS	Machining, Automation and Robotics	Information Technology	CSI Campus	Regional	Traditional with some portion avail online
NIC	Aerospace Technology	15.0801	AAS, ATC, BTC, ITC	Advanced Manufacturing Computer Numerical Control Mill Operation Composite Fabrication Composite Repair Composite Tech Non-Destructive Testing and Inspection (NDTI)	Aerospace	Coeur d'Alene/Region 1 (Located 1845 W. Dakota Ave., Hayden, ID)	Regional	Traditional, Hybrid
ISU	Unmanned Aerial Systems	15.0801	BTC, ITC, AAS, BAS		Technology	ISU Campus	Regional	traditional/online
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Surveying and Geomatics Engineering	15.1102	BS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Computer Aided Design Drafting Technology	15.1302	ATC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Drafting Technology	15.1302	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Drafting Technology	15.1302	AAS, ATC, ITC	NA	School of Industry, Engineering, and Trades; Department of Engineering	Nampa/Region III	Regional	Face-to-face
NIC	Computer Aided Design Tech	15.1303	ITC	Architectural Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1303	Adv. Tech. Cert.	Architectural Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1303	A.A.S.	Architectural Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Engineering Technology Traditional	15.1303	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
LCSC	Engineering Technology Civil,	15.1304	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Computer Aided Design Tech	15.1306	ITC	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1306	Adv. Tech. Cert.	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1306	A.A.S.	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Engineering Technology Mechanical	15.1306	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
ISU	Mechanical Drafting	15.1306	ITC		Technology	ISU Campus	Regional	
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS, BAS		Technology	ISU Campus	Regional	Hybrid
CSI	Language, Spanish	16.0101	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
UI	Modern Language Business	16.0101	B.A.		CLASS	Moscow--Region I & II	Regional	traditional
NIC	Modern Languages	16.0101	A.A.	N/A	Modern Languages	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
BSU	Chinese Studies	16.0301		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary Mandarin Chinese	16.0301	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermedite Mandarin Chinese	16.0301	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
ISU	Advanced Japanese Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic Japanese Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Elementary Japanese	16.0302	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate Japanese	16.0302	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Japanese Studies	16.0302		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary Korean	16.0303	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate Korean	16.0303	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
ISU	Russian	16.0402	AA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Advanced German Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic German Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Elementary German	16.0501	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	German	16.0501	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	German	16.0501		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
UI	German	16.0501		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	German for Business	16.0501		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	German for Business and Professions	16.0501	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Intermediate German	16.0501	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
NIG	Manufacturing-discontininace in progress 7-31-17	16.0613	Post-Secondary	N/A	Basic	Coeur d'Alene	Regional	Not Offered
BSU	Romance Languages	16.0900		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Advanced French Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic French Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Elementary French	16.0901	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	French	16.0901	B.A.		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	French	16.0901		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
UI	French	16.0901	B.A.		CLASS	Moscow--Region I & II	Regional	traditional/study abroad
UI	French	16.0901		Minor	CLASS	Moscow--Region I & II	Regional	traditional/study abroad
BSU	French for Business	16.0901		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
ISU	French for Business and Professions	16.0901	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Intermediate French	16.0901	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary Portuguese	16.0904	Certificate			Boise/Region III	Regional	Traditional
BSU	Intermediate Portuguese	16.0904	Certificate			Boise/Region III	Regional	Traditional
ISU	Advanced Spanish Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic Spanish Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Elementary Spanish	16.0905	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate Spanish	16.0905	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Spanish	16.0905	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Spanish	16.0905		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
CWI	Spanish	16.0905	AA	NA	School of Arts & Humanities/Department of Modern Languages	Nampa/Region III	Regional	Face-to-face
ISU	Spanish	16.0905	BA		Arts and Letters	ISU Campus	Regional	Hybrid
UI	Spanish	16.0905	B.A.		CLASS	Moscow/Region I & II	Regional	traditional/study abroad
UI	Spanish	16.0905		Minor	CLASS	Moscow/Region I & II	Regional	traditional/study abroad
ISU	Spanish for Business and Professions	16.0905	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Spanish for Health Professions	16.0905	BA, Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Shoshoni	16.1001	AA	N/A	Department of Anthropology	ISU Campus	Regional	Face-to-Face
BSU	Arabic Studies	16.1101		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary Arabic Studies	16.1101	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate Arabic	16.1101	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary Latin	16.1203	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate Latin	16.1203	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Latin	16.1203		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	American Sign Language	16.1601		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary American Sign Language	16.1601	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate American Sign Language	16.1601	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
CWI	Sign Language Studies	16.1601	AA	NA	School of Arts and Humanities /Department of Modern Languages	Nampa/Region III	Regional	Face-to-face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Sign Language Studies	16.1603	AS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Basque Studies	16.9999		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
CSI	Language, American Sign Language	16.9999	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
ISU	Architectural Drafting	17.3011	ITC		Technology	Pocatello	Regional	Traditional
UI	Family and Consumer Sciences	19.0101	M.S.		CALS	Moscow--Region I & II	Regional	Traditional, combination
UI	Food and Nutrition	19.0501	B.S.F.C.S.	Options: Nutrition	CALS	Moscow, CdA (snr CPD students only)- Region I & II	Regional	Traditional, combination
NIC	Pre-Nutrition	19.0501	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Hybrid
UI	Child, Family and Consumer Studies	19.0701	B.S.F.C.S.	Emphases: 1) Child Development and Family Relations; 2) Family Development Across the Lifespan; 3) Personal and Family Finance	CALS	Moscow--Region I & II	Regional	traditional/combinatio n
UI	Early Childhood Development and Education	19.0701	B.S.Early Childhd.Dev.Ed.		CALS	Moscow--Region I & II	Regional	Traditional, combination
UI	Aging Studies	19.0702		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Family Studies	19.0704		Minor	Arts & Sciences/Psychological Sciences	Boise	Regional	Traditional
NIC	Child Development	19.0706	A.S.	N/A	Child Development	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Child Development	19.0706	Associate Cert.	N/A	Child Development	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Early Childhood Care and Education	19.0708	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Early Childhood Care and Education	19.0708	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Early Childhood Education	19.0708	AAS, ATC, ITC, BTC	NA	School of Social Sciences and Public Affairs; Department of Education/CTE	Nampa/Region III	Regional	Face-to-face
CSI	Early Childhood/Blended	19.0708	BA		Education	CSI Campus		
CSI	Education, Early Childhood Education	19.0708	AA, AAS, ITC, BTC		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR only Online exclusively
CSI	Education, Early Childhood Education - Child Development Associate	19.0708	BTC CDA		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR only Online exclusively
NIC	Child Development	19.0709	Academic Certificate	N/A	Child Development	Coeur d'Alene	Regional	Traditional
UI	Apparel, Textiles and Designs	19.0901	B.S.F.C.S.		CALS	Moscow--Region I & II	Regional	traditional, online
UI	Law	22.0101	J.D.; LL.M.	Emphasis: 1) Business Law & Entrepreneurship; 2) Litigation & Alternate Dispute; 3) Native America Law; 4) Natural Resources & Environmental Law	LAW	Moscow/Boise-- Region I & II, Region III	Statewide	Traditional with the use of some on-line and video conference capability
UI	Master of Laws	22.0101	LL.M		LAW	Moscow--Region I & II	Regional	Face to face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Legal Administrative Assistant	22.0301	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Legal Office Technology	22.0301	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
CEI	Legal Assistant	22.0302	LGL.AAS	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Legal Assistant	22.0302	LGL. ITC	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Paralegal	22.0302	BAS, AAS, ITC	Pre-law minor	Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Paralegal	22.0302	A.A.S.	N/A	Paralegal	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
ISU	Paralegal Studies	22.0302	AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
BSU	English	23.0101	B.A.	Emphases: Linguistics; Literature; Technical Communication: Writing, Rhetoric, Technical Communications; Teaching	Arts & Sciences/English	Boise	Regional	Traditional
BSU	English	23.0101	M.A.	Emphases: English; Literature; Rhetoric and Composition	Arts & Sciences/English	Boise	Regional	Traditional
CSI	English	23.0101	AA		English, Language & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
CWI	English	23.0101	AA	Literature or Creative Writing Emphasis	School of Arts and Humanities/Department of English	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
LCSC	English	23.0101	BA	Minors: Middle School English Language Arts; Professional Writing; Art; Music; Nez Perce Language; Spanish; Theatre	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
ISU	English	23.0101	BA	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	English	23.0101	MA,CERT	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	English	23.0101	A.A.	N/A	English	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	English	23.0101	B.A.; M.A.	Emphasis: 1) Literature; 2) Creative Writing; 3) Professional Writing; 4) Teaching; 5) Linguistics and Literacy	CLASS	Moscow--Region I & II	Regional	traditional
UI	English	23.0101		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	English	23.0101	B.A.	Emphasis: 3) Professional Writing	CLASS	CdA	Regional	Traditional
BSU	English	23.0101		Minor	Arts & Sciences/English	Boise	Regional	Traditional
ISU	English and the Teaching of English	23.0101	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Linguistics	23.0101		Minor	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Creative Writing	23.0501	M.F.A.		Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
LCSC	English: Creative Writing	23.0501	BA		Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	English, Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Graduate Certificate		Arts & Sciences/ English	Boise	Regional	Traditional
UI	Creative Writing	23.1302	M.F.A.		CLASS	Moscow--Region I & II	Regional	traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Creative Writing	23.1302		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Creative Writing	23.1302		Minor		Boise/Region III	Regional	Traditional
BSU	Creative Writing	23.1302	BFA/BA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
LCSC	Creative Writing	23.1302	BFA		Liberal Arts & Sciences/Humanities	Lewiston	Regional	Traditional
BSU	Narrative Arts	23.1302	BFA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
BSU	Associate of Arts, General	24.0101	A.A.		Arts & Sciences/Administration	Boise	Regional	Traditional
BSU	Associate of Science, General	24.0101	A.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
CEI	Associate of Science, General	24.0101	AS			Idaho Falls		Traditional
ISU	Bachelor of Applied Science	24.0101	BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Bachelor of Applied Science	24.0101	BAS		Technology	University Place	Regional	Face-to-Face
CSI	Liberal Arts	24.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Liberal Arts	24.0101	AA	NA	School of Arts and Humanities/Department of Integrated Studies	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
LCSC	Liberal Arts	24.0101	AA		HUMNS/SS	Lewiston	Regional	classroom/online
LCSC	Applied Technology	24.0102	BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
CWI	General Education	24.0102	Academic Certificate	NA	School of Arts and Humanities/Department of Integrated Studies	Nampa/Region III	Regional	Face-to-face, Hybrid
CSI	General Studies	24.0102	BA		Arts & Letters	CSI Campus		Regional
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	CSI Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	University Place	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	University Place	Regional	Hybrid
NIC	General Studies	24.0102	A.A.	N/A	N/A	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	General Studies	24.0102	B.G.S.		CLASS	Moscow--Region I & II	Regional	Traditional & online
LCSC	General Studies: Business	24.0102	BA, BS		Professional Studies/Business	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Education	24.0102	BA, BS		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
LCSC	General Studies: Humanities	24.0102	BA, BS		Liberal Arts & Sciences/Humanities	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Natural Science & Math	24.0102	BA, BS		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
LCSC	General Studies: Social Sciences	24.0102	BA, BS		Liberal Arts & Sciences/Social Sciences	LEW/CDA	Regional	classroom
BSU	Multidisciplinary Studies	24.0102	B.A.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Multidisciplinary Studies	24.0102	B.A.		Arts & Sciences/ Administration	Boise	Regional	Online
NIC	Humanities	24.0103	A.A.	N/A	Humanities	Coeur d'Alene	Regional	Traditional, Hybrid
CEI	Liberal Arts	24.0199	AA			Idaho Falls		Traditional
CSI	Library and Information Science	25.0101	AA		Library and Information Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
BSU	Biology	26.0101	B.S.	Emphases: Biology, Cellular, Molecular, and Biomedical; Ecology, Evolution, and Behavior; secondary education	Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.A.		Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.S.		Arts & Sciences/Biological Sciences	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Biology	26.0101		Minor	Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
CSI	Biology	26.0101	AS		Biology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Biology	26.0101	AS	Human Biology Emphasis	STEM/Department of Life Sciences	Nampa/Region III	Regional	Face-to-face, Hybrid
CWI	Biology	26.0101	AS	Natural Resources Emphasis	STEM/Department of Life Sciences	Nampa/Region III	Regional	Face-to-face, Hybrid
CWI	Biology	26.0101	AS	General	STEM/Department of Life Sciences	Nampa/Region III	Regional	Face-to-face, Hybrid
LCSC	Biology	26.0101	BA, BS	Minor: Natural Science	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston/Region 2	Regional	classroom
ISU	Biology	26.0101	BA, BS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	MS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	DA, Ph D	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Biology	26.0101	B.A.; B.S.; M.S.; Ph.D.		COS	Moscow--Region I & II	Regional	Traditional
UI	Biology	26.0101		Minor	COS	Moscow--Region I & II	Regional	Traditional
CSI	Biology - Health Care	26.0101	AS		Biology	CSI Campus	Regional	Traditional with some portion avail online
CSI	Biology-Natural Resources	26.0101	AS		Biology	CSI Campus	Regional	Traditional with some portion avail online
UI	Biochemistry	26.0202	B.S.Biochem.		COS	Moscow--Region I & II	Regional	Traditional
UI	Biochemistry	26.0202		Minor	COS	Moscow--Region I & II	Regional	Traditional
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	Ph.D.		COS	Moscow--Region I & II	Regional	Traditional
UI	Molecular Biology and Biochemistry	26.0204		Minor	COS	Moscow--Region I & II	Regional	Traditional
UI	Molecular Biology and Biotechnology	26.0204	B.S.M.B.B.		COS	Moscow--Region I & II	Regional	Traditional
ISU	Biochemistry	26.0210	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
BSU	Biomolecular Sciences	26.021	M.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
ISU	Microbiology	26.0502	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	Ph.D.	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Microbiology	26.0502	B.S.Microbiol.		COS	Moscow--Region I & II	Regional	Traditional
UI	Microbiology	26.0502		Minor	COS	Moscow--Region I & II	Regional	Traditional
NIC	Pre-Microbiology/Medical Tech	26.0502	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Entomology	26.0702	M.S.; Ph.D.		CALS	Moscow--Region I & II	Regional	traditional/video link
UI	Entomology	26.0702		Minor	CALS	Moscow--Region I & II	Regional	traditional/video link
BSU	Raptor Biology	26.0799	M.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
UI	Bioinformatics and Computational Biology	26.1103	M.S.; Ph.D.		COS	Moscow--Region I & II	Regional	Traditional
UI	Biotechnology and Plant Genomics	26.1201	B.S.Pl.Sc.		CALS	Moscow, Region I	Regional	Face to face
UI	Biotechnology and Plant Genomics	26.1201	Minor		CALS	Moscow/Region II	Regional	Face to face



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Ecology	26.1307		Minor		Moscow--Region I & II	Regional	Traditional, combination
UI	Ecology and Conservation Biology	26.1307	B.S.Ecol.-Cons.Biol.	Options:) 1) Natural Resources Ecology: 2) Conservation Biology	CNR	Moscow--Region I & II	Regional	Traditional
UI	Neuroscience	26.1501	M.S.; Ph.D.		COS	Moscow--Region I & II	Regional	Traditional
BSU	Mathematics	27.0101	B.S.	Secondary Education Emphasis	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
CSI	Mathematics	27.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Mathematics	27.0101	BA, BS	Minors: Middle School Math; math Middle School Mathematics Endorsement	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
ISU	Mathematics	27.0101	AS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	MS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	DA	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	AS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
NIC	Mathematics	27.0101	A.S.	N/A	Mathematics	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Mathematics	27.0101	B.S.; M.A.T.;M.S.; Ph.D.	Options: General; Applied-Computation; Applied-Quantitative Modeling	COS	Moscow--Region I & II	Regional	Traditional; Online: M.A.T.
UI	Mathematics	27.0101		Minor	COS	Moscow--Region I & II	Regional	Traditional; Online: M.A.T.
BSU	Applied Mathematics	27.0301	B.S.		Arts & Sciences/Mathematics	Boise	Regional	Traditional
BSU	Applied Mathematics	27.0301		Minor	Arts & Sciences/Mathematics	Boise	Regional	Traditional
UI	Statistical Science	27.0501	M.S.		COS	Moscow/Region I & II	Regional	Traditional Engineering Outreach Hybrid; On-line
ISU	Statistics	27.0501	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Statistics	27.0501		Minor	COS	Moscow/Region I & II	Regional	Traditional Engineering Outreach Hybrid
UI	Statistics	27.0501	BS	Emphasis: 1) General Statistics; 2) Actuarial Science	COS	Moscow/Region I and II	Regional	Traditional
UI	Aerospace Studies	28.0101		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	Naval Science	28.0401		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	Military Science	28.0503		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Military Science	29.0101		Minor	Public Service	Boise	Regional	Traditional
ISU	General Interdisciplinary	30.0000	MS, MA, M Ed	N/A	Graduate School	ISU Campus	Regional	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	General Interdisciplinary	30.0000	MS	N/A	Graduate School	University Place	Regional	Hybrid
CSI	STEM	30	AS		Education	CSI Campus	Regional	Traditional with some portion avail online
CWI	STEM	30.0601	AS			Nampa, Boise	Regional	Traditional
BSU	Computational Science and Engineering	30.1001		Minor	Arts & Sciences/Engineering	Boise		
BSU	Gerontology	30.1101		Minor	Health Sciences/ Community and Envir. Health	Boise	Regional	Traditional
ISU	Interprofessional Geriatric	30.1101	PB Cert		Division of Health Sciences	ISU Campus	Regional	
LCSC	Behavioral Science	30.1701	AA		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
BSU	Global Studies	30.2001	B.A.		School of Public Service	Boise	Regional	Traditional
ISU	Global Studies	30.2001	BA	International Studies minor, emphases	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts & Sciences/ Administration	Boise	Regional	Online
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
LCSC	Interdisciplinary AAS	30.9999	AAS		Career & Technical Education	Lewiston	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	B.A., B.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	M.A., M.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
LCSC	Interdisciplinary Studies	30.9999	BA, BS		BUS/HUM/SS/NS	Lewiston/Region 2	Regional	classroom/online
NIC	Interdisciplinary Studies	30.9999	A.A.	N/A	Interdisciplinary Studies	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Interdisciplinary Studies	30.9999	B.A.; B.S.; M.A.; M.S.		CLASS	Moscow/CdA-- Region I & 2	Regional	traditional
UI	Interdisciplinary Studies	30.9999		Minor	CLASS	Moscow/CdA-- Region I & 2	Regional	traditional
UI	Outdoor Recreation Leadership	31.03		Minor	EDU	Moscow--Region I & II	Regional	Traditional, Face-to-Face
UI	Sustainable Tourism and Leisure Enterprises	31.03		Minor	EDU	Moscow/Region I & II	Regional	Traditional, Face-to-Face
UI	Movement and Leisure Sciences	31.0301	M.S.		EDU	Moscow--Region I & II	Regional	Face-to-Face
UI	Recreation, Sport, and Tourism Management	31.0301	B.S.Rec.		EDU	Moscow--Region I & II	Regional	Face-to-Face
BSU	Athletic Leadership, Master of	31.0504	M.A.L.		Health Sciences/Kinesiology	Boise	Regional	Traditional
LCSC	Sport Administration	31.0504	BA, BS		Business/MaSS	Lewiston	Regional	classroom/online
LCSC	Exercise Science	31.0505	BA, BS		MaSS/ Natural Sciences and Mathematics	Lewiston	Regional	classroom
UI	Exercise, Sport and Health Sciences	31.0505	B.S.E.S.H.	Program Tracks: 1) Pre-Physical Therapy 26.0908 2) Fitness, Health, and Human Performance 26.0908 3) Pre-Athletic Training 31.0505 4) Physical Education Teacher 13.1314 5) Community Health Education and Promotion 51.0001	EDU	Moscow--Region I & II	Regional	Face-to-Face
BSU	Kinesiology	31.0505	B.S.	Emphases: Kinesiology; Biomechanics; Exercise Science; Pre-Allied Health; Pre-Athletic Training	Health Sciences/Kinesiology	Boise	Regional	Traditional
BSU	Kinesiology	31.0505	M.K., M.S.	Emphases: Kinesiology; Behavioral Studies; Biophysical Studies; Socio-historical Studies	Health Sciences/Kinesiology	Boise	Regional	Traditional
LCSC	Kinesiology	31.0505	BA, BS	Minors: Health, Coaching	Liberal Arts & Sciences/MaSS	Lewiston	Regional	classroom
NIC	Outdoor Recreation Leadership	31.0601	ATC, A.A.S.	N/A	Physical Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Physical Education - Sport Management	31.0601	AA		Health, Recreation, and Fitness		Regional	Traditional with some portion avail online
NIC	Resort/Recreation Management	31.0601	ATC, AAS	NA	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional Web enhanced, online hybrid
NIC	Non-Degree Seeking Students	32.0101	N/A	N/A	N/A	Coeur d'Alene	Regional	
BSU	Early Childhood Intervention	32.1210	BA		Education/Early and Special Education	Boise/Region III	Regional	Traditional
BSU	Sustainability	33.3301		Minor	Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Sport Coaching	36.0108	Certificate			Boise/Region III	Regional	Traditional
UI	Professional Writing	36.0118		Minor	CLASS	Moscow/Region I & II	Regional	traditional
CWI	Philosophy	38.0100	AA		School of Arts and Humanities; Department of Integrated Studies	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
UI	Bioethics	38.0101		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Philosophy	38.0101	B.A.		Arts & Sciences/ Philosophy	Boise	Regional	Traditional
BSU	Philosophy	38.0101		Minor	Arts & Sciences/ Philosophy	Boise	Regional	Traditional
ISU	Philosophy	38.0101	BA	Philosophy, Ethics, Philosophy & Religion minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Philosophy	38.0101	A.A.	N/A	Philosophy	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Philosophy	38.0101	B.A.; B.S.; M.A.		CLASS	Moscow--Region I & II	Regional	hybrid
UI	Philosophy	38.0101		Minor	CLASS	Moscow--Region I & II	Regional	hybrid
UI	Religious Studies	38.0201		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Chemistry	40.0401		Minor	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
CWI	Chemistry	40.0500	AS	NA	STEM/Department of Physical Sciences	Nampa/Region III	Regional	Face-to-face
BSU	Chemistry	40.0501	B.S.	Emphases: Chemistry, ACS certified Biochemistry; Biochemistry; Forensics; ACS Certified Professional; Secondary Education	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry	40.0501	M.S.		Arts & Sciences/Chemistry & Biochemistry	Boise	Regional	Traditional
CSI	Chemistry	40.0501	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Chemistry	40.0501	BA, BS		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
ISU	Chemistry	40.0501	BA, BS		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Chemistry	40.0501	MS		Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Chemistry	40.0501	A.S.	N/A	Chemistry	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
UI	Chemistry	40.0501	B.S.; M.S.; Ph.D.	Options: 1) General; 2) Professional; 3) Premedical; 4) Forensics	COS	Moscow--Region I & II	Regional	Lecture/lab
UI	Chemistry	40.0501		Minor	COS	Moscow--Region I & II	Regional	Lecture/lab

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Earth Science	40.0601	BA, BS	Minors: Geographic Information Science, Earth Science, Environmental Studies	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Earth Sciences	40.0601	M.E.Sci.		Arts & Sciences/Geosciences	Boise	Regional	Traditional
UI	Geological Sciences	40.0601	B.S.	Options: 1) General Geology; 2) Hydrogeology; 3)Resource Exploration; 4) Environmental Geology; 5)Geological Education; 6) Structural Geology & Tectonics	COS	Moscow--Region I & II	Regional	Traditional
CSI	Geology	40.0601	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Geology	40.0601	BA, BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geology	40.0601	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Geology	40.0601	A.S.	N/A	Geology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Geology	40.0601	M.S.; Ph.D.		COS	Moscow--Region I & II	Regional	Traditional
UI	Geology	40.0601		Minor	COS	Moscow--Region I & II	Regional	Traditional
CWI	Geology	40.0601	AS	NA	STEM/ Department of Physical Science	Nampa/Region III	Regional	Face-to-face
BSU	Geosciences	40.0601	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	B.S.	Emphases: Geology; Hydrology; Geophysics; Climate Studies; Secondary Education	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
ISU	Geosciences	40.0601	Ph D		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Applied Geophysics	40.0603	MS		Science and Engineering	ISU Campus	Regional	Hybrid
BSU	Geophysics	40.0603	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geophysics	40.0603	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
ISU	Hydrology	40.0603	MS		Science and Engineering	ISU Campus	Regional	Hybrid
BSU	Hydrologic Sciences	40.0605	M.S.		Arts & Science/ Geosciences Engineering/ Civil Engineering	Boise	Regional	Traditional
UI	Water Science and Management	40.0605	B.S.SWS		CALS	Moscow, Region I	Regional	Traditional
BSU	Geographic Information Analysis	40.0699	Graduate Certificate		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geospatial Information Analysis	40.0699		Minor	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Physics	40.0801	B.S.	Emphases: Physics; Applied Physics; Biophysics; Secondary Education; Astrophysics	Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics	40.0801		Minor	Arts & Sciences/ Physics	Boise	Regional	Traditional
CSI	Physics	40.0801	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Physics	40.0801	AS,BA, BS, MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Physics	40.0801	B.S.; B.A.; M.S.; Ph.D.	Emphasis: 1)General Physics; 2) Applied Physics	COS	Moscow--Region I & II	Regional	Live lecture/live video
UI	Physics	40.0801		Minor	COS	Moscow--Region I & II	Regional	Live lecture/live video

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Physics, Applied	40.0801	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
NIC	Physics/Astronomy	40.0801	A.S.	N/A	Physics	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
ISU	Health Physics	40.0899	AS, BS	Emphasis	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Health Physics	40.0899	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Health Physics	40.0899	AS	Emphasis	Science and Engineering	University Place	Regional	Face-to-Face
ISU	Health Physics	40.0899	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
UI	Addictions	42.0101		Minor	CLASS	Moscow/CdA-- Regional I & Region II	Regional	Hybrid
BSU	Psychology	42.0101	B.S.		Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional
BSU	Psychology	42.0101		Minor	Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional
CSI	Psychology	42.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Psychology	42.0101	BS, BA		Social Science	CSI Campus		
CWI	Psychology	42.0101	AA	NA	Social Sciences and Public Affairs/Department of Social and Human Relations	Nampa/Region III	Regional	Face-to-face, Hybrid
LCSC	Psychology	42.0101	BA, BS	Addiction Studies minor; Psychology minor	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
ISU	Psychology	42.0101	BA, BS	Psychology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Psychology	42.0101	MS	Psychology minor	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Psychology	42.0101	A.S.	N/A	Psychology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Psychology	42.0101	B.A.; B.S.; M.S.		CLASS	Moscow--Region I & II	Regional	hybrid; On-line: M.S On-line BA/BS
UI	Psychology	42.0101		Minor	CLASS	Moscow--Region I & II	Regional	hybrid; On-line: M.S On-line BA/BS
ISU	Experimental Psychology	42.2704	Ph D		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Experimental Psychology	42.2704	Ph.D.		CLASS	Moscow--Region I & II	Regional	traditional, hybrid
ISU	Clinical Psychology	42.2801	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	School Psychology	42.2805	Ed S, <b>M.Ed.</b>	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Criminal Justice	43.0103	B.S.		Public Service	Twin Falls	Regional	Traditional
BSU	Criminal Justice	43.0103	A.S.		Public Service	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103	B.S.		Public Service	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103	M.A.		Public Service	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103		Minor	Public Service	Boise	Regional	Traditional
CSI	Criminal Justice	43.0104	BA, BS		Soc Sci & Public Affairs	BSU Campus		
CWI	Criminal Justice	43.0104	AA	NA	Social Sciences and Public Affairs/Department of Public Safety	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
NIC	Criminal Justice	43.0104	A.A.	N/A	Public Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Criminal Justice Administration	43.0104	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Criminology	43.0104	AA	Options	Arts and Letters	ISU Campus	Regional	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Justice Studies	43.0104	BA, BS	Minors: Human Services, Justice Studies	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
UI	Justice Studies	43.0104		Minor	CLASS	Moscow--Region I & II	Regional	traditional
NIC	Administration of Justice	43.0107	A.A.S.	N/A	Public Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Law Enforcement	43.0107	AAS, ITC, BTC		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Law Enforcement	43.0107	AAS, ITC, BTC	NA	School of Social Sciences and Public Affairs, Department of Public Safety/ CTE	Nampa/Region III	Regional	Face-to-face
ISU	Law Enforcement	43.0107	ITC, BTC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Law Enforcement	43.0107	BTC	P.O.S.T.	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	ITC	N/A	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	A.A.S.	N/A	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Fire Safety	43.0201	Certificate-UG		ENG	Moscow, CdA, Boise, IDF--Region I & II, Region III, VI	Regional	Traditional & online
CSI	Fire Service Technology	43.0201	AAS		Workforce Training	CSI Campus	Regional	Traditional with some portion avail online
CWI	Fire Service Tech	43.0203	AAS	NA	School of Social Sciences and Public Affairs; Department of Public Safety/CTE	Nampa/Region III	Regional	Face-to-face
LCSC	Fire Service Technology	43.0203	AAS, BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Fire Service Technology	43.0203	A.A.S.	N/A	Fire Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Fire Services Administration (Fully Online)	43.0203	AS, BS		Division of Health Sciences	ISU Campus	Regional	Online
CWI	Wildland Fire Management	43.0203	AAS	NA	School of Social Sciences and Public Affairs; Department of Public Safety	Nampa/Region III	Regional	Face-to-face
ISU	Cyber-physical Security	43.0303	ITC, AAS		Technology	ISU Campus	Regional	Classroom/Lab
ISU	Emergency Management	43.9999	AS,BS	Minor	Division of Health Sciences	ISU Campus	Regional	Online
BSU	Public Administration	44.0401	M.P.A.	Emphases: General Public Administration; Environmental & Natural Resource Policy & Admin.; State and Local Govt. Policy & Admin.	Public Service	Boise	Statewide	Traditional
UI	Public Administration	44.0401	M.P.A.		CLASS	Moscow--Region I & II	Regional	traditional & on-line
BSU	Public Policy and Administration	44.0401	Ph.D.		Public Service	Boise	Statewide	Traditional
BSU	Social Work	44.0701	B.A.		Health Sciences/ Social Work	Boise	Regional	Traditional
BSU	Social Work	44.0701	B.A.		Health Sciences/ Social Work	Twin Falls	Regional	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences / Social Work	Boise	Statewide	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Social Work	44.0701	M.S.W.		Health Sciences/ Social Work	Boise	Statewide	On-line
BSU	Social Work	44.0701	M.S.W.		Health Sciences Social Work	Coeur d'Alene	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences/ Social Work	Twin Falls	Statewide	Traditional
CSI	Social Work	44.0701	BA, BS, MSW		Social Science	BSU Campus		
CSI	Social Work	44.0701	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Social Work	44.0701	BSW		Liberal Arts & Sciences/Social Sciences	LEW/CDA	Regional	classroom
ISU	Social Work	44.0701	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Social Work	44.0701	MSW		Arts and Letters	ISU Campus	Regional	face-to-face/hybrid
NIC	Social Work	44.0701	A.A.	N/A	Sociology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Refugee Services	44.0799	Graduate Certificate		Health Science/ Social Work	Boise	Regional	Traditional
BSU	Refugee Services	44.0799	Certificate, Undergraduate		Health Science/ Social Work	Boise	Regional	Traditional
BSU	Refugee Studies	44.0799		Minor	Arts & Sciences/ History	Boise	Regional	Traditional
BSU	Social Science	45.0101	A.A.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Social Science	45.0101	B.S.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
LCSC	Social Sciences	45.0101	BA, BS	Minors: Anthropology, Environmental Studies, Global Perspectives, Native American Studies, Political Psychology, Political Sciences, Sociology, Women's and Gender Studies	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
UI	Data Analytics	45.0102	Certificate-GR		COS	Moscow/Region I & II	Regional	Traditional
BSU	Data Science for the Liberal Arts	45.0102	Undergraduate Certificate			Boise/Region III	Regional	Traditional
LCSC	Instrument Mechanic Technology	45.0105	BAS, AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
BSU	Anthropology	45.0201	B.S.		Arts & Sciences/Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201		Minor	Arts & Sciences/Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201	M.A.		Arts & Sciences/Anthropology	Boise	Regional	Traditional
CSI	Anthropology	45.0201	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Anthropology	45.0201	AA	NA	Social Sciences and Public Affairs/Department of Culture, History, and Politics	Nampa/Region III	Regional	Face-to-face, Hybrid
ISU	Anthropology	45.0201	BA	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Anthropology	45.0201	MA,MS	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Face-to-Face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Anthropology	45.0201	A.A.	N/A	Anthropology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
UI	Anthropology	45.0201	B.A.; B.S.; M.A.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Anthropology	45.0201		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Anthropology, Applied	45.0201	M.A.A.		Arts & Sciences/Anthropology	Boise	Regional	Traditional
BSU	Design Ethnography	45.0299	Certificate, Undergraduate		Arts & Sciences/Innovation and Design/Anthropology	Boise	Regional	Online
BSU	Design Ethnography	45.0299	Certificate, Undergraduate		Arts & Sciences/Innovation and Design/Anthropology	Boise	Regional	Traditional
BSU	Economics	45.0601	B.A.	Emphases: Economics; Quantitative	Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Economics	45.0601	MS, M.Ec		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Economics	45.0601		Minor	Business & Economics/ Economics	Boise	Regional	Traditional
CSI	Economics	45.0601	AA	Business, Social Science	Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Economics	45.0601	BA, BS	Economics minor, options	Business	ISU Campus	Regional	Hybrid
UI	Economics	45.0601	B.A.; B.S.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Economics	45.0601		Minor	CLASS	Moscow--Region I & II	Regional	traditional
CWI	Geography	45.0701	AA	NA	Social Sciences and Public Affairs/ Department of Culture, History, and Politics	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
UI	Geography	45.0701	B.S.; M.S.; Ph.D.		COS	Moscow--Region I & II	Regional	In-person
LCSC	Engineering Technology GIS	45.0702	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
ISU	Geographic Information Science (GIS)	45.0702	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert, Minor	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert, Minor	N/A	Science and Engineering	University Place	Regional	Hybrid
UI	Comparitive/International Politics	45.0901		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	International Studies	45.0901	B.A.		CLASS	Moscow--Region I & II	Regional	hybrid/study abroad
UI	International Studies	45.0901		Minor	CLASS	Moscow--Region I & II	Regional	hybrid/study abroad
BSU	Political Communication	45.1001	Minor		Public Service	Boise	Regional	Traditional
BSU	Political Management	45.1001		Minor		Boise/Region III	Regional	Traditional
BSU	Political Science	45.1001	B.S.	Emphases: American Govt and Public Policy; International Relations and Comparative Politics; Public Law and Political Philosophy	Public Service	Boise	Regional	Traditional
BSU	Political Science	45.1001	M.A.		Public Service	Boise	Regional	Traditional
BSU	Political Science	45.1001		Minor	Public Service	Boise	Regional	Traditional
CSI	Political Science	45.1001	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Political Science	45.1001	AA	NA	Social Sciences and Public Affairs/ Department of Culture, History, and Politics	Nampa/Region III	Regional	Face-to-face, Hybrid, Online



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Political Science	45.1001	BA, BS		Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Political Science	45.1001	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Political Science	45.1001	DA		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Political Science	45.1001	B.A.; B.S.; M.A.; Ph.D.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Political Science	45.1001		Minor	CLASS	Moscow--Region I & II	Regional	traditional
NIC	Political Science and Pre-Law	45.1001	A.S.	N/A	Public Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Political Science- Public Administration	45.1001	MPA	Criminal Justice Option	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Sociology	45.1101	B.S.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Sociology	45.1101		Minor	Arts & Sciences/ Sociology	Boise	Regional	Traditional
CSI	Sociology	45.1101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Sociology	45.1101	AA	NA	Social Sciences and Public Affairs/Department of Social and Human Relations	Nampa/Region III	Regional	Face-to-face, Hybrid
ISU	Sociology	45.1101	BA	Sociology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Sociology	45.1101	MA	Sociology minor, Criminal Justice Option	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Sociology	45.1101	A.A.	N/A	Sociology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Sociology	45.1101	B.A.; B.S.	Emphases: 1) Criminology; 2) Inequalities & Globalization; 3) General;	CLASS	Moscow/Region I & II	Regional	hybrid; On-line criminology emphasis
UI	Sociology	45.1101		Minor	CLASS	Moscow/Region I & II	Regional	hybrid
BSU	Urban Studies and Community Development	45.1201	B.A.	Minor	Public Service	Boise	Regional	Traditional
NIC	Carpentry	46.0201	ITC	N/A	Carpentry	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CEI	Electrical Apprentice	46.0302	APE.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Electrical Apprenticeship	46.0302	BAS, AAS		TI/WFT	Lewiston	Regional	classroom
ISU	Electrical Apprenticeship	46.0302	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Carpentry Management Tech	46.0415	A.A.S.	N/A	Carpentry	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Apprenticeship - Plumbing	46.0503	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
CEI	Plumbing Apprentice	46.0503	APB.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Plumbing Apprenticeship	46.0503	BAS, AAS		TI/WFT	Lewiston	Regional	classroom
ISU	Plumbing Apprenticeship	46.0503	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Industrial Electronics Technology	47.0105	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
CSI	Air Cond, Refrig, & Heat	47.0201	AAS, BTC, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Apprenticeship - HVAC	47.0201	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
CEI	Heating & Air Conditioning Apprentice	47.0201	APH.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
NIC	Heating, Ventilation, Air Conditioning, and Refrigeration	47.0201	ITC	N/A	Heating, Ventilation, Air Cond., and Refrigeration	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	BAS, AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
LCSC	Industrial Maintenance/Millwright	47.0303	AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	Classroom
NIC	Industrial Mechanic/Millwright	47.0303	ITC	N/A	Maintenance Mech./Millwright	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Industrial Mechanic/Millwright	47.0303	AAS, ATC	Mechatronics	Trades & Industry	Coeur d'Alene	Regional	Traditional
CWI	Heavy Equipment Technician	47.0399	AAS, ATC, ITC	NA	School of Industry, Engineering, and Trades; Department of Diesel Technology	Nampa/Region III	Regional	Face-to-face
CWI	Auto Body	47.0603	AAS, ATC, ITC, BTC	NA	School of Industry, Engineering, and Trades; Department of Motor Technology	Nampa/Region III	Regional	Face-to-face
CSI	Auto Body Technology	47.0603	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Auto Body Technology, Auto Collision Repair	47.0603	BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Auto Body Technology, Auto Refinishing	47.0603	BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
ISU	Auto Collision Repair and Refinishing	47.0603	ITC,ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Collision Repair	47.0603	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Collision Repair Tech	47.0603	ITC	N/A	Auto Collision Repair	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
LCSC	Auto Mechanics Technology	47.0604	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
CSI	Automotive Service Educational Program	47.0604	AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Automotive Technology	47.0604	AAS, ATC, ITC, BTC	NA	School of Industry, Engineering, and Trades; Department of Motor Technology	Nampa/Region III	Regional	Face-to-face
ISU	Automotive Technology	47.0604	ITC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Automotive Technology	47.0604	ITC	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	Adv. Tech. Cert.	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	A.A.S.	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Diesel Technology	47.0605	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Diesel Technology	47.0605	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Diesel Technology	47.0605	BTC	N/A	Diesel Technology	Coeur d'Alene	Regional	Classes not offered but left active by request
NIC	Diesel Technology	47.0605	ITC	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	Adv. Tech. Cert.	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	A.A.S.	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
CEI	Diesel Technology	47.0605	DT.AAS	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Diesel Technology	47.0605	DT.ATC / ITC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Heavy Duty Truck Technician	47.0605	AAS, ATC, ITC	NA	School of Industry, Engineering, and Trades; Department of Diesel Technology	Nampa/Region III	Regional	Face-to-face
CEI	Light Duty Diesel	47.0605	LDD.ATC/AAS					
CWI	Western States CAT Technician	47.0605	AAS, ATC	NA	School of Industry, Engineering, and Trades; Department of Diesel Technology	Nampa/Region III	Regional	Face-to-face
CWI	Power sports and Small Engine Repair Technology	47.0606	ITC, BTC	NA	School of Industry, Engineering, and Trades; Department of Motor Technology	Nampa/Region III	Regional	Face-to-face
ISU	Airframe	47.0607	ITC	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Aviation Maintenance Technology	47.0607	AAS, ATC	Aviation Maintenance	Aerospace	Coeur d'Alene/Region I (Located 1845 W. Dakota Ave., Hayden, ID)	Regional	Traditional
ISU	Aircraft Maintenance Technology	47.0608	ITC, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Airframe and Powerplant	47.0608	AAS, BAS	NA	Technology	ISU Campus	Regional	Face-to-Face
NIC	Computer Aided Design Tech - inactive	48.0101	ITC, ATC, AAS	Civil Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Machine & CNC Technology	48.0501	ITC	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	Adv. Tech. Cert.	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	A.A.S.	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology - discontinuance in progress 7-31-17	48.0501	BTC	N/A	Machining	Coeur d'Alene	Regional	Not Offered
CWI	Machine Tool Technology	48.0501	AAS, ATC, ITC, BTC	NA	School of Industry, Engineering, and Trades; Department of Manufacturing and Welding	Nampa/Region III	Regional	Face-to-face
CEI	Machine Tool Technology	48.0501	MTT.AAS/ITC	N/A	Mechanical Trades	Idaho Falls, Idaho	Regional	Lecture/Lab
ISU	Welding	48.0508	ITC, ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Welding & Metals Fabrication	48.0508	AAS, ATC, BTC	NA	School of Industry, Engineering, and Trades; Department of Manufacturing and Welding	Nampa/Region III	Regional	Face-to-face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Welding Technology	48.0508	AAS, ITC, BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Welding Technology	48.0508	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Welding Technology	48.0508	ITC	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	Adv. Tech. Cert.	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	A.A.S.	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology - discontinuance in progress 7-31-17	48.0508	BTC	N/A	Welding	Coeur d'Alene	Regional	Not Offered
ISU	Machining Technology	48.0510	BTC, ITC, ATC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Cabinetmaking/Woodworking	48.0703	AAS, ITC, BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
NIC	Aviation Flight Training - Helicopter	49.0102	AAS, ATC	N/A	Aerospace	Coeur d'Alene	Statewide	Traditional
CEI	Professional Truck Driver Training	49.0205	PTD, BTC	Currently put on hold due to low enrollment for Fall 2015	Professional Truck Driving	Idaho Falls, ID	Regional	Lecture/Lab
CWI	Professional Truck Driving Training	49.0205	BTC	NA	School of Industry, Engineering, and Trades; Department of Diesel Technology	Nampa/Region III	Regional	Face-to-face
UI	Asian Studies	50.0103		Minor	CLASS	Moscow--Region I & II	Regional	Traditional
CSI	Dance	50.0301	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
UI	Dance	50.0301	B.S.Dan.	Minor	EDU	Moscow--Region I & II	Regional	Face-to-Face
UI	Dance	50.0301		Minor	EDU	Moscow--Region I & II	Regional	Face-to-Face
ISU	Dance: Choreography and Performance	50.0301	BA	Dance Minor	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Art	50.0402	A.A.	Fine Arts	Art	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
BSU	Graphic Design	50.0402	B.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Illustration	50.0402	B.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
UI	Interior Design	50.0408	B.I.D.		CAA	Moscow/Boise--Region I & II, Region III	Statewide	Face to Face (Traditional)
UI	Interior Design	50.0408		Minor	CAA	Moscow/Boise--Region I & II, Region III	Statewide	Face to Face (Traditional)
NIC	Graphic Design	50.0409	ITC, ATC, A.A.S.	N/A	Graphic Design	Post Falls	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Games, Interactive Media and Mobile	50.0411	B.S.		Innovation & Design/ Administration	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Dance	50.0501		Minor	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
CSI	Theatre	50.0501	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
ISU	Theatre	50.0501	BA	Theatre minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Theatre	50.0501	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Theatre	50.0501	A.A.	N/A	Theatre	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
BSU	Theatre Arts	50.0501	B.A.	Options: Dance; Design; Directing; Dramatic Writing; Performance; and Stage Management	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	Theatre Arts	50.0501		Minor	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
UI	Theatre Arts	50.0501	B.A.; B.F.A.; B.S.; M.F.A.		CLASS	Moscow/Region I & II	Regional	traditional
UI	Theatre Design and Technology	50.0501		Minor	CLASS	Moscow/Region I & II	Regional	traditional
UI	Theatre Performance	50.0501		Minor	CLASS	Moscow/Region I & II	Regional	traditional
BSU	Film and Television Arts	50.0601		Minor		Boise/Region III	Regional	Traditional
BSU	Film and Television Arts	50.0601	BFA/BA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
UI	Film and Television Studies	50.0601	B.A.; B.S.		CLASS	Moscow-- Region II	Regional	Traditional
ISU	Theatre/Film/Video	50.0601	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Digital Media Studies	50.0602	Certificate, Undergraduate		Arts & Sciences/Communication	Boise	Regional	Traditional
NIC	Photography	50.0605	A.A.	N/A	Photography	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Art	50.0701	BA, BFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Art	50.0701	MFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Art	50.0701	B.A.; M.F.A		CAA	Moscow--Region I & II	Regional	Traditional; Online: M.A.T.
UI	Art	50.0701		Minor	CAA	Moscow--Region I & II	Regional	Face to Face (Traditional); Online: M.A.T.
CSI	Art, Visual	50.0701	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion available online
BSU	Visual Art	50.0701	B.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Visual Art	50.0701	B.F.A.	Emphases: Visual Art; Art Metals; Ceramics; Drawing and Painting; Interdisciplinary Art Studio; Photography; Printmaking; Sculpture	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Visual Art	50.0701		Minor	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Visual Arts	50.0701	M.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
CWI	Studio Art	50.0702	AA	NA	School of Arts and Humanities/Department of Visual and Performing Arts	Nampa/Region III	Regional	Face-to-face
UI	Studio Art and Design	50.0702	B.F.A.		CAA	Moscow/Region I & II	Regional	Face to Face (Traditional)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	History of Art & Visual Culture	50.0703	B.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	History of Art & Visual Culture	50.0703		Minor	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Music	50.0901	B.A.		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music	50.0901		Minor	Arts & Sciences/ Music	Boise	Regional	Traditional
CSI	Music	50.0901	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
NIC	Music	50.0901	A.A.	N/A	Music	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Music	50.0901	M.A.; M.Mus.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Music	50.0901	B.A.; B.S.	Emphasis: 1) Applied; 2) History and Literature; 3) Theory	CLASS	Moscow/Region I & II	Regional	Traditional
UI	Music	50.0901		Minor	CLASS	Moscow--Region I & II	Regional	traditional
ISU	Music, General	50.0901	BA, BS	Music minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Music, General	50.0901	MED		Arts and Letters	ISU Campus	Regional	Hybrid
BSU	Music, Performance	50.0903	B.M.	Options: Bowed Strings; Piano; Voice; Wind/Brass/Percussion	Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music, Performance	50.0903	M.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
ISU	Music, Performance	50.0903	BM	Instrumental, Piano, Voice Options	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Music: Performance	50.0903	B.Mus.	Options: 1) Keyboard; 2) Instrumental; 3) Vocal	CLASS	Moscow/Region I & II	Regional	Traditional
BSU	Music, Composition	50.0904	B.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
UI	Music: Composition	50.0904	B.Mus.		CLASS	Moscow--Region I & II	Regional	traditional
BSU	Arts Entrepreneurship	50.1002		Minor		Boise/Region III	Regional	Traditional
UI	Music: Business	50.1003	B.Mus.	Emphases: 1) Arts Administration; 2) Entrepreneurship; 3) General Business	CLASS	Moscow--Region I & II	Regional	traditional
CWI	Health Science	51.0000	AS		School of Health; Department of Health Science	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
ISU	Health Science	51.0000	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Healthcare Simulation	51.0000	Graduate Certificate		Health Sciences/ Nursing	Boise	Regional	Traditional/Online?
ISU	Audiology (first 2 years)	51.0202	AuD	Options	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Audiology (second 2 years)	51.0202	AuD	Options	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Academic Certificate	N/A	Division of Health Sciences	ISU Campus	Regional	Online
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Audiology	Emphases	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Speech Pathology	Emphases	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
CSI	Dental Assistant	51.0601	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Dental Assisting	51.0601	AAS, ITC	NA	School of Health; Department of Health Professions	Nampa/Region III	Regional	Face-to-face
CSI	Dental Hygiene	51.0602	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Dental Hygiene	51.0602	BS	N/A	Division of Health Sciences	ISU Campus, Idaho Falls (EITC)	Statewide	Hybrid
ISU	Dental Hygiene	51.0602	MS	N/A	Division of Health Sciences		Statewide	Online
NIC	Dental Hygiene	51.0602	AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Health Care Administration	51.0701	BS, MHA	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
NIC	Health Information Fundamentals	51.0707	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Health Information Technology	51.0707	ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Medical Transcription	51.0708	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Administrative Medical Assistant	51.0710	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
CWI	Medical Administrative Support	51.0710	AAS, ITC	NA	School of Health; Department of	Boise/Region III	Regional	Face-to-face
LCSC	Medical Receptionist	51.0712	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Medical Receptionist	51.0712	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Medical Biller/Coder	51.0713	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
CSI	Medical Coding	51.0713	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion available online
NIC	Medical Billing Specialist	51.0714	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, 'Self-Paced
NIC	Medical Administrative Assistant	51.0716	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
CSI	Medical Assistant	51.0801	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Medical Assistant	51.0801	AAS, <del>ITC</del>	NA	School of Health; Department of Health Professions	Nampa/Region III	Regional	Face-to-face
LCSC	Medical Assistant	51.0801	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Medical Assistant	51.0801	ITC	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
NIC	Medical Assistant	51.0801	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Medical Assisting	51.0801	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Occupational Therapy Assistant	51.0803	AAS, BAS		Technology	ISU Campus	Regional	online/hybrid
LCSC	Pharmacy Technology	51.0805	ITC		Career & Technical Education	Lewiston	Regional	classroom
ISU	Pharmacy Technology	51.0805	ATC		Technology	ISU Campus	Regional	online/hybrid
NIC	Pharmacy Technology	51.0805	ITC-AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Pharmacy Technology	51.0805	BTC		Technology	Pocatello	Regional	Traditional
ISU	Physical Therapist Assistant	51.0806	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Physical Therapist Assistant	51.0806	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Traditional Interactive Video
CSI	Veterinary Technology/Assistant	51.0808	AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Physical Therapist Assistant	51.0809	AAS	NA	School of Health; Department of Health Professions	Nampa/Region III	Regional	Face-to-face, Synchronous video
ISU	Community Paramedic	51.0904	Academic Certificate		Division of Health Sciences	ISU Campus	Regional	Online
NIC	Emergency Medical Services	51.0904	ITC, AAS	N/A	Health Professions	Coeur d'Alene	Regional	Traditional
CSI	Emergency Medical Technician	51.0904	ITC, BTC, ATC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Paramedic	51.0904	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
ISU	Paramedic Science	51.0904	AS	N/A	Division of Health Sciences	ISU-Meridian Ctr Pocatello Idaho Falls	Regional	Face-to-Face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Paramedic Science	51.0904	Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
CSI	Paramedics	51.0904	AAS, ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
BSU	Computed Tomography	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
BSU	Diagnostic Medical Sonography	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
BSU	Magnetic Resonance Imaging	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
LCSC	Radiographic Science	51.0907	BS		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	hybrid
ISU	Radiographic Science	51.0907	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Radiologic Science	51.0907	B.S.	Emphasis: Radiologic Sciences; Computed Tomography; Diagnostic Medical Sonography; Diagnostic Radiology; Magnetic Resonance Imaging	Health Sciences/ Radiologic Sciences	Boise	Regional	Traditional
CSI	Radiologic Technology	51.0907	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
BSU	Respiratory Care	51.0908	B.S.		Health Sciences/ Respiratory Care	Boise	Regional	Traditional
BSU	Respiratory Care	51.0908	B.S. degree completion		Health Sciences/ Respiratory Care	Boise	Regional	On-line
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	CSI Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	University Place	Regional	Hybrid
BSU	Respiratory Therapy	51.0908	MS			Boise/Region III	Regional	Online
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	BTC, ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CSI	Surgical Services - Surgical First Assisting	51.0909	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CSI	Surgical Services - Surgical Technology	51.0909	AAS, BTC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Surgical Technology	51.0909	AAS, ITC	NA	School of Health; Department of Health Professions	Boise/Region III	Regional	Face-to-face
LCSC	Medical Diagnostic Imaging	51.0910	Certificate	MRI/CT basic, advanced	Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	Online
BSU	Imaging Sciences	51.0911	B.S.		Health Sciences/ Radiologic Sciences	Boise	Regional	On-line
LCSC	Radiographic Science	51.0911	AS		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	classroom
NIC	Radiography Technology	51.0911	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Traditional Web Enhanced
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	ISU Campus	Statewide	Face-to-Face
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Face-to-Face
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	College of ID Campus-Caldwell	Statewide	Face-to-Face
BSU	Athletic Training	51.0913	Master		Health Sciences/Kinesiology	Boise	Regional	Traditional
ISU	Athletic Training	51.0913	MS	N/A	Education	ISU Campus	Regional	Face-to-Face
UI	Athletic Training	51.0913	M.S.A.T; D.A.T		EDU	Moscow--Region I & II	Regional	Face-to-Face
CEI	Radiation Safety Technologies	51.0916	RDS,ITC	Program started again Fall 2015	Radiation Safety Technologies	Idaho Falls, ID	Regional	Lecture/Lab
NIC	Medical Laboratory Technology	51.1004	AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	BS	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Medical Laboratory Science (*1)	51.1005	MS	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
UI	Medical Sciences	51.1100	B.S.		COS	Moscow--Region I & II	Regional	Traditional
NIC	Pre-Medical Related Fields	51.1102	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Pharmacy (pre)	51.1103	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
NIC	Pre-Veterinary Medicine	51.1104	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Hybrid
UI	Pre-Health Professionals	51.1199		Minor		Moscow/Region I & II	Regional	Traditional
UI	Medical Education (WWAMI)	51.1201	Professional		WWAMI	Moscow--Region I & II	Regional	Traditional
BSU	Addiction Studies	51.1501		Minor	Health Sciences/Social Work	Boise	Regional	Traditional
CSI	Addiction Studies	51.1502	AAS, ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Marital, Couple and Family Counseling	51.1505	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Marital, Couple and Family Counseling	51.1505	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
BSU	Genetic Counseling	51.1509	MS			Boise/Region III	Regional	Online
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
CSI	Nursing, Practical	51.1613	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
NIC	Nursing Assistant	51.1614	BTC	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	MBA/PharmD	51.2001	MBA, Pharm D	N/A	Business and Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (1st-4th years)	51.2001	Pharm D	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (3rd & 4th years)	51.2001	Pharm D	Tracks	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Pharmacy: Non-Traditional Pharm.D.	51.2001	Pharm D	Tracks	Division of Health Sciences	Statewide	Statewide	Hybrid
NIC	Pharmaceutical Manufacturing - for discussion	51.2006	AS	N/A	Natural Science	Coeur d'Alene	Regional	Traditional Web Enhanced On-line
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS	Pharmacoeconomics and Administrative Sciences Emphasis	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph D	Pharmacoeconomics and Administrative Sciences Emphasis	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS	Drug Discovery, Pharmaceutics, Pharmacology Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph D	Drug Discovery, Pharmaceutics, Pharmacology Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
CWI	Public Health	51.2200	AA	NA	School of Health; Department of Health Science	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
BSU	Public Health	51.2201	B.S./BA	Emphases: General; Public Health; Environmental and Occupational Health and Safety; Health Education and Promotion	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Public Health	51.2201	MPH	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Public Health	51.2201	MPH	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Public Health	51.2201	Graduate Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
ISU	Community and Public Health	51.2207	MHE	Health Education Teacher, Health Education Non-teaching minors, option and emphasis	Division of Health Sciences	ISU Campus	Statewide	Online
ISU	Community and Public Health	51.2207	MHE	Health Education Teaching, Health Education Non-teaching minors, option, emphases	Division of Health Sciences	CSI Campus	Statewide	Online
ISU	Community and Public Health	51.2207	MHE	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Health Education	51.2207	BA, BS	Community and Public Health Teacher, Community and Public Health Non-teaching minors, option and emphasis	Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Health Science	51.2299	M.H.S.	Emphases: Health Policy; Health Science; Health Promotion; Health Services Leadership	Health Sciences/ Community and Envir. Health	Boise	Regional	Traditional
BSU	Health Services Leadership	51.2299	Graduate Certificate		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Occupational Therapy	51.2306	MOT	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
CSI	Physical Therapist Assistant	51.2308	AAS		Health Science & Human Services	CSI Campus		Traditional with some portion avail online
ISU	Physical Therapy	51.2308	DPT	N/A	Division of Health Sciences	ISU Campus ISU-Meridian Ctr	Statewide	Hybrid
NIC	Pre-Physical Therapy	51.2308	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Hybrid
ISU	Animal Assisted Therapy in Counseling	51.2313	Graduate Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
ISU	Health Informatics	51.2706	BBA		Business	ISU Campus	Regional	Face-to-Face
ISU	Health Informatics	51.2706	MS		Business	ISU Campus	Regional	online/hybrid
NIC	Healthcare Computer Technician	51.2706	AAS, ATC	NA	Healthcare Computer Technician	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Dietetics	51.3101	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Massage Therapy	51.3501	ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
BSU	Nursing	51.3801	B.S.		Health Sciences/ Nursing	Boise	Regional	Traditional
BSU	Nursing	51.3801	B.S. degree completion		Health Sciences/ Nursing	Boise	Regional	On-line
BSU	Nursing	51.3801	M.S.N., M.N.		Health Sciences/ Nursing	Boise	Regional	On-line
ISU	Nursing	51.3801	BS	Options	Division of Health Sciences	ISU Campus	regional	Hybrid
ISU	Nursing	51.3801	MS	Options	Division of Health Sciences	ISU Campus and Meridian Center	Statewide	Online
ISU	Nursing	51.3801	DNP (Post Master's)	Options	Division of Health Sciences	ISU Campus and Meridian Center	Statewide	Online
ISU	Nursing	51.3801	BS	Options	Division of Health Sciences	University Place	Regional	Hybrid
ISU	Nursing	51.3801	Ph.D.	N/A	Division of Health Sciences		Regional	Online
CWI	Nursing - Registered	51.3801	AS	NA	School of Health; Department of Nursing	Nampa/Region III	Regional	Face-to-face
CSI	Nursing (BSRN Completion)	51.3801	BS		Division of Health Sciences	Online	Regional	
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Division of Health Sciences	CSI Campus	Regional	Hybrid
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS	Options	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
NIC	Nursing (RN)	51.3801	A.S.	Registered	Nursing	Coeur d'Alene	Regional	Traditional Web-Enhanced

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Nursing, Basic BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	classroom
LCSC	Nursing, LPN to BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	classroom
CSI	Nursing, Registered	51.3801	AS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Nursing, RN to BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Division of Health Sciences	NICHE	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Option	Division of Health Sciences	University Place	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Division of Health Sciences	NICHE	Regional	Online
CEI	Registered Nursing	51.3801	RN.AAS	N/A	Registered Nursing Technology	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Registered Nursing	51.3801	AS	N/A	Technology	ISU Campus	Regional	Hybrid
BSU	Adult Gerontology	51.3818	Graduate Certificate	Options: Primary, Acute	Health Sciences/Nursing	Boise	Regional	Traditional
BSU	Doctor of Nursing Practice	51.3818	DNP		Health Sciences/Nursing	Boise	Regional	Traditional
BSU	Master of Nursing, Adult-Gerontology Nurse Practitioner	51.3818	M.N.	Acute Care Option, Primary Care Option	Health Sciences/ Nursing	Boise	Regional	Traditional
ISU	Nursing Practice	51.3818	DNP	Psychiatric Mental Health Nurse Practitioner, Family Nurse Practitioner Options	Division of Health Sciences			Online
NIC	Nursing (PN)	51.3901	ITC	Practical	Nursing	Coeur d'Alene	Regional	Traditional Web Enhanced Interactive Video
CEI	Practical Nursing	51.3901	PN.ITC	N/A	Practical Nursing Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Practical Nursing	51.3901	AAS		Nursing and Health Sciences/BTS	Lewiston	Regional	classroom
ISU	Practical Nursing	51.3901	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Health Promotion	51.9999	AA		Health, Recreation, and Fitness	CSI Campus	Regional	Traditional with some portion avail online
BSU	Health Studies	51.9999	B.S.	Emphases: Health Studies; General Health; Health Informatics and Information Management; Science	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Business	52.0101	AS	N/A	Business	ISU Campus	Regional	Face-to-Face
ISU	Business	52.0101	AS	N/A	Business	University Place	Regional	Face-to-Face
BSU	Business Administration	52.0101	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
NIC	Business Leadership	52.0101	Post-Secondary BTC	Management	Business Leadership	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary BTC	Med/Health Care	Business Leadership	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	Supervision	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	General Business Core	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Business Management	52.0101	BTC	Foundation	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	HR Management	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	A.A.S.	N/A	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	HTG, BTC	Entrepreneurship	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	General Business	52.0101	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	General Business	52.0101	BBA	Emphasis	Business	University Place	Regional	Face-to-Face
UI	Business	52.0201		Minor	CBE	Moscow--Region I & II	Regional	Online
CWI	Business - General	52.0201	AA	NA	School of Business, Communication and Technology; Department of Business	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Economics Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Informatics Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Project Mgmt. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
BSU	Business Administration	52.0201	M.B.A.		Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
LCSC	Business Administration	52.0201	BA, BS, AS	Minors: Business Adm, Leadership, Marketing, Human Resource Management, Economics Emphasis: Management Accounting	Professional Studies/Business	LEW/CDA	Regional	classroom/online
ISU	Business Administration	52.0201	PB Cert	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	University Place	Regional	Hybrid
NIC	Business Administration	52.0201	A.S.	N/A	Business Administration	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business & Economics/ Graduate Business Programs	Boise	Regional	Traditional
CSI	Business, General	52.0201	AA		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
BSU	Entrepreneurship Management	52.0201	B.B.A.		Business & Economics/Management	Boise	Regional	Traditional
BSU	Entrepreneurship Management	52.0201		Minor	Business & Economics/Management	Boise	Regional	Traditional
CSI	General Business	52.0201	BBA		Business & Economics	BSU Campus		
UI	General Management	52.0201	M.B.A.		CBE	CdA--Region I & II	Regional	Face to face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Human Resource Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Human Resource Management	52.0201		Minor	Business & Economics/ Management	Boise	Regional	Traditional
BSU	Management	52.0201	B.B.A.		Business & Economics / Management	Boise	Regional	Online
ISU	Management	52.0201	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
UI	Operations Management	52.0201	B.S.Bus.	Emphasis: PGA Golf Management	CBE	Moscow--Region I & II	Regional	Face to face
BSU	Supply Chain Management	52.0203	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
BSU	Supply Chain Management	52.0203		Minor	Business & Economics/ Information Technology & Supply Chain Mgmt			
LCSC	Supervision	52.0205	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
BSU	Non-Profit Management	52.0206		Minor	Business and Economics/ Management	Boise	Regional	Traditional
BSU	Non-Profit Management	52.0206	Certificate, Undergraduate		Business and Economics / Management	Boise	Regional	Traditional
CWI	Transportation Management	52.0209	AS	NA	School of Industry, Engineering, and Trades; Department of Diesel Technology	Nampa/Region III	Regional	Face-to-face
BSU	Applied Leadership: Growing into a High Impact Leader	52.0213	Certificate, Undergraduate		Innovation & Design	Boise	Regional	Online
BSU	Business Bridge to Career	52.0213	Certificate, Undergraduate	Minor	Business & Economics/ Administration	Boise	Regional	Traditional
BSU	Leadership and Human Relations	52.0213	Certificate, Undergraduate		Innovation & Design/ Administration	Boise	Regional	Traditional
NIC	Business	52.0299	A.S.	Business Administration; Business Teacher Education; General Business	Business Administration	Coeur d'Alene	Statewide	Traditional Web Enhanced On-line Hybrid
BSU	Business Operational Excellence	52.0299	M.B.O.E.		Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.		Business & Economics/Accountancy	Twin Falls	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.	Options, Accountancy	Business & Economics/Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	M.S.		Business & Economics/Accountancy	Boise	Regional	Online
CSI	Accountancy	52.0301	BBA		Business & Economics	BSU Campus		
ISU	Accountancy	52.0301	MACC		Business	ISU Campus	Regional	Face-to-Face
UI	Accountancy	52.0301	M.Acct.		CBE	Moscow--Region I & II	Regional	Face to face
BSU	Accountancy	52.0301		Minor	Business & Economics/Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	M.S.		Business & Economics/Accountancy	Boise	Regional	Traditional
BSU	Accountancy Taxation	52.0301	M.S.		Business & Economics/Accountancy	Boise	Regional	Traditional
ISU	Accounting	52.0301	BBA	Tracks	Business	ISU Campus	Regional	Face-to-Face
UI	Accounting	52.0301	B.S.Bus.		CBE	Moscow--Region I & II	Regional	Face to face
UI	Accounting	52.0301		Minor	CBE	Moscow--Region I & II	Regional	Face to face
CEI	Accounting Paraprofessional	52.0301	ACP.AAS	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Applied Accounting Clerk Technical Certificate	52.0301	AAC.ITC	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
NIC	Accounting Assistant	52.0302	ITC	Bookkeeping	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Accounting Assistant	52.0302	Adv. Tech. Cert.	Bookkeeping	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Accounting Assistant	52.0302	A.A.S.	N/A	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
ISU	Accounting Technology	52.0302	ITC,AAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Accounting/Bookkeeping	52.0302	AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
CWI	Applied Accounting	52.0302	AAS, ATC	NA	School of Business, Communication and Technology; Department of Business	Boise/Region III	Regional	Face-to-face, Hybrid
LCSC	Applied Accounting	52.0302	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Administrative Assistant	52.0401	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Administrative Assistant	52.0401	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
CSI	Administrative Assistant	52.0401	BTC, AAS		Information Technology	Twin Falls/Region IV	Regional	Traditional
CSI	Administrative Assistant Program	52.0401	AAS, ITC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Administrative Support Technology	52.0401	AAS, ATC, ITC, BTC	Emphasis options: Accounting, Marketing, Medical Administrative Support	School of Business, Communication and Technology; Department of Business	Boise/Region III	Regional	Face-to-face, Hybrid
ISU	Business Technology - Administrative Management	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
CEI	Professional Development/Business Application	52.0401	BTC	Office Technologies	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Business Technology	52.0407	BTC	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Computer Applications and Office Technology	52.0408	BTC	Comptr Apps	Computer Applications and Office Technology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Office Specialist/Receptionist	52.0408	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Office Technology	52.0408	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Office Technology	52.0408	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Applications	52.0499	BTC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Virtual Administrative Assistant	52.0499	ITC	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Business and Communication	52.0501	BA, BS		Business / Humanities	LEW/CDA	Regional	classroom/online
BSU	Business Economics	52.0601	B.B.A.		Business & Economics/ Economics	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Business Economics	52.0601	B.S.Bus.	Options: 1) General: 2) Financial Economics: 3) PGA Golf Management	CBE	Moscow--Region I & II	Regional	Face to face
CSI	Business Management/Entrepren	52.0701	AAS, ITC		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
BSU	Finance	52.0801	B.B.A.		Business & Economics/Finance	Boise	Regional	Traditional
BSU	Finance	52.0801		Minor	Business & Economics/Finance	Boise	Regional	Traditional
ISU	Finance	52.0801	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
UI	Finance	52.0801	B.S.Bus.	Emphasis: PGA Golf Management	CBE	Moscow--Region I & II	Regional	Face to face
UI	Trading and Capital Management	52.0801	Certificate-UG		CBE	Moscow/Region II	Regional	Face to face
NIC	Hospitality Management	52.0901	AAS, ATC, ITC	N/A		Coeur d'Alene	Regional	
LCSC	Hospitality Management	52.0901	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Hospitality Management	52.0901	BA, BS		Professional Studies/Business	LEW/CDA	Regional	classroom/online
CSI	Hospitality Management	52.0904	AAS, ITC	Lodging, Restaurant Management	Business	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Rooms Division Management	52.0904	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Food & Beverage Management	52.0905	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
UI	Management and Human Resources	52.1001	B.S.Bus.	Emphasis: 1) Management; 2) Human Resources Management 3)Entrepreneurship & Small Business Management; Option: PGA Golf Management	CBE	Moscow--Region I & II	Regional	Face to face
ISU	Human Resource Development	52.1005	MS	Options	Education	University Place	Regional	Hybrid
ISU	Human Resource Development	52.1005	MS	Options	Education	CSI Campus	Regional	Hybrid
ISU	Human Resource Development	52.1005	MS	Options	Education	ISU Campus	Regional	Hybrid
ISU	Organizational Leadership	52.1005	Certificate		Education	ISU Campus	Regional	Hybrid
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering/ Organization Performance & Workplace Learning	Boise	Regional	On-line
BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering/ Organization Performance & Workplace Learning	Boise	Regional	On-line
ISU	Workplace Training Leadership	52.1005	BS	Option, Human Resource Development, Organizational Leadership, Workplace Training and Leadership Minors	Education	ISU Campus	Regional	Online
ISU	Workplace Training Leadership	52.1005	BS	Option, Human Resource Development, Organizational Leadership, Workplace Training and Leadership Minors	Education	CSI Campus	Regional	Online
ISU	Workplace Training Leadership	52.1005	BS	Option, Human Resource Development, Organizational Leadership, Workplace Training and Leadership Minors	Education	University Place	Regional	Online
BSU	Workplace Performance Improvement	52.1099	Graduate Certificate		Engineering/ Organizational Performance and Workplace Learning	Boise	Regional	On-line
BSU	International Business	52.1101	B.B.A.		Business & Economics/Management	Boise	Regional	Traditional
BSU	International Business	52.1101		Minor	Business & Economics/Management	Boise	Regional	Traditional
UI	International Business	52.1101		Minor	CBE	Moscow--Region I & II	Regional	Face to face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Mangement Information Systems	52.1201	B.S.Bus.	Emphasis: PGA Golf Management	CBE	Moscow--Region I & II	Regional	Face to face
BSU	Business and Economic Analytics	52.1301	B.S.		Business & Economics/ITSCM & Economics	Boise	Regional	Traditional
LCSC	General Business	52.1301	BA, BS	Radiography Emphasis	Professional Studies/Business	LEW/CDA	Regional	classroom/online
CEI	Business Technology	52.1401	BT.ITC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
BSU	Marketing	52.1401	B.B.A.		Business & Economics/ Marketing	Boise	Regional	Traditional
BSU	Marketing	52.1401		Minor	Business & Economics/ Marketing	Boise	Regional	Traditional
ISU	Marketing	52.1401	BBA	Marketing minor, emphasis	Business	ISU Campus	Regional	Hybrid
UI	Marketing	52.1401	B.S.Bus.	Emphasis: 1) General Marketing; 2) Entrepreneurship; 3) PGA Golf Management; 4) Marketing Analytics	CBE	Moscow--Region I & II	Regional	Face to face
UI	Marketing	52.1401		Minor	CBE	Moscow--Region I & II	Regional	Face to face
LCSC	Marketing	52.1401	AS		Professional Studies/Business	Lewiston	Regional	Traditional
CEI	Marketing and Management	52.1401	MAM.AAS	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Marketing and Management	52.1401	MAM.ATC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CWI	Marketing Management Technology	52.1401	AAS, ATC, ITC	NA	School of Business, Communication and Technology; Department of Communication and Marketing	Boise/Region III	Regional	Face-to-face, Hybrid
UI	Business Analytics	52.1402		Minor	CBE	Moscow--Region I & II	Regional	Traditional
ISU	Taxation	52.1601	MTax		Business	Pocatello	Regional	face-to-face
LCSC	Retailing	52.1803	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
BSU	Construction Management	52.2001	B.S.		Engineering/Construction Mgmt	Boise	Regional	Traditional
BSU	Construction Management	52.2001		Minor	Engineering/Construction Mgmt	Boise	Regional	Traditional
LCSC	Business Management and Marketing	52.9999	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
BSU	Applied Historical Research	54.0101	M.A.H.R.		Arts & Sciences/History	Boise	Regional	Traditional
BSU	History	54.0101	B.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History	54.0101	M.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History	54.0101		Minor	Arts & Sciences/ History	Boise	Regional	Traditional
CSI	History	54.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	History	54.0101	AA	NA	Social Sciences and Public Affairs/ Department of Culture, History, and Politics	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
LCSC	History	54.0101	BA/BS	Minor: History; emphasis: Public History	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
ISU	History	54.0101	BA	History Minor	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	History	54.0101	A.A.	N/A	History	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	History	54.0101	B.A.; B.S.; M.A. Ph.D.	Emphases: 1) American; 2) European; 3) General	CLASS	Moscow--Region I & II	Regional	traditional; B.A./B.S. online
UI	History	54.0101		Minor	CLASS	Moscow--Region I & II	Regional	traditional; BA/BS online
BSU	History for Secondary Educators	54.0101	Graduate Certificate			Boise/Region III	Regional	Traditional
ISU	Historical Resources Management	54.0105	MA	GIS Track, Digital Media Track	Arts and Letters	ISU Campus	Regional	Hybrid



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Dentistry, Advanced General	60.0199	Cert of Completion	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Family Medicine Residency	60.0413	Cert of Completion	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
LCSC	Professional Writing	24.0101	Academic Certificate/ Minor		Liberal Arts & Sciences/Humanities	Lewiston	Regional	Traditional
LCSC	Fitness	31.0501	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Movement Psychology	42.2810	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Economics	45.0601	Minor		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Sports Nutrition	51.0001	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Public History emphasis	51.0101	emphasis		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	Traditional
LCSC	Human Resource Management	51.1001	Academic Certificate/ Minor		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Nursing Management and Leadership	51.3802	Certificate		Professional Studies/NHS	Lewiston	Regional	Traditional
LCSC	Leadership	52.0213	Certificate		Professional Studies/Business	Lewiston	Regional	Traditional
NIC	Integrated Business Entrepreneurship	52.0701	Academic Certificate	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Marketing Management	52.1401	Academic Certificate		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Sports Marketing	52.1401	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
UI	Crop Management	01.0304	B.S.Pl.Sc.		CALS	Moscow, Region I	Regional	traditional
UI	Sustainable Food Systems	01.0308	B.S.Ag.L.S.		CALS	Moscow/Region I & II	Regional	Traditional
UI	Crop Science	01.1102	B.S.Pl.Sc.		CALS	Moscow--Region I & II	Regional	Traditional
UI	Environmental Soil Science	01.1299	B.S.S.W.S.		CALS	Moscow, Region I	Regional	Traditional
CSI	Agriculture Science	019999	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Tribal Natural Res Stewardship	03.0101	Certificate-UG		CNR	Moscow/Region I & II	Regional	traditional
UI	Fire Ecology, Management and Technology	03.0506	Certificate-GR		CNR	Moscow/Region I & II	Statewide	Traditional & online
ISU	Environmental Science and Management / Duplicate Listing at CIP Code 30.0601?	03.104 / ISU CIP CODE = 03.0104	MS		Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Bioregional Planning & Community Design	04.0301	Certificate-GR		CAA	Moscow, Boise -- Region I & II, Region III	Regional	Face-to-face & hybrid
UI	Urban Design	04.0401	Certificate-GR		CAA	Boise--Region III	Regional	Traditional
UI	Africana Studies	05.0201		Minor	CLASS	Moscow--Region I & II	Regional	traditional
ISU	Communication	09.0100	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
CWI	Media Arts	09.07, 09.01	AA	NA	School of Business, Communication and Technology; Department of Communication and Marketing	Nampa/Region III	Regional	Face-to-face
UI	Organizational Dynamics	09.0901	Certificate-GR		CLASS	Moscow/CdA--Region I & 2	Regional	hybrid
UI	Secure & Depend Computing Syst	11.0701	Certificate-GR		ENG	Moscow/Region I & II	Regional	online
CEI	Web Development Specialist	11.0801	WDS.AAS/ATC/ITC	N/A	Web Development Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	MS Certified Systems Engineer - Inactive 2017	11.0901	CSE.BTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	MS Computer Networking Technologies	11.0901	CNT.AAS, ITC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Physical Education - Outdoor Recreation	13 1314	AA		Health, Recreation, and Fitness	CSI Campus	Regional	Traditional with some portion avail online

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Early and Special Education	13.1210	B.A.	1. Dual Special Education - Elementary Education Certification 2. Dual Special Education - Early Childhood Intervention Certification 3. Dual Early Childhood Intervention - Elementary Education Certification	Education/ Early and Special Education	Boise	Regional	Traditional
BSU	Early and Special Education	13.1210	M.Ed.		Education/ Early and Special Education	Boise	Regional	Traditional
LCSC	Early Childhood Development	13.1210	BAS, AAS, ATC, ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom/online
UI	Technical Workforce Training	13.1309	Certificate-UG		EDU	Moscow, CdA, Boise--Region I & II, Region III	Regional	Face-to-Face, Hybrid, Online
UI	Environmental Education and Science Communication	13.1338	Certificate-GR		CNR	McCall, ID--Region III	Regional	online
UI	Power Syst Protection & Relay	14.1001	Certificate-GR		ENG	Moscow--Region I & II	Regional	online
UI	Adv Materials Technology	14.1801	Certificate-GR		ENG	Moscow--Region I & II	Regional	Traditional
UI	Nuclear Criticality Safety	14.2301	Certificate-GR		ENG	Idaho Falls--Region VI	Regional	on-campus and outreach; compressed video
UI	Analog Integrated Circuit Dsgn	15.0306	Certificate-GR		ENG	Moscow--Region I & II	Regional	online
CEI	Energy Systems Technology	15.0503	ESTEC.ITC	N/A	Energy Systems Technology	Idaho Falls, ID	Regional	Lecture/Lab
UI	Human Safety Performance	15.0703	Certificate-UG		ENG	Idaho Falls--Region VI	Regional	on-campus and outreach, compressed video
NIC	Biology, Botany, Zoology	26.0101 Biology 26.0301 Botany 26.0701 Zoology	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
BSU	Biomolecular Sciences	26.0210	PhD.		Arts and Sciences/Administration	Boise	Regional	Traditional
CWI	Biology	26.05, 26.02, 26.01	AS	Microbiological, Molecular, and Biomedical Sciences (MMBS) Emphasis	STEM/Department of Life Sciences	Nampa/Region III	Regional	Face-to-face
UI	Bioinformatics & Computnl Biol	26.1103	Certificate-GR		COS	Moscow--Region I & II	Regional	Traditional
UI	Restoration Ecology	26.1307	Certificate-UG		CNR	N/A	Regional	Distance
BSU	Ecology, Evolution, and Behavior	26.1307, 26.1303, 26.0708	Ph.D.		Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
UI	Process & Performance Excelnc	27.0501	Certificate-GR		COS	Moscow--Region I & II	Regional	online
UI	Statistics	27.0501	Certificate-GR		COS	Moscow/Region I & II	Regional	Traditional Engineering Outreach Hybrid
UI	Natural Resources	3.0201; MNR option 3: 31.0601	M.N.R.; M.S.; Ph.D.	M.N.R. program options: 1) Integrated Natural Resources; 2) Fire Ecology and Mangement; 3) Environmental Education and Science Communication	CNR	Moscow--Region I & II	Statewide	Traditional; Online: M.N.R.
ISU	Environ Science & Management / Duplicate Listing at CIP Code 03.104?	30.0601/ ISU CIP CODE = 03.0104	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environ Science & Management / Move to CIP Code 03.0104	30.0601/ ISU CIP CODE = 03.0104	MS	N/A	Science and Engineering	University Place	Regional	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Diversity & Stratification	30.2301	Certificate-UG		CLASS	Moscow--Region I & II	Regional	hybrid
UI	Athletic Leadership	31.0501	Certificate-UG		EDU	Moscow--Region I & II	Regional	traditional
CEI	Fire Service Technology	43.0203	FST.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module I Wildland Firefighter - Inactivate 2017	43.0203	WF1.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module II Adv. Wildland Firefighter - Inactive 2017	43.0203	WF2.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module III Single Resource Boss - Inactive 2017	43.0203	WF3.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module IV strike Team/Task Force - Inactive 2017	43.0203	WF4.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Wildland Fire Management	43.0203	WFM.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Emergency Planning & Mgmt	43.0302	Certificate-GR		ENG	Idaho Falls	Regional	on-campus and outreach, compressed video
UI	Critical Infrastructure Resilience	43.0303	Certificate-GR		ENG	Moscow, CdA, Boise, IDF--Region I & II, Region III, VI	Regional	Traditional & online
UI	Archaeological Technician	45.0301	Certificate-UG		EDU	Moscow--Region I & II	Regional	traditional
UI	Climate Change	45.0701	Certificate-GR		COS	Moscow--Region I & II	Regional	Traditional
UI	Geographic Information Systems	45.0702	Certificate-UG		COS	Moscow, CdA, Boise--Region I & II, Region III	Regional	In-person, CV, web
UI	Remote Sensing of Environment	45.0702	Certificate-UG		CNR	Moscow--Region I & II	Regional	traditional
CEI	Carpenter Apprentice - Inactivate 2017	47.0000	APC.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Instrument Mechanic Apprentice - Inactivate 2017	47.0000	API.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Lineman Apprentice - Inactivate 2017	47.0000	APL.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Locksmith & Safe Repair Apprentice - Inactivate 2017	47.0000	APS.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Machinist Apprentice - Inactivate 2017	47.0000	APM.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Maintenance Mechanic Apprentice	47.0000	APT.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Sheet Metal Mechanic Apprentice	47.0000	APA.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welder - Inactive 2017	47.0000	APW.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT.BTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT.ATC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT.ITC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT.AAS	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.AAS	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.ATC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.ITC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Packaging Design	50.0409/10.0301	ITC		Career & Technical Education/TBTS	Lewiston	Regional	Traditional
CEI	Dental Assisting	51.0601	DTL.ITC	N/A	Dental Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Medical Assisting	51.0801	MA.AAS	N/A	Medical Assistant Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Surgical Technology	51.0909	SRT.AAS	N/A	Surgical Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Rehab Counseling Cat R	51.2310	Certificate-GR		EDU	Boise--Region III	Regional	Hybrid: combination
UI	Entrepreneurship	52.0201	Certificate-UG		CBE	Moscow--Region I & II	Regional	Face to face
CEI	Office Professional	52.0401	OFP.AAS	N/A	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Office Specialist	52.0401	OFS.ITC	N/A	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Human Resource Development	52.1001	Certificate-GR		EDU	Moscow, CdA, Boise--Region I &	Regional	traditional
LCSC	Bioinformatics		BS		Liberal Arts & Sciences/MaSS	Lewiston/Region 2	Regional	classroom

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Biotechnology Laboratory Assistant		Certificate			Nampa, Boise	Regional	Traditional
LCSC	Electronics Engineering Technology		BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston/Region 2	Regional	classroom
CWI	Geographic Information Systems		Certificate			Nampa, Boise	Regional	Traditional
BSU	Intermediate Basque		Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
CSI	IT Development and Security		AAS		Information Technology	CSI Campus	Regional	
LCSC	Secondary Education: Communication Arts		BA, BS		Professional Studies/ Teacher Education	Lewiston/Region 2	Regional	classroom
BSU	Spanish for Business			Minor	Arts & Sciences/ World Languages	Boise		

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

---

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Ph.D. in Rehabilitation and Communication Sciences

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs; and Objective B: Medical Education. V. Medical related postsecondary programs (other than nursing).

**BACKGROUND/DISCUSSION**

The Ph.D. program in Rehabilitation and Communication Sciences at Idaho State University (ISU) will address the shortage of research doctoral faculty in Audiology, Occupational Therapy, Physical Therapy, and Speech Language Pathology, which put healthcare service provision and academic program accreditations at risk. This degree will develop a career path for post-secondary educators, researchers, and administrator in the Rehabilitation and Communication Sciences fields. It will be an interprofessional research Ph.D. degree, utilizing academic resources within ISU.

Increasingly, accreditors in these medical fields (physical therapy, occupational therapy, and communication sciences and disorders) require faculty teaching didactic courses to hold research doctoral degrees, and there are already shortages of doctoral faculty in these fields. The lack of doctoral qualified faculty places program accreditation at risk. The proposed program and its graduates would help address these problems.

**IMPACT**

No new faculty positions are necessary for this program. Reallocations from within the College of Rehabilitation and Communication Sciences will be used for the Program Director and administrative assistant. This program would be unique in Idaho and not compete with programs at other state institutions.

**ATTACHMENTS**

Attachment 1 – Proposal for the Ph.D. in Rehabilitation and Communication Sciences

**STAFF COMMENTS AND RECOMMENDATIONS**

ISU's proposed program will be offered using a hybrid model through it's Pocatello and Meridian campuses. ISU expects there will be a blend of full-time and part-time students in both traditional and non-traditional (online) models. The program is aimed at filling a shortage of practicing clinicians, which require Ph.D. level

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

academic faculty to train new professionals to teach in entry-level clinical programs and conduct research and also meet program accreditation requirements. ISU anticipates six initial enrollments for the program with annual cohorts projected to be three to four students in the traditional model and two students per cohort in the non-traditional online model.

ISU's proposed Ph.D. in Rehabilitation and Communication Sciences is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III and V. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for rehabilitation and communication sciences at the graduate level.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on July 12, 2018; and to the Committee on Instruction, Research, and Student Affairs (IRSA) on July 26, 2018.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to add a Ph.D. in Rehabilitation and Communication Sciences Program as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

Attachment 1

**Idaho State Board of Education**  
**Proposal for Undergraduate/Graduate Degree Program**


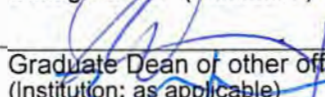
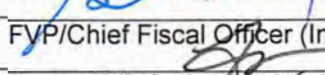
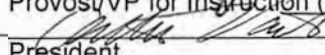

Date of Proposal Submission:	June 2018
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	Kasiska Division of Health Sciences
Name of Department(s) or Area(s):	School of Rehabilitation and Communication Sciences

**Program Identification for Proposed New or Modified Program:**

Program Title:	Ph.D. in Rehabilitation and Communication Sciences		
Degree:	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Graduate	
Indicate if Online Program:	<input type="checkbox"/> Yes: HYBRID	<input type="checkbox"/> No	
CIP code (consult IR /Registrar):	51.2314 (Rehabilitation Science)		
Proposed Starting Date:	Fall, 2019		
Geographical Delivery:	<input type="checkbox"/> Location(s)	<input type="checkbox"/> Statewide	<input type="checkbox"/> Region(s) <input type="checkbox"/> Statewide
Indicate (X) if the program is/has:	<input type="checkbox"/> Self-Support	<input type="checkbox"/> Professional Fee	
Indicate (X) if the program is:	<input checked="" type="checkbox"/> Regional Responsibility	<input type="checkbox"/> Statewide Responsibility	

**Indicate whether this request is either of the following:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> New Degree Program                            | <input type="checkbox"/> Consolidation of Existing Program           |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program        |
| <input type="checkbox"/> Expansion of Existing Program                            | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative |

	12/11/17
College Dean (Institution)	Date
	1/16/18
Graduate Dean or other official (Institution; as applicable)	Date
	12/6/17
FVP/Chief Fiscal Officer (Institution)	Date
	1/17/18
Provost/VP for Instruction (Institution)	Date
	
President	Date

	
Vice President for Research (Institution; as applicable)	Date
	
Academic Affairs Program Manager, OSBE	Date
	
Chief Academic Officer, OSBE	Date
	
SBOE/Executive Director Approval	Date

**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.

This proposal requests the creation of a new interprofessional research doctoral degree (i.e., Ph.D.) program in Rehabilitation and Communication Sciences at Idaho State University to address the dire shortage of research doctoral faculty in Audiology, Occupational Therapy (OT), Physical Therapy (PT), and Speech Language Pathology (SLP), which put healthcare service provision and academic program accreditations at jeopardy. The aim of this degree is to develop a career path for post-secondary educators, researchers, and administrators in the Rehabilitation and Communication Sciences fields. Rehabilitation is a common professional term used to describe Occupational and Physical Therapy as well as other related healthcare disciplines, and Communication Sciences refers to Audiology and Speech Language Pathology. Given the nation-wide healthcare emphasis on interprofessional activities, practices, and granting opportunities, the rehabilitation focus and title offers a multitude of opportunities for Idaho and Idaho State University (ISU) faculty and students. The program, by nature, is interprofessional; so, admission to the program is not limited to individuals from the four disciplines listed above but, for instance, an individual with a graduate degree in Health Care Administration may elect to pursue this degree because of an interest in rehabilitation research in an institutional setting.

This program arises from the College of Rehabilitation and Communication Sciences (CRCS) within the Kasiska Division of Health Sciences (KDHS) at ISU. The CRCS includes the Department of Communication Sciences and Disorders (CSD) with programs in Audiology and SLP, and the Department of Physical and Occupational Therapy (DPOT). CSD currently offers a bachelor's degree with emphases in pre-audiology or pre-speech-language pathology, a master's degree in SLP, and a clinical doctorate in audiology (AuD), while the DPOT offers the clinical entry-level Master of Occupational Therapy (OT) and Doctor of Physical Therapy graduate (DPT) degrees. All of these clinical entry-level graduate degrees do not prepare students to be researchers or academicians in their fields, but instead prepares them to be high-quality clinicians in their disciplines. Across the 13 western states listed in *Table 1* there are 102 clinical entry-level graduate programs between the four listed disciplines (181 including undergraduate only programs), while there are only 13 (7 CSD, 2 SLP, 1 OT, 1 PT, and 2 Rehabilitation focused) Ph.D. programs to prepare postsecondary educators and researchers to support developing faculty for these programs. This is in comparison to over 50 Ph.D. programs specifically in CSD to support nearly 200 CSD programs on the east coast.

The proposed program will be an interprofessional research Ph.D. degree, utilizing academic resources within the CRCS and from other established university entities, designed to meet international, nation-wide, ISU, and KDHS emphases on interprofessional training and practices for healthcare professionals, which are frequently part of accreditation standards in healthcare programs. This interprofessional program will increase the potential for collaborations among faculty in the KDHS and will likely dramatically increase the grant possibilities, as many current healthcare related grants and granting institutions have specific funding announcements targeting interprofessional projects. Offering a Ph.D. program in Rehabilitation and Communication Sciences will also result in vertical enhancement of the associated departments and university at multiple levels. Academic departments that offer Ph.D. programs frequently have more academic and clinical faculty members who hold their



Ph.D.s, thereby increasing the quality of education received by students at ISU from undergraduate through graduate programs. Departments offering Ph.D. programs also typically have higher rates of productivity and grant funding. This is in part due to the fact that more students are involved with high quality basic science to clinical and translational research throughout their education at multiple levels (from undergraduate through Ph.D.) and training time for students volunteering and working in research labs is decreased with more seasoned graduate students mentoring undergraduate students, thereby alleviating some of the faculty workload spent on these tasks. Having students more involved in research increases their academic performance, motivation, organizational skills, and they often report having more favorable long-term connections to those institutions. Additionally, with Ph.D. level students taking on some teaching responsibilities and having mentored teaching experiences, this frees up the mentor to apply for more grant funding to further support the students and research projects. Lastly, having a Rehabilitation and Communication Sciences Ph.D. program will draw higher quality applicants to open faculty positions within the KDHS and the related departments. *This new doctoral program will not replace any other program.*

**2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions, which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

Idaho Workforce data are not available for doctoral faculty positions. Similarly, the Bureau of Labor Statistics does not index doctoral level positions, although we are able to portray the local, regional, and nation-wide need, and major shortages of research doctoral faculty from these professions in a number of ways. Most relevant to Idaho and ISU, recently there has been a paucity of candidates for faculty searches within CSD and DPOT at ISU. For example, over the last five academic faculty searches conducted by CSD at ISU there were an average of six appropriate applicants per search as compared to typically between 200-400 appropriate applicants for faculty searches conducted by the Departments of Psychology, Sociology, or History at ISU, which due to major research doctoral faculty shortages in CSD, OT, and PT are not uncommon. Similarly, due to the lack of research doctoral qualified applicants, repeated faculty searches conducted by the DPOT at ISU have resulted in failed searches when seeking to fill two vacant positions over the last 3 years. During the most recent DPOT academic faculty search, only 1 qualified applicant applied. This is being stated to frame the major shortage of research doctoral faculty in these disciplines and to emphasize the regional draw and many opportunities that this program offers.

The nation-wide shortage of research doctoral-level, Ph.D. or equivalent, faculty in these disciplines are concerning for a number of reasons: 1) similar shortages exist in numbers of clinicians across these disciplines (21-34% job outlook growth predicted from 2014-2024 via the Bureau of Labor Statistics Occupational Outlook Handbook) to treat the increased aging population that are likely to experience health problems treated by these professionals and research doctoral-level faculty are required to train the next generation of clinicians and 2) academic program accreditations may be at risk (the American Speech-Language and Hearing Association [ASHA] Council on Academic Accreditation, requires a majority of courses be taught by research doctoral level faculty [at least 50%], the American Occupational Therapy Association now requires that 100% of graduate-level courses are taught by research doctoral level faculty, and the American Physical Therapy Association requires that 50% of university faculty in PT programs hold their research doctoral degrees). Professionals from these fields frequently treat younger and older veterans with brain injuries or who have a number other traumas. Additionally the US population is experiencing a major growth in the number of Americans

who are 65 years old and older, who are at risk for many aging related health issues; again, frequently treated by the professionals from these disciplines. For example the 2012 estimate of over 43 million Americans being 65 or older is expected to double to 84 million by 2050 with a large portion of the baby boomer generation being over 85 (US Census Bureau Statistics) and likely to experience, hearing, cognitive / language, swallowing, or mobility problems, which again are treated by AuDs, SLPs, OTs, and PTs. Nearly 800,000 Americans have a stroke each year,  $\frac{3}{4}$ 's being first-time strokes, which is currently the number 5 leading cause of death in the US and often result in cognitive, language, swallowing, and mobility deficits treated by these professionals. Similarly, 5.5 million Americans currently live with Alzheimer's Disease and Dementia, with 5.3 million being age 65 or older. Dementia is currently the 6<sup>th</sup> leading cause of death in the US, which due to population and aging growth further emphasizes the need for trained professions to treat these populations. Professionals from these disciplines frequently provide care for individuals suffering from 7 out of 10 of the leading causes of death in the US. Without research doctoral faculty to meet program accreditation standards and to train the future generation of clinicians these individuals may go unserved and may be at risk for global decreases in quality of life and age expectancy via succumbing to these disorders at younger ages.

The professional associations for these disciplines indicate the shortage of faculty will become increasingly acute as the nation's population ages, the need for skilled therapists increases, and many of the existing doctoral-level faculty retire and yet the numbers of qualified Ph.D. level faculty are not increasing. For Speech Language Pathology (SLP) and Audiology, a 2002 position paper by the American Speech-Language and Hearing Association (ASHA) referred to the "Crisis in the Discipline," stating that "...preliminary empirical estimates have been established, making it possible to project that over the next 15 years the shortage of Ph.D. faculty is likely to become so severe as to require massive restructuring of the field, with many program closures and reductions in the proportion of faculty holding Ph.D.s". Much of this prediction is currently coming true. The ASHA 2014-2015 Academic Affairs Council (AAC) Technical Report on Ph.D. Programs in CSD reported that 30% of academic positions went unfilled in 2014-2015 and this number rose to nearly 40% in 2015-2016. Of the positions that were filled 25% were done so by hiring under-qualified individuals. This report also states that on average only 42% of academic programs had full faculty capacity from 2008-2014. As indicated above, the vast shortage is going to get far worse before it gets better. 23% of academic faculty in CSD in 2002 were age 61 or over. In 2014 this percentage rose to 36%. As stated in the report, one of the main reasons the shortage isn't worse is because older faculty are agreeing to work longer, which isn't sustainable. This shortage is also supported by the percentage of junior faculty in CSD rising from just 7% in 2002 to 21% in 2014. ASHA sets academic program accreditation standards regarding percentage of Ph.D.-level, or equivalent research doctoral degrees, teaching courses within CSD programs. Therefore academic programs (e.g., undergraduate minor, undergraduate major, Speech Language Pathology Assistant, Master's SLP, and AuD) must maintain a majority percentage of research doctoral faculty teaching these classes and serving as program directors.

Median numbers of students entering Ph.D. programs in CSD will not adequately address the shortage (nationally: 2 for Audiology, 3 in Speech Language Pathology, and 2 in Speech Science within CSD departments). Not surprisingly, a vast majority of the 73 active Ph.D. programs in CSD / SLP are located on the east coast with only 9 being from the western 13 states listed below in table 5. This is a major problem for Idaho and our region considering that, as noted in the report, students typically attend universities within a 200-mile radius of their physical location and academic faculty are likely to end up around their home region. A major benefit of our proposed program that may address the geographic, family, work, funding, barriers noted in the report is the online option. This provides affordable access to quality education for students across the region, nation, and world, as a yet untapped population. ISU's Department of CSD already has a very strong national and international online presence through our undergraduate and graduate course offerings and online SLP Master's degree. Anecdotally, since our first Master's cohort of online students in 2009 a few students from each cohort, and now alumni, typically inquire about the availability of an online Ph.D. program in CSD, of which there are very few. Our online program offering would tap into this population.

The picture is similar for OT and PT, with recently revised accreditation standards by both national associations. OT currently requires a Master's clinical entry-level graduate degree to practice, but their national association and accrediting body, the American Occupation Therapy Association, is requiring a clinical doctorate, DOT, by 2027. Additionally, accredited OT programs now require 100% of faculty teaching didactic courses to hold research doctoral degrees (i.e., Ph.D.'s or equivalent). The 2017 revised standards for PT programs, Commission on Accreditation in Physical Therapy (CAPTE) from the American Physical Therapy Association (APTA), require 50% of core PT faculty to hold research doctoral degrees. These shortages of Ph.D. level faculty is further compounded due to the fact that historically, OT and PT programs do not offer Ph.D. degrees. Only a very limited number OT or PT Ph.D. programs even exist. For example, there is only one Ph.D. program in PT and 1 in OT in all of the 13 western states listed in table 5 below. Ph.D. level faculty from OT and PT typically have degrees in associated fields such as exercise and sports science, psychology, biology, educational leadership, kinesiology, etc. This is in contrast to CSD, which has a long history of Ph.D. programs. However, with that, there are still only 7 Ph.D. programs in CSD and 2 Ph.D. programs in SLP from the western 13 states listed below in Table 5 to produce research doctoral faculty to meet program accreditation standards to support the 181 training programs across the same 13 western states (see *Table 1*).

As a result of the vast shortage of qualified faculty applicants in our fields, positions often either remain unfilled or are filled by clinical faculty who are not specifically trained in research methods and academic classroom teaching. The lack of doctoral qualified faculty places program accreditation at risk. The proposed program and graduates from the program would positively contribute to addressing these problems. It will allow access for regional through international applicants to obtain research doctoral degrees in these related fields and will enable clinically trained and nationally certified Occupational and Physical Therapists holding entry-level graduate degrees access to a more directly related Ph.D. program, thereby potentially increasing the number of students matriculating through our graduate programs at ISU and staying around the region and west coast to fill these shortages. Graduates from our program applying for academic, postsecondary teaching, and research faculty positions would likely have an advantage over those not graduating from programs with the wealth of interprofessional opportunities that this program offers, which is the current international and nation-wide emphasis in healthcare along with health-related grant opportunities. Similarly, OT and PT graduates from this program would have a more professionally related research doctoral degree than commonly occurs in those fields, which would be an international draw to our program, likely bringing positive visibility to ISU. As a majority of the anticipated Ph.D. students will already have their clinical entry-level graduate degrees (Master's or clinical doctorates), upon graduating they would be very high-quality applicants for academic departments within their fields of certification, as well as would be prime candidates for other job opportunities outlined below.

Interprofessional training and practice in nearly every healthcare field is emphasized at national and international levels. Granting institutions often have many specific research-funding announcements for interprofessional projects with a healthcare focus. Nearly every healthcare-related profession in the US now has terminology in their accreditation standards, preferred practice protocols, and codes of ethics stating the requirement and need for collaborations between healthcare professionals. As the proposed program is interprofessional across the disciplines it would create many collaborative and grant opportunities for current faculty and students at ISU, along with private-public partnership opportunities. Such a collaborative model is occurring more across higher-level institutions (e.g., University of Pittsburgh just announced a Ph.D. in Rehabilitation Science which includes PT, OT, Athletic Training, and Health Information Management programs), but currently, only a handful of true interprofessional Ph.D. programs exist in the US, with no quality online program offerings. Some of these programs include the following: 1) Massachusetts General Hospital (MGH) Institute of Health Professions graduate school, which is supported by a collaboration between faculty from Boston University, Massachusetts Institute of Technology, Harvard Medical School, and several other regional hospitals, 2) University of Kentucky in collaboration with Eastern Kentucky University, Murray State

University, and Western Kentucky University in CSD, OT, PT, and Athletic Training 3) the University of Colorado at Boulder (UC), and 4) San Diego State University / University of California at San Diego (SDSU/UCSD) cooperative programs, although the MGH program just graduated their first Ph.D. students in May of 2016. The UC Boulder and UCSD/SDSU Ph.D. program examples are collaborations between CSD and neuroscience (UC, Boulder) and CSD and language sciences (SDSU/UCSD) programs. Due to consistent low numbers of students and costs associated with running these programs, more departments and universities are pooling resources, offering combined Ph.D. programs (ASHA AAC Technical Report on Ph.D. programs, 2015-2016). For example, 19 of the 73 active Ph.D. programs in CSD report being in this category, but only a few report being truly interprofessional in nature. Again this program would be a major draw for marketability when posting open positions at ISU from these departments, and when our graduates would apply for jobs elsewhere. It provides grant opportunities and meets the US and World Healthcare systems emphasis on Interprofessionalism, thus increasing the quality of education students receive from ISU at every level. Implementation of the proposed program will place Idaho in the vanguard with reference to development of an interprofessional Ph.D. degree that combines all four disciplines.

**Table 1.** Total number of academic departments (i.e., degree offerings at undergraduate: Associates (OTA / PTA) or Bachelors (B.S., CSD); and clinical entry-level graduate; M.S. / M.A. SLP & OT, AuD, DOT, & DPT) from the 13 western states that our graduates may be eligible to apply for postsecondary educator positions at: **CSD – 48; OTA / OT – 49; PTA / PT – 84.** 102 of the 181 programs offer clinical entry-level graduate degrees and must adhere to the professional accreditation standards listed above. These program needs equate to approximately 600 Ph.D. level faculty (300 CSD, 176 OT, and 132 PT) required to support the 102 graduate programs and over 1,000 faculty to support the total 181 programs listed, many of which are in dire shortage of research trained Ph.D. level faculty.

State	CSD (*1 Bachelors only the rest offer undergraduate and graduate degrees)	OT Assistant (OTA)	OT (Masters / DOT)	PT Assistant (PTA)	PT (DPT)
Alaska	2 (collaborations with other universities)	0	0	1	0
Arizona	5	3	3	6	4
California	20	6	9	15	15
Colorado	3	3	1	4	2
Hawaii	1	1	0	1	0
Idaho	1	1	1	4	1
Montana	1	0	0	2	1
Nevada	2	1	1	3	2
New Mexico	3	4	1	3	1
Oregon	3	1	1	2	2
Utah	4	1	1	3	2
Washington	4	5	3	6	3
Wyoming	1	1	1	1	0
Total	48	27	22	51	33

List the job titles for which this degree is relevant:

**Table 2.** The top 5 items were included from the Bureau of Labor Statistics Occupational Outlook Handbook, which does not include specific information on faculty, postsecondary teacher, positions that are specifically related to the proposed degree. Therefore items 6 – 23 have also been included for more specific referents.

#	Title	# of Jobs	Job Outlook (2014-2024) %	Employment Change
1	Postsecondary Teachers	1,313,000	13	177,000
2	Postsecondary Teachers, Health Specialties	186,740	2.4 – 4.99	
3	Speech-Language Pathologist	135,400	21	28,900
4	Occupational Therapist	114,600	27	30,400
5	Physical Therapist	210,900	34	71,800
6	University Faculty, Audiology			
7	University Faculty, Occupational Therapy			
8	University Faculty, Physical Therapy			
9	University Faculty, Speech Language Pathology			
10	University Faculty, Rehabilitation Sciences			
11	University Faculty, Special Education			
12	University Faculty, Related Disciplines			
13	Academic Administrator			
14	Rehabilitation Administrator			
15	Other Healthcare Administrator			
16	Professional or Administrator in Related Industry			
17	Post-doctoral Research Fellow			
18	Staff Member at a Research Focused Healthcare Setting or Hospital (e.g., Mayo Clinic)			
19	Private Practice Entrepreneur			
20	Private Industry Researcher / developer			
21	Insurance Auditor			
22	Advocacy group employee			
23	National Association employee / researcher			

It should be noted that the list of potential job opportunities from this degree included above is just a sampling of the wealth of related positions, as 55% of CSD Ph.D. graduates do not go into academia (ASHA AAC Technical Report on Ph.D. Programs, 2015-2016). These statistics are similar for the other related disciplines.

**Table 3.**

	State DOL data	Federal DOL data	Other data source: (describe)
--	----------------	------------------	-------------------------------

<b>Local (Service Area)</b>	2-4	2-4	2-4
<b>State</b>	4-6	4-6	4-6
<b>Nation</b>	200	200	200

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

- 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 students was used, please attach a copy of the survey instrument with a summary of results.

This program will consist of a mix of full- and part-time students in both traditional and non-traditional (online) models as further described below. Full-time students will utilize the traditional model while those who elect to continue clinical work during their program will be part-time students and may choose either the traditional or non-traditional model. It is likely that part-time students in close proximity to the ISU Pocatello campus and Meridian Health Science Center will choose the traditional model, while students who continue to work full-time clinically in more distant locations from ISU will choose the non-traditional model. The non-traditional model allows a student to continue working in his or her professional position, utilizing distance-learning options for instruction, and developing research within their clinical environment, but still being mentored by ISU academic faculty. Initially, the number of students in the non-traditional model will be capped at 2 until model feasibility is determined.

Annual Ph.D. student cohorts for the program are expected to be 3-4 students in the traditional model and 2 students per cohort in the non-traditional model. Program capacity is based on an average of 4 students per cohort with the anticipation of accepting 6 students per cohort to account for part-time students and retention factors.

Via requests from professionals around the state, region, and nation we predict that we will predominantly draw from Idaho, the Intermountain West, and West Coast for the traditional program, but will also draw nationally and internationally for the non-traditional, online, program. Further evidence of student interest in the program comes from the fact that typically 4-6 graduate students per year from the total of approximately 100 students across the four graduate entry-level programs at ISU report their desire to pursue a Ph.D., most of whom report that they would prefer to continue their education at ISU if the program existed. Interestingly, 13 of these students from SLP, only one of the four programs, over the past 5 year went on to attend, and in some cases graduate, from Ph.D. programs at other institutions. Without the other three programs and with 0 outside ISU recruitment these students could have represented half of the anticipated enrollments; then including potential students from the other three programs, regional and west coast universities, and other regional professionals who have routinely expressed interest in the Ph.D. program speaks to student populations and sources of enrollment for the program. The number of students from these clinical entry-level graduate programs interested in pursuing a Ph.D. are similar to those from other institutions that our faculty have experience at and via feedback from some CSD faculty at the western institutions. Typically 1-2 graduate students per SLP master's cohort of 20-30 students (2-4 students per cohorts of 40 students or larger) express an immediate interest in pursuing a Ph.D. in CSD, which is similar in Audiology, OT, and PT. As recently reported in the October 2017 Issue of the ASHA Leader, based on results from the 2016 ASHA Communication Sciences and Disorders Education Survey, approximately 50% of Ph.D. students in CSD start their research doctoral program immediately after graduating with their previous CSD degree or are simultaneously enrolled in a graduate clinical entry-level degree while they are taking Ph.D. coursework. This number is slightly smaller for SLP master's students, 23%, starting their

Ph.D. program immediately after graduating with the master's degree, but an additional 35% start their Ph.D. programs within five years of obtaining their master's degree in SLP and national clinical certification, which elevates the percentage over the 50% range. All of the annual 100+ ISU graduate students per cohort in the entry-level programs will serve as feeder sources for the Ph.D. program. It is also very likely that if the program is approved, and then when it is started, the exposure to the Ph.D. program, students, and cultural shift will increase the number of students expressing an interest in pursuing a Ph.D., which is often reported in CSD programs that offer a Ph.D. degree (ASHA, AAC 2016 Technical report on Ph.D. programs in CSD). Therefore the interest of our own graduate students continuing their research doctoral-level education here at ISU would increase as would enrollment numbers due to their matriculation into the Ph.D. program. Additionally, the ISU clinical entry-level graduate programs are just one of many feeder sources for the program. Given that there are 102 graduate programs between the four discipline areas across the 13 western states, with only 9 Ph.D. programs in CSD / SLP, it is likely that there will be a much bigger draw from other regional institutions as well. Additionally, several alumni from the online master's program in SLP have expressed a similar interest of pursuing their Ph.D. through the non-traditional tract if it were available.

ISU clinical faculty from the two departments (either holding a master's or clinical doctoral non-research degree) applying to and taking part in the Ph.D. program may be considered, but safeguards for quality assurance and reduction of potential conflicts of interest would be put in place. This potential student source would in no way be our primary source of student enrollment and these potential students would still have to apply for, be competitively selected for admission to, and complete the Ph.D. program with no preferential treatment occurring at any stage of the process. Safeguard policies and procedures, based on the ISU College of Nursing, will be developed if this should occur. Wording and policies will include clear accessible statements that ISU clinical faculty from the two departments applying for, accepted to, participating in, or graduating from will not receive preferential consideration or treatment of any kind during any phase of the application or program and that acceptance to, participation in, or graduation from the program will not alter job classification (clinical faculty applying for, participating in, and or graduating from the program will still have clinical faculty designations) and that all faculty searches will be approved by Human Resources and Affirmative Action, and will be conducted via national audiences. Lastly, any ISU clinical faculty member from the 2 departments participating as a student in the program will have a major advisor from the other department (e.g., if an OT or PT clinical faculty member is the student they will have a major advisor from CSD and the reverse), who will be responsible for determining the student's program of study, performing annual progress evaluations, determining comprehensive evaluations, and will likely chair the students' research projects (all of which will be done under the advisement of the larger CRCS Ph.D. Studies Committee and academic faculty members within the students department of employment). Since only one didactic course is being developed for the program which will include instructors from all four programs, these students will have very limited experiences with clinical faculty being in Ph.D. level courses. A vast majority of the students' coursework is outside of the College / Departments with classes already being taught at ISU, so these potential conflicts of interest would be minimal. Some integration of this may occur through chosen independent studies and colleagues serving as committee members on research projects; however, again in these few specialty cases the major advisor, likely the chair of research projects and the student's dissertation, will be an academic faculty member from outside of the student's primary department. Again, this is an item of consideration, but will not be our primary source of student enrolment.

Allowing ISU clinical faculty from the two departments to apply for and then take part in the Ph.D. program is not being considered as a way to "grow our own", which is very frowned upon in CSD and higher education in general, but instead is viewed as a way to contribute to addressing the national shortages within the disciplines and to provide enhanced opportunities for ISU faculty and students. These opportunities are to help them further develop their knowledge base, areas of expertise, enhance their scholarship and the potential for other scholarly collaborations and grant ventures, as

well as the potential for increased student participation in scholarly endeavors. It may also provide additional granting and teaching opportunities for the subset of ISU faculty supervisors that currently do not have these assignments, which should enhance the ISU student experience at several levels. These clinical faculty members are more likely to remain at ISU if they are able to pursue the Ph.D. while working at ISU and therefore will increase the number of Ph.D. faculty in the programs when they graduate. For example, CSD departments with Ph.D. programs frequently have higher number of not only academic, but also clinical faculty who hold their Ph.D.s, which vertically enhances the department at all levels. Having a Ph.D. program is a draw for higher quality faculty within these disciplines, so it will enhance our marketability when performing nation-wide searches for open positions.

- 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 acts to stimulate the state's economy in a number of ways. It advances the efforts to fill the state's workforce needs in these four high-need clinical professions, all of which are in dire shortage of practicing clinicians, which require Ph.D.-level academic faculty to train new professionals and meet academic program accreditation standards. Since the required entry-level degrees for all four of these professions are graduate degrees, in some cases clinical doctorate degrees, this Ph.D. program provides a long-term solution for educating the next generation of postsecondary educators, researchers, and administrators, many of whom are likely to stay in the state or region. The Ph.D. program will enhance the quality of student training at ISU which will in turn result in a higher quality of regional clinicians treating the population in a more evidence-based efficient and effective way with the interprofessional values. This will enable individuals affected with health and mobility problems treated by these professionals to return to functioning and daily activities sooner and with a higher degree of independence (i.e., returning to work sooner, producing goods or services, and spending money as well as insurers covering the high-quality treatment).

It will also increase enrollment through the Ph.D. program students themselves and through the interest garnered in the undergraduate and clinical entry-level graduate programs themselves as a result of the program and interprofessional focus. As departments that have Ph.D. programs typically have increased numbers of students, which on average are higher performing across all academic levels (ASHA AAC 2016). The proposed program and Ph.D. students will enable student researcher matriculation among multiple levels, thereby exponentially increasing research productivity. Similarly, to the higher number of faculty holding Ph.D.s within departments that house Ph.D. programs, undergraduate and graduate students participate in student research more often. Undergraduate student researchers then matriculate into graduate student researchers within the same lab so the training time per student is decreased, while expertise and proficiency increase in turn dramatically enhancing the scholarly productivity within the program. Ph.D. students and the program dramatically increase faculty productivity by aiding with teaching, mentoring, and research responsibilities. In other words, in addition to the research projects that the Ph.D. students will be conducting throughout their programs they will also be assisting with teaching, service, and mentorship of undergraduate and graduate student research projects, which will in turn increase time for faculty mentors to apply for more grant funding. In other words, faculty time / workload shifts from more time intensive data collection, analysis, etc. to grant writing and higher level productivity factors through the support of Ph.D. students mentoring and assisting with teaching responsibilities etc.

With the interprofessional focus of the Ph.D. and combining resources from the four programs, this will stimulate increased collaborations between the programs for grants (many of which require interprofessional aspects), research, teaching, and service provision. With all of that there will be an increase of student tuition dollars, increase of scholarly productivity, likely increase in grant funding, and increase of outreach clinical service projects benefiting Idahoans. Having more students participating in research labs with the hopeful support of increased grant funding will enable more students to get paid, which will allow them to spend more money, while reducing their student loan



debts. It will also provide the opportunity for increased private-public partnerships for clinical practicum sites, collaborative clinical opportunities, and grant possibilities.

**d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

As previously stated all four professions are in dire need of not only well-trained clinically practicing professionals, but have an even greater need for academic and research faculty to train future generations of clinicians. As the nation's population ages, the need for the rehabilitation sciences will increase since the elderly are the highest consumers of rehabilitation services. The proposed Ph.D. program enhances the opportunity to address the shortage of qualified health care professionals who are critical to the care of the elderly. Furthermore, the nature of this program with four collaborating disciplines provides a unique opportunity to address interprofessional competencies and accreditation standards of the professions and of healthcare systems. Many national healthcare systems, including the United States, have emphasized interprofessional care as a fundamental requirement to reduce costs and improve client outcomes. As the leading university in the state of Idaho for health professions, and specifically with the CRCS being housed within the Kasiska Division of Health Sciences, which emphasizes and supports interprofessional initiatives, the program is poised for success to make Idaho a global leader in training healthcare professionals and academic research scientists to address the societal needs of the current and future healthcare culture.

**e. If Associate's degree, transferability:** This program does not result in an Associate's degree.

**3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

**Table 4.**

<b>Similar Programs offered by Idaho public institutions (list the proposed program as well)</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
BSU	NA	NA
ISU	Ph.D.	Ph.D. in Rehabilitation and Communication Sciences
LCSC	NA	NA
UI	NA	NA
CSI	NA	NA
CWI	NA	NA
EITC	NA	NA
NIC	NA	NA

**Table 5.**

<b>Similar Programs offered by other Idaho institutions and by institutions in nearby states</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
Alaska	NA	NA

Arizona	Ph.D. Speech-Language Hearing Science Ph.D. Speech and Hearing Science	University of Arizona Arizona State University
California	Ph.D. Language and Communicative Sciences Ph.D. Physical Therapy Ph.D. Rehabilitation Sciences Ph.D Occupational Science	San Diego State University in conjunction with University of California San Diego (SDSU/UCSD – joint Ph.D. program) Loma Linda University Loma Linda University University of Southern California
Colorado	Ph.D. Speech-Language-Hearing Science Ph.D Occupational and Rehabilitation Science	University of Colorado, Boulder Colorado State University
Hawaii	NA	NA
Idaho	NA	NA
Montana	Speech-Language Pathology Ph.D.	University of Montana
Nevada	Ph.D. Speech Pathology	University of Nevada, Reno
New Mexico	NA	NA
Oregon	Ph.D. Communication Disorders & Sciences	University of Oregon
Utah	Ph.D. Disability Disciplines Ph.D. Communication Sciences & Disorders	Utah State University University of Utah
Washington	Ph.D. CSD / Rehabilitation Sciences	University of Washington
Wyoming	NA	NA

*\*Note: Between the 13 listed western states there are 7 CSD Ph.D. programs, 2 SLP Ph.D. programs, 1 OT Ph.D. programs, 1 Ph.D. PT program, and 4 Rehabilitation Sciences Ph.D. programs. The University of Washington offers both a Ph.D. in CSD and Rehabilitation, which does overlap. Two Rehabilitation Sciences Ph.D. programs do not include specific disciplines and are more general programs, including the University of Medical Sciences Arizona program, which is an online only program.*

**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.

NA

**4. Describe how this request supports the institution's vision and/or strategic plan.**

The ISU Vision statement reflects that "Idaho State University strives to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society." This proposal addresses many of these elements, in that it will be deeply involved in generating interprofessional opportunities and scientific research ("creation of new knowledge"), is designed to both provide high quality instruction and to train individuals in the science of pedagogy, and to develop critical thinking that spans multiple disciplines. National accreditation standards from the associated programs all include items for interprofessional education and practice (IPE and IPP) activities. The two departments (CSD and DPOT) were both recently reaccredited and received praises in their

accreditation reports for their interprofessional activities. The proposed interprofessional Ph.D. program would continue to support the on-going successes and national recognition for interprofessional endeavors occurring within the departments at ISU. In further support of the on-going strong interprofessionalism in the CRCS, during the final oral report of the ASHA site visit committee one of the visitors went as far to state that the program “sets the gold standard for interprofessionalism in our field”. All of the 6 ASHA site visitors specifically commented on the many interprofessional strengths of the program.

Following is a specification of the relationship between the program and the Strategic Goals of ISU.

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
<b>Objective 1.1</b> ISU provides a rich learning environment, in and out of the classroom. (Consistent with SBOE Objectives 2B, 1D)	This proposal will provide a rich academic curriculum that includes coursework within and outside the chosen discipline of the student. In addition, all students will conduct research in labs or at practicum sites representing each of the Rehabilitation Sciences during their course of study.
<b>Objective 1.2</b> ISU provides a dynamic curriculum to ensure programs are current, relevant, and meet student and workforce needs.	The Ph.D. in Rehabilitation and Communication Sciences arises from the workforce needs of the state, nation, and world, as outlined previously. The curriculum has been designed to prepare professionals for the academic, research, and administrative positions, which they will be applying. If needed, the program will engage an Advisory Board, <i>described below</i> , made up of professionals across the State of Idaho who will provide input and feedback to the program to inform curricular change.
<b>Objective 1.4</b> Undergraduate and graduate students engage in research and creative/scholarly activity. (Consistent with SBOE Objectives 2B)	Participation in multiple research labs within the College of Rehabilitation and Communication Sciences is built into the curriculum and, due to the nature of the research focused doctoral program, students are expected to take part in many research endeavors throughout their training. Research requirements of the program include guided research, independent studies to develop expertise, research practicums, and a dissertation project. Another requirement for the program is that students complete a research project that is submitted for publication before they begin their dissertation. It is also expected that the dissertation projects will be submitted for publication and will likely serve as pilot data for grant application. Along with the guided and self-driven research that the students will be conducting it is expected that undergraduate and graduate research experiences will increase and that the doctoral students will be a part of the mentoring process, especially with undergraduate research experiences. In general the program should vertically advance the scholarly activity within the programs at all levels.
<b>Objective 1.5</b> The core faculty is actively engaged in research and creative/scholarly activity. (Consistent with SBOE Objectives 2A)	Core faculty of the Ph.D. in Rehabilitation and Communication Sciences will hold a research doctorate degree and will demonstrate a history of scholarly activity as a requirement for teaching and advising students in the program. As previously stated the program will increase the scholarly activity occurring in the programs at all levels.

<p><b>Objective 1.6</b> Graduates of ISU's programs are well prepared to enter the workforce and/or continue their education at the graduate and professional levels. (Consistent with SBOE Objectives 1B, 1C, 1D)</p>	<p>The Ph.D. in Rehabilitation and Communication Sciences is designed to prepare students for work primarily in academic settings, although some may seek administrative positions in health care settings. Most students in the program are likely to already hold their national certification in their disciplines, and are, therefore, intrinsically prepared for the workforce and to train future students for workforce entry. The Ph.D. program further provides them with the tools to meet the needs of academic settings by training in teaching, research, interprofessional collaboration, service, and administrative activities.</p>
<p><b>Objective 3.1</b> A broad array of health professions certificate and degree programs are offered, many statewide. (Consistent with SBOE Objective 1D)</p>	<p>This proposal satisfies Objective 3.1, in that it meets a critically important need by providing qualified faculty who then train future generations of clinicians in multiple disciplines. By preparing future educators in Rehabilitation and Communication Sciences, this degree program ensures that Idaho residents will have ongoing access to high-quality health professions education. It will be the only program of its kind in the state.</p>
<p><b>Objective 3.3.</b> ISU faculty and students engage in basic, translational, and clinical research in the health sciences. (Consistent with SBOE Objectives 2A, 2B)</p>	<p>Graduate students in the Ph.D. in Rehabilitation and Communication Sciences program will be required to engage in basic, translational, and/or clinical research as part of the curriculum. A solid mentoring relationship between faculty and students should continue after graduation and foster long-term research collaborations, thereby increasing the research productivity of faculty.</p>
<p><b>Objective 4.1.</b> Idaho State University directly contributes to the economic wellbeing of the state, region and community it serves.</p>	<p>The healthcare industry is among the fastest-growing sectors of the economy, and this degree program addresses current and projected workforce shortages in the rehabilitation and communication sciences. Further, all of the disciplines addressed by this proposal have goals of increasing the independence of individuals and/or returning people to the workforce after injury. Providing research-capable leaders will support the expansion of the health care industry, improve local access to services, and increase the ability to attract grant funds. Graduating Ph.D.'s capable of filling current and anticipated faculty vacancies within the state keeps the state economy vital within academia as well.</p>

**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 quality of the program will be ensured through monitoring at five different levels. First, the graduate programs at ISU are governed by the Graduate School, which oversees all activities related to degree implementation, administration, and completion. All requirements, academic procedures and policies will be approved by the Graduate Council prior to initiation of the program. Second, the Kasiska Division of Health Sciences (KDHS) mandates that all programs undergo regular program review, and a schedule of this review is maintained by the ISU Office of Academic Affairs and monitored by the KDHS. Third, the Northwest Commission on Colleges and Universities is the accrediting body for ISU, and mandates review of programs within the university. Fourth, each of the disciplines represented in

the degree have entry-level programs accredited by their professional associations with strict academic guidelines for content and quality: American Speech-Language and Hearing Association ([ASHA] Counsel on Academic Accreditation for Audiology and Speech-Language Pathology); Commission on Accreditation of Physical Therapy Education (CAPTE); Accreditation Council of Occupational Therapy Education (ACOTE). While the agencies do not directly accredit Ph.D. programs in their fields, the content provided by the program follows the strict guidelines of the agencies. If needed, a regional professional Advisory Board will be developed to review and guide the quality of the Ph.D. program.

Further safeguards for quality are found in the application and admissions criteria for the program:

- A. Entry Degree: Most students will have their clinical entry-level graduate degrees before entering the program (Master's degree for OT and SLP or a clinical doctoral degree for Audiology and Physical Therapy [AuD and DPT]) from an accredited program and institution, or a Master's degree in another health-related profession such as Health Care Administration. It is also very likely that many of the applicants will have practiced as clinicians and hold national certification/licensure in their professions before applying to the program. Students currently enrolled in the entry-level graduate degree programs for the professions who express a desire to continue their education in the Ph.D. program may be considered. The Ph.D. program may also accept individuals with completion of a baccalaureate degree or in post-baccalaureate programs in some cases, pending the approval of the CRCS Ph.D. Studies Committee. There will be a requirement that those students will complete graduate-level clinical-entry didactic coursework during their program (typically an additional 30 or more credit-hours in the related discipline). These students may or may not receive specific clinical education training along with clinical placements during their program, but this may be an option if desired and if approved by the Advisory and CRCS Ph.D. Studies Committees.
- B. Entry GPA: Applicants are expected to have a GPA  $\geq 3.5$  (on a scale of A=4.0) for consideration of admittance to the Ph.D. program. Official transcripts documenting the GPA must be submitted with the application materials. If a professional seeking entry to the program has several years between obtaining their graduate degree and applying to the program, or has very extenuating circumstances for a GPA lower than 3.5 this requirement may be waived pending approval of the CRCS Ph.D. Studies Committee. Setting this relatively high standard for the GPA requires previous academic achievement and indicates the likelihood for success in a Ph.D. program and will aid in ensuring a high quality program.
- C. Graduate Record Examination (GRE): Applicants are expected to obtain a minimum of a 40<sup>th</sup> percentile score on either the verbal or quantitative sections of the GRE and no less than the 20<sup>th</sup> percentile on either the verbal or quantitative. Exceptions may be made pending approval of the CRCS Ph.D. Studies Committee.
- D. Recommendation: Three letters of professional recommendation from faculty or professional colleagues are required for application to the program.
- E. Writing sample: An example of scholarly writing, thesis, publication, term-paper, etc, will be submitted with the application materials and reviewed by the CRCS Ph.D. Studies Committee.
- F. Statement of Intent: The student must submit a statement summarizing the reasons for applying to the Ph.D. program, as well as identifying areas of research interest, research objectives, and an academic faculty mentor.
- G. Interview: All program applicants will be interviewed by members of the CRCS Ph.D. Studies Committee via telephone, distance conferencing, or face-to-face as part of the application process.

- H. Approval by an Academic Faculty Mentor: An academic faculty mentor must grant their approval to work with the student prior to acceptance to the program.
- I. Approval by the CRCS Ph.D. Studies Committee: The CRCS Ph.D. Studies Committee must approve each applicant prior to acceptance to the program.

**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 C**.

Attached as Appendix C, with ISU College responses as Appendix D.

**7. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes \_\_\_\_\_ No   x  

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission? N/A

**8. Five-Year Plan: Is the proposed program on your institution's approved 3-year plan? Indicate below.**

Yes   x   No \_\_\_\_\_

Proposed programs submitted to OSBE that are not on the three-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's three year plan.** When did consideration of and planning for the new program begin?
- b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the three-year planning cycle? What would be gained by an early consideration?

**Criteria.** As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

**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.

Credit hours in required courses offered by the department (s) offering the program.	40
Credit hours in required courses offered by other departments:	20 (6 will be “free electives” – see below)
Credit hours in institutional general education curriculum	0
Credit hours in free electives	6 (included in the 20 outside credits)
Total credit hours required for degree program:	60

### **I. Program Models**

The Ph.D. program has two basic models that the candidate may choose from: Traditional and non-traditional. All students will have the same minimum number of credit hours and will be required to take the same specified required courses in the proposed curriculum, **Appendix A**. The main differences between the models are; 1) the mode of didactic course delivery, 2) some limitations with course offerings for the nontraditional students, 3) expectation for type of research conducted, 4) assistantship offerings, and 5) expected duration of the programs.

- **Traditional Model:** This model reflects the more traditional style of Ph.D. education, with the candidate on-campus for the bulk of the curriculum and research experiences. The student's didactic coursework is predominantly traditional classroom presentation, and the research experiences may occur within existing research labs and/or clinical sites with affiliation agreements. Full-time students choosing this model are most likely to receive graduate research or teaching assistant positions (*and are the only ones considered for university funded assistant positions*), although part-time students may be considered for assistant positions if funded externally, via the primary investigator's (PI's) discretion.
- **Non-Traditional (online):** This model allows students to remain in a local or distant geographic location, in Idaho or elsewhere, during their program. It is likely that students who choose this model will continue working clinically at their site that is likely distant from the ISU Pocatello campus or Meridian Health Science Center and will be part-time students. No fulltime option is offered for non-traditional students. Course delivery for students who choose this model will be via distance education, which may limit some of the optional course offerings. As the student is off-site and may not be able to participate in the traditional research laboratory experiences, unless through collaborative agreements with other universities, it is expected that an affiliation agreement be established between ISU and the student's workplace facility so the majority of the student's research may be conducted at their clinical site, under the supervision of the student's major advisor from ISU. It is likely that many of the research experiences in this model will be clinical or translational in nature. Institutional review of proposed studies will still go through the ISU Human Subjects Committee for approval, but may require additional approval from the student's worksite. Lastly, these students who choose this model will be much less likely to receive graduate research or teaching assistantships, unless supported through external funds and at the PI's discretion. Although not a requirement, it is likely that the mentor and/or student will travel to the other's location at various points throughout the program.

**II. Program Components:** The major components of the program include (A) advisory committee and its construction, (B) curriculum and (C) the dissertation process.

#### **A. Advisory Committee:**

Each student enrolled in the doctoral program must have a major advisor and an advisory committee. Although rare, students may have co-advisors. Advisory committees will have a minimum of three faculty members with at least two holding graduate faculty status at ISU. The major advisor should be from the student's primary discipline and, although not required, one of the advisory committee members should be from outside of the student's primary discipline (AuD, OT, PT, SLP). Prior to formal admission into the Ph.D. program, the candidate will identify a major advisor who reflects the student's interest area and with whom the student will work throughout her or his academic program. Choice of advisor is based on the candidate's interests, faculty's interest in participation, and availability of faculty in a specific professional area. The major advisor's responsibility is to monitor the student's academic and research progress, as well as to chair the candidate's advisory committee.

**Role of the Advisory Committee:** The Advisory Committee is charged with working with the student to develop a program of study that is based on the student's aspirations and mentor's aspirations for the student. The committee is charged with the following:

- **Coursework:** Identify the coursework that will meet all of the program requirements.
- **Program of Study and Review:** Upon establishment of the Advisory Committee and identification of coursework a Program of Study will be completed in collaboration with the Committee. This program must be developed by the end of the first semester of coursework. The Program of Study provides a plan for the course enrollment, and serves as guidance for both the student and the Advisory Committee. The Program of Study should be reviewed periodically and updated as needed. The Advisory Committee will review the Program of Study to ensure that it meets the Graduate School and Program requirements. The Advisory Committee is responsible for signing the student's Program of Study.
- **Monitor and Evaluate Student Progress:** Review annual student evaluations to monitor progress. At the end of each academic year the student's progress is evaluated. The candidate completes a review of the activities completed during the past year, including course work, scholarship, and assistantship activity, then consults with the major advisor. Faculty involved with the student will be asked to evaluate their performance. A summary of this evaluation will then be presented to the Advisory Committee, the CRCS Ph.D. Studies Committee, and CRCS Ph.D. Program Director for evaluation. The student's Doctoral Committee will make annual recommendations regarding the student's continuation or dismissal following doctoral program policies.
  - Students must maintain a minimum 3.00 GPA and may not receive more than two grades below B-, which will result in immediate dismissal from the program.
  - Students must complete all aspects of the program within five years of completion of their comprehensive exams per ISU Graduate School Requirements.
- **Comprehensive Examinations:** Prior to the final semester of required didactic coursework and completion of the student's research practicum project, including manuscript submission for publication, the Advisory Committee will determine the nature of the written and/or oral comprehensive examinations. The Advisory Committee is responsible for evaluation of any assessment procedures implemented, but, with the exception of the major advisor, may not necessarily be involved with evaluating the student's work. If examination responses are unsatisfactory, the committee may select a



course of action, including remediation procedures, timing, and sequences for the second, and final, attempt at examination. Failure of the second examination will result in dismissal from the program.

- **Dissertation:** After passing the comprehensive examinations, the student works with the major advisor to establish a Dissertation Committee and then begins development of dissertation project(s) (*please see section D below for details*).
  - **Dissertation Committee:** Ideally, the major advisor will chair the student's Dissertation Committee, but this may not necessarily be the case. Likewise, ideally the student's dissertation committee will be the same as their Advisory Committee, but again, this is not required. The Dissertation Committee must be comprised of at least three faculty members, two of whom hold graduate faculty status at ISU. At least one member of the Dissertation Committee must be a Graduate Faculty Representative (GFR) approved by the Graduate School at ISU. While the GFR is officially appointed by the Graduate School, the Dissertation Committee Chair and student may make recommendations to the Graduate School. Identification of the GFR does not have to be completed until the time of the dissertation prospectus. With the exception of the GFR, the dissertation committee members should be able to make a meaningful contribution to the research project(s) and have expertise in at least a related area. All dissertation committee member assignments, including the GFR, will adhere to ISU Graduate School requirements and expectations.
- **Doctoral Candidacy:** Upon successful completion of their comprehensive examinations and passing their dissertation prospectus, the Advisory Committee recommends the student for doctoral candidacy. Approval signatures must then be obtained by the student from the Major Advisor, CRCS Ph.D. Program Director, and Dean of CRCS before sending the doctoral candidacy approval recommendation form to the Graduate School for notification. Candidacy indicates that the student has completed all requirements but their dissertation defense, commonly known as *all but dissertation* (ABD). At this point they receive the title of "doctoral candidate" rather than a doctoral student.

## B. Curriculum Requirements:

The program of study consists of four core elements: Academic Core, Research Core, Specialized Program, and Dissertation. Minimal requirements for each element are described below and the proposed curriculum with potential course offerings is outlined in *Appendix A*. Current instructors for the potential courses listed in *Appendix A* have been contacted and have given approval to list the courses as potential options for future students.

Academic Core:	12 credits
Research Core:	15 credits
Specialized Program:	15 credits
<u>Dissertation:</u>	<u>18 credits</u>
Total:	60

**Academic Core (12 credits).** Academic core is focused on the students' understanding of related professions, interprofessionalism, and pedagogical theory and application. Regardless of specialization area, all students will be required to take the following *newly developed* CRCS courses: 1) CRCS 8001 Overview of Rehabilitation Disciplines (3cr), 2) CRCS 8002 Entrepreneurship in Academic, Clinical, and Research Settings (2cr), and 3) CRCS 8010 Mentored Teaching Practicum (1cr). The remaining minimum 6 credits will focus

on an aspect of teaching/curriculum and rehabilitation administration. The student in consultation with her or his Advisory Committee will determine selection of the pre-existing graduate courses offered at ISU.

**Research Core (15 credits).** Research core facilitates students' understanding of statistics, statistical procedures, and research designs through theoretical understanding and application of such procedures. As all entry practicing graduate degrees for the professions are clinically based, limited coursework is dedicated to research methodology and statistical procedures in those programs. Therefore, all students will be required to take statistics and research methods coursework that will utilize courses currently taught in other departments and some may be cross-listed with the CRCS headings. The only new course being developed for this program under the Research Core is CRCS 8020, Doctoral Colloquium (1cr), which is a presentation and discussion lecture series with students and faculty presenting ongoing research results and proposed project ideas that the students will take every fall and spring semester that they are taking didactic coursework.

**Specialized Program: (15 credits).** Specialized program facilitates the candidates' area of expertise and scholarship through independent studies and guided research with the major advisor and related coursework and research experiences. This program will consist of courses and independent studies identified by the major advisor, the student, and the Advisory Committee as meeting the academic and research goals of the student, and will be drawn from the CRCS, as well as the broader university. Coursework will include at least 6 credits of Core basic or applied sciences outside of the CRCS based on the student's program needs and science background. For example, if a student wanted an emphasis in biological neurosciences they could take BIOL 5523 and 5560, or if they wanted to be able to program neural network modeling simulations they could take programming classes from the computer sciences department to obtain this 6-credit requirement. Further, depending upon the needs of the student, independent study on specific neuroscience topics (e.g., subcortical functioning) could be developed. A main requirement of the Specialized Program is the research practicum, where the student is guided through a research project that results in a manuscript submitted for publication consideration to an academic journal. Although several new courses are being developed for the Specialized Program, CRCS 8030: Advanced Seminar in Rehabilitation and Communication Sciences, CRCS 8050 – 8053: Research Practicum in Rehabilitation and Communication Sciences, these are all independent studies and guided research projects not requiring didactic teaching.

**Dissertation (18 credits).** All students in the program must develop a research proposal that embodies the rationale and research methodology for their dissertation research following the Graduate School requirements for dissertations. The student, under the advisement of the Dissertation Committee and chair, should develop dissertation research projects. Dissertations should be primarily self-guided by the student and should take a minimum of one-year to complete. Students are required to have open prospectus and defense presentations followed by closed question and answer sessions with the committee and student. All committee members must grant approval to the prospectus and defense via signatures on the signature page after the student has incorporated requested changes to draft manuscripts. During this process the students are expected to get appropriate human subjects approval from all associated facilities to conduct their research. After successful defense and completion of the dissertation the candidate must obtain approval from the Graduate School. New courses being developed for the Dissertation include CRCS 8080 Predoctoral Independent Study, CRCS 9000 Dissertation, and CRCS 9001 Dissertation: Summer Research.

***Summary of Coursework.***

- Newly Developed Didactic Courses for the program
    - CRCS 8001 Overview of Rehabilitation Disciplines (3cr): Seminar that has 4 instructors, one from each discipline presenting for 3 weeks about their profession.
    - CRCS 8002 Entrepreneurship in Academic, Clinical, and Research Settings (2cr): Seminar that will focus on developing knowledge and skills related to entrepreneurial initiatives within the health professions.
  - All other required and optional didactic coursework for the program will utilize courses that are already being taught at the university.
  - All other credit hour requirements in the program are from mentored teaching experiences, lecture series, independent studies, guided research practicums, and dissertation project(s), which will only minimally increase faculty workloads.
- 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.
- A. **Thesis or Thesis Equivalent (1-3 credits of CRCS 8030):** Students who did not complete a thesis (or comparable research project during their entry-level degree) must complete a supervised research project. Similar to the research practicum and dissertation, the student must have a committee comprised of at least three faculty members, two holding Graduate Faculty status at ISU, one of whom being the chair of the committee from the student's primary program. At least one member of the committee must be a Graduate Faculty Representative (GFR) approved by the Graduate School at ISU. Although a GFR is not required by the Graduate School for thesis equivalent projects, it is a requirement of the Ph.D. program. With the exception of the GFR, the committee members should be able to make a meaningful contribution to the research project and have expertise in at least a related area. All project requirements and committee member assignments, including the GFR, will adhere to ISU Graduate School regulations and expectations. The student must hold an open oral defense of the project similar to defenses outlined elsewhere in this document. This must take place within the first two years of the program and prior to beginning their directed research practicum. If this project is not complete within two years from the start of the program the student's Advisory Committee will determine a probation period, typically one semester or one year, or recommend immediate termination from the program. Failure to complete the thesis equivalent project during the probationary period may result in dismissal from the program.
- B. **CRCS 8050, CRCS 8051, CRCS 8052, CRCS 8053 Research Practicum in Rehabilitation and Communication Sciences (3, 3, 3, 3 credits):** The student, with guidance from the major advisor, will develop a research practicum committee consisting of a chair from the student's primary program who holds Graduate Faculty status, typically the major advisor, and two other members, at least one of whom holds Graduate Faculty status at ISU. Ideally, the chair and committee members will be the Advisory Committee members, and later Dissertation Committee members, but this does not have to be the case. The student will then complete the guided research practicum, which involves developing, carrying out, and successfully defending a research project. This should follow similar procedures to the dissertation process and ideally will lead into the dissertation research. Students will meet the Graduate School's requirements for a thesis in this project with the exception of needing a GFR, or submitting the final product for approval to the Graduate School. The chair must approve the document two weeks before having the student send it out to committee members and scheduling the prospectus or defense. A prospectus presentation is recommended but not required. An open oral defense is required for the research project and should follow similar procedures to the dissertation defense. Upon successful completion of the project, and obtaining all committee members'

approval via signatures on appropriate signature pages, the student will submit the manuscript for publication to a peer-reviewed academic journal of appropriate caliber. Manuscript submission is required prior to the student taking their comprehensive examinations.

- C. **Comprehensive Examinations:** Prior to last semester of required didactic coursework, the student's Advisory Committee will plan the written and oral comprehensive examinations. After the student has successfully passed their research practicum and submitted it for publication consideration they can schedule their comprehensive examinations. As previously mentioned the Advisory Committee will determine the nature and form of the examinations. Successful completion of oral and written examinations is necessary before the student starts the dissertation process.
- D. **Dissertation (18 credits):** The dissertation is divided into two sequences.
- a. **Prospectus:** Subsequent to passing the comprehensive examination, the student works with the major advisor to establish a Dissertation Committee and begin development of dissertation research project(s). The dissertation will reflect independent, original, scholarly research that meaningfully contributes to the candidate's area of major concentration and more broadly to the scientific knowledge of the field. The committee is involved with the theoretical development, research design, and preparation for the dissertation research. Students must demonstrate an understanding of the content and independent scholarship through written proficiency of (a) review of the literature, (b) rationale for the study, (c) statement of the problem or question to be addressed, (d) detailed methodology, including design and statistical treatment, (e) bibliography, (f) timeline, and (g) budget. Optionally, the student may also include (h) preliminary data from a pilot study. The student will present an open proposal prospectus. The Dissertation Committee will determine approval of the proposal. After successful completion of the prospectus the student's Advisory Committee recommends them for doctoral candidacy. If the student does not successfully pass their prospectus they are given *one* attempt to remediate and try again. If the second attempt is not passed, the student is dismissed from the program.
  - b. **Defense:** The doctoral candidate must demonstrate written and oral proficiency through their final dissertation document and oral defense. The final document and oral defense must meet the Graduate School requirements for a dissertation along with following any associated policies and procedures. The candidate must present an open oral defense following the previously described procedures. Following the defense, the candidate must document approval of the dissertation by obtaining signatures of the Dissertation Committee members. When the candidate meets all program requirements they are recommended for graduation to the Graduate School. If the candidate does not successfully pass their defense they are given *one* attempt to remediate and try again. If the second attempt is not passed, the candidate is dismissed from the program.
- E. **Submit a Proposal for Funding:** The student and advisor will work together to develop a proposal for funding during the student's program. The student is required to submit at least one proposal for funding during their training, which is a required element of program completion. This may be a portion of the student's comprehensive examination. Ideally, this would occur prior to starting their dissertation project(s) and would go to support their dissertation research. The funding proposal will target either an internal or external research funding announcement, program funding announcement from granting mechanisms (e.g., National Institutes of Health, National Science Foundation, other Foundations, Mountain West Consortium, Idaho State University, etc.), but the funding

agency will be determined by the student and advisor.

**F. Students and Candidates must adhere to all**

- Program's/Department's Policies, Procedures, and Requirements.
- CRCS Policies, Procedures, and Requirements
- Graduate School's Policies, Procedures, and Requirements.
- Registrar's Policies, Procedures, and Requirements.
- Idaho State University Policies, Procedures, and Requirements.
- Professional Association's Ethical Standards

**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 Ph.D. program objectives include:

**Objective 1.** Learners will have: a) knowledge and practical experiences within the fields of Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology, and b) a core of knowledge in one of the above-named fields.

**Indicator 1.** By the fifth year of the program 4 Ph.D. degrees will be awarded.

**Objective 2.** Meet the demand for academic/research trained faculty in the fields of Audiology, Occupational Therapy, Physical Therapy and, Speech-Language Pathology.

**Indicator 2.** By the fifth year of the program at least 3 of the graduates will have applied for academic positions.

**Objective 3.** Develop academic/research leaders who generate evidence-based practice scholarship within the fields of Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology.

**Indicator 3.** By the 3<sup>rd</sup> year of the program 75% of students will have submitted a manuscript for publication consideration and will have presented research at regional and national conferences.

**Objective 4.** Promote awareness and expertise for interprofessional and cross-disciplinary activities at all levels of scholarship, pedagogy, and service in the fields of Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology.

**Indicator 4.** All graduates will complete interprofessional didactic coursework and research experiences described throughout this proposal.

**Objective 5.** To maintain a robust curriculum that will meet the changing needs of the Interprofessional Rehabilitation Sciences: Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology.

**Indicator 5.** The curriculum will undergo periodic review that includes feedback from students and the annual review of student outcomes.

**Objective 6.** Upon graduation all students will have met the following program objectives:

**Objective 6a.** Complete the core curriculum in the program, comprehensive examination, and doctoral dissertation research.

**Indicator 6a.** Students will successfully complete core curriculum, comprehensive examination, and doctoral defense research.

**Objective 6b.** Students will participate in cross-disciplinary education, which may include clinical, research, or teaching experiences outside of their professions.

**Indicator 6b.** Students will complete cross-disciplinary laboratory, teaching or service experiences and participate in weekly interdisciplinary colloquia.

**Objective 6c.** Students will demonstrate proficiency in face-to-face and online teaching (e.g., lecture, discussion, laboratory, lesson planning, testing, and grading) and use of innovative strategies for access (e.g., video interaction, online teaching, independent study).

**Indicator 6c.** Students will successfully complete coursework in pedagogy, a mentored teaching experience, and will assist with face-to-face and online teaching throughout their programs.

**Objective 6d.** Students will demonstrate the ability to plan, initiate, conduct, analyze, and disseminate quality research.

**Indicator 6d.** Students will successfully complete their research practicum and dissertation project(s), are expected to assist with research throughout their programs, and are expected to present research findings at conferences along with submitting manuscripts for publication consideration.

**Objective 6e.** Students will demonstrate ability to disseminate scholarship at high-level venues.

**Indicator 6e.** Students will deliver at least one national- or international-level professional presentation and will have one manuscript submission by graduation.

**Objective 6f.** Students will gain experience applying for funding.

**Indicator 6f.** Students will have submitted at least one proposal for funding by completion of the program.

## 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.

In accordance with ISU assessment policies and procedures, all graduate programs undergo ongoing annual review, as well as full assessment every 5 years. The annual review process will be conducted at the beginning of each school year, and will involve discussion by all faculty and the director of the program, in concert with non-program faculty in the CRCS, student representatives, and opportunity for input from the Advisory Board. The purpose of the review is to determine the potential need for curriculum revisions and additions, based on feedback from constituents.

Every five years the program will undergo a full program review. At this time a curriculum map will be created and input from constituents will be sought to determine whether the curriculum and program requirements, as implemented, provides a clear roadmap to achieving the goals of the program. In addition, the self-study materials generated during this process will undergo an external review by an individual from a university outside of Idaho but with a similar doctoral program. Recommendations from the external reviewer, faculty, students, and community constituents will be utilized to revise content, and add or remove coursework and experience sites.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve

the program?

The review process will provide the faculty, CRCS Ph.D. Studies Committee, CRCS Ph.D. Program Director, Department Chairs, and Associate Dean of CRCS, and with information related to the program effectiveness (ability to train highly qualified and employable graduates), quality of the offerings, and currency of the material. This input will be used to change courses and their content, to signal removal or addition of courses, program requirements, and to revise the strategic goals. The faculty and program administrators will summarize and then address feedback as deemed pertinent on an academic year basis, or more often if warranted.

**c. Measures used.** What direct and indirect measures will be used to assess student learning?

All courses will have examinations and course assignments designed to assess not only content but also synthesis and integration of content. Critical thinking will be assessed in the context of coursework, research practicum, comprehensive examinations, oral examinations, and dissertation project(s) as stated above. It is critical that students demonstrate their ability to navigate the academic world and ensure that their research endeavors undergo peer review from experts within their professional areas. Students will have successfully completed research and will submit for national- and international-level presentations, as well as have submitted their research findings for publication consideration to academic journals prior to completion of the program. Students will also have submitted at least one proposal for funding prior to graduation.

**d. Timing and frequency.** When will assessment activities occur and at what frequency?

Student course performance review will occur at the end of the semester in which the student takes the class. As described above, student progress review will occur annually. Course assessments occur during the semester in which the courses are taught. Curriculum review and program criteria and goals will be reviewed annually, as previously discussed. Full program review will occur every 5 years, as per ISU policy. Doctoral written and oral examinations are held as qualifying events prior to initiation of the dissertation project.

**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 (Summer, Fall, Spring)			
	FY 2014	FY 2015	FY 2016	FY 2017 (most recent)	FY 2014	FY 2015	FY 2016	FY 2017 (most recent)
<b>BSU</b>	NA	NA	NA	NA	NA	NA	NA	NA

<b>ISU</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>UI</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>LCSC</b>	NA	NA	NA	NA	NA	NA	NA	NA

- 13. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<b>Proposed Program: Projected Enrollments and Graduates First Five Years</b>											
<b>Program Name:</b>											
<b>Projected Fall Term Headcount Enrollment in Program</b>						<b>Projected Annual Number of Graduates From Program</b>					
FY20 (first year)	FY21	FY22	FY23	FY24	FY25	FY20 (first year)	FY21	FY22	FY23	FY24	FY25
6	12	18	20	20	20	0	0	0	2	5	8

- 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?

Program capacity is 4 students per cohort, but we plan on admitting 6 students per cohort to account for part-time students and retention factors. This is based upon the number of academic faculty holding the terminal Ph.D. degree, capacity of the program to provide the level of education required, resource determinations, and physical facility limitations. Admission to the program will first be based on student qualification, then on mentor pairings, availability, and approval. This will allow us to pursue this program with minimal to no additional revenue, although we foresee increasing the number of admissions as we gain resources, such as through extramural support. Additionally, the number of admissions may increase if retention or graduation rates unexpectedly decrease, though an assurance of a high-quality program / education is paramount.

Prospective students will be recruited utilizing local, national, and international resources and networking opportunities. Local networks include the 100+ per cohort ISU graduate students from the 4 programs that will serve as a feeder source, recent graduates from the 102 graduate programs between the 4 disciplines across the 13 western states, as well as other health science-related programs from our and other universities, and regional professionals who have frequently expressed an interest in pursuing their Ph.D. through the program once it exists. Faculty for the proposed Ph.D. program will maintain graduate and undergraduate teaching loads at ISU and can market the program to their current students. Additionally, recruitment of doctoral students commonly takes place by networking at conferences. Students interested in research doctoral programs commonly seek out professionals who have evidence of active research in terms of grants and publications. All associated



faculty for the proposed Ph.D. program have research doctorates and are actively involved in research endeavors within the fields of rehabilitation and communication sciences. This should add to the visibility and prestige of ISU and will enhance recruitment of students to participate in this program as well as other current undergraduate and graduate professional programs. The Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology professional and student associations also provide information on their websites and in their publications about doctoral programs. A majority of national and international students access these databases when searching for Ph.D. programs, which we will be listed in.

**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?

Based on current interest and professional need we expect annual cohorts of 4-8 students (average of 6; *see table in item 13 above*), but could occasionally accept a cohort with as few as 2 students. This determination is based on the fact that the students will only be taking one newly created didactic survey course within the CRCS, while all other required didactic courses are already taught from other programs at ISU. Therefore one smaller cohort would not affect teaching loads and would have only minimal effect on course enrollment. Likewise, a majority of the program's required credits come from independent studies and guided research, so one smaller cohort would not affect the program functioning. Admission decisions may be influenced by faculty mentor availability and how many students are in each of the program emphasis areas of study.

The typical length of time for students graduating from similar CSD Ph.D. programs ranges from: fulltime students 3 – 6 years (average of 4.5 years), while part-time students typically range from 5 - 9 years (average of 7 years). After the program is initiated, within the first 5 years we expect to have at least 2 graduates and have the expectations of 3-5 graduates annually from year 6 post-initiation on. It should be noted that, in accordance with ISU's guidelines, the program would attempt to maintain more than 3.0 annual graduates over five year averages from the time the first student graduates.

If an average 5-year graduation rate of more than 3.0 students per year, from the start of the first student graduating, is not achieved the program will undergo critical evaluation by the KDHS and Graduate School at ISU to determine support needs for program success or program feasibility. If determined that the program meets a critical need and should continue to be supported, a remediation plan will be created in hopes of increasing the number of quality graduates and will be reevaluated annually until it meets the set standards. If an evaluation results in a determination that the program is no longer feasible it will be discontinued by not accepting any additional students / cohorts and graduating the students that are currently enrolled upon their program completions.

### **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.

The program will be implemented within the context of a fully established infrastructure embodied on both the ISU Pocatello campus and the Meridian Health Sciences Center (MHSC). Between the four programs (AuD, OT, PT, & SLP) the Pocatello campus houses a total of 4 research labs and the MHSC houses 5 research labs. All research labs currently house equipment in support of the specific measurement outcomes sought (e.g., electrophysiology; immittance; motion analysis), many of which are available at both sites. Faculty within the 4

programs frequently collaborate with faculty in Biological Sciences, Counseling, Engineering, Exercise Science, and Psychology providing additional resources. For example, graduate students in this program will utilize the cadaver labs and virtual anatomy tables available within the Treasure Valley Anatomy and Physiology Laboratory at ISU Meridian and on the Pocatello campus. Classroom, library, and electronic infrastructure available to the traditional professional programs will be available to the Ph.D. students in support of their academic and research efforts. Lastly, online library and university resources already available to online ISU students will meet any predicted student needs in the program. Dedicated office space will be provided to a limited number of the Ph.D. students. Therefore, the majority of resources are currently available to support successful implementation of the Ph.D. 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 small number of students and currently available lab, clinic, and common use areas, the impact on physical resources will be limited. The labs, clinic and common use areas can easily accommodate, and in some cases benefit from, the additional use through this Ph.D. program. The increased use will be accommodated through scheduling of labs, equipment, and courses while also providing some dedicated office space for Ph.D. students.

The impact will be greatly beneficial. One of the explicit goals of the Ph.D. program is to promote the research mission of the departments and the university. The presence of highly qualified and motivated Ph.D. students will strongly support this mission. The increased use of existing physical resources translates into increased research productivity and opportunities to be successful seeking external funding. The overall impact of this Ph.D. program will be a major value added to the programs, CRCS, KDHS, ISU, and the local, regional, and professional communities.

- 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.

Because all labs are fully functioning we do not see the need for new equipment. Resource needs are also minimal.

Dedicated Office Space: We currently have adequate office space to support approximately 9 – 10 Ph.D. students. If enrollment proceeds as expected, we will require additional office space for approximately 9-10 more Ph.D. students. We will seek underutilized existing spaces without the need for building or renovation.

## 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.

Because the Ph.D. program arises from four existing programs within the university (Audiology, Occupational Therapy, Physical Therapy and Speech-language Pathology) we do not foresee the need for an increase in holdings. There may be some additional use of current resources as a result of the increased demand for research by the Ph.D. program, but the numbers of students will be small and therefore these demands will be minimal. Since two of

the four programs routinely offer distance education as a part of their entry-level curriculum, off-campus Ph.D. students in the non-traditional model will utilize similar resources.

- 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.

We do not foresee the need for additional resources beyond those already in existence.

## 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?

We have carefully assessed our capacity within the CRCS, and feel that no new personnel resources will be required to implement this program. We have designed the curriculum so that it capitalizes on existing interprofessional and didactic coursework already offered within the university (e.g., the statistical sequence within the Psychology program; the research methods courses within the College of Education). The proposed curriculum will not likely require new sections of existing courses due to the small number of Ph.D. students in each cohort. Prior approval to include these additional students has already been obtained from faculty who teach the courses currently offered that are listed in *Appendix A*.

Only two didactic courses will be developed and taught by existing personnel because all of the other courses in the curriculum either currently exist, or will consist of independent studies and guided research experiences. Ph.D. student support through mentored teaching experiences at undergraduate, pre-professional, and entry-level graduate courses will reduce faculty workloads from teaching (e.g., teaching, grading, etc.), therefore freeing up time to teach the two new courses. As far as instructional capacity, the two new didactic courses will utilize university classrooms, distance learning equipment, and Moodle platforms for course delivery and administration.

In our opinion the proposed Ph.D. program is a much value added opportunity. It has the potential to reduce faculty workload from teaching, while enhancing scholarly opportunities. For example, instead of the faculty member collecting and analyzing data, writing manuscripts, and seeking funding, they become a mentor and supervisor for multiple Ph.D. students who are conducting their own directed research projects. This dramatically increases productivity in all aspects of the faculty member's responsibilities, while yielding more time to pursue funding. Adding a Ph.D. program often creates a research culture that permeates all levels of education within the school. Additionally, the Ph.D. students, holding national and state licensure / certification, will supervise entry-level clinical students, therefore enhancing service training and experiences for students at all levels. This research culture will positively impact service training and provision through integrating principles of evidence-based practice.

This Ph.D. program will benefit from receiving up to four Graduate Teaching Assistantships (GTA) or Graduate Research Assistantships (GRA), but could be sustainable with fewer pending availability and decision of the ISU Graduate School. Salaries for entry-level practitioners in these professions typically range from \$60,000 - \$180,000, so offering GTA/GRAs to support tuition and living expenses for Ph.D. students is necessary to successfully support full-time students in the program. In addition, the assistantships would allow the anticipated reduction in faculty workload to be achieved through assistance with research and teaching. It is the hope that some of the initial graduate assistantships would be obtained through gate requests from the ISU Graduate School or support from the KDHS. This

initial support for increasing graduate assistantships by a total of 4 would enable faculty and students to apply for additional financial support through grants and scholarships. It is our hope that at least 50% of the future graduate assistantships for the Ph.D. students will be funded through grants. If needed, the programs will also examine reallocating some master's-level graduate assistantships to Ph.D. level students and if a need persists may look into local departmental accounts for student support.

In addition to the above coursework, administrative support for the program will come from re-allocation of resources among the current programs of the College. Specifically, fiscal administration will be assigned to the dean overseeing the program, and also coordinated through the chairs of the CSD and DPOT departments. The academic administrative responsibilities, on the other hand, will be assigned to a CRCS Ph.D. Program Director. A portion of an existing administrative assistant will be allocated for the program as well.

### **Personnel Costs**

**Faculty and Staff Expenditures.** Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

No new faculty are required to implement this Ph.D. program. During the first three years of the program, we anticipate a total of 648 credit hours will be generated between all faculty assisting in this Ph.D. program (estimates based on six Ph.D. students/cohort taking an 15 credits/year). A range of 4 – 12 faculty members will generate a total of 90 credit hours the first year, 180 credit hours the second year, and 270 credit hours the third year. The faculty FTE will be reallocated to the Ph.D. program from their current program by 10-40% depending upon the rehabilitation discipline of the doctoral student and faculty advisor for a total of 3.21 FTE (13%) across all 4 programs during year 1, 27% during year 2 and by 40% during year 3. This reallocation of faculty workload of up to 12 faculty members across 4 programs is equivalent to approximately \$15,000 for year 1, \$30,000 for year 2, and \$49,000 for year 3.

In addition, our request for GTAs will result in 4 additional students eligible to take on undergraduate/graduate research and teaching in the 4 programs and thereby reduce existing faculty workload. The 4 GTAs during year 1 are likely to teach a total of 18 credits each semester for a total of 36 credit hours; and during year 2 will generate 72 credit hours, and a total of 108 credit hours by year 3. Their salaries are expected to be about \$16,000/year/student and will therefore provide a cost savings in teaching while the faculty reallocate their time saved from teaching to providing advising in the Ph.D. Program. However, as noted in the previous section these calculations are based on an optimal number of increased graduate assistantships and is amenable to change based on graduate school decision and availability. It is our hope that at least 50% of future Ph.D. level graduate assistantships will be paid for through grants and other means as described above.

We do not have a means for converting total student credit hours to an FTE student basis since the majority of the course credits listed will be generated by adding these Ph.D. students to existing courses without the addition of new course sections.

**Administrative Expenditures.** Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

We will reallocate a portion of an administrative assistant position to the program. We project a cost of \$9,000 per year in costs, accounted for by reallocation of .30 FTE. One administrator within the CRCS will also have responsibility for administering the program as the CRCS Ph.D. Program Director, and we will account for the \$24,300 annual expense through reallocation of .30 FTE.

Other than the ISU Graduate School, no department or college will be responsible for the administrative support this program.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
CRCS Ph.D. Program Director	Reallocated from CRCS	.3	\$33,801 (24,900 + 8,901 fringe)
Administrative Assistant	Reallocated from CRCS	.3	\$10,932 (6,000+ 4,993 fringe)

- 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.

There are currently 38.4 FTE faculty (8.0 FTE Audiology; 4.5 FTE Occupational Therapy; 8.0 FTE Physical Therapy; 17.9 FTE Speech-Language Pathology) who will contribute their expertise to the program (8 tenured academic research doctoral level faculty in CSD, 3 additional pre-tenure academic research doctoral level faculty in CSD, 4 DPOT tenured faculty holding research doctorates, and an additional 4 DPOT tenure-track faculty holding research doctorates; ~ 20 faculty between the two departments holding research doctoral degrees eligible to serve as mentors and instructors in the program). In addition, there are 8.0 administrative assistants between Pocatello and Meridian within the CRCS who will be able to devote time to the Ph.D. program. Finally, there are two department chairs (CSD and DPOT), one Associate Department Chair (CSD, Meridian), 4 program Directors or co-Directors (3 Pocatello; 1 Meridian), and one Dean of CRCS who will be able to dedicate time and resources to the program. While all entry-level programs are operating at full student capacity, as limited by accrediting mandates, the addition of the Ph.D. program is enthusiastically supported by the faculty within the CRCS. The faculty are committed to the development and implementation of this program and all it has to offer.

- 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?

The impact of this Ph.D. program on existing entry-level programs will be positive. The addition of Ph.D. students to assist with research and teaching will further increase quality and productivity while enhancing the student experience at all levels of their educational training.

While all entry-level programs maintain full student counts, based upon accreditation standards, faculty are committed to the development and implementation of the Ph.D. program. The CRCS is one of the most productive in the Kasiska Division of Health Sciences (e.g., SLP generates over 1100 student credit hours annually through its three program venues), and scholarly activity within the CRCS is at an all-time high (10 faculty with current grant funding; over 15 publications annually; numerous grant submissions annually). This is the ideal time to implement this Ph.D. program to achieve the value-added benefits as previously described. Faculty are excited about working with Ph.D. students and recognize that the energy brought to

the CRCS through this infusion of intensely interested students will easily offset any additional workload as indicated throughout this proposal.

- 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.

Four Graduate Student Assistantships are being requested to support full-time students in the Ph.D. program.

No additional faculty, staff, or administrators are being requested.

## 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?

Sources of reallocation as previously stated above in section 18a:

**Faculty and Staff Expenditures.** Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

No new faculty are required to implement this Ph.D. program. During the first three years of the program, we anticipate a total of 648 credit hours will be generated among all faculty assisting in this Ph.D. program (estimates based on six Ph.D. students/cohort taking an average of nine credits/semester).

During the first three years we anticipate the Ph.D. students will generate approximately 216 credit hours through undergraduate/graduate teaching of entry-level students (estimates based on six Ph.D. students/cohort teaching the equivalent of six credit hours/year).

We do not have a means for converting total student credit hours to an FTE student basis since the majority of the course credits listed will be generated by adding these Ph.D. students to existing courses without the addition of new course sections. Some additional FTE will be reflected in the two proposed new courses and through guided research and dissertation credit hours.

We request four Graduate Teaching Assistantships from the Graduate School to support full-time on-campus students in this Ph.D. program.

Impact of reallocation of funds as stated above in section 18 c:

The impact of this Ph.D. program on existing entry-level programs will be positive. The addition of Ph.D. students to assist with research and teaching will further increase quality and productivity while enhancing the student experience at all levels of their educational training.

While all entry-level programs maintain full student counts, based upon accreditation standards, faculty are committed to the development and implementation of the Ph.D. program.

The CRCS is one of the most productive in the Kasiska Division of Health Sciences (e.g., SLP generates over 1100 student credit hours annually through its three program venues), and scholarly activity within the CRCS is at an all-time high (10 faculty with current grant funding; over 15 publications annually; numerous grant submissions annually). This is the ideal time to implement this Ph.D. program to achieve the value-added benefits as previously described. Faculty are excited about working with Ph.D. students and recognize that the energy brought to the CRCS through this infusion of intensely interested students will easily offset any additional workload as indicated throughout this proposal.

- 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.

We do not foresee any new state appropriations being necessary.

- 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?

We do not anticipate using one-time sources to support this Ph.D. program.

- 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?

The program will not utilize any new special fee arrangements.

- 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.

No institutional local fees will be collected from students in the Ph.D. Program.

- 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.

The curriculum includes a total of 60 credits taken across 3-4 years. The students will be assessed tuition (\$4,060 per semester, \$339 per credit in the summer). Full-time students may elect to pursue 3 or 4 year course of study. Estimated costs for these programs are provided in the table below.

In-state Full-time Ph.D. Student Costs:

Fee type	Cost per semester (estimate 9 cr. per semester)	Summer cost	Total cost for 3 year program	Total cost for 4 year program
Full time tuition	\$3,748	N/A	\$7,496 x 3 =	\$7,496 x 4 =

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

(in-state)			\$22,488	\$29,984
Per credit tuition	NA	\$426/ credit x	\$3,834	\$5,112
(summer estimate)		3 = \$1,278		
Total	\$3,748	\$1,778	\$26,322	\$35,096

**20.** Using the budget template provided by the Office of the State Board of Education, provide the following information: *(see attached Budget Form)*

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

Not applicable.

- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Not applicable.

**APPENDIX A: CURRICULUM**

1. **Academic Core (12 credits):** This consists of courses that will be taken by all candidates, regardless of specialization. Students must take CRCS 8001, CRCS 8002, CRCS 8010, DHS ####, from the following list:

- **CRCS 8001 Overview of Rehabilitation Disciplines (3).** Overview of the disciplines of Audiology, Occupational Therapy, Physical Therapy and Speech-Language Pathology. Examines interprofessional function of rehabilitation within multiple settings, including education, clinical practice and administration.
- **CRCS 8002 Entrepreneurship in Academic, Clinical, and Research Settings (2).** Focus is upon developing knowledge and skills related to entrepreneurial enterprises within health professions.
- **Teaching and Curriculum.** Pedagogical theory and methods for academic instruction of clinical content. Student must choose a minimum of 3 credits from the following existing courses after consultation with their advisor. (The possibility of CRCS doctoral students participating in these courses has been confirmed by representatives of the respective departments.)
  - **EDUC 6602 Theories of Learning: 3 semester hours.** Advanced study of the psychology of human learning and instruction. Emphasis will be given to the application of contemporary theories of learning to instructional practice and the design of effective learning environments.
  - **EDLH 7732 College and University Curriculum: 3 semester hours.** In-depth study of current higher education curriculum practices and issues in the context of historical, philosophical, and political influences. Includes focus on processes of curriculum development.



- **EDLH 7734 Issues and Trends in Higher Education: 3 semester hours.** Critical analysis of current topics in higher education. Consideration of roles and responsibilities of chief academic officers, boards of regents, faculties, and student services.
  - **EDLT 7740 / 7742 / 7743 Instructional Systems Design I: 3 semester hours.** Examination of the instructional design process; applications of current research related to development of instructional multimedia materials. PREREQ: EDLP 7706. / Multimedia Authoring I: 3 semester hours. Use of Macromedia Director as the main authoring system for designing instruction. PREREQ: EDLT 7740. / Multimedia Authoring II: 3 semester hours. Advanced use of Macromedia Director as an authoring system. Includes creation of digital sound graphics, animation, and movies. Student will produce a multimedia project. PREREQ: EDLT 7742.
  - **EDLT 7745 Instructional Design for Distance Learning Delivery: 3 semester hours.** Exploration of effective uses of multimedia materials in the distance learning environment. Includes investigation of skills needed for creating instructional media for distance learning. PREREQ: EDLT 7742 and EDLT 7744.
  - **DENT 6605 Program Development and Evaluation (3).** An overview of general principles of teaching, learning and evaluation in academic and community oral health programs. Emphasis on assessment, planning, 132 Graduate School 2013-2014 Catalog implementation and evaluation of programs.
  - **DENT 6618 Leadership Strategies to Improve Health Care: 3 semester hours.** Application of leadership theory and models to professional issues, policy development, advocacy, coalition building, strategic planning, communication, conflict resolution and professional advancement.
  - **DENT 6620 Advanced Educational Theory and Methods (3).** Study of theory, principles, and research related to the faculty role in active teaching and learning, development of ethical reasoning, critical thinking and reflective judgment, development of curricular frameworks, outcomes and competencies, and course delivery methods. PREREQ: DENT 6605 OR DEPARTMENTAL APPROVAL.
- **CRCS 8010 Mentored Teaching Practicum (1).** Mentored teaching within the specific discipline of the doctoral student.
  - **KDHS ##### Rehabilitation Administration (3).** Examines healthcare administration from an interprofessional viewpoint, with focus on policy, politics, biomedical informatics, and ethics.
    - The Kasiska Division of Health Sciences is in the process of proposing a new course in Leadership and Administration in the Health Sciences. If this course comes to fruition, then the doctoral program in Rehab Sciences will include it in the curriculum, otherwise, a new and independent course will be designed.

2. **Research Core: (15 credits):** To meet the primary focus of the degree of preparing students to become researchers in Rehabilitation Sciences, all students are required to thoroughly immerse themselves in both the theoretical and practical aspects of the research process. Students should consult with their advisory committee in deciding the best research courses for their individual program. The remainder must be selected from the following list, or from coursework determined in conjunction with the student's advisory committee.

- **Statistics and Research Methods.** Basic research methods, design and scientific integrity in rehabilitation sciences. The recommendation of the program is for each student to complete a statistics sequence (e.g., PSYC 6627, 6632, with an option to take PSYC 6637 or the other courses listed below) as part of the Research Core. However, students may

complete a similar basic statistics sequence (Math or Nursing) with the approval of their advisory committee. In all cases the student must complete a minimum of 9 credits from courses listed below. The possibility of CRCS doctoral students participating in these courses has been confirmed by representatives of the respective departments.)

- **MATH 5557 Applied Regression Analysis: 3 semester hours.** Simple and multiple linear regression, polynomial regression, diagnostics, model selection, models with categorical variables. SUGGESTED PREREQS: MATH 3350 or MATH 3352 or permission of instructor.
- **MATH 5558 Experimental Design: 3 semester hours.** The linear model for experimental designs, analysis of variance and covariance, block designs, factorial designs, nested designs, choice of sample size. SUGGESTED PREREQS: MATH 3350 or MATH 3352 or permission of instructor.
- **MATH 5559 Applied Multivariate Analysis: 3 semester hours.** Matrix computation of summary statistics, graphical analysis of multivariate procedures, multivariate normal distribution, MANOVA, multivariate linear regression, principal components, factor analysis, canonical correlation analysis. SUGGESTED PREREQS: MATH 2240 and one of the following: MATH 3350, MATH 5557, MATH 5558 or permission of instructor.
- **NURS 8813 Advanced Qualitative Analysis (3).** This course focuses on the study of research that guides the collection and analysis of qualitative data. The course provides an overview of qualitative methods such as phenomenology, grounded theory, case study, ethnography, hermeneutics and historical approaches. Emphasis is placed on the appropriateness of each approach for description and explanation of phenomena encountered in clinical, organizational, and educational settings. Experience is provided in problem formulation and development of the qualitative research proposal.
- **NURS 8830 Mixed Methods Health Care Research (3).** Research approaches combining quantitative and qualitative research methods will be applied to examine complex clinical and other problems and health behaviors. The course will provide an overview and introduction to mixed methods/multi-method research designs. Prerequisites: NURS 8813, NURS
- **PSYC 6627 Statistics and Research Design I (3).** Critical review of the theory and the methods used to evaluate the outcome of empirical research in the life and social sciences. Chi square, correlation, regression, analysis of variance designs are considered and related to the theoretical distributions basic to statistical inference. PREREQ: Psychology Graduate Student or PERMISSION OF INSTRUCTOR.
- **PSYC 6632 Statistics and Research Design II (3).** Basic assumptions in the philosophy of scientific investigation, principles of design and analysis of experiments, including tests of significance and factorial designs, and reporting of research, in which the student is required to prepare reports of his own work as if for publication. PREREQ: Psychology Graduate Student or PERMISSION OF INSTRUCTOR.
- **PSYC 6637 Multivariate Statistics and Research Design (3).** Continuation of research principles in design and analysis, emphasizing the use of multiple dependent variables, strategies for investigating latent variables, and testing complex causal models.
- **Clinical Research Methods and Design.** Examines research methods and designs that address clinical effectiveness and efficacy. In all cases the student must complete a minimum of 3 credits from courses listed below. (The possibility of CRCS doctoral students participating in these courses has been confirmed by representatives of the respective departments.) Students may choose from one of the following courses. CSD 6600 or DENT 6646 is recommended for students with limited background in clinical evidence-based

practice and statistics.

- **CSD 6600 Principles of Research in Communication Disorders (3).** Issues of validity, credibility, reliability and confirmability. -Methodology including quantitative and qualitative approaches. Evaluation of research and use of evidence-based practice. Use of informational resources to develop a research proposal. PREREQ: STATISTICS OR PERMISSION OF INSTRUCTOR.
  - **DENT 6646 Health Research (3).** Development of foundations in health research and design. The focus will be on effective literature searching with critical analysis and synthesis of evidence-based literature leading to identification of problems for research. PREREQ: UNDERGRADUATE STATISTICS OR BIOSTATISTICS.
  - **NURS 7735 Statistical Analysis in Evidence Based Practice (3).** Exploration of biostatistical methods used in implementing and evaluating health care related research and evidence based practice. Legal and ethical issues in research are addressed. PREREQ: such as SPSS will be utilized. Prerequisites: NURS 8814 and 8815.
  - **NURS 8830 Mixed Methods Health Care Research (3).** Research approaches combining quantitative and qualitative research methods will be applied to examine complex clinical and other problems and health behaviors. The course will provide an overview and introduction to mixed methods/multi-method research designs. Prerequisites: NURS 8813, NURS
  - **PPRA 5518 Clinical Research Design and Analysis (4).** The fundamentals of experimental design, implementation and data analysis pertinent to pharmaceutical clinical investigations.
- **CRCS 8020 Doctoral Colloquium (1).** Advanced study, student and faculty presentations, discussions of research in the rehabilitation fields that will include methods in interprofesional, interdisciplinary, multidisciplinary, and transdisciplinary research. Students will attend and present their research during bimonthly seminar presentations / discussions. This credit may be carried over several semesters. Even if the student is not currently enrolled they are expected to attend and participate while they are taking didactic coursework. May be repeated. Only 1 credit counts toward degree.
  - **Grant/Scientific Writing Seminar.** A course that examines strategies and activities related to the grant application process and manuscript preparation. Students may choose from the following courses or propose another course with approval of their advisory committee, but must take a minimum of 2 credits.
    - **NURS 8825 Grant and Scholarly Writing (2).** This course provides the foundation upon which to build skills for grant writing grant applications from seeking appropriate mechanisms for accomplishing the dissertation through the completion of a grant application. Students will use this course to develop a predoctoral proposal such as a National Research Service Award (NRSA).
    - **NURS 8826 Advanced Scientific Writing (2).** Using a workshop approach students will learn how to present and publish their research findings in scholarly journals and books. Students will critique their classmates work in mock peer review process and will critically examine the publishing standards and approaches of academic nursing journals. Students will prepare and submit one paper for publication in a peer reviewed journal.
    - **PSCI 6603 Scientific Communication: 2 semester hours.** This course will survey basic techniques in scientific communication including: scientific manuscripts/articles, theses/dissertation, and other forms of written scientific communication; laboratory notebooks, reports and other technical documentation; collecting and citing literature; basic grantsmanship and introduction to the NIH grant submission process; scientific

poster and podium (oral communication) formats; preparation of professional scientific materials including CV/resume, research summary, research philosophy, teaching philosophy; and the use of relevant software.

- **POLS 5557 Grantwriting: 3 semester hours.** Steps involved in the grantwriting process from strategic planning, research, writing, to finding appropriate grant sources.

3. **Specialized Program: (15 credits):** Specialized program facilitates the candidates' area of expertise and scholarship through independent and guided studies with the major advisor and related areas along with research experiences. Specialized program courses will be developed and offered at the guidance of the candidates' committee. The candidate will consult with their Advisory Committee to determine the area of focus and appropriate coursework for that focus. Coursework must include at least 6 credits of core basic or applied sciences outside of the CRCS based on the student's program needs and science background. This program will consist of courses and independent studies identified by the major adviser, the student, and the Advisory Committee as meeting the academic and research goals of the student, and will be drawn from the CRCS, as well as the broader university. As part of their Specialized Program Core students will complete 4-18 credit hours of independent and directed studies with the major advisor.

For example, if a student wanted an emphasis in biological neurosciences they could take BIOL 5523 and 5560, or if they wanted to be able to program neural network modeling simulations they could take programming classes from the computer sciences department to obtain this 6-credit requirement. Further, depending upon the needs of the student, independent study on specific neuroscience topics (e.g., subcortical functioning) could be developed.

- **CRCS 8030 Advanced Seminar in Rehabilitation and Communication Sciences (1-6).** Directed learning with a CRCS doctoral faculty member. Prerequisite: Consent of the Instructor. May register for up to 6; may be used in the area of concentration. May be repeated. Only 6 credits may go towards degree.
  - **CRCS 8050, CRCS 8051, CRCS 8052, CRCS 8053 Research Practicum in Rehabilitation and Communication Sciences (3,3,3,3).** Under the guidance of the research practicum committee the student will develop, carry out, and defend a research project that leads to a publication submission to a peer-reviewed academic journal. Only 3 credits may go towards degree.
4. **Dissertation (18 credits):** All students in the program must develop a research proposal that embodies the rationale and research methodology for their dissertation research following the Graduate School requirements for dissertations. The student under the advisement of the Dissertation Committee and chair should develop dissertation research projects. Dissertations should be primarily self-guided by the student and should take a minimum of one-year to complete. Students are required to have open prospectus and defense presentations followed by closed question and answer sessions with the committee and student. All committee members must grant approval to the prospectus and defense via signatures on the signature page after the student has incorporated requested changes to draft manuscripts. After successful defense and completion of the dissertation the candidate must obtain approval from the Graduate School.
    - **CRCS 8080 Predoctoral Independent Study (1-9).** Self-study of a range of topics and techniques relevant to preparation for undertaking dissertation research. May register for up to 9; may be repeated. Only 9 credits may count towards degree.
    - **CRCS 9000 Dissertation (1-9).** Students will develop, carry out, and complete their dissertation project. Prerequisites: Admission to candidacy for the Ph.D. degree in

Rehabilitation and Communication Sciences. May register for up to 9; may be repeated. Only 9 credits may count towards degree.

- **CRCS 9001 Dissertation: Summer Research (1).** Students conducting dissertation research may only register for this course during summer. May be repeated. No credit may count towards degree.

APPENDIX B: LETTERS OF SUPPORT



School of Communication  
Sciences and Disorders

4055 North Park Loop  
Memphis, Tennessee 38151

Office: 901.678.5800  
Fax: 901.525.1282

[www.memphis.edu](http://www.memphis.edu)

April 18, 2017

Nancy Devine, PT, DPT, MS  
Associate Dean and Director  
School of Rehabilitation and Communication Sciences  
Idaho State University  
921 South 8<sup>th</sup> Ave, Stop 8090  
Pocatello, ID 83201

Dear Dr. Devine,

The purpose of this letter is to review the proposal from the Kasiska Division of Health Sciences at Idaho State University for a new Interprofessional Research Ph.D. Program in Rehabilitation and Communication Sciences. Given the documented shortage of research trained personnel in Rehabilitation and Communication Sciences, and given the changing nature of the healthcare profession and the need for Interprofessional education, I believe there is adequate evidence to support the development of this novel PhD program. My review of the proposal is as follows:

Areas of Strength

The current programs in the Department of Communication Sciences and Disorders (CSD), offer a bachelor's of science degree with emphases in pre-audiology or pre-speech-language pathology, a master's of science degree in Speech-Language Pathology, and a clinical doctorate in audiology (AuD), while the Department of Physical and Occupational Therapy (DPOT), offers the entry-level Master of Occupational Therapy and the Doctor of Physical Therapy graduate degrees. None of these degree programs prepare graduates with advanced research based experience, nor do they take advantage of the Interprofessional research opportunities provided within the Kasiska Division of Health Sciences.

While I cannot comment from personal experience about the shortages of Ph.D. level academic and research faculty in Physical and Occupational Therapy, I can confirm the Ph.D. shortages in Communication Sciences and Disorders documented in the program proposal. A series of reports from the American Speech-Language-Hearing Association (ASHA), and the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), have documented the extreme shortages of future research trained faculty, beginning with reports published since about 2000. The proposed Interprofessional Research Ph.D. Program in Rehabilitation and Communication Sciences at ISU represents a unique opportunity to deal with these shortages. None of the Ph.D. programs in the 12 Western states listed in the program proposal is similar to the proposed program at ISU.

In addition, the clinical programs (M.A. and Au.D.) accredited by the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA), are scheduled for new accreditation standards to take effect on August 1, 2017. Among the new standards,



Standard 3.0 Curriculum (Academic and Clinical Education) in Audiology and Speech-Language Pathology, Standard 3.1.1 Professional Practice Competencies, Collaborative Practice, states

- Understand how to apply values and principles of interprofessional team dynamics.
- Understand how to perform effectively in different interprofessional team roles to plan and deliver care – centered on the individual served – that is safe, timely, efficient, effective, and equitable.

Graduates of this new Interprofessional Ph.D. Program certainly would have timely training in this newly emphasized and required area of professional practice, and would be highly competitive for faculty positions in CSD at universities throughout the US. I anticipate that Departments of DPOT would have similar accreditation standards.

I do see strong evidence in the program proposal of how the proposed program supports the institution's vision and/or strategic plan.

#### Areas of Concern

While the traditional model of full-time Ph.D. students described in the proposal with the opportunity for face-to-face coursework and collaborative research experience has proven to be successful, the opportunity for academic coursework via distance learning options coupled with mentored research within the clinical environment is less proven. Traditional research training has relied on an "apprenticeship" model, with shoulder to shoulder collaboration between mentor and trainee. I have some quality control concerns if the research training responsibility is left to faculty who are not immediately associated with this program.

In addition, I question the ability of part-time students, who continue to work full-time clinically, to devote the necessary time and attention to this program. This appears to me to be asking these part-time students to take on the responsibilities of two full-time jobs simultaneously. It is my assumption that part-time students would need to lengthen the duration of the program significantly. I question how successfully these students would be able to sustain momentum and complete the program in a timely manner?

Under section II. Program Components. A. Advisory Committee, I would suggest that consideration be given to requiring that a prospective student must have identified a major advisor who has consented to serve in this role, prior to formal admission to the program, rather than allowing selecting a major advisor through discussions with the candidate and faculty members in the program following acceptance. Admitting a student to the program, and then discovering that there is no appropriate major advisor, seems to be an important problem to avoid at the outset.

#### Suggestions for Additional Consideration

The proposal states that "If needed, a regional professional Advisory Board will be developed to review and guide the quality of the Ph.D. program". Due to the absence of accreditation for Ph.D. programs, and the unique nature of the Interprofessional aspect of this program, I would strongly suggest the creation of a professional Advisory Board, not necessarily regional in nature, to guide the early stages of this program, with frequent early reviews.

Given the concerns stated above about the viability of part-time students to succeed in this program, I suggest consideration of Assistantships with generous stipends to encourage students to maintain full-time status in the program.

Under Section 10. Program Intended Learning Outcomes and Connection to Curriculum. Objective 3. Develop academic/research leaders who generate evidence-based practice scholarship within the fields of Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology. Given the stated purpose of developing "leaders", I suggest that consideration be given to the creation of one additional newly developed didactic course for the program specifically directed to Leadership Development. The job titles for which this degree is relevant lists "Professor", as well as "Academic Administrator, Rehabilitation Administrator, and Other Healthcare Administrator". I believe the unique characteristics of this Interprofessional Ph.D. program would be further enhanced by the addition of a course specifically designed for leadership training.

Thank you for the opportunity to comment on this proposed program. As stated above, I endorse the development of this novel PhD program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Maurice Mendel".

Maurice I. Mendel, Ph.D.  
Dean and Professor Emeritus





May 23, 2017

To Whom It May Concern:

This letter is in regards to the proposal for a Ph.D. program in Rehabilitation Sciences at Idaho State University (ISU).

From my reading of the proposal and meetings with Drs. Daniel Hudock and Nancy Devine, the program is much needed and is likely to attract current ISU students, as well as students from around the community and neighboring communities. If implemented, this will be only Ph.D. program of this type in the state. Below are some comments that might be considered as the implementation of the program moves forward.

1. Based on a previous draft of the proposal, I discussed the possibility of opening up the Ph.D. to students with undergraduate degrees to attract students with different backgrounds. This might be accomplished by changing total credits needed to earn PhD (perhaps 90 instead of 60), but allowing credits (perhaps up to 30) to be transferred from other graduate program at the discretion of the student's committee.
2. I fully support graduate teaching assistantships (GTAs) and tuition waivers for Ph.D. students. However, I wonder if it possible to apply a probationary period to GTAs (perhaps in the first year). First year students may not be able to fulfill GTA duties immediately. Also, helps ensure students commitment to the program.
3. Given the overlap between courses taken in Ph.D. program and other degree programs, it is possible that some Ph.D. students with tuition waivers are in the same classes as student who are paying tuition. This can potentially create some resentment between student in different degree programs who are taking the same classes.
4. I do not recommend allowing Ph.D. program committees to be co-advised. One faculty member only should serve as the mentor. Though three committee members may be sufficient, four might be better, especially if one is committee member is going to be from outside the main discipline.

5. Perhaps more detail can be supplied about how comprehensive exams will work. This is often a grey area in Ph.D. programs as comprehensive exams are often determined by the committee. Because of vague descriptions, comprehensive exams are often a source of stress for student. I would recommend providing some guidelines with regards to the format of the exam. For example,
  - a. Written component
    - i. How much writing for each committee member (number of hours? Number of questions?)
    - ii. Is it take home? In house?
    - iii. For in house writing, are students required to remember references? Can they bring notes in?
    - iv. For in house writing, are students given question up front or will they be given topic areas to study and then given question at time of writing?
    - v. Will committee member provide directed readings?
    - vi. For take home question, how much reading/writing should be involved? How many references should there be?
    - vii. What is the purpose of the written portion? Is it simply a necessary step in Ph.D. program or will it lead to a publication or grant application?
    - viii. Can a grant application be used as part of comprehensive exams?
    - ix. How can written portion be objectively evaluated?
  - b. Oral component
    - i. How much time is scheduled?
    - ii. What is the scope of the questioning? Is it restricted to content in written portion? Coursework? Or can it be extended beyond that?
    - iii. How can responses to oral exam be objectively evaluated?
6. With regards to research projects and dissertation, are there guidelines for formal prospectuses and defenses? I believe that all least all defenses should be announced and done publicly. While prospectuses may not be public, there should be at least formal records of prospectus meetings and understanding that data collection does not formally begin until the prospectus is approved by all committee members.
7. While Ph.D. students need to be accountable for meeting expectations in all their coursework and research, I believe faculty members should also be held accountable when mentoring doctoral students. Sometimes a student's lack of productivity may be related to advisors not being available or not providing a productive research environment. Are there ways to a) determine if a faculty member has the tools to train a Ph.D. student? and b) monitor their continued success as an advisor?

8. With regards to admissions, before formally applying, potential students should already know the advisor they want to work with. They should have contacted the advisor and discussed the possibility of working in their lab. The student/mentor relationship is critical and I would recommend that students should not be accepted into the program without a clear direction and knowing with whom they want to work.
9. Similarly, I believe an interview by the advisor is critical before a student is accepted into the program. Advisors should know as much as possible about any student they are agreeing to mentor.

Thank you very much for giving me the opportunity to review your proposal. I hope my suggestions help. I wish ISU all the best in developing this program. I know it will help improve education in rehabilitation sciences and will be a boon to your university and the community. Please let me know if I can be of further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Saltuklaroglu', with a stylized flourish at the end.

Tim Saltuklaroglu, Ph.D.  
Professor and Program Director

APPENDIX C: EXTERNAL ONSITE REVIEW LETTER

External Reviewers Report

**Idaho State University**  
**Site Visit Report**

Reviewing the proposal for

**Doctor of Philosophy (Ph.D.) in Rehabilitation and Communication Sciences**

with emphases in

**Audiology,  
Occupational Therapy,  
Physical Therapy,  
and Speech-Language Pathology**

Kasiska Division of Health Sciences

School of Rehabilitation and Communication Sciences

Department of Communication Sciences and Disorders

Department of Physical and Occupational Therapy

**John Ferraro, University of Kansas Medical Center**  
**Maurice Mendel, University of Memphis**

**May 10, 2018**

1

### **Executive Summary**

First, we would like to extend our thanks to the faculty, staff, and administrators on both campuses for the courtesy, hospitality and support extended to us during our visit. As described below, both of us feel that the Department of Communication Sciences and Disorders and the Department of Physical and Occupational Therapy have presented a thorough and strong proposal for the creation of a new, collaborative PhD program. All of the individuals with whom we met – clinical/research faculty from both departments, collaborators from other units (e.g., nursing, psychology, neuroscience, biology, anatomy labs, IT support), and upper administrators – expressed strong and enthusiastic support for the proposal. Such good buy-in from all of the involved parties is an essential element to building a strong doctoral program.

The Reviewers felt that the departments offer a critical mass of faculty, research laboratories, equipment, space and administrative support to offer a competitive PhD program. These resources are available on both campuses as is the spirit of collaboration/integration among the two departments and the four disciplines represented (audiology, speech-language pathology, occupational therapy, and physical therapy). In some respects, the program is ahead of the curve re: resources available to students (e.g., simulation and gross anatomy labs, interdisciplinary office areas, on-line offerings and resources for maintaining them).

As shown below, we have offered a list of recommendations/suggestions to insure the stability and success of the new PhD program. Important among these items is the recognition that offering this degree will not only ease the shortage of PhD holders in Idaho, but also is essential to the retention, research efforts and success of the current faculty as well as an important resource for recruiting new hires. We also feel strongly that it is important to establish a selection process for students that will be fair and equitable across disciplines. Such a plan was not apparent to us during the review.

Please feel free to contact both/either of us if you would like additional information or clarification about any aspect of this report.

Good luck with your plans to implement this important program for Idaho State University, and the state of Idaho!

### **Review Process**

Drs. John Ferraro (Professor and Former Doughty-Kemp Chair of the Hearing and Speech Department, University of Kansas Medical Center) and Maurice Mendel (Professor and Dean Emeritus of the School of Communication Sciences and Disorders, University of Memphis) met on April 23, 2018 on the Meridian Campus and on April 24, 2018 on the Pocatello Campus of Idaho State University to review the proposed interprofessional Ph.D. program in Rehabilitation and Communication Sciences within the Department of Communication Sciences and Disorders (CSD) and the Department of Physical and Occupational Therapy (DPOT) in the School of Rehabilitation and Communication Sciences (SRCS), soon to be renamed the College of Rehabilitation and Communication Sciences (CRCS). Prior to the site visit on April 23 and

24, the team was provided for review the Idaho SBOE proposal form, faculty curricula vitae, handbooks, faculty resources, strategic plans, and recent reaccreditation reports and letters.

On April 23 on the Meridian Campus, the review team met with Associate Vice President for Health Sciences – Meridian, Patty Marincic; with Program Administrators Joni Loftin, Associate Chair CSD; Evan Papa, Assistant Program Chair PT; CSD faculty in Speech-Language Pathology - Kristina Blaiser, Kris Brock, Alycia Cummings, Amy Hardy, and Diane Ogiela; CSD faculty in Audiology - Gabe Bergen; and DPOT faculty in Physical Therapy – Mike Foley, Derek Gerber, Tyler Jepson and Cindy Seiger.

The review team toured the CSD Clinic and Research Labs, the DPOT Labs, and then was given a tour of the L.S. and Aline W. Skaggs Treasure Valley Anatomy and Physiology Laboratories, including the Bioskills Learning Lab, Gross Anatomy Lab, the Virtual Lab, and the Anatomy Instruction Studio by Padma Gadepally, Educational Program Coordinator.

On April 24, on the Pocatello Campus, the review team met with Dan Hudock; Susan Tavernier (Faculty member from the School of Nursing, which offers an online PhD program); CSD-Meridian faculty Beth Guzi and Shauna Smith; CSD Pocatello faculty Nancy Cheadle, Mary Van Donsel, Karissa Miller, Heather Ramsdell-Hudock, Dave Woods, Mary Whitaker, Chris Sanford (incoming chair of CSD), Jeff Brockett, Tori Sharp, and Kathleen Kangas (outgoing chair of CSD and incoming dean of CRCS) and Tony Seikel (emeritus professor, former chair of CSD and former Associate Dean for the SRCS); Biology professor Curt Anderson; Associate Vice President for Health Sciences –Pocatello, Chris Owens; Pocatello DPOT faculty Nancy Devine (former Associate Dean for the SRCS), Deanna Dye (DPT Program Director), and Bryan Gee (chair of PTOT Department, OT Program Director); and the Instructional Technology Resource Center (ITRC) Senior Instructional Technologist Lisa Kidder.

We toured the CSD department and the laboratories of Drs. Hudock, Ramsdell-Hudock, and Scharp, the gross anatomy laboratory supervised by Katrina Rhett, the DPOT department and Kinematics laboratory, and the ITRC facilities in the Library building. Our exit interview was held with Kathleen Kangas and Dan Hudock (incoming PhD Program Director).

### **Observations**

Based on interviews with faculty and administrators, the review team confirmed that existing instructional, support, and administrative resources exist for implementation of this program without adding additional faculty. The review team met with the 8 tenured academic research doctoral level faculty in CSD, 3 additional pre-tenure academic research doctoral level faculty in CSD, 4 DPOT tenure-track faculty holding research doctorates, and an additional 4 DPOT tenured faculty holding research doctorates, for a total of almost 20 faculty between the two departments holding research doctoral degrees who are eligible to serve as mentors and instructors in the program. In conversations with many of the younger tenured and tenure-track faculty, the importance of establishing the PhD program was emphasized as a condition for continued long-term employment at Idaho State University. In addition, the review team met with approximately 18 clinical faculty between the two departments who expressed strong support for the PhD program, and who could serve as active recruiters for subjects to

participate in research projects designed by the future PhD students. The Reviewers were impressed with the overwhelming support of the PhD proposal that was voiced from all of the faculty and administrators with whom we met.

Administrative support currently consists of 10 administrative assistants to support the two departments across the two locations with associated clinics at each location and SRCS (1 FTE administrative assistant, included in the count), 2 department chairs (CSD and DPOT), 1 associate department chair (CSD, Meridian), 1 assistant chair (DPOT), 6 program directors or co-directors (some of which are included in the chair / assistant chair counts), a number of clinic directors for the programs / locations, and 1 Associate Dean within the SRCS who will be able to dedicate time and resources to the PhD program. The proposal also describes reallocating 0.3 FTE from one of the current administrative assistants to support the PhD program, which we believe is adequate.

With the newly acquired space on the second floor, coupled with the repurposed space on the first floor of the ISU Meridian Health Science Center, and the existing space in the buildings on the Pocatello campus, there appears to be adequate space to house the proposed Interprofessional PhD program. The Reviewers were impressed with the research and teaching laboratories that we toured on both campuses. The virtual anatomy laboratory on the Meridian campus is state-of-the-art, as is the adjacent, gross dissection facility on that campus. The administrative space that houses faculty and staff offices integrates individuals from all of the participating programs in the PhD proposal. This feature is a very positive one that facilitates interaction/collaboration among the participating departments. While the departmental offices and research laboratories on the Pocatello campus are not as well integrated physically, they nonetheless appear to be well suited to support a collaborative PhD program. All of the research laboratories we toured are well prepared to offer the nature and level of research that is necessary for a successful PhD program. The Pocatello gross anatomy laboratory is particularly impressive for a “non-medical campus” setting and will be an important resource for students from all four disciplines. There also appears to be solid support from the biology program, with neuroscience emphasis, on the Pocatello program. Curricular offerings from this program will be an important component of the new PhD proposal.

#### **Recommendations**

Given the unique characteristics of the proposed Interprofessional PhD program in Rehabilitation and Communication Sciences within the Department of Communication Sciences and Disorders (CSD) and the Department of Physical and Occupational Therapy (DPOT), and the existing Interprofessional research projects between faculty in the two departments, the review team believes that the proposed program offers an opportunity to develop a career path for post-secondary educators, researchers, and administrators in the Rehabilitation and Communication Sciences fields. To enhance an already strong proposal, the review team offers the following recommendations/suggestions:

- . While not specifically stated as one of the primary reasons for a PhD program that integrates four disciplines housed within two departments, it is important for the upper administration to recognize that such a program will be essential to the retention of current and recruitment of

new faculty who are expected to build research programs. There is no doubt that a shortage of PhD-level faculty is pervasive throughout the participating disciplines and this concern offers strong rationale for the PhD proposal. However, while the addition of 3-4 new PhD holders /year will be helpful to the state of Idaho in this regard, the national impact will be minor. The reviewers feel that an equally strong rationale for the PhD program is to facilitate the research and success of the CSD-DPOT faculty, especially the newer ones who either are well-seasoned researchers (e.g., Dr. Cummings) or are in the process of building their research portfolios. While masters and clinical doctoral students can be helpful to these efforts, PhD students provide a more stable, longer-lasting and “research-committed” option to this process.

- ☐ Given the opportunity for students in a full-time traditional PhD program to interact closely with faculty mentors in both research and teaching experiences, it is recommended that the early cohorts admitted to the PhD program consist primarily of full-time traditional students. It is further recommended that students admitted to the early cohorts consist of students who have their entry-level graduate degree, have practiced as clinicians, and hold national certification/licensure in their professions, before entering the PhD program. Recruitment of post-baccalaureate students should remain on hold until the PhD program is well established.
- ☐ It is recommended that admission to the program be contingent upon the prospective student having identified an academic faculty mentor. Given the strength of the Interprofessional nature of the proposed PhD program, it is recommended that the student be required to have a secondary mentor in the other department by the end of a specified time, such as the end of the first semester or the first year of study. For example, a student with primary interest in CSD must have a primary mentor in CSD prior to admission to the program, and must have a secondary mentor in DPOT, in order to take full advantage of the Interprofessional aspects of the program.
- ☐ While it is important that all tenure-track faculty have the ability to mentor PhD students, it is recommended that junior tenure-track faculty not be assigned as primary mentor until after the successful completion of the third-year review, and that a secondary or co-mentor be assigned for all junior faculty. It is further recommended that junior tenure-track faculty must have served on at least one advisory committee prior to serving as a primary mentor.
- ☐ It is recommended that assignments given to PhD students be restricted to research and teaching. If students admitted to early cohorts of the PhD program already hold clinical certification/licensure, while they would be capable of supervising entry-level clinical students, the skills they are seeking to acquire would not be achieved through clinical supervisory activities.
- ☐ It is recommended that efforts be made to acquire Graduate Research Assistantships (GRA), in addition to Graduate Teaching Assistantships (GTA) to support students enrolled in the program. GRA's would provide research support, which would directly benefit mentoring faculty research productivity.
- ☐ Given the different natures of the traditional and non-traditional models of PhD programs, it is recommended that a PhD program director be appointed for the program with sufficient release time (0.3 FTE is included in the program proposal) to develop all of the necessary elements of a



successful new graduate program. The review team believes that 0.3 FTE is a reasonable amount of time to accomplish these tasks initially, and that upon successful implementation of the program the amount of release time for this position may be evaluated annually with the Departmental Chairs, CRSC Dean, and Associate Vice President for Health Sciences. Given that the non-traditional model has different requirements, it is recommended that a different PhD program director be appointed for that aspect of the program, again with sufficient release time – perhaps 0.2 FTE. The proposed 0.3 FTE Administrative Assistant is viewed as an essential component of the proposal.

- ☐ It will be important to make office and gathering space available for PhD students on each campus. Given the physical distance between the Meridian and Pocatello campuses, attention will need to be given as to best practices for establishing a sense of community between the PhD students primarily residing on each campus.
- ☐ While there appears to be internal funding to support a small number of PhD students, it will be important for faculty to seek additional and external sources of support to sustain the program. All of the faculty with whom we spoke acknowledged this need.
- ☐ It was not apparent to the Reviewers that the participating departments have an adequate plan for the distribution of PhD students across disciplines. We were told that students will be selected via the number of applicants to each Department, but all of the individuals from the four disciplines with whom we spoke indicated that there are several students who are interested in applying. It will be important for the Departments to develop a more detailed plan for selecting the relatively small number of PhD students to assure equity across disciplines.

**Appendix D: Response to External Reviewers focused on “Recommendations” Identified by the Reviewers.**

1. **Reviewers:** While not specifically stated as one of the primary reasons for a Ph.D. program that integrates four disciplines housed within two departments, it is important for the upper administration to recognize that such a program will be essential to the retention of current and recruitment of new faculty who are expected to build research programs. There is no doubt that a shortage of Ph.D.-level faculty is pervasive throughout the participating disciplines and this concern offers strong rationale for the Ph.D. proposal. However, while the addition of 3-4 new Ph.D. holders /year will be helpful to the state of Idaho in this regard, the national impact will be minor. The reviewers feel that an equally strong rationale for the Ph.D. program is to facilitate the research and success of the CSD-DPOT faculty, especially the newer ones who either are well-seasoned researchers (e.g., Dr. Cummings) or are in the process of building their research portfolios. While masters and clinical doctoral students can be helpful to these efforts, Ph.D. students provide a more stable, longer-lasting and “research-committed” option to this process.

**Response:** We agree with the reviewers’ statements here. Having the Ph.D. program will positively contribute to Idaho State University (ISU) College of Rehabilitation and Communication Sciences (CRCS) faculty retention and productivity. Likewise, as stated, it will aid in recruiting high-quality research-oriented faculty for the two departments. As the reviewers also include, Ph.D. students, who will be more focused on research than current clinical entry-level graduate students, will facilitate research and success of the CSD / DPOT faculty. It will further enhance ISU student experiences and opportunities at all academic levels for the associated programs. Much of this is emphasized throughout the proposal (e.g., pp. 2-3, section 1).

2. **Reviewers:** Given the opportunity for students in a full-time traditional Ph.D. program to interact closely with faculty mentors in both research and teaching experiences, it is recommended that the early cohorts admitted to the Ph.D. program consist primarily of full-time traditional students. It is further recommended that students admitted to the early cohorts consist of students who have their entry-level graduate degree, have practiced as clinicians, and hold national certification/licensure in their professions, before entering the Ph.D. program. Recruitment of post-baccalaureate students should remain on hold until the Ph.D. program is well established.

**Response:** We agree with the reviewers’ comments. Recruitment and admittance for the early cohorts of the program will, as recommended, primarily target on-campus graduate students already holding their clinical entry-level graduate degrees (Master’s and Clinical Doctoral Degrees) and national certifications. These early recruitment efforts will be focused on full-time traditional on-campus students (e.g., p. 15, Section 5, point A. and pp. 26-27, section 14).

3. **Reviewers:** It is recommended that admission to the program be contingent upon the prospective student having identified an academic faculty mentor. Given the strength of the Interprofessional nature of the proposed Ph.D. program, it is recommended that the student be required to have a secondary mentor in the other department by the end of a specified time, such as the end of the first semester or the first year of study. For example, a student with primary interest in CSD must have a primary mentor in CSD prior to admission to the program, and must have a secondary mentor in DPOT, in order to take full advantage of the Interprofessional aspects of the program.

**Response:** As stated in the proposal (e.g., p. 16, section 5, point H and p. 18, section 9, II, A) one requirement for admission to the program is to gain approval from an academic faculty mentor, in

writing, agreeing to work with the student. The expectation is that the primary mentor would serve as chair of the student's advisory and research project committees. We also agree with the reviewers' second point here, that students should have a member of the advisory committee from outside of their primary department (e.g., p. 18, section 9, II, A). An exception to this would be if current clinical faculty members from the departments apply for and are accepted into the Ph.D. program. In these cases, as stated in the proposal (pp. 9-10, section 2, point b), the student's advisory committee would be comprised of faculty members from outside of the student's primary department, but their research project committee members may be comprised of faculty members within their primary department.

4. **Reviewers:** While it is important that all tenure-track faculty have the ability to mentor Ph.D. students, it is recommended that junior tenure-track faculty not be assigned as primary mentor until after the successful completion of the third-year review, and that a secondary or co-mentor be assigned for all junior faculty. It is further recommended that junior tenure-track faculty must have served on at least one advisory committee prior to serving as a primary mentor.

**Response:** We agree with the reviewers' suggestions, and we will include these requirements in the ISU CRCS Ph.D. Program Handbook under development.

5. **Reviewers:** It is recommended that assignments given to Ph.D. students be restricted to research and teaching. If students admitted to early cohorts of the Ph.D. program already hold clinical certification/licensure, while they would be capable of supervising entry-level clinical students, the skills they are seeking to acquire would not be achieved through clinical supervisory activities.

**Response:** We agree with the reviewers that research and classroom teaching assignments usually would be preferred for the Ph.D. students. We will emphasize those assignments as outlined in the proposal (e.g., pp. 29-32, section 18, points A and C and pp. 32-33, section 19, point A). However, we will retain the flexibility to assign Ph.D. students to clinical supervision when it is beneficial to the student and to the programs.

6. **Reviewers:** It is recommended that efforts be made to acquire Graduate Research Assistantships (GRA), in addition to Graduate Teaching Assistantships (GTA) to support students enrolled in the program. GRA's would provide research support, which would directly benefit mentoring faculty research productivity.

**Response:** We agree with the reviewers. As stated in the proposal, p. 30, section 18, point A, we anticipate that the GTA support offered by ISU for the Ph.D. program will enable faculty members to increase their grant seeking and awards, which would then increase extramurally-funded GRA positions.

7. **Reviewers:** Given the different natures of the traditional and non-traditional models of Ph.D. programs, it is recommended that a Ph.D. program director be appointed for the program with sufficient release time (0.3 FTE is included in the program proposal) to develop all of the necessary elements of a successful new graduate program. The review team believes that 0.3 FTE is a reasonable amount of time to accomplish these tasks initially, and that upon successful implementation of the program the amount of release time for this position may be evaluated annually with the Departmental Chairs, CRSC Dean, and Associate Vice President for Health Sciences. Given that the non-traditional model has different requirements, it is recommended that a

different Ph.D. program director be appointed for that aspect of the program, again with sufficient release time – perhaps 0.2 FTE. The proposed 0.3 FTE Administrative Assistant is viewed as an essential component of the proposal.

**Response:** We agree with the reviewers that sufficient release time is needed for the Ph.D. program director to adequately support the further development and implementation of a successful program, which is outlined in the proposal on page 31, section 18, *Administrative Expenditures*. We do not agree with the reviewers that a separate director for the non-traditional model will be required. The programs have significant experience in delivering educational programs through distance and non-traditional modes. Because the program goals and requirements will be the same for traditional and non-traditional Ph.D. students, we believe the program will be stronger with a single director. We will continue to assess the programs, and we can change the designation of one or two directors in the future if that is appropriate.

8. **Reviewers:** It will be important to make office and gathering space available for Ph.D. students on each campus. Given the physical distance between the Meridian and Pocatello campuses, attention will need to be given as to best practices for establishing a sense of community between the Ph.D. students primarily residing on each campus.

**Response:** We agree with the reviewers. Physical space on both ISU sites will be designated for doctoral student work areas. We anticipate establishing a sense of community in a number of ways. First, the CRCS already offers a bi-weekly brown-bag seminar series and has several on-going scholarly, teaching, clinical, and service collaborations between the departments and locations. We further anticipate building the Ph.D. student community by encouraging attendance at local, regional, and national conferences, where students and faculty can mingle and network. Lastly, the students will be encouraged to initiate and attend location specific gatherings with faculty members from the program and with other Ph.D. students at ISU (e.g., Counseling, Psychology, etc.).

9. **Reviewers:** While there appears to be internal funding to support a small number of Ph.D. students, it will be important for faculty to seek additional and external sources of support to sustain the program. All of the faculty with whom we spoke acknowledged this need.

**Response:** We agree with the reviewers. We anticipate that the Ph.D. program director and the faculty associated with this program will increase their efforts to identify external funding opportunities. The interaction of Ph.D. students will enhance our opportunities for successful research and grant writing, and all faculty are anticipating writing Ph.D. student support into their long range research plans. As stated in the reviewers' letter we see this program and the Ph.D. students providing a wealth of opportunities to vertically enhance faculty productivity, funding, and the overall ISU student experience at multiple academic levels.

10. **Reviewers:** It was not apparent to the Reviewers that the participating departments have an adequate plan for the distribution of Ph.D. students across disciplines. We were told that students will be selected via the number of applicants to each Department, but all of the individuals from the four disciplines with whom we spoke indicated that there are several students who are interested in applying. It will be important for the Departments to develop a more detailed plan for selecting the relatively small number of Ph.D. students to assure equity across disciplines.

**Response:** We appreciate the reviewers' concerns on this point, but we do not agree that a detailed

plan for ensuring equity across disciplines is the best approach. Applicant selection will be determined by the admission criteria outlined on pages 15-16, section 5 of the proposal, based on the quality of the applicants and availability of faculty mentors. Faculty with student funding opportunities through grants, or other committed support will have primary consideration in student selection for use of those funds. Admission offers may be made without funded assistantships, when desired or necessary. We do not feel that a set distribution decision process needs to be developed at this time. Faculty from all four disciplines will be represented in the admissions process, and the identification of a mentor for each student should result in an advantageous distribution of students across the programs and disciplines.

**Program Resource Requirements.****INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS****AUGUST 16, 2018****Attachment 1**

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**I. PLANNED STUDENT ENROLLMENT**

	<b><u>FY 2020</u></b>		<b><u>FY 2021</u></b>		<b><u>FY 2022</u></b>		<b><u>FY 2023</u></b>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	6	6	6	6	6	6	6	6
B. Shifting enrollments	0	0	6	6	12	12	12	12
<b>Total Enrollment</b>	6	6	12	12	18	18	18	18

**II. REVENUE**

	<b><u>FY 2020</u></b>		<b><u>FY 2021</u></b>		<b><u>FY 2022</u></b>		<b><u>FY 2023</u></b>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$138,297.54	\$0.00	\$179,308.63	\$0.00	\$222,447.48	\$0.00	\$228,835.16	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$57,937.50	\$0.00	\$119,351.25	\$0.00	\$184,397.68	\$0.00	\$189,929.61	\$0.00
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Revenue</b>	\$196,235	\$0	\$298,660	\$0	\$406,845	\$0	\$418,765	\$0

**Ongoing is defined as ongoing operating budget for the program which will become part of the base.**

**One-time is defined as one-time funding in a fiscal year and not part of the base.**

### III. EXPENDITURES

#### INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

Attachment 1  
FY 2023

	FY 2020		AUGUST 16, 2018 FY 2021		FY 2022		FY 2023	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	2.25	0.00	2.59	0.00	2.92		2.92	0.00
2. Faculty	11,672.71	0.00	24,045.78	0.00	37,150.73	0.00	38,265.26	0.00
3. Adjunct Faculty	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Graduate/Undergrad Assistants	\$103,164.80	\$0.00	\$106,259.74	\$0.00	\$109,447.54	\$0.00	\$112,730.96	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Directors/Administrators reallocated	\$9,888.57	\$0.00	\$18,780.45	\$0.00	\$28,198.29	\$0.00	\$28,999.24	\$0.00
7. Administrative Support Personnel reallocated	\$3,310.86	\$0.00	\$6,820.38	\$0.00	\$10,537.49	\$0.00	\$10,853.61	\$0.00
8. Fringe Benefits	\$10,010.60	\$0.00	\$19,902.27	\$0.00	\$30,363.42	\$0.00	\$31,236.08	\$0.00
9. Other:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Personnel and Costs</b>	<b>\$138,047.54</b>	<b>\$0.00</b>	<b>\$175,808.63</b>	<b>\$0.00</b>	<b>\$215,697.48</b>	<b>\$0.00</b>	<b>\$222,085.16</b>	<b>\$0.00</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**FY 2020** **FY 2021**  
**AUGUST 16, 2018**

**FY 2022**

**FY 2023**  
**Attachment 1**

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel	\$0.00	\$0.00	\$3,000.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	\$0.00
2. Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies	\$250.00	\$0.00	\$500.00	\$0.00	\$750.00	\$0.00	\$750.00	\$0.00
6. Rentals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Operating Expenditures</b>	<b>\$250</b>	<b>\$0</b>	<b>\$3,500</b>	<b>\$0</b>	<b>\$6,750</b>	<b>\$0</b>	<b>\$6,750</b>	<b>\$0</b>

	<b>FY 2020</b>		<b>FY 2021</b>		<b>FY 2022</b>		<b>FY 2023</b>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Capital Outlay</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**

**FY 2020**

**FY 2021**

**FY 2022**

**FY 2023**

**AUGUST 16, 2018**

**Attachment 1**

On-going

One-time

On-going

One-time

On-going

One-time

On-going

One-time

**D. Capital Facilities  
Construction or Major  
Renovation**

	<u>\$0.00</u>		<u>\$0.00</u>		<u>\$0.00</u>		<u>\$0.00</u>
--	---------------	--	---------------	--	---------------	--	---------------

**E. Other Costs**

On-going

One-time

On-going

One-time

On-going

One-time

On-going

One-time

Utilities

<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------

Maintenance & Repairs

<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------

Other

<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------

**Total Other Costs**

<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
------------	------------	------------	------------	------------	------------	------------	------------

**TOTAL EXPENDITURES:**

<u>\$138,298</u>	<u>\$0</u>	<u>\$179,309</u>	<u>\$0</u>	<u>\$222,447</u>	<u>\$0</u>	<u>\$228,835</u>	<u>\$0</u>
------------------	------------	------------------	------------	------------------	------------	------------------	------------

**Net Income (Deficit)**

<u>\$57,937</u>	<u>\$0</u>	<u>\$119,351</u>	<u>\$0</u>	<u>\$184,398</u>	<u>\$0</u>	<u>\$189,930</u>	<u>\$0</u>
-----------------	------------	------------------	------------	------------------	------------	------------------	------------

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I.A.B.	
24 & 51	No new faculty, will use reallocation of existing faculty workloads.
30	Tuition calculated at \$4,464 full-time semester, in-state rate; \$447 per summer credit; 6 students/cohort
55	Requesting 4 GTAs. Each GTA represents .48 FTE
59 & 61	Reallocated from existing administrator and staff workloads.
88	Supported from SRCS departments.

**UNIVERSITY OF IDAHO**

**SUBJECT**

Masters of Science in Plant Pathology

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Education Attainment – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

Agricultural production is an important component of Idaho’s economy, and plant pathogens are a major management concern. This program will produce graduates who understand the role of plant pathogens in food production and who can apply integrated pest management tools to control plant pathogens and reduce the impact of disease on agriculture in Idaho.

**BACKGROUND/DISCUSSION**

This M.S. in Plant Pathology degree existed previously, prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Eight faculty who disciplinarily align with Plant Pathology were part of the Department of Plant, Soil and Entomological Sciences and chose to move their programs into the newly established Department of Entomology, Plant Pathology, and Nematology (EPPN) in July 2017. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. degrees in Plant Science. Since faculty who complete Plant Pathology research are now members of EPPN and will continue to train graduate students who study Plant Pathology, it is logical that their degree should reflect this discipline.

The market analysis completed by Hanover Research indicates that plant pathology programs are not available in Idaho. Considering the large agricultural emphasis throughout the state, the University of Idaho; as Idaho’s land grant institute, should be providing education to support individuals with emphasis in plant pathology. Over the next 6 years, Idaho employment opportunities in plant science occupations will increase by 35%, and this increase is much higher than regional and national growth.

**IMPACT**

No institution in Idaho offers a M.S. in Plant Pathology. Currently, all students in Idaho who wish to complete a degree in Plant Pathology must attend institutions

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
AUGUST 16, 2018**

---

of higher education outside the state. Agricultural production is an important component of Idaho's economy, and plant pathogens are a major management concern. This program will produce graduates that understand the role of plant pathogens in food production and that have the knowledge to apply integrated pest management tools to control plant pathogens and reduce the impact of disease on agriculture in Idaho. Production of graduates trained in Plant Pathology will translate to increased food security in Idaho and nationwide. The University of Idaho is funding this new program through reallocation of existing funds; no additional funds are being requested.

**ATTACHMENTS**

Attachment 1 – Proposal – M.S. in Plant Pathology

**STAFF COMMENTS AND RECOMMENDATIONS**

The University of Idaho (UI) anticipates initial enrollment to be 10 students in the first year with minimum enrollment for the program set at five students. If the program averages below five students for more than three years in a row, UI will reevaluate to determine whether the program will be considered for discontinuation or increased efforts for recruitment.

UI's proposed M.S. in Plant Pathology is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region II. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for plant pathology at the graduate level. The UI currently has statewide responsibility for the M.S. and Ph.D. in Plant Science.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on July 12, 2018; and to the Committee on Instruction, Research, and Student Affairs (IRSA) on July 26, 2018.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho to add a M.S. in Plant Pathology Program as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho State Board of Education**  
Proposal for **Undergraduate/Graduate Degree Program**

Date of Proposal Submission:	9/29/2017
	Pending Graduate Council Approval
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Department of Entomology, Plant Pathology and Nematology

**Program Identification for Proposed New or Modified Program:**

Program Title:	Plant Pathology			
Degree:	MS	Degree Designation	Undergraduate	X Graduate
Indicate if Online Program:	Yes	X	No	
CIP code (consult IR /Registrar):	26.0305 Plant Pathology/Phytopathology			
Proposed Starting Date:	July 1, 2019			
Geographical Delivery:	Location(s)		Region(s)	
Indicate (X) if the program is/has:	Self-Support		Professional Fee	
Indicate (X) if the program is:	x Regional Responsibility		Statewide Responsibility	

**Indicate whether this request is either of the following:**

- ☒ 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)

College Dean (Institution)

Date

Vice President for Research (Institution; as applicable)

Date

Graduate Dean or other official  
(Institution; as applicable)

Date

Academic Affairs Program Manager, OSBE

Date

FVP/Chief Fiscal Officer (Institution)

Date

Chief Academic Officer, OSBE

Date

Provost/VP for Instruction (Institution)

Date

SBOE/Executive Director Approval

Date

President

Date

**Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance.** This proposal form must be completed for the creation of each new program. All questions must be answered.

### **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This is a request to create an M.S. degree Program in the newly established (July 2017) Department of Entomology, Plant Pathology and Nematology (EPPN). This degree existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Eight faculty who disciplinarily align with Plant Pathology were part of the Department of Plant, Soil and Entomological Sciences and chose to move their programs into the newly establishment EPPN in July, 2017. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. degrees in Plant Science. Since faculty who complete Plant Pathology research are now members of EPPN and will continue to train graduate students who study Plant Pathology, it is logical that their degree should reflect this discipline.

- 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.

Currently the eight Plant Pathology faculty within EPPN supervise 11 M.S. students. During the 2005-2016 time period they graduated 14 M.S. students. The M.S. students supported by these faculty prior to the establishment of the new EPPN department received degrees in Plant Science, whom, if the option had been available would have received graduate degrees in Plant Pathology. The Plant Pathology faculty within EPPN now have the opportunity to deliver degrees to their students that more closely reflects the disciplinary nature of their research. The establishment of the EPPN provides name recognition to the department to help potential students identify research projects focused on plant disease problems. It also provides disciplinary name recognition to the degrees conferred to students by the department.

The market analysis completed by the Hanover Research states that plant pathology programs are not widely available in Idaho. Considering the large agricultural emphasis throughout the state, this is the exact reason why the University of Idaho, as the land grant institute for the state, should be providing education to support individuals with emphasis in plant pathology. In the past, were potential graduate students to look for opportunities to study plant pathology at UI, they would have had a difficult time finding these because "Plant Pathology" was not included in any established program at the university. This situation has been changed with the establishment of the new EPPN department.

There are currently eight Plant Pathology faculty in the state of Idaho, with at least one Plant Pathologist at each Research and Extension Center across the state we are strongly suited to

serve agriculture throughout the state of Idaho.

**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.

### ***NATIONAL EMPLOYMENT PROJECTION TRENDS***

National labor projections suggest slightly slower than average growth for plant sciences professions. Figure below presents national employment projection data for the four selected occupations. Except for Natural Sciences Managers, all occupations are projected to grow about as fast as the national average for all occupations.

#### **National Employment Projections for Plant Sciences Occupations**

SOC TITLES	EMPLOYMENT		CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER	PERCENT CHANGE	
<b>Total, All Occupations</b>	<b>150,539,900</b>	<b>160,328,800</b>	<b>9,788,900</b>	<b>6.5%</b>	<b>4,650,690</b>
<b>Total, Selected Occupations</b>	<b>104,500</b>	<b>109,600</b>	<b>5,200</b>	<b>5.0%</b>	<b>3,520</b>
<b>Natural Sciences Managers</b>	55,100	56,900	1,800	3.3%	1,330
<b>Soil and Plant Scientists</b>	17,700	18,900	1,200	6.8%	730
<b>Conservation Scientists</b>	21,100	22,500	1,400	6.6%	1,060
<b>Life Scientists, All Other</b>	10,600	11,300	800	7.5%	400

"Projections Central - State Occupational Projections." Projections Central. <http://www.projectionscentral.com/>

Aside from the Idaho data, all state-level projections derive from Projections Central, which compiles employment data from state departments of labor.

"Long Term Occupational Projections." Projections Central – State Occupational Projections.

<http://www.projectionscentral.com/Projections/LongTerm>

"Occupational & Industry Projections." Idaho Department of Labor. <http://lmi.idaho.gov/projections>

Source: Market Analysis MS and PHD Degrees in Plant Pathology: Hanover Research April 2017

### ***REGIONAL EMPLOYMENT PROJECTION TRENDS***

The figure below presents regional employment projections for the selected occupations. Overall, employment projections for the selected occupations keep pace with average regional growth rates, suggesting average demand for plant science-related occupations in the region. While growth rates are average, Soil and Plant Scientists are only anticipated to see about 78 job openings per year. Conservation Scientists and Natural Sciences Managers anticipate the highest volume of annual openings.

**Regional Employment Projections for Plant Sciences Occupations**

SOC TITLES	EMPLOYMENT		CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER CHANGE	PERCENT	
Total, All Occupations	9,519,180	11,250,400	1,731,220	18.2%	405,920
Total, Selected Occupations	9,124	10,697	1,573	17.2%	458
Natural Sciences Managers	4,173	4,878	705	16.9%	155
Soil and Plant Scientists	1,529	1,783	254	16.6%	78
Conservation Scientists	2,975	3,539	564	19.0%	203
Life Scientists, All Other	447	497	50	11.2%	22

Source: Market Analysis MS and PHD Degrees in Plant Pathology: Hanover Research April 2017

**IDAHO EMPLOYMENT PROJECTION TRENDS**

Overall, state employment projections predict much faster than average growth for plant science occupations. At 35.1 percent, projected growth for aggregated occupations is nearly 40 percent higher than average. However, it should be noted that these occupations employ a small number of people, with a total of only 68 average annual job openings. **Notably, the Idaho Department of Labor projects an average of only 8 job openings every year for soil and plant scientists.** Therefore, if the eight state conferrals in Plant Sciences during 2015 are maintained, graduates could saturate these annual offerings.

**State Employment Projections for Plant Sciences Occupations**

SOC TITLES	EMPLOYMENT		CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER	PERCENT CHANGE	
Total, All Occupations	687,784	824,644	136,860	19.9%	29,865
Total, Selected Occupations	1,064	1,437	373	35.1%	68
Natural Sciences Managers	543	688	145	26.7%	25
Soil and Plant Scientists	149	183	34	22.8%	8
Conservation Scientists	335	519	184	54.9%	33
Life Scientists, All Other	37	47	10	27.0%	2

Source: Idaho Department of Labor

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

**a. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

No graduate degree-awarding institution in Idaho currently offers a M.S. in Plant Pathology. With Plant Pathology faculty at each research and extension center as well as on the Moscow campus, no other graduate degree-awarding institution in Idaho, other than University of Idaho, is better poised to deliver a M.S. in Plant Pathology. Currently, all students in Idaho who wish to complete a degree that will confer a degree in Plant Pathology must attend institutions of higher education outside the state. In addition, out of state students who are attracted to the diverse agricultural opportunities in

Idaho have not had the option to come to Idaho to pursue those interests and attain a degree in Plant Pathology. The fact that 14 students during the 2005-2016 time period completed research focused on plant pathology projects indicates that there is significant student interest and commitment to this discipline.

**b. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Agricultural production is an important component of Idaho's economy and plant pathogens are a major management concern. This program will produce graduates that understand the role of plant pathogens in food production and have the knowledge to apply integrated pest management tools to control plant pathogens and reduce the impact of disease on agriculture in Idaho.

**c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Production of graduates trained in Plant Pathology will translate to increased food security in Idaho and nationwide.

**d. If Associate's degree, transferability:**

Not applicable.

**3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

**There are no similar programs offered within Idaho.**

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
BSU	No program	
ISU	No program	
LCSC	No program	
UI	M.S. Plant Pathology	Per this petition



Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Washington State University	Plant Pathology M.S.	Department of Plant Pathology
Oregon State University	Plant Pathology M.S.	Department of Botany and Plant Pathology
Montana State University	Plant Pathology M.S.	Department of Plant Sciences and Plant Pathology
Utah State University	Biology M.S. Emphasis area: Plant Pathology	Department of Biology

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not applicable

5. **Describe how this request supports the institution's vision and/or strategic plan.**

This request will allow the new Department EPPN to offer a new M.S. graduate program in Plant Pathology. The additional program in Plant Pathology will enhance our ability to recruit additional graduate students and help to grow the EPPN department. The increased number of Plant Pathology M.S. students in EPPN will serve as the foundation for the establishment of a Ph.D. program in Plant Pathology in the near future. This increased number of graduate students will contribute to the University's goal of becoming a Carnegie R1 school.

Goal	Objective	EPPN's Contribution
Scholarly and creative products of the highest quality	Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional,	The proposal to develop a Plant Pathology M. S. program will enable EPPN to <i>Expand graduate enrollment</i> by increasing program visibility to prospective students. In an era where

and scope, resulting in significant positive impact for the region and the world.	national and global partnerships	<p>every student counts, offering a formal Plant Pathology program will enable the faculty to efficiently recruit graduate students. They can recruit based on the area of study offered by faculty within EPPN which will be more readily obvious with a formal Plant Pathology program.</p> <p>The science of Plant Pathology is interdisciplinary in nature involving an investigation of the plant pathogen (microbiology, molecular biology), plant (botany, genetic, breeding) and the impact of the environment on these over time. Graduate students will have the opportunity to conduct research in faculty laboratories and produce scholarly works. This will increase the productivity of the laboratories and increase the reputation of the students, faculty and University of Idaho.</p>
	Create, validate and apply knowledge through the coproduction of scholarly and creative works by students, staff, faculty and diverse external partners	
	Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.	
Increase our educational impact.	Provide greater access to educational opportunities to meet the evolving needs of society	<p>The proposal will create a new degree program that will serve students who would have previously gone out of state to receive this degree. Faculty responsible for Plant Pathology courses will assess and revise as needed to improve the quality of the Plant Pathology program as a whole. Attention will be made to the incorporation of integrated curricula and pedagogies.</p>
	Foster educational excellence via curricular innovation and evolution	
	Create an inclusive learning environment that encourages students to take an active role in their student experience	
Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale	Build an inclusive, diverse community that welcomes multicultural and international perspectives	<p>The Plant Pathology Faculty in EPPN represent 5 different countries and are 50% female. Currently, there are over 8 different countries represented by our graduate students. Continuing to embrace this diversity will enhance the experiences of our graduate students and provides a global perspective to the Plant Pathology curricula.</p>
	Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff	
	Improve efficiency, transparency and communication	

- 6. Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Specialized accreditation is not required to offer a M.S. in Plant Pathology. It is our intention to annually evaluate the program using established protocols and metrics posted on the UI Provost Student Learning Assessment page. These UI approved Learning Outcomes, Assessment tools and Procedures will serve as our guide to ensure the delivery of quality courses and subsequently an excellent M.S. Program in Plant Pathology.

- 7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

Not applicable to this request.

- 8. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?  
Yes\_\_\_\_\_ No\_X\_

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

Not applicable to this request.

**9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes   X   No \_\_\_\_\_

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. Describe why the proposed program is not on the institution's five year plan.**  
When did consideration of and planning for the new program begin?
- b. Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

**Criteria.** As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

**Curriculum, Intended Learning Outcomes, and Assessment Plan**

**10. Curriculum for the proposed program and its delivery.**

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	15
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	15
Total credit hours required for degree program:	30

M.S. requirements include a formal program of at least 30 semester hours, with a minimum of 12 PLP credit hours and at least 2 credits of ENT. The rest of the courses will be chosen in consultation with the major professor and approved by the student's graduate committee. Of the minimum 30 credits required for the degree, at least 18 credits must be at the 500 level; the remainder may include 400 level courses in the major, and 300 or 400 level courses in supporting areas. Credit in course 500 (Master's Research and Thesis) cannot be counted toward the minimum of 30 credits for a non-thesis master's degree. Although no limit is imposed on the number of credits that may be earned in course 500 for degrees with thesis, only a maximum of 10 credits in course 500 can be used to fulfill master's degree requirements. Two credits of Seminar (501) are required. Three credits of PLP Directed Study (PLP 502) are required and can be delivered by any member of the EPPN faculty.

Credits earned in other Plant Pathology courses earned in another school or through correspondence study may be substituted for directed study credits. No more than a combined total of 12 credits earned in another school, through correspondence study, or while in non-matriculated status at the University of Idaho, may be included in a master's program. Transfer and correspondence courses must be from schools that offer a graduate degree in the area of the course.

The proposed courses are listed in **Appendix A**.

- 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.

Submission of a thesis is required for graduation.

#### **11. Program Intended Learning Outcomes and Connection to Curriculum.**

**Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. Plant Pathology graduate degree students will learn to recognize, define and differentiate the causes and types of plant diseases and apply this information using diverse thinking strategies to address real-world issues.
2. Plant Pathology graduate students will be able to integrate information across the scientific disciplines including Plant Pathology, Entomology, and Plant Sciences to implement disease control practices, solve problems, and make decisions that impact agriculture.
3. Plant Pathology graduate students will be able to convey knowledge using verbal and non-verbal methods of communication in a respectful manner that reflects our complex society.

## 12. Assessment plans

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Direct Measure Process (per our current protocols and metrics): All of the above listed Learning Outcomes will be assessed using a variety of metrics including having students demonstrate an ability to apply academic knowledge to real-world problems and controversies using case studies and complete standardized exams that assess ability to integrate and synthesize various concepts. The students will be assessed on their ability to complete disciplinary research, write a thesis, give a seminar on their thesis and defend the thesis. Faculty agree that these measures cover each of the student learning outcomes and that 80% of the students will need to attain an 80% proficiency on all assessments that address learning outcomes.

Indirect Measure Process (per our current protocols and metrics): Student graduate reporting, including feedback from both student and advisor; student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers. The numbers of students participating in clubs/organizations and service learning will reflect students who strive to excel above their academic education and endeavor to be leaders.

Face-to-Face Measures (per our current protocols and metrics): Exit interviews with graduates, including overall assessment of degree program, and opportunities for service learning activities.

- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

The Department of Entomology, Plant Pathology and Nematology includes a departmental faculty Curriculum Committee that will be charged with interpretation of annual Learning Outcome metrics for all EPPN instructional programs and that will recommend specific policies for consideration and implementation at the yearly faculty meeting and one on one with instructors as needed. One focus will be to reconsider current Learning Outcomes, Assessments and Metrics as we create a second departmental Major that spans entomology, plant pathology, nematology; focus also will be on curricular and co-curricular changes. An underpinning objective will be to contribute to UI Strategic Plan Goals for graduate enrollment.

**Measures used.** What direct and indirect measures will be used to assess student learning?

Direct Benchmarks:

We will determine how the students in the program demonstrate the ability to critically analyze and report on disease case studies. We will determine how satisfied employers are with our graduates.

Indirect Benchmarks:

We will correlate how students are performing academically with their overall satisfaction.

At least 80% of advisors and students report overall satisfaction with graduate experience; student evaluations of course and instructor quality in courses required by major and emphasis areas are 3 or higher; students receive a grade of C or higher in all courses required by major and emphasis areas.

**Timing and frequency.** When will assessment activities occur and at what frequency? Learning Outcomes Assessment as outlined in Q-12.a and Q-12.c will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year. New or adjusted procedures and metrics will be developed by the Plant Pathology faculty during FY18 and beyond as needed.

### **Enrollments and Graduates**

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

**There are no similar programs at BSU, ISU or LCSC.**

<b>Existing Similar Programs: Historical enrollments and graduate numbers</b>						
<b>Institution and Program Name</b>	<b>Fall Headcount Enrollment in Program</b>			<b>Number of Graduates From Program (Summer, Fall, Spring)</b>		
	FY2014-15	FY2015-16	FY2016-17	FY2014-15	FY2015-16	FY2016-17
<b>BSU</b>	0	0	0	0	0	0
<b>ISU</b>	0	0	0	0	0	0
<b>UI*</b>	3	6	6	1	2	2
<b>LCSC</b>	0	0	0	0	0	0

\*Numbers reflect students who were in the PSES department and received M.S. degrees in the Plant Science program.

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

The establishment of the new EPPN department raises the profile of Plant Pathology. In turn, we expect an increase in student numbers.

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY18-19 (first year)	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24	FY18-19 (first year)	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
10	11	11	12	12	13	2	3	3	3	4	4

**15. Describe the methodology for determining enrollment and graduation projections.**

Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The methods for determining enrollment and graduation projections were based on historical data. Previously, students who were trained by Plant Pathology faculty received degrees in Plant Sciences, we looked at recent and past enrollment and graduation data. We anticipate that having curricula in which these students will receive Plant Pathology degrees will provide better visibility for our academic programs and should help to increase our graduate enrollments.

**16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Because of the role that plant pathology education and research lends to the University's land grant mission and the agricultural economy of Idaho, it will be necessary to consider and evaluate the societal value the program offers despite enrollments that may not meet projected goals. Our goal is to meet the needs of Idaho and the region, and currently that means we should have enrollments of 8 students per cohort. As Idaho experiences job growth, we will grow our program to meet the statewide need.

**Resources Required for Implementation – fiscal impact and budget**

**17. Physical Resources.**

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

It is anticipated that this program will share existing teaching space with the Plant Sciences and Soil and Water Systems and ASM programs in the Iddings Agricultural Sciences building. Teaching budgets supplied by CALS for all programs will be utilized to cover the cost of regular laboratory supplies.

- 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?

Since new courses are being proposed to be added for the new major we will work with CALS and the University to identify space as needed. Since we are proposing graduate programs we expect the impact to be minimal.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional resources are required to support this new major.

**18. Library resources**

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Since students already complete Plant Pathology research programs students are already utilizing the UI library so we expect minimal requests to increase access to Plant Pathology-related journals. Due to the interdisciplinary nature of Plant Pathology research, journals and other resources adequate for the graduate students in the Plant Sciences and MMBB programs should be suitable for students in the new M.S. Plant Pathology degree program. A faculty member associated with the new EPPN will work with the library director to ensure that all needs are met.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None should be required above those currently being requested by the Plant Sciences and SWS programs.



19. **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?

New courses are currently not necessary within the first 3-5 years of the program. Should enrollment for PLP 416/516 exceed 30 students, an additional section of will be required.

- 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 general mechanisms used to fund academic programs within CALS will be suitable to support this new program. Classroom space is currently available in Ag. Sciences. One faculty member and one instructor are available and currently teaching Plant Pathology courses.

- 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?

Since students have been completing Plant Pathology research within CALS many of the courses required by these students to complete their degree program have always been required within the former PSES department. Therefore, we do not anticipate a negative impact on any existing program. It was understood by the members of the Plant Sciences Department that with the bifurcation of PSES that the students trained by the Plant Pathology faculty would temporarily be working toward Plant Science degrees until the EPPN Department was able to request the establishment of a Plant Pathology M.S. (this proposal) and Ph. D. (proposal in preparation) degree programs.

**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.

The proposed new graduate program does not require additional courses. If student numbers exceed our projections, a graduate student teaching assistantship may be required. Any open/opening faculty positions will need to be replaced to cover the existing courses.

## 20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The Department of Entomology, Plant Pathology and Nematology is a new stand-alone department, complete with adequate funding and plans to hire. The faculty that are within this department were members of PSES previously. The funding to support this new department was from within CALS. The faculty in EPPN are already training graduate students. The establishment of the Plant Pathology M.S. Program in EPPN enables the students to obtain their degree in the new department. We do expect that the establishment of a Plant Pathology M.S. Program will enable us to effectively recruit more students, and that is represented in the budget sheet. The institutional funds included in the budget were calculated from local service, general education and gift/endowments.

- 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.
- c) **Non-ongoing sources:**
- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
  - ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?
- d) **Student Fees:**
- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
  - ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

MI. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new

resources.

- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

## Appendix A

### M.S. Plant Pathology Curriculum

### Minimum of 12 PLP Credits Required

PLP 415/515	Plant Pathology	3 credits
PLP 416/516	Plant Pathology Laboratory	1 credit
PLP 511	Plant Virology	4 credits
PLP 522	Plant Bacteriology	3 credits
PLP 501	Seminar	2 credits
PLP 502	Directed Study	3 credits*

In addition, a course in applied entomology is required. Any one of the following would satisfy this requirement:

ENT 547 Fundamentals of Biological Control (2 credits)  
ENT 591 Principles of Insect Pest Management (3 credits)  
ENT 546 Host Plant Resistance to Insects and Pathogens (3 credits)  
ENT 549 Insect-Plant Interactions (3 credits)

2-3 credits

\*Three credits of PLP Directed Study (PLP 502) are required and can be delivered by any member of the EPPN faculty. Credits earned in other Plant Pathology courses earned in another school or through correspondence study may be substituted for directed study credits.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

**Program Resource Requirements.**

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**I. PLANNED STUDENT ENROLLMENT**

	<u><b>FY 18</b></u>		<u><b>FY 19</b></u>		<u><b>FY 20</b></u>		<u><b>FY 21</b></u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments			1	1	1	1	2	2
B. Shifting enrollments	10	10	10	10	10	10	10	10
<b>Total Enrollment</b>	10	10	11	11	11	11	12	12

**II. REVENUE**

	<u><b>FY 18</b></u>		<u><b>FY 19</b></u>		<u><b>FY 20</b></u>		<u><b>FY 21</b></u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds*	\$221,584.00	\$0.00	\$221,584.00	\$0.00	\$221,584.00	\$0.00	\$221,584.00	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$0.00		\$6,722.14		\$6,722.14		\$13,444.28	
5. Student Fees	\$0.00		\$0.00		\$0.00		\$0.00	
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
<b>Total Revenue</b>	<u>\$221,584</u>	<u>\$0</u>	<u>\$228,306</u>	<u>\$0</u>	<u>\$228,306</u>	<u>\$0</u>	<u>\$235,028</u>	<u>\$0</u>

***Ongoing is defined as ongoing operating budget for the program which will become part of the base.***

***One-time is defined as one-time funding in a fiscal year and not part of the base.***

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018

Attachment 1

III. EXPENDITURES

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
2. Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Adjunct Faculty	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
4. Graduate/Undergrad Assist	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Directors/Administrators	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
7. Administrative Support Pers	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
8. Fringe Benefits	\$0.00		\$0.00		\$0.00		\$0.00	
9. Other:								
<b>Total Personnel and Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1**

	<b><u>FY 18</u></b>		<b><u>FY 19</u></b>		<b><u>FY 20</u></b>		<b><u>FY 21</u></b>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b><i>B. Operating Expenditure</i></b>								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
<b><i>Total Operating Expenditures</i></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>

	<b><u>FY 18</u></b>		<b><u>FY 19</u></b>		<b><u>FY 20</u></b>		<b><u>FY 21</u></b>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b><i>C. Capital Outlay</i></b>								
1. Library Resources	\$0.00	\$0.00	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$1,113.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b><i>Total Capital Outlay</i></b>	<b><u>\$0</u></b>	<b><u>\$1,113</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

**Attachment 1  
FY 21**

**FY 18**

**FY 19**

**FY 20**

**FY 21**

**D. Capital Facilities  
Construction or Major  
Renovation**

**E. Other Costs**

Utilities

Maintenance & Repairs

Other

**Total Other Costs**

**TOTAL EXPENDITURES:**

**Net Income (De**

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II.2	Currently allocated funds, no additional support requested.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

---

**SUBJECT**

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

**REFERENCE**

June 1996	The Board adopted a common course listing for general education core.
December 2016	The Board approved the first reading of Board Policy III.N. Clarify oral communication competencies
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N. Amending the makeup at the committee and setting a timeline for competency review.
October 2017	The Board approved the second reading of Board Policy III.N.

**APPLICABLE STATUTES, RULE OR POLICY**

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

**ALIGNMENT TO STRATEGIC PLAN**

Goal 1: Educational System Alignment - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system. Objective A: Data Access and Transparency; and Objective B: Alignment and Coordination - Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Goal 2: Educational Attainment - Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**BACKGROUND / DISCUSSION**

The Board adopted a common course listing for general education in 1996. However, over time, these courses evolved and some were discontinued. With no policy adopted to provide for the maintenance of the list, course consistency was discontinued in subsequent years.



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

Board Policy III.N., General Education was established in 2014 and outlines the statewide General Education Framework, which provides guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students.

The proposed policy amendments provide for a common course indexing system within the General Education Matriculation (GEM) framework that would assist students in transferring to and between postsecondary institutions. This would be implemented for all institutions beginning in the Fall 2019 academic semester. Board staff has worked with GEM faculty discipline groups, the State General Education Committee and the Council on Academic Affairs and Programs to develop a common indexing convention for a core set of freshman and sophomore level curricula (100 and 200 level courses) within the GEM framework. Common course indexing includes three elements: common course prefix, common course number, common course title, and common GEM discipline area designation. Attachment 2 identifies the 43 courses that have been adopted for common course indexing. These courses are currently offered at most institutions, if not all of them.

Amendments also require that recommendations to the state common course list be reviewed by the State General Education Committee before presentation to the Board's Instruction, Research, and Student Affairs Committee. Institutions choosing to discontinue the delivery of a course on the list will need to notify the Board office a year in advance and provide rationale for discontinuance. The Board will review and approve the common course list on an annual basis.

**IMPACT**

According to a June 2018 report by the Education Commission of the States, seventeen states have implemented a common course policy. Development of a state common course list will provide greater transparency of course articulation and seamless transfer for Idaho's students. It will also provide greater consistency for equivalent courses to be offered with considered GEM designation across all institutions.

**ATTACHMENTS**

Attachment 1 – Board Policy III.N, General Education – First Reading  
Attachment 2 – Common Course List, 2019-20 Academic Year

**STAFF COMMENTS AND RECOMMENDATIONS**

Changes to policy align with Board goals to develop greater transparency within the system as it relates to course offerings, degree requirements, and transfer articulation. Furthermore, this helps address the Governor's Higher Education Task Force recommendations towards delivering clear postsecondary pathways for students. Staff recommends approval.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

**BOARD ACTION**

I move to approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: N. Statewide General Education**

**October 2017**

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

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

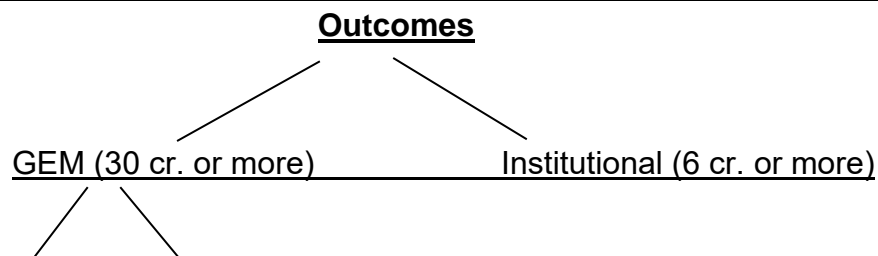
1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

The general education curricula must be thirty-six (36) credits or more.

- a. Thirty (30) credits or more of the general education curricula must fit within the general education Matriculation (GEM) competency areas defined in subsection 4 of this policy.

Six (6) or more credits of the general education curricula are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

**Fig. 1: General education framework reflecting AAC&U Essential Learning**



Integrative Skills    Ways of Knowing

2. The intent of the general education framework is to:
  - a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
  - b. Establish shared rubrics that guide course/general education program assessment; and
  - c. Create a transparent and seamless transfer experience for undergraduate students.
3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:
  - a. Written Communication
  - b. Oral Communication
  - c. Mathematical Ways of Knowing
  - d. Scientific Ways of Knowing
  - e. Humanistic and Artistic Ways of Knowing
  - f. Social and Behavioral Ways of Knowing
4. GEM courses in each area shall include the following competencies.
  - a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
    - i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
    - ii. Adopt strategies and genre appropriate to the rhetorical situation.
    - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
    - iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
    - v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
    - vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
    - vii. Read, interpret, and communicate key concepts in writing and rhetoric.
  - b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
    - i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.

- ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
  - iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
  - iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
  - v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
  - vi. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.
- c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.
- i. Read, interpret, and communicate mathematical concepts.
  - ii. Represent and interpret information/data.
  - iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
  - iv. Apply quantitative reasoning to draw and support appropriate conclusions.
- d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.
- i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
  - ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
  - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
  - iv. Describe the relevance of specific scientific principles to the human experience.
  - v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.
- e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
- i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
  - ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
  - iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
  - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.

- v. Interpret artistic and/or humanistic works through the creation of art or performance.
  - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
  - vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.
- f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.
- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
  - ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
  - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
  - iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
  - v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

## 5. General Education Requirement

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by courses prefixes.

General education curricula must reflect the following credit distribution:

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

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses

should be avoided unless deemed necessary by the institution.

- ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.
- b. This subsection pertains to Associate of Applied Science (AAS) degrees.
  - i. The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally designated courses	3

- c. GEM courses and institutionally designated courses shall transfer as meeting associated general education competency requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the general education Program and Review of Courses

- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.

- b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing shall include common course prefix, common course number, common course title, and common GEM discipline area designation. The common course number shall be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x###).

The common course list shall be approved by the Board on an annual basis and shall be maintained by the Board office. Proposed additions or removal of courses on the common course list must be reviewed by the GEM Committee prior to Board approval. The discontinuation of a common-indexed course delivered at an institution must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request shall

be submitted no less than a year in advance and provide rationale for the inability to offer the course.

- c. The General Education Matriculation Committee (GEM Committee): The GEM Committee shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Career-Technical Education; as an ex officio member, a representative from the Idaho Registrars Council; and the Office of the State Board of Education Chief Academic Officer, who shall serve as chair to the committee. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework for each institution. The Committee shall make recommendations to the Board regarding the general education framework and the common course list. The Committee shall update general education competencies every three years. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The committee reports to the Council on Academic Affairs and Programs.
- d. The institutions shall identify all general education courses in their curricula and identify them on the state transfer web portal.



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
AUGUST 16, 2018**

---

**SUBJECT**

Board Policy III.C., Graduate Medical Education Committee - Second Reading

**REFERENCE**

June 2018

Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3 (Workforce Alignment), Objective B (Medical Education)

**BACKGROUND/DISCUSSION**

The proposed policy establishes the committee and its purpose. The committee will play a vital role in the further refinement of the 10-year General Medical Education plan, the development of recommendations to the Board on the implementation of the plan. The Committee will be an essential catalyst in the Board's efforts to address the statewide need for producing—and retaining—physicians and their associated health care provider teams to serve all areas of Idaho.

The development and implementation of the Board's Graduate Medical Education (GME) initiatives for FY2018 and the subsequent creation and coordination for the Board's strategic 10-year Graduate Medical Education plan was made possible by the support of a team of the Idaho's residency program directors, the Idaho Medical Association, and other subject matter experts and stakeholders. This team, which operated as an ad hoc advisory committee to the Board, continues to support the Board's initiative, and will be essential to the process of updating and implementing the FY2019—and future years'—components of the plan.

**IMPACT**

The proposed policy will establish an ongoing committee to provide the Board with recommendations on ways to enhance graduate medical education in Idaho and implementation of the Board's graduate medication education plan. Proposed committee appointments will be brought to the Board for consideration at the October 2018 Regular Board meeting.

**ATTACHMENTS**

Attachment 1 – Propose Amendments Board Policy III.C. – Second Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

There were no changes between the first and second reading.

Staff recommends approval.

**BOARD ACTION**

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
AUGUST 16, 2018**

---

I move to approve the second reading of proposed Board Policy III.C. as provided at Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: III. POSTSECONDARY AFFAIRS**  
**SUBSECTION: C. Graduate Medical Education Committee**

**August 2018**

**1. Purpose**

The purpose of the Graduate Medical Education Committee (Committee) is to provide recommendations to the Board on ways to enhance graduate medical education in the state of Idaho and the development, implementation, and monitoring of the Board's graduate medical education short and long-term plans. The Committee shall report to the Board through the Instruction, Research and Student Affairs Committee.

**2. Committee Membership**

- a. The Committee shall be made up of no more than thirty (30) members at any one time and shall, at a minimum, consist of:
  - i. The program director (or designee) from each of the residency training programs in Idaho which receive state funding;
  - ii. One representative from each of the three primary medical schools which collaborate with the state in providing undergraduate medical training;
  - iii. One or more representatives from the Idaho Medical Association;
  - iv. One or more representatives from the Idaho Hospital Association;
  - v. One representatives from each of the Idaho graduate medical education teaching hospitals; and
  - vi. One representative from the Office of the State Board of Education.

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for five years, commencing on July 1st. All members of the Committee shall have equal voting privileges. Appointments to vacant positions during the previous incumbent's term shall be for the remainder of the open term.

- b. The Committee shall elect officers, to include a chairperson and vice-chairperson. Officers are elected to a two (2) year term. No officer may serve more than two (2) consecutive terms.

**3. Nominating Process**

The Committee shall nominate candidates for membership for Board consideration. The list of candidates including letters of interest and biographical information must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

a. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on the Committee's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

b. Open Appointment

- i. Committee members shall solicit nominations from all constituency groups.
- ii. Each nominee must provide a written statement expressing his or her interest in becoming a member of the Committee. Each nominee must also provide a description of his or her qualifications.
- iii. The Committee will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for Council membership identified by the Board or its staff.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

**SUBJECT**

Board Policy III.Y. Advanced Opportunities – Second Reading

**REFERENCE**

October 2014	Board approved the first reading of amendments to Board Policy III.Y. replacing Tech Prep with Technical competency credit.
February 2015	Board approved the second reading of amendments to Board Policy III.Y.
June 2018	Board approved the first reading of amendments to Board Policy III.Y. establishing system-wide policy for awarding credit for AP exams.

**APPLICABLE STATUTES, RULE OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1 (Educational System Alignment), Objective B (Alignment and Coordination)  
Goal 2 (Educational Attainment), Objectives A (Higher Level of Educational Attainment) and B (Timely Degree Completion)

**BACKGROUND/DISCUSSION**

The Advanced Placement® Program, as defined in Board Policy III.Y. Advanced Opportunities, is administered by The College Board and allows a high school student to “earn college credit by scoring well on the national AP exams”. Current policy provides institutions the “discretion to accept the scores from the AP exams to award college credit or advanced standing”.

Proposed amendments include requiring institutions to award academic credit consistently for scores of 3, 4, and 5 on the College Board Advanced Placement (AP) exams. These credits will be accepted to satisfy general education requirements, major requirements, and/or elective credit requirements for degree completion with the option for institutions to award more credits for scores of 4 or 5. Language was also included to require the Board office to review every three years the validity of the credits awarded for the purposes of assessing student performance and preparedness.

**IMPACT**

Approval of the proposed amendment would align the acceptance of AP scores across institutions and create efficiencies. This would also ensure credit transfer for Advanced Placement across institutions.

**ATTACHMENTS**

Attachment 1 – Board Policy III.Y, Advanced Opportunities – Second Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff and the Council on Academic Affairs and Programs conducted an analysis of AP exam scores for equivalencies across specific courses. Based on

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

that analysis and beginning with the 2019-20 academic year, each institution will award academic credit for scores of 3, 4, and 5 on the College Board Advanced Placement (AP) exams. Moving forward, institutions will be asked to make every effort to align Advanced Placement credits to courses that support graduation and to only award elective credit as an exception.

There were no changes between the first and second reading of this policy.

Staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board Policy III.Y. Advanced Opportunities as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: III. POSTSECONDARY AFFAIRS**  
**SUBSECTION: Y. Advanced Opportunities**

**February 2015**

Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are covered by these policies. Postsecondary programs intended for transfer come under the purview of the Board.

**1. Purpose**

The State Board of Education is committed to improving the educational opportunities available to Idaho citizens by creating a seamless system of public education. The purpose of this policy is to provide program standards for advanced opportunities for secondary students. To this end, the intent of Advanced Opportunities is:

- a. For postsecondary institutions to provide educational programs and training to their respective service regions;
- b. Support and enhance regional and statewide economic development;
- c. Facilitate collaboration between all school levels, including public elementary and secondary schools;
- d. Prepare secondary graduates for postsecondary programs;
- e. Enhance postsecondary goals;
- f. Reduce duplication and provide for an easy transition between secondary and postsecondary education; and
- g. Reduce the overall cost of educational services and training to the student.

**2. Definitions**

The State Board of Education recognizes four advanced opportunities programs. They are: Advanced Placement®, dual credit, technical competency credit (formerly known as Tech Prep), and the International Baccalaureate program.

**a. Advanced Placement® (AP)**

The Advanced Placement® Program, administered by the College Board, is a series of courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students may earn college credit by scoring well on the national AP exams. Individual postsecondary institutions have the discretion to accept the scores from the AP exams to award college credit or advanced standing.

**b. Dual Credit**

- i. Dual credit are courses allowing high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Dual credit is awarded to a student on his or her postsecondary and high school transcript for the successful completion of a single course. Postsecondary

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: Y. Advanced Opportunities**

**February 2015**

institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit courses taught at the high school or on the college campus.

- ii. Two types of post-secondary credit may be earned: *Academic* and *Technical*. Academic credits apply to postsecondary academic programs and some postsecondary technical programs. Technical credits generally only apply to postsecondary technical programs and are not applicable toward academic postsecondary programs. Students must work closely with their advisor(s) to ensure the credit earned in their dual credit course will apply to their intended postsecondary degree program.

c. Technical Competency Credit (TCC)

- i. Technical Competency Credit (TCC) allows secondary students to document proficiency in the skills and abilities they develop in approved high school career technical programs to be evaluated for postsecondary transcription at a later date. In addition to the standards outlined in section 4.d below, additional policies of the transcribing post-secondary institution may also apply.
- ii. Technical Competency Credits are awarded for skills and competencies identified as eligible TCC through a TCC Agreement with at least one Idaho postsecondary institution. Eligible skills and competencies are included in approved high school career technical programs and approved by the postsecondary institution in advance. Students participating in a high school program approved for TCC are not considered postsecondary students until they matriculate to a postsecondary institution.

d. International Baccalaureate (IB)

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

3. Idaho Programs Standards for Advanced Opportunities Programs

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate. Students must work closely with their advisor(s) to ensure the credit earned in their Advanced Opportunities course will apply to their intended postsecondary degree program.



Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: Y. Advanced Opportunities**

February 2015

- a. Dual Credit Standards for Students Enrolled in Courses Taught at the High School

**Curriculum**

Curriculum 1 (C1)	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course.
Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution.

**Faculty**

Faculty 1 (F1)	Instructors teaching college or university courses through a dual credit program must meet the academic requirements for faculty and instructors teaching at a postsecondary institution or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit program administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

**Students**

Students 1 (S1)	High school students enrolled in dual credit courses are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring postsecondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: Y. Advanced Opportunities**

**February 2015**

Students 3 (S3)	Students and their parents receive information about Dual Credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a Dual Credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a Dual Credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board of Education Governing Policies and Procedures.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). To earn college credit, the student must be enrolled at the post-secondary institution.

**Assessment**

Assessment 1 (A1)	Students enrolled in dual credit courses are held to the same course content standards and standards of achievement as those expected of students in postsecondary credit only courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Students enrolled in dual credit courses are assessed and awarded credit using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

**Program Administration and Evaluation**

Admin & Evaluation 1 (AE1 )	The Dual Credit program practices are assessed and evaluated based on criteria established by the school, institution and the State Board of Education to include at least the following: course evaluations by students, follow-up of the graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2 )	Every course offered through a Dual Credit program is annually reviewed by faculty from that discipline and Dual Credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3 )	Students enrolled in dual credit courses are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4 )	A data collection system has been established based on criteria established by the high school, institution and State Board of Education to track students enrolled in dual credit courses to provide data regarding the impact of Dual Credit programs in relation to college entrance, retention, matriculation from high school and

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: Y. Advanced Opportunities**

**February 2015**

	college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE 5)	Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is approved annually at the Board's fee setting meeting and defined in Board Policy V.R. Fees. .
Admin & Evaluation 6 (AE 6)	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

b. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-degree seeking student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	As part of the enrollment process, institutions must ensure the student and the student's parent/guardian receive counseling that outlines the risks and possible consequences of enrolling in postsecondary courses, including but not limited to the impacts on future financial aid, and the consequences of failing or not completing a course in which the student enrolls. It is the responsibility of the postsecondary institution to provide advising for all students taking courses on the postsecondary campus.
F.	Students under the age of 16 who are enrolled in a secondary school may seek admission to enroll in courses provided on the postsecondary campus by submitting a petition to the high school principal's office and to the admissions office of the postsecondary institution.

c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: Y. Advanced Opportunities****February 2015**

curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. Each institution shall publish their credit award policy, including course credit awarded, on their institutional webpage and report the policy annually to the Board office.

College/university credit is based on the successful completion of the AP exam, and dependent upon institutional AP credit acceptance policy. Each institution shall award academic credit for scores of 3, 4, and 5 on the AP exam. Institutions may choose to award more credit for scores of 4 or 5. Institutions shall strive to align Advanced Placement credit awards to courses that fulfill general education or program credit. and eElective credit shall only be awarded when a general education or program credit is not available. The Board office shall review, no less than every three years, the validity of the such credits awarded to assess student performance based on this policy.

Institutions may seek an exception to the score requirement in the policy if the institution has evidence that students are not performing adequately in the subsequent course or are in some way disadvantaged academically based on their placement within the Advanced Placement policy. Each institution's chief academic officer or designee shall present the evidence to the Board office. The Board office will convene a committee comprised of faculty, staff, and others to review the findings and render determination as to whether the minimum Advanced Placement score threshold should be increased.

**Curriculum**

Curriculum 1 (C1)	Postsecondary institutions evaluate AP scores and award credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

**Faculty**

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

**Students/Parents**

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
--------------------	--

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: Y. Advanced Opportunities****February 2015**

Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.
--------------------	--

**Assessment**

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.
----------------------	---

**Program Administration and Evaluation**

Admin & Evaluation 1 (AE1 )	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2 (AE2 )	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of educational setting.

**d. Technical Competency Credit (TCC) Standards**

Career technical education programs in Idaho are delivered through comprehensive high schools, career technical schools, and the technical college system. Technical Competency Credit allows secondary career technical students the opportunity to earn secondary and postsecondary technical credits. Technical Competency Credit is offered through approved secondary career technical programs with an articulation agreement between the high school and a postsecondary institution. Technical Competency Credit is an advanced learning opportunity that provides a head start on a technical certificate or an applied science degree.

**Curriculum**

Curriculum 1 (C1)	The high school career technical program must have competencies comparable with a postsecondary institution technical program and be identified as eligible for TCC consideration through a TCC Agreement (e.g., articulation agreement) with at least one Idaho postsecondary institution.
Curriculum 2 (C2)	Secondary and postsecondary educators must agree on the technical competencies, the student learning outcomes, and the level of proficiency to be demonstrated by the student.

**Faculty**

Faculty 1 (F1)	Secondary educators must hold appropriate career technical certification in the program area for which credit is to be awarded.
-------------------	---

**Students**

Students 1 (S1)	Technical Competency Credit (TCC) students are high school students; they are neither enrolled in the postsecondary institution nor counted as dual credit students. Students may request transcription of TCCs onto a postsecondary transcript after demonstrating the
--------------------	---

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: Y. Advanced Opportunities**

February 2015

	required level of proficiency; they must follow the transcribing institution's TCC transcription policy and pay the transcription fee discussed in standard AE1. After completing a TCC course or sequence according to the articulation agreement, the credits must be transcribed within the time period required by the transcribing institution and in no instance longer than two years.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities, guidelines for credit transfer and information regarding how the technical credit will apply to postsecondary certificates and degree requirements. The student guide must include an explanation of the difference between technical and academic credit, how a career technical course is a part of a career technical program sequence, and how the courses may impact their academic standing when they fully matriculate after high school.
Students 3 (S3)	At the completion of the Technical Competency Credit program, the instructor shall identify students who have met program competencies.

**Assessment**

Assessment 1 (A1)	The students are assessed for postsecondary technical credit according to the requirements of the Technical Competency Credit agreement.
-------------------	--

**Program Administration and Evaluation**

Admin & Evaluation 1 (AE1 )	When the student requests the transcription of a TCC credit, they are assessed a transcription fee consistent with Board Policy Section V.R for qualifying TCC earned in high school.
Admin & Evaluation 2 (AE2 )	TCC agreements between a secondary career technical program and a postsecondary institution must be reviewed annually by the institution.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 16, 2018**

---

**SUBJECT**

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses  
– Second Reading

**REFERENCE**

October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z that updates institutions statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z. that updates institutions statewide program responsibilities.
December 21, 2017	The Board approved the first reading of proposed amendments to Board Policy III.Z that changes the planning timeframe from five years to three years.
February 15, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 21, 2018	The Board approved the first reading of proposed amendments to Board Policy III.Z. Add responsibilities for applied baccalaureate degrees to each region.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.  
Section 33-113, Idaho Code, Limits of Instruction.  
Section 33-2107A, Idaho Code.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1 (Educational System Alignment), Objective B (Alignment and Coordination)  
Goal 2 (Educational Attainment), Objective C (Access)

**BACKGROUND/DISCUSSION**

The purpose of Board Policy III.Z, “is to ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses,” and collaboration and coordination, and to meet the statutory requirement to “as far as practicable prevent wasteful duplication of effort” by the institutions.

Section 33-2107A, Idaho Code, authorizes community colleges established pursuant to Chapter 21, Title 33 to “grant baccalaureate degrees in liberal arts and sciences, business, and education” if they meet the population and market value requirements established in Section 33-2017C, Idaho Code.

The proposed amendments to Board Policy III.Z. adds North Idaho College to Region I academic service region; adds College of Southern Idaho to Region IV; and adds College of Eastern Idaho to Region VI. Additional edits include adding

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

the College of Western Idaho with Boise State University as Designated Institutions to serve applied baccalaureate degree needs in Region III.

Edits between the first and second reading included the removal of the University of Idaho from Region I as a designated institution serving applied baccalaureate program needs.

**IMPACT**

Proposed amendments align with provisions of Section 22-2107A, Idaho Code, and provides for community colleges to plan and offer baccalaureate degrees.

**ATTACHMENTS**

Attachment 1 – Proposed Amendments to Board Policy III.Z

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy III.Z. establishes responsibilities for delivery of programs to meet the state's educational and workforce needs. Proposed amendments add the responsibility for delivering applied baccalaureate degrees to the academic service regions.

The Council on Academic Affairs and Programs reviewed the proposed policy amendments at their May 24, 2018 meeting and recommended approval. Proposed amendments were also shared with the Committee on Instruction, Research, and Student Affairs on June 7, 2018.

Staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



## **Idaho State Board of Education**

# **GOVERNING POLICIES AND PROCEDURES**

### **SECTION: III. POSTSECONDARY AFFAIRS**

#### **Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses**

**February 2018**

---

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

#### **1. Definitions**

- a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below.
  - i. For purposes of this policy, with respect to academic programs, Designated Institutions and Partnering Institutions shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).
  - ii. For purposes of this policy, with respect to career technical programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, Eastern Idaho Technical College, Lewis-Clark State College, and Idaho State

University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

1. A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.
  2. Partnering Institution shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.
  3. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.
  4. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.
  5. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.
  6. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.
2. Planning and Delivery Process and Requirements
- a. Planning
    - i. Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year academic plan (Three-Year Plan) which includes all current and proposed institution programs. The Three-Year Plan shall be

approved by the Board annually at its August Board meeting.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Chief Academic Officer, create and submit to Board staff a rolling three (3) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Programs

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

- a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.
- b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.
- c) A summary of the Memoranda of Understanding (MOU's), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region.

The Institution Plan developed by a Designated Institution shall include the following:

- a) A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.
- b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
- d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.

3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

- a) Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.
- b) Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.
- c) In the event the Board's Chief Academic Officer recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Three-Year Plan.
- d) The Board's Chief Academic Officer shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section

III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the following institutions. This statewide program list shall be updated by the Board every two years.

Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration	M.S., Ph.D.
Community and Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.

Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Aq.Econ.
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat.
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: <ul style="list-style-type: none"> <li>• Forestry</li> <li>• Renewable Materials</li> <li>• Wildlife Resources</li> <li>• Fishery Resources</li> <li>• Natural Resource Conservation</li> <li>• Rangeland Ecology &amp; Management</li> <li>• Fire Ecology &amp; Management</li> </ul>	M.S., M.N.R., Ph.D.

ii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs. Lewis-Clark State College, University of Idaho, and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the

Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Designated Institutions serving undergraduate needs. Boise State University is the Designated Institution serving graduate education needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the Designated Institutions serving undergraduate needs. Idaho State University is the Designated Institution serving the graduate education needs, with the exception that Boise State University will meet undergraduate and graduate business program needs. Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Designated Institutions serving undergraduate education needs. Idaho State University is the Designated Institution serving the graduate education needs. Idaho State University and College of Eastern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

## 2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. College of Eastern Idaho is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Chief Academic Officer, the following:

- a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.
- b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.
- c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.



4) Designated Institution's First Right to Offer a Program

In the event the Partnering Institution has submitted the information set forth above to the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Career Technical Education in the case of career technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region the Designated Institution shall have a first right to offer such program.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or career technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memoranda of Understanding

When a service region is served by more than one institution [for the delivery of an academic or technical credential defined in Board Policy Section III.E.](#), an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board prior to entering into such agreements. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated

Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- 1) The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and
- 2) The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between

the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

- 1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.
- 2) Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to

provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

### 3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

### 4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

### 5. Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Chief Academic Officer for review. The Board's Chief Academic Officer shall prescribe the method for resolution. The Board's Chief Academic Officer may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

### 6. Exceptions

- a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.
- b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution inasmuch as is possible.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

**SUBJECT**

Complete College America Momentum Pathways Initiative

**REFERENCE**

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
June 2015	Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
December 2017	Board reviewed implementation of Complete College America "Game Changer" strategies and the effectiveness of initiatives supported by CCI funding.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.Q. Admission Standards, Section III.R. Retention Standards, and Section III.S. Remedial Education  
Complete College Idaho Plan

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 1: Education System Alignment – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Objective A: Data Access and Transparency – Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system. Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.)

GOAL 2: Education Attainment – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system. Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support)

**BACKGROUND/DISCUSSION**

Idaho became a Complete College America (CCA) Alliance State in 2010. It has since worked closely with CCA on a range of academic initiatives including transforming remediation, creating clear academic pathways, and promoting timely credential completion. Recently CCA has modified its strategies to also include a focus on first year student guidance and engagement and addressing adult learner needs through accelerated courses, year-round predictable schedules, and prior learning assessment opportunities.

In 2010, subsequent to the Board adopting the 60% goal calling for Idahoans age 25 to 34 earning a postsecondary credential, Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the attainment goal. In October 2011, the Complete College Idaho (CCI) Team attended the CCA Annual Convening and Completion Academy in Austin, Texas to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan). In addition to integrating CCA strategies into the proposed plan, staff collected feedback from public and private stakeholders. The final version of the CCI Plan was approved by the Board at its June 2012 meeting.

Since that time significant work has commenced on the plan, with collaboration between the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the CCI plan. Additionally, over \$8.5 million was allocated from the Idaho Legislature from 2014-2017 to support CCI initiatives.

## **INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**

### **AUGUST 16, 2018**

---

With meaningful progress having been achieved through the implementation of CCI strategies on individual campuses, work still remains to fully deliver and scale CCA strategies across all eight institutions. As a result, in July 2018 CCA selected Idaho as a Momentum Pathways state. Due to the commitment exhibited by institutional leadership, the Governor's Higher Education Task Force, and recent legislative support for Board initiatives, Complete College America has chosen Idaho as one of two states to invest additional resources to help complete the work that has been undertaken with the aforementioned strategies.

The Momentum Pathways Project is designed to help states/consortia members and their postsecondary institutions scale a core set of evidence-based strategies proven to close equity gaps and generate significant gains in college completion rates. Individually, these strategies are CCA's well-known Game Changers: 15 to Finish, Math Pathways, Corequisite Support, Momentum Year and Academic Maps with Proactive Advising. The overarching structure of Momentum Pathways represents a tested and guided approach to scaling these strategies with intentional sequencing and division of labor among faculty and staff. The Momentum Pathways model also includes built-in success checkpoints: annual opportunities to collect and report data proving that recent efforts are getting the intended results. These checkpoints fuel momentum for the project teams as they see the impact of their efforts within months, rather than waiting two to six years to see if their graduation rates were affected.

#### **PROJECT TIMELINE**

Momentum Pathways Project will begin planning in Fall 2018 with implementation of Momentum Pathway strategies beginning in Fall 2019 and scaled implementations beginning in Fall 2021. The following project components will be required as part of the Momentum Pathways project with CCA.

August 2018 – Cultivate the Commitment: The Project Lead will facilitate the commitment process to foster buy-in from key institutional leadership. The Project Lead, institutional leaders, and CCA will develop a project-specific Shared Commitment Document to guide the Momentum Pathways project implementation and outline the responsibilities of each participant, including CCA, the project leadership team, and institutional teams.

August 2018 – Data Collection: The Project Lead will work with CCA to collect and report baseline data at the state/consortia and institution levels. Data collection is intended to build upon CCA's existing annual data collection process.

September 21, 2018 – Momentum Pathways Leadership Summit: All selected Momentum Pathways Project Leads will be required to participate in a day-long training in Indianapolis with CCA staff about the successful implementation of Momentum Pathways projects. Project Leads will learn from and connect with

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

national content experts and CCA Fellows to explore proven practices around leading successful Momentum Pathways implementation.

October/November 2018 – Institutional Leadership Meeting: Institutional Presidents and/or Provosts, along with institutional leads, will convene and develop a case statement with a plan that will identify the unique challenges students face within the state/consortia and how to meet the needs of students. Case statements should include the following information: demonstration of the need, data, and evidence to support need, importance of the work, target benefits and impact, and key leadership and stakeholders.

Early Spring 2019 – Challenge Event: CCA will work with the Project Lead and institutional leadership to host an event designed to engage, educate and empower a broader group of institutional stakeholders around the Momentum Pathways project. The event will feature CCA staff, CCA Fellows and national and local content experts who have successfully scaled Momentum Pathways projects. Institutional teams will leave with a clear understanding of the institutional implementation process.

Late Spring 2019 – Planning Academy: The Planning Academy is a two-day event that brings together institutional teams, each with a CCA-trained facilitator, to discuss and refine action plans around implementing and scaling Momentum Pathways projects. Each Academy is customized to meet the unique needs of the state/consortia region.

2019-2020 – Continuous Support: CCA will provide ongoing support to ensure the successful implementation of the Momentum Pathways project on an as-needed basis through activities that may include but are not limited to: customized one-day workshops, targeted webinars, and on-demand consulting with CCA staff and/or national content experts.

The expected cost for this initiative is approximately \$450,000. CCA will render the majority of expenses, with an estimated 5-1 matching ratio for in-kind and/or direct financial contributions provided by Idaho. This match can be met through examples such as meeting and event costs (e.g., meeting space, food and beverage costs, etc.); travel accommodations for meeting participants (if applicable); and providing continuous in-state technical assistance and on-demand consulting as needed.

**IMPACT**

Idaho's public postsecondary institutions will benefit from CCA's support and expertise to scale Momentum Pathways within a three-year span. The project will facilitate collaboration across institutions, building toward fully transferable pathways among partnering institutions to eliminate transfer-related credit-loss and reduce the time and cost to degree.



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENTS**

- Attachment 1 – Idaho CCA Momentum Pathways Presentation
- Attachment 2 – Sample CCA Momentum Pathways Budget Template
- Attachment 3 – CCA 2018 Alliance Assessment

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff will work with institutional leadership and CCA staff to develop specific objectives and action plans, along with timelines for development and implementation at scale. This will include the coordination of workgroups and teams within and across institutions to identify needs, create plans, and deliver strategies with fidelity.

**BOARD ACTION**

No action is needed. Any action taken will be at the Board's discretion.

## Complete College America 2018 Alliance Assessment

#35

**COMPLETE**

**Collector:** Web Link 5 (Web Link)  
**Started:** Friday, July 06, 2018 11:27:08 AM  
**Last Modified:** Friday, July 06, 2018 7:32:35 PM  
**Time Spent:** 08:05:27  
**IP Address:** 164.165.55.178

Page 1

**Q1** Please indicate your CCA Alliance affiliation: **Idaho**

**Q2** What year did institutions begin the implementation of:

15 to Finish	<b>2009</b>
Corequisite Support	<b>2009</b>
Math Pathways	<b>2009</b>
Academic Maps with Proactive Advising	<b>2009</b>
Momentum Year	<b>2009</b>
A Better Deal for Returning Adults	<b>2009</b>

**Q3** How many 4-year institutions are implementing:

15 to Finish	<b>3</b>
Corequisite Support	<b>4</b>
Math Pathways	<b>4</b>
Academic Maps with Proactive Advising	<b>4</b>
Momentum Year	<b>2</b>
A Better Deal for Returning Adults	<b>2</b>

**Q4** How many 2-year institutions are implementing:

15 to Finish	<b>2</b>
Corequisite Support	<b>3</b>
Math Pathways	<b>3</b>
Academic Maps with Proactive Advising	<b>3</b>
Momentum Year	<b>2</b>
A Better Deal for Returning Adults	<b>2</b>

Page 2: 15 to Finish Assessment

## Complete College America 2018 Alliance Assessment

**Q5** The following actions are related the 15 to Finish strategy. Please identify the actions the state, system or consortia have successfully implemented.

Held a training for advisors on the 15 to Finish strategy	<b>Yes</b>
Examined credit accumulation rates at the institutional level	<b>No</b>
Examined gaps in credit accumulation rates for underserved populations	<b>No</b>
Coordinated a state, system, or consortia 15 to Finish campaign	<b>No</b>
Awarded state financial aid aligned with credit accumulation (15 credits a semester or 30 credits a year)	<b>No</b>
Banded tuition as a state/system tuition policy (Example: Offering the same tuition from 12-18 credits)	<b>No</b>
Capped credit hours for a degree at 60 for an associate's degree, except in special cases such as accreditation	<b>No</b>
Capped credit hours for a degree at 120 for a bachelor's degree, except in special cases such as accreditation	<b>No</b>
Provide additional comments here:	<p>If all seven institutions have not implemented and item, it is not considered as successfully implemented. It should be noted that the College of Eastern Idaho was formed in Summer 2017 and moving forward is the eighth postsecondary academic institution in the state. It, too, is expected by the State Board of Education to adopt CCA 'Game Changer' strategies. With respect to the 15-to-Finish Assessment, no institution has examined gaps in credit accumulation rates for underserved populations. Regarding banded tuition, it is offered by four-year institutions, though at different rates. This is done at the request of each institution, and without a specific Board/system policy. The four regional community colleges, whose tuition rates are established by local governing boards, all have fixed credit hour rates and therefore are not banded.</p>

**Q6** Please estimate how many institutions have:

Initiated campus 15 to Finish campaigns	<b>More than half of institutions</b>
Created institutional incentives for 30-credit enrollment	<b>More than half of institutions</b>
Banded tuition policies	<b>More than half of institutions</b>
Capped credit hours for a degree at 60 for an associate degree, except in special cases such as accreditation	<b>More than half of institutions</b>
Capped credit hours for a degree at 120 for a bachelors degree, except in special cases such as accreditation	<b>More than half of institutions</b>
Please provide comments here::	<p>Three institutions have not adopted a '15 to Finish (or similar) strategy. Banded tuition is not in Board Policy, though all four institutions governed by the Board offer this. The State Board does not set or approve tuition rates for the four regional community colleges.</p>

### Page 3: Corequisite Support

**Q7** The following actions are related the Corequisite Support strategy. Please identify the actions the state, system or consortia have successfully implemented.

Examined remedial enrollment and gateway completion for students at the institutional level	<b>No</b>
Examined remedial enrollment and gateway completion for underserved populations	<b>No</b>
Established a timeline for reaching scale	<b>Yes</b>
Required institutions to guarantee students will have access to gateway math during their first year of enrollment	<b>Yes</b>
Required institutions to guarantee students will have access to gateway English during their first year of enrollment	<b>Yes</b>
Set institutional benchmarks for new entering students who enroll in gateway courses in their first academic year	<b>No</b>
Reported percent of new entering students who enroll in gateway courses in their first academic year	<b>No</b>
Provided funds or other resources to support implementation of Corequisite Support	<b>No</b>

**Q8** Please estimate how many institutions have:

Scaled Corequisite Support to serve at least half of remedial students	<b>More than half of institutions</b>
Guaranteed students will have access to gateway math during their first year of enrollment	<b>More than half of institutions</b>
Guaranteed students will have access to gateway English during their first year of enrollment	<b>More than half of institutions</b>
Evaluated the impact of Corequisite Support for underserved student populations	<b>Less than half of institutions</b>

Please provide comments here::

Board Policy was amended in Spring 2018 requiring all institutions to offer all students access to corequisite support courses, with the exception being those students identified as in need of Adult Basic Education (ABE) level instruction. Through Complete College Idaho legislative funding all public institutions were provided with financial resources to support the development and implementation of programs intended to deliver Game Changer outcomes. Some institutions chose to apply funds that would help deliver corequisite instruction, whereas others chose investment in areas that correspond to different Game Changer strategies.

### Page 4: Math Pathways

## Complete College America 2018 Alliance Assessment

**Q9** The following actions are related the Math Pathways strategy. Please identify the actions the state, system or consortia have successfully implemented.

Set a target percentage of students who enroll in and complete gateway math courses in their first year	<b>No</b>
Examined enrollment and success rates in gateway math courses	<b>Yes</b>
Examined enrollment and success rates in current Math Pathways for underserved populations	<b>No</b>
Created a taskforce of math faculty to develop a report on the viability of Math Pathways	<b>No</b>
Reviewed taskforce recommendations with math faculty statewide to generate buy-in	<b>No</b>
Offered faculty training to support the implementation of new Math Pathways	<b>No</b>
Ensured all gateway math courses in each math pathway transfer and fulfill program requirements at receiving institutions	<b>Yes</b>

**Q10** Please estimate how many institutions have:

Scaled 3-5 clearly defined Math Pathways across two- and four-year institutions	<b>Less than half of institutions</b>
Integrated Math Pathways into Academic Maps with Proactive Advising	<b>More than half of institutions</b>
Please provide comments here::	A goal(s) has yet to be determined for math and English gateway course completion in the first year. A need also remains to define a common set of gateway math courses and math course sequencing for pathways shared across all eight public institutions. A need also exists to deliver a consistent practice for math placement. With the exception of a couple institutions, most utilize ALEKS to assess math preparedness. Developing a uniform placement rubric utilizing ALEKS scoring would be ideal.

Page 5: Academic Maps with Proactive Advising

**Q11** The following actions are related the Academic Maps with Proactive Advising strategy. Please identify the actions the state, system or consortia have successfully implemented.

Set a target percentage of students who will enroll in a program of study by the end of the first year	<b>No</b>
Examined on-time graduation rates for all students, including underrepresented students	<b>No</b>
Offered statewide training for advisors	<b>No</b>
Required institutions to provide students with degree maps	<b>No</b>
Purchased technology to provide data analytics and proactive advising capacity to institutions	<b>Yes</b>
Hosted a state-level workshop for institutional leaders on academic maps with proactive advising as part of a Momentum or guided pathways strategy	<b>No</b>

**Q12** Please estimate how many institutions have:

Developed and published clear term-by-term on-time academic maps for each program of study	<b>More than half of institutions</b>
Created automatic or “one-click” registration to default students onto their mapped courses	<b>Less than half of institutions</b>
Developed an early alert system for proactively engaging students who are not succeeding or veering off their academic degree plan	<b>More than half of institutions</b>

Please provide comments here::

A need exists to establish state/institutional goal(s) by which students will have enrolled in a program of study by the end of the first year. The state legislature appropriated \$350,000 in ongoing funding to support the development and delivery of a statewide degree audit and student analytics system (to include early alert functionality). This is intended to be made available to degree-seeking and dual credit students, as well as postsecondary and high school advisors and counselors. A Request for Proposals is currently in the development phase. As for automatic or one-click registration, only one institution has indicated delivery of this service.

Page 6: Momentum Year

## Complete College America 2018 Alliance Assessment

**Q13** The following actions are related the Momentum Year strategy. Please identify the actions the state, system or consortia have successfully implemented.

Developed an onboarding process to provide students with informed choice of majors aligned with career interest	<b>No</b>
Examined percent of students who have not declared a major or program of study upon entry, after the first semester and after the first year	<b>No</b>
Coordinated a statewide effort to develop a suggested set of meta-majors for undeclared students to select	<b>Yes</b>
Examined percent of students who complete 9 credits in a program of study in their first year.	<b>No</b>
Set a goal for percent of students who complete 9 credits in their program within the first year	<b>No</b>
Examined percent of students, including underserved students, who complete 30 credits in their first academic year	<b>No</b>

**Q14** Please estimate how many institutions have:

Formalized advising protocols that encourage students to complete 30 credits in the first year	<b>Less than half of institutions</b>
Formalized academic maps that default students into 15 credits per semester or 30 credits in the first year	<b>Less than half of institutions</b>
Formalized academic maps that default students into 9 credits in a program of study in the first year	<b>Less than half of institutions</b>
Implemented a protocol using labor market information and student interest surveys to assist students in selecting a program of study	<b>Less than half of institutions</b>
Required all students to declare a major or meta-major upon entrance to the institution	<b>Less than half of institutions</b>
Required all students to select a program of study by the end of their first academic year	<b>Less than half of institutions</b>
Please provide comments here::	Significant need exists for institutions to examine major declaration and credit completion rates. Goal setting is also necessitated to help ensure students are completing in their first year a minimum number of credit hours specific to their course of study.

Page 7: A Better Deal for Returning Adults

## Complete College America 2018 Alliance Assessment

**Q15** The following actions are related to the A Better Deal for Returning Adult strategy. Please identify the actions the state, system or consortia have successfully implemented.

Set a degree completion goal for adult students	<b>No</b>
Examined time to degree, credit accumulation rates, and success rates for adult students	<b>No</b>
Created policy or made recommendations about redesigned term structures to allow for accelerated courses	<b>No</b>
Coordinated with employers and institutions to launch a direct marketing campaign encouraging students to return to college	<b>No</b>
Made state financial aid available to adults	<b>Yes</b>
Revised state financial aid requirements to be more flexible and better serve the needs of adult students	<b>Yes</b>
Invested in coaches or encouraged the redesign of the existing advising model to provide coaching	<b>No</b>
Adopted a clear policy on prior learning assessment that includes a method for consistent transcribing of the credits	<b>No</b>
Created a grade forgiveness policy	<b>No</b>
Audited the enrollment process to eliminate barriers for adult students	<b>Yes</b>

---



## Complete College America 2018 Alliance Assessment

**Q16** Please estimate how many institutions have:

Redesigned the term structure to allow for accelerated courses (shorter term courses)

**Less than half of institutions**

Created consistent year-round schedules

**Less than half of institutions**

Created one or more separate programs that serve adult students

**Less than half of institutions**

Required a process to allow students to take the Prior Learning Assessment to award college credits

**No institutions**

Trained and assigned coaches for adult students

**Less than half of institutions**

Please provide comments here::

No institution has indicated it has examined time-to-degree, credit accumulation rates, and success for adult learners. However, all institutions have audited the enrollment processes to eliminate barriers for adult students. Only one institution has redesigned the term structure to allow for accelerated courses, and only two have created consistent year-round schedules. In the 2018 legislative session statute was adopted to provide up to \$2 million in aid through an adult completer scholarship, a last-dollars scholarship offered to adults who have not been enrolled for less than three years and have earned 24 semester hours. Awards are based on the number of hours students will enroll in each semester. Outreach and messaging of this opportunity to potential students will be critical as funds were released to the State Board of Education on July 1st to disburse to successful applicants enrolling for the Fall 2018 term. Also, institutions will be required to inform scholarship recipients of Prior Learning Assessment (PLA) opportunities through advising and onboarding processes. Board staff is also currently working to strengthen PLA policy that crosswalks AP, CLEP, and military instruction/training to specific common course and general education equivalencies.

---

## Page 8: Alliance Success

**Q17** What have you done as a result of joining CCA that you would not have done otherwise?

Develop statewide expectations to implement scaled efforts that achieve the outcomes sought through all of the Game Changer strategies. Among all of the strategies, without CCA it is unlikely that reforms in curriculum, specifically English and Math, would have been undertaken.

---

**Q18** What has been the most valuable aspect of your CCA affiliation?

The most valuable aspect of the CCA affiliation has most likely been leveraging the national perspective on behavior and trends that can support reforms at the institution level. To enact change in policy/practice often requires research and evidence be communicated to faculty and administrators. Having a 'coalition of the willing' to advocate for this work is essential to accomplishing meaningful (and challenging) efforts across a state or system.

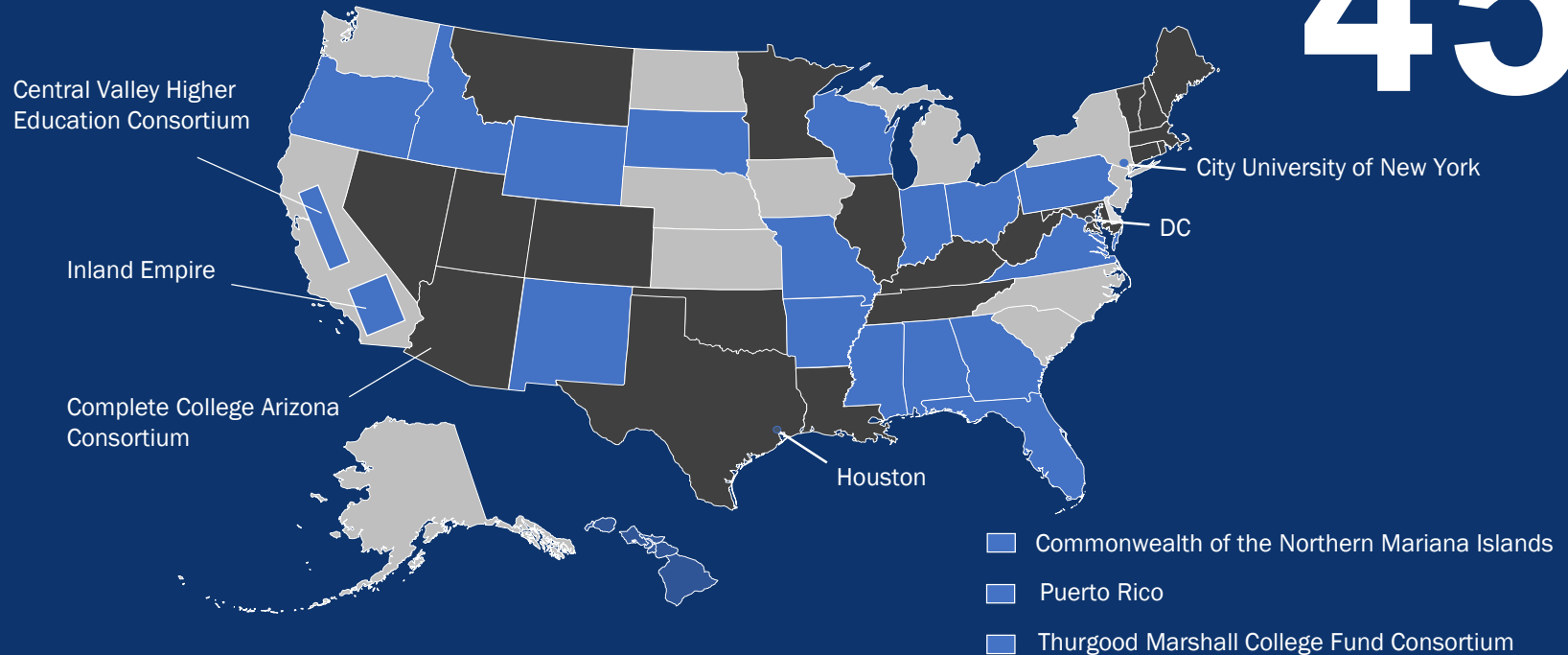
---



# COMPLETE COLLEGE AMERICA

 @CompleteCollege

# 45



**Monika Mala**

[mmala@completecollege.org](mailto:mmala@completecollege.org)



**Emily Sellers**

[esellers@completecollege.org](mailto:esellers@completecollege.org)



# OUR APPROACH

CCA works with states, systems and consortia to implement **evidence-based strategies at scale** to see double-digit gains in outcomes.



**15 TO FINISH**



**MATH PATHWAYS**



**COREQUISITE SUPPORT**



**MOMENTUM YEAR**



**ACADEMIC MAPS & PROACTIVE ADVISING**



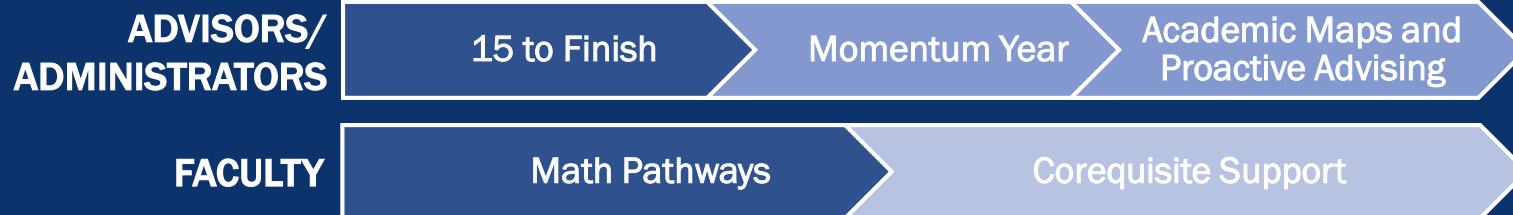
**A BETTER DEAL FOR RETURNING ADULTS**

# SCALING STUDENT MOMENTUM

ESTABLISH THE CONDITIONS to catalyze change



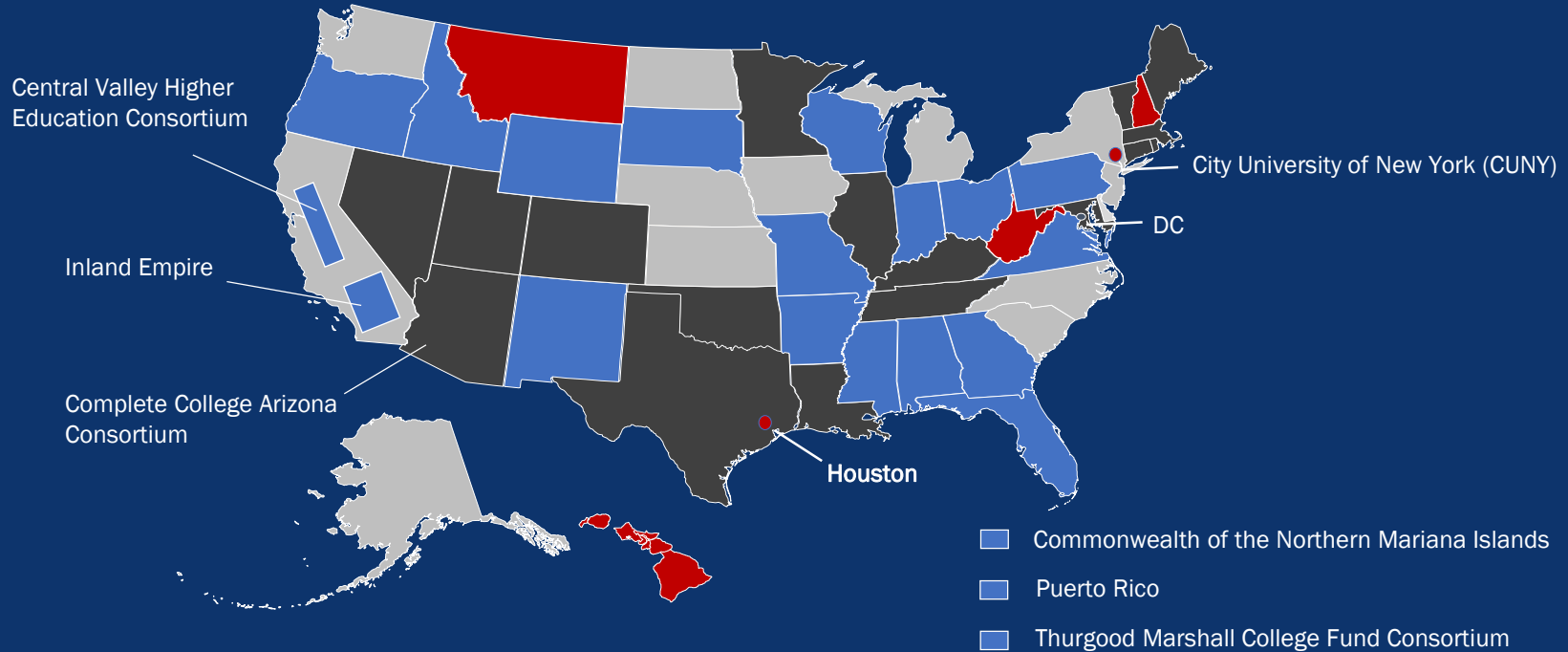
RESTRUCTURE SYSTEMS to improve outcomes and narrow gaps



DEPLOY TARGETED INTERVENTIONS to permanently close gaps



# Momentum Pathways Projects





# HOW WE SCALE



Secure  
Resources



Cultivate  
Commitment



Execute  
Strategies

# MOMENTUM OVERVIEW

The process includes:

- Built-in checkpoints and support around leadership development
- Data collection assistance
- Effective communications strategies
- Implementation support





# CRITERIA

- Strong Leadership Capacity
- Institutional Buy-in and Commitment
- Proven Track Record on Student Outcomes

# COMPETITIVE ADVANTAGE

- Strong leadership capacity through Alliance engagement and CCA participation
- State Strategic Plan focused on Game Changer Strategies as a framework for implementation
- Idaho received the inaugural “Exceptional Agency Award”

# COMPETITIVE ADVANTAGE

- Strong foundation for full scale implementation of Game Changer strategies (State Strategic Plan)
- Significant progress in Corequisite Support implementation
- Strong infrastructure that supports policy, implementation and sustainability

# PROJECT TIMELINE

- August 2018 – Cultivate the Commitment
- August 2018 – Data Collection
- September 21, 2018 – Leadership Summit
- October/November 2018 – Institutional Leadership Meeting
- Early Spring 2019 – Action Summit
- Late Spring 2019 – Planning Academy

# PROJECT TEAM

Recommended 5-7 Members

## Team Lead (PRIMARY LIAISON)

Other members may include:

- Community Stakeholders
- Institutional Representatives (2- and 4-year)
- Local Government Officials
- Philanthropic Partners

## INSTITUTIONAL TEAM

Recommended 5-7 Members

### Team Lead (President/Provost)

Other members may include:

- Faculty Leadership
- Math and English Faculty
- Academic Affairs
- Student Services
- Advisors
- Registrar's Office
- Institutional Research

## INSTITUTIONAL TEAM

Recommended 5-7 Members

### Team Lead (President/Provost)

Other members may include:

- Faculty Leadership
- Math and English Faculty
- Academic Affairs
- Student Services
- Advisors
- Registrar's Office
- Institutional Research

# DATA COLLECTION

- Fall 2018 baseline data collection
- Annual data collection on student outcome metrics
- CCA data collection support





# CCA PROJECT SUPPORT

- Project framework and implementation support
- Curriculum and materials for all trainings, workshops and academies
- Access to national content experts and CCA Fellows network
- Event planning and logistics
- Fundraising assistance and on-going training, technical assistance and on-demand support



# MATCH SUPPORT

- Meeting and event costs (e.g., meeting space, food and beverage costs, etc.)
- Travel accommodations for meeting participants (if applicable)
- Additional support for continuous in-state technical assistance and on-demand consulting

# MATCH SUPPORT

- Costs may be direct costs or in-kind contributions
- Support beyond year one is contingent upon securing additional financial resources
- CCA's fundraising assistance should be utilized to ensure sustainability





# NEXT STEPS

- Shared Commitment Document
- Attend September Leadership Summit in Indianapolis, IN
- Host an Idaho Leadership Meeting in Fall 2018
- Announce new projects in December

Complete College America's Sample Momentum Pathways Technical Assistant Grant Request BUDGET TEMPLATE						
Budget Item		Description	CCA Support	Match Support (CASH)	Match Support (IN-KIND)	Total
A. Sample Momentum Pathways Leadership Summit	CCA SUPPORT	CCA Staff Consulting Fee: % Effort + Benefits 2 Senior Vice Presidents + 1 Vice President + 2 Directors	\$85,000	\$0	\$0	\$85,000
		2 CCA Fellows Honorarium + Travel \$2,000 + \$1,000 x 2 = \$6,000	\$6,000	\$0	\$0	\$6,000
		2 Content Expert Honorarium + Travel \$1,500 + \$1,000 x 2 = \$5,000	\$5,000	\$0	\$0	\$5,000
		Event Logistics (e.g., meeting space, food and beverage, etc.) = \$5,000	\$5,000	\$0	\$0	\$5,000
		Travel (airfare & hotel) for Metro Project Lead(s) (max. 2 per site)	\$2,000	\$0	\$0	\$2,000
	PROJECT SUPPORT		\$0	\$0	\$0	\$0
TOTAL:						\$103,000
B. Leadership Meeting	CCA SUPPORT	CCA Staff Consulting Fee: % Effort + Benefits 2 Senior Vice Presidents + 1 Vice President + 2 Directors	\$85,000	\$0	\$0	\$85,000
		1 CCA Fellows Honorarium + Travel \$2,000 + \$1,000 = \$3,000	\$3,000	\$0	\$0	\$3,000
		2 Content Expert Honorarium + Travel \$1,500 + \$1,000 x 2 = \$5,000	\$5,000	\$0	\$0	\$5,000
	PROJECT SUPPORT	Meeting and event costs (e.g., meeting and event space, food and beverage costs, technology fees, etc.) and travel and accommodation for local meeting participants (approx. 20 participants). (Value: \$10,000)	\$0	\$10,000	\$0	\$10,000
TOTAL:						\$103,000
C. Challenge Event	CCA SUPPORT	CCA Staff Consulting Fee: % Effort + Benefits 2 Senior Vice Presidents + 1 Vice President + 2 Directors	\$85,000	\$0	\$0	\$85,000
		1 CCA Fellows Honorarium + Travel \$2,000 + \$1,000 = \$3,000	\$3,000	\$0	\$0	\$3,000
		2 Content Expert Honorarium + Travel \$1,500 + \$1,000 x 2 = \$5,000	\$5,000	\$0	\$0	\$5,000
	PROJECT SUPPORT	Meeting and event costs (e.g., meeting and event space, food and beverage costs, technology fees, etc.) and travel and accommodation for local meeting participants (approx. 7 participants per institution for 14 institutions). (Value: \$25,000)	\$0	\$25,000	\$0	\$25,000
TOTAL:						\$118,000
D. Momentum Pathways Academy	CCA SUPPORT	CCA Staff Consulting Fee: % Effort + Benefits 2 Senior Vice Presidents + 1 Vice President + 2 Directors	\$85,000	\$0	\$0	\$85,000
		2 CCA Fellows Honorarium + Travel \$2,000 + \$1,000 x 2 = \$6,000	\$3,000	\$0	\$0	\$3,000
		3 Content Expert Honorarium + Travel \$1,500 + \$1,000 x 3 = \$7,500	\$7,500	\$0	\$0	\$7,500
	PROJECT SUPPORT	Meeting and event costs (e.g., meeting and event space, food and beverage costs, technology fees, etc.) and travel and accommodation for local meeting participants (approx. 7 participants per institution for 14 institutions). (Value: \$50,000)	\$0	\$50,000	\$0	\$50,000
		Group Facilitators are a key component of the Academy model. Traditionally, the project site will identify and select these facilitators. These individuals are often higher education professionals who do not serve on the institutional teams and guide institutional teams through the two-day planning workshop (approx. travel cost = \$500 x 14 facilitators). Sites may choose to provide facilitators with an honorarium, but it is not required.	\$0	\$7,000	\$0	\$7,000
TOTAL:						\$152,500
PROJECT TOTAL:						\$476,500

CCA CONTRIBUTIONS	
TOTAL:	\$384,500
MATCH CONTRIBUTIONS	
CASH	\$92,000
IN-KIND	
TOTAL:	