

**CONSENT  
DECEMBER 18, 2019**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	BAHR – SECTION II – BOISE STATE UNIVERSITY – AMENDMENT TO LICENSED USER AGREEMENT WITH TICKETMASTER, LLC	Action Item
2	BAHR – SECTION II – ITEM PULLED PRIOR TO AGENDA BEING FINALIZED	
3	BAHR – SECTION II – BOISE STATE UNIVERSITY – DESIGNATED DEPOSITORY CONTRACT WITH JP MORGAN	Action Item
4	BAHR – SECTION II – BOISE STATE UNIVERSITY – COMMENCEMENT PRODUCTION SERVICES CONTRACT WITH PRODUCTION SERVICES INTERNATIONAL	Action Item
5	IRSA – IDAHO STATE UNIVERSITY – BASIC TECHNICAL CERTIFICATE SURVEYING TECHNICIAN	Action Item
6	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Action Item
7	SDE – IDAHO STATE UNIVERSITY – DEAF/HARD OF HEARING ENDORSEMENT PROGRAM	Action Item
8	SDE – UNIVERSITY OF IDAHO – THEATER ARTS ENDORSEMENT PROGRAM	Action Item
9	SDE – PROFESSIONAL STANDARDS COMMISSION – EMERGENCY PROVISIONAL CERTIFICATES	Action Item

**BOARD ACTION**

I move to approve the consent agenda.

**CONSENT**  
**DECEMBER 18, 2019**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Amendment to Licensed User Agreement with Ticketmaster, LLC.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

The Ticketmaster, LLC contract is a non-strategic, Board governance agenda item.

**BACKGROUND/DISCUSSION**

In January 2015, following a competitive bidding process, Boise State University (BSU) awarded a ticketing contract for event management and ticket software to Ticketmaster, LLC, and signed a Licensed User Agreement relating thereto (the "Original Contract"). The Original Contract was approved by the Idaho State Board of Education's (Board's) Executive Director in January 2015 for the full five-year term (assuming the option to renew was exercised) for a total cost not to exceed \$527,193. Prior to exercising the renewal option, BSU sought a second approval due to a forecasted increase in revenues from ticketing fees. The State Board Executive Director approved the extension, for the entire five-year period, for a total cost not to exceed \$999,999.

BSU has negotiated an amendment to the Original Contract for an additional three-year term with two optional one-year renewals under substantially the same terms. In accordance with BSU policy, a sole source notice was posted on October 30, 2019. BSU will address any appeals to the award in accordance with policy.

**IMPACT**

Ticketmaster is an industry leader in ticketing. Extending the existing ticketing agreement will have a positive impact on athletics, the ExtraMile Arena and the Morrison Center, which are the business units that utilize the ticketing services provided for in this contract. Continuing with the existing contract provides continuity in the ticketing process. Additionally, BSU realizes revenues from ticket sales for events.

This contract includes components that are expenses to BSU as well as revenue generators, which are variable based on events hosted at BSU and/or ticketed through the contract. The costs to BSU are summarized as follows:

BSU pays an annual license fee of \$100,000. Assuming all renewal options are exercised, BSU would pay a total of \$500,000 over the term of the amendment. In addition, the Arena provides Ticketmaster \$1.00 per ticket sold in revenue share for non-athletic events. The total amount paid to Ticketmaster is variable based on the number of events, but the Arena has averaged \$125,000 per year in revenues

**CONSENT  
DECEMBER 18, 2019**

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paid to Ticketmaster; these amounts are paid from ticket service fee revenue charged to consumers and are not a cost to BSU.

Ticketmaster provides certain equipment and equipment reimbursements to BSU. The amendment requires Ticketmaster to provide updated equipment to BSU valued at \$121,941. The allowance for additional equipment purchases during the Amendment term is \$28,059. These amounts are in addition to allowances and equipment already provided per the Original Agreement.

Additional costs and fees may be charged to consumers through fees set by BSU or Ticketmaster, as applicable, and retained by BSU or Ticketmaster. Finally, the contract provides for a donation from Ticketmaster to Bronco Athletic Association (BAA) in the amount of \$25,000 per year.

BSU estimates the total cost of the amendment to be approximately \$500,000. The source of funding is local funds.

**ATTACHMENTS**

Attachment 1 – Licensed User Agreement

Attachment 2 – Amendment to Licensed User Agreement

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy V.I.3. requires Board approval for acquisition of services if the contract either in total or through time exceeds \$1,000,000. Board Policy V.I.6.b. requires Board approval of the sale of services or rights of an institution when it is expected that proceeds may exceed \$250,000. It appears that the cost to BSU over the amended term of the contract will exceed \$1,000,000. It is unclear whether the revenue BSU will receive under the agreement will exceed \$250,000.

As previously mentioned, the maximum value of the proposed contract amendment is approximately \$500,000.

Staff recommends approval.

**BOARD ACTION**

I move to approve the Amendment to Licensed User Agreement with Ticketmaster, LLC and authorize the Chief Financial Officer of Boise State University to execute the same.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**LICENSED USER AGREEMENT**

THIS LICENSED USER AGREEMENT ("Agreement") is entered into as of January \_\_, 2015 and is made effective as of January 1, 2015 ("Effective Date"), by and between Ticketmaster L.L.C., a Virginia limited liability company ("Ticketmaster"), and Boise State University, a state of Idaho institution of higher education ("Principal"), including Taco Bell Arena ("Arena"), Boise State University Athletics ("Athletics"), and the Velma V. Morrison Center for the Performing Arts (the "Morrison Center"), each an individual business unit of Principal (each individually a "Business Unit" and collectively, "Business Units"). This Agreement consists of this Licensed User Agreement and Exhibit A, Compensation, Exhibit B, Hardware, Exhibit C, TM+ Terms and Conditions, Exhibit D, TM Messenger Terms and Conditions, and any other Exhibits attached hereto which are incorporated herein by this reference. The meanings of all capitalized terms used in this Agreement are set forth in Section 16 hereof. In consideration of the mutual promises and covenants set forth herein, the parties hereby agree as follows:

1. **TERM:**

(a) The initial term of this Agreement shall begin on the Effective Date and shall continue through the third (3rd) anniversary hereof (the "Initial Term"). Thereafter, the term of this Agreement may be renewed for two successive one (1) year periods (each such successive one (1) year period, a "Renewal Term") upon mutual agreement of the parties, provided that each Business Unit retains the right individually to renew or non-renew the Agreement for each Renewal Term. In the event one or more Business Units determines not to renew the Agreement, the Agreement shall remain in full force and effect only as to those Business Units who affirmatively agree to renew for the applicable Renewal Term. The Initial Term together with such Renewal Term(s), if applicable, shall be hereinafter collectively the "Term". Upon request by Principal at the expiration of the Term, and provided Principal makes payment of any applicable pro-rated license or maintenance fees due Ticketmaster, Ticketmaster shall provide up to six months' continued Transition Service (as defined in Section 15(a) below) under the then current terms of this Agreement while Principal seeks to secure replacement service. Each twelve (12) month period commencing on January 1 and continuing through the following December 31 shall be a "Contract Year" as such term is used herein. Upon renewal, the Compensation, as set forth in Exhibit A, may be renegotiated provided that the aggregate annual percent change shall not exceed the most recent annual percent change defined in the Consumer Price Index ("CPI") for the West.

(b) The rights and obligations contemplated herein shall not inure to Ticketmaster or Principal unless and until approval of this Agreement is sought and received in writing from the Executive Director of the Idaho State Board of Education, and Principal shall use its reasonable efforts to obtain such written approval prior to the Effective Date.

## 2. TICKET SALES RIGHTS; EXCLUSIVITY:

(a) **Grant of Rights:** Subject to subsection (b) hereof, Principal hereby grants to Ticketmaster, and Ticketmaster accepts from Principal, the right during the Term of this Agreement, to be the exclusive seller, as Principal's agent, of all Tickets on the primary market for the Sellable Capacity for every Attraction via any and all means and methods, including on the Internet, by telephone, computer, IVR, outlets, television, clubs, auctions, VIP packages, presales, upsells, or by any other means of distribution, whether existing now or at any time in the future. Except as specifically provided for under subsection (b) below, Principal shall ensure that the entire Sellable Capacity for every Attraction shall be made available for distribution on the TM System. Furthermore, Principal hereby grants to Ticketmaster, and Ticketmaster accepts from Principal, the right during the Term of this Agreement, to be and to refer to itself as a "Secondary Market Ticket Exchange of Boise State University" and such other related designations as shall be approved by Principal from time to time in its reasonable discretion. Ticketmaster will have the right to use Principal's marks and logos in accordance with the terms set forth in the Licensed User Agreement in connection with marketing, advertising, or other promotion of the new white label Exchange site. Ticketmaster shall also enable TM+ as further provided in Section 4(h) hereof and on the attached Exhibit C.

(b) **Sales by Principal:** Notwithstanding anything to the contrary set forth in subsection (a) above, Principal retains the right to: (i) sell single Tickets from the Facility Box Office to persons physically present at the Facility Box Office or to persons who call the Principal's Facility Box Office Phone Centers or by mail orders sent to Facility Box Offices; (ii) sell Season/Contract Tickets; (iii) conduct Group Sales of Tickets; (iv) sell student Tickets to students currently enrolled at Boise State University; and (v) provide House Seats, in an amount equal to (1) no more than 10% (or such higher percentage with the consent of Ticketmaster, which consent shall not be unreasonably withheld) of the Sellable Capacity (except and excluding any currently existing "off-manifest" seats) for Attractions systematically ticketed by the Taco Bell Arena box office; (2) an amount to be determined at Principal's reasonable discretion for Athletics Attractions and Morrison Center Attractions, in each case, presented solely by Principal, and (3) a reasonable number of House Seats for any other Attraction (including those presented or co-presented by a third party promoter at the Morrison Center and any other non-Taco Bell Arena Facility).

(c) **No Third Party Systems or Services:** Principal shall not directly or indirectly use, sponsor, promote, advertise, authorize or permit the use of any third party that promotes, engages in or facilitates the sale or issuance of tickets on the primary market without prior written consent of Ticketmaster. Notwithstanding the forgoing, nothing herein shall prohibit Principal from offering for sale or selling any Ticket contemplated hereunder through the sales and marketing channels of Groupon, Goldstar, Gilt City, TicketsAtWork (EBG), TravelZoo, GovX, LivingSocial or any other similar direct to consumer offeror of daily or discounted deals (each a "Deals Provider"); provided, each such sale through a Deals Provider (other than Groupon, Goldstar, Gilt City, TicketsAtWork (EBG) and any other Deals Provider designated as a TM Authorized Channel Partner by Ticketmaster from time to time during the Term (collectively "TM Authorized Channel Partners" and each individually a "TM Authorized Channel Partner"))

is processed through the TM System and subject to the fees set forth in this Agreement. Principal may offer for sale or sale of any Ticket contemplated hereunder through any TM Authorized Channel Partner without such sale being processed through the TM System.

(d) **No Minimum Sales:** It is agreed and understood that neither Ticketmaster nor Principal guarantees or will guarantee that any minimum or fixed number of Tickets will be sold through the TM System for any Attraction.

(e) **Acknowledgements by Parties:** Principal acknowledges that Ticketmaster acts as the agent of certain third parties that may be a direct or indirect competitor of Principal. Principal also acknowledges that Ticketmaster has entered and may in the future (including during the Term of this Agreement) enter into new business relationships with other third parties, including those in the entertainment and sports industry, such as performers who perform at the Facility, for a variety of services. Principal further acknowledges that any such sales or services or solicitations to provide such sales or services as contemplated under this subsection do not compete with Principal or conflict with this Agreement. Ticketmaster and Principal further acknowledge and agree that, unless otherwise specifically provided for herein or otherwise mutually agreed to in writing by the parties, (i) Principal shall cause all contracts or leases with third party promoters (including but not limited to Feld Entertainment) presenting an Attraction at the Facility during the Term to be subject to the terms of this Agreement, and (ii) in the event that Ticketmaster now has or subsequently during the Term enters into a ticket service agreement with a third party promoter or artist (including but not limited to Feld Entertainment) presenting an Attraction at the Facility, then, such ticket service agreement with a third party promoter or artist shall be superseded by this Agreement and shall not apply with respect to any Attraction presented by such third party promoter or artist at the Facility.

(f) **Secondary Ticketing Services:**

(i) It is hereby acknowledged that Principal, any Business Unit of Principal, or any representative of Principal, may, subject to the terms and conditions set forth in this subsection (f) below, enter into a secondary ticketing marketing, sponsorship, services or similar agreement with a third-party secondary ticketing platform (a "Secondary Arrangement").

(ii) In the event that Principal, any of Principal's Business Units, or any of Principal's representatives on behalf of Principal or any separate Business Unit desire to enter into any Secondary Arrangement during the Term of this Agreement that is subject to public bidding, as determined in the sole discretion of Principal, Principal (or the applicable Business Unit) shall or shall use its best efforts to cause such representative, as applicable, to notify Ticketmaster in writing of the proposed request for proposals or quotes regarding such Secondary Arrangement, which notice shall contain a description of the scope of the proposed Secondary Arrangement ("Secondary Ticketing RFP Notice"). Ticketmaster shall have a period of fifteen (15) days from receipt of the Secondary Ticketing RFP Notice, or such later period as may be described in the Secondary Ticketing RFP Notice, to elect to submit a proposal to provide secondary ticketing services to Principal. Ticketmaster shall provide a written proposal to Principal in

writing before the expiration of such fifteen (15) day period (or later period provided in the Secondary Ticketing RFP Notice if applicable) to be considered. Consideration shall be consistent with Principal's applicable policies, procedures, and applicable laws.

(iii) In the event that Athletics and/or the Morrison Center, or any of Athletics' and/or the Morrison Center's representatives on behalf of Athletics and/or the Morrison Center receives a bona fide third party offer to enter into any Secondary Arrangement during the Term of this Agreement regarding Athletics Attractions and/or Morrison Center Attractions or regarding any Facility that is exempt from public bidding, as determined in the sole discretion of Principal, Athletics and/or the Morrison Center shall, or shall use its best efforts to cause such party's representative, as applicable, to notify Ticketmaster in writing of the scope of the proposed Secondary Arrangement under consideration, which notice shall contain a description of the material terms of the proposed Secondary Arrangement, including without limitation any sponsorship payments, applicable fees and revenue share, royalty or rebate terms ("Secondary Ticketing Notice"). Ticketmaster shall have seven (7) business days from the date of its receipt of the Secondary Ticketing Notice to notify Athletics and/or the Morrison Center, or such party's representative, as applicable, in writing whether it will enter into a new contract with Athletics and/or the Morrison Center, or such party's representative, as applicable, on terms no less favorable to Athletics and/or the Morrison Center, or such party's representative, as applicable, than the material terms of the third party offer. If Ticketmaster notifies Athletics and/or the Morrison Center, or such party's representative, as applicable, within such seven (7) day period of its affirmative intent to enter into a Secondary Arrangement, it shall enter into a contract with Athletics and/or the Morrison Center, or such party's representative, as applicable, on mutually acceptable terms no less favorable to Athletics and/or the Morrison Center, or such party's representative, as applicable, than the material terms of the third party offer within thirty (30) business days from the date of Ticketmaster's receipt of the Secondary Ticketing Notice. If Ticketmaster fails to notify Athletics and/or the Morrison Center, or such party's representative, as applicable, within the seven (7) day period as required hereunder or if Athletics and/or the Morrison Center, or such party's representative, as applicable, fail to enter into a mutually agreeable contract with Ticketmaster within thirty (30) business days following Ticketmaster's receipt of the Secondary Ticketing Notice, Athletics and/or the Morrison Center, or such party's representative, as applicable, may thereafter consummate a agreement with such third party; provided, such agreement with such third party shall be on terms no more favorable to Athletics and/or the Morrison Center, or such party's representative, as applicable, than such terms and conditions as described in the Secondary Ticketing Notice (or terms and conditions as similar as reasonably possible).

### 3. COMPENSATION:

(a) Ticketmaster Charges and Fees: In consideration for Ticketmaster's services provided hereunder as an agent of Principal, Ticketmaster shall be entitled to assess and receive charges and fees in the amounts set forth on Exhibit A, all of which charges and fees shall be assessed against consumers, except for Inside Charges and, at Principal's option, Archtics Transaction Fees, which shall be assessed against Principal. In the event applicable law prohibits the assessment of such fees against consumers, Ticketmaster and Principal shall agree on alternative means for

compensating Ticketmaster for its services in amounts reasonably comparable to those set forth in this Agreement, and as permitted by applicable law.

(b) **Payment Processing Fees:**

(i) **Sales by Ticketmaster via Telephone Sales and Internet Sales:** With respect to Tickets purchased with credit cards, debit cards, gift cards or any other methods of payment, the payment authorization and processing fees ("Payment Processing Fees") shall be passed on to Principal at the rates set forth on Exhibit A, which percentage rates shall be deducted by Ticketmaster from the Ticket sales proceeds, or, at Principal's option, upon notice to Ticketmaster, the Convenience Charge may be adjusted to include such Payment Processing Fees; provided, that the Convenience Charge will be rounded up to the nearest \$0.05.

(ii) **Sales at Outlets:** With respect to all purchases at Outlets, Payment Processing Fees shall be passed on to the Ticket purchaser at the rate set forth on Exhibit A by increasing the applicable Convenience Charge set forth on Exhibit A by the amount of such Payment Processing Fees; provided, that the Convenience Charge will be rounded up to the nearest \$0.05.

(c) **Compensation to Principal:**

(i) **Bronco Athletic Association Donation:** Ticketmaster shall contribute as an annual donation at least Twenty Five Thousand Dollars (\$25,000.00) per Contract Year of the Term to the Bronco Athletic Association (or such other organization eligible to receive tax-deductible donations as may be designated by Principal from time to time during the Term). Such annual donation to the Bronco Athletic Association shall be made within 30 days of the full execution of this Agreement and within 30 days of the beginning of each Contract Year during the Term thereafter.

(ii) **Equipment Allowance:**

(A) Subject to the terms in this Section 3(c)(ii), Ticketmaster shall provide Principal with an allowance in the aggregate amount of up to One Hundred and Fifty Thousand Dollars (\$150,000) (the "Equipment Allowance") to reimburse Principal for Principal's purchase during the Term of certain equipment necessary for utilization of the TM System (the "Equipment"), which Equipment, unless otherwise mutually agreed upon by the parties, shall be owned, operated, supported and maintained by Principal at its own cost. For the avoidance of doubt, the Equipment shall not be deemed "Hardware" for any purposes of the Agreement. The Equipment Allowance shall be paid to Principal upon Principal's submission of a request for reimbursement (together with documentation evidencing Principal's costs in purchasing the Equipment) from time to time during the Term; provided, Principal's requests for reimbursement pursuant to the Equipment Allowance terms of this subsection (A) may not exceed an aggregate reimbursement amount of Fifty Thousand Dollars (\$50,000) within thirty (30) days of the full execution of this Agreement, One Hundred Thousand Dollars (\$100,000) within thirty (30) days of the beginning the second (2nd) Contract Year



during the Initial Term, and One Hundred and Fifty Thousand Dollars (\$150,000) within thirty (30) days of the beginning the third (3rd) Contract Year during the Initial Term.

(B) Ticketmaster's agreement to provide the Equipment Allowance to Principal is based upon Ticketmaster's rights to sell Tickets for Attractions during the Initial Term and is contingent upon and subject to certain terms as described below. In the event that the Agreement terminates before the expiration of the Initial Term due to any reason other than Ticketmaster's material default of the terms of the Agreement, then Principal shall return to Ticketmaster, within fourteen (14) days of such termination, an amount, if any, by which the Equipment Allowance Used Amount exceeds the Equipment Allowance Accrued Amount (each as defined below). "Equipment Allowance Used Amount" shall mean the total amount of the Equipment Allowance used for reimbursement by Principal over the Term of the Agreement. "Equipment Allowance Accrued Amount" shall mean \$4,166.67 for each month of the Initial Term until such early termination date. Any return of the Equipment Allowance by Principal shall be by wire transfer or certified check. Notwithstanding any terms herein to the contrary, any unpaid or otherwise unused amount of the Equipment Allowance from Ticketmaster to Principal shall be forfeited upon the expiration or any earlier termination of the Agreement.

(C) In the event Principal assigns this Agreement pursuant to Section 17(d) of this Agreement, Principal shall, require that Principal's permitted assignee expressly agrees to assume this Agreement in writing, including responsibility for the return of any Equipment Allowance amounts owing to Ticketmaster in accordance with the terms set forth in subsection (B) above.

#### 4. **LICENSE AND USE OF HARDWARE AND SOFTWARE:**

(a) **License:** Ticketmaster hereby grants Principal a non-exclusive, non-transferable license to use the Hardware and Software (collectively, the "License") in exchange for the fees set forth herein.

(b) **Use:** The Hardware and Software and all related materials may only be used by Principal in connection with the Attractions and only with systems used, operated and owned by Ticketmaster, and only for the purposes stated in this Agreement, and may not be utilized by or in connection with services, software, hardware or systems provided or supplied by any third party. Principal shall use the Hardware and Software in a careful and proper manner and shall comply with and conform to all federal, state, county, municipal and other laws, ordinances and regulations in any way relating to the possession, use or maintenance of the Hardware and Software including, but not limited to, federal, state or other laws applicable to commercial emails. Principal may make a single copy of Archtics only to be used for archival or backup purposes; **COPYING FOR ANY OTHER PURPOSE IS PROHIBITED.** Except as otherwise provided in the immediately preceding sentence, Principal hereby agrees: (i) not to permit copying or reproduction of the Hardware or Software in any manner, including without limitation, use in a sharing arrangement or transmission over the Internet or over e-mail and similar electronic transmission; (ii) not to disassemble, re-manufacture, repair, re-configure, enhance, upgrade, modify, translate, adapt, create derivative works from or of, decompile

or reverse engineer the Software in any way nor merge them into any other program for any purpose; (iii) not to transfer, license or sub-license, assign, rent, sell, grant, publish, disclose, display, dispose of or otherwise make available the Software, or any rights therein or copies or derivatives thereof, including other templates or working systems; (iv) not to delete, remove, change or otherwise alter any trademarks, copyright notices or other proprietary marks in or on the Hardware or Software, or any copies, modifications or partial copies thereof; (v) not to "hack," or attempt to "hack," any of the Software, the servers on which the Software is hosted or any other portion of the Ticketmaster network, or otherwise attempt to circumvent, or navigate outside of, the borders of such Software servers in any manner whatsoever; and (vi) not to perform any SQL database operations other than "SELECT" for any system production tables (i.e., tables starting with dba.t\_<wildcard>) from any non-Archtics interface to the database (e.g., ISQL, Access, Crystal Reports, etc.).

(c) **Passwords:** Principal agrees that use of the TM System by Principal shall be restricted to a reasonable number of Principal's personnel having passwords in the event that Ticketmaster assigns such passwords. Such passwords shall not be transferable without the written permission of Ticketmaster, which permission shall not be unreasonably delayed or withheld. Upon Ticketmaster's reasonable request, Principal (i) shall identify, as the case may be, the users (by name, position and site address), who use or view the TM System or from where the TM System is used, and (ii) shall provide to Ticketmaster access to any database which records access to the TM System. Unless otherwise permitted under the confidentiality provisions of Section 12 hereunder, Ticketmaster shall not provide access to Principal's database, records, or reports (except and excluding the Purchaser Data) to any third party or affiliate without the prior written approval of Principal, provided, however, that Ticketmaster may provide access to affiliates solely to the extent necessary to accomplish its obligations under this Agreement following prior written notice to Principal listing any and all affiliates with access to Principal's database, records, or reports (except and excluding the Purchaser Data) and the purpose for such access. For the avoidance of doubt, the terms of this subsection (c) shall not apply to any Purchaser Data, and Ticketmaster's rights and obligations with respect to any Purchaser Data shall be governed by the terms set forth in Section 11(c) hereunder.

(d) **Ticket Forwarding:** [intentionally omitted].

(e) **Principal's Website/Interface Page:** Beginning on or shortly after the execution of this Agreement, and subject to the completion of the installation of Archtics, Ticketmaster will develop the Interface Page that will enable Principal's Subscribers to access their account information and conduct "real-time" transactions by linking to the Interface Page from the Principal's Website. The Interface Page may contain a short, related textual description of AccountManager features and shall contain Ticketmaster's designated wording and graphic depiction thereof, currently "by Ticketmaster."

(f) **GroupManager Restrictions:** All Group Sales must comply with the definition of Group Sales set forth in Section 16 of this Agreement. In the event that Ticketmaster determines that a Group Sale is not a valid Group Sale, Ticketmaster shall

have the right to assess against Principal the amount of fees that Ticketmaster would otherwise have been entitled to assess under this Agreement with respect to any such Tickets had they been purchased through Ticketmaster as single Tickets, and not from Principal as a Group Sale. For the avoidance of doubt, all Super/Corporate Group Sales in compliance with the definition of such set forth in Section 16 of this Agreement shall constitute a valid Group Sale.

(g) **Hosted Platform:** During the Term, Ticketmaster shall host the Software and provide and maintain the Hosted Platform on which the Software will be installed and run, including provision of the physical environment including physical security, HVAC and power for the required server hardware for the Hosted Platform and the Software. Ticketmaster will also provide access via certain Internet connectivity, by being responsible for network operation and availability from the public Internet up to the termination cables at the network interface card on the server hardware for the Hosted Platform. Ticketmaster will not be responsible for power at the Facility or Principal's connectivity to the Internet.

(h) **TM+:** Ticketmaster shall enable its proprietary, integrated primary and secondary market ticket inventory platform and technology on the TM.com Website, which platform and technology shall enable consumers searching for Tickets to an Attraction to simultaneously view Tickets available for initial sale by Principal pursuant to this Agreement, in addition to Tickets available for resale from other consumers (collectively, "TM+"), in accordance with the terms and conditions set forth on Exhibit C attached hereto.

(i) **TM Messenger.** Ticketmaster shall provide Principal with use of an email permission marketing tool which shall be powered by the third party enterprise-level interactive software and marketing provider, ExactTarget, and which shall be integrated with the TM System ("TM Messenger") in accordance with the terms and conditions set forth in Exhibit D attached hereto.

(j) **Donations.** Principal desires to collect donations for itself and/or its clients and/or on behalf of the Bronco Athletic Association (or such other organization eligible to receive tax-deductible donations as may be designated by Principal from time to time during the Term). Ticketmaster agrees to accept and process such donations from customers through AccountManager, and to pass the total amount of any such donations received by Ticketmaster through AccountManager, less the applicable Archtics Transaction Fee for donations set forth on Exhibit A attached hereto (if any), to Principal. Processing donations shall include, but not be limited to, conversion for historical data from third party donor system (Advantage), daily import from third party donor system (Raiser's Edge), daily exports to third party donor system (Raiser's Edge), "Point and Rank Calculations," membership level calculations, and "Seat Pledge Calculator" for ticket and parking. Principal shall be solely responsible for any applicable licensing fees and for obtaining the requisite authority, in each case relating to the acceptance of such donations, and where applicable, for paying the donation proceeds directly to its clients or the Bronco Athletic Association (or such other organization eligible to receive tax-deductible donations as may be designated by Principal from time to time during the Term) in accordance with all applicable laws.

(k) **Exchange**. Ticketmaster shall enable Exchange for all Athletics Attractions and Morrison Center Attractions in accordance with Ticketmaster's standard timing parameters for such transactions. For the avoidance of doubt, Exchange shall not be enabled or otherwise apply for any Other Attractions.

(i) **Exchange Fees**: For any secondary market ticket inventory sold through Exchange, Ticketmaster shall assess the Resale Fees.

(ii) **Exchange Revenue Share**: Principal shall be entitled to receive a revenue share from Ticketmaster with respect to all Exchange Net Revenues, (to the extent received, and not refunded or subject to Chargeback) by Ticketmaster, in an amount equal to fifty percent (50%) of such Exchange Net Revenues (the "Exchange Revenue Share"). The Exchange Revenue Share to which Principal is entitled shall be due and payable to Principal on a quarterly basis for all such sales occurring in any calendar quarter, on or before the thirtieth (30<sup>th</sup>) day of the month following each calendar quarter. Principal shall be provided with documentation supporting the calculation of the Exchange Revenue Share with each settlement.

## 5. **INSTALLATION AND SET-UP:**

(a) **Hardware Installation**: Ticketmaster will install the Hardware and provide Principal with access to the Software. Principal will provide (i) connectivity and interfacing that satisfy Ticketmaster's minimum system requirements and (ii) unless otherwise agreed to between the parties, any type of equipment and technology necessary to assist Ticketmaster in completing the installation of the Software and Hardware. Ticketmaster shall have no responsibility for any internal wiring or cabling (e.g., electrical, data lines, etc.) necessary for installation, operation or for proper functioning of the TM System at the Facility. The cost of all line connections between the central computer facility and the Facility and all monthly line costs with respect to the operation of the TM System between the Facility and the central computer facility shall be borne solely by Principal.

(b) **Attraction Set-Up**: In order to effectively utilize Ticketmaster's distribution technologies, within a reasonable time before the scheduled on-sale date of Tickets for each Attraction (the "On-Sale Date"), Principal shall furnish Ticketmaster with all necessary information with respect to the Attraction, including, without limitation, seating layout of the Facility, Ticket structure, discounts permissible, Attraction Taxes, any information necessary to calculate Attraction Taxes, if applicable, Ticket header information, logos, entry information, vision and hearing information, wheelchair and other accessible seating information and such other information as is necessary for the proper sale of Tickets (collectively, the "Set-Up Information"). The parties intend that accessible seating Tickets available for sale to persons desiring accessible seating shall be made available for sale on the TM System as required by applicable federal requirements found in the ADA Guidelines and such accessible seating Tickets shall only be released into the general pool of Tickets as permitted by the ADA Guidelines. Principal must provide the Set-Up Information to Ticketmaster as soon as reasonably practicable prior to the On-Sale Date for new Attractions. Principal acknowledges and agrees failure to provide Ticketmaster Set-Up Information at least five (5) business days

prior to the On-Sale Date for new Attractions that do not utilize seating chart then existing in the TM System and at least three (3) business days prior to the On-Sale Date for new Attractions that utilize seating charts then existing in the TM System may prohibit effective action by Ticketmaster and render Ticketmaster unable to proceed, and in such circumstances, Ticketmaster shall be under no liability for failure to perform its obligations hereunder. Principal shall, to the extent permitted by Idaho law and subject to the limitation of liability in the Idaho Tort Claims Act, be responsible for any and all liabilities, claims, expenses (including court costs and reasonable attorneys' fees) and causes of action resulting from the inaccuracy of any Set-Up Information furnished by Principal pursuant hereto, provided, however, that if Ticketmaster improperly conducts the ticketing/show build based on accurate Set-Up Information provided by Principal or if Ticketmaster itself furnishes or provides Set-Up Information, Ticketmaster shall be responsible for any and all liabilities, claims, expenses (including court costs and reasonable attorneys' fees) and causes of action resulting from (i) the inaccuracy of any Set-Up Information furnished by Ticketmaster or (ii) negligence of Ticketmaster or any of its affiliates, agents, or representatives, in utilizing accurate Set-Up Information provided by Principal.

(c) **Facility Box Office Will-Call Services:** At all times during the Term of this Agreement, Principal shall maintain a designated Facility Box Office location for the pick-up of Tickets purchased through Internet Sales and Telephone Sales. The pick-up location shall be open during the normal hours of operation of the Facility Box Office. Principal shall notify Ticketmaster of Principal's will-call capabilities and will-call Facility Box Office hours. Principal shall verify the identity of each person picking up Tickets at will-call via a valid photo identification (government issued). Principal shall not release Tickets to any customer whose identity has not been so verified.

(d) **Supplies:** Principal shall be responsible for maintaining adequate nondurable operational supplies used at the Facility in connection with the operation of the Hardware and Software to assure continuous operations at the Facility.

(e) **Ticket Stock:** Principal shall be responsible for the security of Ticket stock in its possession, and the risk of loss of Ticket stock shall shift to Principal upon the delivery and acceptance thereof by Principal's authorized representative, agent or employee.

## 6. **MAINTENANCE AND SUPPORT:**

(a) **Hardware and Software Maintenance and Support:** Ticketmaster shall provide ordinary and routine maintenance and repair services and adequate support of the Hardware and Software at the Facility to meet the reasonably anticipated service needs of Principal from time to time in exchange for the fees set forth herein, provided that such maintenance, repair or support is not necessitated by the negligence or willful misconduct of Principal, its employees, agents or representatives. Support services will be provided, on a return call basis, during Ticketmaster's normal business hours by personnel qualified to answer telephone inquiries by Principal seeking advice on questions and problems. Non-emergency calls made at the end of the day, which require support services that would keep staff beyond normal working hours, will be deferred to

the following business day. Support will be provided for off-hour critical system emergencies and Ticketmaster shall use its reasonable efforts to resolve the critical system emergency immediately or will use its reasonable efforts to provide alternative system support to minimize business interruption or loss of Ticket sales. Ticketmaster will not be obligated to continue to provide maintenance with respect to any version of any particular Software hosted by Principal for more than one year after a release by Ticketmaster of an upgraded version of the same Software, provided that Ticketmaster has provided Principal with the upgraded version of the same Software at no cost to Principal and facilitated, with Principal, the installation of the upgraded Software within this timeframe. Ticketmaster shall maintain an archive of Principal's Archtics database for up to two (2) years in the format of Principal's then current Archtics version. Ticketmaster shall retain archives of Principal's Archtics database in excess of two (2) prior years in an offline form to be stored at Ticketmaster's data center, which prior archives shall not be updated to Principal's then current Archtics version; provided, that Ticketmaster shall extract data from such prior archives at Principal's request and deliver such data extracts to Principal; and provided further, that Ticketmaster shall maintain archives of Principal's Archtics database (in a format consistent with the terms of this subsection (a) above) at all times during the Term and for a period of no less than two (2) years following expiration or termination of this Agreement.

(b) **Training of Principal's Employees:** Principal shall staff the Facility Box Office with its employees for the proper operation of the TM System for Ticket sales made through the Facility. Ticketmaster shall train, at its expense, Principal's employees who shall be reasonably necessary for the initial staffing of the Facility Box Office and for initial operation of the TM System for Ticket sales, including Season/Contract Tickets, at the Facility. Ticketmaster shall also provide additional training at its cost to other employees of Principal to the extent such training is necessary as a consequence of changes initiated by Ticketmaster or changes in Ticketmaster's method of operation. To the extent of any change in personnel by Principal in connection with Facility Box Office sales requiring additional training beyond that initially contemplated hereunder, Principal agrees to absorb all of the expenses (including any and all reasonable travel expenses) thereof.

(c) **Notification by Principal:** In the event of any breakdown or malfunction in the operation of any of the Hardware or Software, or difficulties encountered in connection with access to any of the Software, Principal agrees to promptly notify Ticketmaster of any such breakdown, malfunction or difficulty to assist Ticketmaster in performing its obligations hereunder.

(d) **Access to Principal's Equipment and Data:** Principal shall permit Ticketmaster, upon reasonable written request, the right at a reasonable time mutually agreeable to Principal and Ticketmaster to inspect Principal's pertinent sites and equipment (including any existing LAN or other network user monitor device) for the purpose of determining compliance with the terms of the License granted hereunder. In order to correctly diagnose faults in the equipment and data related to the Software and Hardware, Principal will provide Ticketmaster 24 hour remote access to Principal's installation, pertinent sites, equipment (including any existing LAN or other network user monitor device) and user data through PC Anywhere, which Ticketmaster shall use solely

for the purpose of effectuating its obligations under this Agreement. Failure to provide such access may prohibit effective action by Ticketmaster and render Ticketmaster unable to proceed, and in such circumstances, Ticketmaster shall be under no liability for failure to perform its obligations hereunder.

(e) **Additional Archtics Services:** With respect to initial implementation of Archtics, Ticketmaster shall also provide, at no additional cost to Principal, (i) on-site support from Ticketmaster's national or regional personnel, (ii) unique Archtics customization (e.g., diagrams, invoices, other executables, etc.), (iii) custom reporting, and (iv) customized on-line assistance (the services described in clauses (ii) through (iv) (which, for the avoidance of doubt, shall not include application programming interface ("API") related services) are referred to herein as "Customization Services".) Generally two (2) hours of Customization Services each week for each Business Unit are included in the annual maintenance fees of Archtics listed on Exhibit A. Customization Services that far exceed this level of support shall be charged to the applicable Business Unit(s) exceeding its two (2) hours per week in accordance with Ticketmaster's standard rates.

(f) **Ticketmaster API.** At Principal's optional election upon written notice to Ticketmaster, Ticketmaster shall provide access and support to its existing API commands, data structures, protocols and other frameworks (the "Ticketmaster APIs"), subject to its standard program terms. If Principal elects to utilize the Ticketmaster APIs, Principal shall be responsible for a one time set-up cost of Two Thousand Five Hundred Dollars (\$2,500), payable to Ticketmaster within thirty (30) days of such election. Principal may use the Ticketmaster APIs to build mutually agreeable software and/or applications containing business intelligence and pricing, fan experience, customer relationship management, and customer loyalty type functions to run on Principal's products, devices and/or services. As part of the Ticketmaster API program set-up, Ticketmaster shall provide Principal and each Business Unit seeking to utilize the applicable API program with documentation describing how to use Ticketmaster API build, compile and deploy tools. Ticketmaster shall also provide, at no additional cost to Principal, (i) up to two (2) total hours of technical phone support per Business Unit prior to Ticketmaster API program set-up, and (ii) up one (1) hour of technical phone support per week (but no more than eight (8) total hours of such support during the Term) after Ticketmaster API program set-up. Any additional API support to be provided shall be subject to Ticketmaster's consent and at Ticketmaster's standard rate of \$100.00 per hour. Any Ticketmaster API program set-up and technical support related request shall be directed to Randy Wattlelet at (703) 488-9524 or Randy.Wattlelet@Ticketmaster.com. Ticketmaster owns all rights, titles, and interest in and to the Ticketmaster APIs (and any Ticketmaster API related documentation or data made available by Ticketmaster to Principal under this Section 6(d)), and any intellectual property rights therein and thereto, and Principal has no ownership interest therein.

## 7. **ADVERTISING:**

(a) **Advertising on Tickets Fulfilled at Facility Box Office:** For tickets fulfilled by Principal at the Facility Box Office, Principal shall either (i) provide, or pay Ticketmaster to provide, its own blank custom ticket stock and ticket envelopes in

which case Principal shall have the right to sell advertising on such ticket stock and ticket envelopes or (ii) have Ticketmaster provide Ticketmaster's standard ticket stock and ticket envelopes in which case Ticketmaster shall have the right to sell advertising on such ticket stock and ticket envelopes; provided, however, that Ticketmaster shall use its best efforts for tickets fulfilled by Principal at the Facility Box Office to (x) not place any advertisements on the ticket stock face or elsewhere on the ticket stock in close proximity to Principal logos in a manner that creates the appearance of an association between such advertising and Principal's brands, it being understood that, by way of example, Ticketmaster's placement of a third-party advertisement on the ticket back shall not be deemed to create the appearance of an association between such third party's advertisement and Principal's brands, and (y) not place any advertisements on ticket stock back and/or on ticket envelopes for entities that fall within the prohibited advertising categories set forth in Section 7(b) below.

(b) **Ticketmaster Advertisements:** Principal hereby grants to Ticketmaster the right, in Ticketmaster's sole discretion, to advertise, in any medium determined by Ticketmaster, including on the TM.com Website or affiliated websites, Attractions and the availability of Tickets at the Facility Box Office, at all Outlets, and by Internet Sales and Telephone Sales, provided that the Facility Box Office phone numbers shall be used in all such advertising, and the availability of the Software and, in connection therewith, to use the pre-approved name and logo of Principal, the Attraction, the Facility and all other information respecting the Attractions, provided that, without Principal's consent, Ticketmaster shall only use Principal's pre-approved name and logo for uses in accordance with Ticketmaster's past practices and which are for the primary purpose of promoting Ticket sales and Ticketmaster's services, including, without limitation, publication of such pre-approved name and logos (1) on the TM.com Website, (2) in Ticketmaster newsletters, magazines or other announcements, whether electronic or hard copy, (3) in Ticketmaster print advertisements and in periodicals and (4) in venue signage of the Facility and other facilities. Principal further grants to Ticketmaster the right, in its sole discretion, to use the pre-approved name and logo of Principal and Principal's Website address on the Interface Page.

Unless there is separate approval from Principal, which approval may be withheld in Principal's sole discretion for no reason, (x) Ticketmaster shall use its reasonable endeavors not to place any third-party advertisements in a manner that creates the appearance of an association between such third-party advertisement and Principal's brands, it being understood that, by way of example, Ticketmaster's placement of a third-party advertisement in the advertisement panels appearing immediately below the ticket portion of print-at-home tickets to Principal's Attractions shall not be deemed to create the appearance of an association between such third party's advertisement and Principal's brands, and (y) the following prohibited advertising categories are not permitted to be placed on pages of the TM.com Website that only list Principal's Attractions, such as venue pages and EDPs, or on print-at-home or mobile tickets:

- Competitors of Principal such as other higher education institutions or competitors of the Boise State University Bookstore/Bronco Shop including but not limited to bookstores and fan stores such as the Blue & Orange Store.



- Any other competitor to a sponsor of Principle as notified by Principle on reasonable notice
- Gambling (except the State authorized lottery), provided 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
- Alcohol, including beer and wine, other than restaurant advertisements where the image of alcohol is merely incidental to the restaurant advertisement
- Tobacco products
- Prophylactics (i.e. a device and especially a condom for preventing venereal infection or conception)
- Feminine hygiene products (i.e., personal care products used by women during menstruation, vaginal discharge, and other bodily functions related to the vulva)
- Sexually explicit materials
- Adult entertainment (i.e., establishments from which minors are excluded and which sells, rents or displays sexually explicit matter)
- Religious and/or political materials
- Ammunition and firearms

In addition to the foregoing, competitors of Coca-Cola, including by way of example, Pepsi and Red Bull, may not be placed on the same side of ticket stock as University logos or University branding.

Without limiting the foregoing, upon notice of a request for removal from Principal in each instance, in each case at Principal's reasonable discretion, Ticketmaster shall promptly remove Principal's pre-approved name and/or logo from (i) any advertisement on pages of the TM.com Website that do not only list Principal's Attractions, and (ii) where practical and feasible, any other forms of advertisement or publication.

(c) **Principal Advertisements**: Principal may, during the Term hereof, provide and place advertisements in any form of media which Principal shall desire to promote the availability of Tickets, the TM.com Website and the Attractions (except on websites or other media operated by, or on behalf of, third parties that promote, engage in or facilitate the sale, resale or issuance of tickets); provided, however, that in the event Principal shall place any such advertisements, it shall use its best efforts to cause Ticketmaster's name, logos and if the advertisement relates to the availability of Tickets, the applicable TM.com Website address and Principal's Facility Box Office charge by phone numbers and, if possible, the identity of the Outlets where Tickets may be

purchased, to be displayed in the advertisement, as well as the address of the Facility. Principal shall cause Principal's Website to deeplink to specified web page(s) within the applicable TM.com Website where ticket purchasers can begin the process of purchasing Tickets to Attractions. Principal agrees to promote the availability of Tickets on the TM.com Website by including, at a minimum, one "above-the-fold" graphic Ticketmaster branded link to the TM.com Website on each web page featuring one or more of the Attractions on Principal's Website. Such link will include the TM.com Website graphic logo and a call to action such as "buy tickets."

(d) **Ticketmaster Client Style Guide; Use of Principal's Names, Logos, and Links:** The look and feel of any and all links from Principal's Website to the Interface Page or the applicable TM.com Website are subject to Ticketmaster's prior approval. Principal shall comply with all terms and conditions of Ticketmaster's Client Style Guide, as it may be updated from time to time. Principal shall timely deliver to Ticketmaster following execution of this Agreement, its branding and style guidelines to be used in connection with this Agreement, and Ticketmaster may only use Principal's name, logos or website links in a form prior-approved by Principal's Office of Trademark Licensing and Enforcement. Ticketmaster agrees that it shall only use Principal's pre-approved name and logo as provided to it by Principal, and it shall not stretch, squeeze or otherwise alter or edit the logo, including alteration of the colors.

(e) **Advertising Revenue:** Ticketmaster and Principal shall separately receive and retain their respective income derived from advertising which each is entitled to sell under subsections (a), (b) and (c) above.

(f) **Banner Ads:** Neither Principal nor Ticketmaster will serve banner ads or other promotional ad units of any kind or allow any third party to serve any such ad units on the Interface Page, without the other party's prior consent.

#### 8. **ACCOUNTING PROCEDURES:**

(a) **Payments by Ticketmaster:** Principal hereby authorizes Ticketmaster and the financial institution indicated below ("Bank") to deposit all settlement funds payable to each Business Unit or its designee hereunder in the applicable account listed below (collectively, "Principal's Account" and individually, a "Business Unit's Account").

Financial Institution (Name of Bank): Wells Fargo

Branch Address: 877 West Main Street, 3<sup>rd</sup> Floor

Boise, Idaho 83702

Branch Phone Number: (208) 393-2094 \_\_\_\_\_

For Arena:

Account Type: Checking

Account Number: 4121787857

Bank ACH Transfer Number: \_121000248\_\_\_\_\_

For Athletics:

Account Type: \_Checking\_\_\_\_\_

Account Number: \_4121787857\_\_\_\_\_

Bank ACH Transfer Number: \_121000248\_\_\_\_\_

For Morrison Center:

Account Type: \_Checking\_\_\_\_\_

Account Number: \_4121787857\_\_\_\_\_

Bank ACH Transfer Number: \_121000248\_\_\_\_\_

For Bronco Athletic Association/Boise State University Foundation:

Financial Institution (Name of Bank): \_Wells Fargo\_\_\_\_\_

Branch Address: \_Boise, Idaho

Account Type: \_Checking\_\_\_\_\_

Account Number: 0030057574

Bank ACH Transfer Number: 124103799

For Bronco Athletic Association:

Financial Institution (Name of Bank): US Bank

Branch Address: Boise, Idaho

Account Type: Checking

Account Number: 15331284292

Bank ACH Transfer Number: 123103729

Ticketmaster shall collect all Ticket Receipts derived from Ticket sales made by Ticketmaster and shall initiate payment of Ticket Receipts to which each Business Unit is entitled on Friday of each week with each weekly payment to be on account of TM System Ticket sales made for Attractions by Ticketmaster during Monday through Sunday of the week preceding such payment date. Initiation of the settlement payment via direct deposit shall constitute full performance by Ticketmaster of its obligation to make such settlement payment to each Business Unit or to any person whatsoever. If funds to which any Business Unit is not entitled are deposited into any Business Unit's Account, Principal authorizes Ticketmaster to direct the Bank to return said funds, upon prior written notice and approval by Principal and the applicable Business Unit in each instance. Principal hereby releases Ticketmaster from liability for delays or errors beyond Ticketmaster's reasonable control, including but not limited to any errors resulting from any inaccurate or outdated Account information provided by Principal or bank processing delays, or for any related damages. Principal acknowledges and agrees that direct deposit of such funds may require up to two (2) business days for Bank processing. In the event of an error,

Principal also authorizes the initiation of a debit to the applicable Business Unit's Account to correct the error, provided Ticketmaster has provided Principal and the applicable Business Unit with prior written explanation and accounting for the error, and provided Principal or the applicable Business Unit does not object to such explanation and accounting for the error. Each weekly settlement payment shall be accompanied by a written accounting. Each Business Unit shall designate an email address for delivery of such accounting and information regarding Attractions and Ticket sales, and shall promptly notify Ticketmaster of any changes to such email address. The direct deposit authorization provided herein shall remain in full force and effect until Ticketmaster has received written notification from Principal of its termination in such time and such manner as to afford Ticketmaster a reasonable opportunity to act upon it.

(b) **Cancelled Attractions; Refunds:** In the event that any Attraction for which Ticketmaster sold Tickets is cancelled, postponed, or modified (e.g., substitute acts) for any reason (each, a "Cancelled Attraction"), the Account Balance shall be held and made available for distribution by Ticketmaster to Ticket purchasers entitled to refunds for Tickets for Cancelled Attractions purchased from Ticketmaster. For purposes of this Agreement, the term "Account Balance" shall mean the amount of funds held at any time by Ticketmaster on account of Ticket sales for all Attractions associated with the specific Business Unit for which the Cancellation Attraction occurred, less the amount of Ticket sales proceeds which Ticketmaster is entitled to retain hereunder with respect to each such specific Business Unit. Principal authorizes Ticketmaster to refund the Ticket price at the original point of purchase (e.g., at Outlets or by Internet Sales or Telephone Sales) in such manner (e.g. by crediting the consumer's credit card) and at such time (e.g. before or after the scheduled date of the performance of such Attraction) as Ticketmaster, in its reasonable discretion, determines and to exchange Tickets pursuant to any exchange policy that may be adopted by Principal and Ticketmaster. It is agreed and understood that Ticketmaster is the Ticket selling agent of Principal and therefore Ticketmaster's agreement to make any refunds as the agent of Principal is subject and limited to Ticketmaster holding or receiving from Principal the full amount of funds necessary to make refunds to all Ticket purchasers properly entitled to a refund. Principal and Ticketmaster agree that Ticketmaster shall be entitled to retain the Ticketmaster fees assessable with respect to the initial sale of Tickets to Cancelled Attractions although no additional compensation shall be payable to, or fee assessed by, Ticketmaster with respect to the exchange of any Tickets initially purchased from Ticketmaster. Ticketmaster's current policy is to refund all service fees (including Convenience Charges and Processing Fees, but excepting UPS, mail delivery and retail pickup fees, and fees on certain Major League Baseball purchases) to consumers in respect of any Cancelled Attractions, and Ticketmaster shall provide Principal with prior notice of any change to such policy during the Term of this Agreement. Principal shall be responsible for all refunds and exchanges of Tickets initially purchased from the Facility Box Office. If at any time, the Account Balance is not sufficient to pay for anticipated refunds or Chargebacks, Principal shall deliver the amount of such deficiency ("Deficiency Amount") to Ticketmaster no later than forty-eight (48) hours after notice by Ticketmaster to Principal containing an accounting demonstrating the deficiency. It is Ticketmaster's responsibility to provide accurate and timely instructions and information for the delivery of such Deficiency Amount. Initiation of delivery substantiates Principal's obligation herein.

(c) **Chargebacks:** Ticketmaster reserves the right to deduct from Principal's settlement, portions of any Chargebacks that Ticketmaster is assessed by its merchant bank related to the Face Value, Processing Fee, Payment Processing Fees and any other amounts due from Ticketmaster to Principal for up to twelve (12) months after the occurrence of an Attraction. Ticketmaster shall be responsible for the remaining portions of any Chargebacks, except to the extent caused by Principal's failure to obtain signatures, swipe credit cards, or follow any procedures provided by Ticketmaster or the merchant bank with respect to acceptance of credit cards, including, but not limited to, cardholder verification instructions for will-call and other alternative Ticket delivery/pick-up services. For purposes of this Agreement, "Chargebacks" shall mean the amounts that the merchant bank is charged back by a cardholder or a card issuer under the card organization's rules (e.g., cardholder dispute, fraud, declined transaction, returned Tickets for Cancelled Attractions, etc.).

(d) **Insolvency; Deficiency Amounts; Security for Repayment:** Principal shall provide immediate written notice to Ticketmaster in the event it files any voluntary or involuntary petition under the bankruptcy or insolvency laws or upon any appointment of a receiver for all or any portion of Principal's business or the assignment of all or substantially all of the assets of Principal for the benefit of creditors (each, a "Material Financial Event"). The parties agree that this Agreement constitutes a financial accommodation by Ticketmaster to Principal as such term is utilized in 11 U.S.C. §365. If a Material Financial Event shall have occurred, or in the event Principal has not paid any Deficiency Amount when due, then (i) Ticketmaster shall have the right to setoff any Deficiency Amount against any amounts held by Ticketmaster on behalf of Principal, and (ii) Ticketmaster shall have the option to either (x) require Principal to provide additional security to Ticketmaster of a type (e.g., letter of credit, guaranty or performance bond) and in an amount as requested by Ticketmaster in its sole discretion, which Principal shall provide to Ticketmaster within five (5) business days after Ticketmaster's request, or (y) suspend payment of Ticket Receipts in advance of the occurrence of Attractions and instead deliver Ticket Receipts to which Principal is entitled post-performance (i.e. Friday of each week with respect to Attractions that occurred Monday through Sunday of the week preceding such payment date).

(e) **Counterfeit Tickets:** It is agreed and understood that Ticketmaster shall not be liable to Principal for the printing and sale of counterfeit Tickets, including, without limitation, TicketFast Tickets, provided, that Ticketmaster shall undertake reasonable, good faith efforts in accordance with industry best practices to cease any such behavior of which it has actual knowledge. Further, Ticketmaster shall cooperate with Principal to cease or cause others to cease printing and sale of counterfeit tickets upon communication from Principal regarding such activity related to Attractions.

(f) **Audit of Sales:** At all times during the Term of this Agreement, (i) Principal shall have the right at its own expense to audit Ticket sales for Attractions by Ticketmaster to assure Ticketmaster's compliance with the terms of this Agreement, and (ii) Ticketmaster shall have the right at its own expense to audit Ticket sales for Attractions made by Principal and by others (including, without limitation, the promoter and sponsor of any Attraction, the act or event itself and Principal's Subscribers) to assure their compliance with the terms of this Agreement. In the event an accounting

discrepancy discloses a deficiency between the amount found to be due to any Business Unit and the amount actually received or credited to such Business Unit, then, upon receipt of an invoice from Principal (or such applicable Business Unit) and provided Ticketmaster does not contest the amount of the discrepancy so invoiced, Ticketmaster shall promptly deposit the amount of such deficiency in the applicable Business Unit's Account.

(g) **Archtics Transaction Fees:** Ticketmaster, at its option, may deduct Archtics Transaction Fees from the amounts owed to Principal under this Agreement or may invoice Principal for such fees.

(h) **License and Maintenance Fees:** Any initial or one time license or maintenance fees set forth on Exhibit A shall be due and payable by Athletics upon the execution of this Agreement. Thereafter, installments of license or maintenance fees set forth on Exhibit A shall be invoiced and payable on the first day of each Contract Year during the Term in accordance with the terms set forth on Exhibit A. In the event the Agreement is terminated before the expiration of any Contract Year due to Ticketmaster's material default of the terms of the Agreement, pro-rated license and maintenance fees shall be returned to Principal or the applicable Business Unit within thirty (30) days following such termination. In the event the Agreement is terminated before the expiration of any Contract Year due to any reason other than Ticketmaster's material default of the terms of the Agreement, Principal shall not be entitled to any return of the pro-rated license and maintenance fees.

(i) **Request for Taxpayer Identification Number and Certification:** Principal shall complete the required Form W-9 provided with this Agreement and return it to Ticketmaster with this Agreement for purposes of reporting to the Internal Revenue Service. Ticketmaster shall complete the required Form W-9 provided with this Agreement and return it to Principals with this Agreement for purposes of reporting to the Internal Revenue Service.

## 9. **TAXES:**

(a) **Taxes on Hardware:** Principal shall keep the Hardware free and clear of all levies, liens and encumbrances which are caused by Principal or under Principal's control and shall promptly reimburse Ticketmaster for all license fees, registration fees, assessments, charges and taxes, whether federal, state, county, municipal or other governmental or quasi-governmental, with respect to the Hardware located at the Facility, including, without limitation, use, excise and property taxes, and penalties and interest with respect thereto, except and excluding, however, any taxes based on or measured solely by Ticketmaster's net income.

(b) **Attraction Taxes:** Principal shall be responsible for calculating any and all Attraction Taxes, for preparing and timely filing any and all tax returns or reports required to be filed in respect of any such Attraction Taxes, and for timely remitting Attraction Taxes to the appropriate taxing authority. Ticketmaster will collect and turn over to Principal the amounts to which Principal is entitled as provided in Section 8(a). In the event that Ticketmaster pays any Attraction Taxes on behalf of Principal or

Ticketmaster pays any Attraction Taxes due to a failure by Principal to provide Ticketmaster with the required writing or documentation of any Principal tax exemptions pursuant to Section 9(d) below, Principal shall promptly reimburse Ticketmaster for any and all such Attraction Taxes paid by Ticketmaster, including penalties and interest assessed with respect thereto (other than Attraction Taxes, penalties and interest that Ticketmaster pays directly out of Principal's Ticket Receipts), and shall also promptly reimburse Ticketmaster for any and all expenses (including reasonable attorneys' fees) or damages that result from the failure by Principal to properly calculate and timely remit Attraction Taxes assessed on all amounts received by Principal under this Agreement, to timely file all related returns or reports, or to timely reimburse Ticketmaster for any and all such Attraction Taxes, interest and penalties as provided above. Notwithstanding the foregoing, in the event that Ticketmaster is ever required by applicable law to remit Attraction Taxes directly on behalf of Principal and file related tax returns or reports, Ticketmaster shall have the right to do so upon notice to Principal, and thereafter "Ticket Receipts" shall be defined to be reduced by such Attraction Taxes.

(c) **Principal's Taxpayer ID Number:** Principal certifies that Principal's federal taxpayer identification number (FEIN or SSN) is 82-0290701. Principal further certifies that its state taxpayer identification or registration number for the state in which the Facility is located is 000012415-S.

(d) **Principal's Tax Exemptions:** Principal shall notify Ticketmaster in writing of any and all Principal tax exemptions (if applicable) and provide Ticketmaster with reasonable proof of Principal's tax exemptions.

(e) **Taxes on License and Maintenance Fees:** The license and maintenance fees set forth on Exhibit A are exclusive of any sales, use, value added, excise or other taxes, and Athletics (or such other Business Unit(s) to be designated by Principal in the event Athletics determines not to renew the Agreement for any applicable Renewal Term for which another Business Unit affirmatively agrees to renew) shall be responsible for paying all such applicable taxes.

10. **LOSS AND DAMAGE TO THE HARDWARE; INSURANCE:** The parties acknowledge and agree Ticketmaster is not supplying any Hardware for Principal's use as of the Effective Date of this Agreement. In the event that Ticketmaster does subsequently supply any Hardware for Principal's use at any time during the Term of this Agreement, the terms and conditions of this Section 10 shall apply:

(a) Principal acknowledges that the Hardware will be used by Principal at the Facility and that Ticketmaster does not own, operate or control such location. Accordingly, Principal hereby assumes and shall bear the entire risk of loss and damage to the Hardware, ordinary wear and tear excepted, whether or not insured against, once installed, unless such loss or damage is occasioned by the negligence or willful misconduct of Ticketmaster, from the date of delivery of the Hardware to the Facility or Principal site until removal thereof following termination of this Agreement. No such loss or damage to the Hardware shall impair any obligation of Principal or Ticketmaster under this Agreement. In the event of loss or damage to any Hardware, Principal, at its sole option, shall within thirty (30) days after such loss or damage:

(i) Place the same, or replace the same with similar property, in good repair, condition and working order to the satisfaction of Ticketmaster; or

(ii) Pay Ticketmaster in cash the full replacement cost of the Hardware, and Ticketmaster shall promptly and within thirty (30) days install new hardware to replace the lost or damaged Hardware.

Ticketmaster shall cooperate with Principal to ensure continued service in the event Hardware is lost or damaged.

(b) Principal shall, at its own expense, provide and maintain at all times during the Term hereof insurance to protect the Hardware against loss caused by fire (with extended coverage), vandalism, malicious mischief, theft, or any other cause in an amount equal to the full replacement value of the Hardware as determined by Ticketmaster. Should Principal become unable to provide or maintain such insurance coverage, Principal shall promptly notify Ticketmaster in writing prior to the expiration of any such coverage, and, thereafter, Ticketmaster shall have the right, but shall not be obligated, to provide insurance coverage for the occurrences specified above and charge Principal the costs of such insurance coverage.

(c) Principal is a "governmental entity," as defined under the Idaho Tort Claims Act, specifically, Idaho Code section 6-902, as well as a "public employer," as defined under the Idaho Worker's Compensation law, specifically, Idaho Code section 72-205. As such, Principal shall maintain, at all times applicable hereto, comprehensive liability coverage in such amounts as are proscribed by Idaho Code section 6-924 (not less than \$500,000), as well as worker's compensation coverage for its employees, as required under Idaho Code Section 72-301. Principal's liability coverage shall cover the actions of Principal and its employees, agents, students, and faculty while acting in the course and scope of employment or as students of Principal in performing actions related to their Academic Practicums, and, to the maximum extent permitted by law, Principal and its employees, agents, students and faculty shall be liable for all claims, including property damage and bodily injury, resulting from their acts, omissions, negligence and willful misconduct in the course and scope of this Agreement. Principal's liability coverage obligations shall be administered by the Administrator of the Division of Insurance Management in the Department of Administration for the State of Idaho, and may be covered, in whole or in part, by the State of Idaho's Retained Risk Account, as provided under Idaho Code Section 6-919. Principal shall cover its liability for worker's compensation through the State of Idaho's State Insurance Fund, as provided under Idaho Code section 72-301. Principal shall furnish Ticketmaster with certificates of such insurance or other evidence satisfactory to Ticketmaster as to its compliance with the provisions of this Section.

(d) All policies of insurance shall provide for at least thirty (30) days' prior written notice of cancellation, non-renewal or material modification to Ticketmaster. Principal shall furnish Ticketmaster with certificates of such insurance or other evidence satisfactory to Ticketmaster as to its compliance with the provisions of this Section.



(e) Ticketmaster shall, at its own expense, maintain insurance as required in the RFP.11.

11. **TITLE:**

(a) **Hardware/Software:** Principal covenants and agrees that the Software and Hardware and any deliverables or work product furnished under this Agreement are, and shall at all times be and remain, personal property which shall, at all times, remain the sole and exclusive property of Ticketmaster, and Principal shall have no right, title or interest therein or thereto except as a licensed user thereof. Principal acknowledges and agrees that Ticketmaster has invention rights, copyrights, and other intellectual property rights in the TM System and the information contained therein which prohibit copying, sale, modification and re-manufacture of the TM System and information regarding the TM System and which will be enforced. Principal hereby agrees that it will, whenever reasonably requested by Ticketmaster, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, agreements, instruments, and documents necessary or desirable, in form satisfactory to Ticketmaster, to protect the rights and ownership of Ticketmaster to and of the Software and Hardware, including but not limited to certificates from parties with a real property interest in the premises wherein the Hardware may be located waiving any claim with respect to the Hardware. Upon the expiration or termination of this Agreement, Principal shall return the Software and Hardware to Ticketmaster at Ticketmaster's expense in good repair, condition and working order, ordinary wear and tear resulting from proper use thereof alone excepted, and any and all licenses and other rights to the Software and Hardware shall terminate with respect to Principal.

(b) **Intellectual Property:** Each party shall retain all right, title and interest in and to its respective trademarks, service marks and trade names worldwide ("Intellectual Property") subject to a limited non-exclusive, non-transferable license necessary to perform this Agreement. Each party grants the other a royalty-free, non-exclusive, non-transferable license, during the Term, within the territory, to include such party's pre-approved Intellectual Property solely in connection with the promotions and marketing contemplated in this Agreement. Each party shall use the other's Intellectual Property only as provided, and shall not alter the Intellectual Property in any way, nor shall it act or permit action in any way that would impair the rights of owning party in its Intellectual Property. Each party acknowledges that its use of the other party's Intellectual Property shall not create any right, title or interest in or to such Intellectual Property. Each party shall have the right to monitor the quality of the other party's use of its Intellectual Property. Additionally, each party shall notify the other promptly in writing of any known infringement of the other's Intellectual Property. Any references to a party's Intellectual Property shall contain the appropriate trademark, copyright or other legal notice provided from time to time by owning party.

(c) **Purchaser Data:** Principal and Ticketmaster each has rights in the personally identifiable information with respect to persons who actually purchased tickets to Principal's Attractions through the TM System (whether by outlets, Telephone Sales or Internet Sales) ("Purchaser Data"), subject to the terms hereof. Such use by Ticketmaster may include use in development of new or upgraded Software at Principal's request, or

for general market research on pricing when used in aggregate form with other Ticketmaster client consumer data. Each party agrees to use the Purchaser Data only in compliance with all applicable laws and administrative rulings and in accordance with each party's own posted privacy policies. Each party agrees that if any portion of the Purchaser Data includes a person's name and that person's (i) social security number; (ii) driver's license or government identification number; or (iii) password and account identification, then such party shall implement and maintain reasonable security procedures and practices appropriate to the nature of the Purchaser Data to protect the Purchaser Data from unauthorized access, destruction, use, modification or disclosure. Each party also agrees that if any portion of the Purchaser Data in its possession includes credit or debit card numbers and related information, each party shall comply with payment card industry standards. Each party shall also include in any email communications that such party may make based on the Purchaser Data a mechanism to provide the recipient with the right to "opt-out" from receiving further communications from such party and such party shall honor such opt-out preferences.

12. **CONFIDENTIAL INFORMATION:**

(a) The parties acknowledge that by reason of their relationship hereunder, they may from time to time disclose information regarding their business, products, software technology, Intellectual Property and other information that is confidential and of substantial value to the other party, which value would be impaired if such information were disclosed to third parties ("Confidential Information"). The provisions of this Agreement shall be deemed to be Confidential Information.

(b) Confidential Information shall not include information that (i) is or becomes generally available to the public other than as a result of the breach of the confidentiality obligations in this Agreement by the receiving party, (ii) is or has been independently acquired or developed by the receiving party without violating any of the confidentiality obligations in this Agreement, (iii) was within the receiving party's possession prior to it being furnished to the receiving party by or on behalf of the disclosing party, or (iv) is received from a source other than the disclosing party; provided that, in the case of (iii) and (iv) above, the source of such information was not known by the receiving party to be bound by a confidentiality obligation to the disclosing party or any other party with respect to such information.

(c) Each party agrees that it will keep the Confidential Information strictly confidential and will not use in any way for its own account or the account of any third party or affiliates (such as LiveNation or TicketsNow), nor disclose to any third party unless required by applicable law, any Confidential Information revealed to it by the other party without the other party's prior written consent, except to the extent expressly permitted by this Agreement or where disclosure is required by applicable law; provided, however, that the receiving party may disclose the Confidential Information, or any portion thereof, to its directors, officers, employees, legal and financial advisors, controlling persons and entities who need to know such information to perform such party's obligations under this Agreement and who agree to treat the Confidential Information in accordance with the confidentiality obligations in this Agreement. Each party shall use the same degree of care to avoid disclosure or use of the other party's

Confidential Information as it employs with respect to its own Confidential Information of like importance and represents that it has adequate procedures to protect the secrecy of such Confidential Information including without limitation the requirement that employees have executed non-disclosure agreements which have the effect of adequately protecting Confidential Information.

(d) In the event that either party receives a request to disclose all or any part of the Confidential Information under the terms of a subpoena, document request, notice of deposition or other legal proceeding, such party agrees to notify the other pursuant to Section 17(h) below, within forty-eight (48) hours after receipt of such legal document, and such party agrees to cooperate with the other in any attempt to obtain a protective order. If there is a theft or misappropriation of Principal's Confidential Information due to the gross negligence or intentional misconduct of Ticketmaster, Ticketmaster shall provide Principal written notice of theft or misappropriation within three (3) business days of when theft or misappropriation becomes known to Ticketmaster. Principal will have six (6) months from the date of receipt of such written notice to terminate this Agreement by providing Ticketmaster written notice of its intent to terminate this Agreement. If Principal elects to terminate hereunder, Ticketmaster shall have no right to cure the breach in order to prevent termination.

13. **LIMITATION ON LIABILITY:** In no event shall Ticketmaster be liable for any indirect, consequential, exemplary, incidental, special or punitive damages, including also lost savings, lost or destroyed data, lost opportunity costs or any other economic loss, of any type or nature, or for events or circumstances beyond Ticketmaster's control. Neither occasional short term interruptions of service which are reasonable under comparable industry standards nor interruptions of service resulting from events or circumstances beyond Ticketmaster's reasonable control shall be cause for any liability or claim against Ticketmaster hereunder, nor shall any such occasion render Ticketmaster in default under this Agreement. The limitations set forth in this Section 13 shall not limit Ticketmaster's liability for lost profits or lost ticket revenues; provided, it is agreed to and acknowledged by the parties that if any action is brought for an alleged breach by Ticketmaster, including any alleged acts of negligence or other tort, regardless of the form in which any legal or equitable action may be brought, then Principal's damages for lost profits and lost ticket revenues shall be limited to the lesser of (i) Ticketmaster's compensation received pursuant to Section 1 of Exhibit A with respect to the Attraction(s) allegedly adversely affected by the breach, or (ii) ten thousand dollars (\$10,000.00) ("Liquidated Damages Amount"). The parties agree that if any action is brought for an alleged breach by Ticketmaster, then damages for lost profits and lost ticket revenues would be impractical or extremely difficult to measure, and that the Liquidated Damages Amount is not a penalty, but is a reasonable estimate, under the circumstances existing on the Effective Date, of what the damages for lost profits and lost ticket revenues would be in the event of a breach by Ticketmaster.

14. **RESPONSIBILITIES OF THE PARTIES:**

(a) To the extent permitted by Idaho law and subject to the limitations of liability provided in the Idaho Tort Claims Act, Principal shall be responsible for any and all claims, actions, damages, expenses (including court costs and reasonable attorneys'

fees), obligations, losses, liabilities and liens, imposed on, incurred by, or asserted against Ticketmaster's Indemnitees occurring as a result of, or in connection with: (i) any Event of Default under this Agreement by Principal or any of its officers, directors, employees and agents (collectively, "Principal's Representatives"); (ii) misuse of the TM System (including without limitation any customization of Principal's Website or the Interface Page (if applicable) and any e-mail campaigns or distributions using the TM System) or possession and use of the Hardware (if any) by Principal or any of Principal's Representatives; (iii) any Attraction held or scheduled to be held at the Facility (including any injuries or deaths occurring at or in connection with any Attraction or the failure of any Attraction to occur or to occur in the manner advertised or promoted); (iv) a claim that Ticketmaster's release of the Purchaser Data to Principal violates any applicable law, rule or regulation; (v) Principal's use of the Purchaser Data; (vi) violations of laws relating to the resale of Tickets to the extent violations result directly from actions of Principal or Principal's Representatives; or (vii) any email campaigns or distributions conducted by Ticketmaster on Principal's behalf or conducted by Principal including, without limitation, email campaigns or distributions in violation of federal, state or other laws applicable to commercial emails; except, in each case, to the extent that any such claims shall relate to Ticketmaster's negligence or willful misconduct with respect thereto. Nothing herein shall be deemed to constitute a waiver by Principal of any privilege, protection, or immunity otherwise afforded to it under the Idaho Constitution, Idaho Tort Claims Act, or other applicable law. Nothing contained herein shall be deemed a waiver of Principal's sovereign immunity, which is hereby expressly retained.

(b) Ticketmaster shall be responsible for any and all claims, actions, damages, expenses (including court costs and reasonable attorneys' fees), obligations, losses, liabilities and liens, imposed on, incurred by, or asserted against, Principal's Indemnitees occurring as a result of, or in connection with: (i) any Event of Default under this Agreement by Ticketmaster; or any of its officers, directors, employees and agents; (ii) any alleged patent, trademark or copyright infringement asserted against Principal's Indemnitees with respect to Principal's use of the TM System; (iii) a claim that Ticketmaster's release of the Purchaser Data violates any applicable law, rule or regulation; (iv) Ticketmaster's use of the Purchaser Data; (v) violations of laws relating to the resale of Tickets to the extent violations result from actions of Ticketmaster or Ticketmaster's Representatives; or (vi) any email campaigns or distributions conducted by Ticketmaster and not at the direction of Principal including, without limitation, email campaigns or distributions in violation of federal, state or other laws applicable to commercial emails; except, in each case, to the extent that any such claim shall relate to Principal's negligence or willful misconduct with respect thereto.

(c) The party subject to a claim for which the other party is responsible must notify the other party promptly in writing of any such claim hereunder, and provide, at such other party's expense, all reasonably necessary assistance, information and authority to allow the other party to control the defense and settlement of such claim.

#### 15. **TERMINATION:**

(a) This Agreement may be terminated by either party in the event of any material default in or material breach of the terms and conditions of this Agreement by the

other party, after the other party has received written notice of default and thirty (30) business days (or ten (10) business days, in the case of a monetary default) to cure such default (each such occurrence, after the expiration of such cure period, shall be an "Event of Default"); or the filing of any voluntary or involuntary petition against the other party under the bankruptcy or insolvency laws of any applicable jurisdiction, which petition is not dismissed within sixty (60) days of filing, or upon any appointment of a receiver for all or any portion of the other party's business, or any assignment of all or substantially all of the assets of such other party for the benefit of creditors. Upon an Event of Default by Ticketmaster, Ticketmaster shall, without demand, forthwith pay to Principal all amounts due and owing pursuant hereto, and Principal may, in addition to terminating this Agreement, require Ticketmaster to remove all Hardware from the Facility at the expense of Ticketmaster. In the event Principal terminates this Agreement as a result of an Event of Default by Ticketmaster, upon request of Principal and Principal's payment of any applicable pro-rated license or maintenance fees due Ticketmaster, Ticketmaster shall provide up to six months' continued service under the terms of this Agreement while Principal seeks to secure replacement service (the "Transition Service"). Upon an Event of Default by Principal, Principal shall, without demand, forthwith pay to Ticketmaster all mutually agreed upon amounts due and owing pursuant hereto, and subject to Principal's written authorization demonstrating agreement as to the amount due and owing, which written authorization shall not be unreasonably withheld or delayed, Principal authorizes Ticketmaster to setoff any amounts owed to Ticketmaster hereunder against any amounts held by Ticketmaster on behalf of Principal, Ticketmaster may, in addition to terminating this Agreement, terminate Principal's right to access and use the TM System and take immediate possession of the Hardware and Software wherever the same may be located without demand, notice or court order.

(b) This Agreement may be terminated on ten (10) days' prior written notice, at the sole discretion of Ticketmaster in the event that more than 50% of Principal's assets or voting stock is sold or otherwise assigned to a third party. In the event Ticketmaster terminates this Agreement pursuant to the terms of this subsection (b), upon request of Principal and Principal's payment of any applicable pro-rated license or maintenance fees due Ticketmaster, Ticketmaster shall provide up to six months' continued Transition Service under the terms of this Agreement while Principal seeks to secure replacement service.

(c) This Agreement may be terminated by either party in the event any act by the other party threatens to cause any infringement of any party's intellectual property or other property right, including without limitation, any copyright, license right or trade secret right, and the other party fails to refrain from so acting within ten (10) business days' written notice from the party.

(d) Subject to Ticketmaster's obligation to provide Transition Service under the terms and conditions set forth above, upon the effective date of any termination or expiration of this Agreement, provisions regarding ownership of intellectual property rights, representations and warranties, confidentiality, responsibilities of the parties, limitation of liability, non-solicitation, jurisdiction and venue shall remain in full force and effect; each party shall immediately cease the use of the other party's Intellectual Property; and each party shall return, or at the other party's request, destroy all copies of

Confidential Information, and all other property belonging to and/or received from the other party, provided that Ticketmaster shall retain certain records for the time period and as otherwise required by Section 6(a) hereof.

(e) No remedy referred to in this Section is intended to be exclusive, but each shall be cumulative and in addition to any other remedy herein or otherwise available at law or in equity, each and all of which are subject to the limitations contained in Section 13 hereof.

16. **DEFINITIONS:** As used in this Agreement, the following terms shall have the respective meanings indicated below unless the context otherwise requires:

"AccessManager" means the Ticketmaster AccessManager software which interfaces with the TM System to facilitate certain reporting systems and to provide various enhanced services to the patron admissions process through the use of bar codes or other media printed on Tickets.

"AccountManager" means the Ticketmaster AccountManager software and hosting services that allow Subscribers to manage their Season/Contract Ticket accounts.

"Archtics" means Ticketmaster's software that delivers extensive season, miniplan and single ticket functionality in connection with the Ticketmaster host system and distribution channels for inventory control by Ticketmaster and Principal.

"Archtics Transaction Fees" means the amounts Ticketmaster charges for certain Software transactions as described in Exhibit A.

"Arena" means the Taco Bell Arena, a business unit of Boise State University, that oversees live entertainment events at Principal's Taco Bell Arena.

"Athletics" means Boise State University Athletics Department, a business unit of Boise State University, that oversees Athletics Attractions at Athletics Facilities.

"Athletics Attractions" means any Attraction systematically ticketed by the Athletics ticket office, including without limitation Boise State University Intercollegiate Athletic sporting events systematically ticketed by Boise State athletic ticket office at any of the Athletics Facilities (including but not limited to away game tickets for Boise State Intercollegiate competitions), and certain other off-campus rental, fundraising, and non-music special events (for example, including Famous Idaho Potato Bowl, NCAA regional basketball tournament, football all-access clinics and other similar events, but excluding concerts and musical festivals held at Albertson Stadium or other indoor/outdoor sites).

"Athletics Facilities" includes (i) Albertson Stadium, Taco Bell Arena, Stueckle Sky Center, Dona Larsen Park, Bronco Gym, Boas Tennis & Soccer Complex, Appleton Tennis Center, Jackson's Indoor Track, West YMCA, Caven-Williams Sports Complex, DeChevrieux Field, Keith & Stein Band Hall, Bleymaier Football Center, Arguinchona

Basketball Complex-Auxiliary Gym, Kinesiology Swimming Pool, Wrestling Room and Gymnastics Room at Boise State University, and (ii) any other future venues subsequently owned, controlled, operated or managed by Athletics, or where Athletics otherwise subsequently controls the rights or has the authority to sell Tickets, in each case, solely to the extent such facilities are utilized for Athletics Attractions.

"Attraction" means any concert, sporting, entertainment or other act or event of any kind or nature whatsoever to be held at a Facility, but excluding events not held at a Facility, hard-ticket events for which no Internet Sales are sold or otherwise offered for sale, events promoted by the Boise Philharmonic, and events promoted by Boise State Departments that are not "Business Units" hereunder.

"Attraction Taxes" means any and all sales, amusement, admissions and other taxes, charges, fees, levies or other assessments measured by reference to a charge per Ticket sold or determined based upon the purchase price of a Ticket assessed by federal, state, county, municipal or other governmental or quasi-governmental authorities as a result of, or in connection with, any Attraction, including Principal Taxes and Ticketmaster Taxes as further described below. To the extent such taxes relate to the funds paid or owed to Principal under this Agreement such portion of Attraction Taxes may also be referred to herein as Principal Taxes, and to the extent such taxes relate to fees or charges collected and retained by Ticketmaster under this Agreement, such portion of Attraction Taxes may also be referred to herein as Ticketmaster Taxes.

"Business Unit" for purposes of this Agreement includes the following independent Departments of Boise State University: Athletics, Arena, and Morrison Center.

"Chargebacks" is defined in Section 8(c) hereof.

"Confidential Information" is defined in Section 12 hereof.

"Contract Year" is defined in Section 1 hereof.

"Convenience Charge" means the per Ticket amount charged to a consumer for the convenience of purchasing Tickets through the TM System.

"Direct Costs" means actual out-of-pocket customer acquisition costs (which shall exclude commissions to third party affiliates of Ticketmaster linking customers to Exchange and the costs of paid search advertising (SEM)) that, in each case, are directly attributable to any ticket purchased via Exchange and incurred by Ticketmaster.

"Event of Default" is defined in Section 15(a) hereof.

"Exchange" means the Ticketmaster ticket resale software which allows Ticket purchasers to post Ticket purchased from Ticketmaster for sale to third parties on a "white label" secondary market resale site hosted on Ticketmaster's affiliate TicketsNow website platform, and which is branded a "Secondary Market Ticket Exchange of Boise State University" or such other related designations as shall be approved by Principal from time to time in its reasonable discretion in accordance with Section 2(a) hereof.

"Exchange Fees" means the amounts Ticketmaster charges buyers and sellers to purchase or sell Tickets via Exchange.

"Exchange Net Revenues" shall be defined as the gross amount collected (and not refunded) from each purchaser of a Ticket through Exchange, less (i) the proceeds paid to the seller, (ii) Direct Costs, (iii) an amount equal to 3.5% of the gross amount collected from such purchaser (to cover credit card processing fees) to the extent credit card processing fees are not charged to the ticket purchaser, and (iv) any sales tax collected from the purchaser, as applicable.

"Face Value" means the face price of a Ticket as determined by Principal, which shall be inclusive of all applicable Attraction Taxes and facility, parking and similar fees.

"Facility" means (i) the Athletics Facilities, (ii) the venue located at 1401 Bronco Lane, Boise, ID and currently known as Taco Bell Arena, (iii) the main hall of the venue located at 2201 W. Cesar Chavez Lane, Boise, ID and currently known as the Morrison Center for the Performing Arts, (iv) the venue located at 1400 Bronco Track & Field, Boise, ID and currently known as Albertson Stadium, and (v) any other on-campus or off-campus venues for which the Taco Bell Arena box office otherwise (x) controls the rights or has the authority to sell Tickets and (y) systematically Tickets.

"Facility Box Office" means the Facility's Ticket sales locations that are operated by Principal and located at the Facility, at any "Bronco Shop," or in Principal's Student Union Building, or elsewhere on Principal's campus.

"GroupManager" means the Ticketmaster GroupManager software and hosting services that allow Principal and Principal's customers to manage their group ticket experience.

"Group Sales" means (i) sales of Tickets by Principal to a group consisting of at least fifteen (15) people (or such lesser number of people mutually agreed upon by the parties on an Attraction by Attraction basis, if applicable) for use by the group members to attend an Attraction as a group and (ii) notwithstanding the forgoing, shall include Super/Corporate Group Sales. Except as may be permitted under the definition of Super/Corporate Group Sales, in no event shall Group Sales consist of the sale of Tickets to individuals to attend an event separately or for individuals to purchase Tickets with the intent to resell such Tickets.

"Hardware" means all of that certain computer hardware, communications equipment, terminals and hook-ups (including replacements thereof) listed with particularity on Exhibit B or otherwise supplied by Ticketmaster to Principal at any time during the Term of this Agreement, but excluding (i) any computer hardware, communications equipment, terminals and hook-ups purchased by Principal to provide the connectivity to and interfacing with the TM System required under this Agreement, and (ii) any computer hardware, communications equipment, terminals and hook-ups purchased by Principal from Ticketmaster.



"Hosted Platform" shall mean the equipment, operating system, hardware and software specifications, and networking environment on and with which the TM System and Software are hosted by Ticketmaster, and additions or replacements to the foregoing which may be implemented by Ticketmaster in accordance with the terms of this Agreement.

"House Seats" means Tickets provided by Principal or any Business Unit (i) to the Attraction's promoter, performing act or event, or their managers or agents (i.e. band holds); (ii) for distribution through legitimate fan clubs in accordance with current guidelines (i.e. fan club holds); (iii) for legitimate promotional purposes (e.g. radio station promotions); (iv) for distribution via Principal's Lifetime Seats program; and (v) for zero face value tickets and certain "off-manifest" seats currently existing in a Facility; provided that, in each case, House Seats Tickets shall not be distributed to the general public.

"Idaho Tort Claims Act" means Sections 6-901 through 6-929, Idaho Code, inclusive.

"Inside Charges" means the amounts Ticketmaster charges Principal to sell, issue and process Tickets utilizing the TM System pursuant to this Agreement.

"Intellectual Property" is defined in Section 11(b) hereof.

"Interface Page" means a co-branded web page interface for use with Software transactions designed, created and maintained by Ticketmaster to have, in general, the look and feel of Principal's Website and hosted on Ticketmaster's web servers.

"Internal Ticket Forwarding" means the ability of Principal to forward a reasonable number of House Seats Tickets (other than Tickets for fan clubs) directly from Archtics to a recipient with a valid email address.

"Internet Sales" means all sales of Tickets over the Internet.

"License" is defined in Section 4(a) hereof.

"Live Nation" shall mean Live Nation Worldwide, Inc., party to that certain Event Invention Agreement, between Live Nation and the University, entered into concurrently herewith.

"MiniPlan Tickets" means specifically designated Tickets sold directly by Principal to a single consumer on an annual or season basis across a set of at least two (2) Attractions.

"Morrison Center" means Velma V. Morrison Center for the Performing Arts a business unit of Boise State University, that oversees ticketed performing arts events at the Velma C. Morrison Center located on Principal's campus.

"Morrison Center Attractions" means any Attraction scheduled to be held in the main hall of the Morrison Center for the Performing Arts and any Attraction promoted by and

systematically ticketed by the Morrison Center for the Performing Arts at another Facility of Principal.

"Other Attractions" means any Attraction other than an Athletics Attraction or a Morrison Center Attraction, including without limitation, Non-Athletics Attractions scheduled to be held at a Facility other than the Morrison Center for the Performing Arts, Attractions systematically ticketed by the Taco Bell Arena box office (including for an event at the Arena, Stadium or other on campus or off campus venue), and any Attraction presented by Live Nation at Taco Bell Arena or Albertson Stadium.

"Outlet" means a retail Ticket selling agency (other than a Facility Box Office) where Tickets for an Attraction are made available and offered for sale to the public through the TM System.

"Payment Processing Fees" is defined in Section 3(b).

"Principal's Website" means an Internet website(s) owned, operated and maintained by Principal, which shall contain links to the Interface Page.

"Processing Fee" means the per order amount charged by Ticketmaster to a consumer for purchasing Tickets via Internet Sales or Telephone Sales through the TM System.

"Purchase Order" means the Purchase Order issued by Principal in connection with the RFP, RFP Response and this Agreement.

"Purchaser Data" is defined in Section 11(c) hereof.

"Resale Fees" shall mean Ticketmaster's standard fees assessed against the buyers and sellers of secondary market ticket tickets in amounts as determined by Ticketmaster, which amounts currently include: (1) a seller fee generally in an amount up to twelve percent (12%) of the ticket posting price (i.e., the price set by the seller upon posting such ticket for sale), and (2) a buyer fee generally in the amount of ten percent (10%) of the ticket listing price (i.e., the posting price plus the seller fee), with a \$5.00 minimum.

"RFP" means that certain Request for Proposals, RFP#14-079 issued by Principal for Event Management & Ticketing Software on December 20, 2013, and any amendment issued in advance of the date of this Agreement thereto.

"RFP Response" means Ticketmaster's Contract Proposal – RFP 14-079, submitted in response to the RFP and the Questions and Answer submitted in connection therewith.

"sale and sell" and any derivations thereof in this Agreement shall include any distribution for consideration, by any means or method (including without limitation, on the Internet or by auction) and shall include resales.

"Season/Contract Tickets" means specifically designated Tickets sold or distributed directly by Principal on an annual basis across Attractions or across a category of Attractions (i.e., luxury suites, club level seats, Lifetime Seats and season tickets).

"Sellable Capacity" means the admission capacity of the Facility for any particular Attraction.

"Software" means Ticketmaster's ticketing system software known and marketed as Ticketmaster Classic, AccessManager, the Ticketmaster APIs, and the additional ticket sales software and Internet-based premium Ticketmaster services that include Archtics, AccountManager, GroupManager, and Hosted Platform, and any new versions thereof or any other deliverables for TM System access provided to Principal by Ticketmaster during the Term.

"Subscribers" means any person who holds an account on Principal's AccountManager.

" Super/Corporate Group Sales" means sales of Tickets by Principal to members of a company or organization via a link on an emailed invitation to all members of such company or organization or on such company or organization's intranet, regardless of whether or not such aggregate sales of Tickets to a single Attraction by Principal consist of at least fifteen (15) people, and whether or not such company or organization members intend to attend an Attraction as a group. In no event shall Super/Corporate Group Sales consist of the sale of Tickets to individuals having the intent to resell such Tickets.

"Telephone Sales" means all sales of Tickets through the TM System by telephone, interactive voice response (IVR) and similar means.

"Term" is defined in Section 1 hereof.

"Ticket(s)" means a printed, electronic or other type of evidence of the right, option or opportunity to occupy space at or to enter or attend an Attraction or Attractions even if not evidenced by any physical manifestation of such right, such as a "smart card", including, without limitation, tickets printed via TicketFast print-at-home technology.

"TicketFast®" means the TM.com Website method of Ticket delivery which allows purchasers to print Tickets from a computer.

"Ticket Forwarding" means the ability of Subscribers to forward Tickets purchased through AccountManager to a recipient with a valid email address.

"Ticket Forwarding Fee" means amounts Ticketmaster charges Subscribers for authentication and delivery of Tickets sent via Ticket Forwarding.

"Ticket Printing" means the ability of Subscribers to download their Season/Contract Tickets from their AccountManager account and to print such Season/Contract Tickets from their personal computers.

"Ticket Receipts" means the Face Value of all Tickets sold by Ticketmaster, plus any Convenience Charges and Processing Fees retained by Principal, less any applicable Inside Charges (exclusive of Ticketmaster Taxes in jurisdictions in which Principal is required to remit Attraction Taxes to the applicable taxing authority) and Payment Processing Fees, and less any Principal Taxes for jurisdictions in which Ticketmaster is required to remit Principal Taxes to the applicable taxing authority.

"TicketsNow" means the standalone website and platform for resale provided by Ticketmaster.

"TM.com Website" means any Internet websites owned, operated and maintained by Ticketmaster, including, without limitation, any co-branded versions and any version distributed through any broadband distribution platform or through any platform or device including television, broadband and wireless technologies.

"TM System" means the Hardware, Software, TM.com Website, related procedures and personnel, and repair and maintenance services established and maintained by Ticketmaster and its affiliates for the purpose of selling, distributing, auditing and controlling the sale of Tickets for Attractions, including, without limitation, at Outlets, by Internet Sales, by Telephone Sales and the processing of transactions through the Software.

#### 17. **MISCELLANEOUS:**

(a) **Governing Law/Jurisdiction:** This Agreement shall be interpreted and governed by the laws of the State of Idaho, without reference to conflict of laws principles. Each of the parties hereto agrees that the state courts, and the United States federal courts, that are located in the State of Idaho, Ada County, shall each have subject matter jurisdiction hereunder and personal jurisdiction over each of the parties hereto. Each such party hereby consents thereto, and hereby waives any right it may have to assert the doctrine of forum non conveniens or to object to venue to the extent that any proceeding is conducted in accordance with the foregoing provision.

(b) **Reserved.**

(c) **Modification:** No modification to this Agreement, nor any waiver of any rights, shall be effective unless assented to in writing by the party to be charged and the waiver of any breach or default shall not constitute a waiver of any other right hereunder or any subsequent breach or default. A party's delay in enforcing its rights hereunder shall not be construed as a waiver of such rights or remedies.

(d) **Interpretation:** The RFP, RFP Response, and the Purchase Order, including without limitation, any amendments thereto, the State of Idaho Standard Contract Terms and Conditions found at [http://purchasing.idaho.gov/pdf/terms/standard\\_terms\\_and\\_conditions.pdf](http://purchasing.idaho.gov/pdf/terms/standard_terms_and_conditions.pdf), subject to any exceptions noted thereto in Ticketmaster's RFP Response, and the Solicitation instructions to vendors at <http://purchasing.idaho.gov/pdf/terms/solicitation-instructions.pdf>, are incorporated into

and a part of the Agreement and collectively with this Agreement represent the entire agreement between the Principal and Ticketmaster and supersedes all prior negotiations, representations, understandings or agreements, whether written or oral. This Agreement is only binding upon the Principal to the extent it is in full agreement with the RFP, RFP Response (in each case, as may have been amended prior to the date hereof) and the State of Idaho Standard Terms and Conditions (subject to any exceptions noted thereto in Ticketmaster's RFP response). Any conflict or inconsistency shall be resolved in accordance with Section 34 of the State of Idaho Standard Terms and Conditions.

(e) **Assignment:** Without the prior written consent of Ticketmaster, Principal shall not (i) directly or indirectly assign, transfer, pledge or hypothecate its rights or obligations in this Agreement or any interest therein; or (ii) permit the Hardware (if any) or any part thereof to be used, or access to the Software or any part thereof to be had, by anyone other than Principal or Principal's authorized employees. Any such assignment shall not relieve Principal of any of its obligations hereunder. Without the prior written consent of Principal, Ticketmaster shall not assign or transfer its rights or obligations in this Agreement or any interest therein, except in the event of an assignment by Ticketmaster to any parent, subsidiary, affiliate or successor-in-interest (including, without limitation, a successor by virtue of an acquisition), in which event no such consent shall be required. Any assignment, transfer, pledge or hypothecation for which consent is required hereby and which is made without such consent shall be void. Notwithstanding the foregoing, Principal agrees and acknowledges that certain of Ticketmaster's duties and obligations under this Agreement may be performed on Ticketmaster's behalf by one or more of its parent, subsidiaries and affiliates, and no such performance shall be deemed to be an assignment or breach of this Agreement by Ticketmaster provided that Principal has been provided prior written notification that this service will be provided by such partner, subsidiary or affiliate and has not objected thereto.

(f) **Relationship of the Parties:** Each party is an independent contractor and not an agent or partner of, or joint-venturer with, the other party for any purpose other than as set forth in this Agreement (e.g., Ticketmaster is the agent of Principal with respect to ticket sales and distribution). Neither party by virtue of this Agreement shall have any right, power, or authority to act or create any obligation, express or implied, on behalf of the other party.

(g) **Delays:** Neither party shall be liable or deemed in default, and no Event of Default shall be deemed to have occurred, as a result of any delay or failure in performance of this Agreement resulting directly or indirectly from any cause completely, solely and exclusively beyond the control of that party, but only for so long as such delay shall continue to prevent performance.

(h) **Severability:** If any provision of this Agreement is found to be invalid or unenforceable in any jurisdiction (a) the validity or enforceability of such provision shall not in any way be affected with respect to any other jurisdiction, and the validity and enforceability of the remaining provisions shall not be affected; and (b) the parties shall replace such provision by one or more valid and enforceable provisions approximating the original provision as closely as possible.

(i) **Notices:** Any notices required to be given under this Agreement must be sent to each party, in writing, at the address set forth immediately below the signature line hereto or at such address as may be provided by each party in writing from time to time, by certified or registered mail, return receipt requested or by an overnight courier. Notices will be deemed effective the day following sending if sent by overnight courier or five days after sending if sent by certified or registered mail. Settlement reports may be delivered from Ticketmaster to Principal by email; therefore Principal shall promptly notify Ticketmaster of any change to its email address set forth immediately below the signature line hereto.

(j) **Binding Agreement/Counterparts:** The terms, conditions, provisions and undertakings of this Agreement shall be binding upon and inure to the benefit of each of the parties hereto and their respective successors and permitted assigns; provided, however, that this Agreement shall not be binding until executed by each of the parties. This Agreement may be executed in multiple counterparts which when taken together constitute a single instrument.

(k) **Legal Review:** Each of the parties has had the opportunity to have its legal counsel review this Agreement on its behalf. If an ambiguity or question of intent arises with respect to any provision of this Agreement, this Agreement will be construed as if drafted jointly by the parties. The parties expressly agree that the construction and interpretation of this Agreement shall not be strictly construed against the drafter.

(l) **Attorneys' Fees:** In addition to any other rights hereunder, the substantially prevailing party, as a court of competent jurisdiction (as provided above) may determine, in any claim or other dispute which relates to this Agreement, regardless of whether such claim or other dispute arises from a breach of contract, tort, violation of a statute or other cause of action, shall have the right to recover and collect from the other party its reasonable costs and expenses incurred in connection therewith, including, without limitation, its reasonable attorneys' fees. If a party substantially prevails on some aspects of such claim or dispute but not others, the court may apportion any award of costs or attorneys' fees in such manner as it deems equitable.

(m) **Client Listings:** Principal's execution of this Agreement indicates approval for Principal to be listed as a Ticketmaster client in monthly newsletters for distribution to event industry clients, in product boiler plate information, and in future releases about Ticketmaster products and services for distribution to trade and consumer media, subject to the prior-approval requirements of Section 7(d) hereof. At any time, Principal may, in its sole discretion, direct Ticketmaster to stop using Principal's name for the purposes listed in this Section by sending notice to Ticketmaster via email at [client.news@ticketmaster.com](mailto:client.news@ticketmaster.com).

(n) **Compliance with Applicable Laws and Regulations:** Ticketmaster shall comply with all applicable federal laws and regulations, including without limitation data security of information as defined by the Federal Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), all rules, regulations, policies as outlined by Principals Policy #8000 (Information Technology Resource Use), Policy #8120 (Identity Theft Prevention

Program), and must be in compliance with Section 508 Amendment to the Rehabilitation Act of 1973.

(o) Appropriation by Legislature Required: The University is a government entity and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the University beyond the term of any particular appropriation of funds by the State's Legislature as may exist from time to time. The University reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the University to continue such payments, or requires any return or "give-back" of funds required for the University to continue payments, or if the Executive Branch mandates any cuts or holdbacks in spending, in each case, necessary for Principal's performance of its obligations hereunder. Except as specifically provided for in subsection (p) below, all affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice to Ticketmaster.

(o) Survival of Terms: Any provision of this Agreement that contemplates performance or observance subsequent to any termination or expiration of this Agreement, including without limitation provisions related to use of the Software, purchaser data, limitations on liability, responsibilities of the parties, confidential information, governing law and waivers of jury trials, shall survive any termination or expiration of this Agreement and continue in full force and effect.

IN WITNESS WHEREOF, Ticketmaster and Principal have caused this Licensed User Agreement to be duly executed as of the date set forth below.

TICKETMASTER L.L.C.,  
a Virginia limited liability company

By: 

Print Name: Clay Luter

Title: SVP - Stadium and Outdoor College Sports

Date: 1/8/2015

Address: 15305 North Dallas Parkway  
Suite 920  
Addison, TX 75001

**With a copy to:**

Ticketmaster L.L.C.  
1375 N Scottsdale Rd.  
Suite 200  
Scottsdale, AZ 85257  
Attn: Director- Client Development

**and with a copy to:**

Ticketmaster L.L.C.  
7060 Hollywood Boulevard  
2<sup>nd</sup> Floor  
Hollywood, CA 90028  
Attn: General Counsel

BOISE STATE UNIVERSITY,  
a \_\_\_\_\_

By: 

Print Name: Stacy Pearson

Title: VPFA

Date: 1/16/2015

Address: 1910 University Drive  
Boise, ID 83725

email address: \_\_\_\_\_



**EXHIBIT A**  
**COMPENSATION**

1. **Charges and Fees.**

(a) **Convenience Charge (Per Ticket) and Processing Fee (Per Order):** The per Ticket Convenience Charges and per order Processing Fees shall be determined and (subject to the terms set forth herein) retained by Principal during the Term of this Agreement, provided, however, in the event any per Ticket fee or per order fee in any single transaction is less than the applicable Inside Charge due Ticketmaster as set forth in subsection (b) following, Ticketmaster reserves the right to invoice Principal for the amount of such Inside Charge, or to setoff such amount against any funds held by Ticketmaster on account of Principal.

(b) **Inside Charges:**

(i) **Athletics Attractions and Morrison Center Attractions.** The Inside Charge on Tickets to Athletics Attractions and Morrison Center Attractions shall be as set forth below:

<b><u>Type of Attraction/ Ticket</u></b>	<b><u>Per Ticket Inside Charge</u></b>	<b><u>Per Order Inside Charge</u></b>
<b><u>Athletics Attractions and Morrison Center Attractions</u></b>		
For Tickets sold or distributed via a Facility Box Office (including Telephone and printed tickets mailed via a Facility Box Office)	\$0.00 per Ticket	\$0.00 per order
For Tickets (all Face Values, including complimentary Tickets) sold or distributed via Internet Sales, Telephone Sales and Outlet sales	\$0.00 per Ticket	<ul style="list-style-type: none"> <li>• \$0.00 per order for Tickets sold via Outlet sales and Internet Sales</li> <li>• \$2.50 per order for Tickets sold or distributed via Telephone Sales through the Ticketmaster phone center.</li> </ul>

(ii) **Other Attractions.** The Inside Charge on Tickets to all Other Attractions shall be as set forth below:

<u>Type of Attraction/ Ticket</u>	<u>Per Ticket Inside Charge</u>	<u>Per Order Inside Charge</u>
<u>Other Attractions (including all Attractions systematically ticketed by the Taco Bell Arena box office, as well as all Attractions presented by Live Nation at Taco Bell Arena or Albertson Stadium)</u>		
For Tickets sold or distributed via a Facility Box Office (including Telephone and printed tickets mailed via a Facility Box Office)	\$0.00 per Ticket	\$0.00 per order
For Tickets (all Face Values greater than \$0.00 and excluding Tickets for House Seats) sold via Internet Sales, Telephone Sales and Outlet sales	\$1.00 per Ticket*	<ul style="list-style-type: none"> <li>• \$0.00 per order for Tickets sold via Outlet sales and Internet Sales</li> <li>• \$2.50 per order for Tickets sold via Telephone Sales through the Ticketmaster phone center.</li> </ul>

(c) Mail Fee.

(i) Athletics Attractions and Morrison Center Attractions. Ticketmaster shall be entitled to assess and receive a fee in the amount of \$2.50 per order against purchasers of Tickets to Athletics Attractions and Morrison Center Attractions using the U.S. mail method of delivery for Tickets ordered through the TM System (the "Athletics and Morrison Center Attractions Mail Fee"). The Mail Fee shall not apply to Ticket orders sold or distributed through a Facility Box Office, provided, Ticketmaster is not responsible for fulfilling via mail delivery any such Ticket orders. The Athletics and Morrison Center Attractions Mail Fee is subject to automatic increase equal to any increases (rounded up to the nearest \$0.05) to the postal rates. Principal may elect to increase the Athletics and Morrison Center Attractions Mail Fee by an additional amount not to exceed \$2.50 per order, and Principal shall retain the entirety of such additional amount for each Athletics and Morrison Center Attractions Mail Fee received (and not refunded) by Ticketmaster, less applicable taxes or credit card fees (calculated at the same rate for credit card transactions as set forth in the Agreement) on such additional amount.

(ii) Other Attractions. Ticketmaster shall be entitled to assess and receive a fee in the amount of \$2.50 per order against purchasers of Tickets to all Other Attractions using the U.S. mail method of delivery for Tickets ordered through the TM System (the "Other Attractions Mail Fee"). The Mail Fee shall not apply to Ticket orders sold or distributed through a Facility Box Office, provided, Ticketmaster is not responsible for fulfilling via mail delivery any such Ticket orders. The Other Attractions Mail Fee is

subject to automatic increase equal to any increases (rounded up to the nearest \$0.05) to the postal rates. Principal may elect to increase the Other Attractions Mail Fee by an additional amount not to exceed \$2.50 per order, and Principal shall retain the entirety of such additional amount for each Other Attractions Mail Fee received (and not refunded) by Ticketmaster, less applicable taxes or credit card fees (calculated at the same rate for credit card transactions as set forth in the Agreement) on such additional amount.

(d) **Archtics Fees:**

(i) **Archtics Transaction Fees:**

<b><u>Type of Software Transaction</u></b>	<b><u>Amount of Archtics Transaction Fee</u></b>
<b>AccountManager Transactions</b>	
New Season/Contract Ticket sales	\$0.00 per seat
MiniPlan Ticket sales	\$0.00 per seat
Online upgrades and exchanges	\$0.00 per Ticket
Suite additional	\$0.00 per Ticket
Right of first refusal to purchase Tickets	\$0.00 per Ticket
Per invoice processing	\$0.00 per payment processed
Ticket Forwarding Fee	\$0.00 per Ticket
Internal Ticket Forwarding	\$0.00 per Ticket
Single Ticket sales to Subscribers	<ul style="list-style-type: none"> <li>• \$0.00 per Ticket for Tickets to Athletics Attractions and Morrison Center Attractions</li> <li>• the Inside Charge set forth above for Tickets to all Other Attractions</li> </ul>
Ticket Printing	\$0.00 per Ticket
Donations	\$0.00 per donation processed
Self Service Group Sales via AccountManager for each Business Entity	\$0.00 per Ticket
<b>GroupManager Transactions</b>	

<b><u>Type of Software Transaction</u></b>	<b><u>Amount of Archtics Transaction Fee</u></b>
Super/Corporate Group Sales or traditional Group Sales, in each case via GroupManager for each Business Entity	\$0.00 per Ticket

Principal may elect to charge Subscribers for the Software transactions in addition to and above the applicable Archtics Transaction Fees charged by Ticketmaster as set forth above and such additional amount will be retained by Principal.

(ii) Archtics License and Maintenance Fees:

<b><u>Software</u></b>	<b><u>License Fees</u></b>	<b><u>Maintenance Fees</u></b>
<b>Archtics</b>	\$100,000 annually, payable by Athletics; provided, in the event Athletics determines not to renew this Agreement during any applicable Renewal Term for which one or more other Business Units affirmatively agrees to renew, \$20,000 annually per Archtics database*	Waived because bundled with Archtics annual license fee
<b>Archtics – Sybase Adaptive Server Anywhere</b>	Up to 100 connections included in the Archtics annual license fee. A \$1,100 per connection annual fee shall be charged for each additional connection requested by Principal	N/A
<b>Hosted Platform</b>	Up to 3 live databases included in the Archtics annual license fee. An additional charge in an amount to be mutually agreed to by the parties shall be charged for the provision of any additional live databases.	
<b>AccountManager</b>	Up to 5 AccountManager sites included in the Archtics annual license fee. An additional charge in an amount to be mutually agreed to by the parties shall be charged for the provision of any additional AccountManager sites.	N/A
<b>GroupManager</b>	Waived for all three Business Entities because bundled with Archtics annual license fee	N/A

\*Installments of the annual Archtics license fee in the amount of \$100,000 annually shall be invoiced by Ticketmaster and payable by Athletics on the first day of each Contract Year during the Term; provided, in the event Athletics determines not to renew the

Agreement for any applicable Renewal Term for which one or more other Business Units affirmatively agrees to renew, a reduced annual Archtics license fee in the amount of \$20,000 annually per Archtics database (e.g., \$20,000 annually in the event Athletics determines not to renew, and the renewing Business Unit(s) elects to have only one (1) Archtics database) shall be invoiced by Ticketmaster and payable by the renewing Business Unit(s) on the first day of each Contract Year during the Term.

2. **Payment Processing Fees:**

<b><u>Type of Sale</u></b>	<b><u>Percentage Rate</u></b>
Telephone Sales and Internet Sales	2.15% of Face Value of Tickets plus any fees added to the Face Value and retained by Principal
Outlet Sales	2.63% of Face Value of Tickets plus any fees added to the Face Value and retained by Principal

Any percentage rates set forth above are subject to automatic increase equivalent to the amount of increase in the interbank rates imposed on Ticketmaster and solely to the extent of such increase.

Sales processed using American Express, Discover, and Diner's Club will be arranged directly by Principal, with cooperation of Ticketmaster.

EXHIBIT B

HARDWARE

None.

**EXHIBIT C****TM+ TERMS AND CONDITIONS**

1. Capitalized terms used but not defined herein have the meaning assigned to such terms in the Agreement, and the terms "TM System" and "Software" as used in the Agreement shall be deemed to incorporate TM+.

2. Ticketmaster shall enable TM+ for all Attractions for which each Business Unit of Principal elects to enable TM+, subject to available restrictions established by Principal including timing of activation or price floors and caps on any secondary market ticket inventory available through TM+, in accordance with the settlement terms set forth in this Exhibit C below.

**TM+ Settlement Terms**

- For any primary market ticket inventory sold through TM+, Ticketmaster shall continue to sell such tickets and settle the proceeds of such sales with Principal in accordance with the terms and conditions for such transactions as set forth in the Agreement.
- For any secondary market ticket inventory sold through TM+, Ticketmaster shall assess the Resale Fees.
- TM+ Athletic and Morrison Center Revenue Share: Principal shall be entitled to receive from Ticketmaster a revenue share from Ticketmaster with respect to all TM+ Net Revenues collected (and not refunded or subject to Chargeback) by Ticketmaster on account of secondary market Athletic Attraction Ticket Sales and secondary market Morrison Center Attraction Ticket sales through TM+ in amount equal to fifty percent (50%) of such TM+ Net Revenues (the "TM+ Athletic and Morrison Center Revenue Share"). Notwithstanding the foregoing, the TM+ Athletic and Morrison Center Revenue Share shall exclude such transactions consummated from Ticketmaster's (or TicketsNow's) third party affiliate ticket sales channel partners (e.g., SeatGeek) to the extent such transactions are not through TM+.
- TM+ Other Attraction Revenue Share: Principal shall be entitled to receive from Ticketmaster a percentage of the Net Resale Fees collected (and not refunded or subject to chargeback) by Ticketmaster on account of secondary market Other Attraction ticket sales through TM+ (the "TM+ Other Attraction Revenue Share") as follows:
  - For any Other Attraction for which ticket sales are governed by the Agreement but which is not promoted solely by Principal (e.g., an Attraction promoted or co-promoted by a third party at the Facility), ten percent (10%) of such Net Resale Fees.

- For any Other Attraction for which ticket sales are governed by the Agreement and which is promoted solely by Principal (e.g., an Attraction promoted solely by Principal at the Facility), fifty percent (50%) of such Net Resale Fees.
- For purposes of the TM+ Other Attraction Revenue Share and this Exhibit C, "Net Resale Fees" shall be defined as the gross amount collected from the new purchaser of a secondary market Other Attraction inventory ticket via TM+ less (i) the proceeds paid to the ticket seller (which, for the avoidance of doubt, shall be consistent with the terms and conditions set forth in the second bullet point under the TM+ Settlement Terms section of this Exhibit C above), (ii) an amount equal to 3.5% of the gross amount collected from the new purchaser (to cover credit card processing fees), and (iii) any applicable sales, admission or similar tax.
- For purposes of this Exhibit C, the following terms shall have the following meanings:
  - "Resale Fees" shall be defined as Ticketmaster's standard fees assessed against the buyers and sellers of secondary market ticket inventory sold through TM+ in amounts as determined by Ticketmaster, which amounts currently include: (1) a seller fee generally in an amount up to twelve percent (12%) of the ticket posting price (i.e., the price set by the seller upon posting such ticket for sale), and (2) a buyer fee generally in the amount of ten percent (10%) of the ticket listing price (i.e., the posting price plus the seller fee), with a \$5.00 minimum.
  - "TM+ Net Revenues" shall be defined as the gross amount collected (and not refunded) from each purchaser of a Ticket through TM+, less (i) the proceeds paid to the seller, (ii) Direct Costs, (iii) an amount equal to 3.5% of the gross amount collected from such purchaser (to cover credit card processing fees) to the extent credit card processing fees are not charged to the ticket purchaser, and (iv) any sales tax collected from the purchaser, as applicable.
  - "Direct Costs" shall mean actual out-of-pocket customer acquisition costs (which shall exclude commissions to third party affiliates of Ticketmaster linking customers to TM+ and the costs of paid search advertising (SEM)) that, in each case, are directly attributable to any ticket purchased via TM+ incurred by Ticketmaster.
  - "TM+ Revenue Share" shall mean the TM+ Athletic and Morrison Center Revenue Share and the TM+ Other Attraction Revenue Share, collectively.



- The TM+ Revenue Share will be paid to each Business Entity of Principal on a quarterly basis for all such sales occurring in any calendar quarter, on or before the thirtieth (30<sup>th</sup>) day of the month following each calendar quarter. In the event that any Attraction for which Ticketmaster has made any TM+ Revenue Share payment to Principal becomes a Cancelled Attraction, Principal shall, on or before the thirtieth (30<sup>th</sup>) day of the month following each calendar quarter, repay to Ticketmaster the amount of such TM+ Revenue Share payments in respect of such Cancelled Attraction.
- Each settlement relating to the TM+ Revenue Share pursuant to this Exhibit C shall be accompanied by a report of the applicable transactions during such settlement period, which settlement report shall be broken out by Attraction for each Business Entity.

**EXHIBIT D****TM MESSENGER TERMS AND CONDITIONS**

1. Capitalized terms used but not defined herein have the meaning assigned to such terms in the Agreement, provided, that the term "Software" as used in the Agreement shall not be deemed to incorporate TM Messenger, as the parties acknowledge that TM Messenger is a third party software solution.

2. Ticketmaster shall provide Principal with TM Messenger services in accordance with the terms and conditions set forth in this Exhibit D below.

Ticketmaster shall make TM Messenger available for Principal's use in exchange for an annual subscription fee based on the volume of email sent using TM Messenger in any given Contract Year as set forth in the schedule below.

Base	0	to	2,000,000	\$3,500
Plan 1	2,000,001	to	4,000,000	\$10,500
Plan 2	4,000,001	to	6,000,000	\$14,000
Plan 3	6,000,001	to	12,000,000	\$21,000
Plan 4	12,000,001	to	18,000,000	\$28,000
Plan 5	18,000,001	to	30,000,000	\$35,000
Plan 6	30,000,001	to	48,000,000	\$42,000
Plan 7	48,000,001	or	More	\$49,000

Subscription Fee is subject to 5% annual increase. Taxes may apply.

The parties acknowledge and agree that Principal is selecting the **Base** annual subscription plan. During the Term of the Agreement, Principal shall have the opportunity to upgrade its current plan to a higher one, or downgrade to any lower plan, upon written notice to Ticketmaster and payment of the new annual subscription fee; provided, that such new plan shall not take effect until the beginning of the next Contract Year. Additionally, in the event Principal exceeds the email threshold set forth above for Principal's current plan in any Contract Year, Ticketmaster shall invoice Principal at that

time for the incremental amount of the annual subscription fee applicable to such higher volume of emails.

Notwithstanding anything to the contrary set forth above, for the remainder of the Term of the Agreement, Ticketmaster agrees to waive the Base annual subscription fee and shall provide necessary maintenance and Tier 1 service support (as described in Schedule 1, attached hereto) at no charge in connection with Principal's use of TM Messenger. In the event of any upgrade of Principal's current Base plan to a higher one, (a) Ticketmaster shall invoice Principal for the incremental amount of the annual subscription fee applicable to such upgraded subscription plan at the beginning of each Contract Year during which such upgraded subscription plan shall apply, and (b) Ticketmaster shall provide all necessary maintenance and service support based on Principal's upgraded annual subscription plan, as described in the corresponding support plan set forth in Schedule 1, attached hereto. In the event Principal fails to pay any TM Messenger related invoice when due, Ticketmaster may deduct the amount of such invoice from the settlements otherwise due and owing to Principal under the Agreement, or Ticketmaster may elect to terminate the provision of TM Messenger services.

Ticketmaster agrees to absorb all fees and other amounts due ExactTarget in connection with Principal's use of TM Messenger, and support costs with respect thereto.

**Schedule 1 to Exhibit D**  
**tmMessenger Support Plans**

CONSENT - BAHR - SECTION II

Base	0	To	2,000,000	<ul style="list-style-type: none"> <li>• Unlimited Tier 1 Support Implementation Services</li> <li>• Group Training - 3 Sessions</li> <li>• HTML Templates - 3 Per Year</li> <li>• User Documentation</li> <li>• Whitepapers &amp; Best Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Problem/Resolution Scenarios</li> <li>• Documentation Requests</li> <li>• Best Practices</li> <li>• Deliverability Assistance</li> <li>• Account Changes &amp; Administration</li> <li>• Plan Changes</li> </ul>	<ul style="list-style-type: none"> <li>• HTML Programming &amp; Design</li> <li>• In-Depth Troubleshooting Problem/Resolution</li> <li>• Best Practices</li> <li>• Deliverability Assistance</li> <li>• Account Changes &amp; Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy &amp; Campaign Development</li> <li>• Segmentation &amp; Analytics</li> <li>• Design &amp; Creative Services</li> <li>• Deliverability Assessment</li> <li>• Account &amp; Program Review</li> <li>• HTML Programming &amp; Design</li> <li>• In-Depth Troubleshooting Problem Resolution</li> <li>• Best Practices</li> <li>• Deliverability Assistance</li> <li>• Account Changes &amp; Administration</li> </ul>
Plan 1	2,000,000	To	6,000,000	<ul style="list-style-type: none"> <li>• Unlimited Tier 2 Support*</li> <li>• Optional Business Consulting Services @ \$250/hr</li> </ul>			
Plan 2							
Plan 3	6,000,000	To	18,000,000	<ul style="list-style-type: none"> <li>• Unlimited Tier 2 Support*</li> <li>• Dedicated Training - 4 Sessions</li> <li>• Business Consultation - 2 Sessions</li> </ul>			
Plan 4							
Plan 5				<ul style="list-style-type: none"> <li>• Unlimited Tier 3 Support*</li> <li>• Unlimited Dedicated Training</li> <li>• Dedicated Business Consultant</li> </ul>			
Plan 6	18,000,000	To	Unlimited				
Plan 7							

**\*All services in Tier 1 offered to Tier 2, and all services in Tier 1 & 2 offered to Tier 3**

<b>W-9</b> Form (Rev. October 2007) Department of the Treasury Internal Revenue Service	<b>Request for Taxpayer Identification Number and Certification</b>	Give form to the requester. Do not send to the IRS.						
Print or type See Specific Instructions on page 2	Name (as shown on your income tax return)							
	Business name, if different from above							
	Check appropriate box: <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) > ..... <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) >							
	Address (number, street, and apt. or suite no.)	Requester's name and address (optional)						
	City, state, and ZIP code							
	List account number(s) here (optional)							
<b>Part I Taxpayer Identification Number (TIN)</b>								
Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> on page 3. Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; text-align: center;">Social security number</td> <td style="width: 40%;"></td> </tr> <tr> <td style="text-align: center;">OR</td> <td></td> </tr> <tr> <td style="text-align: center;">Employer identification number</td> <td></td> </tr> </table>			Social security number		OR		Employer identification number	
Social security number								
OR								
Employer identification number								
<b>Part II Certification</b>								
Under penalties of perjury, I certify that:								
1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and 2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and 3. I am a U.S. citizen or other U.S. person (defined below).								
Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Sign Here</td> <td style="width: 40%;">Signature of U.S. person &gt;</td> <td style="width: 40%;">Date &gt;</td> </tr> </table>			Sign Here	Signature of U.S. person >	Date >			
Sign Here	Signature of U.S. person >	Date >						
<b>General Instructions</b> Section references are to the Internal Revenue Code unless otherwise noted.								
<b>Purpose of Form</b> A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.								
Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:								
1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued), 2. Certify that you are not subject to backup withholding, or 3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.								
Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.								
<b>Definition of a U.S. person.</b> For federal tax purposes, you are considered a U.S. person if you are:								
<ul style="list-style-type: none"> <li>• An individual who is a U.S. citizen or U.S. resident alien,</li> <li>• A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,</li> <li>• An estate (other than a foreign estate), or</li> <li>• A domestic trust (as defined in Regulations section 301.7701-7).</li> </ul>								
<b>Special rules for partnerships.</b> Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.								
The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:								
<ul style="list-style-type: none"> <li>• The U.S. owner of a disregarded entity and not the entity,</li> </ul>								

Cat. No. 10231X

Form W-9 (Rev. 10-2007)

### **AMENDMENT TO LICENSED USER AGREEMENT**

THIS AMENDMENT TO LICENSED USER AGREEMENT ("Amendment") is entered into as of January 1, 2020 by and between Ticketmaster L.L.C., a Virginia limited liability company ("Ticketmaster"), Boise State University, a state of Idaho institution of higher education ("Principal"), including ExtraMile Arena (formerly Taco Bell Arena) ("Arena"), Boise State University Athletics ("Athletics"), and the Velma V. Morrison Center for the Performing Arts (the "Morrison Center"), each an individual business unit of Principal (each individual a "Business Unit", and collectively, "Business Units") with reference to the following facts:

A. Ticketmaster and Principal entered into that certain Licensed User Agreement dated as of January 1, 2015, as amended by that amendment to Licensed User Agreement dated as of June 20, 2017 and that amendment to Licensed User Agreement dated as of October 19, 2018 (as amended, "Original Agreement").

B. Ticketmaster and Principal hereby desire to extend the term of the Original Agreement, which is currently scheduled to expire on December 31, 2019 for a period of three (3) years.

NOW, THEREFORE, in consideration of the mutual promises and covenants set forth herein, the parties hereby agree, effective as of the date set forth above, as follows:

1. **Defined Term(s)**. All capitalized terms used and not otherwise defined herein shall have the meanings ascribed to them in the Original Agreement, except that all references to "Taco Bell Arena" shall instead be deemed to refer to "ExtraMile Arena."

2. **Extension of Term**. A new sentence shall be added following the second full sentence of Section 1(a) of the Original Agreement, as follows: "Subsequently, the Agreement shall be renewed for a three-year term commencing January 1, 2020 and shall continue through December 31, 2022. Thereafter, the Agreement may be renewed for two successive one-year periods upon mutual agreement of the parties, provided that each Business Unit retains the right individually to renew or non-renew the Agreement for each Renewal Term." For sake of clarification, the remainder of Section 1(a) shall remain in full force and effect and is not modified by this Amendment.

3. **Additional Hardware**. A new section shall be appended to Section 3(c)(ii) relating to additional Hardware to be provided for the Renewal Term commencing January 1, 2020, as follows:

"(D) On a timetable to be mutually agreed upon by the parties, Ticketmaster shall, at no additional cost to Principal, supply Principal with the use of certain additional Hardware at a total value of \$121,941 as further detailed below:

**Albertsons Stadium:**

Quantity	Description
16	4 Bay Chargers
63	XT2+ Scanners

Morrison Center for the Performing Arts:

Quantity	Description
3	4 Bay Chargers
12	XT2 Scanners

ExtraMile Arena:

Quantity	Description
8	4 Bay Chargers
32	XT2+ Scanners

Such additional Hardware shall be deemed "Hardware" as described in the Agreement and shall be subject to the terms and conditions with respect to all Hardware as set forth in the Agreement (e.g., Ticketmaster shall retain title to such Hardware).

4. **New Equipment Allowance.** New subsections (E) and (F) shall be appended to Section 3(c)(ii) of the Original Agreement relating to new equipment to be provided for the Renewal Term commencing January 1, 2020, as follows:

"(E) Subject to the terms of this Section 3(c)(ii), Ticketmaster shall provide Principal with an allowance in the aggregate amount of Twenty-Eight Thousand Fifty-Nine Dollars (\$28,059) (the "New Equipment Allowance") to reimburse Principal for Principal's purchase during the extended Term of certain equipment necessary for utilization of the TM System (including, without limitation, EMV credit card readers leased to Principal at \$35.00 per unit and any additional scanners purchased by Principal utilizing this New Equipment Allowance) (the "Equipment"), which Equipment shall (other than EMV credit card readers and scanners) be owned, operated, supported and maintained by Principal at its own cost. For avoidance of doubt, the Parties hereby agree that EMV credit card readers leased to Principal shall be owned, operated, supported and maintained by Ticketmaster at its own cost and that scanners purchased with the New Equipment Allowance shall be deemed "Hardware" as described in the Agreement and shall be subject to the terms and conditions with respect to all Hardware as set forth in the Agreement (e.g., Ticketmaster shall retain title to such Hardware). With the exception of the EMV credit card readers and scanners, for the avoidance of doubt, the Equipment shall not be deemed "Hardware" for any purposes of the Agreement. The Equipment Allowance shall be paid to Principal upon Principal's submission of a request for reimbursement (together with documentation evidencing Principal's costs in purchasing the Equipment) from time to time during the Term. Once the New Equipment Allowance is exhausted, the cost of any additional EMV credit card readers and scanners requested by Principal, and the lease payments due for continued use of any existing EMV credit card readers and scanners shall be invoiced to Principal.

(F) Ticketmaster's agreement to provide the Equipment Allowance to Principal is based upon Ticketmaster's rights to sell Tickets for Attractions during the Term and is contingent upon and subject to certain terms as described below. In the event that the Agreement terminates before December 31, 2022 due to any reason other than Ticketmaster's material default of the terms of the Agreement, then Principal shall return to Ticketmaster, within fifteen (15) days of such termination, an amount, if any, by which the Equipment Allowance Used Amount exceeds the Equipment Allowance Accrued Amount (each as defined below). "Equipment Allowance Used Amount" shall mean the total amount of the Equipment Allowance used for reimbursement by



Principal over the Term of the Agreement. "Equipment Allowance Accrued Amount" shall mean \$779.41 for each month of the extended Term remaining until such early termination date. Any return of the Equipment Allowance by Principal shall be by wire transfer or certified check. Notwithstanding any terms herein to the contrary, any unpaid or otherwise unused amount of the Equipment Allowance from Ticketmaster to Principal shall be forfeited upon the expiration or any earlier termination of the Agreement."

5. **tmEngage**. A new Section 4(l) is hereby added to the Original Agreement, as follows:

"(l) **tmEngage**: Upon a timetable to be mutually agreed upon by the parties, Ticketmaster shall replace TM Messenger and provide Principal with use of an email permission marketing tool which shall be powered by a third party enterprise-level interactive software and marketing provider, and which shall be integrated with the TM System ("tmEngage") in accordance with the terms and conditions set forth in Exhibit D attached hereto, which shall replace Exhibit D of the Original Agreement in its entirety. For the avoidance of doubt, the terms and conditions set forth in Exhibit D attached hereto shall not apply unless and until the parties mutually agree to activate tmEngage, and thereafter, tmEngage shall replace TM Messenger and the term "TM Messenger" and all terms and conditions relating to such term set forth in the Agreement shall be deleted and shall be null, void and of no further force or effect. The parties acknowledge and agree that "Software" as such term is used in the Agreement shall not be deemed to incorporate tmEngage, it being understood that tmEngage is a third party software solution."

6. **Virtual Venue**: A new Section 4(m) is hereby added to the Original Agreement, as follows:

"(m) **Virtual Venue**: Upon request of any Business Unit, and upon a timetable and cost to be mutually agreed upon by Ticketmaster and such Business Unit, Ticketmaster will cause IO Media to provide such Business Unit with an integrated Albertsons Stadium, ExtraMile Arena and/or Morrison Center "Virtual Venue" solution powered by IO Media."

7. **Platinum Tickets and VIP Packages**: A new Exhibit E is attached hereto, and incorporated into the Original Agreement by this reference, providing the terms and conditions that shall apply in connection to the sale of Platinum Tickets and VIP Packages.

8. **Terms and Conditions for Cloud Services**. A new Exhibit F entitled "Terms and Conditions for Cloud Services" is attached hereto and incorporated into the Original Agreement.

9. **Conflicting Terms**. In the event a conflict arises between this Amendment and the terms and conditions of the Original Agreement, the terms and conditions of this Amendment shall control. Except as specifically set forth herein to the contrary, all of the terms and conditions of the Original Agreement are in full force and effect, shall continue in full force and effect throughout the term and are hereby ratified and confirmed by the parties.

IN WITNESS WHEREOF, the parties have executed this Amendment as of the date set forth below.

TICKETMASTER L.L.C.,  
a Virginia limited liability company

BOISE STATE UNIVERSITY,  
a state of Idaho institution  
of higher education

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**EXHIBIT D****tmENGAGE TERMS AND CONDITIONS**

Ticketmaster shall make tmEngage available for Principal's use in exchange for the fees set forth in Schedule 1 attached hereto.

The parties acknowledge and agree that Principal is selecting the **Plan 1** annual subscription plan. During the Term of the Agreement, Principal shall have the opportunity to upgrade Principal's current plan to a higher one, or downgrade to any lower plan, upon written notice to Ticketmaster and payment of the new annual subscription fee; provided, that such new plan shall not take effect until the beginning of the next Contract Year. For the avoidance of doubt, any unsent emails comprising the annual sent messages threshold and any unused Ticketmaster professional services hours for Principal's plan during each Contract Year shall expire at the conclusion of each such Contract Year, and no tmEngage credit of any kind shall be provided to Principal in connection with such unsent emails and/or unused hours.

Notwithstanding anything to the contrary set forth in Schedule 1 attached hereto, the annual subscription fee for Plan 1, plus the purchase of one additional user license at \$600 shall be included in Principal's current annual Archtics license fee of \$100,000 per Contract Year. In the event Principal exceeds the applicable email threshold for Plan 1 in any Contract Year, or in the event Principal elects to upgrade Principal's current plan to a higher one, Ticketmaster shall invoice Principal at that time for the incremental amount of the annual subscription fee applicable to such higher volume of emails sent.

In the event Principal elects to purchase additional Principal user licenses and/or additional Ticketmaster professional services hours, in each case, for any given Contract Year to supplement the number of user licenses and professional services hours currently included in Principal's subscription plan for such Contract Year as set forth in Schedule 1 attached hereto, Ticketmaster shall invoice Principal for the additional fees applicable in connection therewith at the time of such election. In the event Principal elects to activate Ticketmaster's Premium Automation Package in accordance with the terms set forth in Schedule 1 attached hereto, Ticketmaster shall invoice Principal for the additional annual fee applicable in connection therewith at the time of such election and at the beginning of each Contract Year during the Term of the Agreement thereafter, it being understood that any activation of Ticketmaster's Premium Automation Package shall be for the remaining Term of the Agreement (and not just for the remainder of the then-current Contract Year).

Ticketmaster shall provide all necessary maintenance and service support with respect to the use of tmEngage, as described in Schedule 2 attached hereto. Ticketmaster agrees to absorb all fees and other amounts due to any third party in connection with the use of tmEngage, and support costs with respect thereto.

Principal agrees to use tmEngage only in compliance with all applicable laws and administrative rulings and in accordance with Ticketmaster's posted privacy policies. Principal shall also include in any non-transactional email communications that Principal may make using tmEngage a mechanism to provide the recipient with the right to "opt-out" from receiving further non-transactional email communications from Principal and Principal shall honor such opt-out preferences.

Schedule 1 to Exhibit D

Plan	Annual Sent Messages			Annual Subscription Fee*	# of Principal User Licenses Included**	# of Ticketmaster Professional Services Hours Included***	Ticketmaster's Premium Automation Package****
Base	0	to	1,000,000	\$3,500	2	1 hour (Q&A call)	NOT INCLUDED
Plan 1	1,000,001	to	2,000,000	\$5,000	2	5 hours/ year	
Plan 2	2,000,001	to	4,000,000	\$10,500	3	10 hours/year	
Plan 3	4,000,001	to	6,000,000	\$14,000	3	15 hours/year	
Plan 4	6,000,001	to	12,000,000	\$21,000	3	20 hours/year	
Plan 5	12,000,001	to	18,000,000	\$28,000	3	25 hours/year	
Plan 6	18,000,001	to	30,000,000	\$35,000	4	30 hours/year	
Plan 7	30,000,001	to	48,000,000	\$42,000	4	35 hours/year	
Plan 8	48,000,001	or	More	Custom Pricing	Custom	Custom	

\*The annual subscription fees for each plan set forth in the schedule above shall be subject to automatic increase on the first day of the second Contract Year following the date of tmEngage activation and on the first day of each Contract Year thereafter during the Term in the amount of 5% of the previous Contract Year's annual subscription fee for each such plan.

\*\*Additional user licenses may be purchased by Principal for \$600 per additional user license/ per Contract Year, and such \$600 per additional user license/ per Contract Year fee shall not be pro-rated for any partial Contract Year except to the extent explicitly provided otherwise in the Exhibit to which this Schedule 1 is attached. Principal shall notify Ticketmaster of its election to purchase additional user licenses during each Contract Year for which Principal intends to use such additional user licenses, and Principal's election to purchase additional user licenses during any particular Contract Year shall not carry forward into the continued use of such additional user licenses during any subsequent Contract Years.

\*\*\*Except to the extent explicitly provided otherwise in the Exhibit to which this Schedule 1 is attached, notwithstanding the chart above, the number of Ticketmaster professional service hours included in any annual subscription plan for which Ticketmaster has waived or has otherwise provided a credit or discount towards Principal's annual subscription fee shall be 0.

\*\*\*The amount of any unused Ticketmaster professional service hours included for any Contract Year shall expire at the conclusion such Contract Year, or upon the termination or expiration of the Agreement, whichever is earlier. For the avoidance of doubt, any unused Ticketmaster professional service hours included for any Contract Year shall not be rolled forward for use in any subsequent Contract Year.

\*\*\*Additional Ticketmaster professional service hours may be purchased by Principal at the rate of \$250 per additional hour, or at the bulk discount rate of \$225 per additional hour where Principal purchases 50 or more hours in a single transaction, it being understood any such hours (including any of those purchased in bulk), consistent with the terms set forth above, shall expire at the conclusion of the Contract Year in which they were purchased, or upon the termination or expiration of the Agreement, whichever is earlier.

\*\*\*\*Principal may elect to activate Ticketmaster's Premium Automation Package as an optional add-on for \$1,200 per Contract Year, and such \$1,200 per Contract Year fee shall not be pro-rated for any partial Contract Year except to the extent explicitly provided otherwise in the Exhibit to which this Schedule 1 is attached. For clarity, standard two-touch welcome automations are included with each Principal subscription plan and do not require activation of Ticketmaster's Premium Automation Package. Any activation of Ticketmaster's Premium Automation Package shall be for the remainder Term of the Agreement (and not just for the remainder of the then-current Contract Year).

**Schedule 2 to Exhibit D**

Plan				Annual Sent Messages		tmEngage Ticketmaster Support	
Base	0	to	1,000,000			<ul style="list-style-type: none"> <li>Unlimited issue resolution technical support via Ticketmaster product support</li> <li>Implementation Services</li> <li>Industry-specific web-based training</li> <li>Industry-specific user guides</li> <li>Industry-specific best practices documentation and webinars</li> <li>Deliverability Support</li> </ul>	
Plan 1	1,000,001	to	2,000,000				
Plan 2	2,000,001	to	4,000,000				
Plan 3	4,000,001	to	6,000,000				
Plan 4	6,000,001	to	12,000,000				
Plan 5	12,000,001	to	18,000,000				
Plan 6	18,000,001	to	30,000,000				
Plan 7	30,000,001	to	48,000,000				
Plan 8	48,000,001	or	More				

**EXHIBIT E****PLATINUM TICKETS AND VIP PACKAGES****1. Platinum Tickets and VIP Packages – Athletic Attractions, Morrison Center Attractions and Other Attractions****(a) Definitions.**

“Platinum Ticket” means dynamically-priced Tickets for sale via Ticketmaster distribution channels (including TM.com Website and mobile application) and currently labeled as “Platinum Tickets,” which represent the most select category of seats for an Attraction resulting from proximity to stage or other superior amenities as mutually communicated and agreed to by Principal and Ticketmaster.

“Platinum Ticket Fee” means a fee assessed by Ticketmaster against each Platinum Ticket purchaser in an amount equal to 14.8% (which incorporates a Payment Processing Fee in the same percentage amount as set forth in the Agreement with respect to standard Ticket sales) of the Platinum Ticket Price (excluding any applicable delivery and processing fees) for each Platinum Ticket sold by Ticketmaster via the TM.com Website. Additionally, Ticketmaster shall charge Principal a “Platform Fee” in the amount of five percent (5%) of the Platinum Ticket Price (excluding any applicable delivery and processing fees), which shall be deducted from the Platinum Proceeds as an Inside Charge prior to settlement. The Platinum Ticket Fee and the Platform Fee payable to Ticketmaster in connection with each sale of a Platinum Ticket shall be in lieu of any per Ticket Convenience Charge or Inside Charge otherwise due Ticketmaster under this Agreement in respect of standard Ticket sales.

“Platinum Ticket Price” means the total price a purchaser pays for a Platinum Ticket sold via the TM.com Website, inclusive of applicable taxes, but exclusive of the Platinum Ticket Fee. The Platinum Ticket Price shall initially be established by Principal in consultation with Ticketmaster, and any subsequent adjustments to the Platinum Ticket Price shall be administered in accordance with parameters accepted by Principal in advance.

“Platinum Proceeds” means the Platinum Ticket Price collected by Ticketmaster, which, for the avoidance of doubt, shall not include the Platinum Ticket Fee nor the delivery fees and processing fees, if any.

“VIP Package(s)” means Ticket packages which entitle the purchaser of the Ticket to additional benefits to be fulfilled by Principal, including but not limited to, access to unique experiences surrounding the Attraction and/or unique merchandise.

“VIP Package Fee” means a fee assessed by Ticketmaster in the amount of 14.8% (which incorporates a Payment Processing Fee in the same percentage amount as set forth in the Agreement with respect to standard Ticket sales) of the VIP Package Price, which amount shall be charged to the VIP Package purchaser in addition to the VIP Package Price.

“VIP Package Price” means the total price of the VIP Package paid by the purchaser as set by Principal, inclusive of the Face Value of the Ticket and applicable taxes.

"VIP Package Proceeds" means the VIP Package Price, which, for the avoidance of doubt shall not include the VIP Package Fee.

(b) **Platinum Tickets.**

(i) **Platinum Ticket Set-Up Information.** Principal will provide Ticketmaster with notice of its desire to have Ticketmaster enable a Platinum Ticket offer for any applicable Attraction, and shall provide Ticketmaster with required Set-Up Information in respect of such offer so that Ticketmaster may set up the offer for sale through the TM.com Website.

(ii) **Platinum Ticket Fulfillment.** Ticketmaster shall fulfill Platinum Ticket orders in the same manner as standard Tickets through Ticketmaster's ordinary distribution channels as requested by the purchaser.

(iii) **Platinum Ticket Settlement.** Ticketmaster shall pay Principal the Platinum Proceeds, less the Platform Fee, for each Platinum Ticket sold by Ticketmaster during a calendar week along with settlement of Ticket Receipts for the applicable week. Principal shall be responsible for remitting any applicable taxes on the Platinum Ticket Price (inclusive of the Platform Fee), and Ticketmaster shall be responsible for remitting any applicable taxes on the Platinum Ticket Fee. Notwithstanding the foregoing, in the event that Ticketmaster is ever required by applicable law to remit taxes on the Platinum Ticket Price directly on behalf of Principal, Ticketmaster shall have the right to do so upon notice to Principal. Except as provided otherwise in this Exhibit E, settlements of Platinum Proceeds shall be made in accordance with and subject to the accounting and refund procedures set forth in this Agreement.

(iv) **Platinum Ticket Fee Royalty.** Principal shall be entitled to receive from Ticketmaster a royalty in the amount of fifty percent (50%) of each Platinum Ticket Fee received (and not refunded or subject to chargeback) by Ticketmaster. For the avoidance of doubt, Principal and Ticketmaster will both forego any amounts retained of the Platinum Proceeds and Platinum Ticket Fee in the event of a chargeback or refund. Notwithstanding the above, Payment Processing Fees related to any Platinum Ticket Fee shall be deducted from the Platinum Ticket Fees before the Platinum Ticket Fee royalties are calculated. Neither party makes any representation that any specific number of Platinum Tickets nor any amount of Platinum Ticket Fee royalties shall be available in connection with any Attraction for which the sale of Platinum Tickets has been enabled. Platinum Ticket Fee royalties shall be paid to Principal during a calendar week along with the settlement of Ticket Receipts for the applicable week.

(c) **VIP Packages.**

(i) **VIP Package Offer Information.** Principal will provide Ticketmaster with reasonable advance written notice of its desire to have Ticketmaster enable a VIP Package, which notice shall include an accurate and complete description of the VIP Package content, applicable dates for the sales campaign, and any other information reasonably requested by Ticketmaster (the "Offer Information"). Notwithstanding anything to the contrary, Ticketmaster shall not be obligated to offer a VIP Package for an Attraction if, in the reasonable discretion of Ticketmaster, the VIP Package is not appropriate for sale via the TM.com Website. Ticketmaster and Principal will work together to develop appropriate messaging appearing on the TM.com Website to inform all purchasers of VIP Package elements and benefits. Ticketmaster shall have final control over any and all messaging on the TM.com Website, and reserves the right to reject any messaging proposed by Principal for any reason, including, without limitation, size constraints. Notwithstanding the foregoing, Ticketmaster shall have no responsibility or liability

in the event that information (including Offer Information) provided to Ticketmaster relating to the VIP Package, is incorrect or incomplete.

(ii) VIP Package Fulfillment.

(1) Ticketmaster Responsibilities. Ticketmaster will control access to the VIP Package by distributing to each applicable purchaser a unique barcode which will allow the purchaser to redeem the VIP Package elements from Principal at the Attraction. Ticketmaster shall be responsible solely for enabling a barcode for each Purchaser to use to redeem the VIP Package elements, together with instructions for redemption (including (i) the party responsible for fulfilling the VIP Package elements, (ii) the time frames during which redeeming purchasers may redeem the VIP Package elements, and (iii) the relevant customer service contact information for purposes of handling customer support issues relating to such redemption). Ticketmaster shall be responsible for customer service inquiries relating solely to enabling the barcode.

(2) Principal Responsibilities. Principal shall allow purchasers to redeem the VIP Package elements at the Facility. Principal shall be responsible for coordinating all fulfillment, redemption and delivery obligations, and customer service related to all fulfillment and delivery of VIP Package elements, and all costs associated therewith.

(iii) VIP Package Settlement.

(1) Ticketmaster shall pay Principal the VIP Package Proceeds for each VIP Package sold by Ticketmaster during a calendar week along with settlement of Ticket Receipts for the applicable week. Notwithstanding anything to the contrary, Principal shall not receive any payment, nor shall a sale be deemed to have been made, if any VIP Package is the subject of a chargeback or for which Ticketmaster refunds the Ticket portion of the VIP Package. For avoidance of doubt, Ticketmaster and Principal will both forego any amounts retained of the VIP Package Proceeds and VIP Package Fee associated with the sale in such event.

(2) Principal agrees that it shall be responsible for all refunds related to the VIP Package elements, and to the extent Ticketmaster receives any VIP Package element refund requests, Ticketmaster shall refer the purchaser to a customer service number provided by Principal to Ticketmaster for such customer service issues. In no event shall Ticketmaster be liable for a refund of the VIP Package elements. In addition, Principal shall be responsible for all Chargebacks related to the VIP Package elements, and Ticketmaster shall have the right to deduct amounts due for Chargebacks from the VIP Package Proceeds otherwise payable by Ticketmaster to Principal. In the event such VIP Package Proceeds are inadequate to cover actual Chargebacks, Principal shall be responsible for, and shall refund to Ticketmaster within ten (10) days of Ticketmaster's written notice such amounts related to Chargebacks of VIP Packages sold by Ticketmaster.

(3) Principal shall be responsible for remitting any applicable taxes on the VIP Package Price, and Ticketmaster shall be responsible for remitting any applicable taxes on the VIP Package Fee. Notwithstanding the foregoing, in the event that Ticketmaster is ever required by applicable law to remit taxes on the VIP Package Price directly on behalf of Principal, Ticketmaster shall have the right to do so upon notice to Principal.

(iv) VIP Package Fee Royalty. Principal shall be entitled to receive from Ticketmaster a royalty in the amount of fifty percent (50%) of each VIP Package Fee received



(and not refunded or subject to chargeback) by Ticketmaster. For the avoidance of doubt, Principal and Ticketmaster will both forego any retained portions of the VIP Package Proceeds and the VIP Package Fee in the event of a chargeback or refund. Notwithstanding the above, Payment Processing Fees related to any VIP Package Fee shall be deducted from the VIP Package Fees before the VIP Package Fee royalties are calculated. Neither party makes any representation that any specific number of VIP Packages nor any amount of VIP Package Fee royalties shall be available in connection with any Attraction for which the sale of VIP Packages has been enabled. VIP Package Fee royalties shall be paid to Principal during a calendar week along with settlement of Ticket Receipts for the applicable week.

**EXHIBIT F****TERMS AND CONDITIONS FOR CLOUD SERVICES**

**1. DEFINITIONS:** Unless the context clearly requires otherwise, the definitions set forth in the State of Idaho Standard Contract Terms and Conditions shall apply to terms used in these State of Idaho Standard Terms and Conditions for Cloud Services. In addition, the following terms shall have the following meanings when used in these State of Idaho Standard Terms and Conditions for Cloud Services:

A. Data Breach - Any unauthorized access to or acquisition of Non-Public State Data following a Security Incident that compromises the security, confidentiality, or integrity of the Non-Public State Data, or the ability of the State to access the Non-Public State Data.

B. Infrastructure as a Service (IaaS) - The capability provided to the user to provision processing, storage, networks, and other fundamental computing resources where the user is able to deploy and run arbitrary software, which can include operating systems and applications. The user does not manage or control the underlying cloud infrastructure but has control over operating systems, storage, deployed applications; and possibly limited control of select networking components (e.g., host firewalls).

C. Non-Public State Data - State Data that is not subject to distribution to the public as public information. It is deemed to be sensitive and confidential by the State because it contains information that is exempt by statute, ordinance or administrative rule from access by the general public as public information. Non-Public State Data includes, but is not limited to, Personal State Data.

D. Personal State Data - State Data alone or in combination with other data that includes information relating to an individual that identifies the individual by name, identifying number, mark or description that can be readily associated with a particular individual and which is not a public record. Personal State Data includes but is not limited to the following personally identifiable information (PII): government-issued identification numbers (e.g., Social Security, driver's license, passport); financial account information, including account number, credit or debit card numbers; Protected Health Information (PHI) relating to a person; or education records covered by the Family Educational Rights and Privacy Act (FERPA), as amended, 20 U.S.C. 1232g, records described at 20 U.S.C. 1232g(a)(4)(B)(iv).

E. Platform as a Service (PaaS) - The capability provided to the user to deploy onto the cloud infrastructure user-created or user-acquired applications created using programming languages and tools provided by the Contractor. This capability does not necessarily preclude the use of compatible programming languages, libraries, services, and tools from other sources. The user does not manage or control the underlying cloud infrastructure including network, servers, operating systems, or storage, but has control over the deployed applications and possibly application hosting environment configurations.

F. Protected Health Information (PHI) - Individually identifiable health information held or transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium. PHI also includes but may not be limited to information that is a subset of health information, including demographic information collected from an individual, and (1) is created or received by a health care provider, health plan, employer or health care clearinghouse; and (2) relates to the past, present or future physical or mental health or condition of an individual;

the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual; and (a) that identifies the individual; or (b) with respect to which there is a reasonable basis to believe the information can be used to identify the individual.

G. Service – The performance of the specifications and requirements described in the Contract.

H. Security Incident - The unauthorized access to the Contractor's network that the Contractor or the State believes could reasonably result in the use, disclosure or theft of the State's Non-Public State Data within the possession or control of the Contractor. A Security Incident also includes a security breach to the Contractor's system, regardless if Contractor is aware of unauthorized access to the State's Non-Public State Data. A Security Incident may or may not turn into a Data Breach.

I. Software as a Service (SaaS) - The capability provided to the user to use the Contractor's applications running on the Contractor's infrastructure (commonly referred to as "cloud infrastructure"). The applications are accessible from various client devices through a thin client interface such as a Web browser (e.g., Web-based email), or a program interface. The user does not manage or control the underlying cloud infrastructure including network, servers, operating systems, storage, or even individual application capabilities, with the possible exception of limited user-specific application configuration settings.

J. State Data - All information and data developed, documented, derived, stored, installed or furnished by the State under the Contract, including all data related to records owned by the State of Idaho.

K. Update – An enhancement, repair, patch or fix to a Service.

L. FedRAMP – Federal Risk and Authorization Management Program; a civilian-side, federal government-wide program that standardizes the approach to assessing, authorizing and continuously monitoring cloud products and services: <https://www.fedramp.gov/>.

M. Contractor's Purchaser Data – As further defined pursuant to Section 11(c) of the Original Agreement, Contractor's Purchaser Data includes all personally identifiable information with respect to persons who actually purchased Tickets to the State's Attractions through Contractor's TM System, which Purchaser Data the parties understand and acknowledge may be redundant to certain State Data. Accordingly, and notwithstanding anything to the contrary set forth in this Exhibit F, the terms and conditions relating to ownership or use of such Contractor's Purchaser Data by Contractor shall continue to be governed by the terms of Section 11(c) of the Original Agreement.

**2. Subscription Terms:** Contractor grants to the State a license to: (i) access and use the Service for its business purposes; (ii) use underlying software as embodied or used in the Service; and (iii) view, copy, upload and download (where applicable), and use Contractor's documentation.

**3. Data Access Controls:** Contractor will provide access to State Data only to those Contractor employees and subcontractors ("Contractor Staff") who need to access the State Data to fulfill Contractor's obligations under the Contract. Contractor shall not allow access the State's user accounts or State Data, except during the course of data center operations, in response to service or technical issues, as required by the express terms of these State of Idaho Standard Terms and Conditions for Cloud Services, or at the State's written request. Contractor must not share State Data with its affiliates or any third party without the State's express written consent. Contractor

must ensure that, prior to being granted access to the State Data, Contractor Staff who perform work under the Contract have successfully completed annual instruction of a nature sufficient to enable them to effectively comply with all State Data protection provisions of the Contract, and that Contractor Staff possess qualifications appropriate to the nature of the employees' duties and the sensitivity of the State Data they will be handling.

**4. Operations Management:** Contractor shall maintain the administrative, physical, technical, and procedural infrastructure associated with the provision of the Service in a manner that is, at all times during the term of the Contract, at a level equal to or more stringent than those specified in the Contract.

**5. Data Ownership:** The State owns and retains full right and title, and unrestricted access to State Data (excluding, for the avoidance of doubt, Contractor's Purchaser Data, even if such Contractor's Purchaser Data is redundant to certain State Data). Additionally, the State retains the right to back-up State Data at its own data center. Contractor shall not collect, access, or use State Data except (1) in the course of data center operations pursuant to Service provided under this Contract, (2) in response to service or technical issues, (3) as required or expressly allowed by the terms of the Contract, or (4) at the State's written request. Except as expressly allowed by the terms of the Contract, no information regarding the State's use of the Service may be disclosed, provided, rented or sold to any third party for any reason unless required by law or regulation or by an order of a court of competent jurisdiction. These obligations shall extend beyond the term of the Contract in perpetuity.

**6. Service Failure or Damage:** In the event of Service failure or damage caused by Contractor or its Service, the Contractor agrees to restore the Service within twenty-four (24) hours after failure or damage is sustained, unless otherwise specified in the Contract, or agreed to in writing by the State.

**7. Title to Product:** If access to the Service requires an application program interface (API), Contractor shall convey to the State an irrevocable license to use the API solely for the duration of the Contract term.

**8. Data Privacy:** The Contractor must comply with all applicable laws related to data privacy and security, specific to the type(s) of Data and as otherwise specified in the Contract, which may include, but is not limited to IRS Pub 1075, HIPAA, PCI, and FERPA.

**9. Warranty:** In addition to any other requirements for warranties elsewhere in the Contract, the Contractor warrants the following:

A. Contractor has acquired all rights for the Contractor to provide the Service described in the Contract.

B. Contractor will perform materially as described in the Contract.

C. That the Service is fit for a particular purpose.

D. The Contractor will not interfere with the State's access to and use of the Service it acquires under the Contract.

E. The Service(s) provided by the Contractor are compatible with and will operate successfully with any environment (including web browser and operating system) specified in the Contract.

F. The Service it provides under the Contract is free of malware, and Contractor will use for the term of the Contract current industry standard security measures to prevent from entry, detect within and remove from the Service malicious software.

**10. Data Protection:** Protection of personal privacy and State Data shall be an integral part of the business activities of the Contractor to ensure there is no inappropriate or unauthorized use of State Data at any time. To this end, the Contractor shall safeguard the confidentiality, integrity and availability of State Data and comply with the following conditions:

A. All Non-Public State Data shall be encrypted with controlled access and at all other times required by applicable law. Unless otherwise provided in the Contract, the Contractor is responsible for encryption of the Non-Public State Data. All encryption shall be consistent with requirements of applicable law and PCI standards.

B. The State shall identify State Data it deems as Non-Public State Data to the Contractor. The level of protection and encryption for all Non-Public State Data shall be identified in the Contract.

C. At no time shall any State Data (excluding, for the avoidance of doubt, Contractor's Purchaser Data, even if such Contractor's Purchaser Data is redundant to certain State Data) or processes, that either belong to or are intended for the use of the State or its officers, agents or employees, be copied, disclosed or retained by the Contractor or any party related to the Contractor for subsequent use in any transaction that does not include the State.

D. The Contractor shall not use any information (excluding, for the avoidance of doubt, Contractor's Purchaser Data) collected in connection with the Service provided under the Contract for any purpose other than fulfilling the Service.

E. Data Location: The Contractor shall provide its Service to the State and its end users solely from data centers within the United States; and storage of State Data at rest shall be located solely in data centers within the United States. The Contractor shall not allow its personnel or subcontractors to store State Data on portable devices, except for devices that are used and kept only at its U.S. data centers. Each data center used by the Contractor to support the Contract must be within a physical security perimeter to prevent unauthorized access, and physical entry controls must be in place so that only authorized personnel have access to State Data and State-written applications.

F. The Contractor shall permit Contractor Staff to access State Data (but not any of Contractor's Purchaser Data that is redundant to any such State Data) remotely only as required to provide technical support.

**11. Shared Security Responsibilities:** The Contractor and the State agree that security responsibilities are shared. The Contractor is responsible for providing a secure infrastructure. The State is responsible for its operating system, firewalls and other logs captured within the operating system. If there are other shared responsibilities, they must be identified within the Contract. (Note: State agencies are required to adhere to the NIST Cyber Security Framework as provided in Executive Order 2017-02.)

**12. Security Incident and Data Breach Responsibilities:** In the event of a Security Incident or Data Breach, the Contractor shall:

A. Notify the State-designated contact(s) by telephone within twenty-four (24) hours, unless shorter time is required by applicable law, if the Contractor has confirmed that there is, or the Contractor reasonably believes that there has been, a Security Incident or Data Breach. The Contractor shall (1) immediately quarantine all State Data from external access, (2) cooperate with the State as requested by the State to investigate and resolve the Security Incident or Data Breach, (3) promptly implement remedial measures, if necessary, (4) (for a Data Breach) identify to the State, if the following is known by the Contractor, the persons affected, their identities, and the State Data disclosed, and (5) document responsive actions taken related to the Security Incident or Data Breach, including any post-incident review of events and actions taken to make changes in business practices in providing the Service, if necessary.

B. Unless otherwise stipulated in the Contract, if a Data Breach is a direct result of Contractor's breach of its contractual obligation to encrypt Non-Public State Data or otherwise prevent its release as reasonably determined by the State, the Contractor shall bear the costs associated with (1) the investigation and resolution of the Data Breach; (2) notifications to individuals, regulators or others required by federal and state laws or as otherwise agreed to by the State and the Contractor; (3) a credit monitoring service required by state (or federal) law or as otherwise agreed to by the State and the Contractor; (4) a website or a toll-free number and call center for affected individuals required by federal and state laws; all not to exceed the average per record per person cost calculated for Data Breaches in the United States (as of January 2019, \$217 per record/person) in the most recent Cost of Data Breach Study: Global Analysis published by the Ponemon Institute at the time of the Data Breach; and (5) complete all corrective actions as reasonably determined by Contractor based on root cause.

C. Incident Response: The Contractor may need to communicate with outside parties regarding a Security Incident or Data Breach, which may include contacting law enforcement, fielding media inquiries and seeking external expertise as mutually agreed upon between the State and the Contractor in writing, defined by law or contained in the Contract. Discussing Security Incidents with the State must be handled on an urgent as needed basis, as part of Contractor's communication and mitigation processes as mutually agreed upon between the State and the Contractor in writing, defined by law or as delineated in the Contract.

**13. Notification of Legal Requests:** The Contractor shall contact the State upon receipt of any electronic discovery, litigation holds, discovery searches and expert testimonies related to State Data under the Contract, or which in any way might reasonably require access to State Data. The Contractor shall not respond to subpoenas, service of process or other legal requests related to the State without first notifying and obtaining the approval of the State, unless prohibited by law from providing such notice.

**14. Background Checks and Security Awareness:** Upon the request of the State, the Contractor shall obtain criminal background checks for Contractor Staff that the Contractor intends to utilize in the provision of services under the Contract and must provide the results of the criminal background checks to the State upon written request. If any Contractor Staff are not acceptable to the State in its sole opinion based upon the results of a criminal background check, the State, in its sole discretion, shall have the right to request that such Contractor Staff not provide services under the Contract. The Contractor must comply with such requests and provide replacement Contractor Staff in such cases. The Contractor shall promote and maintain an awareness of the importance of securing the State's information among the Contractor's employees and agents.

**15. Data Center Audit:** The Contractor shall have an independent audit of its data centers at least annually at its expense, and upon written request from the State must provide an unredacted (save that the Contractor may remove its information that is trade secret in accordance with the Idaho Public Records Act) version of the audit certification to the designated State representative no later than thirty (30) calendar days after the certification is published. A Service Organization Control (SOC) 1 audit report is required, or, the State may, in its sole discretion, approve another audit type upon Contractor request.

**16. Change Control and Advance Notice:** The Contractor shall, as soon as reasonably practicable, give a advance written notice (or as otherwise identified in the Contract) to the State of any Updates that may impact availability of Service or performance. Contractor must provide Updates to State at no additional cost when Contractor makes such Updates generally available to its users at no cost. No Update or other change to the Service may decrease or otherwise negatively impact in any material respect the Service's functionality or adversely affect the State's use of or access to the Service.

**17. Non-Disclosure and Separation of Duties:** The Contractor shall enforce separation of job duties, require commercially reasonable non-disclosure agreements, and limit staff knowledge of State Data to that which is reasonably necessary to perform job duties.

**18. Responsibilities and Uptime Guarantee:** The Contractor shall be responsible for the acquisition and operation of all hardware, software and network support related to the Service being provided. The technical and professional activities required for establishing, managing and maintaining the environments are the responsibilities of the Contractor. The Service shall be available 99.4% of the time (excepting reasonable downtime for maintenance).

**19. Transition, Transfer Assistance Termination or Suspension:**

A. The State shall have the ability to import or export all or portions of State Data and State-written applications at its discretion without interference from the Contractor at any time during the term of the Contract. This includes the ability for the State to import or export State Data and State-written applications to and from other entities.

B. The Contractor shall reasonably cooperate without limitation with any State authorized entity for the transfer of State Data to the State upon termination or expiration of the Contract. The Contractor must transfer State Data or allow the State to extract State Data and State-written applications, at no additional cost to and in a format mutually agreed upon, and the State Data must be unencrypted.

C. The return of State Data and State-written applications shall occur no later than sixty (60) calendar days after termination or expiration of the Contract; or within another timeframe as agreed to in writing by the parties. Contractor shall facilitate the State's extraction of State Data and State-written applications by providing the State with all necessary access and tools for extraction offered by Contractor, at no additional cost to the State and provided that such access and tools for extraction are in accordance with industry standard practices.

D. During any period of suspension of Service, the Contractor shall continue to fulfill its obligations to maintain State Data and State-written applications.

E. In the event of termination or expiration of the Contract, the Contractor shall not take any action to intentionally erase State Data or State-written applications for a period of sixty (60) calendar

days after the effective date of termination or expiration. After such period, the Contractor shall have no obligation to maintain or provide any State Data or to maintain any State-written applications and shall thereafter, unless legally prohibited, delete all State Data (excluding, for the avoidance of doubt, Contractor's Purchaser Data, even if such Contractor's Purchaser Data is redundant to certain State Data) and State-written applications (in all forms) within its systems or otherwise in its possession or under its control, unless otherwise instructed by the State. State Data (excluding, for the avoidance of doubt, Contractor's Purchaser Data, even if such Contractor's Purchaser Data is redundant to certain State Data) and State-written applications shall be permanently deleted and shall not be recoverable in accordance with National Institute of Standards and Technology (NIST)- approved methods. Certificates of destruction shall be provided to the State upon written request from the State after termination or expiration of the Contract.

F. The Contractor must maintain the confidentiality and security of State Data and State-written applications during any transition or transfer and thereafter for as long as the Contractor possesses State Data and State-written applications.

**20. Access to Security Logs and Reports:** in the event of a Data Breach, the Contractor shall provide reports to the State regarding system performance statistics, user access logs, user access IP address, user access history, security logs and event logs for all State Data



**BOISE STATE UNIVERSITY**

**SUBJECT**

Approve JP Morgan Chase as designated depository for Boise State University

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.D  
Section 67-2025, Idaho Code  
Section 57-128, Idaho Code  
Section 57-110, Idaho Code  
Section 57-113, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

JP Morgan Chase as a designated depository is a non-strategic, Board governance agenda item.

**BACKGROUND/DISCUSSION**

Boise State University has selected JP Morgan Chase as the designated depository for the University, to hold deposits of University's income, including fee revenue, auxiliary revenue and certain receipts pending remission to the State Treasurer.

The University requires professional and innovative banking services that integrate a structure of internal controls with daily operations and establish a secure environment to safeguard the assets of the University. The University's current five-year contract with its current banking services provider expires in March 2020. That provider has agreed to operate on a month-to-month arrangement and will continue to do so through conversion. The University has completed, through a competitive bidding process, an evaluation of proposals to provide a variety of banking services including:

Transaction services, including:

- Depository services
- Checking accounts with various characteristics
- Wire and ACH capabilities

Other services, including:

- Web reporting and data management
- Web processing
- Cash positioning

Based on the size, complexity and technical requirements of the University's banking services partner, proposals were received from four nationally known and respected institutions. The differentiating characteristics between these proposals

**CONSENT**  
**DECEMBER 18, 2019**

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were primarily in the areas of price sophistication of web-based tools, customer service and local presence.

Web reporting and data management are important services utilized by the University. The efficiency of treasury operations is directly linked to the sophistication of the reporting tools offered by our banking partner. JP Morgan Chase demonstrated robust reporting tools through their online banking portal.

The cost of the contract is within the delegated authority of the University. However, Idaho Code Section 57-128 requires the State Board of Education, as the supervising board of Boise State University, to designate the depository for monies kept by the treasurer, in this case the bursar of the University. Boise State University requests Board approval of its selection of JP Morgan Chase as the designated depository for Boise State University in accordance with Section 57-128, Idaho Code. Boise State, through its competitive bidding process, has assured JP Morgan Chase is in compliance with Idaho Code 57-110 and 57-113, as required by Section 57-128 and will receive required reporting under 57-113 and report it to the Board throughout the contract.

**IMPACT**

The cost of the contract is estimated to be \$280,000 during the initial five-year term of the contract. The contract has the option of five additional one-year extensions upon mutual written agreement. The University has a complex financial operation with significant small dollar receipts received continually through many methods of delivery. This contract ensures the funds may be managed locally and effectively, minimizing risk of loss and maximizing interest earnings.

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy V.D.4 allows an institution to deposit funds received with a suitable bank or trust company in Idaho, subject to the public depository law, Idaho Code Title 57, Chapter 1. Boise State University has determined that selection of JP Morgan Chase is in compliance with applicable law. Board Policy V.D.2 request Board approval if a financial institution other than the state treasurer is to receive deposits.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request to designate JP Morgan Chase as the designated depository for Boise State University and to revoke the prior designation of Wells Fargo as the designated depository after the transition to JP Morgan Chase is complete.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT**  
**DECEMBER 18, 2019**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Extension of contract for Commencement Production Services with Production Services International.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

The commencement services contract is a non-strategic, Board governance agenda item

**BACKGROUND/DISCUSSION**

Boise State University (BSU) issued Invitation to Bid CF15-033 on Sept. 24, 2014 for Commencement Production Services. Production Services International was awarded the contract with options for multiple annual renewals.

The State Board of Education Executive Director approved the increased contract cap not to exceed \$940,824 on April 10, 2017 for the term ending with the Spring 2020 commencement. The current annual renewal expires May 31, 2020.

This requested contract extension through May 31, 2021 will add \$134,248 to the contract for a new projected total contract amount of \$1,075,072.

**IMPACT**

Extending the contract through May 31, 2021 will allow the University president to participate in two commencement ceremonies before deciding whether changes should be made to the ceremony for the future. Any changes would be included in the specification requirements of the bid solicitation for a new contract to be effective beginning with the winter 2021 commencement ceremony.

**ATTACHMENTS**

Attachment 1 – Executive Director Approval Letter dated 4/10/17

Attachment 2 – Draft Contract extension letter 6/1/20 to 5/31/21

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy V.I.3.a. requires Board approval for the acquisition of services if the cost in total or through time exceeds \$1,000,000. As previously mentioned, the maximum value of the proposed contract amendment is approximately \$1,075,072.

Staff recommends approval.

**CONSENT**  
**DECEMBER 18, 2019**

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**BOARD ACTION**

I move to approve the request by Boise State University to extend the commencement services contract with Production Services International for a total cost not to exceed \$1,075,072.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**IDAHO STATE BOARD OF EDUCATION**

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037

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e-mail: [board@osbe.idaho.gov](mailto:board@osbe.idaho.gov)

[www.boardofed.idaho.gov](http://www.boardofed.idaho.gov)

April 10, 2017

Mark Heil  
Vice President and Chief Financial Officer  
1910 University Drive  
Administration Building, Room A-208  
Boise, Idaho 83725-1200

RE: Increase of Costs for Contract with Production Services International for 2017  
Commencement

Dear Mark,

This letter is in response to your request to increase the amount of the current contract for commencement production services with Production Services International. The total cost of the contract amendment is \$473,648 which would increase the contract cap from \$467,176 to an amount not to exceed \$940,824.

The State Board of Education requires executive director review and approval for the purchase 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). Staff has reviewed the above request, and pursuant to the authority delegated to the Executive Director under Board Policy V.I.3.a., this correspondence will confirm authorization to proceed with this contract amendment as requested. This authorization is predicated on the understanding that general counsel for Boise State University has reviewed and approved terms and conditions of the purchase agreement(s) or contract(s).

Sincerely,

A handwritten signature in blue ink, appearing to read "Matt Freeman", with a long horizontal flourish extending to the right.

Matt Freeman  
Executive Director

MF/mc



**BOISE STATE UNIVERSITY**  
**PURCHASING DEPARTMENT**

DRAFT

November 18, 2019

Production Services International Inc.  
5100 N. Sawyer Ave.  
Garden City, ID 83714

RE: EXPIRATION OF Contract Purchase Order 650542

The current Contract with your company for Commencement Ceremony Production Services expires May 31, 2020. Boise State University wishes to renew the contract for an additional one (1) year period. The renewal period would be from 6/1/20 through 5/31/21.

Renewal action must be based on the following:

1. All contract terms and conditions remain the same as noted in the original contract.
2. All pricing remains the same for the renewal period.

If you agree or disagree to contract renewal, please circle Yes or No, sign this document and return it to Boise State by December 30, 2019.

RENEWAL APPROVAL:                      YES      or      NO      (Please Circle)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Date

Sincerely,

Terri Spinazza  
Purchasing Director  
208-426-2168

1910 University Drive Boise, Idaho 83725-1210  
Phone (208) 426-1283 Fax (208) 426-1152

*This letter is an electronic communication from Boise State University*

**CONSENT**  
**DECEMBER 18, 2019**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Basic Technical Certificate, Surveying Technician

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G and Section V.R.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs.

**BACKGROUND/DISCUSSION**

Idaho State University has worked closely with the Land Surveyor community to develop opportunities for preparing licensed surveyors to replace an aging Professional Land Surveyor population in Idaho. The development of the Basic Technical Certificate Surveying Technician was a result of response to industry demand and collaboration with the Department of Labor. The proposed certificate is in direct response to a Department of Labor Sector grant targeted at development and delivery of fully online courses that are necessary for students to obtain a Basic Technical Certificate Surveying Technician, allowing greater access to place-bound students across the state.

The proposed Basic Technical Certificate is 24 credits, and is designed to provide graduates with entry level skills as a Surveying Technician. The proposed certificate provides opportunities for non-credentialed technicians who are working in the field to further their education and training. The courses required for this certificate were chosen to provide the necessary competencies to pass the National Society of Professional Surveyors (NSPS) Level 1 Certified Surveying Technician (CST) examination.

**IMPACT**

Courses for the certificate are already offered and have capacity for more students, so no additional personnel are needed. As part of the Department of Labor Sector grant, ISU is required to serve 32 incumbent workers, with 16 of those workers being served in the course of the two-year grant period. Because the courses for the certificate already exist, ISU has identified seven students who could complete the required courses to earn the proposed certificate by May 2021.

Students will pay an online program fee of \$330 per credit. No tuition or other fees will be charged. The 24-credit program will cost \$7,920 to complete. The \$330 per credit online fee was calculated as the lowest fee to support the online program. The fees will be used to develop new online classes and to support the lab portion of the program as students will be meeting with local professional

**CONSENT**  
**DECEMBER 18, 2019**

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mentors living in their vicinity. The fees will support a small stipend for the mentors. The per credit fee is similar to that charged by programs in other states.

**ATTACHMENT**

Attachment 1 – Proposal, Basic Technical Certificate Surveying Technician

**STAFF COMMENTS AND RECOMMENDATIONS**

At their October meeting, the Board approved an online, academic certificate in Land Surveying, which included an online program fee consistent with Board Policy V.R. The academic certificate allows professionals with a baccalaureate degree in a science related to surveying to obtain a credential which will satisfy the educational requirements that must be met to sit for the Professional land Surveyor's examination. The Basic Technical Certificate, on the other hand, prepares students to sit for a surveying technician credential, Level 1 Certified Surveying Technician through the National Society of Professional Surveyors (NSPS) and would provide a clear pathway for students pursuing an AAS or provide opportunities for completion of ISU's BS in Surveying and Geomatics Engineering Technology if students wish to pursue a professional land surveying degree.

ISU's proposed Basic Technical Certificate in Surveying Technician is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region V. As provided in Board Policy III.Z, no institution has the statewide program responsibility for surveying programs.

ISU also requests approval to assess an online program fee consistent with Board Policy V.R.3.b.(x). ISU proposes to charge \$330.00 per credit for a program cost of \$7,920 for the 24 credits required. Included in the total cost of the program is \$702 for books and \$264 for tools and equipment. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 7, 2019; and was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on November 26, 2019; and provided to the Business Affairs and Human Resources Committee. The State Division of Career Technical Education has reviewed the proposed certificate program and recommends Board approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to add a technical certificate Surveying Technician as presented, and to include an online program fee of \$330.00 per credit, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



## PROPOSAL SUMMARY SHEET

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**Institution: Idaho State University**

**Program: Basic Technical Certificate Surveying Technician**

### 1. Program Description and Need

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

This certificate is being created at the request of industry partners who are concerned with a lack of qualified entry level surveying technicians, and will work in conjunction with a Department of Labor (DOL) Sector grant to develop and deliver coursework fully online to incumbent workers. These courses will provide the knowledge necessary to successfully pass the National Society of Professional Surveyors (NSPS) Certified Survey Technician (CST) Level 1 certification examination.

### 2. Program Prioritization

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

The Surveying and Geomatics Engineering Technology program has been evaluated as part of ISU's program prioritization process. As a result of these efforts and based on demand from the industry, the certificate was proposed as a way to meet licensure requirements and entry-level surveying technician workforce demand for a mobile population. This program was proposed as a direct response to industry demand and need.

### 3. Credit for Prior Learning

Will credit for prior learning be available for program-specific courses? If so, please explain.

There are no associated CLEP or AP courses for this program. However, students with work experience could apply for credit for experiential learning for some coursework or challenge existing courses.

### 4. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

This program will be delivered online, and ISU is proposing the use of the online program fee model. No other fees will be charged. The proposed fee is \$330 per credit hour, which is comparable to rates charged by similar programs in other states.

### 5. Math Requirements

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

The Basic Technical Certificate has no math requirements. However, students will need to achieve an ALEKS math score of 30, SAT math score of 500, or ACT math score of 19, or complete appropriate college level math courses to be accepted to the program since mathematical computation is embedded in required coursework.

**6. Resources/Allocation**

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

No new resources are required, as all courses in the program are currently offered, and there is capacity for more students in those courses.

**7. Sunset**

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

Certificate programs are expected to have a rolling average of five graduates per year once fully established. If this certificate underperforms in this metric for two years in a row, we would consider discontinuance of the proposed BTC offering.

**8. Associated Programs**

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY16	FY17	FY18	FY19 (most recent)	FY16	FY17	FY18	FY19 (most recent)
<b>Civil Engineering Technology</b>	Enrollment: 28  FT/FT Retention: 100%	Enrollment: 30  FT/FT Retention: 85%	Enrollment: 24  FT/FT Retention: 50%	Enrollment: 34  FT/FT Retention: 53%	5	13	17	7
<b>Surveying and Geomatics Engineering Technology</b>	Enrollment: 29  FT/FT Retention: 78%	Enrollment: 23  FT/FT Retention: 75%	Enrollment: 30  FT/FT Retention: 100%	Enrollment: 24  FT/FT Retention: n/a	6	2	9	4

Note: The first two years of the BS in Surveying and Geomatics Engineering Technology (GEMT) are the same as the two year Civil Engineering Technology (CET) program. Students were changing majors from CET to GEMT without completing the AAS degree because they desired the bachelor's degree. This triggered a decline in retention for CET and an increase in GEMT. In FY19, we required completion of the AAS in CET prior to admission to the GEMT program. Thus, we did not take new students in GEMT in fall 2018, creating a drop in enrollment in GEMT and an increase in CET. No retention data is available for FY19 in GEMT due to the admission policy change.

**9. Enrollment/Graduates of Similar Programs and Proposed Program**

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	2016		2017		2018		2019		2021		2022		2023		2024	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
<b>BSU</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a								
<b>ISU</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	8	32	16	32	16	32	16
<b>UI</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a								
<b>LCSC</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a								
<b>CSI</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a								
<b>CWI</b>																
<b>CEI</b>																
<b>NIC</b>																

# Idaho State Board of Education

## Proposal for Career & Technical Certificate/Degree Program

**Program Type**

Career Technical

**Request Type**

New

**Instructional Activity**

New Basic Technical Certificate

**Institution:** ISU Idaho State University

**Name of College, School, or Division:** Technology

**Name of Department or Area:** Technical

### Program Identification for Proposed New or Modified Program:

**Program Title** Surveying Technician

**CIP code (consult IR / Registrar):** 15.1102 - Surveying Technology/Surveying.

**Proposed Starting Date:** 8/17/2020 12:00:00 AM

College Dean (Institution)

Date

10/4/2019


FVP/Chief Fiscal Officer  
(Institution)

Date

10/4/2019


Provost/VP for Instruction  
(Institution)

Date

10/4/2019



President

Date



11/5/2019

State Administrator, ICTE

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 or expansion 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 programs that this program will replace.

We propose a new Basic Technical Certificate: Surveying Technician under the existing Civil Engineering Technology program. The new certificate will consist of currently offered courses from the Civil Engineering Technology and Surveying and Geomatics Engineering Technology programs. The new certificate is being offered at the request of industry partners who are concerned with a lack of qualified entry level surveying technicians. The proposed certificate provides opportunities for non-credentialed technicians working in the field an opportunity to further their education and training. Idaho State University has worked closely with the Professional Land Surveyor community to develop opportunities for growing our own licensed surveyors to replace an aging Professional Land Surveyor population in Idaho.

This new certificate is being created to work in conjunction with a Department of Labor (DOL) Sector grant that was received to develop and deliver the eight courses that make up this BTC as fully online courses and deliver them statewide to incumbent workers. The courses in the grant and this certificate were chosen to provide students with the knowledge necessary to successfully pass the National Society of Professional Surveyors (NSPS) Certified Survey Technician (CST) Level 1 certification examination. This BTC will complement the CST Level 1 industry certification and provide completers with an educational certificate that will indicate they have completed the coursework required to be successful as entry-level Surveying Technicians.

**2. Workforce Need for the Program.** Describe the regional, and statewide workforce needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

**a.** Provide verification of regional and 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.

Region	DOL Type	Description	Other DOL Type

**CONSENT**  
**DECEMBER 18, 2019**

**ATTACHMENT 1**

Region	DOL Type	Description	Other DOL Type
Local (Service Area)	State DOL Data	For Civil Engineering Technicians in the Southeastern region of Idaho, growth is predicted at 12.0% with 3 new openings from 2016 to 2026. Data specifically for Surveying Technicians was not available.	
Local (Service Area)	State DOL Data	For Architectural and Civil Drafters in the Southeastern region of Idaho, growth is predicted at 31.1% with 14 new openings from 2016 to 2026. Data specifically for Surveying Technicians was not available.	
State	State DOL Data	Growth predicted at 8.3% with 20 new openings between 2016 and 2026.	
Nation	Federal DOL Data	Growth predicted at 5% (as fast as average), with 3,100 new openings between 2018 and 2028.	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

In addition to the national, state, and regional data provided, a survey was sent to licensed Professional Land Surveyors in the state of Idaho as part of the research for the DOL Sector grant to determine the level of need for online course delivery to incumbent workers in the state. Of approximately 73 respondents, 73% indicated that they had workers who would be interested in the program. When asked how many incumbent workers would be interested, 29% indicated that they had one interested employee, 48% indicated they had two interested employees, and the remainder indicated they had three to five interested employees. This level of

**CONSENT****TAB 5 Page 6**

interest was enough to convince the Department of Labor that enough need existed to fund the grant. The courses for this certificate are currently being developed as online courses through the grant. The first year courses were completed as fully online in spring and summer 2019; the second year courses will be online and ready by the time the first cohort of students needs them.

The sources of the information in the above tables is listed in Appendix A.

### 3. Describe how this request supports the institution's vision and/or strategic plan.

The mission of the College of Technology is to provide students with technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace. The proposed Basic Technical Certificate will allow rural/remote/working students to gain technical skills and knowledge that will allow them to successfully perform as entry-level Surveying Technicians. In addition, ISU's core themes of Learning and Discovery, and Access and Opportunity are essential elements of our mission where ISU will provide a variety of educational pathways that support student learning and educational preparation for students.

### 4. 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 two programs which offer the coursework required for completion of this BTC are both accredited by ABET. ABET requires systematic assessment and continuous improvement as criteria for accreditation. The ABET accreditation process is on a six-year cycle, where a site visit occurs every six years. If deficiencies, weaknesses, or concerns are identified during the site visit, a follow-up report must be completed every two years until they are completely resolved.

The program will ensure quality by continuously improving through periodic and systematic review of the extent to which student outcomes are being met. This will occur through collection of key data points which will be analyzed by faculty. If it is determined that an outcome is not sufficiently being met, the faculty will make decisions about programmatic changes that are intended to improve student attainment of the outcome. The changes will be implemented and revisited at a later date to determine their effectiveness.

### 5. Three-Year Plan: Is the proposed program on your institution's current 3-year plan? Indicate below.

☐ Yes

If not:

#### 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?

The proposed BTC: Surveying Technician recently came about as a direct result of ISU collaborating with the Professional Land Surveyors industry and Department of Labor staff. Collectively, we were seeking a way to address a lack of a qualified workforce in a field where the current licensed surveyors are aging out of the workforce, and there is not a pipeline of qualified workers to replace them. The proposed BTC is a direct result of funding received from an Idaho DOL Sector Grant. The focus of this grant is to provide the coursework necessary to be successful on National Society of Professional Surveyors (NSPS) Certified Survey Technician (CST) Level 1 certification examination in a fully online format to rural areas. ISU is the only institution in the state that offers coursework and degree programs that meet the Professional Land Surveyors requirements for individuals to sit for

national exams. Since this preparation requires students to complete coursework at ISU, it made sense to provide students with an opportunity to earn a Basic Technical Certificate. This opportunity will provide graduates with the ability to demonstrate they are prepared for an entry-level Surveying Technician job.

**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?

Idaho State University, in seeking to meet industry and workforce demand, collaborated with the DOL and Professional Land Surveyors Board to develop the proposed BTC. The DOL, in seeing the significance and immediacy for the need to address a lack of a qualified workforce, funded this grant for the creation of the BTC. Delay of starting the program could be a demonstration to industry and the workforce that the University is unable to respond in a timely manner to emerging workforce needs. Given the timing of student rights to catalogues, ISU needs approval from the State Board of Education by the end of December 2019, otherwise the BTC would not be available to students until Fall 2021. Part of the grant required that ISU would serve a minimum of 32 incumbent workers, with 16 completing the entire series during the period of the grant.

If the offering of the BTC were delayed, it would mean that some participants of the DOL Sector grant would be unable to earn an educational certificate in conjunction with their CST Level 1 certification. The sector grant is a two year program that started on January 1, 2019. We anticipate the first cohort of seven students could complete the required courses in May 2021, as the coursework is currently available to students. Should this proposal not be approved in time for the 2020-21 catalog, these students would be unable to earn a BTC in a timely fashion. Given that students are already taking the curriculum required, there is concern that not having the option of the BTC will mean students leaving the University without any sort of credential, making it more difficult for students to apply for graduation once they leave the university.

**i. How important is the program in meeting your institution's regional program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.**

We wish to react in a timely manner to best serve our students, especially those who will be participating in the DOL Sector Grant coursework. It is desirable to be able to offer an educational credential to those students who complete the courses related to the CST Level 1 certification and the DOL Sector grant. The sector grant has provided an opportunity to meet the employment needs of land surveyors in rural areas throughout Idaho. Once the sector grant ends, ISU will continue the program.

**ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.**

The courses are being offered by existing programs. Development of the courses into online courses is being funded by a grant that has already been received. No additional funding is needed.

**iii. Is there a contractual obligation or partnership opportunity to justify the program?**

Idaho State University, in seeking to meet industry and workforce demand, collaborated with the DOL and Professional Land Surveyors Board to develop the proposed BTC. The DOL, in seeing the significance and immediacy for the need to address a lack of a qualified workforce, funded this grant for the creation of the BTC.



While we are under no contractual obligation, we are trying to best serve our constituents and students with the proposed offering.

iv. Is the program request or program change in response to accreditation requirements or recommendations?

No.

## Curriculum, Intended Learning Outcomes, and Assessment Plan

### 6. Curriculum for the proposed program and its delivery.

a. **Summary of requirements.** Provide a summary of program requirements using the following fields:

Credit hours in required courses offered by the  
department(s) offering the program:

24.00

Credit hours in institutional general education curriculum:

0.00

Total credit hours required for program:

24.00

**7. Program Intended Learning Outcomes and Connection to Curriculum.** 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. **Attach an ICTE Program Profile (Attachment B) on the Notice of Application Attachments tab.**

a. **List any industry certifications students will be able to achieve during the duration of this program.**

Students who complete the BTC will also have the prerequisite knowledge needed to pass the NSPS CST Level 1 certification examination.

Graduates earning this BTC will have demonstrated knowledge in:

- \* basic types of surveying field notes
- \* types of surveying maps and the ability to obtain basic information from these maps
- \* treatment practices for a variety of medical emergencies
- \* traffic control and safety procedures for surveying and construction operations, including Occupational Safety and Health Administration (OSHA) standards
- \* basic drafting and CAD skills, tools and procedures
- \* handling, setup, and care of electronic instruments and their accessories
- historical development of survey procedures and practices

### 8. Assessment Plans

**a. Assessment Process and Measures Used.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program. What direct and indirect measures will be used to assess student learning?

The Civil Engineering Technology program and the Surveying and Geomatics Engineering Technology programs are accredited by the ABET Engineering Technology Accreditation Commission (ETAC). ABET ETAC requires that the program perform a self-study and host a site visit every six years. The program must satisfy certain criteria to maintain accreditation. This criteria includes the requirement to regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be systematically utilized as input for the continuous improvement of the program.

The assessment component of the continuous improvement process involves mapping specific assessment indicators to each student outcome and annually gathering data on these indicators. The data is periodically analyzed by faculty, and the results are used to determine the extent to which each outcome is being met. The information is then used by faculty to guide program decisions regarding continuous improvement.

**b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

It is a requirement of ABET ETAC, the program's accrediting body, that assessment findings be used to guide decisions about program improvement as part of the continuous improvement process. The program holds periodic faculty meetings to discuss assessment. Discussion topics include assessment tools, data collected, what the data indicates, and what changes should be made to continuously improve and strengthen the program. Some assessment findings result in curriculum changes, alternative teaching approaches, and modification to assignments and exams. The faculty also assess previous changes that were made to determine if the programmatic changes improved student learning.

## Enrollments and Graduates

**9. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

### Proposed Program: Projected Enrollments and Graduates First Five Years

	Projected Headcount Enrollment in Program	Projected Number of Graduates From Program
FY: 2021		
	16.00	8.00
FY: 2022		
	32.00	16.00
FY: 2023		

Projected Headcount Enrollment in Program	Projected Number of Graduates From Program
32.00	16.00
FY: 2024	
32.00	16.00
FY: 2025	
32.00	16.00

**10. 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? How did you determine the projected numbers above?

As mentioned previously, we have received a DOL Sector grant to develop and deliver the courses that make up this proposed BTC as fully online courses. We anticipate 16 new students to enroll in the grant annually. Through advising, we will encourage each of the 16 students participating in the grant to be degree seeking in this BTC. The grant is a two year program. We expect the majority of those who will participate will be working at least part time. We anticipate that students will take two years to complete the BTC under these conditions. This is why the projection for first year graduates is lower than successive years.

**11. 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 time frame for meeting minimums, and what is the action that would result if minimums are not?

Certificate programs are expected to have a rolling average of five graduates per year once fully established. If this certificate were to underperform in this metric for two years in a row, we would consider discontinuance of the proposed BTC offering.

## Resources Required for Implementation – fiscal impact and budget

**12. 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.

All of the required equipment, space, computers, and software already exist as resources of the Civil Engineering Technology and Surveying and Geomatics Engineering Technology programs at ISU. Students taking these courses online will use their own computers. Students in remote locations will partner with local mentors who will provide access to the equipment and software they will need.

**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 the courses are already being offered, there will not be any significant impact on the two programs offering the courses except for a desirable increase in enrollment if the students go on to an associate's or bachelor's degree.

**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 needed.

### 13. 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?

No additional personnel will be needed. No additional sections of the course offerings will be needed.

**b. Existing resources.** Describe the existing instructional, support, and administrative resources that will support the successful implementation of the program.

There are two existing instructors in the Civil Engineering Technology program, and two existing instructors in the Surveying and Geomatics Engineering Technology program. Both programs are in the same department (Technical Department) and have the same Department Chair. The Department Chair oversees seven programs in total, including the two that offer the coursework for this BTC. Both programs have sufficient budgets to operate effectively. ISU, as part of our regular program health and assessment process has been monitoring the Surveying and Geomatics Engineering Technology programs to identify how we can recruit and retain students in an industry that is faced with an aging workforce. The partnership with the Professional Land Surveyors and the DOL are a direct result of our efforts to address the health and sustainability of the programs.

**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.

There will be no negative impact on existing programs. Since these courses are existing, the only possible impact of this certificate would be to fill these courses to capacity. Should the faculty have an overload in workload we would evaluate the need for additional adjunct faculty.

**d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those physical resources into the budget sheet.

None.

### 14. 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?

Not applicable. No new funding is needed.

**b. New appropriation.** If a line item request is required to fund the program, indicate when the institution plans to submit the request to Idaho Career & Technical Education or include in the legislative budget request.

Not applicable. No new funding is needed.

**c. Non-ongoing sources:**

**i.** If the funding is to come from other, one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable. No new funding is needed.

**ii.** Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. How does the institution propose to continue the program upon termination of those funds?

The program proposes the use of an online program fee, in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge \$330 per credit hour. This fee is the same amount proposed for the Academic Certificate that also resides in the department. For the 24 credits required for completion of the proposed program, the total cost of tuition will be \$7,920. Since the primary target student group is expected to be incumbent employees working in the surveying industry, we expect them to enroll in only 12 credits per year on average, taking approximately two years to graduate. Enrolling in 12 credits will cost \$3,960 per year.

A review of four public institutions offering similar online courses in surveying found the following cost per credit:

Institution	Resident Tuition (per credit)	Non-Resident Tuition (per credit)
East Tennessee State University	\$422	\$523 (eRate)
St. Cloud State University	\$339 (\$289 plus \$50 online fee)	\$671 (\$621 plus \$50 online fee)
University of Maine	\$300	\$375 (special online rate)
University of Wyoming	\$325	\$325

The online program fee will be distributed to the college, central administration and eISU at the following rates: The program college will receive 60 percent (\$198 per credit) to encourage growth in online programming and pay mentorship stipends to professional surveyors, central administration will receive 30 percent (\$99 per credit) to support university infrastructure, and eISU will receive 10 percent (\$33 per credit) for technology support. Currently the grant is paying professional surveyors a stipend of \$600 per course supervised. The grant has allocated a budget of \$57,600 over the life of the grant for mentoring stipends. We anticipate funding stipends with online program fees once the grant funding is exhausted.

**d. Student Fees:** Provide estimated total semester cost to students, including all fees authorized under V.R.

Tuition (24 credits at \$330/credit) ----- \$7920  
 Books ----- \$ 702  
 Other tools/equipment ----- \$ 264

Total program cost \$8886

## Budget Worksheet

**15.** Using the budget grids below, 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).

### Enrollment

	New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2021					
	6.00	0.00	16.00	0.00	
FY: 2022					
	6.00	6.00	16.00	16.00	
FY: 2023					
	6.00	6.00	16.00	16.00	
FY: 2024					
	6.00	6.00	16.00	16.00	

### Revenues

**CONSENT  
DECEMBER 18, 2019**

**ATTACHMENT 1**

	Revenue Type	Notes	Amount
Fiscal Year: 2021		One-time:	\$0.00
		Ongoing:	\$63,360.00
Ongoing		Total:	\$63,360.00
6. Other (i.e., Gifts)	The new Online Program Fee is Calculated at \$330 per credit. Each student will enroll in 12 credits per year.		\$63,360.00
Fiscal Year: 2022		One-time:	\$0.00
		Ongoing:	\$126,720.00
Ongoing		Total:	\$126,720.00
6. Other (i.e., Gifts)	The new Online Program Fee are Calculated at \$330 per credit. Each student will enroll in 12 credits per year.		\$126,720.00
Fiscal Year: 2023		One-time:	\$0.00
		Ongoing:	\$126,720.00
Ongoing		Total:	\$126,720.00
6. Other (i.e., Gifts)	The new Online Program Fee is Calculated at \$330 per credit. Each student will enroll in 12 credits per year.		\$126,720.00
Fiscal Year: 2024		One-time:	\$0.00
		Ongoing:	\$126,720.00
Ongoing		Total:	\$126,720.00
6. Other (i.e., Gifts)	The new Online Program Fee is Calculated at \$330 per credit. Each student will enroll in 12 credits per year.		\$126,720.00

## Expenditures

	Expenditure Type	Notes	Amount
Fiscal Year: 2024		One-time:	\$0.00
		Ongoing:	\$32,000.00
Ongoing		Total:	\$32,000.00
Other Costs		Total:	\$32,000.00

**CONSENT**  
**DECEMBER 18, 2019**

**ATTACHMENT 1**

	Expenditure Type	Notes	Amount
	Other	Mentoring Stipend. Currently the DoL Sector grant is providing funding for mentor stipends of \$600 per course. The grant will pay stipends for FY21 through FY23. Stipends will be proportionate to enrollment.	\$32,000.00

**Total Expenditures**

Year	One Time	Ongoing
2024	\$0.00	\$32,000.00

**Net Income (Deficit)**

Year	One Time	Ongoing
2021	\$0.00	\$63,360.00
2022	\$0.00	\$126,720.00
2023	\$0.00	\$126,720.00
2024	\$0.00	\$94,720.00



**CONSENT**  
**DECEMBER 18, 2019**

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**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 institution's 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 I.J. 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 October 2019 Board meeting. Since that meeting, Board staff has received thirty-one (31) permits from Boise State University, seven (7) permits from Idaho State University, nineteen (19) permits from the University of Idaho, and three (3) permits from Lewis-Clark State College.

Attachment 1 lists the alcohol permits that have been approved by the presidents and submitted to the Board office 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 as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

<b>APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY September 2019 – February 2020</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
MarkMonitor Forum Reception	Stueckle Sky Center		X	9/25/19
Mark Monitor Forum	Stueckle Sky Center		X	9/25/19
Boise Sunrise Rotary: Lobster Fest	Student Union Building		X	9/28/19
Division of Research and Economic Development: Agency Research Mixer	Alumni and Friends Center	X		10/1/19
Mark Stillman: Ross's Barmitzvah	Stueckle Sky Center		X	10/5/19
Boise Philharmonic #2 – Star Wars	Morrison Center		X	10/5/19
Ta-Nehisi Coates	Morrison Center		X	10/7/19
Delta Air Lines Global Corporate Sales Meeting Dinner	Other		X	10/8/19
The Simon & Garfunkel Story	Morrison Center		X	10/9/19
COEN Scholarship Reception	Student Union Building	X		10/10/19
Distinguished Alumni Gala	Stueckle Sky Center	X		10/11/19
Rock & Roll Dream Tour	Morrison Center		X	10/14/19
Ann Patchett	Morrison Center		X	10/15/19
Boise Philharmonic	Morrison Center		X	10/19/19
New Executive Director Welcom Reception	Morrison Center	X		10/21/19
Department of Respiratory Care Reception	Alumni and Friends Center	X		10/26/19
COBE: Own it, Highlighting Women Owned Businesses in Idaho	Student Union Building	X		10/28/19
Idaho 911 Dispatchers Reception	Stueckle Sky Center		X	10/29/19
Ballet Idaho Anthology	Student Union Building		X	11/1/19
Boy Scouts Auction	Student Union Building		X	11/2/19

**CONSENT  
DECEMBER 18, 2019**

**ATTACHMENT 1**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Waitress	Morrison Center		X	11/7/19
EMBA – Informational Session	Micron Business and Economics Building	X		11/12/19
BSPR Workshop	Other	X		11/13/19
First Interstate Bank	Other		X	11/14/19
CAES: Advanced Manufacture Research Reception	Alumni and Friends Center	X		11/14/19
Rumours of Fleetwood Mac	Morrison Center		X	11/19/19
ASML 2019	Stueckle Sky Center		X	11/20/19
Trans Siberian Orchestra	Extra Mile Arena		X	11/21/19
A Christmas Story	Morrison Center		X	11/22/19
Chaffee Induction	Stueckle Sky Center	X		12/10/19
TobyMac Concert	Extra Mile Arena		X	2/25/20

<b>APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY September 2019 – March 2020</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
College of Pharmacy Reunion	Lawn on 5 <sup>th</sup> Ave side of Leonard Hall	X		9/27/19
President's Alumni Recognition Dinner	Pond Student Union	X		10/11/19
ISUCU Employee Appreciation Dinner	Stephens Performing Arts Center		X	10/15/19
Bengal Dining Catering Showcase	Wood/Little Wood River	X		10/23/19
Annual Warren Miller Ski Movie	Bengal Theater Lobby	X		11/2/19
36 <sup>th</sup> Annual Augtion & Wine Tasting	Bennion Student Union Multi-Purpose Room		X	11/9/19
Opportuni-Tea	Rotunda	X		3/7/20

<b>APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO October 2019 – December 2019</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
College of Art and Architecture Career and Networking Event	Art & Architecture North Patio	X		10/1/19
“Lungs” theater production	Prichard Art Gallery	X		10/11/19- 10/12/19
Marching Band Reunion Dinner	Bruce Pitman Center (SUB)	X		10/19/19
Pink Cocktail	Bruce Pitman Center (SUB)		X	10/22/19
Aquaculture Industrial Affiliates Meeting	Commons	X		10/29/19
President’s Reception	University House	X		10/31/19
CAA Advisory Council Reception	Prichard Art Gallery	X		10/31/19
College of Science Celebration of Alumni Excellence Dinner	Commons	X		10/31/19
Leadership Weekend Reception	Menard Foyer	X		10/31/19
University of Idaho Gala	Bruce Pitman Center (SUB)	X		11/1/19
Dinner with Common Read author and guests	University House	X		11/5/19
Auditorium Chamber Music Series Concert	Administration Building Auditorium	X		11/5/19
Auditorium Chamber Music Series – Evening Concert	Administration Building Auditorium	X		11/5/19
Bonner County Economic Summit	Sandpoint Organic Agriculture Center		X	11/7/19
Veterans Appreciation Dinner	Bruce Pitman Center (SUB)	X		11/11/19
Parent & Family Weekend	College of Ag & Life Sciences Beef Pavilion	X		11/15/19
Arnzen Dinner	University House	X		11/15/19
Awards for Excellence	Bruce Pitman Center (SUB)	X		12/5/19
AIA Christmas Gathering	University of Idaho Water Center	X		12/12/19

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE November 2019 – December 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Steve Branting Book Signing	Center for Arts & History	X		11/12/19
Winter Revels – LSCS Employee Gathering	William's Conference Center	X		12/6/19
Dickens Dessert Event	Center for Arts & History	X		12/12/19- 12/14/19

**CONSENT  
DECEMBER 18, 2019**

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**PROFESSIONAL STANDARDS COMMISSON**

**SUBJECT**

Idaho State University (ISU) Proposed Endorsement Programs: Deaf/Hard of Hearing (K-12) and Family and Consumer Science (6-12)

**REFERENCE**

June 2016	Board accepted the Professional Standards Commission's recommendation to accept the 2015 State Team Report as submitted, and grant Conditional Approval based on the additional documentation submitted by Idaho State University for their English, English as a New Language, and Economics programs.
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June 2019	Board accepted the Professional Standards Commission's recommendation to accept the recommendation from the Professional Standards Commission to accept the 2018 Idaho State Team Report and Rejoinder and approve the programs identified for continued approval as indicated in Attachments 1 and 2 with conditional approval for the Special Education Director program due to insufficient evidence and lack of completers.
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**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-114, 33-1254, and 33-1258, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Workforce Readiness, Objective A: Workforce Alignment

**BACKGROUND/DISCUSSION**

During its September 2019 meeting, the Standards Committee of the Professional Standards Commission (PSC) conducted New Program Approval Desk Reviews of the Deaf/Hard of Hearing (K-12) and Family and Consumer Science (6-12) programs proposed by Idaho State University (ISU). Through the comprehensive presentations, the Standards Committee gained a clear understanding that all of the state standards would be met through the proposed programs.

During its September 2019 meeting, the full PSC voted to recommend Conditional Approval of the proposed Deaf/Hard of Hearing (K-12) and Family and Consumer Science (6-12) programs through ISU. With this Conditionally Approved status, ISU may admit candidates to the Deaf/Hard of Hearing (K-12) and Family and

**CONSENT**  
**DECEMBER 18, 2019**

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Consumer Sciences (6-12) endorsement programs. These new programs will be re-visited during the next regularly scheduled review.

**IMPACT**

These new programs will enable ISU to prepare educators who seek an endorsement to teach Deaf/Hard of Hearing (K-12) or Family and Consumer Science (6-12) in Idaho schools.

**ATTACHMENTS**

Attachment 1 – ISU Deaf/Hard of Hearing (K-12) Proposal  
Attachment 2 – ISU Family and Consumer Science (6-12) Proposal

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to meet the Idaho core teaching standards, to teach the state content standards for their applicable subject areas, and are up-to-date on best practices in various teaching methodologies. The state standards include standards for technology and reading/literacy instruction for all teachers, K-12.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a “Desk Review” and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be “Approved,” “Not Approved,” or “Conditionally Approved.” Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

Staff recommends approval of the programs as recommended by the Commission.



**CONSENT  
DECEMBER 18, 2019**

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**BOARD ACTION**

I move to accept the Professional Standards Commission recommendation to conditionally approve the Deaf/Hard of Hearing (K-12) endorsement program offered through Idaho State University as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to accept the Professional Standards Commission recommendation to conditionally approve the Family and Consumer Science (6-12) endorsement program offered through Idaho State University as submitted in Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# **ISU Deaf and Hard of Hearing New Program Proposal September 2019**

## **Table of Contents**

New Program for Educator Certification: Request Form

### **Syllabi**

- a. CSD 1151 American Sign Language I
- b. CSD 1152 American Sign Language II
- c. CSD 2251 American Sign Language III
- d. CSD 2252 American Sign Language IV
- e. CSD 2256 Deaf Culture and Community
- f. CSD 2258 Language Acquisition in American Sign Language
- g. CSD 3330 Language Science
- h. CSD 3335 Language Disorders
- i. CSD 4460 Educational Audiology
- j. EDUC 4460 Foundations of ESL
- k. EDUC 4463 ESL Methods
- l. EDHH Teaching Academic Subjects to the Deaf (Draft)
- m. SPED 3330 The Exceptional Child
- n. SPED 4424 Assessment Methods in Special Education

# **NEW PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM**

<b>Name of Institution</b>	Idaho State University	<b>Date of Submission</b>	9/4/2019
<b>New Program Name</b>		<b>Certification/Endorsement</b>	Deaf/Hard of Hearing (K-12)
<b>All new educator preparation programs from public institutions require <a href="#">Program Review and Approval by the State Board of Education</a>.</b>		Is this a request from an Idaho <b>public</b> institution? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, on what date was the Proposal Form submitted to the State Board of Education? 9/4/2019	

**Section I:** Please provide evidence that the program will cover the knowledge and performance standards outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

**Directions:** The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the [PSC webpage](#)). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the [Idaho Standards for Initial Certification of Professional School Personnel](#).

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
<b>Standard 1 Learner Development</b>	<b>Knowledge</b> 1(a) The teacher understands how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning . 1(b) The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability. 1(c) The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.	CSD 2256 Deaf Culture & Community CSD 2258 Language Acquisition in American Sign Language CSD 4460 Educational Audiology SPED 3330 Exceptional Child CSD 2258 Language Acquisition in American Sign Language EDUC 2201 Development and Individual Differences CSD 4452 Auditory Language Learning EDUC 4463 Methods in ESL
	<b>Performance</b> 1(d) The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.	EDHH 4459 Teaching Academic Subjects to the Deaf (Unit Plan)

**CONSENT  
DECEMBER 18, 2019**

**ATTACHMENT 1**

	<p>1(e) The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.</p> <p>1(f) The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate</p>	<p>EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan)</p> <p>EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment (Observation and Analysis Folio)</p>
<b>Standard 2 Learning Difference</b>	<p><b>Knowledge</b></p> <p>2(a) The teacher understands how hearing status and limitations of access to language may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.</p> <p>2(b) The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.</p> <p>2(c) The teacher understands the need for written and/or spoken English language learning for students whose native language is American Sign Language (ASL).</p> <p>2(d) The teacher understands the need for differentiated instruction for language learning for emergent language users.</p> <p>2(e) The teacher understands that an Individualized Education Plan (IEP), including all current State and Federal guidelines for deaf/hard of hearing students should consider the following: communication needs; the student and family's preferred mode of communication; linguistic needs; hearing status and potential for using auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.</p>	<p>CSD 2256 Deaf Culture &amp; Community</p> <p>CSD 4460 Educational Audiology</p> <p>CSD 2258 Language Acquisition in American Sign Language</p> <p>EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment</p> <p>SPED 3330 Exceptional Child</p> <p>EDUC 4463 Methods in ESL</p> <p>EDHH 4459 Teaching Academic Subjects to the Deaf</p>
	<p><b>Performance</b></p> <p>2(f) The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and implanting differentiated instruction and peer interactions and communication.</p>	<p>EDHH 4459 Teaching Academic Subjects to the Deaf (Unit Plan)</p> <p>EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan)</p> <p>CSD 2258 Language Acquisition in American Sign Language</p>
<b>Standard 3 Learning Environments</b>	<p><b>Knowledge</b></p> <p>3(a) The teacher understands the unique social and emotional needs of students who are deaf/hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.</p> <p>3(b) The teacher understands that Deaf cultural factors, communication, and family influences impact classroom management of students.</p> <p>3(c) The teacher understands the role of and the relationship among the teacher, interpreter, and student.</p>	<p>EDUC 2201 Development and Individual Differences</p> <p>EDHH 4459 Teaching Academic Subjects to the Deaf</p> <p>CSD 2256 Deaf Culture &amp; Community</p> <p>CSD 2258 Language Acquisition in American Sign Language</p>
	<p><b>Performance</b></p> <p>3(d) The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access.</p> <p>3(e) The teacher creates a learning environment that encourages self-advocacy and the</p>	<p>EDHH 4459 Teaching Academic Subjects to the Deaf (Unit Plan)</p>

	development of a positive self-identity. 3(f) The teacher prepares students for the appropriate use of interpreters and support personnel.	EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan)
<b>Standard 4 Content Knowledge</b>	<b>Knowledge</b> 4(a) The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing. 4(b) The teacher knows the various educational placement options and how they influence a deaf/hard of hearing student's cultural identity and linguistic, academic, social, and emotional development. 4(c) The teacher understands the complex facets regarding issues related to deaf/hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).	CSD 2256 Deaf Culture & Community EDHH 4459 Teaching Academic Subjects to the Deaf
	<b>Performance</b> 4(d) The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf/hard of hearing. 4(e) The teacher educates others regarding the potential benefits, and constraints of the following: cochlear implants, hearing aids, other amplification usage, sign language systems, ASL, use of technologies, and communication modalities.	EDHH 4495 Deaf Education: Student Teaching Internship (Student Teaching Standards Portfolio) EDHH 4459 Teaching Academic Subjects to the Deaf (Unit Plan)
<b>Standard 5 Application of Content</b>	<b>Knowledge</b> 5(a) The teacher understands the role of the interpreter and the use and maintenance of assistive technology 5(b) The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, listening and spoken language (LSL), hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning.)	CSD 4460 Educational Audiology EDHH 4459 Teaching Academic Subjects to the Deaf
	<b>Performance</b> 5(c) The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (eg., total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning). 5(d) The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For the teacher to be employed in programs where sign language is used for communication and instruction, the teacher will meet one of the following to demonstrate sign language proficiency: 1) score Intermediate Plus level or above as measured by the Sign Language Proficiency Interview (SLPI), 2) receive 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), or 3) obtain National Registry of Interpreters for the Deaf Certification (RID). 5(e) The teacher maintains a learning environment that facilitates the services of the interpreter, support personnel, and implementation of other accommodations 5(f) The teacher provides instruction to students on the effective use of appropriate assistive technology.	EDHH 4495 Deaf Education: Student Teaching Internship (Student Teaching Standards Portfolio) Required to take one of the tests: ASLPI, SLPI, or EIPA, or RID certified EDUC 3302 Motivation and Management (Case Study) EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) CSD 4460 Educational Audiology

<b>Standard 6 Assessment</b>	<b>Knowledge</b> 6(a) The teacher knows specialized terminology used in the assessment of students who are deaf/hard of hearing. 6(b) The teacher knows the appropriate assessment accommodations. 6(c) The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.	SPED 4424 Assessment Procedures in Special Education EDHH 4459 Teaching Academic Subjects to the Deaf
	<b>Performance</b> 6(d) The teacher uses appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing. 6(e) The teacher designs and uses appropriate formative assessment tools. 6(f) The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment. 6(g) The teacher uses data from assessments to inform instructional decision making to develop present levels of performance (PLOP) and IEP goals.	EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) EDHH 4459 Teaching Academic Subjects to the Deaf (Unit Plan) EDUC 4463 ESL Methods (Unit plan) EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment (Observation and Analysis Folio) SPED 4424 Assessment Procedures in Special Education (Specific Learning Disability (SLD) Eligibility Report and Reflection)
<b>Standard 7 Planning for Instruction</b>	<b>Knowledge</b> 7(a) The teacher knows Federal and State special education laws (IDEA). 7(b) The teacher knows how to develop a meaningful and compliant IEP.	EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment EDHH 4459 Teaching Academic Subjects to the Deaf SPED 4424 Assessment Methods in Special Education
	<b>Performance</b> 7(c) The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes. 7(d) The teacher implements the IEP.	EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment (Observation and Analysis Folio) EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) EDHH 4495 Deaf Education: Student Teaching Internship (Student Teaching Standards Portfolio)
<b>Standard 8 Instructional Strategies</b>	8(a) The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing. 8(b) The teacher knows how to develop instruction that incorporates critical thinking, problem solving, and performance skills.	EDUC 3311 Educational Technology EDUC 4408 Pre-Internship Field Experience Seminar CSD 4452 Auditory Language Learning

		EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment
	<b>Performance</b> 8(c) The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and the unique needs of students who are deaf/hard of hearing. 8(d) The teacher maintains a learning environment that facilitates the services of the educational interpreter, note taker, and other support personnel, as well as other accommodations. 8(e) The teacher enables students who are deaf/hard of hearing to use support personnel and assistive technology.	EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) EDHH 4459 Teaching Academic Subjects to the Deaf CSD 4452 Auditory Language Learning EDUC 3302 Motivation and Management CSD 4460 Educational Audiology
<b>Standard 9 Professional Learning and Ethical Practice</b>	<b>Knowledge</b> 9(a) The teacher knows The Code of Ethics for Idaho Professional Educators. 9(b) The teacher knows about laws affecting deaf/hard of hearing community. 9(c) The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students. 9(d) The teacher is aware of their personal bias(es) related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect. 9(e) The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives. 9(f) The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school. 9(g) The teacher understands the dynamics of change and recognizes that the field of education is not static. 9(h) The teacher knows how to use technology to enhance productivity and professionalism.	EDUC 3308 Assessment and Lesson Plan Writing CSD 2256 Deaf Culture and Community CSD 4460 Educational Audiology EDHH 4459 Teaching Academic Subjects to the Deaf EDUC 4463 Methods in ESL EDUC 3311 Educational Technology
	<b>Performance</b> 9(i) The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators. 9(j) The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students. 9(k) The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students). 9(l) The teacher uses self-reflection as a means of improving instruction. 9(m) The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices. 9(n) The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher. 9(o) The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.	EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment (Observation and Analysis Folio) EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) EDHH 4495 Deaf Education: Student Teaching Internship (Student Teaching Standards Portfolio) EDHH 4459 Teaching Academic Subjects to the Deaf Methods CSD 2256 Deaf Culture and Community EDUC 3311 Education Technology

	9(p) The teacher uses technology to enhance productivity and professionalism.	
<b>Standard 10 Leadership and Collaboration</b>	<b>Knowledge</b> 10(a) The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students. 10(b) The teacher knows about available services, organizations, and networks that support individuals who are deaf or hard of hearing. 10(c) The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students. 10(d) The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.	CSD 4460 Educational Audiology EDHH 4459 Teaching Academic Subjects to the Deaf CSD 2256 Deaf Culture and Community CSD 2258 Language Acquisition in American Sign Language CSD 4460 Educational Audiology
	<b>Performance</b> 10(e) The teacher facilitates the coordination of support personnel (e.g., interpreters) and agencies to meet the communication needs of students who are deaf/hard of hearing. 10(f) The teacher accesses and shares information about available resources with family and community.	EDHH 4495 Deaf Education: Student Teaching Internship

## Section II: New Program Course Requirements

**Directions:** Please list the course requirements for the new program in the blank space below. Include as much detail as possible. Do not link to outside documents or websites; supporting documents may be included if they are condensed into one document with a clear title and explanation of how the information supports the request.

IDAPA 08.02.02.022.12

**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 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)



**CONSENT  
DECEMBER 18, 2019**

**ATTACHMENT 1**

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)


Course Number	Course Name	Credit Count
CSD 2256*	Deaf Culture and Community	3
CSD 2258	Language Acquisition in American Sign Language	3
CSD 4460	Educational Audiology	3
CSD 1151*	American Sign Language I	4
CSD 1152*	American Sign Language II	4
CSD 2251	American Sign Language III	4
CSD 2252	American Sign Language IV	4
EDUC 4463	Methods in ESL	3
EDUC 4459**	Teaching Academic Subjects to the Deaf	3
SPED 3330	The Exceptional Child	3
SPED 4424	Assessment Methods in Special Education	3
Total Endorsement Credits		37

\*Note that CSD 2258, CSD 1151, and CSD 1152 count toward 6 General Education objective credits too.

\*\*Course name and number pending approval from Undergraduate Curriculum Council (Sept 2019)

**CONSENT**  
**DECEMBER 18, 2019**

**ATTACHMENT 1**

Signature of College Chair/Director/Dean	Assistant Dean, Emma Wood 	Date	9/3/2019
Signature of Graduate Chair/Director/Dean, or other official (if applicable)	n/a	Date	

*\*Applications without appropriate dated signatures will not be considered.*

# CSD 1151-01 - American Sign Language I

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Monday/Wednesday: 2:30 PM – 3:45 PM, REND 228

Thursday (LAB): 2:30 PM – 3:20 PM, REND 228

## Instructor

Jill Radford, Ed.S.

## Phone

208 904 3552 (VP)

## Email

radfjill@isu.edu

## Office Location

SPA (Building 68), 308B

## Office Hours

Tuesdays and Fridays  
by appointment

## Course Overview

In a visual-gestural environment, the basics of American Sign Language (ASL) are introduced without the presentation of English equivalents. Students learn information about the Deaf community and Deaf culture along with culturally-appropriate uses of the eyes and facial expression, which are critical conversation skills. ASL questions, commands, and other simple sentence structures are introduced. May be repeated once to improve a grade for a maximum of 3 credits. COREQ: CSD 1151L. Partially satisfies Objective 4 of the General Education Requirements.

Linguistic principles of ASL are introduced, emphasis is on increasing proficiency in narration, conversation, and description.

Emphasis on expressive and receptive skills utilizing ASL as primary language in the classroom. Knowledge of Deaf Culture and Deaf people will be incorporated throughout the course.

## Required Text

Bryant, R., Gelineau, L., Shannon, T., Harris, R., & Marbury, N. (2017). *TRUE+WAY ASL: Level 1 student e-workbook*. Austin, TX: Purple Moontower. <http://truewayasl.com>

Bell, Cece, and David Lasky. *El Deafo*. Manitoba Education and Advanced Learning, Alternate Formats Library, 2015.

## Required Course Materials

- **Moodle Account:** This is where the course content, grades and communication will be posted.
- **Video Recording Device.** Device will be used frequently for assessment and assignments. Device must have high video resolution.

## **Syllabus Changes**

This syllabus is subject to change. Notifications will be given regarding all changes. Dates for individual assignments and exams are *tentative* and may be altered based on class progress at the discretion of the professor. In the event of any discrepancy between this syllabus and content found in Moodle, the information in **MOODLE WILL TAKE PRECEDENCE**.

## **Specific Learning Outcomes**

Students who complete the course with a high-level of achievement will be able to:

- Tell a story in ASL using appropriate two-person role shifting
- List and describe the five parameters of ASL
- Analyze, discuss, and reflect on important issues in Deaf Culture
- Demonstrate intellectual elasticity, widened perspective and respect for diverse viewpoints when using ASL
- Explain own perspective of Deaf culture based on experiences at events or in class
- Use ASL to have effective basic conversations

## **Academic Integrity and Dishonesty Policy**

Our department takes issues of academic integrity very seriously. Academic dishonesty will not be tolerated in any form. If there are any questions about academic Integrity, visit this website:

[http://coursecat.isu.edu/undergraduate/academic\\_integrity\\_and\\_dishonesty\\_policy/](http://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/)

## **Course Communication Policy**

**ASL Zone:** This classroom is an ASL Zone, voicing or English mouthing is strongly discouraged during classtime. Once class time begins, the “No-Voicing” policy will be enforced. Please “turn-off your voice” and sign with your class peers. Talking without signing in the presence of a Deaf professor or any Deaf person is considered rude in Deaf culture. Write notes to each other if you must or SIGN! Disruptive students will be asked to leave the class.

While respect is given to the first language of individual students, the primary mode of communication for this course is American Sign Language (ASL). Written English will be used for course materials and during class discussion. Class discussion, questions, and answers will be expressed using ASL. When necessary, use of other nonverbal communication (writing, gestures, pantomime, etc.) may be used.

**Deaf Space:** During this course you are expected to respect the cultural norms of Deaf Culture. Eye contact is an essential part of the culture. Minimal visual distractions are needed to provide an optimal learning environment for the class. Please refrain from use of laptops and phones during class time. Large objects should be placed on the floor to leave signing space free of distractions. Seating will be in the “horse-shoe” arrangement to provide optimal viewing of all individuals in the class.

### **Class Attendance**

To maximize instruction, discussion, and learning opportunities; consistent class attendance and participation are essential. It is the student's responsibility to obtain all information distributed during missed class. Excessive absences will result in a lower grade for the course

### **Important Dates**

<b>Date</b>	
<b>January 7</b>	First Day of Classes
<b>January 18</b>	Last Day to Add/Drop Course
<b>January 21</b>	MLK Day/Idaho Human Rights Day (no classes)
<b>January 30</b>	1 <sup>st</sup> Video Submission DUE
<b>February 18</b>	President's Day (no classes)
<b>February 22 – 23</b>	ISU Silent Weekend (Recommended)
<b>February 25 – March 1</b>	Midterm Week
<b>February 25</b>	2 <sup>nd</sup> Video Submission (Midterm) DUE
<b>March 15</b>	Last Day to Withdraw
<b>March 18 - 22</b>	Spring Break (NO CLASSES)
<b>March 15</b>	Documentary Analysis Due
<b>April 10</b>	Educational Group Project Due
<b>April 18</b>	Community Event Reflection Papers DUE
<b>April 22 - 26</b>	Closed Week (NO TESTS OR QUIZZES)
<b>May 1 (12:30 PM – 2:30 PM)</b>	FINAL EXAM (3 <sup>rd</sup> Video Submission DUE)
<b>April 29 – May 3</b>	Final Exams

### **Homework Policy**

Course Assignments/Video Submissions must be completed by due dates. The student is responsible for staying up-to-date with course work. Late work due to procrastination will not be accepted. Later work due to a legitimate emergency may be accepted.

### **Course Activities/Assignments**

*e-Workbook Assignments/SOAR* – You are required to complete the assignments at the end of each lesson and submit for grading. Assignments will be graded on completion not competence. SOAR will be graded on competence.

*Unit Tests* – student will complete testing at the completion of Units 1&2, Units 3&4, and Units 5&6.

*Video Submissions* – three videos will be submitted to document progress and skills learned throughout the course. The final video will be culmination of stories and skills.

*Deaf Community Event* – students will attend **one** Deaf community event and type a reflection paper about the experience. Event opportunities will be shared via Moodle. Reflection paper must be a 1-2 page, double-spaced, typed, and contain minimal grammar and spelling errors.

*Receptive Skills Quizzes* – quizzes will be administered throughout the course. Some will be in class; some will be online. If you miss a quiz in class, there will be no make up for the quiz missed.

*Educational Group Project* – in a group of 3-4, choose a topic related to ASL and/or Deaf issues and prepare to “educate” the public/community on chosen topic. Group will choose means to share chosen topic (examples: brochure, class presentation, PowerPoint slides, poster, etc.)

*Documentary Movie Analysis* – students will submit a report, which analyzes a documentary film that addresses important Deaf issues. This report must be one-page, double spaced, typed. Please use tools to ensure minimal mistakes to grammar and spelling. Movie titles will be discussed in class.

### **Course Assignments/Points Allocation**

<b>Assignment</b>	<b>Total Points</b>
Participation	100
e-Workbook Assignments/SOAR	350
Unit Tests	150
Video Submission (3)	200
Community Event Reflection Paper (1)	100
Receptive Quizzes	50
Educational Group Project	50
Documentary Movie Analysis	50
Total Points Possible	1050

**Video Submissions/Points Distribution**

<b>Due Date</b>	<b>Topic/Description</b>
January 30	What I Know (50 points)
February 25 (Midterm)	What I Want to Know (50 points)
May 1 (Final)	What I Have Learned (100 points)

**Grades**

Grade will be monitored and accessed via Moodle. Please check Moodle frequently to ensure assignment completion and grade documentation. If there are any concerns, contact the instructor to address the concern. If more questions see ISU credit and grading policy:

<http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/>

**Grading Scale**

<b>Percentage</b>		<b>Percentage</b>	
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

**General Education Objective**

This course fulfills the requirements of the General Education Objective 4. The course activity satisfies the requirements by:

<b>Objective</b>	<b>Course Activity</b>
Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience	Analysis of movie documentary
Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s)	Video submissions
Perceive and understand formal, conceptual, and technical elements specific to the discipline	Unit assignments and quizzes

<b>Objective</b>	<b>Course Activity</b>
Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts	Educational Group Activity
Develop critical perspectives or arguments about subject matter, grounded in evidence-based analysis	Unit assignments and class discussion
Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints	Reflection paper on Deaf Community event

### **Additional Information**

#### **Tutoring Opportunities**

A resource available to student is available at the Student Success Center. Tutoring for ASL III Course will begin the third week of the semester. Required forms must be completed before tutoring takes place. When requesting tutors, please use the tutors that are recommended by instructor. (To be posted on Moodle) These tutors have been selected to optimize support in learning ASL. For more information, see link below

<http://coursecat.isu.edu/undergraduate/academicinformation/studentsuccesscenter/>

#### **Accommodations for Disabilities**

Reasonable accommodations are available for students with a documented disability. Students with an approved accommodation form should present the form to the course instructor the first week of class. Reasonable accommodations will be made to ensure student success in completing the course.

If you have a diagnosed disability or believe you have a disability (physical, learning, hearing, vision, psychiatric, etc.) which may need reasonable accommodation, please contact the ADA and Disabilities Resource Center located in Rendezvous room 125 or call (208) 282-3599. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.



# CSD 1152-01 - American Sign Language II

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Monday/Wednesday: 1:00 PM – 2:15 PM, REND 228

Thursday (LAB): 12:30 PM – 1:20 PM, REND 228

## Instructor

Jill Radford, Ed.S.

## Phone

208 904 3552 (VP)

## Email

radfjill@isu.edu

## Office Location

SPA (Building 68), 308B

## Office Hours

Tuesdays/Fridays by  
appointment

## Course Overview

In this second course in ASL, students continue to expand receptive (listening) and expressive (signing) skills while being taught in ASL. Pluralization, spatial referencing, pronominalization and basic depiction/blending are introduced. Fluency is improved and students learn more about the Deaf community and culture.

Partially satisfies Objective 4 of the General Education Requirements. PREREQ: CSD 1151, CSD 1151L, or permission of instructor. COREQ: CSD 1152L. S

## Required Text

Lenz, E.M., Mikos, K., & Smith, C. (2014). *Signing Naturally Units 7-12 Student Set*. San Diego, CA: DawnSignPress ISBN: 978-1-58121-221-1.

- Please be sure that purchase includes 2 DVDs that can be viewed.

Padden, C., & Humphries, T. L. (2005). *Inside deaf culture*. Cambridge, MA: Harvard University Press. ISBN: 0-6674-01506-1

## Required Course Materials

- **Moodle Account:** This is where the course content, grades and communication will be posted.
- **Video Recording Device:** Device will be used frequently for assessment and assignments. Device must have high video resolution.
- **Video Compression Application:** Used to ensure uploading of video submission is done correctly.

## Syllabus Changes

This syllabus is subject to change. Notifications will be given regarding all changes. Dates for individual assignments and exams are *tentative* and may be altered based on class progress at the discretion of the professor. In the event of any discrepancy between this syllabus and content found in Moodle, the information in **MOODLE WILL TAKE PRECEDENCE**.

### Specific Learning Outcomes

Students who complete the course with a high-level of achievement will be able to:

- Demonstrate ASL skills in communicating subject knowledge, short stories, narratives, and dialogues at an intermediate level.
- Analyze, discuss, and reflect on important issues in Deaf Culture
- Demonstrate expressive and receptive proficiency of grammatical features of American Sign Language at an intermediate level.
- Use appropriate conversation regulators in intermediate level of ASL conversation.

### Academic Integrity and Dishonesty Policy

Our department takes issues of academic integrity very seriously. Academic dishonesty will not be tolerated in any form. If there are any questions about Academic Integrity, visit this website:

[http://coursecat.isu.edu/undergraduate/academic\\_integrity\\_and\\_dishonesty\\_policy/](http://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/)

### Course Communication Policy

**ASL Zone:** This classroom is an ASL Zone, voicing or English mouthing is strongly discouraged during class time. Once class time begins, the “No-Voicing” policy will be enforced. Please “turn-off your voice” and sign with your class peers.

Remember: Talking without signing in the presence of a Deaf professor or any Deaf person is considered rude in Deaf culture. Write notes to each other if you must or SIGN! Disruptive students will be asked to leave the class.

While respect is given to the first language of individual students, the primary mode of communication for this course is American Sign Language (ASL). Written English will be used for course materials and during class discussion. Class discussion, questions, and answers will be expressed using ASL. When necessary, use of other nonverbal communication (writing, gestures, pantomime, etc.) may be used.

**Deaf Space:** During this course you are expected to respect the cultural norms of Deaf Culture. Eye contact is an essential part of the culture. Minimal visual distractions are needed to provide an optimal learning environment for the class. Please refrain from use of laptops and phones during class time. Large objects should be placed on the floor to leave signing space free of distractions. Seating will be in the “horse-shoe” arrangement to provide optimal viewing of all individuals in the class.

### Class Attendance/Participation

To maximize instruction, discussion, and learning opportunities; consistent class attendance and participation are essential. It is the student’s responsibility to obtain all information distributed during a missed class. Excessive absences will result in a lower grade for the course. Lack of participation in class discussions, practice, and activities will result in a lower grade for the course.

### **Important Dates**

<b>Date</b>	
January 7	First Day of Classes
January 18	Last Day to Add/Drop Course
January 21	MLK Day/Idaho Human Rights Day (no classes)
January 30	1 <sup>st</sup> Video Submission DUE
February 18	President's Day (no classes)
February 22 – 23	ISU Silent Weekend (REQUIRED)
February 25 – March 1	Midterm Week
February 25	2 <sup>nd</sup> Video Submission DUE
March 15	Last Day to Withdraw
March 18 - 22	Spring Break (NO CLASSES)
March 15	Documentary Analysis Due
April 18	Community Event Reflection Papers DUE
April 22 - 26	Closed Week (NO TESTS OR QUIZZES)
April 29 (12:30 – 2:30)	FINAL EXAM (3 <sup>rd</sup> Video Submission DUE, written/receptive skills exam administered)
April 29 – May 3	Final Exams

### **Homework Policy**

Course Assignments/Video Submissions must be completed by due dates. The student is responsible for staying up-to-date with course work. Late work due to procrastination will not be accepted. Late work due to a legitimate emergency may be accepted.

### **Course Activities/Assignments**

*Unit Assignments* – each unit consists of 13-14 lessons. You are required to complete the assignments at the end of each lesson and submit for grading. Will be graded based on completion not competence.

*Video Submissions* – three videos will be submitted to document progress and skills learned throughout the course. The final video will be culmination of stories and skills.

*Deaf Community Event* – students will attend **two** Deaf community events and type a reflection papers about each experience. Event opportunities will be shared via Moodle. Reflection papers must be a 1-2 page, double-spaced, typed, and contain minimal grammar and spelling errors.

**ISU's SILENT WEEKEND:** Event held February 22-23 in Gooding, Idaho. Attendance to this event is **REQUIRED**. More details will be posted as they become available.

*Receptive Skills Quizzes* – at conclusion of each unit there will be a receptive skills quiz.

*Text Analysis* – students will complete reflective papers for each chapter of required reading for the course. (*Inside Deaf Culture*). Each chapter (eight total) will be worth 20 points. These papers are not a summary of the chapter. Reflective thinking should be evident. Due dates will be posted in Moodle. All reflections are to be submitted on Moodle.

*Documentary Analysis* – Analytical paper will be completed about the documentary film viewed in class. The analysis should contain informed opinions and ideas based on student learning in the course.

### **Course Assignments/Points Allocation**

<b>Assignment</b>	<b>Total Points</b>
Participation	100
Unit Assignments	200
Video Submissions (3)	300
Text Analysis (8 Chapters)	160
Documentary Analysis (movie)	100
Community Event Reflection Papers (2)	200
Receptive Quizzes	50
Receptive/Written Final Exam	150
<b>Total Points Possible</b>	<b>1260</b>

### **Video Submissions/Points Distribution**

<b>Due Date</b>	<b>Topic/Description</b>
January 30	Who I Am (50 points)
February 25 (Midterm)	Favorite Childhood Memory (100 points)
April 29 (Expressive Final Submission Due)	Fable Retelling Final Project (150 points)

### **Grades**

Grades will be monitored and accessed via Moodle. Please check Moodle frequently to ensure assignment completion and grade documentation. If there are any concerns, contact the instructor for a meeting to address the concern. If more questions, see ISU credit and grading policy:

<http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/>

### Grading Scale

Percentage		Percentage	
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

### Additional Information

#### General Education Requirements

Objective	Course Activity
Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience	Analysis of reading materials (Inside Deaf Culture)
Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s)	Video submissions
Perceive and understand formal, conceptual, and technical elements specific to the discipline	Unit assignments and quizzes
Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts	Documentary Analysis (Through Deaf Eyes)
Develop critical perspectives or arguments about subject matter, grounded in evidence-based analysis	Unit assignments and class discussion
Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints	Reflection papers on Deaf Community events

### Tutoring Opportunities

Tutoring is available to students at the Student Success Center. Required forms must be completed before tutoring takes place. **When requesting tutors, please use the tutors that are recommended by instructor.** (To be posted on Moodle) These tutors have been selected to provide optimal support in learning ASL. For more information, see link below

<http://coursecat.isu.edu/undergraduate/academicinformation/studentsuccesscenter/>

**Accommodations for Disabilities**

Reasonable accommodations are available for students with a documented disability. Students with an approved accommodation form should present the form to the course instructor the first week of class. Reasonable accommodations will be made to ensure student success in completing the course.

If you have a diagnosed disability or believe you have a disability (physical, learning, hearing, vision, psychiatric, etc.) which may need reasonable accommodation, please contact the ADA and Disabilities Resource Center located in Rendezvous room 125 or call (208) 282-3599. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.

# CSD 2251-01 - American Sign Language III

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Monday – Wednesday: 1:00 PM – 1:50 PM, REND 234

Thursday (LAB): 1:00 PM – 1:50 PM, REND 234

## Instructor

Jill Radford, Ed.S.

## Phone

208 904 3552 (VP)

## Email

radfjill@isu.edu

## Course Overview

Students are introduced to linguistic principles of ASL and a transcription system for recording and preparing dialogues and texts. Emphasis is on student-generated conversations.

Linguistic principles of ASL are introduced, emphasis is on increasing proficiency in narration, conversation, and description.

Emphasis on expressive and receptive skills utilizing ASL as primary language in the classroom. Knowledge of Deaf Culture and Deaf people will be incorporated throughout the course.

## Office Location

SPA (Building 68), 308B

## Office Hours

Monday & Wednesday  
10:00 AM – 11:00 AM

Friday by appointment

## Required Text

Lenz, E.M., Mikos, K., & Smith, C. (2014). *Signing Naturally Units 7-12 Student Set*. San Diego, CA: DawnSignPress ISBN: 978-1-58121-221-1. Please be sure that purchase includes 2 DVDs that can be viewed.

## Required Course Materials

- **Moodle Account:** This is where the course content, grades and communication will be posted.
- **Video Recording Device.** Device will be used frequently for assessment and assignments. Device must have high video resolution.

## PREREQ

CSD 1152, CSD 1152L, and Sign Language Studies major or permission of instructor.

## Specific Learning Outcomes

Students who complete the course with a high-level of achievement will be able to:

- Demonstrate ASL skills in communicating subject knowledge, short stories, narratives, and dialogues at an intermediate level.
- Analyze, discuss, and reflect on important issues in Deaf Culture
- Demonstrate expressive and receptive proficiency of grammatical features of American Sign Language at an intermediate level.
- Use appropriate conversation regulators in intermediate level of ASL conversation.

### **Academic Integrity and Dishonesty Policy**

Our department takes issues of academic integrity very seriously. Academic dishonesty will not be tolerated in any form. If there are any questions about Academic Integrity, visit this website:

[http://coursecat.isu.edu/undergraduate/academic\\_integrity\\_and\\_dishonesty\\_policy/](http://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/)

### **Course Communication Policy**

While respect is given to the first language of individual students, the primary mode of communication for this course is American Sign Language (ASL).

Written English will be used for course materials and during class discussion (sparingly).

Spoken English during class is strongly discouraged. During class time the “No-Voice Policy” will be enforced. This will allow for optimal opportunity to develop expressive and receptive skills in ASL. Class discussion, questions, and answers will be expressed using ASL. When necessary, use of other nonverbal communication (gestures, pantomime, etc.) may be used.

If any student still uses their voice during class, a warning will be given ONCE. If a second offence occurs, the student will be asked to leave the classroom.

### **Class Attendance**

To maximize instruction, discussion, and learning opportunities; consistent class attendance and participation are essential. It is the student’s responsibility to obtain all information distributed during missed class. Excessive absences will result in a lower grade for the course

### **Important Dates**

Date	
August 20	First Day of Classes
August 24	Last Day to Add/Drop Course
September 3	Labor Day (NO CLASS)
September 10	1 <sup>st</sup> Video Submission DUE



<b>Date</b>	
September 21	Last Day to Withdraw
October 8-12	Midterm Week
October 15	2 <sup>nd</sup> Video Submission DUE
November 19-23	Fall Recess
November 26	Community Event Reflection Papers DUE
December 3-5	Closed Week
December 10 (12:30 – 2:30)	FINAL EXAM (3 <sup>rd</sup> Video Submission will be the Final Exam)
December 10-14	Final Exams

### **Homework Policy**

Course Assignments/Video Submissions must be completed by due dates. The student is responsible for staying up-to-date with course work. Late work due to procrastination will not be accepted. Later work due to a legitimate emergency may be accepted.

### **Course Activities/Assignments**

*Unit Assignments* – each unit consists of 13-14 lessons. You are required to complete the assignments at the end of each lesson and submit for grading. Will be graded based on completion not competence.

*Video Submissions* – three videos will be submitted to document progress and skills learned throughout the course. The final video will be culmination of stories and skills.

*Deaf Community Event* – students will attend **two** Deaf community events and type a reflection papers about each experience. Event opportunities will be shared via Moodle. Reflection papers must be a 1-2 page, double-spaced, typed, and contain minimal grammar and spelling errors.

*Receptive Skills Quizzes* – at conclusion of each unit there will be a receptive skills quiz.

### **Course Assignments/Points Allocation**

<b>Assignment</b>	<b>Total Points</b>	<b>Weighted Percentage</b>
Participation	100	20%
Unit Assignments	200	10%
Video Submission (3)	300	40%
Community Event Reflection Paper (2)	200	20%

Assignment	Total Points	Weighted Percentage
Receptive Quizzes	50	10%
Total Points Possible	850	100%

#### **Video Submissions/Points Distribution**

Due Date	Topic/Description
September 10	Childhood Narrative (50 points)
October 15 (Midterm)	Fairy Tale (100 points)
December 10 (Final)	Final Project (150 points)

#### **Grades**

Grade will be monitored and accessed via Moodle. Please check Moodle frequently to ensure assignment completion and grade documentation. If there are any concerns, contact the instructor for a meeting to address the concern. If more questions, see ISU credit and grading policy:

<http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/>

#### **Grading Scale**

	Percentage	Points		Percentage	Points
A	94-100	795-850	C	74-76	625-650
A-	90-93	761-794	C-	70-73	591-624
B+	87-89	736-760	D+	67-69	565-590
B	84-86	710-735	D	64-66	540-564
B-	80-83	676-709	D-	60-63	506-539
C+	77-79	651-675	F	Below 60	Below 505

#### **Additional Information**

#### **Tutoring Opportunities**

A resource available to student is available at the Student Success Center. Tutoring for ASL III Course will begin the third week of the semester. Required forms must be completed before tutoring takes place. **When requesting tutors, please use the tutors that are recommended by instructor.** (To be posted on Moodle) These tutors have been selected to provide optimal support in learning ASL. For more information, see link below

<http://coursecat.isu.edu/undergraduate/academicinformation/studentsuccesscenter/>

**Accommodations for Disabilities**

Reasonable accommodations are available for students with a documented disability. Students with an approved accommodation form should present the form to the course instructor the first week of class. Reasonable accommodations will be made to ensure student success in completing the course.

If you have a diagnosed disability or believe you have a disability (physical, learning, hearing, vision, psychiatric, etc.) which may need reasonable accommodation, please contact the ADA and Disabilities Resource Center located in Rendezvous room 125 or call (208) 282-3599. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.

# CSD 2252-03 - American Sign Language IV

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Monday/Wednesday: 11:00 AM – 12:15 PM, REND 228

Thursday (LAB): 10:30 AM – 11:20 AM, REND 228

## Instructor

Jill Radford, Ed.S.

## Phone

208 904 3552 (VP)

## Email

radfjill@isu.edu

## Office Location

SPA (Building 68), 308B

## Office Hours

Tuesdays/Fridays by  
appointment

## Course Overview

Linguistic features of ASL are expanded, including inflection, spatialization, movement, redundancy, and use of facial expression and body posture. Emphasizes vocabulary development and conceptual accuracy. Student topics of interest and skill development will direct instruction.

COREQ: CSD 2252L. PREREQ: CSD 2251, CSD 2251L, and Sign Language major or permission of instructor.

## Required Text

Spradley, Thomas S., and James P. Spradley. *Deaf like Me*. Gallaudet Univ. Press, 2004.

## Required Course Materials

- **Moodle Account:** This is where the course content, grades and communication will be posted.
- **Video Recording Device:** Device will be used frequently for assessment and assignments. Device must have high video resolution.
- **Video Compression Application:** Used to ensure uploading of video submission is done correctly.

## Syllabus Changes

This syllabus is subject to change. Notifications will be given regarding all changes. Dates for individual assignments and exams are *tentative* and may be altered based on class progress at the discretion of the professor. In the event of any discrepancy between this syllabus and content found in Moodle, the information in **MOODLE WILL TAKE PRECEDENCE**.

### **Specific Learning Outcomes**

Students who complete the course with a high-level of achievement will be able to:

- Apply expressive and receptive mastery of grammatical features of American Sign Language at the intermediate/advanced level.
- Apply ASL skills in communicating subject knowledge, short stories, narratives, and dialogues at the intermediate/advanced level.
- Use appropriate conversation regulators in intermediate/advanced level of ASL conversations.
- Explain main ideas of extended discourse on increasingly complex topic in ASL.
- Work on specific language functions such as description, giving directives, making suggestions or request, expressing opinions, persuading and informing.
- Continue to develop conversational skills.

### **Academic Integrity and Dishonesty Policy**

Our department takes issues of academic integrity very seriously. Academic dishonesty will not be tolerated in any form. If there are any questions about Academic Integrity, visit this website:

[http://coursecat.isu.edu/undergraduate/academic\\_integrity\\_and\\_dishonesty\\_policy/](http://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/)

### **Course Communication Policy**

**ASL Zone:** This classroom is an ASL Zone, voicing or English mouthing is strongly discouraged during class time. Once class time begins, the “No-Voicing” policy will be enforced. Please “turn-off your voice” and sign with your class peers.

Remember: Talking without signing in the presence of a Deaf professor or any Deaf person is considered rude in Deaf culture. Write notes to each other if you must or SIGN! Disruptive students will be asked to leave the class.

While respect is given to the first language of individual students, the primary mode of communication for this course is American Sign Language (ASL). Written English will be used for course materials and during class discussion. Class discussion, questions, and answers will be expressed using ASL. When necessary, use of other nonverbal communication (writing, gestures, pantomime, etc.) may be used.

**Deaf Space:** During this course you are expected to respect the cultural norms of Deaf Culture. Eye contact is an essential part of the culture. Minimal visual distractions are needed to provide an optimal learning environment for the class. Please refrain from use of laptops and phones during class time. Large objects should be placed on the floor to leave signing space free of distractions. Seating will be in the “horse-shoe” arrangement to provide optimal viewing of all individuals in the class.

### **Class Attendance/Participation**

To maximize instruction, discussion, and learning opportunities; consistent class attendance and participation are essential. It is the student's responsibility to obtain all information distributed during a missed class. Excessive absences will result in a lower grade for the course. Lack of participation in class discussions, practice, and activities will result in a lower grade for the course.

### **Important Dates**

<b>Date</b>	
January 7	First Day of Classes
January 18	Last Day to Add/Drop Course
January 21	MLK Day/Idaho Human Rights Day (no classes)
February 18	President's Day (no classes)
February 22 – 23	ISU Silent Weekend (REQUIRED)
February 25 – March 1	Midterm Week
March 15	Last Day to Withdraw
March 18 - 22	Spring Break (NO CLASSES)
April 18	Community Event Reflection Papers DUE
April 22 - 26	Closed Week (NO TESTS OR QUIZZES)
May 1 (10:00 AM – 12:00 PM)	FINAL EXAM
April 29 – May 3	Final Exams

### **Homework Policy**

Course Assignments/Video Submissions must be completed by due dates. The student is responsible for staying up-to-date with course work. Late work due to procrastination will not be accepted. Late work due to a legitimate emergency may be accepted.

### **Course Activities/Assignments**

*Class presentations/Video Submissions* –expressive skill development will be evaluated in class and through video submissions. Three videos will be submitted to document progress and skills learned throughout the course. The final video will be culmination of skills learned.

*Deaf Community Event* – students will attend **two** Deaf community events and type a reflection papers about each experience. Event opportunities will be shared via Moodle. Reflection papers must be a 1-2 page, double-spaced, typed, and contain minimal grammar and spelling errors.

**ISU's SILENT WEEKEND:** Event held February 22-23 in Gooding, Idaho. Attendance to this event is REQUIRED. More details will be posted as they become available.

*Receptive Skills Quizzes* – at conclusion of each unit there will be a receptive skills quiz.

*Text Analysis* – students will complete reflective papers for each chapter of required reading for the course. These papers are not a summary of the chapter. Reflective thinking should be evident. Due dates will be posted in Moodle. All reflections are to be submitted on Moodle.

*Quizzes* – will be administered periodically to assess student learning.

### **Course Assignments/Points Allocation**

<b>Assignment</b>	<b>Total Points</b>
Participation/Discussions	100
Class Presentations/Video Submissions	800
Text Analysis	200
Community Event Reflection Papers (2)	200
Quizzes	100
Final Exam	200
<b>Total Points Possible</b>	<b>1600</b>

### **Grades**

Grades will be monitored and accessed via Moodle. Please check Moodle frequently to ensure assignment completion and grade documentation. If there are any concerns, contact the instructor for a meeting to address the concern. If more questions, see ISU credit and grading policy:

<http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/>

### **Grading Scale**

<b>Percentage</b>		<b>Percentage</b>	
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

## **Additional Information**

### **Tutoring Opportunities**

Tutoring is available to students at the Student Success Center. Required forms must be completed before tutoring takes place. **When requesting tutors, please use the tutors that are recommended by instructor.** (To be posted on Moodle) These tutors have been selected to provide optimal support in learning ASL. For more information, see link below

<http://coursecat.isu.edu/undergraduate/academicinformation/studentsuccesscenter/>

### **Accommodations for Disabilities**

Reasonable accommodations are available for students with a documented disability. Students with an approved accommodation form should present the form to the course instructor the first week of class. Reasonable accommodations will be made to ensure student success in completing the course.

If you have a diagnosed disability or believe you have a disability (physical, learning, hearing, vision, psychiatric, etc.) which may need reasonable accommodation, please contact the ADA and Disabilities Resource Center located in Rendezvous room 125 or call (208) 282-3599. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.



# CSD 2256 – Deaf Culture and Community

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Summer 2019, 3 credits - Online Course

## Instructor

Jill Radford, Ed.S.

## Phone

208 904 3552 (VP)

## Email

radfjill@isu.edu

## Office Location

SPA (Building 68), 308B

## Office Hours

Mondays and Wednesdays  
10:00 AM – 12:00 Noon

## Course Overview

Emphasizes aspects of Deafhood and Deaf culture. Focus on identity, language impact, educational issues, and minorities within the Deaf culture and how these affect language and identity. Includes examination of Deaf culture as a worldwide experience and contrasts it with American Deaf culture. Fulfills Objective 9. of the General Education Requirements. PREREQ: CSD 1151 and CSD 1151L

## Required Text

Leigh, Irene, et al. *Deaf Culture: Exploring Deaf Communities in the United States*. Plural Publishing Inc., 2018. To access student materials, you must register on the companion website and log in using the access code provided in your text. \*if you have purchased a used text or rented the text, the access code will not work if it has already been redeemed by the original buyer of the book.

## Required Course Materials

- **Moodle Account:** This is where the course content, grades and communication will be posted.
- **Video Recording/Viewing Device.** Device will be used frequently for assessment and assignments. Device must have high video resolution. Any videos submitted whether in Spoken English or American Sign Language, captions or transcript of content must be provided. This allows access for all participants in the course.

## Recommended Text

Lane, H. L., Hoffmeister, R., & Bahan, B. J. (1996). *A Journey Into the Deaf-World*. San Diego, CA: DawnSignPress.

Bauman, H. L. (2008). *Open Your Eyes: Deaf Studies Talking*. Minneapolis, MN: University of Minnesota Press.

## **Syllabus Changes**

This syllabus is subject to change. Notifications will be given regarding all changes. Dates for individual assignments and exams are *tentative* and may be altered based on class progress at the discretion of the professor. In the event of any discrepancy between this syllabus and content found in Moodle, the information in **MOODLE WILL TAKE PRECEDENCE**.

## **Specific Learning Outcomes**

Students who complete the course with a high-level of achievement will:

- Identify the characteristics of Deaf culture and analyze, in depth, the diverse communities within the Deaf community.
- Examine People of Color, Native Americans, LGBT communities, and Gender issues and contrast the characteristics of each community within a larger framework: American Culture.
- Compare the similarities and differences between Deaf culture characteristics in America with other Deaf culture worldwide,
- Apply knowledge of diverse cultures to address contemporary or historical issues.
- Discuss how American culture has historically marginalized the Deaf community and Deaf culture and how this is reflected in history.
- Discuss the lack of information on Deaf culture in historical texts, in political texts, in literature, and in psychology.
- Spend time discussing the perceived characteristics of the Deaf community as opposed to the reality of the Deaf community and how this perception is altered by how the Deaf community is portrayed in literature

## **Academic Integrity and Dishonesty Policy**

Our department takes issues of academic integrity very seriously. Academic dishonesty will not be tolerated in any form. If there are any questions about academic Integrity, visit this website:

[http://coursecat.isu.edu/undergraduate/academic\\_integrity\\_and\\_dishonesty\\_policy/](http://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/)

## **Course Communication Policy**

Communication that takes place online should be accessible to all participants. To ensure access is happening, video recordings of must have subtitles. This applies to videos submitted in ASL as well as those in Spoken English. If your submission is posted via spoken English, there must be a written transcript provided.

All discussion post should elicit honest, reflective, and RESPECTFUL content. You have the freedom to disagree with each other. However, any name-calling, insults, or bullying will be deleted and result in loss of participation points for the discussion.

**Safe Space:** During this course you are expected to respect your peers and professor. The objective of the course is for you to increase your knowledge of the Deaf community. This is a safe space for you to learn, question, and reflect on the content presented.

### **Class Attendance**

This course is an 8-week online format. Attendance is graded by participation in weekly forums and completion of lectures, assignments, projects and papers by posted due dates.

### **Important Dates**

<b>Date</b>	
<b>May 13</b>	First Day of Classes
<b>Week 1 (May 13 – May 17)</b>	Course Expectations/Forums Introduction Defining Culture Chapter 1: Deaf Communities Past and Present
<b>May 17</b>	Last Day to Add/Drop Course
<b>Week 2 (May 20 -24)</b>	Chapter 2: Causes of Being Deaf Medical vs. Cultural View of Deafness
<b>May 24</b>	Last Day to Withdraw
<b>Week 3 (May 27 – May 31)</b>	Chapter 3: American Sign Language Chapter 4: Deaf Education and Deaf Culture
<b>May 27</b>	Memorial Day – No Classes Held
<b>Week 4 (June 3 – June 7)</b>	Midterms Chapter 5: How Deaf Children Think and Learn Chapter 6: Deaf Identities
<b>Week 5 (June 10 – 14)</b>	Chapter 7: Navigating Deaf and Hearing Worlds Deaf Around the World a Global View Chapter 8: Technology and Accessibility
<b>Week 6 (June 17 – 21)</b>	Chapter 9: Arts, Literature, and Media Chapter 10: Advocating and Career Opportunities
<b>Week 7 (June 24 – 28)</b>	Chapter 11: Final Thoughts on Deaf Culture and Its Future
<b>Week 8 (July 1 - July 5)</b>	Final Exams
<b>July 4<sup>th</sup></b>	Independence Day – No classes Held

## **Homework Policy**

Course readings, lectures, activities and assignments must be completed by due dates. The student is responsible for staying up-to-date with course work. Late work due to procrastination will not be accepted. Late work due to a legitimate emergency *may be* granted extensions.

## **Course Activities/Assignments**

<i>Weekly Forum Discussions</i>	Every week there will be at least one discussion forum posted. You will be graded on your participation in the discussions. If more than one forum is posted you will need to participate in each forum for full participation points to be awarded.
<i>Unit Quizzes</i>	There will a question set related to the assigned reading materials, lectures, and activities for each chapter of the text.
<i>Unit Assignments</i>	Assignments will be posted with due dates on Moodle. You will need to complete all assignments by the dates posted.
<i>Deaf Experience Reflection</i>	Several videos and articles will be provided for you to analyze, provide insight and reflect on the Deaf experience.
<i>Compare / Contrast Paper</i>	You will compare / contrast American Deaf Culture with American Culture in this paper. This paper will include a comparison of a minority group within each culture.
<i>Compare/Contrast Slide Show Project</i>	You will compare/contrast American Deaf Culture with the Deaf culture from another country. This project will be an online presentation. You will need to submit a PPT or GoogleSlides presentation to share with your peers.

## **Course Assignments/Points Allocation**

<b>Assignment</b>	<b>Grade Weight</b>
Forum Discussions	20%
Unit Quizzes	10%
Unit Assignments	10%
Deaf Experience Reflection Paper	15%
Compare and Contrast Paper	15%
Compare/Contrast Slide Project	15%
Deaf Literature/Art Research	15%
Total	100%

### Grades

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<http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/>

### Grading Scale

Percentage		Percentage	
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

### General Education Objective

This course fulfills the requirements of the General Education Objective 9. The course activity satisfies the requirements by:

Objective	Course Activity
Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts	Weekly Forum Discussions Unit Quizzes Unit Assignments Compare/Contrast Slides Project
Describe the influence of cultural attributes just as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities	Compare/Contrast Paper Compare/Contrast Slides Project
Apply knowledge of diverse cultures to address contemporary or historical issues	Deaf Experience Reflection Paper

## **Additional Information**

### **Tutoring Opportunities**

A resource available to student is available at the Student Success Center. Required forms must be completed before tutoring takes place. When requesting tutors, please use the tutors that are recommended by your instructor. (To be posted on Moodle) These tutors have been selected to optimize support in learning ASL. For more information, see link below

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If you have a diagnosed disability or believe you have a disability (physical, learning, hearing, vision, psychiatric, etc.) which may need reasonable accommodation, please contact the ADA and Disabilities Resource Center located in Rendezvous room 125 or call (208) 282-3599. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.

**Idaho State University**  
*CSD 2258 Language Acquisition in American Sign Language*

**Spring 2019**  
**January 7-May 6, 2018**  
**Online class**

**Kristi Blacker**  
Office Hours: By appointment only

**Contact information:**  
E-mail: amolkris@isu.edu (office)  
Kristi.akers13@gmail.com (home)  
Phone (cell): (208) 490-0765

**COURSE DESCRIPTION**

Focuses on theories on language acquisition and language development through American Sign Language. Issues of language deprivation and language equality are surveyed.

**Expanded Description:** The course incorporates information on language acquisition that is typical for hearing children (acquiring a spoken language) and compares that to the way in which Deaf and Hard of Hearing children (and CODAs) acquire American Sign Language as a first language. Language learning theories, language acquisition versus language learning, communication modes (i.e. SEE, PSE), developmental milestones, and arguments for and against sign language use are discussed. Students will participate in weekly discussion forums, complete weekly individual learning logs (blogs/vlogs), various assignments (i.e. papers, projects), and complete quizzes to demonstrate knowledge of the learning objectives of the course.

**DIVERSITY AND INCLUSION**

The Education Department at Idaho State University defines diversity as it impacts teaching and learning as “differences, or variety, among groups of people based on a range and combination of backgrounds and histories related to ethnicity, race, gender, language, socioeconomic status, sexual orientation, disability, geographical area, religious background, and exceptionalities in learning.” The department is committed to addressing diversity in curriculum, instruction, assessment, and interpersonal relations.

**COURSE TEXTS**

a) Required Texts

1. Mahshie, S. (1995). *Educating deaf children bilingually*. Washington, DC: Gallaudet University Press.
2. Owens, R.E. (2005). *Language development: An introduction*. Boston, MA: Pearson.

3. Pichler, D.C., Kuntze, M., Lillo-Martin, D., de Quadros, R.M., & Rossi Stumpf, M. (2016). *Sign language acquisition by deaf and hearing children: A bilingual introduction*. Washington, D.C.: Gallaudet University Press.
- b) Video resources/Webinars:
1. Maximizing Language Acquisition: <https://clerccenteronline.ning.com/topic-interest-groups/maximizing-language-acquisition/webcast>
  2. Language Learning Through the Eye and Ear: <https://clerccenteronline.ning.com/topic-interest-groups/language-learning-through-the-eye-and-ear>
  3. Advantages of Early Visual Language: <http://vl2.gallaudet.edu/research/research-briefs/english/advantages-early-visual-language/>
  4. Language in Motion: <http://www.gallaudet.edu/clerc-center/sites/setting-language-in-motion.html>
  5. Through Your Child's Eyes: American Sign Language: <https://www.youtube.com/watch?v=FV69iJuXwP4>
  6. Early Intervention Network: <http://www.gallaudet.edu/clerc-center/sites/early-intervention-network-supporting-linguistic-competence-for-children-who-are-deaf-or-hard-of-hearing/early-intervention-factors/factor-1.html>
  7. Are parents of deaf children fully informed of choices? [https://www.youtube.com/watch?time\\_continue=7&v=RQIMZnwVSPA](https://www.youtube.com/watch?time_continue=7&v=RQIMZnwVSPA)
  8. Deaf Education and Families project <https://www.youtube.com/watch?v=79MR9doZC40>
  9. Deaf People are cheated by oralism <https://www.youtube.com/watch?v=ly6oPfltUyA>
  10. Parenting a child who is DHH <http://www.gallaudet.edu/clerc-center/sites/setting-language-in-motion/modules/module-7---family-supports.html>
  11. Sharing Power (Gallaudet Webcast): <http://webcast.gallaudet.edu/?id=84>
- c) Supplemental Texts (You do not need to purchase—excerpts will be provided as needed):
1. Chamberlain, C., Morford, J.P., & Mayberry, R.I. (Eds.). (2000). *Language acquisition by eye*. Mahwah, NJ: Lawrence Erlbaum Associates.
  2. Easterbrooks, S. & Estes, E. (2007). *Helping deaf and hard of hearing students to use spoken language: A guide for educators and families*. Thousand Oaks, CA: Corwin Press.
  3. Easterbrooks, S. & Baker, S. (2002). *Language learning in children who are deaf and hard of hearing: Multiple pathways*. Boston, MA: Allyn & Bacon.
  4. Klein, D. (2011). *Spoken communication for students who are Deaf and hard of hearing: A multidisciplinary approach*. Hillsboro, OR: Butte Publications.
  5. Lane, H., Hoffmeister, R., & Bahan, B. (1996). *A journey into the deaf-world*. San Diego, CA: DawnSignPress.
  6. *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association. **(OR use OWL Purdue APA website)**
- d) Supplemental Articles (you can find on ISU library website AND will be posted in Moodle):
1. Allen, T.E., Letteri, A. Choi, S.H., & Dang., D. (2014). Early visual language exposure and emergent literacy in preschool deaf children: Findings from a national longitudinal study. *American Annals of the Deaf*, 159(4), 346-358.



2. Bavalier, D., Newport, E.L., & Supalla, T. (2003). Children need natural languages, signed or spoken. Retrieved from <http://www.dana.org/Cerebrum/Default.aspx?id=39306>.
3. Campbell, R., MacSweeney, M., & Woll, B. (2014). Cochlear implantation (CI) for prelingual deafness: the relevance of studies of brain organization and the role of first language acquisition in considering outcome success. *Frontiers in Human Neuroscience*, 8(834), 1-11.
4. Clark, M.D., Hauser, P.C., Miller, P., Kargin, T., Rathmann, C., Guldenoglu, B., Kubus, O., Spurgeon, E., & Israel, E. (2016). The importance of early sign language acquisition for deaf readers. *Reading & Writing Quarterly*, 32, 127-151.
5. Cormier, K., Mauk, C., & Repp, A. (1998). Manual babbling in deaf and hearing infants: A longitudinal study. In *Proceedings of the Twenty-ninth Annual Child Language Research Forum* (pp. 55-61). Stanford, CA: CSLI Publications.
6. Coryell, J. & Holcomb, T. K (1997). The use of sign language and sign systems in facilitating the language acquisition and communication of deaf students. *Language, Speech, and Hearing Services in Schools*, 28, 384-394.
7. Courtin, C. (2000). The impact of sign language on the cognitive development of deaf children: The case of theories of mind. *Journal of Deaf Studies and Deaf Education*, 5(3), pp. 266-276.
8. Cramer-Wolrath, E. (2013). Parallel bimodal bilingual acquisition: A hearing child mediated in a deaf family. *Sign Language Studies*, 13(4), 516-540.
9. Cummins, J. (n.d.). The relationship between American Sign Language proficiency and English academic achievement: A review of the research. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.521.8612&rep=rep1&type=pdf>.
10. do Carmo, P., Mineiro, A., Branco, J.C., de Quadros, R.M., & Castro-Caldas, A. (2013). Handshape is the hardest path in Portuguese Sign Language acquisition. *Sign Language & Linguistics*, 16(1), 75-90.
11. Emmorey, K. & McCullough, S. (2009). The bimodal bilingual brain: Effects of sign language experience. *Brain Lang.*, 109(2-3), 124-132.
12. Goldin-Meadow, S. & Mayberry, R.I. (2001). How do profoundly deaf children learn to read? *Learning Disabilities Research & Practice*, 16(4), 222-229.
13. Hall, W.C. (2017). What you don't know can hurt you: The risk of language deprivation by impairing sign language development in deaf children. *Matern Child Health*. Retrieved from [http://www.mhit.org/assets/Hall\\_2017\\_LanguageDeprivation-whatyoudontknow-canthurtyou.pdf](http://www.mhit.org/assets/Hall_2017_LanguageDeprivation-whatyoudontknow-canthurtyou.pdf).
14. Henner, J., Hoffmeister, R.J., Fish, S., Rosenberg, P., & DiDonna, D. (n.d.). Bilingual instruction works even for deaf children of hearing parents. Center for the Study of Communication and the Deaf, Boston University: Boston, MA.
15. Humphries, T., Kushalnagar, P. Mathur, G., Napoli, D.J., Padden, C., Rathmann, C., & Smith, S. (2015). Language choices for deaf infants: Advice for parents regarding sign languages. *Clinical Pediatrics*, 1-5.
16. Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D.J., Padden, C., & Rathmann, C. (2014). Ensuring language acquisition for deaf children: What linguists can do. *Language*, 90(2), 31-52.
17. Karadoller, D. Z., Sumer, B., & Ozyurek, A. (n.d.). Effects of delayed language exposure on spatial language acquisition by signing children and adults. Retrieved from <http://repository.ubn.ru.nl/bitstream/handle/2066/175337/175337.pdf?sequence=1>.

18. Lederberg, A. R., Schick, B., & Spencer, P. E. (2012). Language and literacy development of deaf and hard-of-hearing children: Successes and challenges. *Developmental Psychology*. Advance online publication. doi: 10.1037/a0029558.
19. Masataka, N. (1996). Perception of motherese in a signed language by 6-month-old deaf infants. *Developmental Psychology*, 32(5), pp. 874-879.
20. Masataka, N. (1998). Perception of motherese in Japanese sign language by 6-month-old hearing infants. *Developmental Psychology*, 34(2), pp. 241-246.
21. Mayberry, R.I. (1993). First-language acquisition after childhood differs from second-language acquisition: The case of American Sign Language. *Journal of Speech and Hearing Research*, 36, 1258-1270.
22. McQuarrie, L., & Parrila, R. (2014). Literacy and linguistic development in bilingual deaf children: Implications of the “and” for phonological processing. *American Annals of the Deaf*, 159(4), 372-384.
23. Meinzen-Derr, J., Wiley, S., & Choo, D. (2011). Impact of early intervention on expressive and receptive language development among young children with permanent hearing loss. *American Annals of the Deaf*, 155(5), 580-591.
24. Mellon, N.K., Niparko, J.K., Rathmann, C., Mathur, G., Humphries, T., Napoli, D.J., Handley, T., Scambler, S., & Lantos, J.D. (2015). Should all deaf children learn sign language? *Pediatrics*, 136(1), 170-176.
25. Petitto, L.A. & Marentette, P.F. (1991). Babbling in the manual mode: Evidence for the ontogeny of language. *Science*, New Series, 251 (5000), pp. 1493-1496.
26. Schick, B., de Villiers, P., de Villiers, J., & Hoffmeister, R. (2007). Language and theory of mind: A study of deaf children. *Child Development*, 78(2), pp. 376-396.
27. Singleton, J.L. & Tittle, M.D. (2000). Deaf parents and their hearing children. *Journal of Deaf Studies & Deaf Education*, 5(3), 221-236.
28. Stuckless, E.R., & Birch, J.W. (1997). The influence of early manual communication on the linguistic development of deaf children. *American Annals of the Deaf*, 142(3), 71-79.

#### Course Documents Posted on Moodle

The course documents as posted on the Moodle will be reviewed, revised, and updated periodically in order to reflect changing demands of the course and in order to keep pace with the changing scope of practice reflected by these changes and innovations in the field of Deaf (Bilingual) education.

#### Materials

- 1) Computer with robust internet access and compatible programming to access the course.
- 2) Video camera to record and ability to post videos to the site.

#### **ABSENCE AND TARDY POLICY: For OL courses**

It is expected that students participate in online discussion forums and learning logs as this is how students ‘participate’ in this online class. Also, it is expected that students participate in periodic online video conferencing meetings (i.e. Zoom meetings) to discuss course content and to ask questions. There will be approximately 7 meetings held throughout the semester and it is expected that students participate in 5 of them to receive full credit. If a student must miss more than the 2 allowed Zoom conferences, they are required to notify the instructor prior to their absence and explain the reason for the absence; absences will be excused on a case-by-case basis.

Assignments are due by the date they are listed on the syllabus and/or Moodle by 11:59 p.m. on the date listed. Late assignments will not be accepted. Discussion forums cannot be made up at a later date—it is critical that discussions take place in the week in which they are being held for the benefit of all students. In the event of a disability-related absence or need for flexibility with due dates, the student must contact the instructor within one day of the initial date of absence or original due date of assignment, quiz, or exam.

In terms of time and commitment, this course is based on the traditional, undergraduate 3-credit-hour semester. It is expected that each participant sign-on to Moodle at least three times a week and participate in the Discussion Forums.

To do well in this class, participants should expect to spend approximately:

Weekly to daily: For this course, you should probably estimate:

- 3 hours per week reading the content online
- 4-5 hours doing the related readings, papers, etc.
- Total: 8 hours per course per week
- Or a little more than 1 hour per day

**Conference Times:** The instructor will be available to meet with students for pre-arranged conferences or to answer questions via Zoom (video conference), email, or telephone. If you have any questions, though, you should first post in the QUESTION FORUM on the Discussion Forum. Your question may be someone else's question, too.

**COURSE STANDARDS:**

- Standard 5: Curriculum Design
  - Explicit strategies to expose students to multicultural/diverse populations
- Standard 6: As related to Interpreting Theory and Knowledge
  - Interpreter role, function, and responsibilities
  - Needs of various consumers (i.e. disabilities or other conditions)
  - Respect for individual self-identification
  - Respect for individual language and/or communication choices

**COURSE OBJECTIVES:**

Upon completion of this course, students should have attained the following objectives:

Students will:

- Understand and be able to explain the components of language
- Understand and be able to explain the parameters of American Sign Language (ASL)
- Understand the similarities and differences between spoken and signed languages and their acquisition
- Demonstrate understanding of important language acquisition milestones for all children, deaf or hearing
- Explain the various language learning theories and how they relate to acquisition of language in ASL
- Explain the difference between language acquisition and language learning
- Demonstrate understanding of the critical period for language acquisition and be able to explain consequences of language deprivation
- Explain the importance of early intervention and early access to a visual language and what those look like for deaf/hard of hearing children

- Understand the meaning of ‘CODA’ and demonstrate understanding of how their language acquisition is similar and/or different to deaf children acquiring sign language
- Explain the literacy implications for Deaf children who do/do not have early access to visual language
- Explain their stance on language acquisition and use research to support that stance/position
- Understand various types of hearing loss, degrees of loss, and how these impact one’s communication modes, speech, and use of sign language

### **COURSE REQUIREMENTS/ASSIGNMENTS:**

Students will be expected to do the following:

1) Anticipation Guide:

Students will be expected to complete an anticipation guide rating how well they are currently familiar with course topics. This anticipation guide will be completed at the beginning at the course and again at the end of the course to serve as a pre/post self-assessment.

*Total possible points: 15 points each (30 total)*

2) Quizzes:

Students will take brief quizzes to demonstrate comprehension of course material. There will be four quizzes throughout the semester.

*Total possible points: 20 each (80 total)*

3) Concept Map:

Students will use Kidspiration (or other software/program) to create a concept map demonstrating their understanding of language acquisition and the pathways in which language can be acquired. Students will include the components/elements of language (i.e. phonology, morphology, syntax), modes of communication (i.e. spoken language, ASL), language deprivation, **and other important information** learned to date in the course.

*Total possible points: 100*

4) Discussions board:

**Attendance & Participation:** The Discussion Board is how you “attend” class. Everyone should log onto Moodle a minimum of **three times a week** and participate in the required class conversations. Every module will have a forum with a number of threads. The conversations work best when participants log on throughout the week, preferably **once** at the beginning of the week (Mon/Tues), **at least once** in the middle of the week (Wed/Thurs/Fri), and **at least once** during the last part of the week (Sat/Sun).

- Approximately **6 discussion forums will be held in ASL** using GoReact or FlipGrid and will be decided on by the instructor.
- All other discussion forums will be conducted on Moodle and responses will be done in English.
- Students are expected to respond to the instructor’s initial post and then to at least 2 other students’ comments for a total of **3 responses to each discussion question each week**. If there are 2 questions posed by the instructor, then a total of 6 responses are required for that week. The same requirements apply for responses done via FlipGrid or GoReact and responses to other students’ posts can be done in either language, as appropriate.
- Attachments are not appropriate responses on the discussion board; please place all text within the text box, itself, in order to facilitate group discussions.

However, you may want to type your responses in Word for editing purposes, then copy and paste your responses in the text box on the Discussion Forum threads.

- If for some reasons students' access to the Internet becomes severely restricted and they are unable to connect to the resources they need, they will need to contact the professor immediately; often arrangements to get the materials in other ways can be made. Students will need to be connected to the Internet for the following activities: 1) sending and receiving e-mail; connecting to web sites related to the course; 2) using ISU Moodle to do course assignments; and 3) checking outcomes for their assignments.

Due dates: Weekly

*Total possible points: 12 points each, (180 points total)*

5) Learning Logs:

Students will be expected to post at least once per week in their learning log. The learning log is a place to summarize, analyze, and synthesize information from the week/module's reading material. Students are expected to read texts critically and to summarize information from multiple texts. Students can pose questions about the texts and the content, suggest solutions to problems faced by Deaf children, and otherwise just share ideas, thoughts, musings, etc. During the course, students are expected to post **5 learning logs in ASL and will be done on either FlipGrid or GoReact and the weeks in which ASL responses will be done will be chosen by the instructor**. The English responses will be conducted on Moodle the remainder of the weeks.

*Total Possible Points: 12 points per learning log (180 total)*

6) Zoom Meetings/Face-to-Face Video Conferencing:

Students are expected to participate in class discussions/lectures via Zoom whenever the instructor creates the opportunity. Zoom meetings will take place about every 2 weeks but no more than once per week. Students' schedules will be considered when establishing a day/time to meet. Students will be graded on their attendance as well as meaningful participation in discussions.

*Total possible points: 15 each for 7 meetings (105 total)*

7) Position Paper:

Students will write a paper that outlines his/her personal view on language acquisition for deaf children. Students will locate at least 3 articles on the topic of language acquisition and/or language deprivation for Deaf and hard of hearing children. Information gathered from these articles will be synthesized into a position paper explaining how deaf children acquire language, causes of language deprivation, and the student's stance on how to best ensure language access and acquisition by deaf children (citing sources throughout their paper).

*Total possible points: 100*

8) Synthesis project/Infographic:

Students will complete the course by synthesizing information they have learned about language development and acquisition by creating an infographic with key points and statistics from the course. The specific focus for the infographic must be pre-approved by the instructor. This assignment will be graded on accuracy of information included, creativity, maintaining focus on one element of language acquisition, and use of appropriate citations.

*Total possible points: 200*

**COURSE EXPECTATIONS:**

The following policies and expectations are intended to create a productive learning atmosphere for all students.

*Classroom Climate and participation*

The success of this course is directly related to the sense of community that students will develop in and outside classroom. Participation in class discussion and activities is a critical part of the course. Quality participation assumes preparation for class through assigned readings and activities, ability to express one's ideas effectively while contributing to the relevance of the specific topics. Students are encouraged to share their views and listen to those of others. Debate and discussion are an important part of the learning process. While there will no doubt be disagreements, students are to expect the members of this community (especially those of outside classroom) to challenge ideas in a manner that reflects respect and recognition of opposing viewpoints without attacking each other.

*Submitting Assignments*

All assignments must be posted electronically on Moodle unless otherwise instructed by professor.

\*Carefully read the rubric given by professor. Be sure to clarify what guidelines or rules students are to follow and specifically what parts of the assignment and/or project are to be evaluated. If students are to develop a rubric, they can ask professor to see examples.

It is expected that all required work will be submitted on time. Quality work is expected. All work should be neat and proofread. Projects submitted later than the due date will be subject to a reduced grade.

**FORMATTING FOR WRITTEN ASSIGNMENTS:**

- One-inch margins all around
- Times New Roman or other sans serif font, 12 point
- Double spaced, page numbers, header with name, date, course number (see below)
- All references should be cited using APA format
- All assignments will be submitted through Moodle
- There must be a header that is formatted: last name, assignment title, date, and course

number (e.g., Blacker, Position Paper, (date), CSD 2258)

*Use of American Psychological Association (APA) Guidelines*

All assignments are to be in APA format. Students may use the information found at the following site: [http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html). They are expected to comply with guidelines for proper citations. Please note the difference:

- a. References -- lists only the literature that are actually used or cited in the assignments
- b. Bibliography -- lists everything used or cited in assignments.

The act of citing sources is also a defense against allegations of plagiarism (see Honor Code).

*Use of Copyrighted Works*

The contents provided on course Moodle are intended for class use only. Copying, e-mailing, or posting these materials online for any other purpose without the copyright holder's express written consent may be prohibited by law.

## GRADING POLICY

Grades will be determined on a weighted point system.

Participation is an indicator for course outcomes and is a factor in the final course evaluation.

Additional indicators for course outcomes include completing all tasks on-time and fully participating during group and individual activities. All assignments must be presented to the instructor on or before the due date. Late assignments may not be accepted and if accepted will have points deducted.

**INCOMPLETE POLICY:** A grade of Incomplete will only be considered for *extreme* emergencies and with permission of the instructor. The instructor will inform the student requesting an Incomplete grade how much time will be allowed for submission of work. Incomplete requirements not fulfilled within the time constraint will automatically be translated into an "F" grade on the student transcript. It is expected that students will complete work missed, in consultation with the instructor, as soon as possible.

### Request for Accommodations

Idaho State University, in accordance with the Americans With Disabilities Act of 1990 (ADA) and the Federal Rehabilitation Act of 1973/ Section 504, will provide reasonable accommodations for eligible students with disabilities. If students require special assistance, please see professor privately and/or seek assistance directly from the ADA & Disability Resource Center. If students require accommodation(s), please contact the professor no later than two class sessions. Students are responsible for initiating arrangements that are in collaboration with the ADA & Disability Resource Center and the professor.

In the event of a disability-related absence or need for flexibility with due dates, the student must contact the instructor within one day of the initial date of absence or original due date of assignment, quiz, or exam.

Students are expected to demonstrate bilingual proficiency for this course. In other words, students are expected to consciously manage and effectively use two academic languages, ASL and English in all class sessions. Thus, students will make every conscious effort to use both academic languages to effectively communicate meaning to other course mates and professor with clarity and fluency.

### Use of Written English

Idaho State University believes that the ability to communicate in writing is an important professional skill, and one that plays a critical role in any professional educator's position. These assignments will be counted on content and writing style. Writing style refers to organization, focus, elaboration, grammar usage, punctuation, capitalization, and spelling.

### Use of ASL

Idaho State University also believes that the ability to communicate in ASL is also viewed as an important professional skill, and one that supports the need for a signing community in an educational setting. For this reason, in each class, students will not try to find a sign for every word in the English statement. Students will be expected as they communicate in ASL, using sign-order rather than word order. The syntax of ASL is

sometimes flexible, permitting any one of the several arrangements of signs, while at other times the syntax is rigidly fixed.

**Determination of Final Course Grade**

The final course grade is based on the number of points earned. The letter grade will be given according to the following:

A+ = 774 – 800 points	A = 747 – 773 points	A- = 720 – 746 points
B+ = 694 – 719 points	B = 667 – 693 points	B- = 640 – 666 points
C+ = 614 – 639 points	C = 587 – 613 points	C- = 560 – 586 points
D+ = 534 – 559 points	D = 507 – 533 points	D- = 480 – 506 points
	F = 0 – 479 points	

**Incomplete Grades**

According to Idaho State University, the grade of “incomplete” is reserved for “exceptional cases, where an unanticipated event beyond one’s control interferes with students’ completion of course requirements.

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#### **CLASS SCHEDULE \***

\* Class schedule is subject to change based on the interests of class and direction in which class proceeds.

#### **NOTES:**

- Reading assignments are **DUE on the date for which they are listed**. For example, the readings/assignments listed on 1/15 are due prior to or by that date. This enables for full discussion of readings throughout the week.
- Assignments/projects are due by the end of the week they are listed. For example, the Anticipation Guide is listed for the week of January 7<sup>th</sup> so it is due by the **end of the week of January 7<sup>th</sup>** (i.e. due on January 13<sup>th</sup>). Please let me know if you have any questions. Please refer to the due date checklist for specific dates as well.
- Learning logs and discussion board threads are due every week and therefore not listed here

- Zoom meetings will be on the Wednesday of the week they are listed but are subject to change based on students' and instructor's availability

Class	Date	Class Topic	Reading/Viewing	Assignments & Other
1	1/7	Introduction/course overview Discussion of anticipation guide	Begin discussion forums Start on reading due for 1/14	Syllabus Anticipation Guide
2	1/14	<b>What is Language?</b> 1) Speech vs. Language vs. Communication 2) Components of language (morphemes, phonemes, semantics, syntax, pragmatics) 3) Elements of Language: Form, Content, Use 4) Parameters of ASL (handshape, palm orientation, location, movement)	<ul style="list-style-type: none"> <li>• Owens, pp. 6-26</li> <li>• Easterbrooks &amp; Baker, pp. 34-36 (on Moodle)</li> <li>• Pichler, D.C., Kuntze, M., Lillo-Martin, D, et al (Chapter 1: Introduction)</li> </ul>	
3	1/21	<b>Language Learning Theories</b> 1) Linguistic/information processing theory 2) Neuropsychological Theory 3) Psycholinguistic Theory: A Syntactic Model 4) Cognitive-Socialization Theory 5) Behavioral Theory	<ul style="list-style-type: none"> <li>• Owens, pp. 30-63</li> <li>• Easterbrooks &amp; Baker, pp. 67-78 (on Moodle)</li> </ul>	Zoom meeting #1
4	1/28	<b>Language Acquisition vs. Language Learning Part 1</b> 1) Critical Period 2) Natural languages 3) Comprehensible Input 4) Child-directed speech or sign 5) Types of hearing loss and effects on speech production  Watch: <a href="https://clerccenteronline.ning.com/topic-interest-groups/language-learning-through-the-eye-and-ear">https://clerccenteronline.ning.com/topic-interest-groups/language-learning-through-the-eye-and-ear</a> Parts 1 & 2	Watch/Read: <ul style="list-style-type: none"> <li>• Pichler, Kuntze, Lillo-Martin (2017) video text, Ch 7 &amp; Chapter 7</li> <li>• Lederberg, Schick, &amp; Spencer (2012) (article)</li> <li>• Mahshie (1995), pp. 27, 94-110; 111-132</li> <li>• Bavalier, Newport, &amp; Supalla (2003) (article)</li> </ul> Watch: <ul style="list-style-type: none"> <li>• Pichler, D.—Language Learning Through the Eyes &amp; Ears (webcast)</li> </ul>	Zoom meeting #2
5	2/4	<b>Similarities and Differences between Signed and spoken languages:</b> 1) Child-directed sign language 2) Motherese 3) Babbling/manual babbling  <b>Early Intervention vs. Language Deprivation:</b> 1) Incomplete auditory input (English) 2) Early visual language exposure and emergent literacy 3) Linguistic abilities tied to cognitive skills 4) What you don't know can hurt you 5) Early identification (video) 6) Communication and language in the home (video)  Watch: <a href="http://www.gallaudet.edu/clerc-center-sites/setting-language-in-motion/modules/module-1---early-identification.html">http://www.gallaudet.edu/clerc-center-sites/setting-language-in-motion/modules/module-1---early-identification.html</a>  Watch: <a href="http://www.gallaudet.edu/clerc-center-sites/setting-language-in-motion/modules/module-6---communication-and-language-in-the-home">http://www.gallaudet.edu/clerc-center-sites/setting-language-in-motion/modules/module-6---communication-and-language-in-the-home</a>	Watch/Read: <ul style="list-style-type: none"> <li>• Pichler, Kuntze, Lillo-Martin (2017) video text, Ch 7 (review)</li> <li>• Petitto &amp; Marentette (1991)</li> </ul> <ul style="list-style-type: none"> <li>• Humphries, Kushalnagar, Mathar, et al. (2014) (article)</li> <li>• Hall (2017) (article)</li> <li>• Baker, S. (2011) (VL2 Research Brief #2)</li> <li>• Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 7 (Review)</li> </ul> Watch videos (to left)	Quiz #1  Chat Meeting
6	2/11	<b>L1 Development (0-12 months)</b> 1) Language milestones birth to 6 months 2) Language milestones 6-12 months 3) Babbling	<ul style="list-style-type: none"> <li>• Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 3</li> </ul>	Zoom meeting #3

		4) Early Phonology 5) Socialization and Early Communication (0-6 months) 6) Development of intentionality (7-12 months) 7) Joint Action, Turn-taking, joint reference Watch: <a href="http://www.gallaudet.edu/clerc-center/sites/setting-language-in-motion.html">http://www.gallaudet.edu/clerc-center/sites/setting-language-in-motion.html</a> (Module 4)	<ul style="list-style-type: none"> <li>Lieberman, A. (2012) (VL2 Research Brief #5)</li> <li>Gallaudet/Clerc Center Setting Language in Motion: Module 4 (see link on left)</li> <li>Owens, Chapter 3 (pp. 64-82); Chapter 6 (pp. 150-156; 157-163)</li> </ul>	
7	2/18	<b>L1 Development (12-18 months)</b> 1) The Explorer: Twelve to Twenty-Four months (Owens) 2) Continued Phonological Development 3) Lexical Development 4) Iconicity and Gesture	<ul style="list-style-type: none"> <li>Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 4</li> <li>Owens, Chapter 3 (pp. 83-86)</li> <li>Enns, C. &amp; Price, L. (2013) (VL2 Research Brief #9)</li> </ul>	
8	2/25	<b>L1 Development (18-36 months)</b> 1) The Exhibitor: Age 3 to 5 years (Owens) 2) Later lexical development 3) Development of Syntax 4) Spatial syntax	Watch/Read: <ul style="list-style-type: none"> <li>Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 5</li> <li>Owens, Chapter 3 (pp. 83-93); Chapter 7 (pp. 191-213)</li> </ul>	Quiz #2 Zoom meeting #4
9	3/4	<b>Language Acquisition vs. Language Learning Part 2</b> 1) Examining Sign Systems—approaches, assumptions, advantages, areas of concern, and actual practice of each <ol style="list-style-type: none"> <li>MCE</li> <li>ASL</li> <li>PSE</li> <li>TC</li> <li>SimCom</li> <li>Bilingual ASL/English Instruction</li> </ol> 2) Bilingual Education for Deaf children of hearing parents	Watch/Read: <ul style="list-style-type: none"> <li>Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 2 (review) and Chapter 9</li> <li>Henner, Hoffmeister, Fish, Rosenberg, &amp; DiDonna (n.d.)</li> <li>Coryell &amp; Holcomb (1997)</li> <li>Fish, S. &amp; Morford, J. (2012) (VL2 Research Brief #7)</li> </ul>	Position Paper
10	3/11	<b>L1 Development (36 months and beyond)</b> 1) Nonmanual signals 2) Classifiers 3) Narrative and discourse 4) The Exhibitor: Age 3 to 5 years (Owens) 5) A First Language: Single word utterances to multiword combinations Theory of Mind	Watch/Read; <ul style="list-style-type: none"> <li>Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 6</li> <li>Owens, Chapter 3 (pp. 87-93); Chapter 8 (pp. 222-256)</li> <li>Courtin (2000)</li> </ul>	Zoom meeting #5
	3/18	<b>Spring Break</b>		
11	3/25	<b>Second Language Acquisition</b> 1) BICS vs. CALP 2) First language supports second language 3) Interdependence hypothesis 4) Common underlying proficiency (CUP) 5) Signed and Spoken Languages: A Unique Underlying System?	<ul style="list-style-type: none"> <li>Cummins, (n.d.) (article)</li> <li>Mahshie (1995), pp. 75-84</li> <li>Peperkamp &amp; Mehler (1999)</li> <li>Mayberry (n.d.)</li> <li>Mayberry (2006)</li> </ul>	

		6) Critical period for sign language acquisition (psycholinguistic approach)		
12	4/1	<p style="text-align: center;"><b>Literacy Implications</b></p> <ol style="list-style-type: none"> <li>1) Early visual access leads to better literacy outcomes</li> <li>2) Dual route reading theory</li> <li>3) Orthographic deep theory</li> <li>4) How do profoundly deaf children learn to read?</li> <li>5) The importance of fingerspelling for reading</li> <li>6) 15 Principles of Reading to Deaf Children in ASL</li> </ol> <p>Watch: <a href="http://www3.gallaudet.edu/clerc-center/learning-opportunities/learning/fifteen-principles-for-reading-to-deaf-children.html">http://www3.gallaudet.edu/clerc-center/learning-opportunities/learning/fifteen-principles-for-reading-to-deaf-children.html</a></p>	<ul style="list-style-type: none"> <li>• Goldin-Meadow &amp; Mayberry (2001)</li> <li>• Lederberg, Schick, &amp; Spencer (2012)</li> <li>• Allen, Letteri, Choi, &amp; Dang (2014)</li> <li>• Morere, D. (2011) (VL2 Research Brief #4)</li> <li>• Baker (2010) (VL2 Research Brief #1)</li> <li>• Schleper (1997) (15 principles of reading to deaf children)</li> </ul>	Zoom meeting #6 Quiz #3
13	4/8	<p style="text-align: center;"><b>Sign Language for All?</b></p> <ol style="list-style-type: none"> <li>1) Should all deaf children learn sign language?</li> <li>2) Cochlear implants and language acquisition</li> <li>3) Where does speech fit in?</li> <li>4) Bilingualism and bimodalism</li> <li>5) Language choices for deaf infants</li> </ol> <p>Watch: <a href="https://clerccenteronline.ning.com/topic-interest-groups/maximizing-language-acquisition/webcast">https://clerccenteronline.ning.com/topic-interest-groups/maximizing-language-acquisition/webcast</a></p>	<ul style="list-style-type: none"> <li>• Mellon, Niparko, Rathmann, et al. (2015)</li> <li>• Humphries, Kushalnagar, Mathar, et al (2015) (article)</li> <li>• Emmorey &amp; McCullough (2009)</li> </ul> <p>Watch video (to left)</p>	Concept Map
14	4/15	<p style="text-align: center;"><b>What is best for Deaf Children?</b></p> <ol style="list-style-type: none"> <li>1) Through Your Child's Eyes (ASL)</li> <li>2) Sharing Power</li> <li>3) Family Supports (video below)</li> <li>4) Are parents of deaf children fully informed of choices?</li> <li>5) Deaf Education and Families Project</li> <li>6) Deaf children are cheated by oralism (video below)</li> <li>7) Planning Language Instruction</li> </ol> <p>Watch: <a href="http://www.gallaudet.edu/clerc-center/sites/setting-languages-in-motion/modules/module-7---family-supports.html">http://www.gallaudet.edu/clerc-center/sites/setting-languages-in-motion/modules/module-7---family-supports.html</a></p>	<ul style="list-style-type: none"> <li>• Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 8</li> <li>• Clark, Hauser, Miller, et al (2016) (article)</li> <li>• Easterbrooks &amp; Baker, p.192 (Chapter 5)</li> </ul>	Zoom Meeting #7 Quiz #4
15	4/22	<p style="text-align: center;"><b>Future of Deaf Education</b></p> <ol style="list-style-type: none"> <li>1) The Future of the Deaf World</li> <li>2) Bimodal bilingual strategies for children with CIs</li> <li>3) ASL/English Bilingual Education</li> <li>4) Bilingualism</li> <li>5) Bimodalism</li> <li>6) Visual Attention &amp; Deafness</li> </ol>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Lane (1996), Chapter 13 pp. 369-378 (on Moodle)</li> <li>• Garate, M. (2012) (VL2 Research Brief #8)</li> <li>• Mitchiner, J., Nussbaum, D., &amp; Scott, S. (2012) (VL2 Research Brief #6)</li> <li>• Hishorn, E. (2011) (VL2 Research Brief #3)</li> </ul>	Anticipation Guide (post-assessment)
16	4/29	<p style="text-align: center;"><b>CODAs and Acquisition of ASL</b></p> <ol style="list-style-type: none"> <li>1) First language of CODAs</li> <li>2) Parallel bimodal bilingualism</li> <li>3) Coda Talk</li> <li>4) Code switching/code blending</li> <li>5) Effects on the brain</li> <li>6) Benefits of Fingerspelling for Reading</li> </ol>	<ul style="list-style-type: none"> <li>• Singleton &amp; Tittle (2000)</li> <li>• Emmorey &amp; McCullough (2009)</li> <li>• Baker (2010) (VL2 Research Brief #1)</li> </ul>	Infographic/Final Project--**due by May 3
17	5/6	Overall course discussion and evaluation		Feedback/Course evaluation

IDAHO STATE UNIVERSITY Department of Communication Sciences and Disorders Spring 2019

**CSED 3330: Language Science**

**Instructor:** Diane A. Ogiela, PhD, CCC-SLP

**Office:** Meridian, Room 808B on the second floor.

**Office Hours:** By appointment; Meetings can be held in person, by phone, or by web conference. Please send meeting requests via email and suggest 3 dates/times that you are available.

**Office Phone:** 208-373-1853

**E-mail:** [ogiedian@isu.edu](mailto:ogiedian@isu.edu)

Graduate Teaching Assistant: Hannah Cassim: [casshann@isu.edu](mailto:casshann@isu.edu)

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### **Text & Computer Requirements**

- Moodle Website: You are required to have access to the Moodle Website for this class. You should check that website at least 3 times per week for updates. I will usually post announcements on the News Forum, so be sure to check that to see if there is anything new. ISU recommends the Mozilla Firefox Browser for interfacing with Moodle. Other browsers may have incompatibility issues with certain functions.
- You must have regular access to an internet connected computer.
- You must have Adobe Reader downloaded onto your computer.
- You must have access to your ISU email address and check it regularly.
- If you are an on-campus student taking this course in Pocatello or Meridian, you must set up an ISU Computer account. This will allow you access to exams in the computer labs on campus. There is a computer account fee per semester. Meridian students need to contact Student Services and Pocatello students can set this up by going to the IT Service Desk in the basement of Business Administration Building, the Rendezvous computer lab, or during Registration held in the Pond ballroom each semester.

### **Required Texts**

Fromkin, L., Rodman, R., Hyams, N. (2017). *An Introduction to Language* (11<sup>th</sup> Ed). Boston, MA: Cengage. (I cannot accommodate a different edition).

Justice & Ezell (2016). *The Syntax Handbook: Everything you Learned about Syntax (but Forgot)*. 2<sup>nd</sup> Ed. Thinking Publications. (1<sup>st</sup> edition is ok, let me know).

### **Catalog Description**

Introduction to the nature, structure and function of language with an emphasis on the structure of the English language. Includes an introduction to language analysis and language diversity.

### **Course Purpose**

- To provide you with the opportunity to establish a strong foundational understanding of language that can be applied future clinical work and clinical classes.
- To provide you with the opportunity to learn about the structure of the English language so that you can adequately analyze language for clinical purposes.
- To provide you with opportunities to develop and practice language analysis skills for use as an SLP/educator.

### **Course Objectives and ASHA Standards**

The following are the ASHA standards that are partially addressed in this course. The underlined segments are specifically addressed in this course. The Course Objectives that follow address these segments of Standards IV-B and IV-C

#### **Standard IV-B**

**The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.**

#### **Standard IV-C**

**The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:**

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

**Objective 1** Acquire knowledge of the fundamentals of language, including, morphology, syntax, semantics, and pragmatics.

Outcomes

1. Students will be able to recognize and provide definitions that differentiate speech, language and communication, based on theory and research.
2. Students will be able to formally differentiate and describe the differences between the various components of language, morphology, syntax, semantics, pragmatics, form, content, and use, as measured by their performance on quizzes and exams, and a language sample analysis assignment.

**Objective 2** Demonstrate knowledge of and be able to describe the fundamental aspects of the structure of the English language.

Outcomes

1. Students will be able to formally identify and describe and differentiate different types of, morphemes, syntactic categories, and lexical categories as measured by their performance on quizzes and exams, and a language sample analysis assignment.
2. Students will be able to formally identify and describe various basic phrase and clause structures, basic semantic roles, and communicative functions, as measured by their performance on quizzes and exams, and a language sample analysis assignment.

**Objective 3** Demonstrate knowledge of language in the social context and language variation.

Outcomes

1. Students will be able to recognize and provide definitions that differentiate varieties of language.
2. Students will be able to formally differentiate and describe language differences between various dialects and registers of English as measured by their performance on quizzes and exams.

**Student Responsibilities:**

- To attend/watch class lectures, to take notes, and to participate fully in the course.
  - I recommend that if you have the option of using a laptop during lectures, that you do so. You could download the PowerPoint lecture outlines, and add your notes to them during the lecture/presentations
- Complete assigned readings for class **before** watching the lectures in order to facilitate your own learning, your ability to ask questions and ability to engage in meaningful discussion.
- Prepare for quizzes/exams ahead of time.
- During the semester, questions will arise regarding course content or assignments. Please post your questions to the Q & A Forum on Moodle.
- Professional behavior requires that you practice *unconditional, positive, professional regard for others*. This includes the ways you interact with faculty, staff, classmates, other students in the program, offsite supervisors, and, of course, clients. This also includes using appropriate etiquette in class/online review sessions (turning off all ringers, refraining from texting, web- surfing, or talking on the phone, etc.). Appropriate etiquette (tone, language, respect) is also expected in email and on discussion forums on Moodle. This leads to a respectful, positive, and supportive atmosphere.

**Contacting the professor:**

- Content-related questions:
  - If you have questions relating to course content that others are likely to also have questions about, such as need for clarification of an issue/topic, or a request for some examples or references, **please post such questions to the Q & A Forum on our Moodle page**. Please refrain from asking such questions via email because of the volume of emails that professors receive daily. We will do our best to respond within 48 hours.
  - The GTA or I will respond to you and the whole class may also benefit.
  - Your question may lead to a productive class discussion.
  - Fellow students may be able to respond to your question as well.
  - Several students have similar or related questions and I may be able to provide a review of a particular topic during the next class meeting.
- If you have logistic questions regarding due dates, upcoming exams/quizzes, etc. please email the class GTA. If s/he cannot answer your question, she will forward it to the professor.
- Phone:
  - Please leave a message if I am unable to answer when you call. Please leave the best call back number if you wish for me to call you back. ○ If you do not get a call back from me within 48 hours, please be sure to follow up with an email. I may be at a conference, travelling to/from Pocatello, or otherwise not able to check phone messages at the office. If you really need to speak to me by phone, just say so in your email and I will call you back as soon as I am able to.
- E-mail
  - Use email for questions that relate specifically to your particular situation or needs.
  - **Always send email with the number 3330 in the subject line**, whether you are sending it through Moodle or through your email. I have my email set up to send 3330 email to a dedicated folder and it will ensure that your email does not go to junk mail.
  - On weekdays, I will do my best to respond to email within 48 hours, if you do not hear back from me over the course of 2 business days, **please resend your email**.
- In case of an emergency, please send an email AND call to leave a voice mail message. Please send an email even if you have called and talked to me or left a message. This will serve as a record of our communication.
- When sending an email or posting a message regarding a content or quiz issue, **please be specific so that the GTA or I can quickly respond to you**. If your question is vague, my response cannot be specific and timely.
  - Example of a poor e-mail message: "I'm in your class and don't know why I got number 6 wrong on the test." This is problematic because I won't know who you are, what class you are in, what test you took or what the question is about. You are likely to receive a response that says, "Please be more specific about your question or concern."
  - Example of a good e-mail message: "This is Sue Z. Cue. I am in CSED 3330 in Pocatello (or Meridian or Online) and I have a question about Test 3. I did not understand why I got question 6 wrong. It was the question where we had to calculate an MLU (describe the question b/c questions are randomized per student). My calculation for the sample sentence was 5.73, but that answer was wrong. Could you please explain how you calculated the correct answer?"
- Meeting:
  - Please feel free to request a meeting in person, by phone or by video conference. When you do so, please list at least 3 times that you are available to meet.

**Assignments: General Guidelines**

- When applicable, complete the assigned chapter exercises from your text books and check them with the answer keys. Be sure to complete the assignment report on Moodle by the due date to indicate that



you have completed and checked the homework. Reports of completing your assignments is required. If you do not, it will result in a reduction of your course grade.

- You will have skills practice exercises for several modules during the course. You are required to complete these with a grade of 80% prior to taking the quiz that included that material. The end-of-module quiz won't open unless you have met that requirement. You may work on these exercises as many times as is needed to achieve a score of 80%. These exercises are not included in your final grade, but the quizzes related to these exercises are included in your final grade. If you have worked on your practice exercises carefully and diligently, this will help you be prepared for taking the end of module quizzes.
- In an effort to save paper and printer ink, the "paper" portions of the language sample assignment will be **submitted on Moodle** (as appropriate).
- When you submit assignments, use the following filename format:  
3330\_Lastnamefirstinitial\_assignmentname\_campus.doc (ex: 3330\_smithc\_langsamp-poc (or mer or online)).
- **Late** assignments are considered such if they are turned in after 5:00 PM on the day they are due. Ten points per day are deducted.
- Please contact me ASAP if you anticipate having difficulty meeting a deadline for an assignment or an assessment/exam due to a medical situation or other EMERGENCY. Documentation of the situation is required, but I am very willing to work with you under difficult circumstances.
- Some assignments may be added to the course during the semester on an as needed basis. This may involve a quiz-like format for practice on Moodle or "check off" task to indicate that you have completed a particular task or reading.

### **Earning Your Grade:**

- Completion of Assignments, Assessments/Exams
  - For online students, the Midterm and Final Exam will be proctored online. Further information about the Safe Exam Browser and Test procedures will be provided prior to the first test.
  - Assignments, quizzes, and exams are to be taken/completed and turned in at the designated times.
  - If you miss an exam and you have an acceptable, documented excuse for (e.g., police accident report, physician's note, funeral home documentation, coach's note, military reserve service), we will schedule a make-up exam.
  - Late assignments will only be accepted at full value if the student provides formal documentation of an acceptable excuse.
  - If an exam or quiz is missed, without an acceptable documented medical/emergency excuse and instead is due to something like I overslept, forgot, had a bad week, etc., the professor may, at her discretion, allow the student to take the exam/quiz with a starting value of 70%. Quizzes and exams that are not excused cannot be retaken unless you have contacted the professor within 48 hours of the due date & time.
  - If you anticipate being unable to meet a due date or an exam date, due to a medical situation or other emergency, please contact me in advance if possible. If the situation is a crisis situation, **please just take care of your or your family members' health and well-being and contact me when the crisis has passed.** Please obtain documentation if possible.
  - Additional assignments may be added to the course on an as needed basis, at the instructor's discretion. Such assignments will contribute to the attendance & participation grade.

• Attendance Policy

- Your attendance and participation for this course is expected. Poor attendance and/or participation will result in a grade reduction on the final grade. Class disruptions and unprofessional conduct may also result in a final grade reduction after 1 warning. Please be aware that course activity is monitored by Moodle and that those logs provide participation information.
- I will not be tracking attendance, unless I notice that many students are missing. If you choose to not attend a class, **you** are responsible for acquiring the information on your own. If you have a documented, excused absence, I will gladly provide you with additional assistance in acquiring the information and/or the recording of the class session.

• Grade Calculation

- Reading Quizzes – 5%
- End of Module Quizzes – 25%
- Midterm Exam 25%
- Final Exam – 25%
- Language Sample Transcript Quiz – 15%
- Completion of exercises/homework – 5%
- Attendance and Participation – Poor attendance and participation can result in the final grade being lowered.
  - Poor attendance and/or lack of participation in practice activities, non-graded activities, disruption in class, and/or unprofessional conduct may result in a downward adjustment of the final grade at the professor's discretion.

• Letter Grade Equivalents

A = 93% - 100% A- = 90% - 92% B+ = 87% - 89% B = 83% - 86% B- = 80% - 82% C+ = 77% - 79% C = 73% - 76% C- = 70% - 72% D+ = 68% - 69% D = 64% - 67% F = < 64%

**Need assistance?**

If you are doing your readings, watching the lectures, and studying your notes but are having difficulty in the course, **please make an appointment to talk with me. I am very eager to help you learn and succeed.** In addition to working with you, I also recommend that you contact the ISU Student Success Center (see below).

**Student Success Center** <http://www.isu.edu/success/>

For **students**, they offer:

- **Free** individual and small-group tutoring in math, writing, and content area courses ranging from anthropology to zoology.
- Classes, workshops, and individual tutoring for non-native speakers of English in areas including American culture, written and oral presentation support, and accent modification.
- 8-week classes focused on learning strategies.
- Small First Year Seminar classes designed to enrich the experience of incoming students.

**Students with Disabilities:**

Reasonable accommodations are available for students with a documented disability. ISU students who have a disability, have a record of a disability, or are perceived as having a disability that substantially limits one or more major life activities, may apply for services through the Disabilities Services office (<https://www.isu.edu/disabilityservices/>) You can call them at 208-282-3599. Students with an approved

accommodation form should present the form to the professor during the first week of class showing accommodations needed for the course. During the semester, students should continue to work with me to make sure accommodations are appropriate. Please note that you are responsible for contacting the professor to make accommodations for exams at least 1 week prior to the scheduled exams. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.

**Academic Honesty:**

I begin every semester with the assumption that each individual in this course is a person of integrity who wants to learn and earn their grade independently. However, the reality is that there are a minority of students who may choose to be dishonest. Faculty members are asked to make our policies clear to our students should such an unfortunate event occur. If a student chooses to engage in academic dishonesty, s/he is also choosing to accept the consequences of that decision.

All assignments are expected to be reflections of individual performance unless it is a group project. If you are found to plagiarize, copy, or cheat on exams or assignments, accept or give exam/assignment information with another student or facilitate such dishonest behavior, you will receive a zero grade for the assignment and/or an F for this course. This is in accordance with ISU policy (See the Student Handbook as well as the complete policy in the Idaho State University Faculty and Staff Handbook, Part 6, Sec. IX, page 6.9.1 for definitions of cheating and plagiarism found at:

[http://coursecat.isu.edu/undergraduate/academic\\_integrity\\_and\\_dishonesty\\_policy/](http://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/)

If you are not sure what constitutes plagiarism, see the following document

<http://www2.isu.edu/success/writing/handouts/plagiarism.pdf>

Spring 2019  
Communication Sciences and Disorders (CSD) 3330  
Language Science

Tentative Course Schedule

\*Please note that the ***schedule below is subject to change*** at the professor's discretion and that readings and assignments may be added throughout the semester.

Week	Week of	Topics	Readings (assignments are for whole chapters unless specific page numbers are given)	Due Dates/Tasks
1	1/7	<ul style="list-style-type: none"><li>• Introduction to Course</li><li>• Module 1: Language &amp; Linguistic Knowledge</li></ul>	F, R, & H Ch. 1	<p>Complete Syllabus Quiz <u>Due: 1/11 at 11pm</u></p> <p>Reading Quiz: FRH Ch. 1 What is Language? <b>Due prior to opening lecture outline for all reading quizzes</b> <u>Quiz closes 1/18 at 11pm</u></p> <p>Chapter Exercises:FRH Ch. 1: (# 2, 3, 5, 6, 8) <u>Reporting due by 1/18 at 11pm</u></p>

2	1/14	<ul style="list-style-type: none"> <li>Module 1: Language &amp; Linguistic Knowledge</li> <li>Module 2: Morphology</li> </ul>	F, R, & H Ch. 2	<p>Last day to reg/add/ drop 01/18</p> <p>Reading Quiz: FRH Ch. 2 Morphology <u>Quiz closes 1/25 at 11 pm</u></p> <p>Chapter Exercises: FRH Ch. 2: (# 2, 3, 4, 5, 6, 13, 16, 20) <u>Reporting due 1/25 at 11pm</u></p> <p>Morphology practice exercises on Moodle</p>
3	1/21 MLK Jr. Day 1/21	<ul style="list-style-type: none"> <li>Module 2: Morphology</li> <li>Module 3: Introduction to Syntax</li> </ul>	<p>F, R, &amp; H Ch. 2</p> <p>F, R, &amp; H Ch. 6 (p. 216 – 221)</p> <p>F, R, &amp; H Ch. 3 p. 75-88</p>	<p>Reading Quiz: FRH Ch. 3&amp;6: Intro to Syntax <u>Quiz closes 2/1 at 11pm</u></p> <p><b><u>End-of-Modules 1&amp; 2 Quiz on Moodle Opens Thurs 1/24 @ 3pm, Closes Mon 1/28 @ 11pm</u></b></p>

4	1/28	<ul style="list-style-type: none"> <li>Module 4: Syntactic Categories - Nouns &amp; Pronouns</li> </ul>	<p>F, R, &amp; H Ch. 3 p. 75-88</p> <p>J&amp;E Preface, Introduction, Ch. 1 &amp; 2</p>	<p>Reading Quiz: J&amp;E Ch. 1 &amp; 2: Nouns and Pronouns <u>Quiz closes 2/8 at 11pm</u></p> <p>Chapter Exercises: J&amp;E Ch. 1(#1A, 1D, 1E, 1G); J&amp;E Ch. 2(#2A, 2B, 2C) <u>Reporting due by 2/8 at 11pm</u></p> <p>Nouns &amp; pronouns practice exercises on Moodle</p>
5	2/4	<ul style="list-style-type: none"> <li>Module 5: Syntactic Categories – Determiners</li> <li>Module 6: Syntactic Categories - Verbs</li> </ul>	<p>J &amp; E Ch. 6</p> <p>J &amp; E Ch. 3</p>	<p>Reading Quiz: J&amp;E Ch. 3&amp;6: Verbs &amp; Determiners <u>Quiz closes 2/15 at 11pm</u></p> <p>Chapter Exercises: J&amp;E Ch. 6(#6A,, 6B, 6E) <u>Reporting due by 2/15 at 11pm</u></p> <p><b>Module 3 &amp; 4 End-of Modules Quiz (need to have 80% on Pronoun practice prior to taking this quiz) <u>Opens Thurs, 2/7 @ 3pm, Closes Mon, 2/11 @ 11pm</u></b></p> <p>Determiner practice exercises on Moodle</p>

6	2/11	<ul style="list-style-type: none"> <li>Module 6: Syntactic Categories - Verbs</li> </ul>	J & E Ch. 3	<p>Chapter Exercises: J&amp;E Ch. 3(#3A, 3C, 3D) <u>Reporting due by 2/22 at 11pm</u></p> <p>Verb practice exercises on Moodle</p>
7	2/18 President's day 2/18	<ul style="list-style-type: none"> <li>Module 7: Syntactic Categories - Adverbs &amp; Adjectives</li> <li>Module 8: Syntactic Categories - Conjunctions, Prepositions</li> </ul>	<p>J &amp; E Ch. 4, 5 <i>Note: In Chapter 4, do NOT read the sections on Possessive Adjectives, Demonstrative Adjectives, Cardinal Adjectives, Definite and Indefinite Articles, Indefinite Adjectives, or Interrogative Adjectives as these were covered as <i>Determiners</i> earlier in the semester.</i></p> <p>J &amp; E Ch. 7, 8 <i>Note: Although there are 4 chapters this week, they are very short chapters.</i></p>	<p>Reading Quiz: 1.) J&amp;E Ch. 4&amp;5: Adjectives &amp; Adverbs <u>Quiz closes 3/1 at 11pm</u> 2.) J&amp;E Ch. 7&amp;8: Conjunctions &amp; Prepositions <u>Quiz closes 3/1 at 11pm</u></p> <p>Chapter Exercises: J&amp;E Ch. 4 (#4B, 4C, 4D), Ch. 5 (#5A, 5B, 5C, 5D, 5E), Ch. 7(#7A, 7B, 7C), Ch. 8(#8A, 8B, 8C, 8D, 8E) <u>Reporting due by 3/1 at 11pm</u></p> <p><b>Module 5 &amp; 6 End-of Modules Quiz (need to have 80% on Verb and Determiner practice exercises prior to taking this quiz), <u>Opens Thurs 2/21 @ 3pm and closes Mon 2/25 @ 11pm</u></b></p>

8 Midterm Week	2/25	<ul style="list-style-type: none"> <li>Module 9: Morphosyntax of English</li> </ul>	<a href="#">Morphology Practice Exercises on Moodle</a>	<p>No Reading Quiz this week</p> <p><b>Midterm Exam (Module 7 &amp; 8 End of Modules Quiz included on Midterm exam) <u>Exam opens Thurs 2/28 @ 3pm and closes Mon 3/4 @ 11pm</u></b></p>
9	3/4	<ul style="list-style-type: none"> <li>Module 10: Syntax – Sentence Structure</li> </ul>	J & E Ch. 9 & 10	<p>Reading Quiz: J&amp;E Ch 9&amp;10 Sentence Structure <u>Quiz closes 3/15 at 11pm</u></p> <p>Chapter exercises: J&amp;E Ch. 9(#9A, 9B, 9C, 9D) Ch. 10(#10A, 10B, 10C, 10D, 10E, 10F) <u>Reporting due by 3/15 at 11pm</u></p>
10	3/11	<ul style="list-style-type: none"> <li>Module 10: Syntax – Sentence Structure (Continued)</li> </ul>	<p>F, R &amp; H Ch. 3 p. 88-124</p> <p>J &amp; E Ch. 9 &amp; 10 (cont)</p>	<p><a href="#">Last day to withdraw 3/15</a></p> <p>Syntactic categories practice exercises on Moodle</p> <p>Chapter exercises: FRH Ch.3 (# 2, 3, 4, 5, 6, 9, 10, 12, 14, 15, 18, 20, 22) <u>Reporting due by 3/22 at 11pm</u></p> <p><b><a href="#">Syntactic Category Quiz: Opens 3/14 @ 3pm and closes 3/18 @ 11pm</a></b></p>



11	3/18	No Classes- Spring Break	No Classes- Spring Break	
12	3/25	<ul style="list-style-type: none"> <li>Module 11: Syntax – Complex Sentences</li> </ul>	J & E Ch. 11 & 12, 13	Reading Quiz: J&E Ch. 11, 12, 13 Complex Sentences & Complex Syntax <u>Quiz closes 4/5 at 11pm</u>
13	4/1	<ul style="list-style-type: none"> <li>Module 11: Syntax- Complex Sentences (continued)</li> </ul>	<p>J &amp; E Ch. 11 &amp; 12, 13 (continued)</p> <p>F, R, &amp; H Ch. 4 p. 133-158</p>	Identifying complex sentences, identifying dependent clauses practice exercises on Moodle
14	4/8	<ul style="list-style-type: none"> <li>Module 12: Semantics</li> <li>Module 13: Pragmatics</li> </ul>	F, R, & H Ch. 4 p. 133-169	<p>Reading Quiz: FRH Ch. 4 Semantics &amp; Pragmatics <u>Quiz closes 4/19 at 11pm</u></p> <p>Chapter exercises: FRH Ch. 4(#2, 3, 5, 6, 9, 12, 14, 17, 18, 20, 21) <u>Reporting due by 4/19 at 11pm</u></p> <p><b>Modules 9, 10, 11 End-of Modules Quiz <u>Opens 4/11 @ 3pm and closes 4/15 @ 11pm</u></b></p>

15	4/15	<ul style="list-style-type: none"> <li>Module14: Language in Society/Language Variation</li> </ul>	<b>F, R &amp; H Ch. 7</b>	<p>Reading Quiz: FRH Ch. 7 Language in Society Chapter exercises: FRH 7(#1 a-j, 2b, 5, 6, 8, 12,) <u>Reporting due by 4/26 at 11pm</u></p> <p><b>Modules 12 &amp; 13 End-of Modules Quiz <u>Opens 4/18 at 3pm and closes 4/22 at 11pm</u></b></p> <p><b>Language Sample Assignment &amp; Quiz Due <u>Quiz and submission portal close on 4/16 @11pm</u></b></p>
16 Closed Week	4/22	<ul style="list-style-type: none"> <li>Module 14: Language in Society/Language Variation</li> </ul>	Nicaraguan Sign Language Reading and Video	
17 Finals Week	4/29		<p><b>Cumulative Final Exam (Module 14 &amp; 15 End of Modules Quiz are included on Final exam). Requires online Proctor through Examity; Opens Monday, 4/29/19 @8 am MT; Closes Wednesday, 5/1/19 at 11 pm MT</b></p>	

CSD 3335, Language Disorders  
Summer 2016  
Online

Instructor: Amy Hardy M.S. CCC-SLP course manager,  
Lecture content Dr. Kathleen Kangas  
Office Hours: M W 12-2pm MST office hours Virtual or by appointment  
Office: 548 CSED Meridian  
Phone: 208-373-1724 (office)  
928-606-4630 (cell)  
Email: [hardamy3@isu.edu](mailto:hardamy3@isu.edu)

**Purpose:** The purpose of this class is to prepare students for graduate coursework, including clinical practicum, in Speech-Language Pathology. It is designed to assist students in the early stages of development in basic preparation for independent professionals. The class provides opportunities for students to study language disorders and treatment by building on their previous knowledge of normal language development. Projects are designed to help students develop beginning skills in language assessment and planning of language intervention sessions.

### Requirements:

**Computer Requirements:** You must be able to access this class from Moodle. The moodle site should be checked at **least twice** a week in addition to class modules. If you have difficulty with Moodle please do not contact me, please contact the ISU Computer Center Help Desk-ITRC. Please check Moodle website two times a week, possibly more if directed. This will also factor into your attendance grade. Class lectures/modules and notes will open every Friday afternoon on the Moodle site for the next week content, with the exception of the first week of class, that will open the first day.

This video will show you how to access courses in Moodle ISU 2 <http://youtu.be/nDkf87VPO8c>. For more information please contact the ITRC (282-5880, [itrc@isu.edu](mailto:itrc@isu.edu)) or visit their website ([www.isu.edu/itrc](http://www.isu.edu/itrc)).

**Required Text:** Reed, V. (2012). *An introduction to children with language disorders*. 4<sup>th</sup> edition. Boston: Pearson.

### Class Policies

1. **All assignments** must be:

- submitted via Moodle, **late work will not be accepted for all assignments with the exception of the standardized scoring assessment project (-10 points per day late past submission deadline)**
- typed, handwritten analysis is accepted for the language analysis assignment
- use a standard font (Times New Roman, Arial)
- at least 10 point size.

- Word documents or pdf acceptable formats for submission. .jpeg only if professor is able to read document and download.
- 2. **Submission of work taken directly from another source** (internet, material prepared by another student, book, etc) will be considered plagiarism and no credit will be given for the assignment. (<http://www.isu.edu/library/research/ait/benefits.html> - this is a quick tutorial that will help you understand the important points of academic integrity) See APA guidelines for the correct method for citing other authors' work. (<https://owl.english.purdue.edu/owl/resource/560/01/> is a good resource for the basics!)
- 3. **Persons-first language** will be used in ALL work and classroom discussion as is consistent with Individuals with Disabilities Educational Act (IDEA). Emphasize the person, not the disability - child diagnosed with Down Syndrome, not Down Syndrome child.
- 4. **Incomplete Grade Policy** - An Incomplete Grade can be assigned at the discretion of the instructor. Typically, an Incomplete grade is given when a student experiences difficulty outside their control, such as a sudden medical condition, family emergencies, etc. The student should be performing adequately before the incident. An Incomplete grade will not be given to a student simply because they are unhappy with his/her earned grade. ([http://www.isu.edu/areg/policy-proc/incompl\\_grd.shtml](http://www.isu.edu/areg/policy-proc/incompl_grd.shtml) - here is a link to the university policy.)
- 5. **Take personal responsibility** for learning. Pace yourself, log into the course at least every other day to ensure that you don't miss announcements/discussions. Due dates are posted the first day of class, you may work at your own pace, but keep in mind that late work is not accepted with the exception of the standardized scoring assessment project (-5 points per day late past submission deadline).

#### **Student Responsibilities:**

**Readings:** You are expected to complete ALL assigned readings BEFORE listening to lectures, modules. Prior knowledge will be important as a clinician and as a student. I recommend printing the slides provided (.ppt or .pdf) and taking notes from the posted lectures.

**Participation:** Class participation is required. All course content will not come from the textbook. Participation in the forum content will be a critical part of your learning. Posting on the question and answer forum, asking questions and logging into the class lectures/assignments. 10 points.

\*For a 3-credit class you should be studying 2 hours for 1 hour spent in the modules, studying, this does not include time spent in the modules.

#### **Contacting the professor and professor response time:**

**Q and A Forum:** If you have questions or statements relating to course content post these questions to the **Q and A Forum** at the top of the class Moodle page. Do not e-mail me questions related to the **course content**, I will refer you to the forum. If you have particular questions that would **not** relate to the content, then e-mail would be

appropriate. Also, if you have a question about an exam please e-mail me as sometimes not all students have completed by the deadline, so please e-mail me with exam, quiz questions. In addition, on this **Q and A Forum** there may be questions that the professor provides and students are required to participate as indicated in the participation points.

**E-mail:** Always send e-mail with the **number 3335 in the subject line**. I will do my best to respond within 24 hours. Or use the quickmail feature on the right hand side of your moodle screen, this feature automatically places 3335 in the subject line. If you do not hear from me, please re-send or call.

**Graded items and response to assignments:** Assignments are due 11:55pm Mondays' MST. All assignments will be graded within 72 hours of the due date. For all exams, quizzes that have fill-in the blank, short answer or essay I will grade these items within 72 hours of the deadline. If I am unable to meet this deadline due to unforeseen clinical obligations I will post in the news forum.

My office phone is available and I have posted my cell phone as well. We can meet online if needed as a scheduled appointment for virtual office hours.

**Projects:** (33%) See Below Grading. There will be five assignments. All requirements for these assignments are posted on Moodle 2 for this class.

1. Journal article summaries- (25 points, 2 articles) Due March 6, 2017
2. Standardized test scoring- (50 points). Due April 10, 2017.
3. Development of assessment/development/intervention/treatment digital notebook- (25 points). Due April 17, 2017.
4. Observation log- (25 points) Due April 24, 2017
5. Language Sample Analysis- (35 points) Due April 17, 2017

\*All Assignments are due on a Monday 11:55pm MST, no exceptions to dates and times

Please see posts in Moodle in the introduction section of the course. Information for each assignment in detail and due dates are posted. Assignments may be subject to change.

**Quizzes:** (30%) There will be weekly quizzes. Each quiz is worth 10 points. The quiz will open up on Thursday and close every Sunday MST time, with the exception of a week there is an exam, then the exam will post instead of the quiz. (100 points total 30% of your overall grade). If you miss a quiz it cannot be made up so, please pay attention to opening and closing dates and times of the quizzes.

**Exams:** (17%) There will be four exams. Exams will be a combination of multiple choice, true false, fill in the blank and short essay. Once you have completed the exam online I will need to go back in and check your answers for fill in the blank and short essay. Three exams will be

worth (50 points each, 17% of your overall grade) and the final comprehensive exam will be worth (100 points 20% of your overall grade). If you miss an exam you may take the exam starting at 70 points and if you miss questions your grade will go down from the 70 points. The final cannot be made up so pay attention to timelines.

**Final Exam:** (20%) The Final Exam will be a combination of multiple choice, true false, fill in the blank and short essay. Once you have completed the exam online I will need to go back in and check your answers for fill in the blank and short essay. The final exam is comprehensive and will be 100 points worth 20% of your overall grade. If you miss the final exam it cannot be made up so you will need to pay attention to opening and closing dates you will receive a 0 if you miss the final.

**Grades:** This course uses a weighted mean of grades. This method of grading converts every grade to a percentage, finds the average for the category and then weights each category to weigh the overall grade. Weights are listed in accordance with weights for each category in the course.

Quizzes (30%)	Assignments (33%)	Final Exam (20%)	Exams (17%)
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Final grades will be based on the following criteria:

95% or above	=A	76.0-79.9%	=C+
90.0-94.9%	=A-	73.0-75.9%	=C
86.0-89.9%	=B+	70.0-72.9%	=C-
83.0-85.9%	=B	66.0-69.9%	=D+
80.0-82.9%	=B-	63.0-65.9%	=D
		60.0-62.9%	=D-
		59.9% or below	=F

**Additional Readings:** If there are additional readings from sources other than your textbook. I will make those readings available to you on Moodle.

**Student Success Center:** <http://www.isu.edu/success/>

Idaho State University is committed to equal opportunity in education for all students, including those with documented disabilities. If you have a diagnosed disability or if you believe that you have a disability that might require reasonable accommodation in this course, please contact the ADA and Disabilities Resource Center Pocatello, ID Room 123, Graveley Hall. Phone Number 208-282-3599. University policy states that it is the responsibility of students to contact instructors during the first week of each semester to discuss appropriate accommodations to ensure equity in grading, experiences and assignments.

**Academic Integrity:**

Academic Integrity will be followed from the ISU Student Handbook.

<http://www.isu.edu/references/fs.handbook/>

All assignments are expected to be reflections of individual performance. If you facilitate or display dishonest behavior you will receive a failing grade for the course.

\*All assignments and exams may be subject to change. Professor Amy Hardy will be the course manager and Dr. Kathleen Kangas will be providing the lecture content due to this fact the below schedule of topics is tentative and may change please refer to the Moodle site to receive accurate up to date information in regards to the schedule. Assignment due dates, quiz and exam dates will remain.

**Required Readings and assignments/module postings:**

Week	Dates/Topics/Readings/Assignments	Quiz/Exams
Week 1	Chapter 1 Language and Human Communication Chapter 2 Normal Language Development	Quiz1
Week 2	Chapter 3 Toddlers and Preschoolers with Specific Language Impairment	Quiz2
Week 3	Chapter 4 Language and Children with Learning Disabilities	Exam 1 Modules 1-5 chapters 1-4
Week 4	Chapter 5 Adolescents with Language Impairment	Quiz 3
Week 5	Chapter 6 Language and Children with Intellectual Disabilities	Quiz4

Week 6	Chapter 7 Language and Children with Autism	Quiz5
Week 7	Chapter 8 Language and Children with Auditory Impairments	Exam 2 midterm Modules 1-7.5 and Chapters 1-7 not 8
Week 8	Chapter 9 Language and Linguistically Culturally Diverse Children	Quiz 6
Week 9	Chapter 10 Children with Acquired Language Disorders	Quiz7
Week 10	Chapter 12 Language and Augmentative and Alternative Communication	Exam 3 hearing impairments –AAC Chapters 8,9,10,12 not 11 and modules accordingly
Week 11	Chapter 13 Assessment	No quiz or exam prepare for final
Week 12	Chapter 14 Considerations for Language Intervention	Final Exam



Assignment Due Dates:

1. Journal article summaries- (25 points, 2 articles) Due March 6, 2017
2. Standardized test scoring- (50 points). Due April 10, 2017.
3. Development of assessment/development/intervention/treatment digital notebook- (25 points). Due April 17, 2017.
4. Observation log- (25 points) Due April 24, 2017
5. Language Sample Analysis- (35 points) Due April 17, 2017

\*All Assignments are due on a Monday 12am MST, no exceptions to dates and times

Please see posts in Moodle in the introduction section of the course. Information for each assignment in detail and due dates are posted. Assignments may be subject to change.

Professor References for Course Overview/Syllabus:

Canada, M. (2013). The Syllabus: A Place to Engage Students' Egos. *New Directions for Teaching and Learning*, 2013(135), 37-42.

Doolittle, P.E., & Siudzinski, R.A. (2010). Recommended syllabus components: What do higher education faculty include in their syllabi? *Journal on Excellence in College Teaching*, 20(3), 29-61.

Harnish, R. J., & Bridges, K. R. (2011). Effect of syllabus tone: students' perceptions of instructor and course. *Social Psychology of Education, 14*(3), 319-330.

Slattery, J. M., & Carlson, J. F. (2005). Preparing an effective syllabus: *Current best practices. College Teaching, 53*(4), 159-164.

Ludwig, M. A., Bentz, A. E., & Fynewever, H. (2011). Your Syllabus Should Set the Stage for Assessment for Learning. *Journal of College Science Teaching, 40*(4), 20-23.

Saville, B. K., Zinn, T. E., Brown, A. R., & Marchuk, K. A. (2010). Syllabus detail and students' perceptions of teacher effectiveness. *Teaching of Psychology, 37*(3), 186-189.

West, J. A., & Shoemaker, A. J. (2012). The Differences in Syllabi Development for Traditional Classes Compared to Online Courses: A Review of the Literature. *International Journal of Technology, Knowledge & Society, 8*(1).

CSD 4460 Educational Audiology  
Summer 2019 Version\_Online

Instructor:

Mary M. Whitaker, Au.D., CCC-A, FAAA  
282-2190; whitmary@isu.edu\*\*  
Office: Room 121 Bldg 68

\*\*Please email course questions using the Subject CSD 4460 and then your subject. This will help me track email!

**Course Outcomes: (Audiology Certification Standards and how outcomes are assessed/demonstrated)**

Upon completion of this course with a 70% or above grade average the learner will be able to:

1. Describe the components of an educational audiology model of service provision for the management of school-aged children with hearing loss. (A18, A19)
  - a. Successful completion of Educational Audiology Intro Learning Activity, Module 1.
  - b. Successful completion of Midterm questions.
2. Identify and describe the requirements to receive services under special education, Section 504 and ADA laws. (A19, A21, F4, F10)
  - a. Successful completion of Law and Meeting Individual Needs Learning Activity, Module 2.
  - b. Successful completion of Midterm questions.
3. Create an inservice presentation using adult learning principles addressing a topic of interest for persons working with children with hearing loss. (A17, D5, E2 )
  - a. Successful completion of Inservice Assignment in Module 3.
4. Discuss a family centered approach to early hearing detection and intervention (EHDI). Describe key components of EHDI programs based on the Joint Committee on Infant Hearing (JCIH) guidelines. (A10, A 11,A 16, A 23, B1, B6,

- B8, B10, B13, D5)
- a. Successful posting in Forum Discussion Communication without Bias, Module 4.
  - b. Successful completion of EHDI Learning Activity, Module 4.
  - c. Successful completion of Midterm questions.
5. Describe an effective school age hearing loss identification program to determine if it meets ASHA guidelines and evaluate the components of an effective pure tone hearing screening.(B6, B9, B10, B14)
- a. Successful posting in the Identification Forum, Module 5.
  - b. Successful completion of Identification Learning Activity, Module 5.
  - c. Successful evaluation of a pure tone screening video.
6. Recognize and describe effective assessment methods of educationally significant hearing loss. Describe the potential educational impact of and interventions to minimize any negative impact of educationally significant hearing loss. (A7, A9, A10, C2, C8, C9, C10)
- a. Successful completion of course Audiogram Learning Activities
  - b. Participation in class discussions of case studies.
  - c. Successful completion of Assessment Learning Activity, Module 6.
  - d. Successful completion of Midterm and Final questions.
7. Discuss the components of an assistive device monitoring program. Evaluate the appropriateness of a hearing assistive technology Monitoring demonstration. Defend the need for assistive device monitoring. (F5, F6)
- a. Successful completion of Assistive Technology Learning Activity, Module 8.
  - b. Successful completion of Final questions.
8. Define auditory processing disorder (APD) and describe intervention for children with auditory processing disorders. (C2, C15, E7)
- a. Successful completion of Auditory Processing Learning Activity, Module 7.
  - b. Successful completion of Final questions.
9. Describe aural rehabilitation and activities used for school age children to provide aural rehabilitation. (D5, D7, E4, E6, E21, F7, F11)
- a. Successful posting in Bringing Sound to Life discussion forum, Module 9.

- b. Successful completion of Aural Rehabilitation Learning Activity, Module 9.
  - c. Successful completion of Final Questions.
10. Discuss the impact of hearing loss on speech and language development. (B 10, B11, B12, B13, F8)
- a. Successful completion of Aural Rehabilitation Activity, Module 9.
  - b. Successful completion of Final Questions.
11. Describe the need for and hearing loss prevention programs in the schools. List hearing loss prevention techniques. (B3, B4)
- a. Successful completion of Hearing Loss Prevention Learning Activity, Module 10.
  - b. Successful completion of Final questions.
12. Identify the factors that impact classroom acoustics and identify who can benefit from an improved signal to noise ratio. (F12)
- a. Successful completion of Classroom Acoustics Learning Activity, Module 11.
  - b. Successful completion of Final questions.
13. Interpret an audiogram and identify the communication and learning difficulties associated with a hearing loss depicted on an audiogram. (A10, E5)
- a. Successful completion of course Audiogram Learning Activities
  - b. Participation in class discussions of case studies.
  - c. Successful completion of midterm and final questions

This course is taught completely online. Students will view/listen to recorded lectures, read text assignments, view posted resources, complete website activities and view posted website resources to complete the course. Students in this course often have very different levels of experience with the material. This course is typically the third in a series of audiology courses but there are no required prerequisites. All students can be successful and are encouraged to ask questions and clarify information when further information is needed.

Dates	Topic	Readings	Key Concepts/Activities/Assignments
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<b>Module 1</b> May 13- May 19	What is Educational Audiology?  Models of Service Delivery Clinical vs. Educational  Educationally Significant Hearing Loss	Chapter 2 Chapter 1 Madell & Flexer (2018)	<i>This is a summary and general idea regarding activities/assignments. See Moodle modules for specific assignments and due dates. The official dates will be listed in Moodle.</i>  Review Syllabus, text, audiogram quizzes.
<b>Module 2</b> May 20- May 26	IDEA: Key concepts Relating to Children with HL Section 504 Case Law IEP/IFSP Development Transition Planning ADA	Chapter 12 Chapter 13	What is IDEA? What is an IEP? What is an IFSP? What factors are important to consider when developing an IEP/IFSP for a student with a hearing loss? What is a 504 plan? What factors should be considered when planning for a student with a hearing loss? What is ADA?
<b>Module 3</b> May 27- June 2	Inservice: Teaching the Service Provider	Chapter 16 Web Activities	What is Inservice? Choose Inservice topics. What makes an inservice interesting? What goes into planning an inservice?  <i>Inservice assignment due July 7th.</i>
<b>Module 4</b> June 2- June 9	EHDI: Early Hearing loss Detection and Intervention <ul style="list-style-type: none"> <li>• Universal Newborn Hearing Screening</li> <li>• Early Intervention</li> <li>• Relationships with Families</li> <li>• Exploring Communication Options</li> </ul>	Chapter 11 Chapter 15 Web Activities	Discussion activities. Videos posted in Moodle.
<b>Module 5</b> June 10- June 16	School Age Identification Programs Children with Hearing Loss: Demographics Pure tone Screening, Otoacoustic Emissions Screening	Chapter 3	Develop and evaluate the effectiveness of a school age hearing screening program. Evaluate a school age hearing screening following ASHA Guidelines. Analyze appropriate hearing screening technique using a portable audiometer.

	Otoscopy and Tympanometry		<i>Midterm exam available June 13- June 16th.</i>
<b>Module 6</b> June 17- June 23	Assessment: Hearing Status <ul style="list-style-type: none"> <li>• The Impact of Hearing: What is an Educationally Significant Hearing Loss?</li> <li>• What factors besides hearing loss impact educational significance?</li> <li>• Functional Listening Evaluation</li> </ul>	Chapter 4	
<b>Module 7</b> June 24- June 30	Auditory Processing Disorders (APD)	Chapter 5	Review and evaluate case studies.
<b>Module 8</b> July 1- July 7	Assistive Technology <ul style="list-style-type: none"> <li>• Personal Hearing Aids</li> <li>• Cochlear Implants</li> <li>• Personal Assistive Device Systems</li> <li>• Auditory Distribution Systems</li> </ul> Assistive Technology Monitoring and Troubleshooting	Chapter 7	Describe the differences between assistive device technologies. Discuss the components of an assistive device monitoring program. Support the need for assistive device monitoring.
<b>Module 9</b> July 8- July 14	Case Management and Habilitation <ul style="list-style-type: none"> <li>• Skill Level Assessment</li> <li>• IEP Goals</li> <li>• Direct Treatment</li> <li>• Classroom Activities</li> </ul>	Chapter 8 Chapter 9	Bringing Sound to Life Video
<b>Module 10</b> July 15- July 21	Hearing Loss Prevention	Chapter 10	Web Activities

<b>Module 11</b> July 22- July 28	Classroom Acoustics	Chapter 6	Videos links posted online.  <i>Final will be available July 26- July 28</i>
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### Course Requirements (% of grade):

1. Complete two **examinations** to be timed and administered via Moodle (**25% each**). You may use your notes, books etc but you must finish within the allotted time exams will cover reading, lecture and in class presentation materials. Not a group project. Use the module objectives to study. That is where the instructor goes to create test questions.
2. **Inservice Project (20%)**. Topic and guidelines to be assigned in Moodle.
3. **Participation (30%)**. Complete all learning activities. These will include activities posted online and activities such as case study questions, quizzes, group discussions or activities, etc. **Late work will not receive credit.** In order for all students to have the opportunity to learn from each other assigned activities must be posted on time.

**Office Hours:** Contact with an instructor during an online class is important. I will attempt to answer all emails or posts in the questions to the instructor forum within 24 hours Monday-Thursday. Friday-Sunday I will try to respond as quickly as possible but may not be as prompt as during the week. I am most accessible via email or in the questions to the instructor forum but I am willing to hold chat sessions, schedule telephone calls. I have access to Zoom, FaceTime and Google chat as well. If you would like to ask a question or spend more time on any concept please do not hesitate to contact me.

**Classroom Response Time and Feedback on Assignments:** Weekly learning activities will be graded immediately. I will do my best to have forum discussions graded within the week following the due date. I typically require initial posts on discussions due by Wednesday at midnight as this gives all participants the opportunity to respond as appropriate by Sunday at midnight. I try to use Sunday/Monday to do grading and planning for the upcoming week so this schedule helps me keep things on track! Exams with subjective grading elements such as essay questions will take longer to grade but I will try to have those graded within a week following the due date. The Inservice assignment requires at least two weeks for all the grading to be completed. As always please feel free to contact me with questions.



Highest Grade Percentage	Lowest Grade Percentage	Letter Grade
100	93.00	A
92.99	90.00	A-
89.99	87.00	B+
86.99	83.00	B
82.99	80.00	B-
79.99	77.00	C+
76.99	73.00	C
72.99	70.00	C-
69.99	67.00	D+
66.99	63.00	D
62.99	60.00	D-
59.99	0.00	F

**Grades:** Grades will be assigned based on performance on and value assigned to course requirements listed above. See the Moodle Grade tool to monitor your progress in the class and how you are earning points in each individual section and toward your final toward your final grade. See the ISU Policies [ISU Undergraduate Credit and Grading Policy](#) for information on grading policies and incomplete grades.

**Text:** Johnson & Seaton (2012). [Educational Audiology Handbook, 2<sup>nd</sup>](#) ed. Delmar Cengage Learning, ISBN 13: 978-1-4180-4130-4

Other readings may be assigned by instructor and will be posted to Moodle.

**Technical Skills:** Students will need access to Moodle 2. Instructor will post syllabus, lecture notes, in-class assignments, and other materials on Moodle. Additionally, students may be asked to participate in class discussions by posting on specific topics of discussion. Students are expected to have the technical skills and appropriate computer access for the use of the course management system. This includes the use of the Firefox browser, access and ability to e-mail, the use of basic word processing programs and presentations software (powerpoint). Accessible technologies are

used in this course. Links to accessibility information are provided in the Student Resources file in the Introductory Module in Moodle. Some documents and websites may not be fully accessible. Alternative information will be provided upon request. Review the information provided in this [student handout](#) regarding browser, software and other plug-in requirements.

Contact the ISU Helpdesk 282-HELP or visit [ISU Help desk](#) for help with technical difficulties.

**Classroom and Online Communication:** All participants will be respectful of one another during class activities. Class discussions will be conducted professionally. All forum postings will be completed in a professional manner in standard and grammatically correct English. The ability to professionally communicate with other professionals is a skill necessary for success in all of our professions. See the following webpage to review your "[Netiquette](#)".

**ISU Student Conduct Policy:** All students are expected to follow the [ISU Student Conduct Policy](#).

**Academic Dishonesty:** Student success and earned grades are of interest to both students and faculty. Everyone has a role and responsibility in maintaining the integrity of the grades earned in each class. Students will adhere to the [ISU Academic Dishonesty](#) policy. If you feel there is a problem with academic dishonesty please bring it to the instructor's attention.

**Students with Disabilities:** Our program is committed to all students achieving their potential. Reasonable accommodations are available for students with a *documented disability*. ISU students who have a disability, have a record of a disability, or are perceived as having a disability that substantially limits one or more major life activities, may apply for services with Ali Crane at ISU-Meridian (Room 637, phone 373-1706) or at the Disabilities Services in Pocatello (Rm 125 Rendezvous Complex, 282-3599) or [ISU Student Disability Center](#). Students with an approved accommodation form should present the form to me *during the first week of class* showing accommodations needed for the course. During the semester, students should continue to work with me to make sure accommodations are appropriate. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.

**ISU Library Services:** The ISU Library has services for all students. Access to online journals, periodicals and books is available to all students. Visit the Library website for more information and assistance [ISU Library](#).

**Student Success Center:** The Student Success Center offers a range of programs designed to support student education including learning strategies, services for non-native English speakers and writing assistance. Contact the Student Success Center at 282-7925 or [Student Success Center](#).

Idaho State University  
College of Education  
EDUC 4460/5560 Foundations of ESL  
Fall, 2017

Syllabus

**COURSE INFORMATION**

INSTRUCTOR: Dr. Shu-Yuan Lin

OFFICE: Rm 105j, Bdg 62

PHONE: (208) 282-3185

EMAIL: [linshu@isu.edu](mailto:linshu@isu.edu)

COURSE FORMAT: Web course (Fully online: Asynchronous) through Moodle

COURSE SECTIONS: EDUC 4460-01 & EDUC 5560-01

COURSE CREDIT: 3 credits

COURSE LEVEL: Undergraduate and graduate dual levels

OFFICE HOURS: By appointment (via in-person, phone, or online consultation)

**COURSE DESCRIPTION**

Contemporary philosophies of second language acquisition, with topics related to language use, legal foundation of ESL/bilingual education, cultural diversity, program models, and other related issues related to ESL/bilingual education. Study of ESL learner characteristics, historical, philosophical, cultural and linguistic foundations of ESL. AF

**REQUIRED COURSE MATERIALS OR READINGS**

Whelan Ariza, E. N., Morales-Jones, C. A., Yahya, N. & Zainuddin, H. (2010). *Why TESOL? Theories & issues in teaching English to speakers of other languages in K-12 classrooms* (4<sup>th</sup> ed.). Dubuque, LA: Kendall Hunt.

Suggested Readings:

Kelly, N., & Zetzsche, J. ((2012). *Föund in TŘansLatiØn: How language shapes our lives and transforms the world*. New York, NY: Penguin.

**Other Readings**

- There will be selected articles throughout the semester. These articles will be posted in the course Moodle or distributed in class.

**COURSE REQUIREMENTS AND ASSESSMENTS/ASSIGNMENTS**

**Class Participation**

- Regular and active participation forums: Learning is an interactive process of sharing information and forming new ideas. Class participation is necessary for sharing knowledge and receiving information among all class participants. The instructor expects participation in the form of discussions, questions, answers, forums, and other activities.

**Assessments and Assignments**

The major assessments in this course include:

1. An annotated bibliography: An annotated bibliography is a brief synopsis/critique) with citation. It should include bibliographic information (i.e., author(s), title, publisher, etc.) and a paragraph of summary/critique of each source in APA style. **Ten annotated bibliographies are required for undergraduate, and 15 for graduate students.** See guidelines.
2. An evidence-based literature review paper: Each student will complete an evidence-based literature review project to demonstrates your in-depth knowledge base relative to the teaching and learning of English learners in your future teaching area. Your paper should be: **10 pages in**

length (double-spaced) at least **10 references** in APA style. (For graduate students: 15 pages and at least 15 references). See guidelines.

3. A presentation: Each student will prepare and present your findings from your evidence-based literature review using a technological presentation tool (e.g., Screencast-0-Matic, PPT with audio, etc.)
4. Field experience/Voice from the field:
  - This course will include a field experience involving interviewing teachers, administrators, supervisors, and ESOL district coordinators regarding ELL programs in schools (6 hours over at least two visits). The core questions you should ask are in regards to support for ELLs in mainstream classrooms (for example, administrator's support, collaboration with content area teachers, parents, and community members), classification of ELLs, identification of ELLs with learning disabilities, types of assessments, use of technology to support language learning, technological resources available to teachers and learners, and so on. You might also inquire about the roles of bilingual/ENL paraprofessionals if they are employed in the school, communication issues with parents of ELLs and what is being done to include their input. Keep a journal of your conversations and observations. Do not mention the names of the schools or of individuals who permit you to interview them. Remember that you are representing ISU and must conduct yourself and be dressed in a professional manner at all times.
  - After each field experience with bilingual/ENL teachers, administrators, supervisors, or ENL specialists/coordinators, write a report describing your observations/experience. Post your information to the Voice from the field forum.
5. Forums: There are *13 forums* throughout the semester. Each forum is available for a week from Monday to Sunday. You are expected to complete the forum *by Thursday* (or as soon as possible) to allow time for your peers to read and respond. Each forum is worth 5 points (except voice from the field/10 pts, self-introduction & experience with ELLs/no rating).
6. Glossary activity: Each week you will need to identify and define one concept/term/vocabulary that is important in your understanding of the topic during the week. This activity will be available from *the fourth week till 13<sup>th</sup> week of the semester (September 11-November 19)*.

**Any missed test or assignment that is unexcused and not made-up may be awarded zero points AND you may be awarded a failing grade for the course for failure to meet course requirements. Please note I will not automatically assign you a grade of incomplete if you miss the final test or other end of semester assignments. All incomplete grades require a contract and incomplete grades must be finalized within one semester.**

Note: All documents about assignments, assessments, tests, and papers submitted electronically should be in .doc or .docx formants with **proper file names**.

### **GRADING SYSTEM**

Annotated Bibliographies .....	50 points
Evidence-Based Literature Review Written Paper .....	130 points
Presentation.....	50 points
Field Experience Time Log & Journal .....	50 points
Glossaries.....	20 points
Forums .....	50 points
TOTAL .....	350 points

A = 94 – 100%	A- = 90 – 93%	
B+ = 87 – 89%	B = 84 – 86%	B- = 80 – 83%
C+ = 77 – 79%	C = 74 – 76%	C- = 70 – 73%

D+ = 67 – 69%	D = 64 – 66%	F = Below 64%

### **TARGETED STANDARDS/GOALS**

This course addresses the following *Idaho Foundation Standards for Bilingual Education and ESL (English as a Second Language) Teachers* and *Idaho Standards for ESL (English as a Second Language) Teachers*.

#### **Foundation Standards**

**Standard 1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

##### *Course Objectives/Learning Outcomes:*

- K1. The teacher understands the processes of language acquisition and the stages of development of linguistically diverse students.
- K2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).

**Standard 2: Knowledge of Human Development and Learning.** *The candidate understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.*

##### *Course Objectives/Learning Outcomes:*

- K1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.
- K2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).
- K3. The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.
- K4. The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).

**Standard 3: Learning Environments.** *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

##### *Course Objectives/Learning Outcomes:*

- K1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.
- k2. The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.

**Standard 4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

##### *Course Objectives/Learning Outcomes:*

- K1. The teacher understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.
- K2. The teacher understands various language instruction educational program models.
- K3. The teacher understands that language is a system (including linguistic and socio- linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.

**Standard 5: Application of Content.** *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

*Course Objectives/Learning Outcomes:*

K1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

**Standard 6: Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

*Course Objectives/Learning Outcomes:*

K1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

k5. The teacher understands appropriate accommodations for language learners being tested in the content areas.

**Standard 8: Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

*Course Objectives/Learning Outcomes:*

K2. The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

**Standard 9: Professional Learning and Ethical Practice.** *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

*Course Objectives/Learning Outcomes:*

K1. The teacher understands the importance of staying current on research related to language learning.

**Standard 10: Leadership and Collaboration.** *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

*Course Objectives/Learning Outcomes:*

K1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

K2. The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.

**ESL Standards (Enhancement Standards)**

**Standard 4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

K1. The ESL teacher understands linguistic features of the English language.

**ALIGNMENT OF OBJECTIVES WITH ASSESSMENTS**

Alignment of Goals, Objectives, and Assessment Methods		
Standard	Course Objective	Assessment Method
1	<p>K1. The teacher understands the processes of language acquisition and the stages of development of linguistically diverse students.</p> <p>K2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).</p>	Literature review, annotated bibliographies, forums, & field report

2	<p>K1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.</p> <p>K2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).</p> <p>K3. The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.</p> <p>K4. The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).</p>	Literature review, annotated bibliographies, field report & forums
3	<p><i>K1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.</i></p> <p><i>k2. The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.</i></p>	Literature review, annotated bibliographies, field report & forums
4	<p>K1. The teacher understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.</p> <p>K2. The teacher understands various language instruction educational program models.</p> <p>K3. The teacher understands that language is a system (including linguistic and socio- linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.</p>	Literature review, annotated bibliographies, field report & forums
5	K1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.	Literature review, annotated bibliographies, field report & forums
6	<p>K1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.</p> <p>K5. The teacher understands appropriate accommodations for language learners being tested in the content areas.</p>	Literature review, annotated bibliographies, & forums
8	K2. The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.	Literature review, annotated bibliographies, field report & forums
9	K1. The teacher understands the importance of staying current on research related to language learning.	Literature review & forums
10	<p>K1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.</p> <p>K2. The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.</p>	Literature review, annotated bibliographies, field report & forums
ESL Standard 4	K1. The ESL teacher understands linguistic features of the English language.	Literature review & forums (linguistic forum)



## COURSE EXPECTATIONS AND POLICIES

### Late Work Policy

Class assignments and papers are to be turned in **on time**. If you are unable to turn in an assignment on time because of a documented illness or family tragedy, you will not be penalized for turning in work late, *provided you present your written excuse within one week of returning to class*. If you must turn in work late for other reasons, you are subject to the following penalties:

- One point will be deducted for each day on late assignments.
- All online activities (forums, blogs, wiki, glossary, etc.) should be completed by deadline. Late postings will not be graded and you will receive 0 for the specific activity/forum, etc.

### Professionalism

- All course participants are expected to exhibit professional behavior and treat others respectfully in the class. Professionalism is also included in the ways such as communication in groups, in writings, and in any online formats. This is especially important in all aspects of writing and communications.
- It is expected that **you set high standards for yourself in the areas of presenting and writing**. Poorly written papers, papers with poor grammar, spelling, and editing, or papers that merely express opinions without making reference to readings will be graded down. All your work is expected to be of very high quality. Your grade on each assignment is a reflection of the quality of your work. All papers are required to be written in APA (American Psychology Association) style.

## REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please call the Director, ADA & Disabilities Resource Center, 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

## ASSESSMENT CONSENT

A part of institutional and state outcomes assessment requirements, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. Nevertheless, as part of periodic program reviews, authorized representatives of Idaho State Department of Education, the Idaho State Board of Education, the National Council for the Accreditation of Teacher Education or other accreditation and oversight agencies may need to review individual records maintained by the College of Education. However, these representatives are bound by rules of confidentiality not to reveal your identity to others. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to disclose your identity in order to give you credit for your performance. We may also disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Dr. Emma Wood ([woodemma@isu.edu](mailto:woodemma@isu.edu)), Coordinator of Assessment, College of Education.

## STUDENT CONDUCT

“Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) plagiarism and cheating.” For more information refer to the ISU Handbook:

<http://www.isu.edu/references/st.handbook/conduct.html#CONDUCT>. Also, see the ISU Faculty and Staff Handbook, Part 6, Sec. IX, page 6.9.1 for definitions of cheating and plagiarism:  
[http://www.isu.edu/fs-handbook/part6/6\\_9/6\\_9.html](http://www.isu.edu/fs-handbook/part6/6_9/6_9.html)

All course participants are expected to be to class on time and to remain in class until the class is dismissed (except under emergency situations). You are asked to refrain from bringing children or other guests to class (*unless granted specific permission in advance*). You are asked to ***turn off*** cellular telephones, beepers, and other electronic devices that may be disruptive to class activities **before coming to class**. You may bring a capped water bottle to class (*or a similar protected container for liquids*), and you may eat snack foods unobtrusively, so long as you do not disrupt the class or me with your eating. Remember, you have “*the obligation to respect the rights of others in the maintenance of classroom order and in the observance of courtesy*” (ISU Student Handbook, <http://www.isu.edu/studenta/handbook/> and to conduct yourself in accordance with the *ISU Student Code of Conduct*).

### ***Instructor's Notes***

#### Academic Dishonesty

Care should be taken when dealing with written communication, digital texts and graphical elements. All materials used in this course, whether copyright protected, or in the public domain, must be properly cited. This requirement applies to all student work, including digital presentations. Failure to follow this policy will result in a grade of “F” for the assignment in question. Repeated violations will result in a grade of “F” for the course.

#### Issues and Concerns

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

## COURSE EVALUATION

There will be an end-of-course evaluation conducted by the College of Education at the conclusion of the semester. The course evaluation will be available on Moodle.

Idaho State University  
College of Education

*EDUC 5563/4463-01 ESL Methods*

3 credits, online

*Spring 2017*

*Class Type: Asynchronous, Web-based course*

*Time: 5:00 -7:50 p.m., Thursdays (Reserved for class meetings)*

*Office Hours: By appointment*

*Instructor: Dr. Shu-Yuan Lin*

*Office: Rm 105j, Bdg 62*

*Phone: (208)282-3185*

*Email: [linshu@isu.edu](mailto:linshu@isu.edu)*

## THE COLLEGE OF EDUCATION'S VISION AND MISSION

### OUR VISION

Building on a tradition of excellence, we will work to continuously improve the education we offer.

### OUR MISSION

Through excellence in teaching, scholarship and service, we foster professionalism in all that we do.

- We prepare and support professionals who are ethical and reflective and known for the quality of their work.
- We provide recognized leadership in the support of our students, professional partners, and those who employ our graduates.
- We promote a culture of caring, respect, and intellectual rigor within our college and beyond.
- We foster collaborative relationships with the schools, communities, and professional organizations that we serve.
- We advance our understanding of the professions we serve and the application of that understanding in practice.

## COURSE DESCRIPTION

Language assessment, planning, and delivery for teaching limited English proficient K-12 students. Appropriate methods for students at various developmental stages of language acquisition will be studied. PREREQ: EDUC 4460 or permission of instructor. AS

## REQUIRED TEXTS

Díaz-Rico, L. T. (2013). *Strategies for teaching English learners* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.

### Recommended Text:

Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.

### Suggested Reading Texts:

Haley, M. H., & Austin, T. Y. (2014). *Content-based second language teaching and learning: An Interactive approach* (2<sup>nd</sup> ed.). Boston, MA: Pearson.

Haley, M. H. (2010). *Brain-compatible differentiated instruction for English language learners*. Boston, MA: Pearson.

Celce-Murcia, M. (Ed.). (2013). *Teaching English as a second or foreign language (4th ed.)*. Boston: Heinle & Heinle.

Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching (2<sup>nd</sup> ed.)*. Cambridge: Cambridge University Press.

Kelly, N., & Zetzsche, J. ((2012). *Föund in TŘansLatiØn: How language shapes our lives and transforms the world*. New York, NY: Penguin.

**Other readings will be posted in Moodle.**

## COURSE REQUIREMENTS/ASSESSMENTS

### Requirements

**TaskStream:** Teacher Candidates enrolled in the COE teacher education program must purchase and maintain a TaskStream subscription. For more information on how to subscribe, please see the course instructor or visit <https://w.taskstream.com/ts/manager299/issueducatorpreparation>

### Assessments and Assignments

1. **EL/CLD Student Profile:** Each candidate will observe a CLD student (K-12) in an ESL and/or all-English classroom setting, analyze the context, identify challenges/factors, design and deliver lessons, and reflection the effectiveness of lesson design. Consequently, this project is divided into four parts: (1) **classroom observation:** describe the context and student (2) **analysis:** identify sociocultural and academic (content and language) challenges that the student confronts in all-English classroom settings and write the planning implications of these challenges for classroom instruction; (3) **Instructional and Assessment Plans:** Based on your observation, design your instructional and assessment plans; and (4) **Lesson Design, Delivery & Reflections:** Design 2 lessons, deliver the lessons in an ESL classroom setting, and reflect the effectiveness of the lessons and the impact on student learning. See guidelines and rubric provided by the instructor. (Parts 1 and 4 are partial requirements for EDUCg 4464 Practicum.) See Guidelines and rubric.
2. **Textbook Evaluation/50 points:** Each candidate will review, analyze, and write an evaluation for an ESL textbook. This document will be 900-1500 words. See guidelines and rubric provided by the instructor.
3. **Software Evaluation/50 points:** Each candidate will review, analyze, and write an evaluation for a computer software program or an App. Use the evaluation form (provided by instructor) to evaluate a software program designed for language learning. This evaluation will be 600-900 words. See guidelines and rubric provided by the instructor.
4. **Current Event Reflections:** Each undergraduate candidate will write 2 summary reports of a current event or news item relative to K-12 bilingual or ESL teaching methods/practices reported in professional journals, periodicals, or association/organization. (*TESOL, NABE, NCELA/National Clearinghouse for English Language Acquisition*). Graduate students will write a 3<sup>rd</sup> reflection report. See guidelines and rubric provided by the instructor.
5. **Forums:** Throughout the semester, there will be 4 forum discussions. These 4 forums include teaching philosophy/mindset, Teaching ELLs–vignette, and reflections. Each forum is available from Monday to Sunday for two weeks.

- a. **Teaching philosophy forum** (Foundation Standards 1K1, 1K2, 2K1, 2K2, 2K3, 2K4, 3K1, 3K2): The candidate demonstrates his knowledge and understanding of ELLs, learning differences, and learning environment through the development of his/her teaching philosophy/statement.
- b. **Language assessment forum** (Foundation Standards 1K1, 6K1, 6K2, 6K3). The purpose of this forum includes: to reflect on components of a balance language system and to explore how different assessment practices can inform teaching and improve learning using scenarios.

The candidate demonstrates their understanding of what a balanced language assessment system (WIDA) is and how different forms of language assessments inform teaching and learning through reflections on scenarios.

## GRADING CRITERIA AND SCALE

### Course Grading

Assignment	Points	Points Earned
EL/CLD Profile Analysis and lesson design	<b>100</b>	
Textbook Evaluation	<b>50</b>	
Software/Apps Evaluation	<b>50</b>	
2 Current Event Reports <del>15</del> <b>20</b> points each	<b>40</b>	
Forum 1: Teaching philosophy	<b>10</b>	
Forum 2: Building on students' Strength	<b>10</b>	
Forum 3: Teaching ELLs (Vignettes discussions)	<b>10</b>	
Forum 4: Language Assessment (Assessment Scenario Discussions)	<b>10</b>	
<b>Total Points</b>	<b>270</b>	

### Course Grades

A = 94 – 100%	A- = 90 – 93%	
B+ = 87 – 89%	B = 84 – 86%	B- = 80 – 83%
C+ = 77 – 79%	C = 74 – 76%	C- = 70 – 73%
D+ = 67 – 69%	D = 64 – 66%	F = Equal or Below 63%

#### Notes:

- This grading system is a *point system* that is based on the College of Education grading scale. Your grade will be based *strictly* on the total number of points accumulated (*rounded to the nearest whole point*). Although papers, assignments and tests will be graded, technically your grade does not exist until the final points are totaled and a grade for the course is assigned. You should also realize grades of **C or higher** are prerequisite to higher levels of educational courses, even if credit is awarded for completion of this course.
- Incompletes are not often assigned to students. All incomplete grades require a written contract and must be finalized within an academic year.

## TARGETED STANDARDS/GOALS

This course addresses the following *Idaho Foundation Standards for Bilingual Education and ESL (English as a Second Language) Teachers* and *Idaho Standards for ESL (English as a Second Language) Teachers*.

### Foundation Standards

***Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

#### *Course Objectives/Learning Outcomes:*

##### **Knowledge**

1. The teacher understands the processes of language acquisition and the stages of development of linguistically diverse students.
2. The teacher understands the concepts of bilingualism and biliteracy in regards to language development and how a student's first language may influence second language development.

##### **Performance**

1. The teacher plans, integrates, and delivers language and content instruction appropriate to the students' stages of language development.
2. The teacher facilitates students' use of their first language as a resource to promote academic learning and further development of the second language.

***Standard 2: Knowledge of Human Development and Learning – The candidate understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.***

#### *Course Objectives/Learning Outcomes:*

##### **Knowledge**

1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.
2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).
3. The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.
4. The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).

##### **Performance**

1. The teacher identifies ways to promote respect and advocate for diverse linguistic communities.
2. The teacher demonstrates the ability to collaborate with other area specialists to appropriately identify culturally and linguistically diverse students with exceptionalities.
3. The teacher demonstrates the ability to provide appropriate accommodations that allow students to access academic content based on their current level of language proficiency.

4. The teacher identifies and describes characteristics of major language and cultural groups in Idaho.

***Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

***Course Objectives/Learning Outcomes:***

**Knowledge**

1. The teacher understands that language is socially constructed and the importance of individual and collaborative learning.
2. The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.

**Performance**

1. The teacher demonstrates the ability to create a culturally responsive classroom environment.

***Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

***Course Objectives/Learning Outcomes:***

**Knowledge**

1. The teacher understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.
2. The teacher understands various language instruction educational program models.
3. The teacher understands that language is a system (including linguistic and socio- linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.

**Performance**

1. The teacher establishes goals, designs curricula and instruction, and facilitates student learning in a manner that builds on students' linguistic and cultural diversity.
2. The teacher evaluates various language instruction program models and makes possible recommendations for improvement.
3. The teacher analyzes language demands for instruction.

***Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

***Course Objectives/Learning Outcomes:***

**Knowledge**

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

**Performance**

1. The teacher develops active and interactive activities that promote proficiency in the four domains of language.



***Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Course Objectives/Learning Outcomes:***

**Knowledge**

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
2. The teacher understands how to measure English language proficiency and is familiar with the state English language proficiency assessment.
3. The teacher understands the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.
4. The teacher knows how to interpret data and explain the results of standardized assessments to students who are English learners, the students' families, and to colleagues.
5. The teacher understands appropriate accommodations for language learners being tested in the content areas.
6. The teacher understands how to use data to make informed decisions about program effectiveness.

**Performance**

1. The teacher demonstrates the ability to use a combination of observation and other assessments to make decisions about appropriate program services for language learners.
2. The teacher demonstrates the ability to use a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.
3. The teacher demonstrates the ability to identify and utilize appropriate accommodations for language learners being tested in the content areas.
4. The teacher demonstrates the ability to use English language proficiency data (formative, summative, etc.), in conjunction with other student achievement data, to evaluate language instruction program effectiveness.

***Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Course Objectives/Learning Outcomes:***

**Knowledge**

1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

**Performance**

1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.



***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***Course Objectives/Learning Outcomes:***

**Knowledge**

1. The teacher understands how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.
2. The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

**Performance**

1. The teacher selects, adapts, creates and uses various culturally and linguistically appropriate resources related to content areas and second language development.
2. The teacher has a repertoire of research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***

***Course Objectives/Learning Outcomes:***

**Knowledge**

1. The teacher understands the importance of staying current on research related to language learning.

***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***

***Course Objectives/Learning Outcomes:***

**Knowledge**

1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.
2. The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.

**Performance**

1. The teacher identifies ways in which to create family and community partnerships that promote students' linguistic, academic, and social development.
2. The teacher identifies ways in which to collaborate with colleagues to promote opportunities for language learners.
3. The teacher identifies ways in which to assist other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

**ESL Standards (Enhancement Standards)**

***Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

***Course Objectives/Learning Outcomes:***

**Knowledge**

1. The ESL teacher understands linguistic features of the English language.

**Performance**

2. The ESL teacher is able to integrate linguistic features of the English language in lesson planning, delivery, and instruction.

**ALIGNMENT OF OBJECTIVES WITH ASSESSMENTS**

Alignment of Standards, Learning Outcomes, and Assessment Methods		
Standards/Goals	Course Objectives/Learning Outcomes The teacher candidate...	Assessment Methods
<b>Foundation Standard 1</b>	<p>K1. understands the processes of language acquisition and the stages of development of linguistically diverse students.</p> <p>K2. understands the concepts of bilingualism and biliteracy in regards to language development and how a student's first language may influence second language development.</p> <p>P1. The teacher plans, integrates, and delivers language and content instruction appropriate to the students' stages of language development.</p> <p>P2. The teacher facilitates students' use of their first language as a resource to promote academic learning and further development of the second language.</p>	<p>Teaching philosophy Software Evaluation Textbook Evaluation</p> <p>Teaching ELLs EL/CLD Student Profile Parts 3 &amp; 4</p>
<b>Foundation Standard 2</b>	<p>K1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.</p> <p>K2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).</p> <p>K3. The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.</p> <p>K4. The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).</p> <p>P1. The teacher identifies ways to promote respect and advocate for diverse linguistic communities.</p> <p>P2. The teacher demonstrates the ability to collaborate with other area specialists to appropriately identify culturally and linguistically diverse students with exceptionalities.</p>	<p>Teaching philosophy Software Evaluation</p> <p>Software Evaluation Textbook Evaluation EL/CLD Student Profile Part 1 &amp; 2</p> <p>Building on students' strengths</p> <p>EL/CLD Student Profile Part 3 &amp; 4</p>

	<p>P3. The teacher demonstrates the ability to provide appropriate accommodations that allow students to access academic content based on their current level of language proficiency.</p> <p>P4. The teacher identifies and describes characteristics of major language and cultural groups in Idaho.</p>	
<b>Foundation Standard 3</b>	<p>K1. The teacher understands that language is socially constructed and the importance of individual and collaborative learning.</p> <p>K2. The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.</p> <p>P1. The teacher demonstrates the ability to create a culturally responsive classroom environment.</p>	<p>Software Evaluation</p> <p>Software Evaluation Textbook Evaluation EL/CLD Student Profile Part 1 &amp; 2 EL/CLD Student Profile Part 3 &amp; 4</p>
<b>Foundation Standard 4</b>	<p>K1. understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.</p> <p>K2. understands various language instruction educational program models.</p> <p>K3. understands that language is a system (including linguistic and socio- linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.</p> <p>P1. establishes goals, designs curricula and instruction, and facilitates student learning in a manner that builds on students' linguistic and cultural diversity.</p> <p>P2. evaluates various language instruction program models and makes possible recommendations for improvement.</p> <p>P3. analyzes language demands for instruction.</p>	<p>Textbook Evaluation</p> <p>Software Evaluation EL/CLD Student Profile Part 1 EL/CLD Student Profile Part 1 EL/CLD Student Profile Part 2 EL/CLD Student Profile Part 3 &amp; 4</p> <p>EL/CLD Student Profile Part 2</p>
<b>Foundation Standard 5</b>	<p>K1. understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.</p> <p>P1. develops active and interactive activities that promote proficiency in the four domains of language.</p>	<p>Textbook Evaluation Software Evaluation EL/CLD Student Profile Part 2 EL/CLD Student Profile Part 3</p>
<b>Foundation Standard 6</b>	<p>K1. understands variations in assessment of student progress that may be related to cultural and linguistic differences.</p> <p>K2. understands how to measure English language proficiency and is familiar with the state English language proficiency assessment.</p> <p>K3. understands the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.</p> <p>K4. knows how to interpret data and explain the results of standardized assessments to students who are English learners, the students' families, and to colleagues.</p> <p>K5. understands appropriate accommodations for language learners being tested in the content areas.</p> <p>K6. understands how to use data to make informed decisions about program effectiveness.</p> <p>P1. demonstrates the ability to use a combination of observation and other assessments to make decisions about appropriate program services for language learners.</p> <p>P2. demonstrates the ability to use a combination of assessments that</p>	<p>Textbook Evaluation Language assessment</p> <p>EL/CLD Student Profile Part 2</p> <p>Software Evaluation</p>

	<p>measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.</p> <p>P3. demonstrates the ability to identify and utilize appropriate accommodations for language learners being tested in the content areas.</p> <p>P4. demonstrates the ability to use English language proficiency data (formative, summative, etc.), in conjunction with other student achievement data, to evaluate language instruction program effectiveness.</p>	EL/CLD Student Profile Part 3 & 4
<b>Foundation Standard 7</b>	<p>K1. understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.</p> <p>P1. creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.</p>	<p>Textbook Evaluation Teaching ELLs EL/CLD Student Profile Part 3</p> <p>EL/CLD Student Profile Part 3 &amp; 4</p>
<b>Foundation Standard 8</b>	<p>K1. The teacher understands how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.</p> <p>K2. The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.</p> <p>P1. The teacher selects, adapts, creates and uses various culturally and linguistically appropriate resources related to content areas and second language development.</p> <p>P2. The teacher has a repertoire of research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.</p>	<p>Software Evaluation Textbook Evaluation</p> <p>Software Evaluation Teaching ELLs EL/CLD Student Profile Part 3 EL/CLD Student Profile Part 3 &amp; 4</p>
<b>Foundation Standard 9</b>	<p>K1. understands the importance of staying current on research related to language learning.</p>	Current Event Reflections
<b>Foundation Standard 10</b>	<p>K1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.</p> <p>K2. The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.</p> <p>P1. The teacher identifies ways in which to create family and community partnerships that promote students' linguistic, academic, and social development.</p> <p>P2. The teacher identifies ways in which to collaborate with colleagues to promote opportunities for language learners.</p> <p>P3. The teacher identifies ways in which to assist other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.</p>	<p>Teaching Philosophy Teaching ELLs EL/CLD Student Profile Part 1 &amp; 2</p> <p>EL/CLD Student Profile Part 3 &amp; 4</p>
<b>Enhancement ESL Standard 4</b>	<p>K1. The ESL teacher understands linguistic features of the English language.</p> <p>P1. The ESL teacher is able to integrate linguistic features of the</p>	<p>Textbook Evaluation</p> <p>EL/CLD Student</p>

	English language in lesson planning, delivery, and instruction.	Profile Part 3 & 4
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## COURSE EXPECTATIONS AND POLICIES

### Professionalism

**You are expected to set high standards in the areas of presenting and writing.** Your grade on each assignment is a reflection of the quality of your work. You are expected to exhibit professional behavior and treat others respectfully in the class. Professionalism is included in the ways we communicate in groups, in writings, and in any online formats. This is especially important in all aspects of your writing and communications. When writing, I expect that you will use professional writing, including proper spelling, grammar, and **citations**.

### Student Conduct

“Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) **plagiarism** and cheating.” Plagiarism is defined as deliberately using some else’s work, ideas, language, or other original material (not common knowledge) and presenting as one’s own work without providing proper citations of the work (Council of Writing Program Administrators, 2003). It is your responsibility to understand the university’s policies with regard to academic honesty.

For information on proper citations in APA style, see *Publications Manual of the American Psychological Association* chapters 6 & 7 or [APA American Psychological Association APA Style](#) to help you improve your writing and learn the use of proper APA style and format in your writing.

For more information regarding to student conduct, see ISU Student Handbook, <http://www.isu.edu/studenta/handbook/>. You are expected to conduct yourself in accordance with the *ISU Student Code of Conduct*, particularly with respect to its policies regarding academic dishonesty (<http://www.isu.edu/studenta/handbook/>).

### Instructional Materials

I, as the instructor of the course, reserve all rights to all the materials including lecture notes, oral presentations, PowerPoint slides, activity materials, etc. Without permission, no part of all the materials may be reproduced, stored in a retrieval system, played for or distributed to persons not enrolled in the course, or transmitted in any form or by any mean.

## REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please visit [ISU Disability Services](#) or call the Director of Disability Services, 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

## ASSESSMENT CONSENT

As part of institutional and state requirements for outcomes assessment, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By

enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to ensure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Ms. Emma Wood (Email: [woodemma@isu.edu](mailto:woodemma@isu.edu) or Office phone: 208-282-5443).

### **EVALUATION OF COURSE**

Course evaluation will be available in the Moodle course site. Your feedback is important for course improvement, so please complete the course evaluation.

### **COURSE OUTLINE**

Please see course schedule.

Idaho State University | College of Education

EDHH 4459 Teaching Academic Subjects to the Deaf [Instructor Name]  
3 credits [Office Location]  
[Semester] [Phone Number/email address]  
[Time & Days of the Course] [Office Hours]

## COURSE DESCRIPTION

Theoretical and practical knowledge of how to teach academic subjects to the Deaf and hard of hearing children and individuals. Emphasis on appropriate assessment practices and professional responsibilities.

## TARGETED STANDARDS FOR TEACHERS OF THE DEAF and HARD OF HEARING

Knowledge	Performance
2f	1d, 1e, 1f
3a, 3c	2g, 2h, 2i
4a, 4b, 4c	3d, 3e, 3f
5a	4d, 4e
6a, 6b, 6c	5c
9b, 9c, 9d, 9e, 9f	6d, 6g
10a, 10d	8c
	9g, 9j, 9k, 9o

## COURSE OBJECTIVES

Objective	Standard
1. The teacher designs opportunities in a lesson appropriate to the levels of language and literacy development for general academic content and social/emotional development.	1d, 1e, 1f
2. The teacher plans differentiated instruction based on learner characteristics which include: hearing status, auditory access, academic level, and culture.	2f, 2g, 2h, 2i, 7a

3. The teacher identifies the unique characteristics of deaf and hard of hearing students to create a learning environment the maximizes access to incidental language and intentional language experiences.	3a, 3c, 3d, 3e, 3f
4. The teacher identifies appropriate tools for the content area to meet the needs of deaf and hard of hearing students.	4a, 4b, 4c, 4d, 4e, 8c
5. The teacher discusses the implications of interpreters and assistive technologies on language acquisition.	5a, 5c
6. The teacher identifies appropriate assessments to measure growth for both content areas and language development.	6a, 6b, 6c, 6d, 6g
7. The teacher can ethically apply the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.	10a, 10d, 9g, 9j, 9k, 9o

**COURSE CONTENT / SCHEDULE / ORGANIZATION**

<b>Week</b>	<b>Topic</b>	<b>Objective</b>
1	Accommodations for Deaf/Hard of Hearing students	7
2	Educational Placement Options For Deaf/Hard of Hearing Students	7
3	Team Collaboration/Being an Effective Team Member	7
4	Language Separation	2, 3
5	Authentic Assessments	6
6	Dual language learning	5
7	Strategies and Resources for Teaching Reading	1, 4
8	Strategies and Resources for Teaching Literature	1, 4
9	Strategies and Resources for Teaching Writing	4
10	Strategies and Resources for Teaching Math	4



11	Strategies and Resources for Teaching Science	4
12	Related Special Education Services for Deaf/Hard of Hearing Teachers	5
13	Ethical and Professional Responsibilities of Deaf/Hard of Hearing Teachers	7
14	Ethical and Professional Responsibilities of Deaf/Hard of Hearing Teachers	7
15	Review Week (No new content) Institutional Rule	
16	Finals Week	

#### COURSE TEXT / READINGS

Full APA bibliographic information for all assigned readings will be provided upon course approval.

#### COURSE REQUIREMENTS / ASSESSMENTS

Signature Assignment: Unit Plan

Course Assignments: To be determined

#### GRADING CRITERIA and GRADING SCALE

*Methods for assessing student performance will match (or sample in a representative fashion) the targeted standards and PDK indicators; hence, course assessments should include assessments of knowledge, skills/abilities (performance), and dispositions. The contribution of participation and/or attendance to the final grade should be clearly specified in the course syllabus.*

A = 94 - 100

A- = 90 - 93

B+ = 87 - 89

B = 84 - 86

B- = 80 - 83

C+ = 77 - 79

C = 74 - 76

C- = 70 - 73

D+ = 67 - 69

D = 64 - 66

F = Below 63

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please call the Director, ADA & Disabilities Resource Center, 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

#### **ASSESSMENT CONSENT**

A part of institutional and state outcomes assessment requirements, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Dr. Emma Wood, Assessment Coordinator, at 282-5443 or [woodemma@isu.edu](mailto:woodemma@isu.edu).

#### **STUDENT CONDUCT (Optional)**

Statements of instructor expectations with respect to students conduct while in the class and/or while participating in field experiences. Topics might include such issues as entering and leaving the classroom on time, use of communication devices, bringing children into the classroom, bringing food or drink into the classroom, etc. Students should also be referred to policy documents when available (e.g. the ISU Student Code of Conduct). Additionally, sections from such documents could be reprinted in this section of the course syllabus (e.g., the ISU copyright, plagiarism, and computer use policies would be appropriate to reprint in the syllabus for a course dealing with instructional technology).

#### **OTHER SECTIONS (if appropriate)**

Additional sections of the syllabus could include supplemental information such as special procedures for obtaining field placements, documenting fieldwork, APA style requirements for written assignments, information about how to obtain a computer account, etc.

#### **EVALUATION OF COURSE AND INSTRUCTOR**

College of Education course evaluation forms will be distributed at the end of the semester.

**IDAHO STATE UNIVERSITY**  
**College of Education**  
**Department of Teaching and Educational Studies**

<b>Course:</b>	SPED 4424 Assessment Procedures in Special Education, 3 credits				
<b>Instructor:</b>	Clovis Carlson, Ed. S. Adjunct Faculty				
<b>Phone:</b>	208-406-2329				
<b>E-Mail:</b>	kinnclo2@isu.edu carlsocl@sd25.us (allow 24 hours for response, longer on weekends)				
<b>Class Time:</b>	Tuesday 4:30 to 7:20 p.m.				
<b>Sections:</b>	01	02	03	04	05
<b>Class Location:</b>	Educational 111				

**COURSE DESCRIPTION**

This course provides an introductory study of diagnostic assessment techniques and the writing of individual educational and behavioral plans and instructional objectives that are required to provide interventions suitable for remediating the learning problems in basic school curricula. PREREQ: Admission to the Teacher Education Program.

**TEXTBOOKS AND COURSE MATERIALS**

**Required Texts**

Pierangelo, R. & Guiliani, G. A. (2017). Assessment in special education: A practical approach (5<sup>th</sup> ed). Boston, MA: Pearson.  
ISBN: 9780134145013

Idaho Special Education Manual 2015 <http://sde.idaho.gov/sped/sped-manual/>

**Required Web Resources:**

- *TaskStream*: Candidates will be required to purchase a subscription to TaskStream (<https://www1.taskstream.com/>). Information regarding the purchase and use of TaskStream is available on the College of Education website (<http://ed.isu.edu/studentResources/taskstream.shtml>.)
- *Moodle*: Course content, assignments, and grades will be managed in a Moodle (<http://elearning.isu.edu/moodle/>) course. It is the candidate's responsibility to become knowledgeable about how Moodle works and how to upload your assignments. Helpful links include:
  - *Student Guide to Moodle*: <http://elearning.isu.edu/moodle/enrol/index.php?id=8817>
  - *ISU Helpdesk*: <http://help.isu.edu/>
  - *Moodle Accessibility Guide*: <https://docs.moodle.org/27/en/Accessibility>
- *ISU Email*: The candidate's ISU email address will be the official email address used for all course-related communication. Candidates are expected to check their ISU email regularly.

**Additional Readings (Available electronically on Moodle):**

Additional journal articles or other readings may be assigned as the semester progresses. These readings will be posted on Moodle.

**TARGETED IDAHO INITIAL CORE TEACHING STANDARDS:** This course is designed to assist candidates in meeting, in part, the Idaho Standards for Special Education Generalists (ISSEG) listed below:

Standard 8: Assessment of Student Learning	The candidate understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.
Standard 10: Partnerships	The candidate interacts in a professional, effective manner with colleagues and parents.

**COURSE OBJECTIVES:** Course objectives reflect the Knowledge (K) and Performance (P) Standards associated with the ISSEC listed above that correspond with the course description and are listed and coded below.

ISSEG 8 K.1	The candidate understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.
ISSEG 8 K.2	The candidate knows the instruments and procedures used to assess students for screening, pre- referral interventions, and following referral for special education services.
ISSEG 8 K.4	The candidate understands the relationship between assessment and its use for decisions regarding special education service and support delivery.
ISSEG 8 K.5	The candidate knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.
ISSEG 8 P.1	The candidate analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.
ISSEG 8 P.2	The candidate collaborates with families and professionals involved in the assessment of students with disabilities.
ISSEG 8 P.3	The candidate gathers background information regarding academic, medical, and social history.
ISSEG 8 P.4	The candidate uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.
ISSEG 10 K.1	The candidate understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

## **COURSE REQUIREMENTS**

### **General Course Requirements:**

1. *General Candidate Dispositions:* All candidates are expected to:
  - Attend class, read the materials assigned, and actively participate in in-class discussions, practice and out-of-class projects. Candidates are responsible for information missed due to absences;
  - Submit assignments on time; and
  - Use personal electronic devices responsibly. Candidates should not be talking on their cell phones or texting during class.

2. *Technology Requirements:* Candidates who own laptop computers, tablets, or smartphone are asked to bring their devices to class each week. These devices will be used to facilitate web-based activities.
3. *Printed Handouts:* Class slide presentations and other handouts will be posted on Moodle at least 3 hours before class meets. If you want to use printouts of the slide presentations for taking notes in class, it will be your responsibility to print them. Slide presentations will be available on Moodle for the remainder of the semester, once they have been posted. It is important to understand that slide presentations are sketches of each week's lecture and discussion and are not intended to be a stand-alone document including details of class materials.
4. *Student First Language:* Use of student first language is expected in all facets of this course – class discussion, discussion forum postings, written assignments, etc.
5. *Written Assignments:* Candidates are entering a professional field where they need to be able to set an example for their students and present a professional persona to parents, colleagues, and supervisors.
  - Correct spelling and grammar are expected for **all** assignments, **including discussion forums, quizzes, and comprehensive reports.**
  - Student first language will be used at all times.
  - Assignments that are submitted as an attachment in MS Word must be formatted as follows:
    - Title page,
    - One-inch margins,
    - 12-point font, and
    - Double-line spacing.
    - Resources and references for projects should be referenced using APA 6<sup>th</sup> Ed. format.
  - Failure to adhere to these guidelines will result in a loss of points when the assignment is graded.
6. *Naming Convention for Uploaded Files:* Pay careful attention to the naming convention for all assignments uploaded to Moodle or TaskStream. The file name should include the candidate's last name and the name of the assignment. For example: Carlson BMP would be an appropriate file name when submitting the Behavior Management Plan assignment. If no name is included in the file name and in the body of your assignment, the assignment will be returned ungraded. Candidates will be permitted to resubmit the assignment, but it will be subject to the late assignment policy.
7. *Target Student:* Candidates will have a target student with mild to moderate, high-incidence disability on whom they will complete a comprehensive evaluation. Candidates will need to identify their target student and gain parent permission to assess the student. Confidentiality should be respected at all times. A sample cover letter explaining the assignment and accompanying permission form will be provided.

**Specific Course Requirements and Assessments:**

The following assignments and activities will contribute to your final grade in this course. Assignment guidelines and grading rubrics are described below and/or will be posted on Moodle. Assignments and exams will be uploaded to the relevant assignment links in Moodle or TaskStream, as specified in this syllabus and detailed assignment guidelines. Carefully attend to the due dates and times described below and in the course schedule. Due dates and times will also be published in Moodle with each corresponding assignment.

**1. Chapter Quizzes**

Purpose	The purpose of the <i>Chapter Quizzes</i> is to assist candidates in preparing for class each week and to assess their understanding of chapter content. We will be discussing the chapters the week before the quiz. Student is responsible to read the chapters as listed and be prepared to discuss the week prior to the quiz.
Description	Candidates will take a selected response quiz after reading assigned chapters before coming to class each week.
Chapters for Quizzes	Due Feb 2: Chapter 1, 2, 3, and 4 (Part I) March 2: Chapter 5, 7, 8, 11 and 15 (Parts of the chapters that have been discussed) March 30: Chapter 9, 16 and 18 April 20: Chapter 17 and 19
Due Date	Chapter quizzes are due by 12:00 AM on the Friday after the chapter assignments. <b>Late quizzes will not be accepted.</b>
Points	10 points each quiz; 5 quizzes over the course of the semester
Other Information	Candidates will be allowed two attempts on each chapter quiz. The highest score will be recorded in the grade book. However, both attempts must be completed before the quiz closes at 12:00 AM. Quizzes will be untimed. However, once you open the quiz in one sitting. Be mindful that Moodle sessions do not remain open indefinitely.

**2. Diversity Discussion Forum**

Purpose	The purpose of this discussion forum is for candidates to explore and consider issues related to student diversity and assessment, thereby demonstrating their understanding of the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.		
Description	Candidates will reflect on readings about student diversity and assessment to answer the following questions: <ul style="list-style-type: none"> <li>• <i>What are the effects of race, class, culture, gender, and disability on the assessment process?</i></li> <li>• <i>How will you address these issues in your own practice to ensure equitable assessment for your future students?</i></li> </ul>		
	Initial Posting	Replies to Classmates	Return to Initial Posting
Expectations	Candidates will answer the questions posted in <i>Diversity Discussion Forum</i> in 150-200 words. Postings should be comprehensive, substantive, and reflective.	Candidates will to reply 2 of their classmates' initial postings in 75-100 words. Replies to classmates should be substantive and add value to the initial posting by connecting to material covered in class, personal	Candidates will revisit their initial posting to read and respond to their classmates' replies in 75-100 words per response.

		experiences, reflecting on future practice, etc.	
	Candidates should reply to their classmates' postings in a manner that results in all classmates getting 2 replies. Therefore, if you click to reply to a classmate that already has 2 replies, then you should choose another classmate to whom you reply. <b>Candidates' will not receive credit for a reply posting if it is the 3<sup>rd</sup> reply to a classmate, unless a classmate has failed to make an initial posting by the September 29 deadline. Therefore, candidates should wait until all initial posting have been created before replying to classmates.</b>		
Due Date	10:00 PM, Wednesday, Feb 28	10:00 PM, Thursday, March 1	10:10 PM, Friday, March 2
	Late postings to the <i>Diversity Discussion Forum</i> will not be accepted.		
Points	6 points	6 points (3 per posting)	6 (3 points per posting)
	Grading will be based on the thoughtfulness and comprehensiveness of the candidates' postings, as described in the expectations above. Minimal postings will receive minimal points. 18 total points for the full discussion forum.		

### 3. *Parent Interview*

Purpose	The purpose of the <i>Parent Interview</i> assignment is for candidates to gather background information regarding academic, medical, and social history on their target student before administering assessments, thereby demonstrating their ability to collaborate with families involved in the assessment of students with disabilities.
Description	Candidates will interview a parent of the target student using the interview guide provided. Candidates will summarize the information gathered from the interview and write a short reflection on the interview, thereby demonstrating their ability to collaborate with families and professionals involved in the assessment of students with disabilities. The summary will be included in the <i>Comprehensive Evaluation Report</i> .
Due Date	5:00 PM, Friday, March 9
Points	10 points
Other Information	Detailed assignment guidelines and rubric will be available on Moodle. This assignment will be uploaded to Moodle.

**4. *Student Observation***

Purpose	The purpose of the <i>Student Observation</i> assignment is for candidates to gather academic background information on their target student before administering assessment, thereby demonstrating their ability to collaborate with professionals involved in the assessment of students with disabilities.
Description	Candidates will observe the target student in his/her school setting for a total of one hour. The observation will take place during a time that the student is receiving academic instruction in the general education or special education classroom. The forty-minute time requirement may be completed in a single observation session or over two 20-minute sessions. Guiding questions for the observation will be provided. Candidates will write a summary of the target student's behavior and engagement during the observation. The summary will be included in the <i>Comprehensive Evaluation Report</i> .
Due Date	5:00 PM, Friday March 16
Points	10 points
Other Information	Detailed assignment guidelines and rubric will be available on Moodle. This assignment will be uploaded to Moodle.

**5. *Practice Assessments***

Purpose	The purpose of the <i>Practice Assessments</i> assignments is to provide candidates the opportunity to administer and score a norm-referenced and criterion-based assessment on a student with a disability, thereby demonstrating their knowledge of the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.	
Description	Candidates will administer and score two assessments on their target student with mild to moderate, high-incidence disability: the Woodcock-Johnson IV Tests of Achievement (WJ IV ACH) and Wechsler Individual Achievement Test-II (WIAT-II). Candidate will submit the assessment protocols, student work samples, and scoring for each assessment, as well as observations and notes taken during or after the assessment.	
Due Date	WJ IV	WJ-IV
	4:00 PM, Sunday, April 8	4:00 PM, Sunday, April 15
Points	20 points per assessment	
Other Information	Detailed assignment guidelines and rubric will be available on Moodle. This assignment will be handed-in in class or a PDF will be submitted to Moodle.	

**6. *Comprehensive Evaluation Report***

Purpose	The purpose of this assignment is for candidates analyze assessment results and demonstrate their understanding of the relationship between assessment and its use for decisions regarding special education service and support delivery.
Description	Candidates will write a comprehensive evaluation report based on the results <i>Parent Interview</i> , <i>Student Observation</i> , WJ IV, and Brigance to write a comprehensive report on the target student's strengths and weaknesses and to make recommendations for delivering instruction, providing accommodations and supports for the student in an inclusive classroom.



Due Date	6 PM, Tuesday April 24
Points	50 points
Other Information	Detailed assignment guidelines and rubric will be available on Moodle. This assignment will be uploaded to TaskStream.

**7. Specific Learning Disability (SLD) Eligibility Report and Reflection**

Purpose	The purpose of this assignment is to give candidates experiences completing the Idaho Specific Learning Disability Eligibility Report, thereby demonstrating their understanding of the relationship between assessment and its use for decisions regarding special education service and support delivery
Description	Candidates will work in teams to complete an SLD Eligibility Report based on a case study provided by the instructor. Each team will produce a single eligibility report. Each candidate will write a reflection on the team process and their understanding of the SLD Eligibility Report. Both components will be considered in the total score for this assignment.
Due Date	4:00 PM, Tuesday May 1
Points	30 points
Other Information	Detailed assignment guidelines and rubric will be available on Moodle. This assignment will be uploaded to Moodle.

**GRADING CRITERIA and GRADING SCALE**

The candidate's grade in this course will be determined by calculating the percentage of points candidates earn for all assignments and activities. A summary of points awarded for each assignment/activity and the grading scale are included in this section. However, failing to attend class and/or participate in class will result in a lowering of your grade. See the attendance policy. The points for all assignments are summarized below, as is the grading scale.

**Points Summary:**

Assessment		Points
Chapter Quizzes	10 points each; 4 quizzes	40
Parent Interview		10
Diversity Discussion Forum		18
Student Observation		10
Practice Assessments	20 points each; 2	40
Comprehensive Evaluation Report		50
SLD Eligibility Report and Reflection		30
<b>Total Points</b>		<b>198</b>

Grading Scale:

Grade	Percentage Earned	Grade	Percentage Earned
A	94 – 100	C	74 – 76
A-	90 – 93	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B-	80 – 83	F	below 64
C+	77 – 79		

**ALIGNMENT OF OBJECTIVES WITH ASSESSMENTS**

Alignment of Program Goals and Assessment Methods		
Idaho Standards for Special Education Generalists	Course Objectives	Assessment Method
Standard 8: Assessment of Student Learning	K.1 The candidate understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.	Quiz
	K.2 The candidate knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.	Quiz, Practice Assessments
	K.4 The candidate understands the relationship between assessment and its use for decisions regarding special education service and support delivery.	Quiz, SLD Eligibility Report and Reflection; Comprehensive Evaluation Report
	K.5 The candidate knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.	Quiz, Diversity Discussion Forum
	P.1 The candidate analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.	Comprehensive Evaluation Report
	P.2 The candidate collaborates with families and professionals involved in the assessment of students with disabilities.	Parent Interview; Student Observation
	P.3 The candidate gathers background information regarding academic, medical, and social history.	Parent Interview, Student Observation, Comprehensive Evaluation Report
	P.4 The candidate uses assessment information in making instructional decisions and planning individual programs that result	SLD Eligibility Report and Reflection;

	in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.	Comprehensive Evaluation Report
Standard 10: Partnerships	K.1 The candidate understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.	Quiz

### **REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please call the Director of Disability Services, 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

### **ATTENDANCE, LATE ASSIGNMENTS, AND INCOMPLETE GRADE POLICIES**

1. **Attendance:** This course is a professional undergraduate course in the College of Education. Because candidates are becoming established in their professional studies, it is expected that candidates will be professional in their **attendance** in class and in any visits to schools. Excessive absences and/or tardiness will affect the final grade and may result in a Professional Progress Report. Please consider the following when it is necessary to be absent.
  - a. Absences are considered unexcused unless candidates have notified the instructor prior class. Both excused and unexcused absences are recorded and are applied to the absence policy. Candidates are responsible for information missed due to absences.
  - b. If candidates have extenuating circumstances that prevent them from attending class, they **MUST** communicate with the instructor as soon as they are able to prevent their absences from influencing their final grade. Failure to communicate any attendance issues with the instructor in a timely manner will result in a lowering of the final grade based on the summary below. Whether or not missed classes count against a candidate’s final grade will be solely at the discretion of the instructor.
  - c. Grade changes due to absences are calculated after all other grading is completed at the end of the semester and are applied as follows:

Summary of Attendance Policy	
4 tardies	1 absence
2 absences	“+” or “-” drop in grade
3 absences	1 letter grade drop
4 absences	1 letter grade plus “+”/”-“ drop
5 absences	2 letter grade drop
6 absences	F

2. **Assignments:** Assignment due dates are listed on the syllabus, course schedule, and Moodle. Assignments submitted after the due date will be considered late and penalized by the subtraction of 10% of the possible points for that assignment for each day the

assignment is late. Assignments will NOT be accepted one week after the due date. There is one exception to this late assignment policy:

a. *Chapter Quizzes*: Chapter quizzes are connected to class preparation and participation. Therefore, **late chapter quizzes will not be accepted**.

3. *Extenuating Circumstances*: The instructor will work with candidates who experience extenuating circumstances (a death in the family, personal illness or injury, illness or injury of a family member for which the student must act as caregiver, active military duty, work-related travel, some travel for participation in athletics, etc.) during the semester that causes them to miss assignment deadlines. However, candidates must discuss any extenuating circumstances with the instructor, as soon as possible, once the situation arises and before any assignments are due. In this case, the instructor and candidate will develop a contract outlining:

- the extenuating circumstances;
- when the assignment will be submitted; and
- what grading penalties will apply to the late assignment.

**Deadlines will not be extended for students who fail to communicate extenuating circumstances with the instructor in a timely manner.**

4. *Incompletes*: The grade of *incomplete* will not be awarded automatically if a candidate is unable to complete all assignments within the semester, but will require an *incomplete contract* using the university's approved form. Candidates must have a passing grade in the course by the end of the semester to be eligible to receive an *incomplete*. If an incomplete grade is assigned, then the course grade will be finalized in accordance with the timeline stated in the contract.

### **ASSESSMENT CONSENT**

As part of institutional and state requirements for outcomes assessment, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to ensure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Emma Wood at 282-5443 or [woodemma@isu.edu](mailto:woodemma@isu.edu).

## **CONDUCT**

1. Mutual respect is a professional disposition that is assumed and will be expected in this course. Your behavior in class has a direct affect on the teaching and learning of your instructor and classmates. Therefore, use of personal communication devices (cell phones, smart phones, etc.), bringing children to class, texting, surfing the internet, or other disruptive activities will not be tolerated. If you have any questions, you may refer to the ISU Student Code of Conduct.
2. Candidates are encouraged to bring laptops, tablets, and smartphones to class for note-taking, collaboration, or to research questions discussed in class. Please be courteous and keep class related materials on your screen. It is very distracting to those around you when you are checking Facebook or the latest sports scores.
3. "Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) plagiarism and cheating." For more information refer to the ISU Student Code of Conduct.
4. ISU Student Code of Conduct:  
<http://www.isu.edu/studenta/pdf/ISUPPStudentConductSystem8-26-13.pdf>

## **IDAHO COMPREHENSIVE LITERACY ASSESSMENT (ICLA)**

SPED teacher candidates are required to pass all three standards of the ICLA exam to earn their initial teaching certificate. Candidates usually take the ICLA assessment for Standard 1 during the semester in which they are enrolled in SPED 4432. Information about preparing for and taking this assessment will be shared with candidates once it becomes available.

## **EVALUATION OF COURSE AND INSTRUCTOR**

There will be an end-of-course evaluation conducted by the College of Education at the conclusion of the semester. These evaluations are confidential. No identifying information will be passed to the instructor. Your end-of-course evaluation is important to the College of Education and your instructor, to ensure all students receive a high-quality educational experience. However, the suggestions offered in this evaluation will not directly affect your course for this semester.

IDAHO STATE UNIVERSITY  
College of Education  
Teaching and Educational Studies

**Course:** *Autism SPED3340 3 Credits*  
**Instructor:** Jenn Gallup Ph.D.  
**Phone:** 208-282-5382  
**E-Mail:** [galljenn@isu.edu](mailto:galljenn@isu.edu)  
**Skype:** Dr.Gallup\_ISU1  
**Office Hours:** Monday 1-3pm F108 and by appointment available upon request  
**Virtual Hours:** Tuesday 10-1 and by appointment available upon request  
**Class Time:** Virtual – be sure to log in at least 2-3x a week  
**Class Location:** Moodle

**Course Description**

Essential areas of exceptionality. Each area is studied on the dimensions of etiology, identification and labeling, characteristics, educational treatment, and prognosis for adjustment. Consideration also given toward structuring suitable educational programs applicable for each area and the basics of special education law. Includes 50-hour practicum.

**Intended Audience:**

Undergraduates seeking a B.A. or B.S. in education; special, early childhood, secondary, mathematics, or science, education.

**Mode of Instruction:**

To address unique needs and individual learning styles, SPED3330 models the principles of Universal Design for Learning (UDL). The course is offered online with a variety of formats for engagement to include: face-to-face, mixed mode, and Internet. All service delivery options include Moodle and ISU email for primary communication, assignment guidelines and submissions, grading, etc. This course uses lecture (PowerPoint), readings both text and from the Internet, class activities, and projects to teach and practice the competencies contained in the course objectives. Interactivity in online course delivery will be enhanced through podcasts, Camtasia Studio, Adobe. Padlet, Facebook, and Wiki pages. Students will be responsible for conducting observations and applied assignments in a school setting serving students with disabilities to meet the requirements of 50 hours of field experience.

**Required Text(s)/Assigned Reading(s)/Course Materials**

Exceptional Children and Youth Fifth Edition ISBN 9781111833428

Stratosphere by Michael Fullan

• ISBN-13: 978-0132483148

• ISBN-10: 0132483149

Student membership to the Council for Exceptional Children

Idaho Special Education Manual 2015, Idaho Department of Education

(Accessed electronically)

**Additional Readings (Available electronically on Moodle)**

Additional journal articles or other readings will be assigned as the semester progresses. These readings will be posted on Moodle.

**Idaho Standards for Initial Certification: Special Education Generalists**

This course is designed to assist students in meeting – in part – the Idaho Standards for Special Education Generalists listed below.

**Standard 1: Knowledge of Subject Matter** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

**Course Objectives**

Course Objectives reflect the Knowledge (K) and Performance (P) Standards associated with the Idaho Standards for Special Education Generalists (ISSEG) listed above.

ISSEG 1 K.1 The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.

ISSEG 10 K.1 The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

ISSEG 10 K.2 The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.

ISSEG 10 K.3 The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.

ISSEG 10 K.5 The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

ISSEG 10 K.6 The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.

ISSEG 10 K.8 The teacher knows about services, networks, and organizational for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

**Alignment of Course Objectives with Assessments**

**KEY:** **ICC** = Council for Exceptional Children Competencies (Initial Common Core)  
**DD** = Council for Exceptional Children Competencies (Developmental Disabilities/Autism)  
**ESE** = Exceptional Student Education Subject Area Competencies  
**PEC** = Florida Professional Educator Competencies  
**ESOL** = English for Speakers of Other Languages  
**ISCI** = Council for Exceptional Children – Initial Special Education Developmental Disabilities and Autism

Objectives	Standards and Competencies
1. Recognize the learning styles of individuals with disabilities/ EBD/EH and the impact on learning.	ICC2K2, ICC2K3; PEC 13; ESE1, ESE3; ESOL 2.1.d, 2.2.a, 2.2.c, 4.1.d CEC-ACS #2
2. Demonstrate awareness of current theories of disorder	DD1K1, DD2K2, DD2K3 CEC-ACS #3
3. Demonstrate knowledge of current research-based treatment options including biomedical treatment options, ecological treatment options, educational treatment options	ICC4K1; DD2K5, DD4K2 CEC-ACS #3
4. Demonstrate knowledge of Federal Laws and Regulations related to eligibility, service delivery, individual education plans, transition, and related services impacting individuals with disabilities.	ESE1; ICC1K2 CEC-ACS #1
5. Develop a personal philosophy statement that includes beliefs that reflect best practices and the most current literature regarding the education of individuals with disabilities.	ICC1S1; ESE 3 CEC-ACS #5
6. Develop a mission statement for a classroom that reflects best practices and the most current literature regarding the education of individuals with ASD.	ESE3
7. Evaluate an existing program for its concordance with best practices and the most current literature regarding the education of individuals with ASD.	DD4K2, DD7S4; PEC3; ICC7S6, ICC9S13 CEC-ACS #4
8. Demonstrate knowledge of and ability to use instructional strategies to address core deficits of ASD including inclusive practices, social skills instruction, principles of applied behavior analysis, functional/meaningful curriculum, and community-based instruction.	ESE3, ESE4; DD4K3, DD6S1, DD6S2; ICC4S3, ICC5K5, ICC5S4,



	ICC5S5; PEC12; ESOL 3.2.j., k. 3.3.a CEC-ACS #4
9. Demonstrate knowledge of the immediate and long term impact of ASD on families across the lifespan and best practices for working with families including person-centered planning, communication and collaboration/teaming, family training, and multicultural perspectives.	ESE3, 7; PEC12; ESOL1.1.a., b.; ICC1K7, ICC2K4, ICC10K3 CEC-ACS #6
10. Apply and relate all material instructed within the class in case study assignments and supervised, field-based experience including site visits in schools and agencies.	ICC7S7, ICC7S10, ICC7S11; DD7S2; PEC1

**Alignment of Course Objectives and Assessment Methods**

Special Education Standard	Course Objectives	Assessment Method
ISSEG Standard 1: Knowledge of Subject Matter	K.1 The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.	Field Experience Discussion UDL Lesson plan Iris module Compilation project
ISSEG Standard 10: Partnerships	K.1 The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.	
	K.2 The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.	
	K.3 The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.	
	K.4 The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, and the community in a culturally responsive manner.	
	K.5 The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.	
	K.6 The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and	

	community personnel in planning and implementing an individualized program.	
	K.7 The teacher knows how to train or access training for paraprofessionals.	
	K.8 The teacher knows about services, networks, and organizational for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.	

### **Common Core State Standards (CCSS)**

The Common Core State Standards (CCSS) were developed by the Council of Chief State School Officers and the National Governors Association Center for Best Practices in an effort to identify for grades K-12 the knowledge and skills students need in order to be successful in college and careers. These standards were adopted by the Idaho State Board of Education as Idaho State Standards. The CCSS address content areas of English Language Arts, Literacy in History, Social Studies, Science, and Technical Subjects, Mathematics and English Language Learners. The effective special educator, on completion this program, will demonstrate an understanding of how to develop and implement specialized instruction within the general curriculum that challenge students with disabilities to meet the appropriate level of CCSS. For more information on CCSS and specific knowledge and skills sets within content areas, please go to <http://www.corestandards.org>.

### **Course Requirements**

1. *General Candidate Dispositions:* All candidates are expected to:
  - Attend class/check Moodle regularly (3+x a week), read the assigned materials, and actively participate in in-class discussions, and out-of-class projects. Candidates are responsible for missed information due to absences;
  - Respond to feedback and constructive criticism from instructor and peers in a positive manner (do not argue or complain, make a good faith effort to implement the suggested changes);
  - Be enthusiastic about your learning and teaching experience, especially when working directly with students;
  - Submit assignments on time; **NO LATE ASSIGNMENTS ACCEPTED all assignments are due at 11:55 p.m. on the day they are assigned.** See the listed assignments below. **Assignments turned in at 11:56 pm will be considered late and will not be accepted.**
  - Turn off cell phones and/or pagers when in the classroom – candidates should not be talking on cell phones or texting during class, observations, or interactions at any public or private school. However, technology will be used in class as per the instructor's digression.
  - Be sure to obtain an ISU email address and check it regularly, the instructor **will only** communicate through your ISU email.
  - Candidates enrolled in the COE teacher education program must purchase and maintain a TaskStream subscription. For more information on how to subscribe, please visit <http://ed.isu.edu/studentResources/taskstream.shtml>

2. *Person First Language:* For all written assignments and in-class/group discussions, person-first language as mandated by IDEA (2004) must be used and reflect the your awareness of exceptional student education at all times (e.g., “student with autism” vs. “autistic student” or “student with intellectual disabilities” vs. “trainable mentally retarded”) and emphasize in the total humanity of the person. For example, behaviors or conditions should not be confused with the person of concern. Thus, referring to individuals first, “students with disabilities,” is required by the IDEA (2004) mandates.
  
3. *Written Assignments:* Candidates are entering a professional field where they need to be able to set an example for their students and present a professional persona to parents, colleagues, and supervisors. Therefore, correct spelling and grammar are expected for ***all*** assignments, **including discussion forums, quizzes, and tests**. Person-first language will be used at all times, points will be deducted for not using person-first language. Assignments that are submitted as an attachment in MS Word must be formatted according to the Publication Manuel of the American Psychological Association, Edition 6. (APA 6<sup>th</sup> Edition ISBN:1433805618). You may refer to [Owl Purdue](#) for formatting guidelines. Resources and references for projects should also be referenced using APA 6<sup>th</sup> Edition format. Failing to adhere to these guidelines will result in a loss of points.
  
4. **Specific Course Requirements and Assessments:**  
The following assignments and activities will contribute to your final grade in this course. Detailed assignment guidelines and grading rubrics are described below and/or will be posted on Moodle. Assignments and exams will be uploaded to the relevant assignment links in Moodle. Carefully attend to the due dates and times described below and in the course schedule. Due dates and time will also be published in Moodle with each corresponding assignment.

**Course Content/Schedule/Assignment Due Dates**

**This course schedule is subject to change.**

Item	Poin ts	Week	Readings, text, web, and video associated with this week
<a href="#">Introduction</a> <a href="#">Due Jan 13Forum</a>	5	Jan 7-13	N/A
<a href="#">Acronym Definitions assignment</a> <a href="#">Due Jan 20</a>  <a href="#">Reflections on the history of special</a>		Jan 14-20	Reach Chapter Read chapter 1 of your text Exceptional Children and Youth  Read the Power point (PPT) and complete the reflection in moodle forums or on Facebook  Choose some of the supporting videos to watch

<a href="#">education Due Jan 20Forum</a>			
<a href="#">UDL Lesson plan Due Feb 10Assignme nt</a>	100	Jan 21-27	<p>Your task this week is to learn as much as you can about UDL from visiting the websites, reviewing the UDL PowerPoint, and reading the articles below. Then you will critically analyze a lesson plan in your content area (Math, Science, History, English). This assignment requires you to think and analyze based on everything you know about students and teaching in your content area.</p> <p>Start with reading chapter 2 of your Exceptional Children and Youth text.</p> <p>Articles to Read</p> <ul style="list-style-type: none"> <li>· Edyburn, D. L. (2010). Would you recognize Universal Design for Learning if you saw it? Ten propositions for new directions for the second decade of UDL. Learning Disability Quarterly, 33 33-41.</li> <li>· Edyburn, D. L. (2010). Failure is not an option. Learning and Leading with Technology. 33 33-41.</li> </ul> <p>Weblinks to Explore and Learn From</p> <p><a href="http://Cast.org">http://Cast.org</a> (Links to an external site.)  <a href="http://udlhcpss.wordpress.com/curriculum-writing-training-materials/">http://udlhcpss.wordpress.com/curriculum-writing-training-materials/</a> (Links to an external site.)</p> <p>Learn more about students with disabilities by watching these short videos!</p> <p>Strengths of students with learning disabilities and other disabilities</p> <p><a href="http://www.youtube.com/watch?v=CYHzJGTA6KM">http://www.youtube.com/watch?v=CYHzJGTA6KM</a> (Links to an external site.)</p> <p>What is Executive Function?</p> <p><a href="http://www.youtube.com/watch?v=z9c8-KMIK0s">http://www.youtube.com/watch?v=z9c8-KMIK0s</a> (Links to an external site.)</p>
<a href="#">Log 1 Due Jan 27Forum</a>	5		
<a href="#">Log 2 Due Feb 3Forum</a>	5	Jan 28-Feb 3	<p>Review:</p> <p><a href="http://www.ldonline.org/">http://www.ldonline.org/</a></p> <p>Read chapter 5 of your text</p> <p>Watch some of the videos to support your readings:</p> <p><a href="#">what is a learning disability</a></p> <p><a href="#">"My life with an LD"</a></p>

			<p>Must see the following will be referred to through the rest of the semester and your academic career at ISU in the education and special education program:</p> <p><a href="#"><u>Carol Dweck and the growth mindset and the power of yet</u></a></p> <p><a href="#"><u>The Growth mindset</u></a></p> <p><a href="#"><u>The power of praise</u></a></p> <p><a href="#"><u>Perfectionism</u></a></p>
<a href="#"><u>Log 3 Due Feb 10Forum</u></a>	5	Feb 4-10	<p>Read chapter six of your text</p> <p>Watch the following:</p> <p><a href="#"><u>How we suppress genius and create learning disability: Scott Sonnon at TEDxBellingham</u></a></p> <p><a href="#"><u>Intellectual Disabilities</u></a></p> <p><a href="#"><u>Powtoon Intellectual disability</u></a></p> <p><a href="#"><u>A day in the life</u></a></p> <p><a href="#"><u>A day in the life special ed teacher</u></a></p> <p><a href="#"><u>Another example of a special education classroom</u></a></p>
<a href="#"><u>log 4 Due Feb 17Forum</u></a>  <a href="#"><u>UDL Lesson plan and peer critique Due Feb 17Forum</u></a>	5	Feb 11-17	<p>Read chapter 7 of your text</p> <p>Watch and read the history of severe disabilities. Willowbrook is one of the most horrifying cases, read with caution.</p> <p><a href="http://gerald.com/page/willowbrook"><u>http://gerald.com/page/willowbrook</u></a></p> <p>Here is an NPR on Willowbrook</p> <p><a href="http://www.npr.org/templates/story/story.php?storyId=87975196"><u>http://www.npr.org/templates/story/story.php?storyId=87975196</u></a></p> <p>Closing of Willowbrook</p> <p><a href="http://disabilityjustice.org/the-closing-of-willowbrook/"><u>http://disabilityjustice.org/the-closing-of-willowbrook/</u></a></p>
<a href="#"><u>Log 5 Due Feb 24Forum</u></a>	5	Feb 18-24	<p>Overview and readings</p> <p>Read chapter 8 of your text.</p>

<p><u>EBD - article, website, or videoForum</u></p>	<p>15</p>		<p><u>Read the following article:</u> <a href="http://aasep.org/fileadmin/user_upload/Protected_Directory/JA_ASEP/2010_Winter/Positive_Behavioral_Strategies_EBD_Needed_Support_Teach_Para.pdf">http://aasep.org/fileadmin/user_upload/Protected_Directory/JA_ASEP/2010_Winter/Positive_Behavioral_Strategies_EBD_Needed_Support_Teach_Para.pdf</a></p> <p>Watch the following.</p> <p><u>DJ Baptiste</u></p> <p><u>Power of words DJ</u></p> <p><u>First Day</u></p> <p>Find one article on the Council for Exceptional Children (CEC) and share with your peers in the forum or on Facebook for your article critique and EBD resource on bullying. Follow the critique guidelines.</p>
<p><u>Log 6 Due March 3Forum</u></p> <p>Autism Iris Module Due March 10Assignment</p> <p><u>App for Autism Due March 3Forum</u></p>	<p>5</p> <p>60</p> <p>5</p>	<p>Feb 24-March 3</p>	<p>Read chapter 9 of your text.</p> <p>Watch the following:</p> <p><u>ASD classroom</u></p> <p>Download the EBP (evidence based practices sheet) Review the EBP for Autism.</p> <p>Review the National Professional Development Center on ASD (NPDC)</p> <p><b>Assignment this week:</b> Find and share an app that could help a student with ASD in the Google Doc.</p> <p>Assignment II</p> <p>Complete the Iris module and demonstrate completion through the assessment. Post your answers in the assessment link.</p> <p>Here is the link to the Iris module:</p> <p><a href="http://iris.peabody.vanderbilt.edu/module/asd1/">http://iris.peabody.vanderbilt.edu/module/asd1/</a></p> <p>Your EBP assignment will support this assignment as it ties right into the 6 questions. Refer to the google doc for support.</p>

			Here is the link to the <a href="http://iris.peabody.vanderbilt.edu/module/asd1/cr_assess/#content">Assessment/assignment: http://iris.peabody.vanderbilt.edu/module/asd1/cr_assess/#content</a>
<a href="#">Log 7 Due March 10Forum</a> <a href="#">Music within Due March 15Forum</a>	5	March 4 – 10	<p>Read Chapter 10 of your text.</p> <p>Go to the library website and request the following article and read it:</p> <p>Sennott, S. C., &amp; Mason, L. H. (2016). AAC Modeling with the iPad during shared storybook reading pilot study. <i>Communication Disorders Quarterly</i>, 37,(4), 242-254. doi:10.1177/1525740115601643</p> <p>Watch the following videos:</p> <p>One of my heroes and new friends Norman Kunc</p> <p><a href="#">Norman</a></p> <p><a href="#">Assessment for AAC example of AAC in a classroom</a></p> <p><a href="#">A day in the life</a></p>
<a href="#">Log 8 Due March 17Forum</a>	5	March 11 – 17	<p>Read chapter 11 of your text</p> <p>Read the tips for teaching students who are deaf:</p> <p><a href="http://www.umaryland.edu/media/umb/oaa/campus-life/disability-services-/documents/Tips-for-Teaching-Students-Who-Are-Deaf-or-Hard-of-Hearing.pdf">http://www.umaryland.edu/media/umb/oaa/campus-life/disability-services-/documents/Tips-for-Teaching-Students-Who-Are-Deaf-or-Hard-of-Hearing.pdf</a></p> <p>Read and watch the following:</p> <p><a href="http://www.learnnc.org/lp/multimedia/15900">http://www.learnnc.org/lp/multimedia/15900</a></p>
		March 18 – 24	Spring Break
<a href="#">Log 10 Due March 31Forum</a> <a href="#">Strategies, differentiation, UDL, accommodation</a>	5	November 7-13	<p>Read chapter 14 of your text</p> <p>Complete the Iris module</p> <p><a href="http://iris.peabody.vanderbilt.edu/module/di/">http://iris.peabody.vanderbilt.edu/module/di/</a></p> <p>Read this website:</p>

<a href="#">tion, modification Due April 10Assignment nt</a>			<a href="https://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well">https://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well</a>
<a href="#">Log 11 Due April 7Forum</a>		April 1 – 7	No new readings – work on your differentiation – schedule your office meeting with me as needed to get you ready to finish!
<a href="#">Log Due April 14Forum</a>  <a href="#">Iris Assessment ModuleAssi gnment</a>		April 8 – 14	Read ch. 12
<a href="#">Log 12 Due april 21Forum</a>		April 15 - 21	Read page 527-530 of your text & reflect on problem based learning as it relates to differentiation!
Final log	5	April 22-28	Closed Week – no new information
Final Discussion	5	April 29-May 5	Thank you for an amazing semester of learning and conversation! See you next year! Dr. Gallup
Total Points	480	Grades posted by 5-9-2019	NO LATE WORK ACCEPTED!!!!

### **Grading Criteria/Policy/Scale**

The candidate's grade in this course will be determined by totaling the points for all assignments. The points for all assignments are summarized below, as is the grading scale based on the total points available in the course.

### **Points Summary:**

### **POINTS SUMMARY & GRADING SCALE**

### **Points Summary:**

### **Grading Scale:**

### **ISU Grading Scale:**

A = 94 - 100	C+ = 77 - 79
A- = 90 - 93	C = 74 - 76
B+ = 87 - 89	C- = 70 - 73
B = 84 - 86	D+ = 67 - 69
B- = 80 - 83	D = 64 - 66
	F = Below 63



### **Reasonable Accommodations for Students with Disabilities**

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please call the Director of Disability Services, 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

### **Incomplete Grade and Late Assignment Policies**

Assignments are due at the date and time they are scheduled. Late assignments will not be accepted. Contact instructor for emergencies.

1. ***Extenuating Circumstances:*** The instructor will work with candidates who experience extenuating circumstances (a death in the family, personal illness or injury, illness or injury of a family member for which the student must act as caregiver, active military duty, work-related travel, some travel for participation in athletics, etc.) during the semester that cause them to miss assignment deadlines. However, candidates must discuss any extenuating circumstances with the instructor as soon as possible once the situation arises. In this case, the instructor and candidate will develop a contract outlining:
  - a. the extenuating circumstances;
  - b. when the assignment will be submitted; and
  - c. what grading penalties will apply to the late assignment.
2. ***Incompletes:*** The grade of *incomplete* will **not** be awarded automatically if a candidate is unable to complete all assignments for the semester, but will require an *incomplete contract* using the university’s approved form. If an incomplete grade is assigned, then the course grade will be finalized in accordance with the timeline stated in the contract.

### **Conduct**

1. Mutual respect is a professional disposition that is assumed and will be expected in this course. Your behavior in class has a direct effect on the teaching and learning of your instructor and classmates. If you have any questions, you may refer to the ISU Student Code of Conduct.
2. “Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) plagiarism and cheating.” For more information refer to the ISU Student Code of Conduct.
3. ISU Student Code of Conduct:  
[http://www.isu.edu/policy/fs-handbook/part6/6\\_10/6\\_10b.html](http://www.isu.edu/policy/fs-handbook/part6/6_10/6_10b.html)

### **Evaluation of Course and Instructor**

Course evaluations will be available in Moodle near the end of the course. Course evaluations are an important tool used to improve my performance as an instructor and the Special Education degree program. Your participation in completing a course evaluation at this end of the semester will be greatly appreciated. Your responses will be anonymous and will not influence your grade in the course.

## **ASSESSMENT CONSENT**

A part of institutional and state outcomes assessment, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Emma Wood, Assessment Coordinator, [woodemma@isu.edu](mailto:woodemma@isu.edu).

## **STUDENT CONDUCT**

“Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) plagiarism and cheating.” For more information refer to the Educator Preparation Clinical Practice Handbook [here](#).

Also, see the ISU Faculty and State Handbook, Part 6, Sec. IX, page 6.9.1 for definitions of cheating and plagiarism [here](#).

## **EVALUATION OF COURSE AND INSTRUCTOR**

The College of Education course and instructor forms are accessible in Moodle at the end of the semester. The evaluations are confidential, and the instructor does not see a summary of the results until after the grades are recorded.

## **COLLEGE OF EDUCATION VISION AND MISSION**

Please refer to the following [link](#) for a copy of the College of Education Framework plus standards:

## **COURSE CONTENT / SCHEDULE / ORGANIZATION**

Schedules are available in moodle.



# “A Tradition of Excellence”

## The College of Education’s Vision and Mission

### *OUR VISION*

Building on a tradition of excellence, we will work to continuously improve the education we offer.

### *OUR MISSION*

Through excellence in teaching, scholarship and service, we foster professionalism in all that we do.

- We prepare and support professionals who are ethical and reflective and known for the quality of their work.
- We provide recognized leadership in the support of our students, professional partners, and those who employ our graduates.
- We promote a culture of caring, respect, and intellectual rigor within our college and beyond.
- We foster collaborative relationships with the schools, communities, and professional organizations that we serve.

-- We advance our understanding of the professions we serve and the application of that understanding in practice.

## **Department of Teaching and Educational Studies Mission**

The Department of Teaching and Educational Studies and its partners exemplify and prepare professional educators who are reflective, ethical, lifelong learners. We prepare professionals who:

- Are committed to standards based practice and assessments.
- Integrate current technologies, content, and pedagogical expertise to effectively promote depth of student learning.
- Provide educational opportunities that support cognitive, social-emotional, and physical development of all learners.
- Establish and enhance learning communities to support learning of diverse student populations.

## **Idaho State University College of Education Core Teaching Standards**

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

### **The Learner and Learning**

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, and families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

***Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

*Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

*Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

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### **Content**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

*Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

*Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

### **Instructional Practice**

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

***Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

**Professional Responsibility**

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

***Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***

***Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***



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## NEW PROGRAM FOR CERTIFICATION REQUEST

Institution: Idaho State University Date of Submission 5/24/2019

Program Name: Standard Instructional Certificate Certification & Endorsement Family Consumer Science (6-12)

All new educator preparation programs from public institutions require [Program Review and Approval by the State Board of Education](#).

Is this a request from an Idaho **public** institution?

Yes ☒ No ☐

If yes, on what date was the Proposal Form submitted to the State Board of Education? \_\_\_\_\_

**Section I:** Evidence that the program will cover the knowledge and performances outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the [Idaho Standards for Initial Certification of Professional School Personnel](#).

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
<b>Standard 1 Learner Development</b>	No enhancement standards	
<b>Standard 2 Learning Difference</b>	No enhancement standards	
<b>Standard 3 Learning Environments</b>	<b>CTE Knowledge</b> 3(a) The teacher is able to apply concepts of classroom motivation and management to laboratory and field settings.	EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan EDUC Student Teaching
<b>Standard 4 Content Knowledge</b>	<b>CTE Knowledge</b> 4(a) The teacher understands basic technological principles, processes, terminology, skills, and safety practices of the occupational area. 4(b) The teacher understands industry trends and labor market needs. 4(c) The teacher understands organizational and leadership structures in the workplace. 4(d) The teacher understands the philosophical principles and the practices of career-technical education.	FCS 2209 Child Guidance Plan FCS 2229 Exam, Sewing Swatches FCS 4429 Exam, Research Paper FCS 4435 Project FCS 3314 Exam FCS 3332 Project CTE 4401 Philosophy Paper NTD 2205 Exam

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>4(e) The teacher understands the importance of intra-curricular student leadership development in career-technical program areas.</p> <p><b>FCS Knowledge</b></p> <p>4(a) The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.</p> <p>4(b) The teacher knows of community agencies and organizations that provide assistance to individuals and families.</p> <p>4(c) The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.</p> <p>4(d) The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.</p> <p>4(e) The teacher understands the social, emotional, intellectual, physical, and moral development across the lifespan.</p> <p>4(f) The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.</p> <p>4(g) The teacher understands the design, selection, and care of textiles and apparel products.</p> <p>4(h) The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.</p> <p>4(i) The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.</p> <p>4(j) The teacher understands resource conservation and environmental issues in relation to family and community health.</p> <p>4(k) The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.</p>	<p>NTD 2239 Exam BED 3341,42,43 Service-Learning Project</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>4(l) The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.</p> <p>4(m) The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.</p> <p>4(n) The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.</p>	
	<p><b>CTE Performance</b></p> <p>4(f) The teacher demonstrates specific occupational skills necessary for employment.</p> <p>4(g) The teacher uses current terminology, industry logistics, and procedures for the occupational area.</p> <p>4(h) The teacher incorporates and promotes leadership skills in state-approved Career- Technical Student Organizations (CTSO).</p> <p>4(i) The teacher assesses the occupational needs of the community.</p> <p>4(j) The teacher facilitates experiences designed to develop skills for successful employment.</p> <p>4(k) The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, employment opportunities).</p> <p><b>FCS Performance</b></p> <p>4(o) The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.</p> <p>4(p) The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.</p> <p>4(q) The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.</p> <p>4(r) The teacher incorporates the science and practical application</p>	<p>FCS 2209 Learning Center Presentation</p> <p>FCS 2229 Construction Project(s)</p> <p>FCS 3314 FCCLA Star Event</p> <p>FCS 4429 Style Project, Closet Inventory</p> <p>FCS 4435 Project</p> <p>FCS 3332 Delivery of Project</p> <p>BED 3341,42,43 Service-Learning Project</p> <p>NTD 2205 Lab Analysis</p> <p>EDUC 4408 Lesson Plans</p> <p>EDUC 4497 Student Teaching</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.</p> <p>4(s) The teacher demonstrates the design, selection, and care of textiles and apparel products.</p> <p>4(t) The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.</p> <p>4(u) The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.</p> <p>4(v) The teacher integrates resource conservation and environmental issues in relation to family and community health.</p>	
<p style="text-align: center;"><b>Standard 5 Application of Content</b></p>	<p>No enhancement standards</p>	
<p style="text-align: center;"><b>Standard 6 Assessment</b></p>	<p><b>CTE Knowledge</b></p> <p>6(a) The teacher knows how to analyze data about a student's progress, including assessments, to evaluate workplace readiness.</p> <p>6(b) The teacher understands the importance of conducting a follow-up survey of graduates.</p> <p>6(c) The teacher understands how to modify the instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.</p> <p>6(d) The teacher understands how to assess student learning in applicable laboratory settings.</p> <p><b>FCS Knowledge</b></p> <p>6(a) The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.</p>	<p>FCS 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching</p>
	<p><b>CTE Performance</b></p> <p>6(e) The teacher analyzes data about a student's progress, including assessments, to evaluate workplace readiness.</p>	<p>FCS 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4497 Student Teaching</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>6(f) The teacher provides verbal and written assessment feedback on students' classroom and/or laboratory assignments.</p> <p>6(g) The teacher modifies instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.</p> <p><b>FCS Performance</b></p> <p>6(b) The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.</p>	
<p style="text-align: center;"><b>Standard 7 Planning for Instruction</b></p>	<p><b>CTE Knowledge</b></p> <p>7(a) The teacher understands state-approved career-technical secondary-to- postsecondary standards and competencies, and how these are organized in the curriculum.</p> <p>7(b) The teacher understands how to embed state-approved career-technical student organization (CTSO) activities in the curriculum.</p> <p>7(c) The teacher knows how to identify community and industry expectations and access resources.</p> <p><b>FCS Knowledge</b></p> <p>7(a) The teacher understands how to apply family and consumer sciences national standards and other resources when planning instruction.</p> <p>7(b) The teacher understands how program alignment across grade levels (6-12) and family and consumer sciences content area maximizes learning.</p>	<p>FCS 3332 Lesson Plan BED 3341,42,43 Service-Learning Project EDUC 4408 Lesson Plans EDUC 4497 Student Teaching</p>
	<p><b>CTE Performance</b></p> <p>7(d) The teacher designs instruction to meet state-approved career-technical secondary- to-postsecondary curricula and industry standards.</p>	<p>FCS 3332 Lesson Plan</p>
<p style="text-align: center;"><b>Standard 8</b></p>	<p><b>CTE Knowledge</b></p>	<p>FCS 3332 Lesson Plan</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
<b>Instructional Strategies</b>	<p>8(a) The teacher understands how to provide students with realistic occupational and/or work experiences.</p> <p>8(b) The teacher knows how to utilize education and industry professionals, and research to enhance student understanding of processes, knowledge, and safety.</p> <p>8(c) The teacher understands integration of student leadership development, community involvement, and personal growth into instructional strategies.</p> <p>8(d) The teacher understands how academic skills and advanced technology can be integrated into an occupational learning environment.</p>	BED 3341,42,43 Service-Learning Project
	<p><b>CTE Performance</b></p> <p>8(e) The teacher models ethical workplace practices.</p> <p>8(f) The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.</p> <p>8(g) The teacher integrates academic skills into each occupational area.</p> <p>8(h) The teacher uses simulated and/or authentic occupational applications of course content.</p> <p>8(i) The teacher uses experts from business, industry, and government as appropriate for the content area.</p> <p>8(j) The teacher discusses innovation and entrepreneurship in the workforce and incorporates them where possible.</p>	EDUC 4408 Lesson Plan EDUC 4497 Student Teaching
<b>Standard 9 Professional Learning and Ethical Practice</b>	<p><b>CTE Knowledge</b></p> <p>9(a) The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.</p> <p>9(b) The teacher understands the importance of maintaining current technical skills and seeking continual improvement.</p> <p>9(c) The teacher understands current state and federal guidelines and regulations related to career-technical education requirements.</p>	EDUC 4408 Lesson Plan EDUC 4497 Student Teaching FCS 3332 Lesson Plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<b>CTE Performance</b> 9(d) The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry. 9(e) The teacher participates in continual relevant professional development activities through involvement with local, state, and national career and technical organizations.	EDUC 4408 Lesson Plan EDUC 4497 Student Teaching FCS 3332 Reflection
<b>Standard 10 Leadership and Collaboration</b>	<b>CTE Knowledge</b> 10(a) The teacher understands the role technical advisory committees play in continuous program improvement. 10(b) The teacher understands the importance of using industry experts to develop and validate occupational skills. 10(c) The teacher understands the importance of professional organizations within the content and occupational areas. 10(d) The teacher understands career-technical education advanced opportunities. 10(e) The teacher understands the local, state, and national opportunities of state- approved career-technical student organizations (CTSO).	FCS 3332 Lesson Plan BED 3341,42,43 Service-Learning Project
	<b>CTE Performance</b> 10(f) The teacher participates with technical advisory committees for program development and improvement. 10(g) The teacher cooperates with educators in other content areas to develop instructional strategies and to integrate learning. 10(h) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.	FCS 3332 Lesson Plan BED 3341,42,43 Service-Learning Project
<b>Standard 11 Safety</b>	<b>CTE Knowledge</b> 11(a) The teacher understands how to safely handle and dispose of waste materials. 11(b) The teacher understands how to care for, inventory, and maintain materials and equipment.	FCS 2229 Exams, Course Assignment(s) FCS 3314 Chapter Assignment FCS 3332 Lesson Plan



STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>11(c) The teacher understands safety contracts and operation procedures.</p> <p>11(d) The teacher understands legal safety issues related to the program area.</p> <p>11(e) The teacher understands safety requirements necessary to conduct laboratory and field activities.</p> <p>11(f) The teacher understands time and organizational skills in laboratory management.</p> <p>11(g) The teacher is aware of safety regulations at school and work sites.</p>	
	<p><b>CTE Performance</b></p> <p>11(h) The teacher ensures that facilities, materials, and equipment are safe to use.</p> <p>11(i) The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.</p> <p>11(j) The teacher demonstrates effective management skills in the classroom and laboratory environments.</p> <p>11(k) The teacher models and reinforces effective work and safety habits.</p>	<p>EDUC 4408 Lesson Plans</p> <p>EDUC 4497 Student Teaching</p>
<b>Standard 12 Career Readiness</b>	<p><b>CTE Knowledge</b></p> <p>12(a) The teacher understands workplace employability skills and related issues.</p> <p>12(b) The teacher understands the issues of balancing work and personal responsibilities.</p> <p>12(c) The teacher understands how to promote career awareness.</p>	<p>FCS 4431 Research</p> <p>FCS 4435 Quiz(s)</p>
	<p><b>CTE Performance</b></p> <p>12(d) The teacher designs instruction that addresses employability skills and related workplace issues.</p> <p>12(e) The teacher discusses how to balance demands between work and personal responsibilities.</p>	<p>FCS 3332 Lesson Plan</p> <p>FCS 4431 Recorded Presentation</p> <p>FCS 4435 Final Project</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	12(f) The teacher provides opportunities for career awareness and exploration.	

**Section II: New Program Course Requirements**

BED 3341,42,43 Leadership in Career-Technical Student Organization (CTSO) (3)

CTE 4401 Foundations of Career-Technical Education (3)

FCS 3314 Interior Design & Housing Perspectives (3)

FCS 3332 Programs in Family & Consumer Sciences (3)

FCS 2209 Early Childhood Environments (3)

NTD 2239 Nutrition (3)

NTD 2205 Foods and Meal Management (3)

and NTD 2205L Foods and Meal Management Lab (1)

**FCS 4435 Relationships with Families** (3)

**One course from:**

FCS4431 Consumer Economics (3)

**or**

FCS 4470 Family Resource Management (3)

**One course from:**

FCS 2229 Textile Products (3)

**or**

FCS 4429 Social / Psychological Aspects of Clothing (3)

\*\*\*EDUC 2201 Human Development (3) is an FCS program requirement but is also required within the Core Teacher Education Program. I have included it in the knowledge and performance standards and coursework, the credit requirement is already met through the core requirements.

College Chair/Director/Dean (Institution): Mark W. Neill

Date: 5/23/2019

Graduate Chair/Director/Dean or other official (Institution; as applicable): \_\_\_\_\_

Date: \_\_\_\_\_

**CONSENT  
DECEMBER 18, 2019**

**ATTACHMENT 2**

**Idaho State University - Coursework Alignment Matrix  
Career Technical and Family Consumer Sciences Standards**

Standard	Knowledge Performance	Indicator	Course	Artifact	Course	Artifact	Course	Artifact
CTE 3	K	3a	EDUC 3308	Lesson Plan	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching
CTE 4	K	4a	FCS 2209	Child Guidance Plan	FCS 2229	Exam Sewing Swatches	FCS 3332	Project
			NTD 2205	Exam	NTD 2239	Exam	FCS 3314	Exam
		4a	FCS 4429	Exam, Research Paper				
	K	4b	FCS 1100	Project	FCS 3314	Exam	FCS 3332	Project
	K	4c	FCS 3332	Project	FCS 1100	Project		
	K	4d	CTE 4401	Philosophy Paper				
	K	4e	FCS 1100	Project	BED 3341,42,43	Service Learning Project		
	P	4f	FCS 3332	Delivery of Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	4g	FCS 3332	Delivery of Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	4h	BED 3341, 42,43	Service-Learning Project	FCS 3314	FCCLA Star Event		
	P	4i	FCS 3332	Project				
	P	4j	EDUC 4408	Teaching	EDUC 4497	Student Teaching		
	P	4k	FCS 3332	Delivery of Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
FCS 4	K	4a	FCS 2209	Child Guidance Plan	EDUC 2201	Core TES		
	K	4b	FCS 1100	Project				
	K	4c	EDUC 2204	Core TES				
	K	4d	EDUC 2204	Core TES	EDUC 2201	Core TES		
	K	4e	EDUC 2201	Core TES				
	K	4f	NTD 2205	Exam	NTD 2239	Exam		
	K	4g	FCS 2229	Exam Sewing Swatches				
	K	4h	FCS 3314	Exam				
	K	4i	FCS 4431	Project	FCS 4470	Project	FCS 4435	Project
	K	4j	FCS 4435	Project				
	K	4k	FCS 1100	Project				
	K	4l	FCS 3332	Project	EDUC 2204	Core TES		
	K	4m	BED 3341,42,43	Service-Learning Project	FCS 3332	Delivery of Project		
	K	4n	FCS 1100	Project				
	P	4o	BED 3341,42,43	Service-Learning Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
			FCS 3332	Delivery of Project				

**CONSENT  
DECEMBER 18, 2019**

**ATTACHMENT 2**

Standard	Knowledge Performance	Indicator	Course	Artifact	Course	Artifact	Course	Artifact
	P	4p	FCS 2209	Child Guidance Plan	EDUC 2201	Core TES	EDUC 2204	Core TES
	P	4q	FCS 2209	Child Guidance Plan	EDUC 2201	Core TES		
	P	4r	NTD 2205	Lab Analysis				
	P	4s	FCS 4429	Style Project, Closet	FCS 2229	Construction Project		
	P	4t	FCS 3314	Exam	FCS 3314	FCCLA Star Event		
	P	4u	FCS 4431	Project	FCS 4470	Project	FCS 4435	Project
	P	4v	FCS 4431	Project	FCS 4470	Project		
CTE 6	K	6a	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	K	6b	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	K	6c	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	K	6d	FCS 3332	Lesson Plan				
	P	6e	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	6f	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	6g	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
FCS 6	K	6a	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	6b	FCS 3332	Delivery of Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
			EDUC 3308	Teaching				
CTE 7	K	7a	FCS 3332	Lesson Plan				
	K	7b	FCS 3332	Lesson Plan				
	K	7c	BED 3341,42,43	Service-Learning Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	7d	FCS 3332	Lesson Plan				
FCS 7	K	7a	FCS 3332	Lesson Plan				
	K	7b	FCS 3332	Lesson Plan	FCS 3332	Project		
	P	7d	FCS 3332	Lesson Plan	EDUC 4408	Teaching	EDUC 4497	Student Teaching
CTE 8	K	8a	BED 3341,42,43	Service-Learning Project	FCS 3332	Delivery of Project		
	K	8b	BED 3341,42,43	Service-Learning Project	FCS 3332	Delivery of Project		
	K	8c	BED 3341,42,43	Service-Learning Project	FCS 3332	Delivery of Project		
	K	8d	BED 3341,42,43	Service-Learning Project	FCS 3332	Delivery of Project		
	P	8e	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	8f	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	8g	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	8h	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	8i	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		

**CONSENT  
DECEMBER 18, 2019**

**ATTACHMENT 2**

Standard	Knowledge Performance	Indicator	Course	Artifact	Course	Artifact	Course	Artifact
	P	8j	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
CTE 9	K	9a	FCS 3332	Lesson Plan	EDUC 4497	Student Teaching		
	K	9b	FCS 3332	Lesson Plan	EDUC 4497	Student Teaching		
	K	9c	FCS 3332	Lesson Plan	EDUC 4497	Student Teaching		
	P	9d	FCS 3332	Reflection	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching
	P	9e	FCS 3332	Reflection	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching
CTE 10	K	10a	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	K	10b	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	K	10c	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	K	10d	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	K	10e	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	P	10f	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	P	10g	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	P	10h	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
CTE 11	K	11a	FCS 3332	Lesson Plan				
	K	11b	FCS 3314	Project	FCS 3332	Lesson Plan		
	K	11c	FCS 3332	Lesson Plan	FCS 2229	Exams, Course Assignments		
	K	11d	FCS 3332	Lesson Plan				
	K	11e	FCS 3332	Lesson Plan				
	K	11f	FCS 3332	Lesson Plan				
	K	11g	FCS 3332	Lesson Plan				
	P	11h	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	11i	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	11j	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	11k	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
CTE 12	K	12a	FCS 4431	Research	FCS 4435	Quiz		
	K	12b	FCS 4431	Research	FCS 4435	Quiz		
	K	12c	FCS 4431	Research	FCS 4435	Quiz		
	P	12d	FCS 3332	Plans	FCS 4431	Recorded Presentation	FCS 4435	Final Project
	P	12e	FCS 3332	Plans	FCS 4431	Recorded Presentation	FCS 4435	Final Project
	P	12f	FCS 3332	Plans	FCS 4431	Recorded Presentation	FCS 4435	Final Project

**CONSENT  
DECEMBER 18, 2019**

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**PROFESSIONAL STANDARDS COMMISSON**

**SUBJECT**

University of Idaho; Proposed Theater Arts (5-9 or 6-12) Endorsement Program

**REFERENCE**

February 2014	Board accepted the Professional Standards Commission recommendation and accepted the state team report and provided approval of a content area programs at the University of Idaho.
August 2014	Board accepted the Professional Standards Commission recommendation and conditionally approved the University of Idaho new programs for the Online Teaching Endorsement and English as a New Language Endorsement.
June 2017	Board accepted the Professional Standards Commission recommendation and accepted the state team focus visit report and recommendation for full approval of the University of Idaho's Teacher Librarian preperation program.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section 33-114, 33-1254, and 33-1258, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Workforce Readiness, Objective A: Workforce Alignment

**BACKGROUND/DISCUSSION**

During its September 2019 meeting, the Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Secondary Education Drama Teaching program proposed by University of Idaho (UI). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the state standards would be met through the proposed program, resulting in a Theater Arts (5-9 or 6-12) endorsement.

During its September 2019 meeting, the full PSC voted to recommend Conditional Approval of the proposed Secondary Education Drama Teaching program through UI. With this Conditionally Approved status, UI may admit candidates to the program, which meets the requirements of the Theater Arts (5-9 or 6-12) endorsement. This new program will be re-visited during the next regularly scheduled review.

**CONSENT  
DECEMBER 18, 2019**

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**IMPACT**

This new program will enable UI to prepare educators who seek an endorsement to teach Theater Arts in grades 5-9 or 6-12 in Idaho schools.

**ATTACHMENTS**

Attachment 1 – UI Secondary Education Drama Teaching Proposal

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to meet the Idaho core teaching standards, to teach the state content standards for their applicable subject areas, and are up-to-date on best practices in various teaching methodologies. The state standards include standards for technology and reading/literacy instruction for all teachers, K-12.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a “Desk Review” and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be “Approved,” “Not Approved,” or “Conditionally Approved.” Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

Staff recommends approval of the programs as recommended by the Commission.

**CONSENT**  
**DECEMBER 18, 2019**

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**BOARD ACTION**

I move to accept the Professional Standards Commission recommendation to conditionally approve the Theater Arts (5-9 or 6-12) endorsement program offered through the University of Idaho as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



Proposed Secondary Education Drama Teaching Minor  
20 credit hours  
(revised July 2018)

5 credits of Communications Courses

COMM 101: Fundamentals of Public Speaking	2 credits
COMM 111: Introduction to Communication Studies	3 credits

16 credits of proposed Theatre Courses (new curriculum):

THE 101: Introduction to Theatre	3 credits
THE 102: Introduction to Design	3 credits
THE 105: Basics of Performance	3 credits
THE 103: Theatre Technology I	3 credits
THE 471: Directing I	3 credits

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Theatre and Comm Courses	20 credits
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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.

Methods courses are not listed in UI endorsement requirements. They are embedded in degree requirements. Individuals seeking this endorsement will be required to take EDCI 436: Secondary Arts Methods, which includes the pedagogy of acting, directing, and technical theater.

<b>Indicator</b>		<b>Theatre Arts Class and Assignment (for assessment)</b>
<b>Standard 4: Content Knowledge</b>		
<b>Knowledge</b>		
1. The teacher knows the history of theatre as a form of entertainment and as a reflection of culture and society influence.		THE 101: Exams on textbook reading assignments, lecture
2. The teacher knows the basic history, theories, and processes of playwriting, acting, and directing.		THE 101: Exams on play reading assignments
3. The teacher understands technical theatre/stagecraft is an essential component of theatre arts.		THE 101: Exams on textbook reading assignments THE 102: Inspiration boards, research materials, preliminary sketches THE 105: Acting exercises and scene studies
<b>Performance</b>		
1. The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.		THE 103: Scenery and prop construction projects; hand and focus participation; running crew responsibilities (includes Practicum course)
2. The teacher demonstrates proficiency in all aspects of performance		THE 471: Audition, rehearsal and direction of a ten-minute play
<b>Standard 5: Application of Content</b>		
<b>Performance</b>		
1. The teacher demonstrates the ability to direct shows for public performance.		THE 471: Audition, rehearsal and direction of a ten-minute play
2. The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.		THE 103: Scenery and prop construction projects; hand and focus participation; running crew responsibilities
<b>Standard 9: Professional Learning and Ethical Practice</b>		
<b>Performance</b>		
1. Teacher demonstrates the ability to secure performance rights for various forms of productions.		THE 471: Audition, rehearsal and direction of a ten-minute play
<b>Standard 11: Safety and Management</b>		
<b>Knowledge</b>		



1. The teacher understands how to safely operate and maintain the theatre facility.	THE 103: Exams, quizzes and lab participation; instrument hang and focus
2. The teacher understands how to safely operate and maintain technical theatre equipment.	THE 103: Scenery and prop construction projects; instrument hang and focus
3. The teacher understands OSHA and safety standards specific to theatre arts.	THE 103: Exams, quizzes, and lab participation; instrument hand and focus
4. The teacher understands how to safely manage the requirements unique to theatre arts.	THE 471: Audition, rehearsal and direction of a ten-minute play
<b>Performance</b>	
1. The teacher can safely operate and maintain the theatre facility.	THE 103: Exams, quizzes and lab participation; instrument hang and focus
2. The teacher can safely operate and maintain technical theatre equipment.	THE 103: Scenery and prop construction projects; instrument hang and focus
3. The teacher employs OSHA and safety standards specific to theatre arts.	THE 103: Exams, quizzes, and lab participation; instrument hand and focus
4. The teacher can safely manage the requirements unique to the theatre arts.	THE 471: Audition, rehearsal and direction of a ten-minute play

Signature of College Chair/Director/Dean		Date	9/5/19
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*Director of Teacher Education*

**CONSENT  
DECEMBER 18, 2019**

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Emergency Provisional Certificates

**REFERENCE**

December 2018	Board reviewed and approved twenty-two (22) provisional certificates for the 2018-19 school year.
February 2019	Board reviewed and approved forty-eight (48) provisional certificates for the 2018-19 school year.
April 2019	Board approved seven (7) provisional certificates for the 2018-19 school year.
April 2019	Board approved Department requests for clarification to provisional certification process.
June 2019	Board reviewed twelve (12) provisional certificates for the 2018-19 school year and approved eleven (11).
August 2019	Board reviewed four (4) provisional certificates, three (3) for the 2018-19 school year and one (1) for the 2019-20 school year.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1201 and 33-1203, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3: Educational Attainment, Objective C: Access

**BACKGROUND/DISCUSSION**

Twenty Four (24) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring districts salary based apportionment.

**Boise Independent School District #1**

**Applicant Name:** Heather Bullington

**Content & Grade Range:** Career Technical Education (CTE) Occupational Specialist (OS) – Business Management/Finance 6-12 and CTE – Business Technology Education 6-12

**Certified:** Standard Occupational Specialist with Work-Based Learning Coordinator endorsement.

**Declared Emergency:** July 8, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**CONSENT  
DECEMBER 18, 2019**

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**Summary of Recruitment Efforts:** Applicant is already a certified CTE teacher in the Boise School District. An employee that retired left and the district was unable to offer Personal Business Finance and Business Law/Ethics. With declining enrollment, we could not justify hiring a full-time position. The additional endorsements were needed to round out this employee's schedule and to provide additional opportunities for students at Capital High School. As a result, the candidate was asked if they would teach the classes for the 2019-20 school year. Reviewed by Kristi Enger, Division of Career Technical Education, prior to review by the Professional Standards Commission (PSC).

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Boise Independent School District's request for Heather Bullington without reservation.

**Boise Independent School District #1**

**Applicant Name:** Bartholomew Mestelle

**Content & Grade Range:** Natural Science 6-12

**Certified:** Interim Out-of-State - Chemistry 6/12

**Declared Emergency:** August 12, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were four applicants and three interviews. This is a one year position for an employee that is on a leave of absence, causing limited applicants. This candidate was the best option and had experience teaching both Advanced Placement (AP) and University setting courses. This candidate has no plan or route that will lead to certification.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Boise Independent School District's request for Bartholomew Mestelle without reservation.

**Boise Independent School District #1**

**Applicant Name:** Brittany Zeigler

**Content & Grade Range:** Mathematics 6-12

**Degree:** BA, Elementary Education 5/2019

**Declared Emergency:** August 12, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were zero applicants and zero interviews. The position was posted at part-time mathematics and part-time dance teacher. This candidate has no plan or route that will lead to certification.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Boise Independent School District's request for Brittany Ziegler without reservation.

**Caldwell School District #132**

**Applicant Name:** Chad Lawson

**Content & Grade Range:** All Subjects K-8

**Degree:** 129 semester college credits

**CONSENT  
DECEMBER 18, 2019**

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**Declared Emergency:** August 12, 2019, Caldwell School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were 36 applicants and 10 interviews. The employee that held this position 2018-19 school year was unable to meet the requirements for certification by September 1. Mr. Lawson was a late hire. He is scheduled to graduate with his bachelor's degree at the end of August and will enroll in ABCTE.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Caldwell School District's request for Chad Lawson without reservation.

**Cassia Joint School District #151**

**Applicant Name:** Kaylen Anderson

**Content & Grade Range:** All Subjects K-8

**Degree:** 76 semester college credits

**Declared Emergency:** August 15, 2019, Cassia Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were three applicants and two interviews. Of the three, one had no education or experience, the next was teaching in California and could not guarantee that she could move prior to the beginning of school, the third applicant was selected. This applicant is enrolled in an educator preparation program at Western Governors University (WGU) for Special Education. The previous teacher was moved to another building the last week of July.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Cassia Joint School District's request for Kaylen Anderson without reservation.

**Cassia Joint School District #151**

**Applicant Name:** Grace Campos

**Content & Grade Range:** English as a Second Language K-12 and All Subjects K-8

**Degree:** AA, Liberal Arts 5/2014

**Declared Emergency:** August 15, 2019, Cassia Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** This is Cassia Joint School District and Grace's third request for a provisional certificate. Grace enrolled in WGU for Interdisciplinary Studies (All Subjects K/8) and will add the ESL endorsement. She is frustrated with the program and will contact WGU to possibly change to BA program only. If she is able to convert, she will contact CSI to discuss enrolling in their program for All Subject K/8 and ESL K/12. There were six applicants and two interviews. Ms. Campos is enrolled in WGU in BA teacher prep program and is scheduled to start her student teaching in the Fall 2020. She has 13 years experience in migrant/ESL.

**PSC Review:** The PSC Committee Authorizations Committee met September 19, 2019 and recommends that this is the final Emergency Provisional Authorization

**CONSENT**  
**DECEMBER 18, 2019**

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for these endorsement areas and she will need to have a plan for endorsement areas for a future Alternative Authorization - Content Specialist.

**Cassia Joint School District #151**

**Applicant Name:** Tammy Cooper

**Content & Grade Range:** Health 6-12

**Degree:** AA, General Studies 7/2018

**Declared Emergency:** August 15, 2019, Cassia Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were five applicants and one interview. The health teacher retired and additional computer application classes are needed to accomodate the large incoming freshman class. This candidate has no plan or route that will lead to certification.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Cassia Joint School District's request for Tammy Cooper without reservation.

**Cassia Joint School District #151**

**Applicant Name:** Angela Solis

**Content & Grade Range:** All Subjects K-8

**Degree:** AA, Nursing 5/2016

**Declared Emergency:** September 19, 2019, Cassia Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were four applicants and four interviews. Angela was the closest to being qualified for the position. This applicant is enrolled in an educator preparation program at Grand Canyon University for Elementary Education.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Cassia Joint School District's request for Angela Solis without reservation.

**Hansen School District #415**

**Applicant Name:** James Rife

**Content & Grade Range:** Mathematics 6-12

**Degree:** 63 semester college credits

**Declared Emergency:** September 16, 2019, Hansen School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There was one applicant and two interviews. With only one applicant for the opening, the committee felt that after interviewing the one candidate that they should pursue Mr. Rife. Mr. Rife is excited for the opportunity and is enrolled in CSI in order to complete his associates degree. This candidate has no plan or route that will lead to certification..

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Hansen School District's request for James Rife without reservation.

**CONSENT  
DECEMBER 18, 2019**

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**Idaho Arts Charter #795**

**Applicant Name:** Fauna Woehlke

**Content & Grade Range:** All Subjects K-8

**Certified:** Expired Interim Out-of-State – All Subjects K-8

**Declared Emergency:** August 19, 2019, Idaho Arts Charter Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were no applicants. The district was unaware that the candidate did not complete the interim certificate requirements prior to it expiring of ICLC/ICLA, MTI/TMT and #5001 Praxis II.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Idaho Art Charter's request for Fauna Woehlke without reservation.

**Lakeland Joint School District #272**

**Applicant Name:** Matthew Schug

**Content & Grade Range:** Mathematics 6-12

**Certified:** Expired Interim ABCTE – Mathematics 6-12

**Declared Emergency:** July 27, 2019, Lakeland Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were no applicants. The district was unaware that the candidate did not complete the interim certificate requirements prior to it expiring for his mentor component.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Lakeland Joint School District's request for Matthew Schug without reservation.

**McCall-Donnelly Joint School District #421**

**Applicant Name:** Janell Hodsdon

**Content & Grade Range:** English 6-12

**Certified:** Standard Instructional Certificate with Health 6-12 and PE K-12 endorsements.

**Declared Emergency:** August 12, 2019, McCall-Donnelly Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were six applicants and two interviews. This position was posted twice. The initial candidate withdrew from the position. Janell was part of the second selection process. This candidate has no plan or route that will lead to certification.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends McCall-Donnelly Joint School District's request for Janell Hodsdon without reservation.

**Minidoka County Joint School District #331**

**Applicant Name:** Laree Cook

**Content & Grade Range:** All Subjects K-8

**Degree:** BS, Horticulture 12/2009



**CONSENT**  
**DECEMBER 18, 2019**

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**Declared Emergency:** August 12, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were eight applicants and five interviews for three elementary openings. The candidate is enrolled in ABCTE, but was unable to qualify on the Uniform Standard for Evaluating Content Competency and has not met the content or pedagogy assessment requirement for an alternate route to certification.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Laree Cook without reservation.

**Minidoka County Joint School District #331**

**Applicant Name:** Katelyn Fennell

**Content & Grade Range:** All Subjects K-8

**Degree:** BA, Child Development 4/2018

**Declared Emergency:** July 18, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were three elementary positions available and eight candidates applied. Of the eight candidates, only three were certified. Two certified applicants were hired in addition to Katelyn. She is enrolled in ABCTE, but was unable to qualify on the Uniform Standard for Evaluating Content Competency and has not met the content or pedagogy assessment requirement for an alternate route to certification.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Katelyn Fennell without reservation.

**Minidoka County Joint School District #331**

**Applicant Name:** Jessica Gill

**Content & Grade Range:** All Subjects K-8

**Degree:** 84 semester college credits

**Declared Emergency:** August 12, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were 16 applicants and four interviews for three elementary openings. Of the applicants, only three were certified, two of which had poor references and one did not return the phone call for an interview. This applicant is enrolled in an educator preparation program at Western Governors University for Special Education.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Jessica Gill without reservation.

**Minidoka County Joint School District #331**

**Applicant Name:** Miranda Jones

**Content & Grade Range:** All Subjects K-8

**Degree:** 66 semester college credits

**CONSENT**  
**DECEMBER 18, 2019**

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**Declared Emergency:** July 15, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were three applicants and one interview. Of the three, only one was certified, but the references were not favorable. The previous teacher turned in her resignation 7/1/19. The position was posted that day and stayed open until July 10, 2019. The July 15 board meeting is the last regular meeting to hire staff prior to the first teacher contract date of August 14. This candidate has no plan or route that will lead to certification.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Miranda Jones without reservation.

**Minidoka County Joint School District #331**

**Applicant Name:** Travis Kent

**Content & Grade Range:** CTE OS – General Engineering (PLW) 6-12 and CTE OS – Drafting 6-12

**Certified:** Standard Instructional certificate with a Mathematics 6-12 endorsement

**Declared Emergency:** June 17, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** He held an interim certificate but failed to meet the requirements for Occupational Specialist endorsements of Electronic Technology, Electromechanical Technology, Manufacturing Technology, Computer Assisted Production, Electrical Technology, Drafting, Industrial Electronics and General Engineering (PLW) 6/12. Emergency area of need declared by the school board October 21, 2019. There were no applicants for this position as he was previously certified. Reviewed by Kristi Enger prior to review by the PSC.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Travis Kent without reservation.

**Minidoka County Joint School District #331**

**Applicant Name:** Kelsi Sagers

**Content & Grade Range:** All Subjects K-8

**Degree:** BA, University Studies, 4/2013

**Declared Emergency:** September 15, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were eight applicants and three interviews for three elementary openings. The candidate is enrolled in the CSI non-traditional route educator preparation program, but was unable to qualify on the Uniform Standard for Evaluating Content Competency (Board approved assessment).

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Kelsi Sagers without reservation.

**CONSENT**  
**DECEMBER 18, 2019**

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**Minidoka County Joint School District #331**

**Applicant Name:** Allison Stevenson

**Content & Grade Range:** All Subjects K-8

**Degree:** 65 semester college credits

**Declared Emergency:** August 12, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were 16 applicants and four interviews for three elementary openings. Of the applicants, only three were certified, two of which had poor references and one did not return the phone call for an interview. This applicant is enrolled in an educator preparation program at Western Governors University for All Subjects K/8.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Allison Stevenson without reservation.

**Minidoka County Joint School District #331**

**Applicant Name:** Mary Williams

**Content & Grade Range:** School Counselor K-12

**Certified:** All Subjects K/8, Natural Science 5/9 and Principal Pre-K/12

**Declared Emergency:** August 12, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were five applicants and four interviews. One candidate was hired June 17, 2019 and then declined the position July 10, 2019. There were only two applicants the second time - one was hired July 24, 2019 and then declined the position August 2, 2019. There were no applicants the third time and a veteran teacher offered to take the position for one year only.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Mary Williams without reservation.

**Payette River Technical Academy #794**

**Applicant Name:** Eileen Bromgard

**Content & Grade Range:** CTE OS – Family Consumer Sciences 6-12

**Degree:** BS, Health and Human Services – FCS, 7/2019

**Declared Emergency:** August 13, 2019, Payette River Technical Academy Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** Eileen was on an Alternative Authorization - Content Specialist for 2015-16, 2016-17, 2017-18 and 2018-19. In 2015-16 she was unsure of what program to do. 2016-17 she was not accepted into the cohort at U of I. She now has only one class to take in Spring of 2020, the Praxis II and observations by U of I in order to receive her institutional recommendation. Reviewed by Kristi Enger prior to review by the PSC.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Payette River Technical Academy's request for Eileen Bromgard without reservation.

**Snake River School District #52**

**Applicant Name:** Rebekah Zorrilla

**Content & Grade Range:** All Subjects K-8

**Degree:** BA, International Studies, 4/2018

**Declared Emergency:** August 21, 2019, Snake River School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were three applicants and three interviews. The Kindergarten enrollment increased over the summer and the district decided to add a specialty program to offer a Spanish immersion program to help fill the need of added enrollment and to bridge the need in the community to help students associate more in the Hispanic portion of the community. This candidate has no plan or route that will lead to certification.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Snake River School District's request for Rebekah Zorrilla without reservation.

**Soda Springs School District #150**

**Applicant Name:** Christine Hauger

**Content & Grade Range:** Physical Education 6-12 and Visual Arts 6-12

**Degree:** BA, Communications and Arts, 5/1991

**Declared Emergency:** June 5, 2019, Soda Springs School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There was one applicant and one interview. This candidate had a background in graphic arts and is a certified trainer. This candidate has no plan or route that will lead to certification.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Soda Springs School District's request for Christine Hauger without reservation.

**Victory Charter School #451**

**Applicant Name:** Laura Burns

**Content & Grade Range:** All Subjects K-8

**Degree:** AA, General Studies, 12/2011

**Declared Emergency:** May 24, 2019, Victory Charter School Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There were three applicants and two interviews. Mrs. Burns is working on her bachelor's degree and planning on applying to ABCTE.

**PSC Review:** The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Victory Charter School's request for Laura Burns without reservation.

**IMPACT**

If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

**CONSENT**  
**DECEMBER 18, 2019**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-1201, Idaho Code, “every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education....” Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years accredited college training; except in “trades and industries” (occupational fields) or emergency situations, which must be declared, the state board may authorize the issuance of provisional certificates based on not less than two (2) years of accredited college training.

Section 33-512, Idaho Code, defines substitute teachers as “as any individual who temporarily replaces a certificated classroom educator...” Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In many cases the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Requests for emergency provisional certificates after the end of the school year for funding purposes is not consistent with the requirements of Section 33-1201, Idaho Code.

**BOARD ACTION**

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Heather Bullington, Bartholomew Mestelle, Brittany Zeigler, Chad Lawson, Kaylen Anderson, Grace Campos, Tammy Cooper, Angela Solis, James Rife, Fauna Woehlke, Matthew Schug, Janell Hodsdon, Laree Cook, Katelyn Fennell, Jessica Gill, Miranda Jones, Travis Kent, Kelsi Sagers, Allison Stevenson, Mary Williams, Eileen Bromgard, Rebekah Zorrilla, Christine Hauger and Laura Burns to teach the content area and grade ranges at the specified school districts as provided herein for the 2019-2020 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_