

**STATE BOARD OF EDUCATION MEETING  
August 21-22, 2008  
Idaho State University  
Rendezvous Complex  
Pocatello, Idaho**



**Wednesday, August 20, 2008, 5:00 pm Idaho State University, Rendezvous Complex  
EXECUTIVE SESSION (Closed to the Public)**

Boise State University

TAB 1. A motion to hold an executive session pursuant to Idaho Code Section 67-2345 (c) for the purpose of conducting deliberations regarding acquisition by Boise State University of an interest in real property that is currently owned by private parties.

University of Idaho

TAB 2. A motion to hold an executive session pursuant to Idaho Code Section 67-2345 (f) to consider and advise the Boards' legal representatives in a matter of litigation.

University of Idaho

TAB 3. A motion to hold an executive session pursuant to Idaho Code Section 67-2345 (f) to consider and advise the Boards' legal representatives in a matter of litigation.

University of Idaho

TAB 4. A motion to hold an executive session pursuant to Idaho Code Section 67-2345 (f) to consider and advise the Boards' legal representatives in a matter of litigation.

Lewis-Clark State College

TAB 5. A motion to hold an executive session pursuant to Idaho Code Section 67-2345 (c) for the purpose of conducting deliberations regarding acquisition by Lewis-Clark State College of an interest in real property that is currently owned by private parties.

**EXECUTIVE SESSION ITEMS MAY BE DISCUSSED AND ACTED UPON, IF APPROPRIATE, IN OPEN SESSION.**

**Thursday and Friday, August 21-22, 2008, 8:00 a.m., Idaho State University,  
Rendezvous Complex**

## **BOARDWORK**

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

## **OPEN FORUM**

## **CONSENT AGENDA**

### **BAHR – SECTION I – HR**

1. Boise State University – New Positions, Changes to Positions, Deletions of Positions
2. Idaho State University – New Positions & Changes to Positions
3. University of Idaho – New Positions & Reactivations of Positions
4. Eastern Idaho Technical College – New Positions

### **IRSA**

5. Program Discontinuance: Design Drafting Technology Program – Idaho State University
6. Program Discontinuance: A.A.S. degree in Human Resources Assistant – North Idaho College
7. Program Discontinuance: Technical Certificate in Landscape Technology – North Idaho College

### **PPGAC**

8. Alcohol Permits Issued by University Presidents

## **PLANNING, POLICY & GOVERNMENTAL AFFAIRS**

1. Presidents' Council Report
2. Idaho State University Report
3. Commission for Libraries Annual Report
4. Family Medicine Residency of Idaho Presentation
5. Idaho State University – Alcohol Waiver Request for 2008 Home Games
6. Boise State University – Alcohol Waiver Request for 2008 Home Games

7. Boise State University – Alcohol Waiver Request Relating to Bronco Stadium’s Sky Suites for Home Games & Roady’s Humanitarian Bowl
8. University of Idaho – Alcohol Waiver Request Relating to ASUI Pre-Game Activities for 2008 Football Season
9. Board Policy Section I.M. Annual Planning and Reporting – First Reading
10. College of Western Idaho – Accreditation Agreement

## **INSTRUCTION, RESEARCH & STUDENT AFFAIRS**

### Higher Education

1. Approval of the University of Idaho’s Law School Implementation Plan and legislative appropriation in FY 2010 Budget Request
2. Item has been pulled from agenda
3. Approval of the Eight -Year Plan – Two-Year Update

### K-12

4. Approval of Notice of Intent to Replace the D.A. in English with a Ph.D. in English and the Teaching of English – Idaho State University
5. Update on Deaf/Hard of Hearing and Blind/Visually Impaired Service Delivery Model
6. Statewide Assessment Committee Recommendation/Report

## **BUSINESS AFFAIRS & HUMAN RESOURCES**

### **Section I – Human Resources**

1. University of Idaho – Employment Contract, Head Women’s Soccer Coach

### **Section II – Finance**

1. FY 2010 Budget Requests
  - a. Budget Requests
  - b. Capital Budget Requests
2. Proposed Amendments to Optional Retirement Plan
3. Proposed 403(b) Deferred Compensation Plan
4. First Reading of Amendment to Board Policy, Section V.K. – Construction Projects
5. First Reading of Amendment to Board Policy Section V.W – Litigation
6. Boise State University – Corporate Sponsorship Agreement – St. Lukes/Elks Rehab Services

7. Boise State University – Beverage Services Agreement – Swire Pacific Holdings, Inc.
8. Boise State University – Banking Services Agreement – Wells Fargo Bank
9. University of Idaho – Nancy Cummings Center Project
10. University of Idaho – Interdisciplinary Studio Complex – Art & Architecture Project
11. University of Idaho – Litigation Collection Action 1
12. University of Idaho – Litigation Collection Action 2
13. University of Idaho – Litigation Collection Action 3
14. Lewis-Clark State College – Property Purchase – Clearwater Hall
15. Lewis-Clark State College – Property Purchases - Parking Lots
16. Idaho State University – Alumni House Property Sale/Transfer of Alumni Offices to existing Presidents House

#### **DEPARTMENT OF EDUCATION**

1. Superintendent's Update
2. School District Property Transfer –Lakeland – West Bonner (Nunnalee Petition)
3. School District Property Transfer –Kuna – Meridian
4. Pending Rules – 08-0202-0801- Certification Definitions
5. Pending rules – 08-0202-0802 – Amendment to Professional Growth
6. Pending rules – 08-0203-0802 – Idaho Mathematics Course Standards for Secondary Mathematics
7. Temporary Rule – 08.02.03.004 Content Standards - Chemistry
8. Temporary Rule – 08.02.03.004 Content Standards - Humanities
9. State Longitudinal Data System Grant
10. 2007-2008 Final Accreditation Summary Report of Idaho Schools
11. Professional Standards Commission Appointment
12. Curricular Materials Adoption

#### **Thursday and Friday, August 21-22, 2008, 8:00 a.m., Idaho State University**

Items not completed on Thursday, August 21, 2008 will be carried over to Friday, August 22<sup>nd</sup>.

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

listed order, some items may be addressed by the Board prior to or after the order listed.

1. Agenda Approval

Changes or additions to the agenda

2. Minutes Approval

**BOARD ACTION**

**To approve the minutes from the June 10, 2008 and June 19-20, 2008 Board meeting as submitted.**

3. Rolling Calendar

**BOARD ACTION**

**To approve August 20-21, 2009 as the date and Idaho State University as the location for the August 2009 regularly scheduled Board meeting.**



STATE BOARD OF EDUCATION  
 TRUSTEES OF BOISE STATE UNIVERSITY  
 TRUSTEES OF IDAHO STATE UNIVERSITY  
 TRUSTEES OF LEWIS-CLARK STATE COLLEGE  
 BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO  
 STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION  
 TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND

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**DRAFT MINUTES**  
**STATE BOARD OF EDUCATION**  
 June 18-19, 2008  
 Eastern Idaho Technical College  
 Health Care Education Building  
 Room 6261  
 Idaho Falls, Idaho

A regular meeting of the State Board of Education was held June 18-20, 2008 at Eastern Idaho Technical College in Idaho Falls.

**Present:**

Milford Terrell, President	Paul Agidius, Vice President
Sue Thilo, Secretary	Blake Hall
Richard Westerberg	Tom Luna, State Superintendent

Kenneth Edmunds was able to join the meeting by phone, from Hawaii, for a few hours on the morning of June 19<sup>th</sup>

**Absent:**

Rod Lewis

The Board met at 4:40 p.m. on Wednesday, June 18, 2008, at Eastern Idaho Technical College for Executive Session. A roll call of members was taken. Members Hall, Agidius, Terrell, Thilo, Westerberg, and State Superintendent Luna were present.

**M/S (Agidius/Thilo): To add an item for purposes of evaluating, dismissing, or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent, or public school student to the Executive Session agenda.** Motion carried unanimously.

**EXECUTIVE SESSION**

**M/S (Agidius/Hall): To move into Executive Session pursuant to Idaho Code on Wednesday, June 18, 2008 at 4:45 to discuss the following:**

- (1) A motion to hold an executive session pursuant to Idaho Code Section 67-2345(c) for the purpose of conducting deliberations regarding acquisition by the University of Idaho of an interest in real property that is currently owned by private parties.
- (2) A motion to hold an executive session pursuant to Idaho Code Sections 67-2345(d) and (f) for the purpose of considering documents subject to the attorney-client privilege and exempt from public disclosure and to consider and advise the Board's legal representatives in a matter of probable litigation.

- (3) A motion to hold an executive session pursuant to Idaho Code Sections 67-2345(b) for purposes of evaluating, dismissing, or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent, or public school student.**

A roll call vote was taken: motion carried unanimously (Terrell, Agidius, Thilo, Hall, Westerberg, and Luna all voted Yes).

During Executive Session, the Board discussed and considered: (1) as Regents of the University of Idaho the potential acquisition by the University of Idaho of an interest in real property that is currently owned by private parties; (2) issues related to a matter of probable litigation; (3) issues related to the evaluation, dismissal, or disciplining of, or to hear complaints of charges brought against a public officer, employee, staff member or individual agent, or public school students.

**M/S (Agidius/Hall): To go out of Executive Session.** Motion carried unanimously.

On Thursday, June 19, 2008, the Board convened at 8:17 a.m. at Eastern Idaho Technical College in Room 6261 of the Health Care Education Building. Board President Terrell presided.

## **BOARDWORK**

### 1. Agenda Approval

**M/S (Hall/Agidius): To approve the agenda as amended.** Motion carried unanimously.

Amend the agenda to include a presentation on Rachel's Challenge, and move Tab 2 of Section 2 of the BAHR (Business Affairs and Human Resources) agenda ahead of Tab1 of BAHR-Section 2; and also move BAHR-Section 2, Tab 27 after BAHR-Section 2, Tab 1. Remove Tab 11(GEAR-UP) of the PPGAC (Planning, Policy, and Governmental Affairs) agenda from the agenda.

### 2. Minutes Review/Approval

**M/S (Hall/Thilo): To approve the minutes from April 16-18, 2008 as submitted.** Motion carried unanimously.

### 3. Rolling Calendar

**M/S (Hall/Thilo): To approve June 17-18, 2009 as the date and North Idaho College as the location for the June 2009 regularly scheduled Board meeting.** Motion carried unanimously.

## **ACKNOWLEDGEMENTS**

Board President Terrell presented a plaque of appreciation to Bill Robertson, President of Eastern Idaho Technical College (EITC), who is retiring after 37 years at the College. He introduced Burton Waite who will be the Interim President of EITC.

Board President Terrell introduced Ann Stephens who is the new State Administrator for the Division of Professional-Technical Education. She replaced Dr. Mike Rush who is now the



Executive Director of the Office of the State Board of Education.

Board President Terrell presented a plaque of appreciation to Dr. Tim White of the University of Idaho (UI) who is leaving to take a position in California. He introduced Steven Daley-Laursen who has been appointed as the Interim President of UI. Board President Terrell announced that a search committee had been appointed for the UI President position.

Board President Terrell recognized Peter Morrill, General Manager of Idaho Public Television (IPTV) and noted that IPTV received the Silver Circle Award from the National Academy of Arts and Sciences. This is a highly respected and a most prestigious award.

## OPEN FORUM

Kelly Cameron from Citidel Broadcasting, addressed the Board. He expressed concerns regarding the process that Boise State University (BSU) had followed in selecting Peak Broadcasting to announce its games. He urged the Board to require that BSU explain its rationale for selecting Peak Broadcasting over Citidel Broadcasting and suggested the Board should have BSU start the process over again.

Carol Ashton of Idaho State University's Nursing program addressed the Board. She noted that she was speaking on behalf of the Idaho Nursing Advisory Council which has been studying the nursing shortage. The Council made several recommendations including increasing funding for graduate and doctoral nursing programs. The Council will continue to identify additional strategies and recommendations.

## CONSENT AGENDA

**M/S (Agidius/Westerberg): To approve the Consent Agenda as submitted.** Motion carried unanimously.

### 1. BAHR – Section I – Boise State University – New Positions, Changes to Positions, and Deletions of Positions

**By unanimous consent, the Board approved the request by Boise State University for twenty-one (21) new positions (19.0 FTE); term, salary, FTE change to two (2) positions (2.0 FTE); and deletion of six (6) positions (5.75 FTE).**

### 2. BAHR – Section I – Idaho State University – New Positions and Changes to Positions

**By unanimous consent, the Board approved the request by Idaho State University for eighteen (18) new positions (16.5 FTE).**

### 3. BAHR – Section I – University of Idaho – New Positions

**By unanimous consent, the Board approved the request by the University of Idaho to establish fourteen (14) new positions supported by appropriated and non-appropriated funds.**

### 4. BAHR – Section I – Lewis-Clark State College – New Positions, Changes to Positions, and Deletion of Positions

**By unanimous consent, the Board approved the request by Lewis-Clark State College for fourteen (14) new positions (14.0 FTE), one (1) change in position (.5 to 1.0 FTE), and the deletion of one (1) position (1.0 FTE).**

5. FY 2008 Room and Board Rates

- a. Boise State University
- b. Idaho State University
- c. University of Idaho
- d. Lewis-Clark State College

This is an information item only.

6. IRSA – Quarterly Report – Program Changes Approved by the Executive Director

This is an information item only.

7. PPGAC – Alcohol Permits Issued by University President

This is an information item only.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**

1. Strategic Planning Process of the University of Idaho's Law School

President Tim White introduced Dean Donald Burnett and Chief Justice Eismann to speak to this item. Steve Laursen indicated that this initiative will continue to be a high priority as he takes over as the Interim President.

Dean Burnett explained that today's progress report is a continuation of the discussion regarding the concept of unifying Idaho with one law school in two locations. The implementation plan will be presented to the Board in August.

Chief Justice Eismann discussed the proposed Idaho Law Learning Center. He reported that the Law Library is being relocated because the courts and judges need more space for their offices at the present location. The Law Library is currently in temporary facilities and has had to be downsized considerably. He explained that since the Law Library has to be relocated, it is a good time to look at connecting it to the UI Law School. Chief Justice Eismann indicated that the courts are moving forward with their plans and encouraged the Board to seriously consider the benefits of having a law school located in Boise.

Dean Burnett emphasized that having a second law school in Boise would not undermine or detract from the programs, courses, degrees, or educational opportunities at the UI College of Law in Moscow. Core courses will be offered at each location with an emphasis on professional values and ethics. Subject-area specialties will be offered at each location to avoid undue duplication.

State Superintendent Luna indicated that Board member Lewis had expressed some concerns via email. He urged the UI to review those concerns prior to preparing a proposal for the August Board meeting. Board member Hall pointed out that he had noticed funding will be through private donations, student fees, and funding from the Legislature. He asked for something in writing from the Legislature that verifies it does support this plan and do plan to finance it. He

asked for information on the long-term commitments of private donors as well. Board member Westerberg indicated that he looks forward to reviewing the cost-benefits analysis. He asked for a ratio study to be done as well that shows how this plan will benefit the University.

2. Modification of Existing Program: New Delivery Method and Funding Structure – Bachelor of Science in Nursing, Distance Delivery, Self-Support – Boise State University

**M/S (Thilo/Hall): To approve the request by Boise State University to offer its existing Bachelor of Science in Nursing via distance delivery method using a self-support funding method.** Motion carried unanimously.

Board member Thilo noted this is not a new program and it is fully approved by CAAP.

3. Dual Credit Update

Selena Grace of the Board office updated the Board on this item. Board member Thilo complimented the existing dual/concurrent credit coordinators who have met on an ongoing basis. She noted that this is a high priority item and thanked the Ms. Grace for the information provided in the agenda materials.

State Superintendent Luna indicated that the majority of members of the task force have been identified. Several more will be appointed as well. The intent is to present one plan to the Governor and the Legislature this year.

4. Idaho/Washington Reciprocity Agreement

**M/S (Thilo/Agidius): To direct staff to continue working with the Washington Higher Education Coordinating Board to renew a one-year reciprocity agreement with the State Board of Education, and direct staff and institutions to continue reviewing this matter related to fee waivers and report back to the Board with proposed solutions.** Motion carried 6-1 (Hall voted nay).

Board member Thilo reviewed this item and explained that her motion extends the current agreement by one year and instructs staff to find additional institutions in Washington that would work with Idaho. She indicated that the students of Idaho will benefit from this agreement and explained that Washington has other mechanisms in place for granting waivers to out-of-state students. She noted that Idaho needs to modify its current waiver plan to address how Idaho can better recruit Washington students. She emphasized that should the Board decide not to extend the agreement for one more year, it would compromise the students currently enrolled. Dana Kelly of the Board office indicated that staff is looking at ways to attract more Washington students to Idaho.

Board member Hall indicated that he was concerned that, on the Washington side, only Walla Walla had agreed to the one-year extension. He wanted that fact noted. Board President Terrell indicated he had a similar concern.

Lewis-Clark State College Provost Fernandez reported that the colleges and universities in Idaho value this reciprocity agreement. He explained that, without this reciprocity agreement, Idaho would lose about 100 students. He reiterated that Washington offers reciprocity outside of this agreement through other types of waivers and mechanisms, therefore additional opportunities exist for Idaho students beyond this one agreement.

Dana Kelly explained that there are a number of Washington students in the Idaho system as a result of this agreement and they would be harmed as well. Many of those Washington students would leave Idaho altogether if this reciprocity agreement is not renewed, adversely impacting Idaho. Provost Fernandez noted that a number of Washington students do take advantage of Idaho schools because they live on, or close to the border. Board member Agidius concurred.

Provost Fernandez noted that the institutions can provide waivers outside of this agreement, but there are limits and qualifiers that limit the numbers and kinds of students Idaho can accept or give waivers to. He encouraged the Board to take a serious look at that particular issue.

#### 5. Native-American Higher Education Committee Update

Selena Grace of the Board office reported on this item. Board member Thilo encouraged feedback from the Board members to the Committee. Board member Hall asked if the Tribes have been contacted about using revenue from their casinos to set up scholarships for their students. Board member Thilo noted that in Northern Idaho, the CDA Tribe is extremely generous with North Idaho College and the schools in the Panhandle area. She also pointed out that Board member Agidius will be chairing the Committee. He agreed to pursue that point with the Committee.

#### 6. Recognition of Stevens-Henager College's Accrediting Agency

**M/S (Thilo/Agidius): To recognize the Accrediting Commission of Career Schools and Colleges of Technology (ACCCT) as an approved accrediting organization for the purpose of registering Stevens-Henager College as a postsecondary education institution with the Office of the State Board of Education.** Motion carried 6-0 (Luna absent during the vote.)

Board member Thilo presented this item.

At this time Board member, Ken Edmunds was excused and disconnected from the phone.

#### 7. Idaho English Language Assessment (IELA) Contract Extension

**M/S (Thilo/Agidius): To approve a one (1) year contract renewal with the Office of the State Board of Education and Questar Assessment, Inc., at a cost of \$595,193 in substantial conformance to the form submitted.** Motion carried unanimously.

Board member Thilo presented this item and indicated that this vendor has performed well and that there is no reason to not use them again.

#### 8. Distribution of \$500,000 for Advanced Opportunities Training

**M/S (Thilo/Hall): To approve the plan designed by the Department of Education and the State Board of Education staff to allocate \$500,000 to Idaho's LEAs for teacher training in advanced learning opportunities for students.** Motion carried unanimously.

#### 9. Advanced Placement Test Fee Waiver Program

**M/S (Thilo/Agidius): To transfer all oversight and implementation activities for the**

**Advanced Placement Test Fee Waiver Program to the Department of Education.** Motion carried unanimously.

State Superintendent Luna noted that this transfer is supported by the Department of Education and that it will be seamless.

10. Update on the Deaf/Hard of Hearing and Blind or Visually Impaired Delivery Model Recommendations

Board member Thilo presented this item. She noted a service delivery model has yet to be developed. She explained that the agenda materials include a summary report. A summit is scheduled to be held July 31-August 1, 2008 to maximize group cohesion and understanding of the complexity of the issues. She urged all the Board members to be in attendance if possible. She emphasized that this is to be an inclusive effort. Participants are required to come prepared with an understanding of what has been done to date.

11. Approval of the Idaho Accountability Workbook

**M/S (Thilo/Westerberg): To approve the changes in Board Rule to approve the proposed amendments and ratify the entire Consolidated State Application Accountability Workbook.**

State Superintendent Luna clarified that the motion includes only what is included in the agenda. Board member Thilo affirmed that.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**

1. Presidents' Council Report

President Art Vailas of Idaho State University presented the Presidents' Council report. He noted that the Council had discussed a partnership with the Veterans' Administration (VA) and encouraged Board support for a medical resource center. The Council noted that while the Higher Education Research Council has leveraged non-state dollars for Idaho, the institutions need additional funds in order to be competitive. The Council thanked Dr. Mike Rush for his leadership of the Board staff and, in particular, his efforts in helping to address the challenges the institutions face in implementing an academic calendar that works more effectively and is more timely for what the institutions need to accomplish. The Council will have its August Retreat in Twin Falls and will look at a number of issues including planning, benchmarking, and more transparency in higher education. Dr. Vailas concluded by introducing Dr. Jerry Beck of the College of Southern Idaho as the new chair of the Presidents' Council for the coming year.

Dr. Bob Kustra of BSU commended and recognized Dr. Tim White and thanked him for the excellent collaborative relationship they have enjoyed the past four years. Dr. Kustra and the Presidents' Council wished Dr. White the best.

Dr. Tim White briefly addressed the Board and encouraged it to be aware of the issues. He spoke about the WWAMI program and medical education in Idaho. Dr. White noted that one of his tasks in California is to build a medical school. He offered to work with Idaho in the future on their efforts in that regard given that he will have gained significant experience.

2. Eastern Idaho Technical College Report

Mr. Bill Robertson made his final presentation to the Board. He began by pointing out that the Board meeting was taking place in the new Health Education Building. He thanked the Board for their long support and encouragement over the years in getting this facility built.

Mr. Robertson discussed EITC's mission to provide superior education services in a positive learning environment that supports student success and regional workforce needs. He went on to highlight various programs, services, and planning efforts. EITC's enrollments have been stable over the last several years with the Workforce Training area be the predominate area of enrollments.

Mr. Robertson took a few minutes at the end of his presentation to thank the Board for their support throughout his term as President. He thanked the Board for their recognition of EITC's niche in the educational spectrum. He thanked Board member Hall in particular for his support.

Board President Terrell thanked Mr. Robertson for his hard work and his long tenure at the College. Board member Hall thanked Mr. Robertson for his great success in moving the College forward and all of the partnerships, collaborative efforts, and successes that were accomplished under his leadership.

### 3. Idaho Public Television Progress Report

Peter Morrill of Idaho Public Television (IPTV) reported to the Board. He noted that the federally mandated Analog Shut-Off date is only 243 days away. It has been a 14-year process by the federal government. Idaho is virtually complete with the digital conversion process.

Mr. Morrill discussed the IPTV's FY 2010 budget process and noted one component of the FY 2010 budget request related to the facility used for Idaho Reports and its potential move to the basement of the J.R. Williams Building. IPTV will need to fund upgrades to that facility and a placeholder has been put in place by IPTV for that item.

Mr. Morrill observed that Idaho Legislature Live was successful this past year as it provided a C-SPAN like coverage of a number of meetings by the Legislature. He also reported that IPTV has put together a documentary of Barbara Morgan's longtime quest to go into space. He showed a portion of the documentary for the Board.

Mr. Morrill reported that approximately 60% of IPTV funds come from voluntary contributions, major gifts, grants, and sponsorships. About 24% comes from the State General Funds for the maintenance and administration of the system; none of that is used for programming. IPTV receives the least amount of state support of any other statewide television system. The Friends of Public TV provides significant support as well.

Board member Hall thanked Mr. Morrill and encouraged the other Board members to take time to visit IPTV.

### 4. Idaho Digital Learning Academy Annual Report

Donna Vakili of the Idaho Digital Learning Academy (IDLA) reported to the Board. She noted IDLA is recognized as a quality program which was created to serve as a supplement, not a replacement, to education. It gives Idaho students a choice. IDLA served 6,619 students in 2007-2008 and projects serving 8,600 students in 2008-2009. IDLA's Advanced Placement

numbers are growing as well. A number of new courses are being offered in 2008-2009 such as Mandarin Chinese, several new AP courses, and additional math courses.

IDLA has 190 teachers and they are 100% highly qualified in their content area and hold Idaho teaching credentials. Independent evaluations of the program are conducted throughout the year. IDLA benefits Idaho in a number of ways. It reduces dropout cost, serves homebound students, and provides services to rural communities in terms of electives, AP and Concurrent Credit, and Credit Recovery for students who wouldn't be able to access such things any other way. IDLA assists students by increasing the opportunities for early graduation.

Some challenges for IDLA include recruitment and retention of highly qualified teachers, maintaining growth and quality, local technology, structure and support restrictions, and increasing awareness on the part of students and parents that IDLA is a viable choice.

Board President Terrell asked the Presidents' Council to appoint someone to work with IDLA so that the colleges and universities can be of help.

#### 5. Reappointment of Idaho Board of Library Commissioners Appointment

**M/S (Hall/Agidius): To approve the reappointment of R. Bruce Noble to the Idaho Board of Library Commissioners for a term beginning July 1, 2008 and ending June 30, 2013. Motion carried unanimously.**

#### 6. Approval of University of Idaho Alcohol Waiver Request for 2008 Home Football Games

**M/S (Hall/Agidius): To approve the request by the University of Idaho to establish secure areas for the purpose of allowing the above specified pre-game activities (Vandal Game Day, Corporate Tent Area, and President's Circle Pre-Game Function) for the 2008 home football season, such events to be in compliance with Board policy Section I.J, and the following conditions:**

- (1) These service area shall be secure, and surrounded by a fence to control access to and from the game.**
- (2) The pre-game events shall be limited to four hours, ending at kick-off.**
- (3) Alcohol-making or distributing companies may not sponsor the activities or tents.**
- (4) UI shall use a color-coded wrist band or pass admission system to identify attendees and invited guests.**
- (5) UI shall send companies sponsoring a corporate tent a letter outlining the Board's alcohol policy and further conditions set by the Board. The letter will state that the minimum drinking age in Idaho is 21 and that at no time may they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.**
- (6) There must be no more than two entry points, each manned by security personnel, for the secure area.**
- (7) Security personnel shall be located throughout the secure service area to monitor use of wristbands, patron behavior, and entrance and exit.**
- (8) No person may exit the secure area with alcoholic beverages.**
- (9) Tent sponsors shall insure and indemnify the State of Idaho, the State Board of Education, and the Board of Regents of the University of Idaho, and the University of Idaho for a minimum of \$2,000,000, and shall obtain the proper permits and licenses.**
- (10). The area is for sponsors to entertain clients/guests for the fall of 2008 home football games, including the sales and service of alcohol.**
- (11). This exception is only for the 2008 football season; the University shall bring the**

**matter back to the Board after the conclusion of the 2008 football season for reconsideration for 2009.**

Motion carried unanimously.

At this time Board member Hall was excused from the meeting for a length of time. Board member Agidius took over his agenda items.

7. Temporary/Proposed Rule Change – IDAPA 08.02.03.111 – Assessment in the Public Schools

**M/S (Westerberg/Luna): To waive the requirement for second grade ISAT testing as established in IDAPA 08.02.03.111.06(c) for the 2008-2009 school year.** Motion carried 5-0 (Hall excused absent).

**M/S (Westerberg/Thilo): To waive the requirement for ninth grade ISAT testing as established in IDAPA 08.02.03.111.06(j) for the 2008-2009 school year. And to direct staff to develop a budget item for 9<sup>th</sup> grade testing as part of the budget request that goes to the Legislature in 2009.** Motion carried 5-0 (Hall excused absent).

**M/S (Luna/Agidius): To waive the fall ISAT as established in IDAPA 08.02.03.111.07 requirement for the 2008-2009 and eliminate offering the test for fall 2008.** Motion carried 5-0 (Hall excused absent).

**M/S (Agidius/Luna): To approve the Temporary and Proposed Rule change to IDAPA 08.02.03.111.04 to include the science requirement for first year LEP students, effective August 15, 2008.** Motion carried 5-0 (Hall excused absent).

Board member Agidius asked State Superintendent Luna to lead the discussion on this item. Mr. Luna explained that the committee that was formed met numerous times and conducted a sweeping survey related to the value of assessments. A number of recommendations and proposals came out of that committee. He and Mr. Westerberg served on that committee.

One of the recommendations from the committee dealt with second grade ISAT and whether to permanently eliminate it, or just waive it for another year. In any case, there are financial restrictions that make it impossible to conduct the test next year. Mr. Luna and Board member Westerberg both indicated that the committee recommended the elimination of the test. Mr. Westerberg noted that the committee was clear that it did not feel there was any value in terms of the cost of the second grade test.

Mr. Luna explained that a longitudinal data system that is being put together could use the data that comes from the second grade test. For that reason he recommended waiving, rather than eliminating, the test for another year. Mr. Luna and Mr. Westerberg agreed that there is not a downside to waiving the test at this time.

State Superintendent Luna made a similar argument related to the 9<sup>th</sup> grade ISAT test and asked that it be waived for one more year. Board President Terrell asked the motion include putting the 9<sup>th</sup> grade test into the financial package for the budget request so that the Legislature understands that the Board wants it.

State Superintendent Luna discussed the problems with the fall ISAT which include the timing of the test and the fact that it is not a growth or adaptive test. Nor is it an analysis. All of these



things lessen its value. If the fall test is eliminated it saves about \$400,000. If it is optional and just one school decides to use it, there is no cost-savings. Mr. Luna recommended eliminating the ninth grade ISAT. Board member Westerberg indicated that the committee recommended making the test optional. He agreed with Mr. Luna that even if only one school uses it, it will cost significant funds. He suggested waiving it for a year.

Scott Christie of the Board staff explained how the elimination of the fall ISAT would impact the current budget request. Matt Freeman of the Legislative Service Office was invited to address that point. Mr. Freeman indicated that when the Board and State Superintendent met with the legislative co-chairs, they indicated that they would be open to reconsidering the fall test. There is currently, in the base a line for fall testing so the question would be whether or not that money could be re-directed to 9<sup>th</sup> grade testing. The Board would need to keep in mind that it would need to increase the request to take into consideration the additional amount that would be required.

8. Temporary/Proposed Rule Change – IDAPA 08.01.04 – Rules Governing Residency Classification

**M/S (Agidius/Westerberg): To approve the Temporary and Proposed Rule Governing Residency Classification, IDAPA 08.01.04, effective August 1, 2008.** Motion carried 5-0 (Hall excused absent).

9. Proposed Rule Change – IDAPA 08.02.04.300 – Rules Governing Public Charter Schools

**M/S (Agidius/Luna ): To approve the proposed rule change to IDAPA 08.02.04.300.03, Rules Governing Public Charter Schools, defining minimum requirements for charter schools' annual programmatic operations audits.** Motion carried 5-0 (Hall excused absent).

10. Proposed Rule Change – IDAPA 47.01.01 – Rules of the Division of Vocational Rehabilitation

**M/S (Agidius/Luna): To approve the proposed rule change to IDAPA 47.01.01, clarifying language regarding the Field Service Manual, and adding requirements for provider transparency.** Motion carried 5-0 (Hall excused absent).

11. PULLED

12. Institutional/Agency 2008 Strategic Plans

**M/S (Agidius/Westerberg): To approve the 2009-2013 Institution, Agency, and Special/Health Program Strategic Plans as submitted.** Motion carried 5-0 (Hall excused absent).

Dr. Rush thanked Board staff and the institutions for their hard work in pulling all of these items together in consistent form. In explaining why some institutions had deviated from the plan, Tracie Bent of the Board office indicated that some of the institutions were unable to conform to the requested formatting in the time allowed. They will be able to do so next year.

13. Institution/Agency 2008 Performance Measures

This is an information item only.

14. 2009 Legislative Ideas

**M/S (Agidius/Westerberg): To approve all three (3) legislative ideas as submitted, and to direct staff to submit proposals through the Governor's legislative process.** Motion carried 5-0 (Hall excused absent).

Board member Agidius presented this item and briefly reviewed each idea.

**AUDIT COMMITTEE**1. Audit Committee Update

Board member Thilo presented this item. She noted that the Audit Committee is working on the charter to address specific issues. The charter will come before the Board in August. The Audit Committee unanimously approved the 2008 audit fees and has also been working with all of the institutions to identify primary foundation operating agreements.

Board President Terrell pointed out that the Audit Committee needs three people with accounting expertise, and who have no connection or relationship to any of the institutions. He asked the Board members to think about who might be added to the committee.

**BUSINESS AFFAIRS AND HUMAN RESOURCES****Section I – Human Resources**1. Boise State University – Request for New Position Appointment – Distinguished Educator in Residence

**M/S (Westerberg/Agidius ): To approve the Distinguished Educator in Residence position.** Motion carried 5-0 (Hall excused absent).

BSU President Dr. Robert Kustra presented this item. He explained that having Barbara Morgan back in Idaho will have a positive impact on Idaho. Her husband Clay Morgan, a successful novelist, is also joining the BSU faculty. The funding for Ms. Morgan's first year is from money set aside from the Fiesta Bowl revenues.

2. Boise State University – Employment Contract – Distinguished Educator in Residence

**M/S (Westerberg/Thilo): To approve the request by Boise State University to enter into a four-year contract with Barbara Morgan as Distinguished Educator in Residence, in substantial conformance to the form submitted to the Board, and to authorize the President of Boise State University to execute the contract.** Motion carried 5-0 (Hall excused absent).

3. Boise State University – Employment Contract – Head Men's Basketball Coach

**M/S (Westerberg/Agidius): To approve the request by Boise State University to enter into a long term employment agreement as submitted with Greg Graham as Head Men's Basketball Coach.** Motion carried 5-0 (Hall excused absent).

Kevin Satterlee of BSU presented this item. He reported that changes in the contract have to do

with limitations on the five-year cap. State Superintendent Luna noted he was impressed with the original contract because it was based on performance. He asked that, in the future, that the Board look at the language that limits the contracts to five years.

Board President Terrell appointed Board member Agidius to be the contact person to work with State Superintendent Luna to look at that issue. As a side note, Board President Terrell recommended looking at multi-year contracts for the Presidents as well.

4. Idaho State University – Employment Contract – Head Women’s Volleyball Coach

**M/S (Westerberg/Thilo): To approve the request by Idaho State University for a multi-year employment agreement as submitted for Chad Teicher, the Head Women’s Volleyball Coach (1.0 FTE).** Motion carried 5-0 (Hall excused absent).

5. Idaho State University - Employment Contract – Head Women’s Basketball Coach

**M/S (Westerberg/Thilo): To approve the request by Idaho State University for a multi-year employment agreement as submitted for Seton Sobolewski, the Head Women’s Basketball Coach (1.0 FTE).** Motion carried 5-0 (Hall excused absent).

**BAHR - Section II – Finance**

2. Idaho National Laboratory Update -- Center for Advanced Energy Studies (CAES) (this item was moved up in the agenda)

Harold Blackman, Interim Director for CAES, briefly reported on the progress of the Center for Advanced Energy Studies. He noted that the building is progressing well. Other funds have been procured which will help complete the building and also to equip the building. In terms of what is happening inside the Center, about five years ago Idaho had ten or fewer students enrolled in nuclear energy engineering and education. That is turning around and this Center is one of the reasons.

In regards to the funding picture, the Laboratory is continuing to invest approximately two million dollars per year towards procuring equipment. In addition, the Department of Energy is also providing support as well. Over the next year the programmatic funding will be about three million dollars.

1. FY 2009 Allocation – Center for Advanced Energy Studies (CAES)

**M/S (Westerberg/Agidius): To allocate the \$1,603,100 FY 2009 legislative appropriation for the Center for Advanced Energy Studies contained in House Bill 610 to Boise State University, \$512,700; Idaho State University, \$692,900; and University of Idaho, \$397,500.** Motion carried 5-0 (Hall excused absent).

27. FY 2009 Center for Advanced Energy Studies – CAES (this item was moved up in the agenda)

**M/S (Westerberg/Luna): To approve the request by Boise State University, Idaho State University, and the University of Idaho to expand the budget approval for the CAES building in Idaho Falls to authorize application of two million dollars of additional INL Settlement proceeds to the project as set out in the joint letter of the presidents of these**

three institutions dated December 14, 2007. Motion carried 5-0 (Hall excused absent).

3. NCAA Academic Progress Reports

Board member Westerberg presented this information.

4. FY 2008 Intercollegiate Athletic Reports

- a. Boise State University
- b. Idaho State University
- c. University of Idaho
- d. Lewis-Clark State College

Board member Westerberg presented this information item.

Board member Hall returned at this time.

5. FY 2009 Student Health Insurance

- a. Boise State University
- b. Idaho State University
- c. Lewis-Clark State College

Board member Westerberg presented this information item and noted that the health insurance issue for UI came before the Board in April.

6. FY 2009 Operating Budgets

**M/S (Westerberg/Agidius): To approve the FY 2009 operating budgets for the Office of the State Board of Education, Idaho School for the Deaf and Blind, Idaho State Historical Society, Idaho Commission for Libraries, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Postsecondary Professional-Technical Education, Agricultural Research/Extension, Health Education, and Special Programs.** Motion carried unanimously.

Board member Westerberg presented this item.

7. FY 2010 Line Items

**M/S (Westerberg/Hall): To accept the Line Items requests from the agencies and institutions and to direct the Business and Human Resources Committee, in cooperation with the Division of Financial Management and the agencies and institutions, to develop a list of Line Items in priority order to be approved at the August Board meeting.** Motion carried unanimously.

Board member Westerberg presented this item. He noted that work on these items needs to continue and the motion indicates that as well. Board President Terrell observed that the institutions need to be quick in getting details to the Board if there are additional requests that need to be considered. This comment was in regards to the presentation made during Open Forum related to the nursing program.

8. University of Utah Contract

**M/S (Westerberg/Thilo): To approve the three-year contract between the University of Utah School of Medicine and the State Board of Education as submitted.** Motion carried unanimously.

Board member Westerberg presented this item.

9. Boise State University – Boise Office Equipment Sponsorship

**M/S (Westerberg/Thilo): To approve Boise State University's request to enter into a corporate sponsorship agreement with Boise Office Equipment in accordance with the terms in the attached final draft of the agreement.** Motion carried unanimously.

Board member Westerberg presented this item.

10. Boise State University – Dodge Sponsorship

**M/S (Westerberg/Agidius): To approve Boise State University's request to enter into a corporate sponsorship agreement with Northwest Dodge Dealers in accordance with the terms in the attached final draft of the agreement.** Motion carried unanimously.

Board member Westerberg presented this item.

11. Boise State University – Law Enforcement Contract

**M/S (Westerberg/Thilo): To authorize Boise State University to enter into a law enforcement and security services annual contract with the Boise Police Department, not to exceed \$807,664, with the option of three (3) one-year extensions, not to exceed \$3,378,963 over the life of the contract.** Motion carried unanimously.

Board member Westerberg presented this item.

12. Boise State University – Peak Media Agreement

**M/S (Westerberg/Hall): To approve the request by Boise State University to enter into a two-year radio rights broadcasting agreement with Peak Broadcasting pending State Board of Education legal review and Executive Director approval of the final negotiated agreement.** Motion carried unanimously.

Board member Westerberg presented this item. Board member Hall noted he was seconding the motion because he wanted discussion on this item based on the comments made during Open Forum. A lengthy discussion followed.

President Kustra reported he was personally involved in the process and that an objective ranking and rating system was used to evaluate the bids. BSU's attorney, Kevin Satterlee, reviewed the ranking to make sure it was fair. The entire process was carefully vetted among staff that had expertise in the area. Dr. Kustra emphasized that BSU had done everything possible to make sure the entire process was transparent and above-board.

In discussing the various points, Dr. Kustra and Kevin Satterlee gave several examples as to why BSU selected Peak Broadcasting. Dr. Kustra explained that one advantage of Peak's proposal is that it could extend coverage across the state and beyond the state. KBOI, under

Citadel, could not. On another point, while Citadel put a value on a Saturday morning radio program, BSU did not because BSU had tried that previously and found it didn't work because it put an additional burden on BSU players and faculty. Also, Citadel's bid included ticket giveaways and the promotion of those tickets which benefited the radio station, but was not of value to BSU.

Mr. Satterlee pointed out that the scoring was close, but Peak ranked higher by a few points. He explained that the RFP asked for ideas as to how the company would promote BSU athletics. One of the items BSU required was that the winning bidder had to agree that, during BSU programs, the company would not take advertisements from competing entities. Peak agreed to do that, but Citadel did not.

Mr. Luna suggested that the Board is bound to look for the most revenue that would be generated for the institution. Board member Hall clarified that it is the total value of the package, not just the revenue generated, which needs to be considered.

Board member Hall asked if the criteria had been weighted. Mr. Satterlee indicated that all the criteria carried equal weight. He explained that Peak rated higher on some and Citadel rated higher on others, but overall, Peak came out ahead.

Board member Hall noted that Citadel put a dollar value on what their proposal would bring to BSU and BSU had to decide if those calculations were the same. Mr. Satterlee explained that Peak offered post-season incentives that are worth more to the institution than Citadel's bid. Citadel's proposal was more without the post-season incentives, but did not speak at all to post-season incentives.

Board member Hall asked about airtime estimates. Mr. Satterlee explained that BSU operates under State Board policy that requires the institution to maximize the returns in revenues, assets, or benefits. In putting a dollar value on the airtime to carry the games all throughout the state, BSU had to weigh the breadth of Citadel's coverage versus what Peak could offer. Mr. Satterlee noted again that BSU looked at the overall bid. In addition, BSU believes that it will play some post-season games which will provide more cash to the University.

Dr. Kustra noted the committee members did the scoring independently and still came up with very similar results. He indicated that while he was lobbied by several of the bidders to give them the contract, Peak was not one of them. Dr. Kustra reiterated that BSU took great care to make sure the University distanced itself from every possible perception of wrong-doing.

Based on the details presented by BSU, Mr. Luna indicated he would be voting in favor of the motion.

### Rachel's Challenge Presentation

At this time the Board interrupted its regular agenda to hear a presentation on Rachel's Challenge by Doug Armstrong General Manager of KTVB in Boise, Idaho.

Mr. Armstrong talked about Rachel's Challenge and the March for Youth that KTVB promoted to deliver a community-wide message of anti-violence and anti-bullying. This all came about as a result of the murder of Rachel Scott in the shootings at Columbine High School in Colorado. The desire was to create a community environment that had a positive impact on students, schools, and the entire community. Mr. Armstrong noted that this was a school-assembly

program and he asked the Board to encourage all of the schools and districts in Idaho to promote the program. He promised that the media would be a partner in the effort statewide.

Mr. Luna thanked Doug Armstrong and KTVB. He noted that KTVB has been a long-time promoter of quality programs for youth. Mr. Luna indicated that a repeated concern and comment he hears from the schools and students has to do with school and student safety. He encouraged the Board to support this effort statewide.

**M/S (Agidius/Hall): To endorse the community action program known as Rachel's Challenge: A program that commits students, their parents and families to make a difference in their lives, to pay-it-forward, and know that as a result, our communities, our schools, and our lives will be better.** Motion carried unanimously.

At this time the Board returned to its regular agenda

13. Boise State University – Center for Environmental Science and Economic Development Project

**M/S (Westerberg/Thilo): To approve Boise State University's request to proceed with construction of the Center for Environmental Sciences and Economic Development for a total project cost not to exceed \$42,889,642. The University may not proceed with construction of this project prior to Board approval to issue debt.** Motion carried unanimously.

Stacy Pearson of BSU presented this item. She noted that BSU anticipates this will be a five-story, interdisciplinary center. BSU is seeking approval to proceed with construction which includes preparing the bid documents and going to the Division of Public Works. The finance plan will be brought back to the Board at a later date for its consideration and approval.

14. Boise State University – American Campus Communities – Student Housing Update

Stacy Pearson of BSU discussed the demand for student housing. It is an update on a previously discussed item. Ms. Pearson noted BSU had issued a request for information to have a private entity build student housing on BSU property utilizing a ground-lease. They have found a partner who has done this kind of work before at Arizona State. The partner is American Campus Communities. This item will come back to the Board for approval sometime in the fall.

15. Idaho State University – Emergency Notification System

**M/S (Westerberg/Agidius): To approve Idaho State University's request to exchange two approved DPW Alteration and Repair projects for two emergency notification projects for the Pocatello and Idaho Falls campuses.** Motion carried unanimously.

16. University of Idaho – Auen Property Acquisition

**M/S (Westerberg/Agidius): To approve the acquisition of a five acre parcel adjoining the Nancy M. Cummings Research, Extension and Education Center near Salmon, Idaho, and to authorize the University of Idaho's Vice President for Finance and Administration to execute the conveyance deed in substantial conformance to the form submitted to the Board as Exhibit B in the Purchase and Sale Agreement (Attachment 1).** Motion carried unanimously.

Lloyd Mues of the University of Idaho presented this item. He noted that the College of Agriculture has the funds on hand to purchase this property.

17. University of Idaho – Transit Services Agreement

**M/S (Westerberg/Hall): To authorize the University to take such actions necessary to complete the contract between University of Idaho and Wheatland, and to authorize the Executive Director of the State Board of Education to approve the final contract before execution by the University, subject to review by the Board’s legal counsel.** Motion carried unanimously.

Lloyd Mues presented this item to the Board. Funds from student activity fees will be used along with funds from UI and Washington State University. He noted that the current agreement expires August 2008. He explained that the reduction in services is based solely on the cost of fuel.

18. University of Idaho – Health and Welfare Benefits Consulting Services Contract

**M/S (Westerberg/Thilo): To approve the agreement between the University of Idaho and Buck Consultants, LLC, in substantial conformance to the form submitted to the Board in Attachment 2, and inclusive of the (1) University of Idaho Request for Proposals Number 08-16J; (2) Buck Consultants, LLC’s response dated October 24, 2007; and (3) University of Idaho General Terms and Conditions.** Motion carried unanimously.

At this time Board member Hall was excused to take a conference call. Item 19 was delayed until his return.

19. University of Idaho – Harbor Center Lease (this item was delayed until the end of the meeting)

20. University of Idaho - -West Virginia University and IRF Agreement

**M/S (Westerberg/Agidius): To approve the agreement between the UI and West Virginia University, in substantial conformance to the form submitted to the Board in Attachment 1.** Motion carried 5-0 (Hall excused absent).

21. University of Idaho – Renovation of SUB Ballroom

**M/S (Westerberg/Agidius): To approve the request by the University of Idaho to implement the planning, design, and construction of a Capital Project for the renovations and improvements of the Student Union Building Ballroom, University of Idaho, Moscow, Idaho, in the amount of \$1,000,000. Authorization includes the authority to execute all necessary and requisite consulting, construction, and vendor contracts to fully implement the project.** Motion carried 5-0 (Hall excused absent)

Lloyd Mues presented this item.

22. University of Idaho – Renovation of Recital Hall – Music Building

**M/S (Westerberg/Agidius): To approve the request by the University of Idaho to execute**



**all necessary contracts in support of design for the renovations of the Music Building Recital hall in an amount not to exceed \$157,500. This approval is contingent upon passage of the supplemental bill currently before Congress to modify use of the existing HUD grant funding held by the University.** Motion carried 5-0 (Hall excused absent).

Lloyd Mues presented this item which had to do with the use of HUD money that the UI received years ago. It appears that the UI will receive permission from the federal government to use those funds. If that turns out not to be the case, then the project will not proceed. However, the UI does need to show intent to use these funds before the end of the fiscal year. Board President Terrell emphasized that both requests are contingent upon passage of the supplemental bill by Congress.

23. University of Idaho – Improvement to Archival Facilities – Library

**M/S (Westerberg/Luna): To approve the request by the University of Idaho to execute all necessary contracts in support of a \$1,433,186 project to design and renovate the Lionel Hampton International Jazz Collection archival space within the Library. This approval is contingent upon passage of the supplemental bill currently before Congress to modify use of the existing HUD grant funding held by the University.** Motion carried 5-0 (Hall excused absent).

Lloyd Mues presented this item. Mr. Mues noted that the UI will bring these projects back to the Board before they move forward.

24. University of Idaho – ICLES (Dairy) Update

Lloyd Mues presented this item.

25. University of Idaho – Settlement Agreement

**M/S (Westerberg/Luna): To approve the settlement terms discussed in executive session, as set forth in the written settlement agreement presented to the Board in open session, and to authorize the President of the Board to execute the settlement agreement.** Motion carried 5-0 (Hall excused absent)

26. Opportunity Scholarship

**M/S (Westerberg/Luna): To approve the maximum amount of the Idaho Opportunity Scholarship, to be \$3,000 per year (\$1,500/semester) for those applicants who are selected to receive or renew the Idaho Opportunity Scholarship for the Fiscal Year July 1, 2008 – June 30, 2009.** Motion carried 5-0 (Hall excused absent)

**M/S (Westerberg/Agidius): To set the Cost of the Attendance to be used in the formula that determines the award for the Opportunity Scholarship at a maximum of \$16,500 for the FY 2009 academic year.** Motion carried 5-0 (Hall excused absent)

**M/S (Westerberg/Agidius): To approve the student contribution for the FY 2009 academic year at \$5,000, and to accept the Federal Academic Competitiveness and Smart grants along with other student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution. In cases where further clarification is needed to determine whether aid counts towards the student responsibility, the Board appoints the**

**Student Affairs Program Manager or the designee of the Executive Director, to make these determinations on behalf of the Board.** Motion carried 5-0 (Hall excused absent)

Board member Westerberg presented this item.

27. FY 2009 Center for Advanced Energy Studies – CAES – moved up in the agenda

28. Acquisition of Properties – LCSC

**M/S (Westerberg/Luna): To approve the request by Lewis-Clark State College (LCSC) to negotiate with the owners of the properties at 1014 4<sup>th</sup> St., 1024 4<sup>th</sup> St, and the leased property on Lots 5, 6, and 7, Block 2, Holcomb's First Addition, Lewiston; and to approve the attached resolution authorizing LCSC to acquire fee title to the third-names property (Lots 5, 6, and 7) by condemnation under the provision of Idaho Code should the President of LCSC determine that such action is necessary.** Motion carried 5-0 (Hall excused absent)

#### DEPARTMENT OF EDUCATION

1. Superintendent Update

Tom Luna commented briefly.

2. Administrative Staff Allowance Waiver Requests to Meet Accreditation Standards

**M/S (Luna/Agidius): To approve the request by the Moscow School District #281 for additional administrative staff to meet accreditation standards to be funded by the FY 2008 Public School appropriation in the amount of \$26,966.82.** Motion carried 5-0 (Hall excused absent)

3. Evidenced-Based Intervention Tool for the Idaho Math Initiative

**M/S (Luna/Thilo): To approve the adoption of Evidence-Based Intervention math curricular materials and their related instructional materials as recommended by the Curricular Materials Selection Committee as submitted.** Motion carried 5-0 (Hall excused absent)

4. Curricular Materials Selection Committee Appointment

**M/S (Luna/Thilo): To approve the appointment of Emily Perkes as a parent representative to the Idaho State curricular Materials Selection Committee.** Motion carried 5-0 (Hall excused absent)

5. Professional Standards Commission Appointment

**M/S (Luna/Thilo): To approve Dan Sakota as a member of the Professional Standards Committee for a term of three years representing secondary classroom teachers.** Motion carried 5-0 (Hall excused absent).

**M/S (Luna/Thilo): To approve Rochelle Rose as a member of the Professional Standards Committee for a term of three years representing school counselors.** Motion carried 5-0

(Hall excused absent).

6. Transportation – Students Less Than One and One-Half Mile

**M/S (Luna/Thilo): To approve the requests by one hundred school districts and twelve charter schools to transport students less than one and one-half miles.** Motion carried 5-0 (Hall excused absent).

7. Transportation -- Waiver of Student Transportation Funding Cap

Tom Luna explained that the 2007 Legislature clarified how districts could qualify for the waiver. Based on that language, the Department of Education brought following waiver requests to the Board's attention.

7a. Buhl School District

**M/S (Luna/Thilo): To approve the request by the Buhl School District for a waiver of the 103% transportation funding cap, and set a new cap percentage rate for the fiscal year 2007 of 111.3%.** Motion carried 5-0 (Hall excused absent).

7b. Garden Valley School District

**M/S (Luna/Agidius): To approve the request by Garden Valley School District for a waiver of the 103% transportation funding cap, and set a new cap percentage rate for the fiscal year 2007 of 143%.** Motion carried 5-0 (Hall excused absent).

7c. Horseshoe Bend School District

**M/S (Luna/Thilo): To approve the request by Horseshoe Bend School District for a waiver of the 103% transportation funding cap, and set a new cap percentage rate for fiscal year 2007 of 128%.** Motion carried 5-0 (Hall excused absent).

7d. Kellogg School District

**M/S (Luna/Thilo): To approve the request by Kellogg School District for a waiver of the 103% transportation funding cap, and set a new cap percentage rate for fiscal year 2007 of 108.9%.** Motion carried 5-0 (Hall excused absent).

7e. Moscow School District

**M/S (Luna/Westerberg): To approve the request by Moscow School District for a waiver of the 103% transportation funding cap, and set a new cap percentage rate for fiscal year 2007 of 109.7% or \$28,920.00.** Motion carried 5-0 (Hall excused absent).

At this time the Board returned to item 19 of the BAHF Finance Agenda. Board member Hall returned to the meeting as well at this time.

19. University of Idaho – Harbor Center Lease – postponed until later in the agenda.

Board member Westerberg presented this item. Dr. Tim White reported that UI had offered

academic programs in North Idaho since 1982. This proposal responds to an interest by North Idaho for the UI to continue its offerings and to expand capacity. Dr. White noted that the window of opportunity is open right now as the Coeur d'Alene City Council is prepared to move forward on this effort this week. He asked the Board for their careful consideration of this request.

Kent Nelson of UI briefly presented the facts. Currently, UI leases space in the Harbor Center and the lease expires in 2010. He noted the City is prevented, by legal restrictions from selling the property in question outright, but it can enter into the proposed long-term lease. The proposed solution would allow UI to acquire from the City guaranteed long-term leasehold in the Harbor Center property for a single payment of \$1.3 million.

The proposal includes the existing building and parking on a 7.2 acre parcel which has the potential for up to two additional buildings which will meet future needs of the collaborative four-year institutions. The possible bonus is that if the City is able to work with North Idaho College (NIC) for acquisition of the Mill Site property, the City will deed 2.5 acres adjacent to the NIC campus to UI and University growth will occur on this site. UI prepared an analysis of potential sites and concluded that the Harbor Center plus the 2.5 acres adjacent to NIC is the best site based on the analysis for UI to expand.

A lengthy discussion followed. It was explained that the master lease was negotiated in 2002. In addition, because of the way the property was acquired, it can't be sold for anything less than appraised value. It was clarified that all three times when the UI entered into agreements with the City, the City was not aware that it could not sell the property for less than appraised value. The current proposal is now to purchase 2.5 acres and to lease the rest of the property. The UI will receive all of the substantial rights.

Board member Hall clarified that the UI essentially will be going from owning the property as agreed upon in all three agreements to leasing the property. Lloyd Mues agreed that Mr. Hall is correct that the UI had the understanding that it was going to purchase the property. He explained until the sale of the Mill site, nobody knew that the City could not sell UI the Harbor Center property. He noted that the Mill site will be a better site than the Harbor Center for offering classes. It is a better value and is a better return on investment. In addition, if that turns out not to happen, then the UI would still have the Harbor Center.

Board member Thilo noted that the proposal would allow UI to be in a very long term lease on a building that is already built on land that is very desirable at a very attractive lease rate. Looking at it from the City's point of view they could be leasing this property to another party for substantially more money. Lloyd Mues agreed that it is evident by the numbers that UI would be leasing the property for below market dollars.

Board member Thilo noted that UI has exercised good judgment and analysis to determine what is best at this time. She suggested that it is not constructive to ask what-if questions and went on to emphasize that this is a good opportunity for higher education and for the community. Board member Agidius agreed that it is apparent from the facts that this is the best deal for the UI.

Mr. Luna noted that the interest by the Board in the education corridor in North Idaho seems to have been lacking. It didn't support the concept of the education corridor previously and also did not show interest in touring the area when it met in North Idaho when the opportunity presented itself. If this is approved, it could be a catalyst to get others on board in this movement to

support the education corridor.

Board member Hall asked if any studies were done on the primary return ratio if this effort is undertaken. Lloyd Mues indicated that UI had not done so as yet, but funds for that effort have been set aside.

Larry Brannen of UI noted that a master plan had been under development this past year. The people supporting that were North Idaho College, Lewis-Clark State College, University of Idaho, and the City of Coeur d'Alene. Although it is not finalized, it does lay out that this area is ideal for education. The next step is to acquire the site and then continue the master planning. He agreed that no master plan had been presented to the Board as yet, but the plan would come back to the Board in the future. He noted that the existing building is full. The next stage is to plan out the next building and they are waiting to have a site and the funds before moving forward with that.

Mr. Hall suggested that it might be appropriate that the agreement be between the State Board of Education and the City of Coeur d'Alene rather than the UI and the City. Board President Terrell indicated he would like more time to digest the information in the document and to also get more input from the other institutions. He also would like to see a master plan.

Mr. Luna asked if this is a time-specific offer. Mr. Nelson indicated that while there is not a time-specific requirement, the City of Coeur d'Alene could decide, at anytime, to go in another direction.

**M/S (Terrell/Hall): To postpone continuation of this subject to an unidentified date in September when all Board members and the institutions can get together to weigh in on the matter.** Motion carried 5-1 (Thilo voted nay).

#### **OTHER BUSINESS**

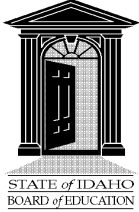
Board President Terrell appointed Blake Hall and Richard Westerberg to serve on the committee dealing with higher education lobbyist issues.

**By unanimous consent the Board gave the Executive Committee permission to look at the issue of allowing the wives of presidents to work at the same institutions and to bring back a recommendation in August related to that issue.**

In regards to the ISAT and Assessments, Rod Lewis will chair that committee; Sue Thilo and Tom Luna will also serve along with staff from the Governor's Office and the Department of Education. Board President Terrell indicated that he will also sit on the committee.

Board President Terrell asked for permission to look at long-term incentives for college and university presidents similar to the approach taken with contracts for coaches. He will bring some ideas back in August.

**M/S (Luna/Agidius): To adjourn at 4:50 p.m.** Motion carried unanimously.



STATE BOARD OF EDUCATION  
TRUSTEES OF BOISE STATE UNIVERSITY  
TRUSTEES OF IDAHO STATE UNIVERSITY  
TRUSTEES OF LEWIS-CLARK STATE COLLEGE  
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO  
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION  
TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND

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**DRAFT MINUTES  
STATE BOARD OF EDUCATION  
SPECIAL BOARD MEETING  
June 10, 2008  
University of Idaho  
Administration Building  
Room 316  
Moscow, Idaho**

A special meeting of the State Board of Education was held June 10, 2008 at the University of Idaho in Moscow, Idaho.

**Present:**

Milford Terrell, President  
Paul Agidius, Vice President  
Sue Thilo, Secretary

Blake Hall, Ken Edmunds, Rod Lewis, Tom Luna, and Richard Westerberg joined the meeting by phone.

The Board met at 3:30 p.m (PDT). on Tuesday, June 10, 2008, at the University of Idaho. A roll call of members was taken. Members Hall, Agidius, Terrell, Thilo, Westerberg, and Edmunds were present.

**EXECUTIVE SESSION**

**M/S (Agidius/Hall): To move into Executive Session pursuant to Idaho Code on Tuesday, June 10, 2008 at 3:45 to discuss the following:**

- (1) A motion to hold an executive session pursuant to Idaho Code Sections 67-2345(a) for purposes considering the hiring of a public officer, employee, staff member or individual agent.**

A roll call vote was taken: motion carried unanimously.

During Executive Session, the Board discussed and considered: the hiring of individuals to fill the positions of Interim President at the University of Idaho and Eastern Idaho Technical College; and the appointment of an individual as the Administrator for the Division of Professional-Technical Education.

**M/S (Agidius/Hall): To go out of Executive Session.** Motion carried unanimously.

On Tuesday, June 10, 2008, the Board reconvened in Open Session at 4:30 p.m.

## OPEN MEETING

### 1. University of Idaho Interim President

**M/S (Agidius/Thilo): To appoint Steven Daley-Laursen as Interim President of the University of Idaho, effective July 1, 2008 at an annual salary of \$220,000.** A roll call vote was taken. Motion carried unanimously.

There was some discussion regarding the concern that if potential candidates for the full time position felt that there was an internal candidate already picked serving as the interim president, that the pool of potential candidates would be limited. The consensus of the group was that the interim position should be offered with the stipulation that the candidate who accepted the interim appointment understood that they would not be considered for the permanent position. The Executive Committee interviewed four potential interim candidates that had been recommended by various stakeholder groups. Of those candidates the committee recommendation is that the Board appoints Steven Daley-Laursen as the Interim President.

### 2. Eastern Idaho Technical College Interim President

**M/S (Agidius/Hall): To appoint Burton Waite as Interim President of Eastern Idaho Technical College, effective July 1, 2008 at an annual salary of \$96,000.** A roll call vote was taken. Motion carried unanimously.

### 3. Idaho Division of Professional-Technical Education Administrator

**M/S (Westerberg/Thilo): To appoint Ann Stephens as Administrator for the Division of Professional-Technical Education, effective June 15, 2008 at a salary of \$49/11 per hour.** A roll call vote was taken. Motion carried unanimously.

### 4. State Board of Education Executive Director Effective Date

**M/S (Westerberg/Hall): To amend the effective date of Mike Rush's appointment at Executive Director of the Office of the State Board of Education to June 15, 2008.** A roll call vote taken. Motion carried unanimously.

With the appointment of Ann Stephens as Administrator for the Division of Professional-Technical Education effective June 15, 2008 there is an overlap created by Dr. Rush's original appointment effective date. The amendment of the date will allow Dr. Rush and Ann Stephens to be entered into their new positions in the State's electronic personnel system without overlapping positions.

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>BAHR-SECTION I BOISE STATE UNIVERSITY</b> New Positions, & Changes to Positions, Deletions of Positions	Motion to approve
2	<b>BAHR-SECTION I IDAHO STATE UNIVERSITY</b> New Positions & Changes to Positions	Motion to approve
3	<b>BAHR-SECTION I UNIVERSITY OF IDAHO</b> New Positions	Motion to approve
4	<b>BAHR-SECTION I EASTERN IDAHO TECHNICAL COLLEGE</b> New Positions	Motion to approve
5	<b>IRSA - PROGRAM DISCONTINUANCE:</b> Design Drafting Technology Program – Idaho State University	Motion to approve
6	<b>IRSA - PROGRAM DISCONTINUANCE:</b> A.A.S. Degree in Human Resources Assistant – North Idaho College	Motion to approve
7	<b>IRSA - PROGRAM DISCONTINUANCE:</b> Technical Certificate in Landscape Technology – North Idaho College	Motion to approve
8	<b>PPGAC – ALCOHOL PERMITS ISSUED BY UNIVERSITY PRESIDENTS</b>	Motion to approve



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**BOISE STATE UNIVERSITY**

**SUBJECT**

New positions, change to positions and deletion of positions

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections II.B. and II.G.1.b.

**BACKGROUND / DISCUSSION**

Boise State University requests approval to:

- Create four (4) new faculty positions (4.0 FTE) supported by appropriated funds
- Create ten (10) new professional staff positions (9.5 FTE) supported by appropriated and local funds
- Create six (6) new classified positions (5.63 FTE) supported by appropriated and local funds
- Increase the terms of three (3) professional staff positions (2.49 FTE) supported by appropriated and local funds
- Increase the term of one (1) classified position (1.0 FTE) supported by appropriated funds
- Decrease the term of one (1) classified position (.42 FTE) supported by appropriated funds
- Delete one (1) professional staff position (1.0 FTE) supported by appropriated funds

**IMPACT**

Once approved, the positions can be processed in the State Employee Information System.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

A motion to approve the request by Boise State for twenty (20) new positions (19.13 FTE); term, salary, FTE change to five (5) positions (3.91 FTE); and deletion of one (1) position (1.0 FTE), supported by appropriated and local funds.

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

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**NEW POSITIONS**

Position Title	Special Lecturer
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$37,080
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Marketing and Finance Department
Duties and Responsibilities	Provide instruction in Business Communication courses.
Justification of Position	Ongoing initiative to convert adjunct faculty into permanent special lecturer positions to cover increase in class offerings.

Position Title	Special Lecturer
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$43,865
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Marketing and Finance Department
Duties and Responsibilities	Provide instruction in Marketing and Finance courses.
Justification of Position	Ongoing initiative to convert adjunct faculty into permanent special lecturer positions to cover increase in class offerings.

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Position Title	Special Lecturer
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$32,136
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Modern Languages and Literatures
Duties and Responsibilities	Provide instruction in Modern Languages and Literature courses.
Justification of Position	Ongoing initiative to convert adjunct faculty into permanent special lecturer positions to cover increase in class offerings.

Position Title	Special Lecturer
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$32,000
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Mathematics Department
Duties and Responsibilities	Provide instruction in Mathematics courses.
Justification of Position	Ongoing initiative to convert adjunct faculty into permanent special lecturer positions to cover increase in class offerings.

Position Title	Academic Advisor
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$42,000
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Community and Environmental Health
Duties and Responsibilities	Provide undergraduate students and alumni with comprehensive academic and career advising.
Justification of Position	Additional position needed for pre-admission into limited enrollment programs in the College.

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Position Title	Academic Advisor
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$40,000
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	College of Education
Duties and Responsibilities	Serve as primary advisor to undergraduate students; conduct student orientation and career fairs; train and supervisor peer advisors.
Justification of Position	Additional position needed due to growth in enrollment of teacher preparation programs.

Position Title	Senior Research Administrator
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$65,000
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Research Administration
Duties and Responsibilities	Provide leadership and a high level of expertise in the grant proposal submission process.
Justification of Position	Additional position needed to support growth in development and submission of sponsored project proposals submitted by the College of Arts and Sciences.

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Position Title	Director, Technology Transfer
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$125,000
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Research Administration
Duties and Responsibilities	Lead an intellectual property and commercialization program by developing strategies and action plans.
Justification of Position	The rapid increase in the number of patents being developed by faculty, staff and students supports the need for this new position.

Position Title	Research Associate
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$42,000
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Geosciences Department
Duties and Responsibilities	Maintain field facilities and databases associated with research conducted by faculty members in the Hydrological Sciences program.
Justification of Position	This position is a match for a statewide grant from the National Science Foundation which specifies that a Hydrologic Technician position will be established for three years.

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Position Title	Director, Treasury and Financial Operations
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$100,000
Funding Source	Local
New or Reallocation	Reallocation
Area/Department of Assignment	Finance and Administration
Duties and Responsibilities	Responsible for developing and implementing debt policy, investment and banking functions.
Justification of Position	Reliance on limited financial resources requires a level of focus and management beyond those found in current operations.

Position Title	Manager, Facility Services
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$36,000
Funding Source	Local
New or Reallocation	New (from enrollment growth)
Area/Department of Assignment	Student Union
Duties and Responsibilities	Assist in the leadership, development, planning, and coordination of facility, custodial and conference services in the Student Union and various campus locations.
Justification of Position	Expansion of Student Union facilities requires additional staff.

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Position Title	Associate General Counsel
Type of Position	Professional
FTE	.50 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$47,000
Funding Source	Local
New or Reallocation	Reallocation
Area/Department of Assignment	General Counsel
Duties and Responsibilities	Assist the General Counsel in providing legal advice and counsel to the University on matters pertaining to employment law and policy.
Justification of Position	Due to increased demand, the University requires additional legal counsel.

Position Title	Director, Women's Basketball Operations
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$34,507
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Assist Head Coach and basketball staff with operational matters of the program.
Justification of Position	Growth in Women's Basketball program requires additional staff support.

Position Title	Director, Men's Basketball Operations
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$34,507
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Assist Head Coach and basketball staff with operational matters of the program.
Justification of Position	Growth in Men's Basketball program requires additional staff support.



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Position Title	Technical Records Specialist 1
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$23,962
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Accounts Payable
Duties and Responsibilities	Oversee automated processes to create vouchers and vendor payments; monitor compliance with policies and procedures to ensure data integrity.
Justification of Position	Permanent position needed to ensure compliance and efficiency. Workload has been performed by temporary employees in the past.

Position Title	Management Assistant
Type of Position	Classified
FTE	.63 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$29,172
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	College of Public Policy and Social Affairs
Duties and Responsibilities	Perform administrative functions, particularly related to College Advisory Board and Frank Church Institute; coordinate special projects and programs.
Justification of Position	Increased workload as the College expands and performs more community service.

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Position Title	Maintenance Craftsman, Senior
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$24,814
Funding Source	Local
New or Reallocation	New (from enrollment growth)
Area/Department of Assignment	Student Union
Duties and Responsibilities	Perform skilled trades duties in the operation, maintenance and repair of facilities in the Student Union and other campus locations supported by the SUB.
Justification of Position	Expansion of Student Union facilities requires additional staff.

Position Title	Building Facility Specialist
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$20,821
Funding Source	Local
New or Reallocation	New (from enrollment growth)
Area/Department of Assignment	Student Union
Duties and Responsibilities	Provide customer service, facilities and custodial support for student union faculties and events.
Justification of Position	Expansion of Student Union facilities requires additional staff.

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Position Title	Event Technical Coordinator
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$23,962
Funding Source	Local
New or Reallocation	New (from enrollment growth)
Area/Department of Assignment	Student Union
Duties and Responsibilities	Set up, operate and teardown audiovisual equipment in Student Union and other campus events.
Justification of Position	Expansion of Student Union facilities requires additional staff.

Position Title	Administrative Assistant 2
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	\$28,018
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	College of Engineering
Duties and Responsibilities	Perform administrative support functions; act as liaison between Colleges of Education and Engineering.
Justification of Position	Administrative support needed for Barbara Morgan, Distinguished Educator in Residence.

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**CHANGE IN POSITIONS**

Position Title	Developer/Analyst
Type of Position	Professional
FTE	Change from .75 to 1.0 FTE
Term of Appointment	12 Months
Effective Date	8/24/2008
Salary Range	Change from \$43,680 to \$58,240
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Office of Information Technology/ Enterprise Application Systems
Duties and Responsibilities	Provide technical support and expertise for assigned enterprise applications and their interface in other applications.
Justification of Position	Additional hours needed to cover increased workload.

Position Title	Coordinator, Concurrent Enrollment
Type of Position	Professional
FTE	Change from .63 to .86 FTE
Term of Appointment	11 Months
Effective Date	8/24/2008
Salary Range	Change from \$25,757 to \$35,426
Funding Source	.33 Appropriated; .67 Local;
New or Reallocation	Reallocation
Area/Department of Assignment	Division of Extended Studies
Duties and Responsibilities	Complete promotional visits to high schools to market and enroll students in classes; meet with students, teachers, parents, and school administrators to maintain on-going communication about program.
Justification of Position	Additional hours needed to cover increased workload due to program growth.

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Position Title	Student Services Coordinator
Type of Position	Professional
FTE	Change from .56 to .63 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	Change from \$28,703 to \$33,003
Funding Source	.90 Appropriated;10 Local;
New or Reallocation	Reallocation
Area/Department of Assignment	Nursing Department
Duties and Responsibilities	Advise students, coordinate with undergraduate pre-Nursing advisor, perform marketing functions for the department.
Justification of Position	Additional FTE needed to support new Bachelor of Science Completion program in Nursing.

Position Title	Administrative Assistant 1
Type of Position	Classified
FTE	Change from .83 to 1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2008
Salary Range	Change from \$21, 697 to \$26,042
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Physics Department
Duties and Responsibilities	Responsible for the operational and administrative functions of the department.
Justification of Position	Additional hours needed for department coverage over the summer months due to expanding workload.

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Position Title	Administrative Assistant 1
Type of Position	Classified
FTE	Change from .50 to .42 FTE
Term of Appointment	10 Months
Effective Date	8/24/2008
Salary Range	Change from \$12,709 to \$10,595
Funding Source	Appropriated
New or Reallocation	n/a
Area/Department of Assignment	Instructional and Performance Technology
Duties and Responsibilities	Provide administrative support for students, faculty, and staff in the program.
Justification of Position	Reduced number of course offerings and workload during the summer months allow for reduction of the position.

**DELETED POSITIONS**

Position Title	Associate Director, New Student Orientation
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	5/18/2008
Salary Range	Less \$49,566
Funding Source	Appropriated
New or Reallocation	n/a
Area/Department of Assignment	New Student and Family Programs
Duties and Responsibilities	Plan and manage the undergraduate orientation program.
Justification of Position	Vacant position will not be filled due to a change in organizational structure.

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

New positions and changes in positions

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections II.B. and II.G.1.b.

**BACKGROUND / DISCUSSION**

Idaho State University requests approval to:

- Create two (2) new professional staff positions (2.0 FTE) supported by appropriated and local funds
- Reactivate one (1) professional staff position (1.0 FTE) supported by local funds
- Create four (4) new classified positions (4.0 FTE) supported by local funds
- Increase the FTE on one (1) professional staff position (1.0 FTE)

**IMPACT**

Once approved, the positions can be processed on the State Employee Information System.

**STAFF AND COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

A motion to approve the request by Idaho State University for six (6) new positions (6.0 FTE); reactivate one (1) position (1.0 FTE), and increase the FTE on one position (1.0 FTE).

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



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**NEW POSITIONS**

Position Title	Workforce Training Industry Consultant
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	August 25, 2008
Salary Range	\$45,000.00
Funding Source	Local Funds
Area/Department of Assignment	College of Technology, Workforce Training
Duties and Responsibilities	Identify, research, analyze, and evaluate future training partnerships within the public and private sectors in seven-county region, including facilitation of innovative industrial research projects; prepare cost analysis; curriculum development; faculty recruitment; business/industry outreach initiatives.
Justification of Position	To provide additional support needed to facilitate the delivery of critical workforce training for area businesses and industry.

Position Title	Assistant Director
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	August 25, 2008
Salary Range	\$40,000.00
Funding Source	Appropriated Funds (included in FY09 budget)
Area/Department of Assignment	Alumni Relations
Duties and Responsibilities	Develop annual calendar of activities; organize and coordinate outreach and special events; develop key alumni contacts; serve as travel program coordinator; advise student alumni organization; manage membership benefits program and affinity partner relations; assist in fundraising activities.
Justification of Position	To provide additional administrative support due to increased workload.

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Position Title	Assistant Director (PCN 1126)
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	August 25, 2008
Salary Range	\$34,700.00
Funding Source	Local Funds
Area/Department of Assignment	Campus Recreation
Duties and Responsibilities	Responsibilities include sport club program, rodeo team, climbing wall facility, cardio and weight areas, web-site development, event management, student employee supervision and other duties as assigned.
Justification of Position	To reactivate currently budgeted PCN 1126 which has been vacant for 2 years.

Position Title	Administrative Assistant 1
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	August 25, 2008
Salary Range	\$23,379.00
Funding Source	Local Funds
Area/Department of Assignment	College of Technology, Workforce Training
Duties and Responsibilities	Schedule appointments; process incoming mail; act as receptionist; act as lead support staff for the health and fire programs; act as interpreter for Workforce Training to the Hispanic community; administer real estate testing; participate with the administrative team to further the strategic plan of Workforce Training.
Justification of Position	To provide clerical support for Workforce Training. This position has been previously filled by a temporary, part-time employee.

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Position Title	Landscape Technician, Senior
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	August 25, 2008
Salary Range	\$20,321.60
Funding Source	Local Funds
Area/Department of Assignment	Facilities Services
Duties and Responsibilities	Perform landscaping and grounds maintenance; train/supervise grounds workers; design/implement flower beds and borders; install new plantings of flowers, trees, and shrubs; install sod and pavers as needed; repair and maintain sprinkler systems; identify and spray for insects, pests and diseases of plants, trees and shrubs; remove snow and ice from walkways and parking areas; clean parking areas.

Justification of Position	To provide support for continual development of landscaped and parking areas on the ISU-Idaho Falls campus and the addition of the new Center for Advanced Energy Studies (CAES) Building.
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Position Title	Custodian (two positions)
Type of Position	Classified
FTE	2.0
Term of Appointment	12 month
Effective Date	August 25, 2008
Salary Range	\$17,596.80
Funding Source	Local Funds
Area/Department of Assignment	Facilities Services
Duties and Responsibilities	Perform regular and heavy-duty custodial cleaning, perform minor maintenance repairs, perform snow and ice removal from building doorways, and unlock/secure doors in an assigned area or building.

Justification of Position	To provide custodial support for the Center for Advanced Energy Studies (CAES) Building.
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**CHANGES**

Position Title	Research Associate/GIS Systems Administrator (PCN 1282)
Type of Position	Non-Classified
FTE	Change from .50 FTE to 1.0 FTE
Term of Appointment	12 month
Effective Date	August 25, 2008
Current Salary	\$17,596.80
Proposed Salary	\$34,860.80
Funding Source	Local and Grant Funds
Area/Department of Assignment	GIS Training and Research Center
Duties and Responsibilities	Administer GIS systems to ensure all computers and servers are current, functional, and fully operational to meet the requirements and needs of the GIS TReC and satisfy its mission. Additional duties may include GIS analysis and report writing.
Justification of Position	To provide full-time support to handle additional projects needs.

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Eight new positions and four reactivations of positions

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures Sections II.B.3 and II.G.1.b

**BACKGROUND / DISCUSSION**

The University of Idaho requests approval to:

- Create eight (8) new positions (8.0 FTE) supported by appropriated and non-appropriated funds
- Reactivate four (4) positions (4.0 FTE) supported by appropriated funds

**IMPACT**

Once approved, the changes can be processed on the State Employee Information System.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

A motion to approve the request by the University of Idaho to establish eight (8) new positions (8.0 FTE) and reactivate four (4) positions (4.0 FTE) supported by appropriated and non-appropriated funds.

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

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Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$40,019.20
Funding Source	Appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	College of Agricultural and Life Sciences/District II Extension
Duties	Responsible for research and instruction
Justification	Faculty needed to teach undergraduate and graduate courses in Agricultural and Extension Education

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$40,019.20
Funding Source	Appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	College of Agricultural and Life Sciences/District IV Extension
Duties	Responsible for research and instruction
Justification	Faculty needed to teach undergraduate and graduate courses in Agricultural and Extension Education

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Position Title	CADD Drafter
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$25,480.00
Funding Source	Non-appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	Division of Finance and Administration/Facilities
Duties	Responsible for a full range of drafting production responsibilities
Justification	Support ongoing space management needs by providing accurate, current and complete information regarding space configurations.

Position Title	CADD Center Supervisor
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$41,662.40
Funding Source	Appropriated funds
New or Reallocation	Reactivation of PCN 8335 (In FY 2009 budget)
Area/Department of Assignment	Division of Finance and Administration/Facilities
Duties	Responsible for Supervision of CADD Center
Justification	Position was vacant for over 12 months due to two failed searches

Position Title	Classification and Compensation Technician
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$22,006.40
Funding Source	Appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	Division of Finance and Administration/Human Resources
Duties	Responsible for assisting with the review of position descriptions
Justification	Increased workload dictates need for another position



**CONSENT AGENDA  
AUGUST 21-22, 2008**

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Position Title	Energy Operations Specialist
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$47,964.80
Funding Source	Appropriated funds
New or Reallocation	Reactivation of PCN 7274 (In FY 2009 budget)
Area/Department of Assignment	Division of Finance and Administration/Facilities
Duties	Responsible for ongoing recommissioning of building HVAC systems
Justification	Position was vacant for over 12 month due to reorganization

Position Title	Energy Operations Apprentice
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$32,988.80
Funding Source	Appropriated funds
New or Reallocation	Reactivation of PCN 7269 (In FY 2009 budget)
Area/Department of Assignment	Division of Finance and Administration/Facilities
Duties	Responsible for learning about ongoing recommissioning of building HVAC systems
Justification	Position was vacant for over 12 months due to reorganization

**CONSENT AGENDA  
AUGUST 21-22, 2008**

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Position Title	FAMIS Web Specialist
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$42,016.00
Funding Source	Non-appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	Division of Finance and Administration/Facilities
Duties	Responsible for improving and expanding web-based access and applications related to Space Management.
Justification	Support ongoing space management needs by providing accurate, current and complete information regarding space configurations.

Position Title	Farm Assistant 1
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$21,444.80
Funding Source	Appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	College of Agricultural and Life Sciences/Kimberly R&E Center
Duties	Responsible for preparing seed beds, planting, cultivating and harvesting field crops
Justification	Changing a temporary position into a permanent position

**CONSENT AGENDA  
AUGUST 21-22, 2008**

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Position Title	HVAC Refrigeration Journeyman
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$41,622.40
Funding Source	Appropriated funds
New or Reallocation	Reactivation of PCN 7279 (In FY 2009 budget)
Area/Department of Assignment	Division of Finance and Administration/Facilities
Duties	Responsible for working with campus heating and cooling systems
Justification	Position was vacant for over 12 months due to reorganization

Position Title	Space Inventory Specialist
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$38,729.60
Funding Source	Non-appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	Division of Finance and Administration/Facilities
Duties	Responsible for maintenance, coordination and oversight of information and standards with Facilities Space Management
Justification	Support ongoing space management needs by providing accurate, current and complete information regarding space configurations.

Position Title	Senior Instructor
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	Academic Year
Effective Date	August 1, 2008
Salary Range	\$37,003.20
Funding Source	Appropriated funds
New or Reallocation	Reactivation of PCN 0075 (In FY 2009 budget)
Area/Department of Assignment	College of Science/Physics
Duties	Responsible for instruction
Justification	Position was vacant for over 12 months due to failed searches

**CONSENT AGENDA  
AUGUST 21-22, 2008**

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Position Title	Strategic Financial Planning Coordinator
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	September 1, 2008
Salary Range	\$32,177.60 – 57,116.80
Funding Source	Appropriated funds
New or Reallocation	New position from reallocation of funds
Area/Department of Assignment	Division of Finance and Administration/Strategic Budget & Finance
Duties	Responsible for strategic budget modeling and reporting for the University.
Justification	Support university colleges and divisions as well as central budget operations in strategic budget and financial planning.

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**CONSENT AGENDA  
AUGUST 21-22, 2008**

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**EASTERN IDAHO TECHNICAL COLLEGE**

**SUBJECT**

New positions

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections II.B. and II.G.1.b.

**BACKGROUND / DISCUSSION**

Eastern Idaho Technical College requests approval to:

- create one (1) new faculty position (1.0 FTE) and one (1) new classified position (1.0 FTE) supported by local funds.

**IMPACT**

Once approved, the positions can be processed in the State Employee Information System.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

A motion to approve the request by Eastern Idaho Technical College for two (2) new positions (2.0 FTE) supported by local funds.

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

**CONSENT AGENDA  
AUGUST 21-22, 2008**

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**NEW POSITIONS**

Position Title	Microbiology Instructor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	9 Months
Effective Date	August 25, 2008
Salary Range	\$40,000
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Health Education
Duties and Responsibilities	Prepare lesson plans and syllabi and teach microbiology courses.
Justification of Position	Additional position needed to handle the increased demands for this transfer course.

Position Title	Office Specialist II
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	September 1, 2008
Salary Range	\$20,322
Funding Source	Local
New or Reallocation	Reallocation
Area/Department of Assignment	Student Services
Duties and Responsibilities	Keep enrollment applications processed in a timely manner and support student recruitment and retention activities.
Justification of Position	Additional position needed to handle the increased demands of student recruitment and retention.

**CONSENT – INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 21-22, 2008**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Program Discontinuance: Design Drafting Technology Program – Idaho State University

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G.8 and Section III.G.9  
Section 33-107, Idaho Code.  
Idaho Administrative code, IDAPA 55.01.02—Section 101, Conditions for Reduction or Termination

**BACKGROUND/DISCUSSION**

In accordance with Board Policy III.G.8.(a), discontinuance of professional-technical programs requires Board approval.

Idaho State University (ISU) is proposing to discontinue their Design Drafting Technology program. This program was combined with the Electromechanical Design Drafting program to form the Computer-Aided Design Drafting program. This was done due to low enrollment and curriculum overlap. Closing this program at ISU will eliminate duplication of programs within the department.

**IMPACT**

The estimated fiscal impact is \$304,676 for FY2006, \$202,806 for FY2007, and \$224,627 for FY2008 (see budget, Attachment 1, page 6). The remaining students in the Design Drafting program have completed the curriculum in the summer of 2007.

**ATTACHMENTS**

Attachment 1 – Notice of Intent

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Discontinuance of academic and professional-technical education programs is not on Eight-Year plans. The Division of Professional -Technical Education has reviewed this request and recommends approval. IRSA, CAAP, and Board staff also recommends approval as presented.

**BOARD ACTION**

A motion to approve the request by Idaho State University to discontinue Design Drafting Technology Program.

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



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**IDAHO STATE BOARD OF EDUCATION  
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

**RECEIVED  
MAY 16 2008**

**NOTICE OF INTENT**

To initiate a  
**New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit**

Institution Submitting Proposal: Idaho State University  
 Name of College, School, or Division: College of Technology  
 Name of Department(s) or Area(s): Technical Department/Design Drafting Technology

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program  
 Academic \_\_\_\_\_ Professional - Technical X

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Discontinue Design Drafting Technology Program (DEDR)  
 (Degree or Certificate)

Proposed Starting Date: Close the program beginning Spring 2008

**For New Programs:**

**For Other Activity:**

Program (i.e., degree) Title & CIP 2000

- Program Component (major/minor/option/emphasis)
- Off-Campus Activity/Resident Center
- Instructional/Research Unit
- Addition/Expansion
- Discontinuance/consolidation (DEDR)
- Consolidated with Electromechanical Design Drafting into Computer-Aided Design Drafting)
- Contract Program
- Other

Marilyn Davis 4-1-08  
 College Dean (Institution) Date  
James A. Hutchins 5/5/08  
 Chief Fiscal Officer (Institution) Date  
B. Adomick (for R. Wharton) 4/23/08  
 Chief Academic Officer (Institution) Date  
Justin [unclear] 5/5/08  
 President Date

VP Research & Graduate Studies Date  
Ann Stephens Asgore 6-6-08  
 State Administrator, SDPTE Date  
 Chief Academic Officer, OSBE Date  
 SBOE/OSBE Approval Date

**Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.**

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The purpose of this request is to discontinue the Design Drafting Program (DEDR). In 2006, the DEDR Program was combined with the Electromechanical Design Drafting Program (EMDD) to form the Computer-Aided Design Drafting Program (CADD). This was done due to low enrollment and curriculum overlap. The CADD Program now reflects stable enrollment and curriculum to meet industry needs. An NOI to discontinue the EMDD program was approved in the Spring of 2006. The remaining students in the DEDR Program have completed the curriculum in the Summer of 2007.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

The CADD Program fulfills the need for providing a drafting program to meet student and industry requirements. The CADD Program provides electrical/electronic, mechanical, structural, architectural, and civil drafting curriculum and training. The DEDR and EMDD Programs offered overlapping curriculum at the time of the consolidation. The CADD Program offers a condensed curriculum encompassing all of the above areas. At the time of the consolidation, the number of faculty went from four to three positions.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The DEDR and EMDD Programs were accredited by the National Association of Industrial Technology (NAIT). We have started the self-assessment phase of the NAIT process for the CADD Program and will actively pursue it.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

Eastern Idaho Technical College in Idaho Falls does not have a Drafting Program. The College of Southern Idaho offers a drafting program; however, it has an emphasis on computer graphics and different course content. Closing this program at ISU will eliminate duplication of programs within the Department.

Enrollment and Graduates (i.e., number of majors or other relevant data)  
 By Institution for the Proposed Program  
 Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU						
CSI						
EITC						
ISU						
LCSC						
NIC						
UI						

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
EITC			
ISU			
LCSC			
NIC			
UI			

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The State Board of Education's policy is to eliminate duplication where possible. This will also follow through with the original consolidation plan.

6. Is the proposed program in the 8-year Plan? Indicate below. N/A  
 Yes \_\_\_\_ No \_\_\_\_

If not on 8-year plan, provide a justification for adding the program.

7. Resources--Faculty/Staff/Space Needs/Capital Outlay.. (Use additional sheets if necessary.):

Estimated Fiscal Impact	2006		2007		FY2-2008	Total
	FY	DEDR/ EMDD	FY	CADD	CADD	
<b>A. Expenditures</b>						
1. Personnel		249,435.82		190,806.76	202,267.00	N/A
2. Operating		20,336.00		12,000.00	18,360.00	N/A
3. Capital Outlay		34,905.00		.00	3,400.00	N/A
4. Facilities		N/A		N/A	N/A	N/A (see narrative below)
<b>TOTAL:</b>		304,676.82		202,806.76	224,627.00	732,180.58
<b>B. Source of Funds</b>						
1. Appropriated-reallocation		Combined total: EMDD & DEDR		Reallocation of existing funds	See Narrative Below	
2. Appropriated – New						
3. Federal						
4. Other:						
<b>TOTAL:</b>		304,676.82		202,806.76	224,627.00	732,180.58
<b>C. Nature of Funds</b>						
1. Recurring *		304,676.82		202,806.76	224,627.00	732,180.58
2. Non-recurring **						
<b>TOTAL:</b>		304,676.82		202,806.76	224,627.00	732,180.58

\* Recurring is defined as ongoing operating budget for the program, which will become of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

The DEDR and EMDD totals for FY2006, reflect the combined budgets for both programs, which include four faculty positions. One faculty position was eliminated and the FY 2007/2008 CADD budgets reflect the results of combining the programs and three faculty members. The DEDR and EMDD Program funds were reallocated to the CADD program. Excess funds were reallocated within the College of Technology. Existing facilities were also utilized for the CADD Program.

**CONSENT – INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 21-22, 2008**

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**NORTH IDAHO COLLEGE**

**SUBJECT**

Program Discontinuance: A.A.S. degree in Human Resources Assistant – North Idaho College

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G.8 and Section III.G.9.

Section 33-107, Idaho Code.

Idaho Administrative code, IDAPA 55.01.02—Section 101, Conditions for Reduction or Termination

**BACKGROUND/DISCUSSION**

In accordance with Board Policy III.G.8.(a), discontinuance of professional-technical programs requires Board approval.

North Idaho College (NIC) is proposing to discontinue their Human Resource Assistant Program due to low enrollment and lack of interest in the program effective fall semester 2008. Even though NIC's needs assessment indicated a need for this program in their region, they have not been able to achieve the minimum number of students needed to run the program. There is no indication that this trend will change so they are requesting a discontinuance of the program.

**IMPACT**

All enrolled students have completed the program. The funds used in this program were minimal and have been re-allocated to expand programs that had waiting lists of students. The instructor now teaches NIC's Occupational Relations courses.

**ATTACHMENTS**

Attachment 1 –Notice of Intent Page 3

Attachment 2 –Initiation and Modification of NIC Curriculum Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

Discontinuation of academic and professional-technical education programs is not on Eight-Year plans. The Division of Professional-Technical Education has reviewed this request and recommends approval. IRSA, CAAP, and Board staff also recommends approval as presented.

**BOARD ACTION**

A motion to approve the request by North Idaho College to discontinue the A.A.S. degree in Human Resources Assistant program.

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

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**IDAHO STATE BOARD OF EDUCATION**  
**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**  
**NOTICE OF INTENT**

**RECEIVED**  
**JUN - 9 2008**

To initiate a  
**New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit**

Institution Submitting Proposal: North Idaho College

Name of College, School, or Division: Business and Professional Programs

Name of Department(s) or Area(s): Human Resources Assistant

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program  
 Academic \_\_\_\_\_ Professional - Technical X

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

\_\_\_\_\_  
 (Degree or Certificate)

Proposed Starting Date: Inactivate as of fall 2008

**For New Programs:**

**For Other Activity:**

\_\_\_\_\_  
 Program (i.e., degree) Title & CIP 2000

- Program Component (major/minor/option/emphasis)
- Off-Campus Activity/Resident Center
- Instructional/Research Unit
- Addition/Expansion
- Discontinuance/consolidation (Inactivate)
- Contract Program
- Other

July K. Hodge 4/18/08  
 College Dean (Institution) Date

[Signature] 4/24/08  
 Chief Fiscal Officer (Institution) Date

Kathy Christie 5-1-08  
 Chief Academic Officer (Institution) Date

[Signature] 5-12-08  
 President (Institution) Date

\_\_\_\_\_  
 VP Research & Graduate Studies Date

Ann Stephens 6-23-08  
 State Administrator, SDPTE Date

\_\_\_\_\_  
 Chief Academic Officer, OSBE Date

\_\_\_\_\_  
 SBOE/OSBE Approval Date



**Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.**

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The Human Resources Assistant Program will be inactivated due to low enrollment and lack of interest in the program effective fall semester 2008. Aggressive recruitment efforts have failed to generate adequate interest in the program.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary).

N/A

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

N/A

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

N/A

Enrollment and Graduates (i.e., number of majors or other relevant data)  
 By Institution for the Proposed Program  
 Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU						
CSI						
EITC						
ISU						
LCSC						
NIC						
UI						

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
EITC			
ISU			
LCSC			
NIC			
UI			

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

N/A

6. Is the proposed program in the 8-year Plan? Indicate below.

N/A

Yes \_\_\_\_ No \_\_\_\_

If not on 8-year plan, provide a justification for adding the program.

7. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY _____	FY _____	FY _____	Total
<b>A. Expenditures</b>				
1. Personnel				
2. Operating				
3. Capital Outlay				
4. Facilities				
<b>TOTAL:</b>				
<b>B. Source of Funds</b>				
1. Appropriated-reallocation				
2. Appropriated – New				
3. Federal				
4. Other:				
<b>TOTAL:</b>				
<b>B. Nature of Funds</b>				
1. Recurring *				
2. Non-recurring **				
<b>TOTAL:</b>				

\* Recurring is defined as ongoing operating budget for the program, which will become of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

The instructor for this program is being reassigned to other PTE classes and the annual budget of \$7,500 is being reallocated to other PTE programs.

**INITIATION AND MODIFICATION OF NIC CURRICULUM  
FORM 3: Major Modification of Existing Program**

**MAJOR Modification of EXISTING PROGRAM**

**Uses for Form 3:** Complete Curriculum Form 3 if one or more of the following major modifications are proposed for an existing program:

1. Change in program prefix which changes the intent, scope, emphasis, or direction of the course or program; e.g., CJ (Criminal Justice) to AJ (Administration of Justice) or merging of CITE and ECON into BUSA.
2. Change in program title which changes the intent or scope or the emphasis or direction of the program (e.g., major program change such as merging of Computer Information Technology and ECON into Business Administration).
3. Change in program description that changes its intent, scope, emphasis, or direction.
4. Change in program construct (e.g., adding, deleting, or substituting required or elective courses within a program; re-sequencing of courses; repackaging of courses or program content, and others). **Attach copy of the existing program (catalog copy ok). Attach copy of the proposed program.**

**INSTRUCTIONS:** Major changes submitted on Form 3 require a vote of Division faculty. The Division Chair submits 3 to the Dean of General Studies. The DGS reviews and submits such proposals to the Curriculum Council for its recommended action. The Curriculum Council recommends such curriculum to the VPI. (Refer to Curriculum Development Model.)

Title of Program Human Resources Assistant

Type of Program: (Check One)      AA                              AS  
     AAS Degree                              Certificate

EXISTING PROGRAM INFORMATION

Prefix & Course Titles (By Categories in Current Program)	Credits
<u>HRA 110</u>	<u>3</u>
<u>HRA 125</u>	<u>3</u>
<u>HRA 210</u>	<u>3</u>
<u>HRA 220</u>	<u>1</u>
<u>HRA 230</u>	<u>3</u>
<u>HRA 240</u>	<u>3</u>
<u>HRA 250</u>	<u>3</u>
<u>HRA 260</u>	<u>3</u>
<u>HRA 290</u>	<u>3</u>
_____	_____

PROPOSED PROGRAM INFORMATION

Prefix & Course Titles (By Categories in Proposed Program)	Credits
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits                                     25

EXISTING PROGRAM DESCRIPTION:

The Human Resources Assistant program prepares students for entry-level employment in the area of human resources. Program emphasis will be on employment law; recruiting, selection, and retention; diversity and human relations; health, safety, and security; human resource development; compensation and benefits administration; management practices; and employee relations. Students will receive coursework in basic skills such as communication, math, computers, computer software, accounting and business writing. During the final semester, students will participate in an internship program.

PROPOSED PROGRAM DESCRIPTION:

N/A

EXPLANATION AND RATIONALE FOR PROPOSED CHANGE (Consider community, regional, employment, and student needs, as well as advisory committee recommendations):

We will inactivate the Human Resources Assistant Program due to low enrollment and lack of interest in program. Aggressive recruitment efforts failed to generate adequate interest in the program.

Describe the implications of articulation and coordination between other certificates and degrees within the Division, College, and at other institutions within the state.

N/A

PROPOSED SEMESTER FOR IMPLEMENTATION: Fall 2008  
Date

**TO BE COMPLETED BY THE DIVISION CHAIR**  
**ESTIMATED COSTS\***

Fiscal Year 2008

A. Instructional	
1. Salaries	<u>          N/A          </u>
2. Staff Benefits	<u>          "          </u>
3. Equipment**	<u>          "          </u>
a. Start-Up	<u>          "          </u>
b. Annual	<u>          "          </u>
4. Supplies	<u>          "          </u>
5. Other _____	<u>          "          </u>
B. Learning Resources	<u>          "          </u>
C. Student Services	<u>          "          </u>
D. General Administration	<u>          "          </u>
E. Facilities**	<u>          "          </u>
F. General Institutional	<u>          "          </u>
TOTAL ESTIMATED COST	<u>          N/A          </u>

\*Indicate name of resource person(s) you consulted (if any) in arriving at the above estimates.

\*\*Specify equipment and/or special facility needs.

Division Chair:           *[Signature]*          

11-19-07  
Date

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**CONSENT – INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 21-22, 2008**

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**NORTH IDAHO COLLEGE**

**SUBJECT**

Program Discontinuance: Technical Certificate in Landscape Technology – North Idaho College

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G.8 and Section III.G.9

Section 33-107, Idaho Code

Idaho Administrative code, IDAPA 55.01.02—Section 101, Conditions for Reduction or Termination

**BACKGROUND**

In accordance with Board Policy III.G.8.(a), discontinuance of professional-technical programs requires Board approval.

North Idaho College (NIC) is proposing to discontinue their Landscape Technology Program due to low enrollment and lack of interest in the program. Even though NIC's needs survey indicated a need for this type of program in the area, they were never able to enroll the number of students needed to make this a viable program for NIC.

**IMPACT**

All enrolled students have completed the program. The equipment has been transferred to other programs; the instructor has a position at another school on the East Coast; and the funds for this program have been reallocated to expand programs that had waiting lists of students.

**ATTACHMENTS**

Attachment 1 –Notice of Intent Page 3

Attachment 2 –Initiation and Modification of NIC Curriculum Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

Discontinuance of academic and professional-technical education programs is not on Eight-Year plans. The Division of Professional -Technical Education has reviewed this request and recommends approval. IRSA, CAAP, and Board staff also recommends approval as presented.

**BOARD ACTION**

A motion to approve the request by North Idaho College to discontinue the Technical Certificate in Landscape Technology program.

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



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**IDAHO STATE BOARD OF EDUCATION**  
**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**  
**NOTICE OF INTENT**

RECEIVED  
JUN - 9 2008

To initiate a  
**New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit**

Institution Submitting Proposal: North Idaho College

Name of College, School, or Division: Trades & Industry Division

Name of Department(s) or Area(s): Landscape Technology

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program  
Academic \_\_\_\_\_ Professional - Technical X

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Technical Certificate

(Degree or Certificate)

Proposed Starting Date: Inactivated as of Fall 2007

**For New Programs:**

**For Other Activity:**

Program (i.e., degree) Title & CIP 2000

- Program Component (major/minor/option/emphasis)
- Off-Campus Activity/Resident Center
- Instructional/Research Unit
- Addition/Expansion
- Discontinuance/consolidation (**Inactivate**)
- Contract Program
- Other

Andy L. Hodge  
College Dean (Institution) Date

[Signature]  
Chief Fiscal Officer (Institution) Date 5/1/08

Kathy Christie  
Chief Academic Officer (Institution) Date 5-1-08

[Signature]  
President Date 5/6/08

VP Research & Graduate Studies Date

Ann Stephens  
State Administrator, SDPTE Date 7-1-08

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 8/9/06

**Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.**

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The Landscape Technology Program was inactivated 2007 fall semester due to low enrollment and lack of interest in the program. Aggressive recruitment efforts failed to generate adequate interest in the program. The teach-out for the current students was completed in August 2007.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

N/A

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

N/A

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

N/A

Enrollment and Graduates (i.e., number of majors or other relevant data)  
 By Institution for the Proposed Program  
 Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU						
CSI						
EITC						
ISU						
LCSC						
NIC						
UI						

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
EITC			
ISU			
LCSC			
NIC			
UI			

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

N/A

6. Is the proposed program in the 8-year Plan? Indicate below.

N/A

Yes \_\_\_\_ No \_\_\_\_

If not on 8-year plan, provide a justification for adding the program.

7. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY _____	FY _____	FY _____	Total _____
<b>A. Expenditures</b>				
1. Personnel	_____	_____	_____	_____
2. Operating	_____	_____	_____	_____
3. Capital Outlay	_____	_____	_____	_____
4. Facilities	_____	_____	_____	_____
<b>TOTAL:</b>	N/A	N/A	N/A	N/A
<b>B. Source of Funds</b>				
1. Appropriated-reallocation	_____	_____	_____	_____
2. Appropriated – New	_____	_____	_____	_____
3. Federal	_____	_____	_____	_____
4. Other:	_____	_____	_____	_____
<b>TOTAL:</b>	N/A	N/A	N/A	N/A
<b>B. Nature of Funds</b>				
1. Recurring *	_____	_____	_____	_____
2. Non-recurring **	_____	_____	_____	_____
<b>TOTAL:</b>	N/A	N/A	N/A	N/A

\* Recurring is defined as ongoing operating budget for the program, which will become of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

**INITIATION AND MODIFICATION OF NIC CURRICULUM  
FORM 3: Major Modification of Existing Program**

**MAJOR Modification of EXISTING PROGRAM**

**Uses for Form 3:** Complete Curriculum Form 3 if **one or more** of the following **major** modifications are proposed for an **existing program**:

1. Change in program prefix which changes the intent, scope, emphasis, or direction of the course or program; e.g., CJ (Criminal Justice) to AJ (Administration of Justice) or merging of CITE and ECON into BUSA.
2. Change in program title which changes the intent or scope or the emphasis or direction of the program (e.g., major program change such as merging of Computer Information Technology and ECON into Business Administration).
3. Change in program description that changes its intent, scope, emphasis, or direction.
4. Change in program construct (e.g., adding, deleting, or substituting required or elective courses within a program; re-sequencing of courses; repackaging of courses or program content, and others). **Attach copy of the existing program (catalog copy ok). Attach copy of the proposed program.**

**INSTRUCTIONS:** Major changes submitted on Form 3 require a vote of Division faculty. The Division Chair submits 3 to the Dean of General Studies. The DGS reviews and submits such proposals to the Curriculum Council for its recommended action. The Curriculum Council recommends such curriculum to the VPI. (Refer to Curriculum Development Model.)

Title of Program Landscape Technology

Type of Program: (Check One)

AA  
 AAS Degree

AS  
 Certificate

EXISTING PROGRAM INFORMATION

PROPOSED PROGRAM INFORMATION

Prefix & Course Titles  
(By Categories in Current Program)

Prefix & Course Titles  
(By Categories in Proposed Program)

	Credits		Credits
<u>LAND 105L</u>	<u>5</u>	_____	_____
<u>LAND 110</u>	<u>3</u>	_____	_____
<u>LAND 115</u>	<u>2</u>	_____	_____
<u>LAND 120</u>	<u>2</u>	_____	_____
<u>LAND 125L</u>	<u>5</u>	_____	_____
<u>LAND 130</u>	<u>2</u>	_____	_____
<u>LAND 135</u>	<u>2</u>	_____	_____
<u>LAND 140</u>	<u>2</u>	_____	_____
<u>LAND 145</u>	<u>1</u>	_____	_____
<u>LAND 145L</u>	<u>2</u>	_____	_____
<u>LAND 150</u>	<u>1</u>	_____	_____
<u>LAND 150L</u>	<u>2</u>	_____	_____
<u>LAND 195</u>	<u>3</u>	_____	_____
Total Credits	<u>32</u>	_____	_____

EXISTING PROGRAM DESCRIPTION:

Graduates of the Landscape Technology program will be prepared for entry-level work in landscape construction and maintenance. This program is designed to develop a broad background of skills in areas such as client and worker communications, identifying plants and plant problems, interpreting and installing landscapes and hardscapes, turf grass maintenance, and golf course work. Coursework will focus on hands-on instruction and will emphasize safety and skills needed by landscape technicians in the field.

PROPOSED PROGRAM DESCRIPTION:

N/A

EXPLANATION AND RATIONALE FOR PROPOSED CHANGE (Consider community, regional, employment, and student needs, as well as advisory committee recommendations):

We will inactivate the Landscape Technology Program due to low enrollment and lack of interest in program. Aggressive recruitment efforts failed to generate adequate interest in the program.

Describe the implications of articulation and coordination between other certificates and degrees within the Division, College, and at other institutions within the state.

N/A

PROPOSED SEMESTER FOR IMPLEMENTATION: fall 2007  
Date

**TO BE COMPLETED BY THE DIVISION CHAIR**  
**ESTIMATED COSTS\***

Fiscal Year 20 \_\_\_\_\_

A.	Instructional	
1.	Salaries	<u>N/A</u>
2.	Staff Benefits	<u>N/A</u>
3.	Equipment**	<u>N/A</u>
	a. Start-Up	<u>N/A</u>
	b. Annual	<u>N/A</u>
4.	Supplies	<u>N/A</u>
5.	Other _____	
B.	Learning Resources	<u>N/A</u>
C.	Student Services	<u>N/A</u>
D.	General Administration	<u>N/A</u>
E.	Facilities**	<u>N/A</u>
F.	General Institutional	<u>N/A</u>
	TOTAL ESTIMATED COST	<u>N/A</u>

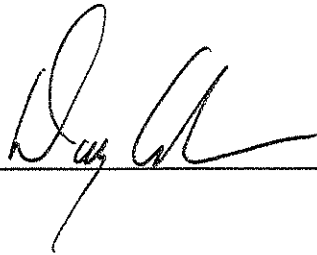
\*Indicate name of resource person(s) you consulted (if any) in arriving at the above estimates.

N/A

\*\*Specify equipment and/or special facility needs.

N/A

Division Chair: \_\_\_\_\_



Date

2/26/08



**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS  
AUGUST 21-22, 2008**

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**SUBJECT**

Alcohol Permits Approved by University Presidents

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

**BACKGROUND**

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. 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.

**DISCUSSION**

The last update presented to the Board was at the April 2008 Board meeting. Since that meeting, Board staff has received 10 permits from Boise State University, 5 permits from Idaho State University, and 4 permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

**ATTACHMENTS**

List of Approved Permits by Institution

page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

State Board staff offers no comments or recommendations.

**BOARD ACTION**

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

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**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS  
AUGUST 21-22, 2008**

<b>APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY May - August 2008</b>		
<b>EVENT</b>	<b>LOCATION</b>	<b>DATE (S)</b>
Cirque du Soleil Pre-Vent Reception	Taco Bell Arena – Club Room	5/22/2008
Gene Harris Reception	Interactive Learning Center	6/20/2008
14 <sup>th</sup> Annual Induction Ceremony – World Sports Hall of Fame	Morrison Center Main Hall	6/24/2008
Summer Science Reception Series	Science & Nursing Building	6/20/2008
University Advancement Reception	University Advancement Conference Room	7/29/2008
Summer Science Reception Series	Science & Nursing Building	7/15/2008
Summer Science Reception Series	Science & Nursing Building	7/23/2008
National AGC Safety & Health Meeting	BSU Hall of Fame	7/24/2008
Rural Social Work Conference	Jordan Ballroom – SUB	7/25/2008
Centennial-Meridian High School Class of 88 20 yr Reunion	SUB – North End Football Field Jordan Ballroom – A,D	8/09/2008

<b>APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY July - October 2008</b>		
<b>EVENT</b>	<b>LOCATION</b>	<b>DATE (S)</b>
NS&T Peer Review Banquet	Bennion Student Union – Multipurpose Room	7/30/2008
Bengal Football Women’s Clinic	Holt Arena/Idaho Orthopedic	7/31/2008
Glenn Miller Orchestra Reception	PAC - Patio	8/12/2008
Convocation	Alumni House	8/21/2008
Wedding Reception & Ceremony	PAC – Rotunda	10/11/02008

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS  
AUGUST 21-22, 2008**

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**APPROVED ALCOHOL SERVICE AT  
University of Idaho  
June - August 2008**

<b>EVENT</b>	<b>LOCATION</b>	<b>DATE (S)</b>
Coach Bill Miles Reunion	Idaho Commons	6/14/2008
Corner Club Golf Tournament	UI Golf Course	7/13/2008
Thurmond-Matomick Wedding	Commons – Summit	7/26/2008
Development Officer Special Meeting	SUB – Gold Room	8/5/2008

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
AUGUST 21-22, 2008**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>PRESIDENTS' COUNCIL REPORT</b>	Informational Item
2	<b>IDAHO STATE UNIVERSITY ANNUAL REPORT</b>	Informational Item
3	<b>COMMISSION FOR LIBRARIES ANNUAL REPORT</b>	Informational Item
4	<b>FAMILY MEDICINE RESIDENCY OF IDAHO PRESENTATION</b>	Informational Item
5	<b>IDAHO STATE UNIVERSITY – ALCOHOL WAIVER REQUEST FOR 2008 HOME GAMES</b>	Motion to Approve
6	<b>BOISE STATE UNIVERSITY – ALCOHOL WAIVER REQUEST FOR 2008 HOME GAMES</b>	Motion to Approve
7	<b>BOISE STATE UNIVERSITY – ALCOHOL WAIVER REQUEST – SKY SUITES</b>	Motion to Approve
8	<b>UNIVERSITY OF IDAHO – ALCOHOL WAIVER REQUEST FOR ASUI PRE-GAME ACTIVITIES FOR 2008 FOOTBALL SEASON</b>	Motion to Approve
9	<b>BOARD POLICY SECTION I.M. – ANNUAL PLANNING AND REPORTING – FIRST READING</b>	Motion to Approve
10	<b>COLLEGE OF WESTERN IDAHO – ACCREDITATION AGREEMENT</b>	Motion to Approve

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**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**AUGUST 21-22, 2008**

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**SUBJECT**

Presidents' Council Report

**BACKGROUND/ DISCUSSION**

Dr. Jerry Beck, President of the College of Southern Idaho and current Chair of the Presidents' Council will give the bi-monthly report for the Presidents' Council.

**BOARD ACTION**

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

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**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**AUGUST 21-22, 2008**

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**SUBJECT**

Idaho State University Progress Report

**BACKGROUND/DISCUSSION**

Periodically, the institutions of higher education in the State of Idaho are requested to provide a progress report to the members of the State Board of Education. It has been about nine (9) months since Idaho State University has supplied an overview of its status and accomplishments.

Dr. Art Vailas, President of Idaho State University, will be in attendance at the meeting and will present a summary of the accomplishments and future goals of the university.

**IMPACT**

President Vailas' presentation will provide the State Board members and others with current status information about Idaho State University.

**BOARD ACTION**

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

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**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**AUGUST 21-22, 2008**

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**SUBJECT**

Idaho Commission for Libraries (ICFL) Agency Report

**BACKGROUND/DISCUSSION**

In an effort to allow the agencies under the authority of the State Board of Education an opportunity to present to the State Board of Education on a more regular basis, one of the agencies will be making a presentation before the Board at each meeting. This report will be a progress report and an opportunity for the agency to supply an overview of its status and accomplishments.

Ms. Ann Joslin, State Librarian, will be in attendance at the meeting and will present a summary of the accomplishments and future goals of ICFL.

**IMPACT**

Ms. Joslin's presentation will provide the State Board members and others with current status information about ICFL.

**BOARD ACTION**

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

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**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**AUGUST 21-22, 2008**

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**FAMILY MEDICINE RESIDENCY OF IDAHO**

**SUBJECT**

Progress report on Family Medicine Residency of Idaho

**BACKGROUND/DISCUSSION**

Family Medicine Residency of Idaho (FMRI) is a 501(c)(3) non-profit organization and has been training medical residents for the State of Idaho since 1974. In that period of time 221 residents have graduated from the program and 124 of those have remained in Idaho. The investment by the State of Idaho in FMRI's future family medicine expansion will help build the needed primary care infrastructure for Idaho as well as help to address the shortage of residency opportunities within the State of Idaho.

Dr. Epperly, Chairman and Program Director, will be in attendance at the meeting and will present a summary of the accomplishments and future goals of FMRI.

**BOARD ACTION**

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

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**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**AUGUST 21-22, 2008**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Request for Pre-game Alcohol Waiver

**REFERENCE**

June 2007                      Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2007 football season.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

**BACKGROUND/DISCUSSION**

Idaho State University requests approval to establish a secure area on the west side of Holt Arena for the purpose of allowing corporate partners, Bengal Foundation, Football Alumni Team members and other invited guests the opportunity to gather with clients and guests for the 2008 home football games

Board policy does not allow the serving of alcohol on campus in conjunction with NCAA athletic events. Exceptions to this policy have been granted when an acceptable and manageable plan has been provided. Idaho State University, following the models established by the University of Idaho and Boise State University for staging similar events, is working with campus public safety, the Pocatello City Police and other officials to provide a controlled area for the serving of alcohol prior to home football games.

In accordance with approval granted by the State Board for the 2007 football season, ISU reports that the program in place appeared to work well and that there were no reports of violations of the policy or Board approved conditions or incidents of underage drinking.

Idaho State University seeks permission to set up a secure area on the west side of Holt Arena prior to each home Bengal football game for the purpose of allowing corporate partners, members of the Bengal Foundation and Football Alumni Team, and invited guests the opportunity to gather with clients and friends during the 2008 football season. In this secure area, Idaho State University Athletics will allow patrons to purchase food and beverages (non alcoholic and alcoholic). The alcoholic beverages will be sold and served by a licensed provider. Idaho State University will provide control measures and follow all requirements of Board policy regarding alcohol service. (Note: Pre-game activities on September 18, 2008, will include the announcement of the results of the Fall "I Love ISU" scholarship fundraising campaign, and that various invited guests, including members of the local Chamber of Commerce,

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**AUGUST 21-22, 2008**

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will be in attendance.) The University will conduct the pre-game activities under the following conditions:

1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. Alcohol making or distributing companies will not be allowed to sponsor the activities or tents.
4. A color-coded wrist band or pass admission system will identify attendees and invited guests.
5. Companies involved in the pre-game location will be sent a letter outlining the pre-game location and the SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated persons.
6. One entry/exit point will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the Fall 2008 home football games, including the sales and service of alcohol.
11. A review of the 2008 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

**IMPACT**

If the Board approves the alcohol waiver request, Idaho State University will allow alcohol sales on campus at the home football games during the 2008 season.

**ATTACHMENTS**

- |  |        |
|--|--------|
| 1. Full Aerial View of Designated Area                         | page 5 |
| 2. Detail of Booth and Service Areas – West Side of Holt Arena | page 6 |

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**BOARD ACTION**

A motion to approve the request by Idaho State University to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities for the 2008 home football season. The conditions are as follows:



**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**AUGUST 21-22, 2008**

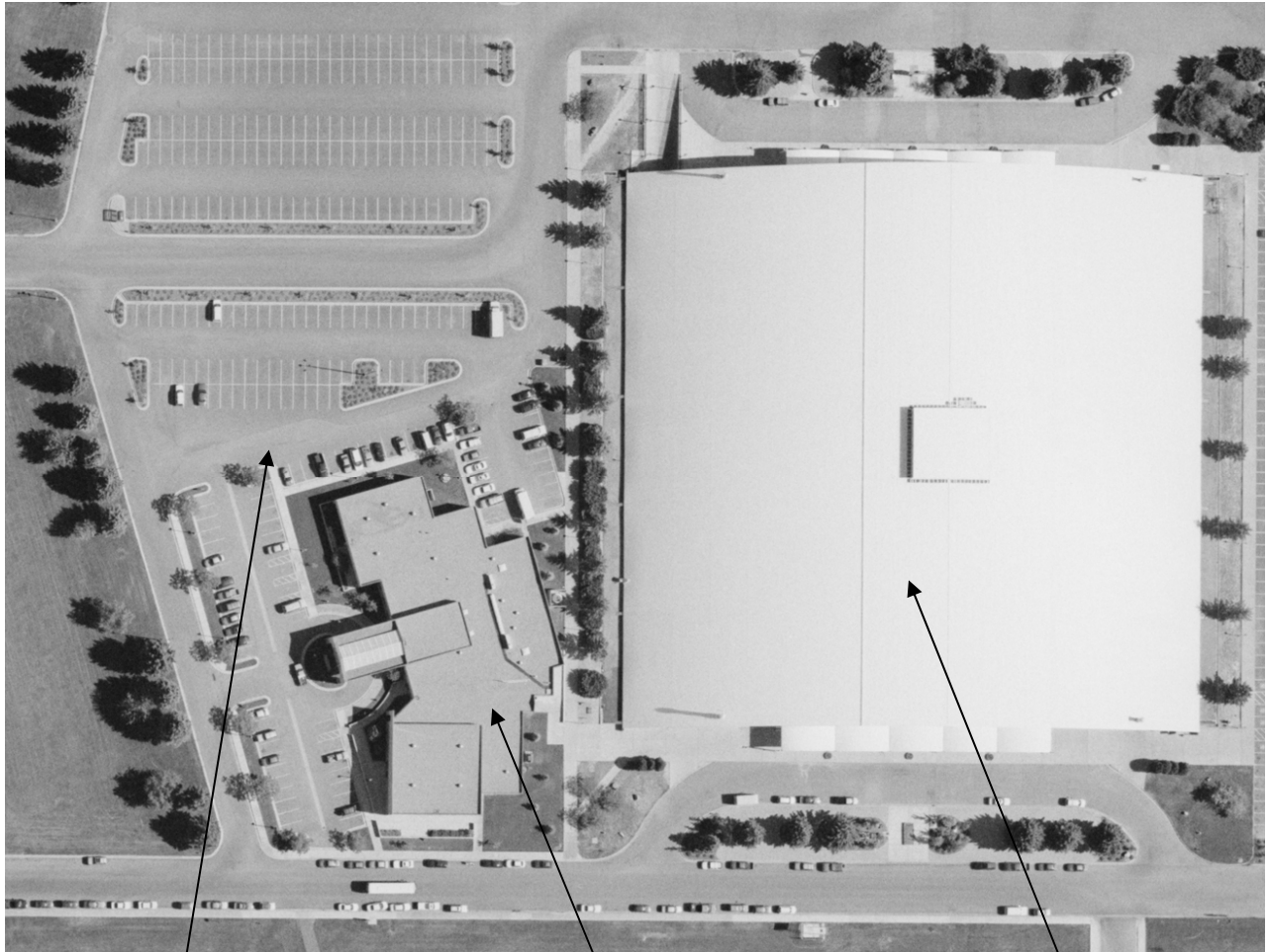
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1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. Alcohol making or distributing companies will not be allowed to sponsor the activities or tents.
4. A color-coded wrist band or pass admission system will identify attendees and invited guests.
5. Companies involved in the pre-game location will be sent a letter outlining the pre-game location and the SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated persons.
6. One entry/exit point will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the Fall 2008 home football games, including the sales and service of alcohol.
11. A review of the 2008 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

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

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Aerial View of Holt Arena and Sports Med Center



Football Tailgate area

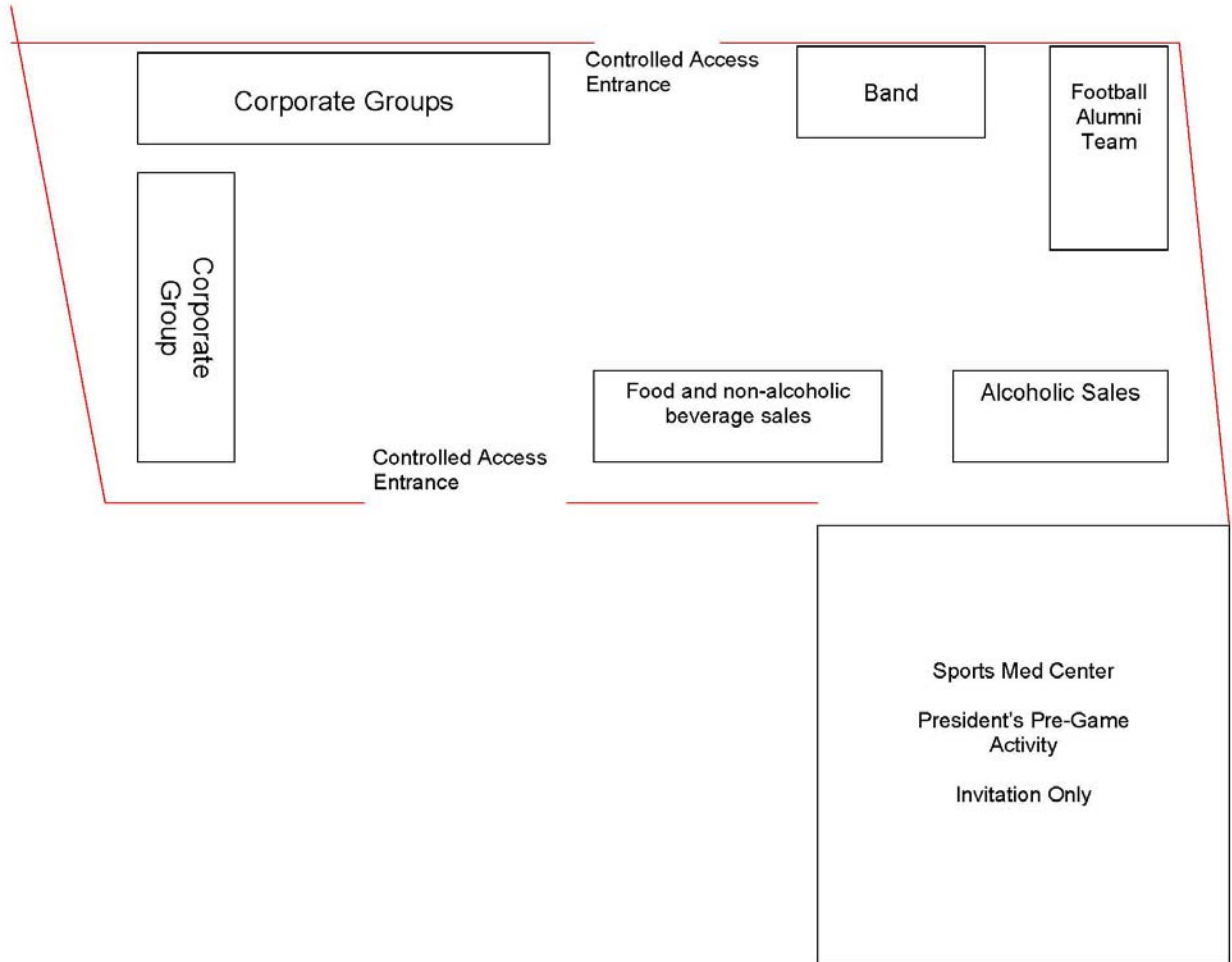
Sports Med Center

Holt Arena

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
AUGUST 21-22, 2008**

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IFootball Pre-Game Tailgate



**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**AUGUST 21-22, 2008**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Request for Pre-game Alcohol Waiver – Caven Williams Sports Complex

**REFERENCE**

August 2004	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2004 football season.
March 2005	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2005 football season.
August 2006	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2006 football season.
August 2007	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2007 football season.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Board policy states that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events. For the past four football seasons, the Board has granted an exception to the policy under limited circumstances for a pre-game corporate tent area.

In March of 2005, President Kustra reported that the corporate tents in the secured area north of the stadium during the 2004 football season were a success. BSU worked with campus security, the Boise City Police and other officials to control and manage the use of alcohol. Even with sold out games and greater attendance, no serious issues or concerns were reported. The same security plan has been in place for the past four seasons and no serious issues or concerns have been reported.

Boise State University seeks permission to set up a secure area on the east patio of the Caven Williams Sports Complex prior to each home Bronco football game for the purpose of allowing corporations and invited guests the opportunity to gather with clients and guests. In this secure area, Boise State Athletics will, as it has in previous years, allow patrons to purchase food and beverages (non alcoholic and alcoholic) from the University's official food service provider. Boise

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**AUGUST 21-22, 2008**

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State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the university will conduct the pre-game activities under the following conditions:

1. All who enter the secured area must be an invited guest
2. Event begins three hours prior to kick off and ends at the start of the game.
3. The patio will be secured (outside patio, surrounded by a fence) to control access to and from the area.
4. Two ID stations will be provided, located close to the entrance where special colored wrist band will be issued.
5. There will be two entry points manned by security personnel.
6. Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
7. No alcohol making or distributing companies may be allowed to sponsor the event.
8. Security personnel will not allow patrons to exit or enter the area with any beverages.
9. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.

**IMPACT**

If the Board does not approve the alcohol waiver request, BSU will not be able to sell alcohol at home football games during the 2008 season.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**BOARD ACTION**

A motion to approve the request by Boise State University to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities for the 2008 home football season. The conditions are as follows:

1. The patio will be secured (outside patio, surrounded by a fence) to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
4. No alcohol making or distributing companies may be allowed to sponsor the activities or tents.
5. A color-coded wrist band or pass admission system that would identify attendees and invited guests.

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6. Companies involved in the tent village would be sent a letter outlining the tent village/SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
7. Two entry points manned by security personnel.
8. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
9. Security personnel will not allow patrons to exit the area with alcoholic beverages.
10. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Boise State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
11. The area is for sponsors to entertain clients/guests for the fall of 2008 home football games, including the sales and service of alcohol.
12. A request will be brought back after the conclusion of the 2008 football season to the Board for reconsideration for 2009.
13. BSU will abide by all terms and conditions of the Board's existing alcohol policy.

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

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Request for Pre-game/Humanitarian Bowl Alcohol Waiver – Stueckle Sky Club

**REFERENCE**

- |             |   |
|-------------|---|
| August 2004 | Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2004 football season.   |
| March 2005  | Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2005 football season.   |
| March 2005  | Prior to approval of construction of the skybox suites, the Board granted approval for Boise State University to represent that alcohol service would be available in the skybox in the university's marketing. |
| August 2006 | Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2006 football season.   |
| August 2007 | Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2007 football season.   |

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

**BACKGROUND/ DISCUSSION**

Boise State University requests Board approval to provide alcohol service in the Stueckle Sky Club (new addition to Bronco Stadium) for the 2008 Football season and the Rody's Humanitarian Bowl.

Prior to approval of construction of the skybox suites, the Board granted approval for Boise State University to represent that alcohol service would be available in the skybox in the university's marketing. Based on that approval, the leases with patrons for the suites, club seats and loge seats were all created with the understanding that alcohol service would be available during games in this area of the stadium only.

Board policy states that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events. For the past four football seasons, the

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Board has granted an exception to the policy under limited circumstances for a pre-game corporate tent area.

In March of 2005, President Kustra reported that the corporate tents in the secured area north of the stadium during the 2004 football season were a success. BSU worked with campus security, the Boise City Police and other officials to control and manage the use of alcohol. Even with sold out games and greater attendance, no serious issues or concerns were reported. The same security plan has been in place for the past four seasons and no serious issues or concerns have been reported.

Boise State University seeks permission to allow alcohol sales to patrons leasing seats in the Stueckle Sky Club on the west side of the stadium for each home Bronco football game. In this secure area, Boise State will allow patrons to purchase food and beverages (non alcoholic and alcoholic). Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the university will conduct these policies under the following conditions, similar to those set by the Board over the last four years for other game day secured areas.

1. The Sky Club is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Club.
2. There is no access from the general seating area into the Sky Club. Further, only patrons who hold tickets to seats in the Sky Club will be allowed into the Sky Club during games.
3. The sale of alcohol will begin no sooner than three hours prior to kick off and will end at start of the 4<sup>th</sup> quarter.
4. Two entry points at the North and South Elevator Towers will be manned by security personnel.
5. Security personnel will be located throughout the Sky Club area on each of the four floors monitoring all alcohol policies and patron behavior.
6. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
7. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.

**IMPACT**

If the Board does not approve the alcohol waiver request, BSU will not be able to sell alcohol at home football games during the 2008 season.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

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**BOARD ACTION**

A motion to approve the request by Boise State University to allow the sale of alcohol during home games and the Humanitarian Bowl on an ongoing basis and under the following conditions:

1. The Sky Club is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Club.
2. There is no access from the general seating area into the Sky Club. Further, only patrons who hold tickets to seats in the Sky Club will be allowed into the Sky Club during games.
3. The sale of alcohol will begin no sooner than three hours prior to kick off and will end at start of the 4<sup>th</sup> quarter.
4. Two entry points at the North and South Elevator Towers will be manned by security personnel.
5. Security personnel will be located throughout the Sky Club area on each of the four floors monitoring all alcohol policies and patron behavior.
6. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
7. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
8. BSU will abide by all terms and conditions of the Board's existing alcohol policy.

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

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**UNIVERSITY OF IDAHO**

**SUBJECT**

The University of Idaho and the Associated Students of the University of Idaho request Board approval to establish an additional secure area for the purpose of allowing ASUI pre-game activities that include the service of alcohol for the 2008 football season.

**REFERENCE**

June 2008	Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2008 football season for "Vandal Game Day," "Corporate Tent Area," and "President's Circle Pre-Game Function."
Fall 2007	This past season (fall of 2007), there were no serious issues or concerns related to the service of alcohol at pre-game events. The wristband policy remains in place to better supervise minors in the alcohol service areas.
August 9, 2007	Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2007 football season.
Fall 2006	This past season (fall of 2006), there were no serious issues or concerns related to the service of alcohol at pre-game events. A wristband policy is in place to better supervise minors in the alcohol service areas.
August 10, 2006	Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2006 football season.
August 2005	Following discussion regarding the presence of supervised minors in the alcohol service areas, the Board amended policy Section I.J. to specifically allow for the persons of the lawful age to consume alcohol to be accompanied by youth for whom they are responsible in the secure alcohol service areas, provided the youth remain at all times under the supervision and control of the individual of lawful age.
March of 2005	President White reported that there had been no serious incidences regarding the pre-game service of alcohol, and further noted that the UI created a restaurant-type atmosphere within the secure areas.
March 10, 2005	Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2005 football season.
August 12, 2004	Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2004 football season.

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**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

**BACKGROUND/DISCUSSION**

The current Board policy provides that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events. For the past four football seasons, the Board has granted an exception to the policy under limited circumstances for pre-game events in secure areas.

The UI and ASUI seek permission to set up an additional secure area prior to each home football game. In the secure area, patrons may purchase beverages (non alcoholic and alcoholic) from Sodexo, the University's official food service provider. The UI and ASUI will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game activities under the conditions set out in the motion, which are the same as those set by the Board over the last three years.

The additional secure area will be part of a larger ASUI student pre-game event located adjacent to a new, student only, permitted parking area within the larger Kibbie Dome parking lot. The pre-game event is being created to add to the student experience leading up to game time, including a concert stage for live performing acts and motivational pre-game speeches from Athletic Department personnel. In addition, ASUI will be coordinating various competitions and activities to draw a greater number of students to the game. In the larger pre-game area, adjacent to the secure area, patrons may purchase food and non-alcoholic beverages. Patrons may bring food and non-alcoholic beverages purchased outside the secure area into the secure area. The pre-game event will provide a safe and controlled area for students, alumni and fans to gather prior to the game and enjoy themselves.

In managing its pre-game functions, the UI and ASUI seek to provide a safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience. ASUI pre-game activities will begin four hours prior to kickoff, and all activities cease fifteen minutes prior to kickoff. The secure area where alcohol is available will open three hours before kickoff and will be fenced off.

This creates a safe and fun pre-game event for students and a secure area for those over age 21 to enjoy a beer before the game. This model has been used at other schools across the nation. ASUI will provide entertainment and activities for students in an effort to elevate the level of organized game day events to that of other schools of our size and standing. It will also create a focused and managed area for the beer garden.

**IMPACT**

There have been no serious incidences regarding the pre-game service of alcohol during the Fall 2007 season. ASUI will create a festival-type atmosphere

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within the entire event area. Feedback on the planned events has been very positive, and students appreciate the opportunity to participate in pre-game events with a focused and controlled area for beer consumption should also improve security and the monitoring of alcohol consumption. These types of functions are beneficial to the University and Student body by giving students the opportunity to interact with alumni and each other in a safe and legal way, while encouraging more students to support our athletes.

The request is for a new event with the same restrictions as the prior year and those approved for the 2008 football season.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**BOARD ACTION**

A motion to approve the request by the University of Idaho to establish an additional secure area for the purpose of allowing the above specified pre-game activities (ASUI Student Pre-Game) for the 2008 home football season, such events to be in compliance with Board policy section I.J. and the following conditions:

1. The service area shall be secure, surrounded by a fence to control access to and from the area.
2. The pre-game events shall be limited to four hours, ending at kick-off.
3. Alcohol making or distributing companies may not sponsor the activities or tents.
4. UI shall use a color-coded wrist band or pass admission system to identify attendees and invited guests.
5. UI shall send companies sponsoring a corporate tent a letter outlining the Board alcohol policy and further conditions set by the Board. The letter will state that the minimum drinking age in Idaho is 21 and that at no time may they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
6. There must be no more than two entry points, each manned by security personnel, for the secure area.
7. Security personnel shall be located throughout the secure service area to monitor use of wristbands, patron behavior, and entrance and exit.
8. No person may exit the secure area with alcoholic beverages.
9. Tent sponsors shall insure and indemnify the State of Idaho, the State Board of Education and Board of Regents of the University of Idaho and the University of Idaho for a minimum of \$2,000,000, and shall obtain the proper permits and licenses.
10. The area is for sponsors to entertain clients/guests for the fall of 2008 home football games, including the sales and service of alcohol.

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11. This exception is only for the 2008 football season; the University shall bring the matter back to the Board after the conclusion of the 2008 football season for reconsideration for 2009.

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



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**SUBJECT**

First Reading – Board Policy Section I.M.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.A.5.b., and I.M.  
Section 67-1901 through 16-1905, Idaho Code.

**BACKGROUND/DISCUSSION**

Each year, institutions, agencies, and the school are required to submit Strategic Plans and Performance Measure Reports to the Board for the Board's review and approval prior to the Board submitting all of the Strategic Plans and Performance Measures to the Division of Financial Management. The language changes in I.M.2. will ensure consistency in the content and quality of the Performance Measure Reports among the institutions and agencies governed by the Board as well as aligning Board policy with changes made in HB 300 to Idaho Code Section 67-1901 through 67-1905.

**ATTACHMENTS**

Attachment 1 – Policies & Procedures, Section I.M.

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of Board policy, section I.M.

**BOARD ACTION**

A motion to approve the first reading of the Idaho State Board of Education Governing Policies & Procedures, Section I.M.

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

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**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: M. Annual Planning and Reporting**

**March 2008 October 2008**

**M. Annual Planning and Reporting**

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, Idaho Public Television, School for the Deaf and the Blind, Idaho State Historical Society, and Idaho Commission for Libraries.

**1. Strategic Plans**

- a. ~~Boise State University, Idaho State University, Lewis Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, Idaho Educational Public Broadcasting System Television, and the School for the Deaf and the Blind~~ Each institution, agency, and school will develop and maintain five-year strategic plans.

(1) Institution, school, and agency strategic plans shall be aligned with the Board's strategic plan, be created in accordance with Board guidelines, and be consistent with assigned role and mission statements.

(2) Plans shall be updated annually and submitted to the Board for approval.

(3) Plans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements.

- ~~b. The Idaho State Historical Society and Idaho Commission for Libraries are recognized as unique collaborators in the state education system and are encouraged to report annually to the Board in accordance with these guidelines.~~

**eb. Format**

Plans submitted to the Board annually should be as concise as possible and in accordance with a schedule and format established by the executive director.

Plans should contain:

- (1) A comprehensive mission and vision statement covering the major programs, functions and activities of the organization.

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- (2) General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
  - (a) Institutions (including Professional-Technical Education) and the School for the Deaf and the Blind should address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
  - (b) Agencies should address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
- (3) Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
- (4) A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

2. Performance Measures

Performance measures will be developed in conjunction with the Board's planning process and will be updated annually for Board approval. Performance Measures shall be submitted to the Board annually, and in accordance with a schedule and format established by the Executive Director. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives.

- a. ~~Postsecondary institutions~~ The Office of the State Board of Education will develop a set of uniform performance measures for the institutions that will gauge progress in such areas as enrollment, retention, and graduation.
- b. Each institution, agency, and the school will develop unique measures tied to its strategic plan.

3. Progress Reports

Progress reports that include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations will be provided to the Board at least once annually in accordance with a schedule and format established by the Executive Director.

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**4. Statewide Reporting**

Each institution, agency, and the school will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report.

**45. Self-Evaluation**

Each year, the Board will conduct a self-evaluation in conjunction with annual strategic planning activities. The self-evaluation methodology will include a staff analysis of all institution, agency, and school annual performance reporting, and comments and suggestions solicited from Board constituency groups to include the Governor, the Legislature, agency heads, institution presidents and other stakeholders identified by the Board President. The Executive Committee of the Board will annually develop a tailored Board self-evaluation questionnaire for use by individual Board members and the Board collectively to evaluate their own performance. Annually, in conjunction with a regular or special meeting, the Board will discuss the key issues identified in the institution, agency and school performance reporting assessment, comments and suggestions received from constituency groups, and the self-evaluation questionnaire in order to further refine Board strategic goals, objectives and strategies for continuous improvement of Board governance and oversight. Self-evaluation results will be shared with constituent groups and should heavily influence strategic plan development.

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**COLLEGE OF SOUTHERN IDAHO**

**SUBJECT**

Approval of the MOU between the College of Southern Idaho and the College of Western Idaho.

**APPLICABLE STATUTE, RULE, OR POLICY**

**BACKGROUND/DISCUSSION**

In order for the College of Western Idaho (CWI) to get federal financial aid and to ensure the transfer of credits to a four-year institution, they are partnering with the College of Southern Idaho (CSI). CWI will use CSI's accreditation while it is applying for and receiving its own.

**IMPACT**

This MOU will allow the College of Western Idaho to have time to apply for and receive its own accreditation while the students receive federal financial aid and credit transferability immediately.

**ATTACHMENTS**

Attachment 1 – CWI/CSI Accreditation Agreement	page 3
Attachment 2 – Notice of Intent PTE Programs	page 13

**STAFF COMMENTS AND RECOMMENDATIONS**

The US Department of Education has indicated that Board approval, while not required, would expedite the process.

Board staff recommends approval.

**BOARD ACTION**

A motion to approve the request by the College of Western Idaho to approve the Accreditation Agreement between the College of Western Idaho and the College of Southern Idaho as submitted.

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

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14003

**ACCREDITATION AGREEMENT BETWEEN  
THE COLLEGE OF WESTERN IDAHO  
AND  
THE COLLEGE OF SOUTHERN IDAHO**

THIS AGREEMENT is entered into between the College of Western Idaho (CWI) and the College of Southern Idaho (CSI), effective on the date of the last signature below.

WHEREAS, in the formation of new community colleges, it is common for an established and accredited community college to partner with the new community college and provide services and assistance in meeting the standards for accreditation. Such a voluntary arrangement is the most expedient and efficient way for the new community college to provide students the opportunity to receive credit from an accredited institution while the new college is seeking accredited status.

WHEREAS, CWI is a newly-formed community college district governed by a Board of Trustees;

WHEREAS, the CWI Board of Trustees has, by resolution, determined that it is in the best interests of the residents of the community college district to offer accredited classes as soon as reasonably possible;

WHEREAS, CWI has requested and CSI has agreed to act as a partner institution to CWI as CWI proceeds through the accreditation process;

WHEREAS, CWI and CSI desire to cooperate in enabling CWI to provide instructional and administrative services to students and to do so without requiring CSI to subsidize the operation of CWI.

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NOW, THEREFORE, CWI and CSI agree as follows:

- I. CWI Obligations. So long as this Agreement is in effect, CWI agrees to do the following:
  - (A.) Adhere to and to comply with all federal and state laws, CSI Board policies germane to the accreditation process, Idaho Division of Professional-Technical Education policies, Northwest Commission on Colleges and Universities (NWCCU) standards, and CSI academic policies and procedures that are applicable to the accreditation process. CSI will monitor CWI's compliance with all laws, standards, policies and procedures made applicable herein.
  - (B.) Comply with all applicable federal and state laws governing employment relationships, including, but not limited to, the Americans with Disabilities Act, the Family Medical Leave Acts, and the Fair Labor Standards Act. CWI will also comply with the Family Education Rights and Privacy Act.

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(C.) Be solely responsible for hiring, employing, supervising, evaluating, and compensating faculty and staff to provide instruction, student support, and administrative services. The recruitment and selection of faculty and staff at CWI must be in compliance with the "Uniform Guidelines on Employee Selection Procedures" of 1978. In addition, all faculty hired by CWI must meet the qualifications established by CSI, NWCCU, and, where applicable, the Idaho Division of Professional-Technical Education, which will review the qualifications of germane faculty on a periodic basis. CSI will monitor CWI's hiring processes and supervision practices. CSI will not provide and will not bill CWI for any workers compensation coverage.

(D.) Be solely responsible for processing grievances filed by its students, administrators, faculty and staff for handling discrimination and affirmative action complaints, and for addressing violations of any of the laws. CSI will review all CWI policies and procedures associated with grievances, discrimination, and affirmative action employment laws for compliance. CWI agrees to hold CSI harmless for any violations or resulting complaints or claims relative to this section. CSI assumes no liability for these actions and any services provided by CSI at CWI's request relative to these actions are not covered in the agreement.

(E.) CSI will review for compliance with applicable accreditation laws, regulations, standards, policies and procedures all contracts that have been or are being developed to provide instruction or other services related to instruction or instructional support services at CWI, for example, but not limited to, credit instruction, advanced placement, and students enrolling with multiple colleges. Contracts to provide non-credit training services to business and industry are exempted from this provision.

(F.) Disclose any existing written or verbal agreements relating to accreditation between CWI and any other college/university, state agencies, or other entities.

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(G.) Reimburse CSI for any services not described in this agreement and agreed to by both parties in writing before the service is performed. Billing for additional services will be done on a quarterly basis by the CSI Business Office with appropriate documentation to justify billings for all additional services.

II. CSI Obligations. Upon execution of this Agreement by the Parties, CSI shall submit to NWCCU, a "Substantial Change Application." Additionally, so long as this Agreement is in effect, CSI agrees to provide the following comprehensive community college services to CWI in compliance with appropriate CSI Board policies and NWCCU accreditation standards:

A. ACADEMIC SERVICES:

(1.) Process and approve all CWI curricular changes and new instructional programs following CSI procedures;

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- (2.) Review instructor files to assure they are qualified in the subject areas they teach and to review implementation of the credit instructor approval policy;
- (3.) Review hiring and evaluative procedures to assure compliance with applicable CSI procedure;
- (4.) Provide access to and approval to use course content guides, the approved textbook and materials lists and other up-to-date curriculum information;
- (5.) Review CWI's instructional approval and evaluation procedures according to NWCCU standards and Idaho Division of Professional-Technical Education policies and procedures;
- (6.) Provide opportunities for CWI, upon mutual agreement, to confer with CSI faculty and administrators for the purpose of providing technical assistance;
- (7.) Provide opportunities for CWI staff to participate in CSI division meetings, attend Curriculum Committee meetings, and participate in other committees relevant to the agreement such as assessment and accreditation.

**B. ENROLLMENT SERVICES:**

- (1.) Provide class schedule entry support;
- (2.) Maintain academic records for all CWI students attempting credit classes including but not limited to the provision of transcript, transfer articulation and related services;
- (3.) Provide financial aid services to CWI as described the Financial Aid Addendum B to this agreement;

**C. INSTITUTIONAL RESEARCH:**

- (1.) Provide institutional and enrollment data for CWI to generate state of Idaho and IPEDS data to prepare reports that CWI will submit.

**D. LIBRARIES:**

- (1.) Provide library support services as specified in the Library Services Addendum A.

**E. FINANCIAL SERVICES:**

- (1.) Be responsible for billing CWI for services identified in paragraph VI and for all other additional services in a timely manner;
- (2.) Provide appropriate documentation to justify billings for all additional services.

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- (3.) CWI will furnish CSI with monthly fiscal reports.
- III. In return for services rendered under section II of this agreement, CWI will pay CSI an overhead charge of ten (10) percent based on CSI's actual costs for administering this Agreement to be billed quarterly.
- IV. Payments identified in Paragraphs I (G.) and III will be made quarterly. Total payments to be made under this agreement as identified in the Budget Addendum will be estimated in advance each year, with adjustments, if any, to the estimate made on an annual basis. Final fiscal year billings for all costs will be provided to CWI no later than August 30.
- V. Attached hereto, and incorporated herein by reference, is the "Budget Addendum" identified in the previous paragraph, which shall be developed annually by negotiations between CWI and CSI and anticipated services and costs to be provided pursuant to this agreement. Any changes in the Budget Addendum will be agreed upon by both parties by December 16 prior to the July 1 effective date. In the event the parties are unable to agree to a mutually acceptable Budget Addendum in any year, either party may give notice of termination as provided in Paragraph VIII. A. herein. The Budget Addendum will be validated annually by submitting a budget for approval. Appropriate signatures on the Budget Addendum will be required for validation.
- VI. The CSI President or his designee will have overall responsibility for administering this Agreement and designating other staff, as needed, to carry out this agreement.
- VII. Except as provided in Paragraph I. D. herein, the parties each agree to indemnify and hold harmless the other for any damages, disbursements, and attorney fees which may result from the party's direct or indirect act or omission with respect to the obligations herein.
- 
- VIII. Term and Termination. This Agreement shall commence on the date of the last signature below, and shall continue thereafter annually on the parties' fiscal calendar (July 1 through June 30) unless and until terminated in one of the following ways:
- A. Either party may terminate this Agreement effective at the end of the current fiscal year (June 30) by delivering to the other party written notice of termination at least one hundred eighty (180) days prior to the expiration of the current fiscal year. During the one hundred and eighty (180) day notice period, the Agreement that is in effect for the ending fiscal year will remain in full force and effect.
- B. If either party materially breaches this Agreement, the other may terminate the Agreement by delivering to the non-breaching party written notice of termination at least ninety (90) days prior to the effectiveness thereof. This right is not exclusive, but is in addition to any other legal or equitable remedies now or later allowed by law.

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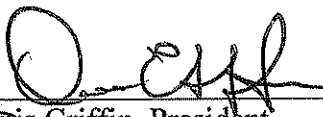
C. By mutual agreement with mutually agreeable timelines.

IX. The parties have entered into addenda in conjunction with this Agreement, which are specifically identified herein and are attached hereto and incorporated by reference. The parties may agree on additional addenda provided they are reduced to writing and fully executed by both parties.

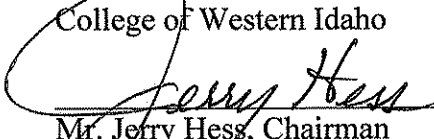
X. Any amendment to this Agreement will not be effective unless reduced to writing and executed by both parties, except as otherwise provided in Paragraph V.

XI. In the event of a dispute concerning this Agreement, the Presidents of CWI and CSI will meet and seek resolution. If resolution cannot be determined then the colleges will jointly employ an independent mediator to assist in determining an appropriate resolution to the issues.

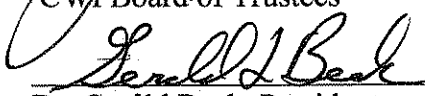
XII. This Agreement may be executed in two or more counterparts, and signature pages may be transmitted and received by facsimile. All such counterparts taken together shall be considered as one and the same Agreement and all such facsimile signatures shall be valid and shall constitute due and proper execution of this Agreement.

  
\_\_\_\_\_  
Dr. Dennis Griffin, President  
College of Western Idaho

7/1/08  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mr. Jerry Hess, Chairman  
CWI Board of Trustees

7-1-08  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Gerald Beck, President  
College of Southern Idaho

6-24-08  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mr. LeRoy Craig, Chairman  
CSI Board of Trustees

6-26-08  
\_\_\_\_\_  
Date

PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
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LIBRARY SERVICES ADDENDUM A

AGREEMENT BETWEEN  
COLLEGE OF WESTERN IDAHO  
AND  
COLLEGE OF SOUTHERN IDAHO

COPY

As an Addendum to the Agreement between College of Western Idaho and College of Southern Idaho and in further compliance with the standards of the Northwest Commission on Colleges and Universities (NWCCU), the College of Southern Idaho (CSI) and College of Western Idaho (CWI) agree to provide the following:

**College of Southern Idaho will:**

1. Provide access to the CSI library catalog and online resources and services via the Internet;
2. Loan CSI's print and media collection in a timely manner for the loan periods as stated in the CSI Library's policies and procedures with time allowed for shipping;
3. Provide full library services to students and staff of CWI who come to the CSI Library.

**College of Western Idaho will:**

1. Comply with all CSI Library policies and procedures.
2. Designate a space and a contact person to receive and distribute loaned library materials.
3. Provide all necessary hardware and software applications needed to access the Internet.
4. Pay for costs associated with interlibrary loans for all materials and pay for replacement costs for lost materials.
5. Reimburse CSI Library for charges resulting from the addition of CWI students, faculty, and staff to the CSI Library usage base (e.g. increases in license and service agreement fees due to the change in FTE and/or addition of branch campus).
6. Initiate a planning process to provide access to appropriate library and information resources and services for all CWI students, faculty and staff by acquiring appropriate facilities, technologies, personnel, and print and digital collections by the end of this agreement (or develop an alternative plan that meets NWCCU accreditation standards). On an interim basis, until a permanent facility will be available, subscribe to online resource databases, develop contracts or participate in consortium agreements to provide quality library services to meet Northwest Association on Colleges and Universities accreditation standards.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
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COPY

**FINANCIAL AID SERVICES ADDENDUM B**

**AGREEMENT BETWEEN  
COLLEGE OF WESTERN IDAHO  
AND  
COLLEGE OF SOUTHERN IDAHO**

As identified in Paragraph II B. (3.), The College of Southern Idaho (CSI) will provide assistance, support, and oversight to the College of Western Idaho (CWI) until such point that CWI has become fully accredited and is eligible to receive federal financial aid. CSI will facilitate this partnership by adding CWI locations and programs per U.S. Department of Education regulations (Federal Student Aid Handbook - Volume 2, Chapter 5) according to a mutually agreed upon implementation. CWI will assist CSI in all ways necessary and required by the U.S. Department of Education (Federal Student Aid Handbook – Volume 2) for maintaining eligibility for Title IV aid programs including monitoring academic program eligibility, collecting/disseminating appropriate consumer information, and maintaining appropriate financial and administrative capability standards.

**Accordingly, and in order to ensure an appropriate level of administrative capability, (Federal Student Aid Handbook – Volume 2, Chapter 10) CSI will:**

***Systems & Reporting***

1. Maintain required technology (servers, software, databases, etc.) to allow collaborative use of financial aid software.
2. Provide access and coordinate joint use of financial aid software/ databases between CSI and CWI financial aid staff.
3. In collaboration with CWI financial aid staff, identify those students in the shared database who should be coded as CWI students; code these students in the CSI databases.
4. Coordinate all federal reporting transmissions/receipts to/from the U.S. Department of Education including origination and disbursement records for all federal aid programs.
5. Submit required reports to include CWI financial aid data including annual FISAP, FISCOP, and single audit reports and any required changes to CSI's PPA or ECAR; provide copies to CWI.
6. Approve consortium agreements with other educational institutions.

***Awarding & Packaging***

1. Provide CWI with copies of all appropriate financial aid policies, procedures, and related documentation, including any updates/changes.
2. Provide direction and work collaboratively with CWI financial aid staff to award, package, and distribute financial aid.
3. Review CWI's process of awarding and disbursement of federal, State of Idaho, institutional, and other financial aid funds to assure compliance with all applicable federal regulations.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
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*Program Management*

1. Make its campus based award programs (federal SEOG and Work-Study) available to CWI students.
2. Bill CWI for the 25% federal matching share for all campus based funds disbursed to CWI students.
3. Approve all CWI federal Work-Study contracts.
4. Process payroll for CWI work-study students.
5. Coordinate the delivery of federal Stafford Loan funds to CWI students.
6. Draw down state and federal financial aid funds and post them to CWI accounts in a timely manner.
7. Work collaboratively with CWI to reconcile financial aid accounts.

*Return of Title IV Funds*

1. Assist with calculations and processing of refunds/repayments for students who withdraw or stop attending CWI.
2. Bill CWI for Title IV refunds at the conclusion of student(s) opportunity to provide documentation demonstrating their participation beyond the 60% point of the semester, usually 45 days after the student has been notified of the return of Title IV funds requirement.
3. Bill CWI for direct expenses incurred by CSI on behalf of CWI.

**In partnership with CSI and in order to ensure compliance with federal aid rules and regulations, CWI will:**

*Systems & Reporting*

1. Provide the necessary facilities, as well as hardware and network/Internet connection necessary for CWI employees and students (as applicable) to access and use the shared financial aid system(s).
2. Collaboratively use the shared financial aid database under CSI's general direction and oversight.
3. In collaboration with CSI financial aid staff, identify those students in the shared database who should be coded as CWI students; code these students in the CSI databases.
4. Provide CSI staff access to systems/information necessary for documenting student aid eligibility that is stored exclusively in a CWI system.
5. Be responsible for data conversion to assure that data is compatible with CSI's data systems.
6. Assist CSI in federal reporting by providing all necessary data and assuming related costs.
7. Assume responsibility for providing state federal and state reporting data.



**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
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*Awarding & Packaging*

1. Develop and disseminate financial aid information and forms to students.
2. Assist students in completing financial aid forms.
3. Provide financial aid advising/counseling to CWI students.
4. Establish and maintain all official financial aid records for CWI students.
5. Process all financial aid applications and related forms.
6. Perform file evaluation and analysis (needs analysis, data verification, student eligibility determination, professional judgment decisions) for all aid applicants.
7. Ensure accuracy of all data used to determine student eligibility for aid.
8. Award, package, and disburse all federal Title IV financial aid in accordance with applicable laws and regulations, as well as CSI operating policies and procedures consistent with CSI's financial aid office.
9. Award institutional and State of Idaho authorized scholarship funds as well as any outside scholarship funds according to CSI guidelines and State Board of Education regulations.
10. Ensure that appropriate documentation is kept and the CSI coordinating official has been appropriately notified of any required adjustments to need-based aid.

*Program Management*

1. Attend CSI Financial Aid training sessions as needed.
2. Confer regularly with CSI financial aid, records, and business office staff, and work collaboratively with them on all aspects of financial aid.
3. Review and ensure accuracy of CWI work-study time sheets.
4. Monitor satisfactory academic progress for all CWI financial aid students.
5. Adjudicate all satisfactory academic progress, time frame, and financial aid appeals.
6. Actively participate in default management activities for CWI students.

*Return of Title IV Funds*

- 
1. Return all financial aid funds (aid canceled, student withdrawal, aid revisions, etc.) according to CSI policies and federal cash management regulations.
  2. Perform federal refund/repayment calculations and all necessary procedures established by CSI for CWI students.
  3. Process billing invoices for financial aid repayments for students who withdraw or stop attending CWI.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
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COPY

**BUDGET ADDENDUM**

The philosophy behind charging the College of Western Idaho (CWI) for College of Southern Idaho (CSI) time and materials spent assisting CWI in becoming an accredited two year community college is that the taxpayers of Twin Falls and Jerome County should not subsidize operations outside of the College of Southern Idaho Community College District. Given that CSI receives substantial funding from the State of Idaho and that the legislature provides financial support for all community colleges, it is not the intent of this agreement that CSI should significantly profit from providing services to CWI.

Charges for CWI will be based upon actual time spent by CSI staff working on CWI projects. The CSI employee's specific hourly rate plus benefits with an administrative fee of 10% will be billed to CWI on a quarterly basis. CSI employees will keep timesheets with dates, hours worked and a general description of the task performed. In the event of contracted services by third party hired by CSI will be billed at the actual rate plus the 10% overhead charge. Any other material, supplies, equipment or software will be billed at the actual cost plus the 10% overhead charge.

There will be no offsets of any kind between CSI and CWI. In the event CWI provides services to CSI, the actual cost plus a 10% overhead charge will be billed to CSI on a quarterly basis. Documentation requirements will be the same for both institutions.

In the event of questionable charges or dispute, the issue will be immediately brought to the attention of the Vice Presidents of Administration at CWI and CSI for resolution. It is not the intent of this agreement that these issues be addressed at any other level.

Charges will begin effective the date Accreditation Agreement Between the College of Western Idaho and College of Southern Idaho is signed and executed.

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COPY

**NOTICE OF INTENT PROCESS  
FOR THE PROFESSIONAL-TECHNICAL PROGRAMS  
CURRENTLY TAUGHT  
AT BOISE STATE UNIVERSITY AND THE COLLEGE OF SOUTHERN IDAHO**

1. Professional-technical programs currently taught at Boise State University and the College of Southern Idaho which have been identified as like programs by the State PTE staff will be offered by the College of Western Idaho using curriculum that has been reviewed for common outcomes by the program faculty at the College of Southern Idaho. *(There will be some areas where the faculties from Boise State University and the College of Southern Idaho may need to meet to discuss and agree on specific objectives for the program and courses. An example would be the area of automotive mechanics; the College of Southern Idaho's program is associated with General Motors while Boise State University program is generic.)*
2. Professional technical programs that are currently offered at Boise State University and are not offered at the College of Southern Idaho will utilize the current Boise State University curriculum. The curriculum will be submitted to the College of Southern Idaho Curriculum Committee for approval. *(The College of Southern Idaho Curriculum Committee Chairr will need to meet with Boise State University faculty representatives to explain and assist them in meeting the requirements for program approval through the curriculum committee process at the College of Southern Idaho.)*
3. Any new programs that are not currently offered at the College of Southern Idaho or at Boise State University will need to go through the College of Southern Idaho Curriculum Committee and then the State Board of Education's new program notice of intent process.

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The College of Western Idaho will evaluate the following criteria and provide documentation (on a program-by-program basis) to the State Division of Professional Technical Education. Portions of This documentation may be compiled into a spreadsheet format, which would provide all of the information for each program within one comprehensive document.

1. Identification of the specific facilities to be utilized to include a brief description of the facilities and their location.
2. Anticipated facility costs for rental or renovation that would be funded by the College of Western Idaho's general fund.
3. Projected budget for each program.
4. Number of FTE faculty by instructional program.
5. Number of instructional support staff to include teachers aides, lab assistants, etc. by instructional program.

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6. Previous three years enrollment by instructional program.
7. Previous three years program completers by instructional program.
8. Idaho Department of Labor projections for employment opportunities by instructional program, in the State of Idaho, and specifically Ada and Canyon Counties.
9. Projected fiscal year 2010 enrollment by program. *(This projection should be developed by utilizing the data in items five, six, and seven.)*
10. Assurance that program advisory committees have been involved in and are aware of the transitional process.
11. Identify needed non-instructional support staff by position title and the number of FTE by position.
12. Describe the physical location for accommodating support staff.
13. Indicate how programs and staff will be equipped.

Based on the programmatic data identified above and the fiscal year 2009 Boise State University Seland College budget, the College of Western Idaho will be able to develop a fiscal year 2010 budget to be submitted to the State Division of Professional Technical Education for review and funding. This budget should be submitted no later than December 1, 2008.

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>PRESIDENTS' COUNCIL REPORT</b>	Informational Item
2	<b>IDAHO STATE UNIVERSITY ANNUAL REPORT</b>	Informational Item
3	<b>COMMISSION FOR LIBRARIES ANNUAL REPORT</b>	Informational Item
4	<b>FAMILY MEDICINE RESIDENCY OF IDAHO PRESENTATION</b>	Informational Item
5	<b>IDAHO STATE UNIVERSITY – ALCOHOL WAIVER REQUEST FOR 2008 HOME GAMES</b>	Motion to Approve
6	<b>BOISE STATE UNIVERSITY – ALCOHOL WAIVER REQUEST FOR 2008 HOME GAMES</b>	Motion to Approve
7	<b>BOISE STATE UNIVERSITY – ALCOHOL WAIVER REQUEST – SKY SUITES</b>	Motion to Approve
8	<b>BOARD POLICY SECTION I.M. – ANNUAL PLANNING AND REPORTING – FIRST READING</b>	Motion to Approve
9	<b>COLLEGE OF WESTERN IDAHO – ACCREDITATION AGREEMENT</b>	Motion to Approve

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**SUBJECT**

Presidents' Council Report

**BACKGROUND/ DISCUSSION**

Dr. Jerry Beck, President of the College of Southern Idaho and current Chair of the Presidents' Council will give the bi-monthly report for the Presidents' Council.

**BOARD ACTION**

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

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**SUBJECT**

Idaho State University Progress Report

**BACKGROUND/DISCUSSION**

Periodically, the institutions of higher education in the State of Idaho are requested to provide a progress report to the members of the State Board of Education. It has been about nine (9) months since Idaho State University has supplied an overview of its status and accomplishments.

Dr. Art Vailas, President of Idaho State University, will be in attendance at the meeting and will present a summary of the accomplishments and future goals of the university.

**IMPACT**

President Vailas' presentation will provide the State Board members and others with current status information about Idaho State University.

**BOARD ACTION**

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

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**SUBJECT**

Idaho Commission for Libraries (ICFL) Agency Report

**BACKGROUND/DISCUSSION**

In an effort to allow the agencies under the authority of the State Board of Education an opportunity to present to the State Board of Education on a more regular basis, one of the agencies will be making a presentation before the Board at each meeting. This report will be a progress report and an opportunity for the agency to supply an overview of its status and accomplishments.

Ms. Ann Joslin, State Librarian, will be in attendance at the meeting and will present a summary of the accomplishments and future goals of ICFL.

**IMPACT**

Ms. Joslin's presentation will provide the State Board members and others with current status information about ICFL.

**BOARD ACTION**

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

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**FAMILY MEDICINE RESIDENCY OF IDAHO**

**SUBJECT**

Progress report on Family Medicine Residency of Idaho

**BACKGROUND/DISCUSSION**

Family Medicine Residency of Idaho (FMRI) is a 501(c)(3) non-profit organization and has been training medical residents for the State of Idaho since 1974. In that period of time 221 residents have graduated from the program and 124 of those have remained in Idaho. The investment by the State of Idaho in FMRI's future family medicine expansion will help build the needed primary care infrastructure for Idaho as well as help to address the shortage of residency opportunities within the State of Idaho.

Dr. Epperly, Chairman and Program Director, will be in attendance at the meeting and will present a summary of the accomplishments and future goals of FMRI.

**BOARD ACTION**

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

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Request for Pre-game Alcohol Waiver

**REFERENCE**

June 2007                      Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2007 football season.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

**BACKGROUND/DISCUSSION**

Idaho State University requests approval to establish a secure area on the west side of Holt Arena for the purpose of allowing corporate partners, Bengal Foundation, Football Alumni Team members and other invited guests the opportunity to gather with clients and guests for the 2008 home football games

Board policy does not allow the serving of alcohol on campus in conjunction with NCAA athletic events. Exceptions to this policy have been granted when an acceptable and manageable plan has been provided. Idaho State University, following the models established by the University of Idaho and Boise State University for staging similar events, is working with campus public safety, the Pocatello City Police and other officials to provide a controlled area for the serving of alcohol prior to home football games.

In accordance with approval granted by the State Board for the 2007 football season, ISU reports that the program in place appeared to work well and that there were no reports of violations of the policy or Board approved conditions or incidents of underage drinking.

Idaho State University seeks permission to set up a secure area on the west side of Holt Arena prior to each home Bengal football game for the purpose of allowing corporate partners, members of the Bengal Foundation and Football Alumni Team, and invited guests the opportunity to gather with clients and friends during the 2008 football season. In this secure area, Idaho State University Athletics will allow patrons to purchase food and beverages (non alcoholic and alcoholic). The alcoholic beverages will be sold and served by a licensed provider. Idaho State University will provide control measures and follow all requirements of Board policy regarding alcohol service. (Note: Pre-game activities on September 18, 2008, will include the announcement of the results of the Fall "I Love ISU" scholarship fundraising campaign, and that various invited guests, including members of the local Chamber of Commerce,

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will be in attendance.) The University will conduct the pre-game activities under the following conditions:

1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. Alcohol making or distributing companies will not be allowed to sponsor the activities or tents.
4. A color-coded wrist band or pass admission system will identify attendees and invited guests.
5. Companies involved in the pre-game location will be sent a letter outlining the pre-game location and the SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated persons.
6. One entry/exit point will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the Fall 2008 home football games, including the sales and service of alcohol.
11. A review of the 2008 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

**IMPACT**

If the Board approves the alcohol waiver request, Idaho State University will allow alcohol sales on campus at the home football games during the 2008 season.

**ATTACHMENTS**

- |  |        |
|--|--------|
| 1. Full Aerial View of Designated Area                         | page 5 |
| 2. Detail of Booth and Service Areas – West Side of Holt Arena | page 6 |

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**BOARD ACTION**

A motion to approve the request by Idaho State University to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities for the 2008 home football season. The conditions are as follows:



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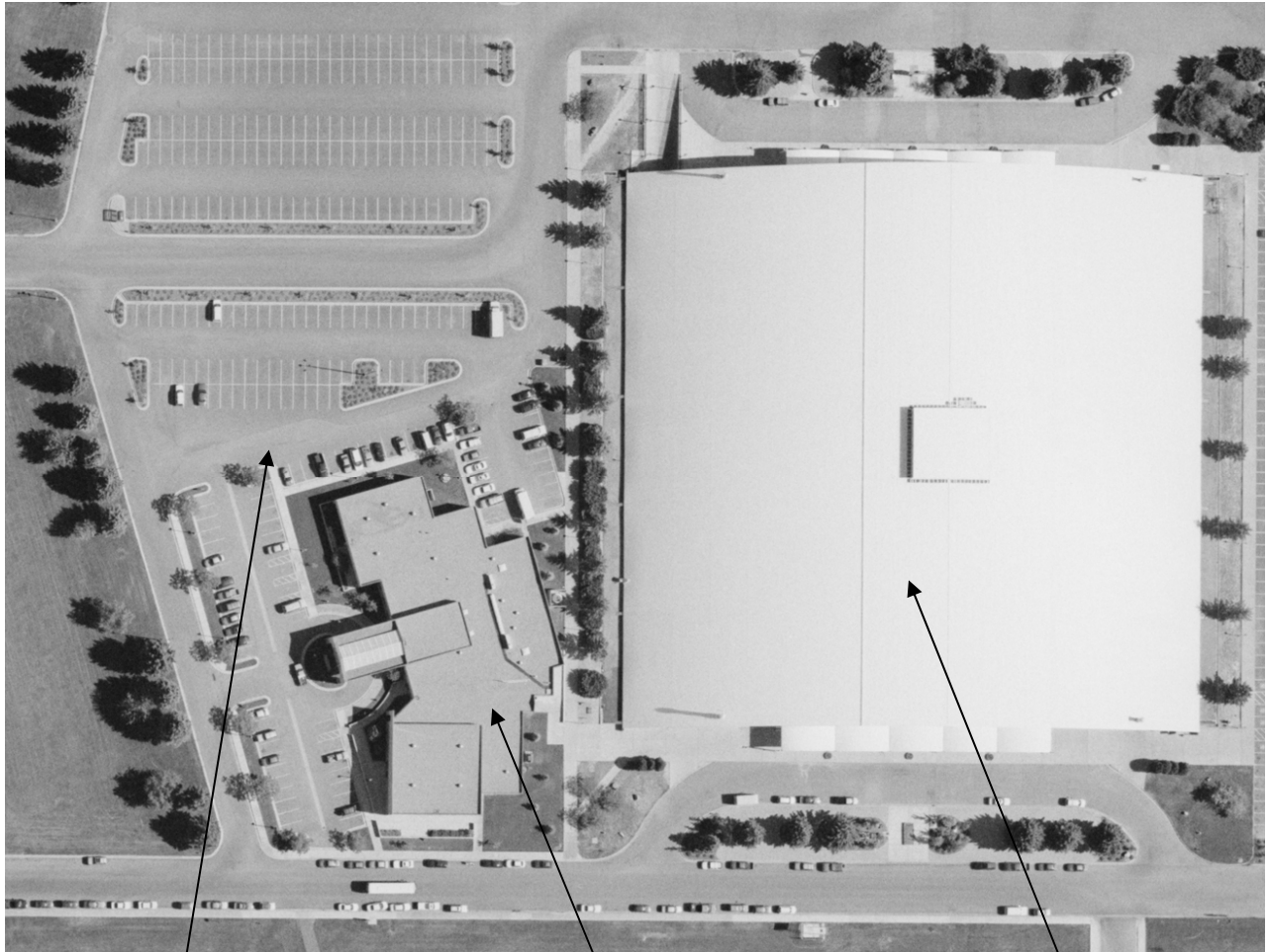
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1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. Alcohol making or distributing companies will not be allowed to sponsor the activities or tents.
4. A color-coded wrist band or pass admission system will identify attendees and invited guests.
5. Companies involved in the pre-game location will be sent a letter outlining the pre-game location and the SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated persons.
6. One entry/exit point will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the Fall 2008 home football games, including the sales and service of alcohol.
11. A review of the 2008 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

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

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Aerial View of Holt Arena and Sports Med Center



Football Tailgate area

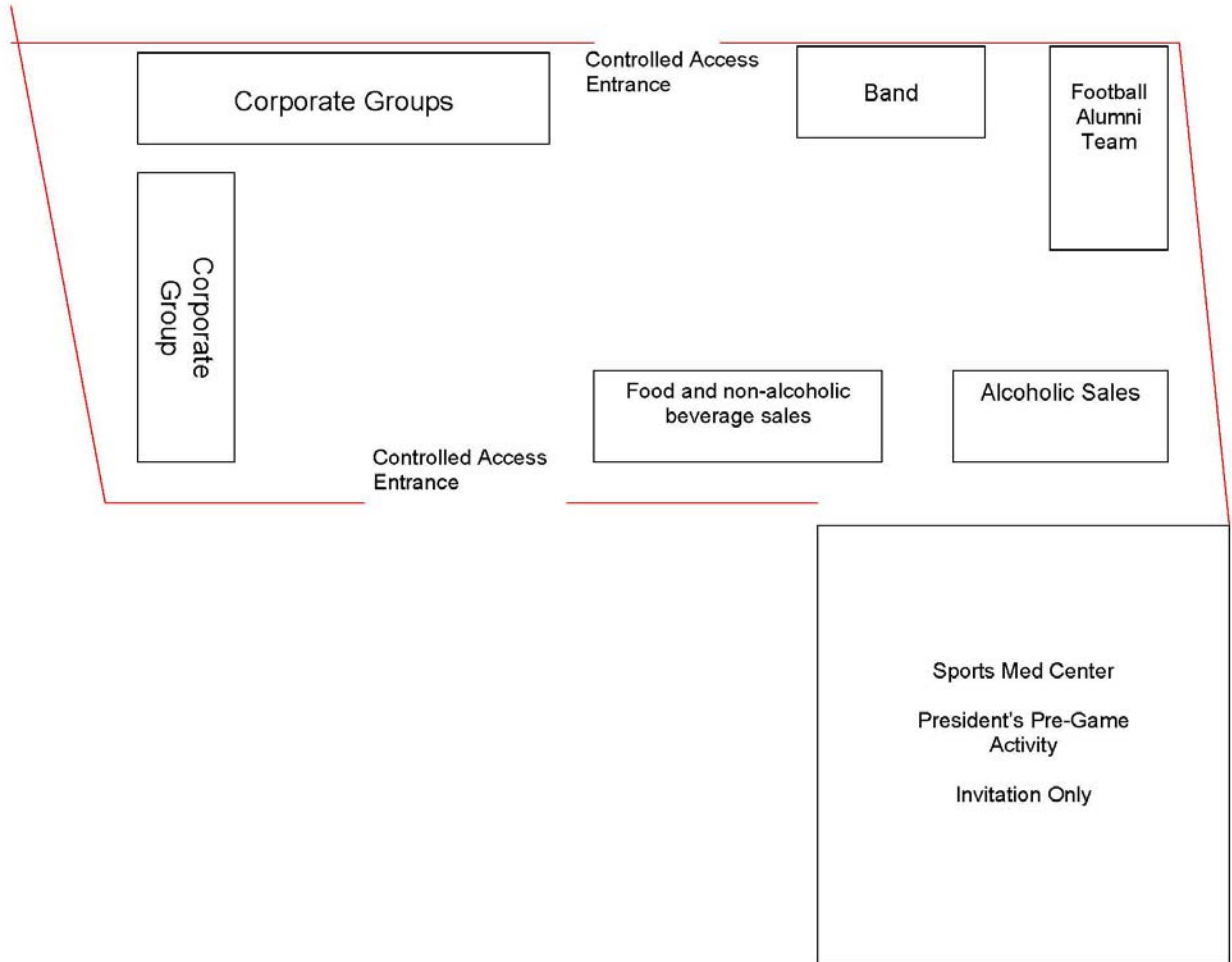
Sports Med Center

Holt Arena

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
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IFootball Pre-Game Tailgate



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**BOISE STATE UNIVERSITY**

**SUBJECT**

Request for Pre-game Alcohol Waiver – Caven Williams Sports Complex

**REFERENCE**

August 2004	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2004 football season.
March 2005	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2005 football season.
August 2006	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2006 football season.
August 2007	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2007 football season.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Board policy states that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events. For the past four football seasons, the Board has granted an exception to the policy under limited circumstances for a pre-game corporate tent area.

In March of 2005, President Kustra reported that the corporate tents in the secured area north of the stadium during the 2004 football season were a success. BSU worked with campus security, the Boise City Police and other officials to control and manage the use of alcohol. Even with sold out games and greater attendance, no serious issues or concerns were reported. The same security plan has been in place for the past four seasons and no serious issues or concerns have been reported.

Boise State University seeks permission to set up a secure area on the east patio of the Caven Williams Sports Complex prior to each home Bronco football game for the purpose of allowing corporations and invited guests the opportunity to gather with clients and guests. In this secure area, Boise State Athletics will, as it has in previous years, allow patrons to purchase food and beverages (non alcoholic and alcoholic) from the University's official food service provider. Boise

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State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the university will conduct the pre-game activities under the following conditions:

1. All who enter the secured area must be an invited guest
2. Event begins three hours prior to kick off and ends at the start of the game.
3. The patio will be secured (outside patio, surrounded by a fence) to control access to and from the area.
4. Two ID stations will be provided, located close to the entrance where special colored wrist band will be issued.
5. There will be two entry points manned by security personnel.
6. Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
7. No alcohol making or distributing companies may be allowed to sponsor the event.
8. Security personnel will not allow patrons to exit or enter the area with any beverages.
9. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.

**IMPACT**

If the Board does not approve the alcohol waiver request, BSU will not be able to sell alcohol at home football games during the 2008 season.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**BOARD ACTION**

A motion to approve the request by Boise State University to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities for the 2008 home football season. The conditions are as follows:

1. The patio will be secured (outside patio, surrounded by a fence) to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
4. No alcohol making or distributing companies may be allowed to sponsor the activities or tents.
5. A color-coded wrist band or pass admission system that would identify attendees and invited guests.

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6. Companies involved in the tent village would be sent a letter outlining the tent village/SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
7. Two entry points manned by security personnel.
8. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
9. Security personnel will not allow patrons to exit the area with alcoholic beverages.
10. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Boise State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
11. The area is for sponsors to entertain clients/guests for the fall of 2008 home football games, including the sales and service of alcohol.
12. A request will be brought back after the conclusion of the 2008 football season to the Board for reconsideration for 2009.
13. BSU will abide by all terms and conditions of the Board's existing alcohol policy.

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

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**AUGUST 21-22, 2008**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Request for Pre-game/Humanitarian Bowl Alcohol Waiver – Stueckle Sky Club

**REFERENCE**

- |             |   |
|-------------|---|
| August 2004 | Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2004 football season.   |
| March 2005  | Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2005 football season.   |
| March 2005  | Prior to approval of construction of the skybox suites, the Board granted approval for Boise State University to represent that alcohol service would be available in the skybox in the university's marketing. |
| August 2006 | Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2006 football season.   |
| August 2007 | Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2007 football season.   |

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

**BACKGROUND/ DISCUSSION**

Boise State University requests Board approval to provide alcohol service in the Stueckle Sky Club (new addition to Bronco Stadium) for the 2008 Football season and the Rody's Humanitarian Bowl.

Prior to approval of construction of the skybox suites, the Board granted approval for Boise State University to represent that alcohol service would be available in the skybox in the university's marketing. Based on that approval, the leases with patrons for the suites, club seats and loge seats were all created with the understanding that alcohol service would be available during games in this area of the stadium only.

Board policy states that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events. For the past four football seasons, the

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Board has granted an exception to the policy under limited circumstances for a pre-game corporate tent area.

In March of 2005, President Kustra reported that the corporate tents in the secured area north of the stadium during the 2004 football season were a success. BSU worked with campus security, the Boise City Police and other officials to control and manage the use of alcohol. Even with sold out games and greater attendance, no serious issues or concerns were reported. The same security plan has been in place for the past four seasons and no serious issues or concerns have been reported.

Boise State University seeks permission to allow alcohol sales to patrons leasing seats in the Stueckle Sky Club on the west side of the stadium for each home Bronco football game. In this secure area, Boise State will allow patrons to purchase food and beverages (non alcoholic and alcoholic). Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the university will conduct these policies under the following conditions, similar to those set by the Board over the last four years for other game day secured areas.

1. The Sky Club is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Club.
2. There is no access from the general seating area into the Sky Club. Further, only patrons who hold tickets to seats in the Sky Club will be allowed into the Sky Club during games.
3. The sale of alcohol will begin no sooner than three hours prior to kick off and will end at start of the 4<sup>th</sup> quarter.
4. Two entry points at the North and South Elevator Towers will be manned by security personnel.
5. Security personnel will be located throughout the Sky Club area on each of the four floors monitoring all alcohol policies and patron behavior.
6. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
7. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.

**IMPACT**

If the Board does not approve the alcohol waiver request, BSU will not be able to sell alcohol at home football games during the 2008 season.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

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**BOARD ACTION**

A motion to approve the request by Boise State University to allow the sale of alcohol during home games and the Humanitarian Bowl on an ongoing basis and under the following conditions:

1. The Sky Club is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Club.
2. There is no access from the general seating area into the Sky Club. Further, only patrons who hold tickets to seats in the Sky Club will be allowed into the Sky Club during games.
3. The sale of alcohol will begin no sooner than three hours prior to kick off and will end at start of the 4<sup>th</sup> quarter.
4. Two entry points at the North and South Elevator Towers will be manned by security personnel.
5. Security personnel will be located throughout the Sky Club area on each of the four floors monitoring all alcohol policies and patron behavior.
6. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
7. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
8. BSU will abide by all terms and conditions of the Board's existing alcohol policy.

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

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**SUBJECT**

First Reading – Board Policy Section I.M.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.A.5.b., and I.M.  
Section 67-1901 through 16-1905, Idaho Code.

**BACKGROUND/DISCUSSION**

Each year, institutions, agencies, and the school are required to submit Strategic Plans and Performance Measure Reports to the Board for the Board's review and approval prior to the Board submitting all of the Strategic Plans and Performance Measures to the Division of Financial Management. The language changes in I.M.2. will ensure consistency in the content and quality of the Performance Measure Reports among the institutions and agencies governed by the Board as well as aligning Board policy with changes made in HB 300 to Idaho Code Section 67-1901 through 67-1905.

**ATTACHMENTS**

Attachment 1 – Policies & Procedures, Section I.M.

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of Board policy, section I.M.

**BOARD ACTION**

A motion to approve the first reading of the Idaho State Board of Education Governing Policies & Procedures, Section I.M.

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

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**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: M. Annual Planning and Reporting**

**March 2008 October 2008**

**M. Annual Planning and Reporting**

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, Idaho Public Television, School for the Deaf and the Blind, Idaho State Historical Society, and Idaho Commission for Libraries.

**1. Strategic Plans**

- a. ~~Boise State University, Idaho State University, Lewis Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, Idaho Educational Public Broadcasting System Television, and the School for the Deaf and the Blind~~ Each institution, agency, and school will develop and maintain five-year strategic plans.

(1) Institution, school, and agency strategic plans shall be aligned with the Board's strategic plan, be created in accordance with Board guidelines, and be consistent with assigned role and mission statements.

(2) Plans shall be updated annually and submitted to the Board for approval.

(3) Plans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements.

- ~~b. The Idaho State Historical Society and Idaho Commission for Libraries are recognized as unique collaborators in the state education system and are encouraged to report annually to the Board in accordance with these guidelines.~~

**eb. Format**

Plans submitted to the Board annually should be as concise as possible and in accordance with a schedule and format established by the executive director.

Plans should contain:

- (1) A comprehensive mission and vision statement covering the major programs, functions and activities of the organization.

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- (2) General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
  - (a) Institutions (including Professional-Technical Education) and the School for the Deaf and the Blind should address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
  - (b) Agencies should address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
- (3) Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
- (4) A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

2. Performance Measures

Performance measures will be developed in conjunction with the Board's planning process and will be updated annually for Board approval. Performance Measures shall be submitted to the Board annually, and in accordance with a schedule and format established by the Executive Director. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives.

- a. ~~Postsecondary institutions~~ The Office of the State Board of Education will develop a set of uniform performance measures for the institutions that will gauge progress in such areas as enrollment, retention, and graduation.
- b. Each institution, agency, and the school will develop unique measures tied to its strategic plan.

3. Progress Reports

Progress reports that include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations will be provided to the Board at least once annually in accordance with a schedule and format established by the Executive Director.



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**4. Statewide Reporting**

Each institution, agency, and the school will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report.

**45. Self-Evaluation**

Each year, the Board will conduct a self-evaluation in conjunction with annual strategic planning activities. The self-evaluation methodology will include a staff analysis of all institution, agency, and school annual performance reporting, and comments and suggestions solicited from Board constituency groups to include the Governor, the Legislature, agency heads, institution presidents and other stakeholders identified by the Board President. The Executive Committee of the Board will annually develop a tailored Board self-evaluation questionnaire for use by individual Board members and the Board collectively to evaluate their own performance. Annually, in conjunction with a regular or special meeting, the Board will discuss the key issues identified in the institution, agency and school performance reporting assessment, comments and suggestions received from constituency groups, and the self-evaluation questionnaire in order to further refine Board strategic goals, objectives and strategies for continuous improvement of Board governance and oversight. Self-evaluation results will be shared with constituent groups and should heavily influence strategic plan development.

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**COLLEGE OF SOUTHERN IDAHO**

**SUBJECT**

Approval of the MOU between the College of Southern Idaho and the College of Western Idaho.

**APPLICABLE STATUTE, RULE, OR POLICY**

**BACKGROUND/DISCUSSION**

In order for the College of Western Idaho (CWI) to get federal financial aid and to ensure the transfer of credits to a four-year institution, they are partnering with the College of Southern Idaho (CSI). CWI will use CSI's accreditation while it is applying for and receiving its own.

**IMPACT**

This MOU will allow the College of Western Idaho to have time to apply for and receive its own accreditation while the students receive federal financial aid and credit transferability immediately.

**ATTACHMENTS**

Attachment 1 – CWI/CSI Accreditation Agreement	page 3
Attachment 2 – Notice of Intent PTE Programs	page 13

**STAFF COMMENTS AND RECOMMENDATIONS**

The US Department of Education has indicated that Board approval, while not required, would expedite the process.

Board staff recommends approval.

**BOARD ACTION**

A motion to approve the request by the College of Western Idaho to approve the Accreditation Agreement between the College of Western Idaho and the College of Southern Idaho as submitted.

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

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14003

**ACCREDITATION AGREEMENT BETWEEN  
THE COLLEGE OF WESTERN IDAHO  
AND  
THE COLLEGE OF SOUTHERN IDAHO**

THIS AGREEMENT is entered into between the College of Western Idaho (CWI) and the College of Southern Idaho (CSI), effective on the date of the last signature below.

WHEREAS, in the formation of new community colleges, it is common for an established and accredited community college to partner with the new community college and provide services and assistance in meeting the standards for accreditation. Such a voluntary arrangement is the most expedient and efficient way for the new community college to provide students the opportunity to receive credit from an accredited institution while the new college is seeking accredited status.

WHEREAS, CWI is a newly-formed community college district governed by a Board of Trustees;

WHEREAS, the CWI Board of Trustees has, by resolution, determined that it is in the best interests of the residents of the community college district to offer accredited classes as soon as reasonably possible;

WHEREAS, CWI has requested and CSI has agreed to act as a partner institution to CWI as CWI proceeds through the accreditation process;

WHEREAS, CWI and CSI desire to cooperate in enabling CWI to provide instructional and administrative services to students and to do so without requiring CSI to subsidize the operation of CWI.

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NOW, THEREFORE, CWI and CSI agree as follows:

- I. CWI Obligations. So long as this Agreement is in effect, CWI agrees to do the following:
  - (A.) Adhere to and to comply with all federal and state laws, CSI Board policies germane to the accreditation process, Idaho Division of Professional-Technical Education policies, Northwest Commission on Colleges and Universities (NWCCU) standards, and CSI academic policies and procedures that are applicable to the accreditation process. CSI will monitor CWI's compliance with all laws, standards, policies and procedures made applicable herein.
  - (B.) Comply with all applicable federal and state laws governing employment relationships, including, but not limited to, the Americans with Disabilities Act, the Family Medical Leave Acts, and the Fair Labor Standards Act. CWI will also comply with the Family Education Rights and Privacy Act.

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(C.) Be solely responsible for hiring, employing, supervising, evaluating, and compensating faculty and staff to provide instruction, student support, and administrative services. The recruitment and selection of faculty and staff at CWI must be in compliance with the "Uniform Guidelines on Employee Selection Procedures" of 1978. In addition, all faculty hired by CWI must meet the qualifications established by CSI, NWCCU, and, where applicable, the Idaho Division of Professional-Technical Education, which will review the qualifications of germane faculty on a periodic basis. CSI will monitor CWI's hiring processes and supervision practices. CSI will not provide and will not bill CWI for any workers compensation coverage.

(D.) Be solely responsible for processing grievances filed by its students, administrators, faculty and staff for handling discrimination and affirmative action complaints, and for addressing violations of any of the laws. CSI will review all CWI policies and procedures associated with grievances, discrimination, and affirmative action employment laws for compliance. CWI agrees to hold CSI harmless for any violations or resulting complaints or claims relative to this section. CSI assumes no liability for these actions and any services provided by CSI at CWI's request relative to these actions are not covered in the agreement.

(E.) CSI will review for compliance with applicable accreditation laws, regulations, standards, policies and procedures all contracts that have been or are being developed to provide instruction or other services related to instruction or instructional support services at CWI, for example, but not limited to, credit instruction, advanced placement, and students enrolling with multiple colleges. Contracts to provide non-credit training services to business and industry are exempted from this provision.

(F.) Disclose any existing written or verbal agreements relating to accreditation between CWI and any other college/university, state agencies, or other entities.

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(G.) Reimburse CSI for any services not described in this agreement and agreed to by both parties in writing before the service is performed. Billing for additional services will be done on a quarterly basis by the CSI Business Office with appropriate documentation to justify billings for all additional services.

II. CSI Obligations. Upon execution of this Agreement by the Parties, CSI shall submit to NWCCU, a "Substantial Change Application." Additionally, so long as this Agreement is in effect, CSI agrees to provide the following comprehensive community college services to CWI in compliance with appropriate CSI Board policies and NWCCU accreditation standards:

A. ACADEMIC SERVICES:

(1.) Process and approve all CWI curricular changes and new instructional programs following CSI procedures;

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- (2.) Review instructor files to assure they are qualified in the subject areas they teach and to review implementation of the credit instructor approval policy;
- (3.) Review hiring and evaluative procedures to assure compliance with applicable CSI procedure;
- (4.) Provide access to and approval to use course content guides, the approved textbook and materials lists and other up-to-date curriculum information;
- (5.) Review CWI's instructional approval and evaluation procedures according to NWCCU standards and Idaho Division of Professional-Technical Education policies and procedures;
- (6.) Provide opportunities for CWI, upon mutual agreement, to confer with CSI faculty and administrators for the purpose of providing technical assistance;
- (7.) Provide opportunities for CWI staff to participate in CSI division meetings, attend Curriculum Committee meetings, and participate in other committees relevant to the agreement such as assessment and accreditation.

**B. ENROLLMENT SERVICES:**

- (1.) Provide class schedule entry support;
- (2.) Maintain academic records for all CWI students attempting credit classes including but not limited to the provision of transcript, transfer articulation and related services;
- (3.) Provide financial aid services to CWI as described the Financial Aid Addendum B to this agreement;

**C. INSTITUTIONAL RESEARCH:**

- (1.) Provide institutional and enrollment data for CWI to generate state of Idaho and IPEDS data to prepare reports that CWI will submit.

**D. LIBRARIES:**

- (1.) Provide library support services as specified in the Library Services Addendum A.

**E. FINANCIAL SERVICES:**

- (1.) Be responsible for billing CWI for services identified in paragraph VI and for all other additional services in a timely manner;
- (2.) Provide appropriate documentation to justify billings for all additional services.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
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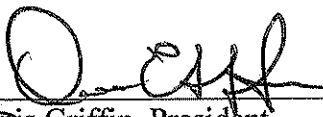
- (3.) CWI will furnish CSI with monthly fiscal reports.
- III. In return for services rendered under section II of this agreement, CWI will pay CSI an overhead charge of ten (10) percent based on CSI's actual costs for administering this Agreement to be billed quarterly.
- IV. Payments identified in Paragraphs I (G.) and III will be made quarterly. Total payments to be made under this agreement as identified in the Budget Addendum will be estimated in advance each year, with adjustments, if any, to the estimate made on an annual basis. Final fiscal year billings for all costs will be provided to CWI no later than August 30.
- V. Attached hereto, and incorporated herein by reference, is the "Budget Addendum" identified in the previous paragraph, which shall be developed annually by negotiations between CWI and CSI and anticipated services and costs to be provided pursuant to this agreement. Any changes in the Budget Addendum will be agreed upon by both parties by December 16 prior to the July 1 effective date. In the event the parties are unable to agree to a mutually acceptable Budget Addendum in any year, either party may give notice of termination as provided in Paragraph VIII. A. herein. The Budget Addendum will be validated annually by submitting a budget for approval. Appropriate signatures on the Budget Addendum will be required for validation.
- VI. The CSI President or his designee will have overall responsibility for administering this Agreement and designating other staff, as needed, to carry out this agreement.
- VII. Except as provided in Paragraph I. D. herein, the parties each agree to indemnify and hold harmless the other for any damages, disbursements, and attorney fees which may result from the party's direct or indirect act or omission with respect to the obligations herein.
- 
- VIII. Term and Termination. This Agreement shall commence on the date of the last signature below, and shall continue thereafter annually on the parties' fiscal calendar (July 1 through June 30) unless and until terminated in one of the following ways:
- A. Either party may terminate this Agreement effective at the end of the current fiscal year (June 30) by delivering to the other party written notice of termination at least one hundred eighty (180) days prior to the expiration of the current fiscal year. During the one hundred and eighty (180) day notice period, the Agreement that is in effect for the ending fiscal year will remain in full force and effect.
- B. If either party materially breaches this Agreement, the other may terminate the Agreement by delivering to the non-breaching party written notice of termination at least ninety (90) days prior to the effectiveness thereof. This right is not exclusive, but is in addition to any other legal or equitable remedies now or later allowed by law.



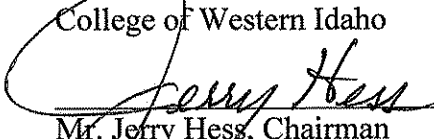
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C. By mutual agreement with mutually agreeable timelines.

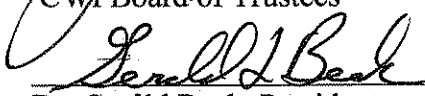
- IX. The parties have entered into addenda in conjunction with this Agreement, which are specifically identified herein and are attached hereto and incorporated by reference. The parties may agree on additional addenda provided they are reduced to writing and fully executed by both parties.
- X. Any amendment to this Agreement will not be effective unless reduced to writing and executed by both parties, except as otherwise provided in Paragraph V.
- XI. In the event of a dispute concerning this Agreement, the Presidents of CWI and CSI will meet and seek resolution. If resolution cannot be determined then the colleges will jointly employ an independent mediator to assist in determining an appropriate resolution to the issues.
- XII. This Agreement may be executed in two or more counterparts, and signature pages may be transmitted and received by facsimile. All such counterparts taken together shall be considered as one and the same Agreement and all such facsimile signatures shall be valid and shall constitute due and proper execution of this Agreement.

  
\_\_\_\_\_  
Dr. Dennis Griffin, President  
College of Western Idaho

7/1/08  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mr. Jerry Hess, Chairman  
CWI Board of Trustees

7-1-08  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Gerald Beck, President  
College of Southern Idaho

6-24-08  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mr. LeRoy Craig, Chairman  
CSI Board of Trustees

6-26-08  
\_\_\_\_\_  
Date

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
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**LIBRARY SERVICES ADDENDUM A**

**AGREEMENT BETWEEN  
COLLEGE OF WESTERN IDAHO  
AND  
COLLEGE OF SOUTHERN IDAHO**

COPY

As an Addendum to the Agreement between College of Western Idaho and College of Southern Idaho and in further compliance with the standards of the Northwest Commission on Colleges and Universities (NWCCU), the College of Southern Idaho (CSI) and College of Western Idaho (CWI) agree to provide the following:

**College of Southern Idaho will:**

1. Provide access to the CSI library catalog and online resources and services via the Internet;
2. Loan CSI's print and media collection in a timely manner for the loan periods as stated in the CSI Library's policies and procedures with time allowed for shipping;
3. Provide full library services to students and staff of CWI who come to the CSI Library.

**College of Western Idaho will:**

1. Comply with all CSI Library policies and procedures.
2. Designate a space and a contact person to receive and distribute loaned library materials.
3. Provide all necessary hardware and software applications needed to access the Internet.
4. Pay for costs associated with interlibrary loans for all materials and pay for replacement costs for lost materials.
5. Reimburse CSI Library for charges resulting from the addition of CWI students, faculty, and staff to the CSI Library usage base (e.g. increases in license and service agreement fees due to the change in FTE and/or addition of branch campus).
6. Initiate a planning process to provide access to appropriate library and information resources and services for all CWI students, faculty and staff by acquiring appropriate facilities, technologies, personnel, and print and digital collections by the end of this agreement (or develop an alternative plan that meets NWCCU accreditation standards). On an interim basis, until a permanent facility will be available, subscribe to online resource databases, develop contracts or participate in consortium agreements to provide quality library services to meet Northwest Association on Colleges and Universities accreditation standards.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
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COPY

FINANCIAL AID SERVICES ADDENDUM B

AGREEMENT BETWEEN  
COLLEGE OF WESTERN IDAHO  
AND  
COLLEGE OF SOUTHERN IDAHO

As identified in Paragraph II B. (3.), The College of Southern Idaho (CSI) will provide assistance, support, and oversight to the College of Western Idaho (CWI) until such point that CWI has become fully accredited and is eligible to receive federal financial aid. CSI will facilitate this partnership by adding CWI locations and programs per U.S. Department of Education regulations (Federal Student Aid Handbook - Volume 2, Chapter 5) according to a mutually agreed upon implementation. CWI will assist CSI in all ways necessary and required by the U.S. Department of Education (Federal Student Aid Handbook – Volume 2) for maintaining eligibility for Title IV aid programs including monitoring academic program eligibility, collecting/disseminating appropriate consumer information, and maintaining appropriate financial and administrative capability standards.

Accordingly, and in order to ensure an appropriate level of administrative capability, (Federal Student Aid Handbook – Volume 2, Chapter 10) CSI will:

*Systems & Reporting*

1. Maintain required technology (servers, software, databases, etc.) to allow collaborative use of financial aid software.
2. Provide access and coordinate joint use of financial aid software/ databases between CSI and CWI financial aid staff.
3. In collaboration with CWI financial aid staff, identify those students in the shared database who should be coded as CWI students; code these students in the CSI databases.
4. Coordinate all federal reporting transmissions/receipts to/from the U.S. Department of Education including origination and disbursement records for all federal aid programs.
5. Submit required reports to include CWI financial aid data including annual FISAP, FISCOP, and single audit reports and any required changes to CSI's PPA or ECAR; provide copies to CWI.
6. Approve consortium agreements with other educational institutions.

*Awarding & Packaging*

1. Provide CWI with copies of all appropriate financial aid policies, procedures, and related documentation, including any updates/changes.
2. Provide direction and work collaboratively with CWI financial aid staff to award, package, and distribute financial aid.
3. Review CWI's process of awarding and disbursement of federal, State of Idaho, institutional, and other financial aid funds to assure compliance with all applicable federal regulations.

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*Program Management*

1. Make its campus based award programs (federal SEOG and Work-Study) available to CWI students.
2. Bill CWI for the 25% federal matching share for all campus based funds disbursed to CWI students.
3. Approve all CWI federal Work-Study contracts.
4. Process payroll for CWI work-study students.
5. Coordinate the delivery of federal Stafford Loan funds to CWI students.
6. Draw down state and federal financial aid funds and post them to CWI accounts in a timely manner.
7. Work collaboratively with CWI to reconcile financial aid accounts.

*Return of Title IV Funds*

1. Assist with calculations and processing of refunds/repayments for students who withdraw or stop attending CWI.
2. Bill CWI for Title IV refunds at the conclusion of student(s) opportunity to provide documentation demonstrating their participation beyond the 60% point of the semester, usually 45 days after the student has been notified of the return of Title IV funds requirement.
3. Bill CWI for direct expenses incurred by CSI on behalf of CWI.

**In partnership with CSI and in order to ensure compliance with federal aid rules and regulations, CWI will:**

*Systems & Reporting*

1. Provide the necessary facilities, as well as hardware and network/Internet connection necessary for CWI employees and students (as applicable) to access and use the shared financial aid system(s).
2. Collaboratively use the shared financial aid database under CSI's general direction and oversight.
3. In collaboration with CSI financial aid staff, identify those students in the shared database who should be coded as CWI students; code these students in the CSI databases.
4. Provide CSI staff access to systems/information necessary for documenting student aid eligibility that is stored exclusively in a CWI system.
5. Be responsible for data conversion to assure that data is compatible with CSI's data systems.
6. Assist CSI in federal reporting by providing all necessary data and assuming related costs.
7. Assume responsibility for providing state federal and state reporting data.

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*Awarding & Packaging*

1. Develop and disseminate financial aid information and forms to students.
2. Assist students in completing financial aid forms.
3. Provide financial aid advising/counseling to CWI students.
4. Establish and maintain all official financial aid records for CWI students.
5. Process all financial aid applications and related forms.
6. Perform file evaluation and analysis (needs analysis, data verification, student eligibility determination, professional judgment decisions) for all aid applicants.
7. Ensure accuracy of all data used to determine student eligibility for aid.
8. Award, package, and disburse all federal Title IV financial aid in accordance with applicable laws and regulations, as well as CSI operating policies and procedures consistent with CSI's financial aid office.
9. Award institutional and State of Idaho authorized scholarship funds as well as any outside scholarship funds according to CSI guidelines and State Board of Education regulations.
10. Ensure that appropriate documentation is kept and the CSI coordinating official has been appropriately notified of any required adjustments to need-based aid.

*Program Management*

1. Attend CSI Financial Aid training sessions as needed.
2. Confer regularly with CSI financial aid, records, and business office staff, and work collaboratively with them on all aspects of financial aid.
3. Review and ensure accuracy of CWI work-study time sheets.
4. Monitor satisfactory academic progress for all CWI financial aid students.
5. Adjudicate all satisfactory academic progress, time frame, and financial aid appeals.
6. Actively participate in default management activities for CWI students.

*Return of Title IV Funds*

- 
1. Return all financial aid funds (aid canceled, student withdrawal, aid revisions, etc.) according to CSI policies and federal cash management regulations.
  2. Perform federal refund/repayment calculations and all necessary procedures established by CSI for CWI students.
  3. Process billing invoices for financial aid repayments for students who withdraw or stop attending CWI.

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**BUDGET ADDENDUM**

The philosophy behind charging the College of Western Idaho (CWI) for College of Southern Idaho (CSI) time and materials spent assisting CWI in becoming an accredited two year community college is that the taxpayers of Twin Falls and Jerome County should not subsidize operations outside of the College of Southern Idaho Community College District. Given that CSI receives substantial funding from the State of Idaho and that the legislature provides financial support for all community colleges, it is not the intent of this agreement that CSI should significantly profit from providing services to CWI.

Charges for CWI will be based upon actual time spent by CSI staff working on CWI projects. The CSI employee's specific hourly rate plus benefits with an administrative fee of 10% will be billed to CWI on a quarterly basis. CSI employees will keep timesheets with dates, hours worked and a general description of the task performed. In the event of contracted services by third party hired by CSI will be billed at the actual rate plus the 10% overhead charge. Any other material, supplies, equipment or software will be billed at the actual cost plus the 10% overhead charge.

There will be no offsets of any kind between CSI and CWI. In the event CWI provides services to CSI, the actual cost plus a 10% overhead charge will be billed to CSI on a quarterly basis. Documentation requirements will be the same for both institutions.

In the event of questionable charges or dispute, the issue will be immediately brought to the attention of the Vice Presidents of Administration at CWI and CSI for resolution. It is not the intent of this agreement that these issues be addressed at any other level.

Charges will begin effective the date Accreditation Agreement Between the College of Western Idaho and College of Southern Idaho is signed and executed.

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AUGUST 21-22, 2008**

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**NOTICE OF INTENT PROCESS  
FOR THE PROFESSIONAL-TECHNICAL PROGRAMS  
CURRENTLY TAUGHT  
AT BOISE STATE UNIVERSITY AND THE COLLEGE OF SOUTHERN IDAHO**

1. Professional-technical programs currently taught at Boise State University and the College of Southern Idaho which have been identified as like programs by the State PTE staff will be offered by the College of Western Idaho using curriculum that has been reviewed for common outcomes by the program faculty at the College of Southern Idaho. *(There will be some areas where the faculties from Boise State University and the College of Southern Idaho may need to meet to discuss and agree on specific objectives for the program and courses. An example would be the area of automotive mechanics; the College of Southern Idaho's program is associated with General Motors while Boise State University program is generic.)*
2. Professional technical programs that are currently offered at Boise State University and are not offered at the College of Southern Idaho will utilize the current Boise State University curriculum. The curriculum will be submitted to the College of Southern Idaho Curriculum Committee for approval. *(The College of Southern Idaho Curriculum Committee Chairr will need to meet with Boise State University faculty representatives to explain and assist them in meeting the requirements for program approval through the curriculum committee process at the College of Southern Idaho.)*
3. Any new programs that are not currently offered at the College of Southern Idaho or at Boise State University will need to go through the College of Southern Idaho Curriculum Committee and then the State Board of Education's new program notice of intent process.

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The College of Western Idaho will evaluate the following criteria and provide documentation (on a program-by-program basis) to the State Division of Professional Technical Education. Portions of This documentation may be compiled into a spreadsheet format, which would provide all of the information for each program within one comprehensive document.

1. Identification of the specific facilities to be utilized to include a brief description of the facilities and their location.
2. Anticipated facility costs for rental or renovation that would be funded by the College of Western Idaho's general fund.
3. Projected budget for each program.
4. Number of FTE faculty by instructional program.
5. Number of instructional support staff to include teachers aides, lab assistants, etc. by instructional program.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
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6. Previous three years enrollment by instructional program.
7. Previous three years program completers by instructional program.
8. Idaho Department of Labor projections for employment opportunities by instructional program, in the State of Idaho, and specifically Ada and Canyon Counties.
9. Projected fiscal year 2010 enrollment by program. *(This projection should be developed by utilizing the data in items five, six, and seven.)*
10. Assurance that program advisory committees have been involved in and are aware of the transitional process.
11. Identify needed non-instructional support staff by position title and the number of FTE by position.
12. Describe the physical location for accommodating support staff.
13. Indicate how programs and staff will be equipped.

Based on the programmatic data identified above and the fiscal year 2009 Boise State University Seland College budget, the College of Western Idaho will be able to develop a fiscal year 2010 budget to be submitted to the State Division of Professional Technical Education for review and funding. This budget should be submitted no later than December 1, 2008.



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	APPROVAL OF THE UNIVERSITY OF IDAHO'S LAW SCHOOL IMPLEMENTATION PLAN FOR THE TWO LOCATION CONCEPT AND LEGISLATIVE APPROPRIATION IN FY 2010 BUDGET REQUEST	Motion to Approve
2	THIS ITEM HAS BEEN PULLED FROM AGENDA	
3	APPROVAL OF THE EIGHT-YEAR PLAN – TWO-YEAR UPDATE	Motion to Approve
4	APPROVAL OF NOTICE OF INTENT TO REPLACE THE D.A. IN ENGLISH WITH A PH.D. IN ENGLISH AND THE TEACHING OF ENGLISH – IDAHO STATE UNIVERSITY	Motion to Approve
5	UPDATE AND RECOMMENDATIONS ON DEAF/HARD OF HEARING AND BLIND/VISUALLY IMPAIRED SERVICE DELIVERY MODEL	Information Item
6	STATEWIDE ASSESSMENT COMMITTEE RECOMMENDATION/REPORT	Information Item

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 21-22, 2008**

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**UNIVERSITY OF IDAHO – COLLEGE OF LAW**

**SUBJECT**

Approval of the University of Idaho's Law School Implementation Plan for the two location concept and legislative appropriation in FY 2010 budget request

**REFERENCE**

October 11, 2007	Information item presented to Regents – update on status of strategic planning process.
April 17, 2008	Regents' approval of the request by the University of Idaho for authority to proceed with implementation planning for the two-location concept.
June 19, 2008	Information item presented to Regents – update on implementation planning process.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.Z  
Idaho State Board of Education Governing Policies & Procedures, Section V.K.

**BACKGROUND/DISCUSSION**

The University of Idaho (UI) is charged with the statewide mission for legal education. The UI fulfills that mission through the College of Law, which will mark its centennial in 2009. Throughout 2007, the College engaged in a strategic planning process to determine how best to fulfill this statewide mission in the College's "second century."

The College of Law's strategic planning process was detailed in materials presented to the Regents in April 2008. As a result of this process, the UI and College of Law determined that the concept of a statewide public law school providing opportunities at two locations, Moscow and Boise – with cost-effective unified administration, an institutional focus on ethics and professionalism at each location, and a curricular design with selected specialties responding to needs and opportunities at each location – is the optimal approach to fulfilling the University's statewide mission for legal education.

The College provided various updates to the Board on the two-location concept for delivery of the Juris Doctor degree program in Moscow and the Treasure Valley. In April, the Board authorized the UI "to proceed with implementation planning for the two-location concept, including operating budget, capital budget, facility needs analysis, curriculum and an implementation timeline."

The UI and College of Law have completed the Implementation Plan for the two-location concept. The Implementation plan and supporting materials are exhibited in Attachment 1. The UI is asking for authorization to proceed with the Implementation Plan for the two location concept to include a legislative appropriation in the FY 2010 budget to prepare the program for the initial incoming class as provided in the Plan.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 21-22, 2008**

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**IMPACT**

The fiscal impact of the Implementation Plan is summarized in Parts III-B (operating budget) and III-D (capital budget) of the Plan, and is set forth in detail at Appendix A (spreadsheet). The FY 2010 legislative appropriation request is \$942,596.

**ATTACHMENTS**

Attachment 1 – Implementation Plan with Appendices

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The University of Idaho has developed a phased-in approach to expanding the law school into two locations – Moscow and Boise. Key arguments in favor of the expansion are as follows: Idaho legal education is significantly underserved as evidenced by: 1) Idaho population has doubled since the law school's inception and criminal cases have more than quadrupled; 2) 70% of new lawyers come from out-of-state; 3) population is expected to increase by another 9+% before this plan can be fully realized; 4) the expansion of the use of the JD degree has put additional pressure on the need for well-trained lawyers; 5) job placement is better than 98%; and 6) a significant economic need exists in Idaho for lawyers in a position to accept moderate (Idaho) salaries, especially in small business and public service. The University also provides evidence that expansion in the state's capitol is critical to its ability to effectively serve the state and to maintain a credible and competitive law school over time. While the additional investment is significant (4.5 million by 2013), it is not out of line with the scope of the college within the University, nor the University itself. Economic data supplied also suggests that the state will realize a significant economic benefit from the expansion. A more difficult determination is whether this expansion should take priority over other critical needs for higher education in the state. The current opportunity to collaborate with the Idaho Supreme Court in its need for a new law library would suggest that this would be a unique time to take advantage of a critical partnership.

Staff recommends approval.

**BOARD ACTION**

A motion to approve the request by the University of Idaho for 1) authorization to proceed with its Implementation Plan for two locations of the University of Idaho College of Law as described in the Implementation Plan presented to the Regents, and for 2) authorization to include a legislative appropriation in the FY 2010 budget to prepare the program for the initial incoming class as provided in the Plan. Information on the progress of the implementation plan will be brought routinely to the Regents' for updates, and any further approvals required by Board Policy will be brought to the Regents in a timely manner.

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

# University of Idaho

**BOLD MINDS, PRACTICAL MEASURES:**

**AN IMPLEMENTATION PLAN  
FOR STRENGTHENING  
STATEWIDE LEGAL EDUCATION**

Prepared for  
The Board of Regents of the University of Idaho  
July 24, 2008



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# BOLD MINDS, PRACTICAL MEASURES:

## AN IMPLEMENTATION PLAN FOR STRENGTHENING STATEWIDE LEGAL EDUCATION

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## **List of Appendices**

**Appendix A:** Implementation Plan Budget and Appropriation Request -- Including Budget Summary and Supporting detail for Appropriation Request, Capital Budget and Operating Budget (included as a separate Excel Workbook)

**Appendix B:** Informal Opinion of the Attorney General of Idaho entitled "Possible Relocation of the University of Idaho College of Law to Boise (included as a separate Word Document)

**Appendix C:** Education Matrix Prepared by Idaho Supreme Court (included as a separate Word Document)

**Appendix D:** Ratio analysis prepared by University of Idaho Department of Finance and Administration (included as two separate Excel Workbooks)

D1: Ratio Analysis for Law School Expansion

D2: Pro Forma Ration Analysis

**Appendix E:** Commentaries on the College of Law's Statewide Legal Education initiative.

## I. Foreword

On March 19, 2008, the University of Idaho submitted to the Board of Regents a proposed concept for delivering the Juris Doctor Degree program in Boise as well as in Moscow.<sup>1</sup> The proposal followed more than a year of intensive strategic planning and consultation with academic and professional stakeholders. At its meeting on April 17, 2008, the Board approved a resolution that authorized the University of Idaho “to proceed with implementation planning for the two-location concept, including operating budget, capital budget, facility needs analysis, curriculum and an implementation timeline.”

On June 19, 2008, the University updated the Board on the planning process.<sup>2</sup> The University now respectfully submits this implementation plan for consideration by the Board at its upcoming meeting on August 21, 2008. The document begins with an executive summary and a narrative analysis of the needs and opportunities for public legal education in Idaho. The narrative pays particular attention to questions raised by the Board. After this narrative, the document sets forth each planning component identified by the Board in its April 17 resolution.

## II. Executive Summary

- The University of Idaho has the statewide mission to deliver public legal education. The mission is carried out by the College of Law, which will mark its centennial in 2009 and is planning for its second century.
- The increases in Idaho’s population and growth in the economy have far outpaced the state’s investment in legal education. The population has doubled since the College’s size and enrollment capacity were determined in 1972-73, when the Menard Law Building was constructed on the Moscow campus. The

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<sup>1</sup> The University’s concept document was entitled “Let Our Minds Be Bold: Fulfilling a Statewide Mission in the University of Idaho’s Second Century of Legal Education.” It is available on the College of Law website at

<http://www.law.uidaho.edu/documents/Strategic%20Planning%20State%20Board%20Document%2019%20Mar%202008.pdf&pid=106898&doc=1>.

<sup>2</sup> The University’s June 2008 presentation was entitled “Unifying Idaho — One Law School, Two Locations: From Concept to Implementation.” Power point slides from that presentation are available on the College of Law website at

<http://www.law.uidaho.edu/documents/Strategic%20Planning%20Presentation%20SBOE%2019%20Jun%202008.pdf&pid=108288&doc=1> .

state's economy and government have more than doubled, and the Treasure Valley has become a major metropolitan center.

- Lawyers serve the state in many ways including economic development. Idaho has a growing need for legal expertise to support a growing economy, the administration of criminal and civil justice, and the services needed by Idaho families. At the same time, legal education is changing due to globalization, specialization, rising demand for practice-ready graduates, and increased use of law degrees in business and other occupations. Law school is no longer simply a gateway to the practice of law.
- Idaho is a net importer of legal talent; it produces fewer law graduates than adequate to meet the need in this state and surrounding region. (Other regions of the country do not have this deficit. Questions about the number of law schools in the United States have focused on those regions.) Surveys show that the two-location law school would appeal to a significantly larger group of prospective law students. For that reason, expanded legal education opportunities do not correlate directly to numbers of practitioners. Employment prospects are strong.
- Affordable *public* legal education enables graduates to take jobs in Idaho communities or in the public and nonprofit sectors. It keeps legal services and justice accessible for people of ordinary means.
- The College of Law is, and should remain, rooted in Moscow; however, it cannot remain competitive, nor can it fully serve the state, if it remains solely in Moscow. The legal education program would be enhanced, and the state's century-long investment in the College of Law in Moscow would be secured, by linking the College's land-grant location with a metropolitan location. Also faculty scholarship, service to the state, and community outreach would increase.
- The College's planning consultant has strongly recommended a single statewide law school with efficient, unified administration and curricular design, providing two places of opportunity: Moscow and Boise. Moscow will remain the center of law school administration. The Law Advisory Council unanimously has embraced this concept. The concept has been adopted by the law faculty and endorsed by the University leadership. This is a long-term response to Idaho's needs. It is not a transitional mechanism for moving the College.
- In the two-location framework, delivery of Juris Doctor (J.D.) education, faculty scholarship, service, and community outreach would be developed in steps according to a timeline contained in the plan. The timeline will reflect a faculty commitment to academic quality, the depth of the qualified student applicant

pool, accreditation standards (to be met and exceeded), the costs of each step, and the resources available from the Legislature and Governor, private supporters, and student fees, as well as grants and contracts.

- Initial steps would begin in 2009 with augmentation of classroom components of existing Boise-based externships, the semester-in-practice program, and the College's small business legal clinic. In the Fall of 2010, the College of Law would enroll an initial first-year class of approximately 30 students in Boise. The size of each entering class in Boise would increase gradually until it reached approximately 85 students, creating a total student body in Boise of approximately 250. Enrollment at Moscow would be managed to converge at approximately the same level, creating a balance of faculty and students at each location while settling and sustaining the student body in Moscow at the approximate level contemplated when the Menard Law Building was constructed. Admissions would be a unified process, administered in Moscow, with the College determining where entering students would begin their studies.
- The two-location law school would deliver a core J.D. program at both locations, with customary "bar course" coverage at both locations. (Such courses are often taught to multiple sections of students, by multiple professors, at larger law schools.) In addition, however, the two-location school would feature distinctive and complementary specialties at each location. Emphases in Moscow would take advantage of the land grant campus and would include natural resources, environmental law, public lands, and federal/state tribal relations. Emphases in Boise would take advantage of the metropolitan location and would include business-related specialties, entrepreneurship, and intellectual property.
- In Boise, collaboration with the Idaho Supreme Court on a multi-purpose physical facility — the "Idaho Law Learning Center" (ILLC) — offers a once-in-a-generation opportunity for synergy and efficiency. The Learning Center would house a greatly improved State Law Library — an asset to the general public as well as the legal profession — and would serve as a location for collaboration among the branches of government as well as public educational outreach on the rule of law in a democratic society. The Idaho Law Learning Center would be nationally distinctive and would be designed to accommodate a long-term maximum of no more than approximately 250 students. Renovation and expansion of the Capitol Annex (old Ada County Courthouse), situated on the Capitol Mall directly between the Supreme Court and the Idaho Statehouse, is the leading ILLC possibility. The College could begin to occupy portions of it during the fall of 2010, when the initial, modest-sized entering class is enrolled, and could occupy it more fully in phases as the building is renovated and expanded.

- Meanwhile, upgrades of the Menard Law Building, and a modest expansion of its footprint, would make it vital and attractive for current methods of law teaching, research, and service, while assuring that it could continue to serve as the administrative center of the statewide law school. During the past three years the College of Law has already spent or committed more than \$2 million on Improvements to the Menard Law Building to the furniture, fixtures, and equipment within it.
- The eight-year span (Fiscal Year 2009 to FY 2017) of this implementation plan and budget projection reflects a careful, conservative estimate of a realistically expeditious time frame for developing the academic program and the statewide student enrollment while maintaining our commitment to quality. After FY17, the stable level of student enrollment and the programmatic advantages of the two-location operation are expected to make the law school increasingly attractive and even more selective and competitive.
- As reflected in the detailed budget spreadsheets appended to this plan, the establishment of the statewide law school with two locations would entail an investment of approximately \$6 million in the recurring operating budget of the College, which now stands at approximately \$8 million. Of this \$6 million, about \$3.4 million would come from legislative appropriations; the remainder from student fees, private giving, and grants and contracts. Student fees are projected to increase approximately 2% above inflation after the current five-year plan for fee adjustments is completed in FY 2011.
- As further reflected in the budget spreadsheets, the College's collaboration with the Idaho Supreme Court would include joining the Court in the one-time appropriation request of approximately \$29-30 million for the Idaho Law Learning Center, plus a continuing appropriation of \$660,000 for occupancy costs related to legal education in the Idaho Law Learning Center. Investments in furniture, fixtures, technology, and other building improvements in Moscow as well as Boise would be made on a pay-as-you-go basis with net funds generated in the operating budget. The operating and capital budgets are conservative; they represent cost-effective investments in a multi-purpose expansion of legal education to meet the growing needs facing the State of Idaho as the College of Law enters its second century.
- By FY 2017, the statewide legal education program would be fully in place with a law school that is not merely larger a state that is more fully served.

### **III. Needs and Opportunities for Public Legal Education in Idaho**

#### **A. Background: The First Century of Public Legal Education in Idaho**

The State Board has given the University of Idaho the statewide mission to deliver public legal education.<sup>3</sup> In 1909, responding to a proposal by the Board of Regents, the Idaho Legislature established the College of Law at the University of Idaho. The College of Law gained admission to the Association of American Law Schools in 1914 and received accreditation from the American Bar Association in 1925. The College of Law will celebrate its centennial in 2009.

Since its establishment almost a century ago, the College of Law has operated on the campus of the University of Idaho in Moscow. In 1973 the College took up residence in its current facility, the Menard Law Building, which was designed with larger classrooms and fewer staff or faculty than are customary in legal education today. Although the building's expected capacity was approximately 275 students, the enrollments later reached the current level of approximately 300 students (90-100 graduates each year). By today's educational standards, the building has a functional capacity of about 250 students; even at this enrollment level, renovation and some square footage enhancement are needed for program quality.

Admissions are competitive; from 2002 to 2007, the College received an average of 778 applications each year. Approximately 60% of the students who enroll at the College of Law are Idaho residents, and approximately 60% of the College's graduates take jobs in Idaho upon graduation. The College of Law is the only law school in Idaho.

In its almost 100 years of existence, the College of Law has produced many Idaho leaders. College of Law living alumni/ae include a governor, legislators, and judges, including more than half of the current members of the Idaho Supreme Court and more than half of Idaho's trial judges. Alumni/ae also include many business leaders such as Dennis Johnson, president and chief executive officer of the United Heritage Financial Group; Steve Hanks, past president and chief executive officer of Washington Group International; Frank Shrontz, past chief executive officer of the Boeing Company; Lucinda Weiss, past associate general counsel of the Goodyear Tire & Rubber Company; and Dennis Wheeler, president and chief executive officer of Coeur, The Precious Metals Company. College of Law

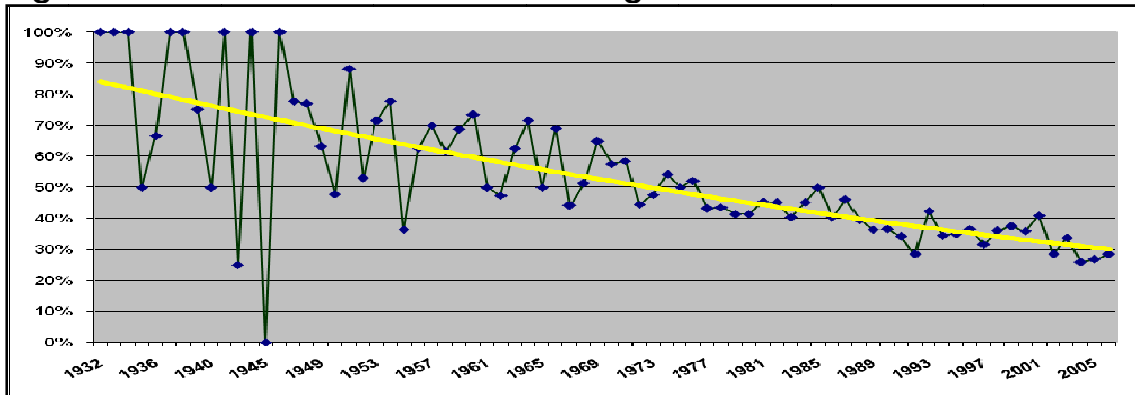
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<sup>3</sup> Idaho State Board of Education Policies and Procedures, Section III (Post Secondary Affairs), Part I (Roles and Missions), Institutional Role and Missions — University of Idaho. The assignment of law to the University of Idaho is also reflected in the State Board publication "2008 Higher Education in Idaho", at page 35, <http://www.boardofed.idaho.gov/HiEd/HigherEd2008.pdf>.

alumni/ae can be found on Main Street,<sup>4</sup> on Wall Street,<sup>5</sup> and in important positions in the federal government.<sup>6</sup>

Approximately half of the active lawyers in Idaho are College of Law alumni/ae.<sup>7</sup> College of Law alumni/ae do not, however, account for a similar proportion of Idaho's *newest* lawyers. Rather, most of Idaho's new lawyers come from out of state. In 2005, for example, about 70% of the new admittees to the Idaho state bar came from out of state.<sup>8</sup> The chart below shows that College of Law graduates account for a decreasing small percentage of the admittees to the Idaho bar.<sup>9</sup>

**Figure 1: Idaho Graduates as Percentage of Bar Admittees**



<sup>4</sup> E.g., Connie Taylor, JD 1993, Member, Clark & Feeney, 1229 Main Street, Lewiston, Idaho.

<sup>5</sup> E.g., Mas Kuwana, JD 2006, Lead Tax Services, Deloitte Tax LLP, 2 World Financial Center, New York, New York.

<sup>6</sup> E.g., Nancy Morris, JD 1983, former Secretary of U.S. Securities & Exchange Commission, Washington, D.C.; Michael Bogert, JD 1985, Counselor to Secretary of Interior Dirk Kempthorne, Washington, D.C.

<sup>7</sup> The College of Law has 4,014 living alumni/ae, 1,985 of whom designate an Idaho address. (Source: UI College of Law Alumni Records.) We estimate that 80% of these 1,985 alums with an Idaho address — in other words, approximately 1,588 alums — are actively practicing law in Idaho. Our 80% estimate is based in the first instance on a 2007 Idaho State Bar (ISB) survey of its members. The 2007 ISB survey showed that approximately 87.5% of the survey respondents were practicing law. (Other respondents were retired or using their legal education in private enterprise or other employment that did not involve the practice of law.) We reduced the 87.5% figure gleaned from the 2007 ISB survey to 80% to reflect that some alumni/ae who list an Idaho address may actually be practicing law exclusively in a different state (especially if, for example, they live near the border with another state). The Idaho State Bar reports that there are 3,160 active members of the Idaho bar in state (not including an additional 817 out-of-state active bar members). The 1,588 College of Law alumni/ae with an Idaho address whom, we estimate, are practicing law in Idaho thus account for 50.25% of the 3,160 active, in-state members of the Idaho bar.

<sup>8</sup> Many of the recent admittees who come from out-of-state have previously been admitted to the practice of law in some other state and are gaining admission to practice in Idaho under Idaho's reciprocity rules.

<sup>9</sup> Source: Idaho State Bar and University of Idaho College of Law.

We do not mention this as a bad thing. On the contrary, the influx of out-of-state lawyers enriches the diversity and the range of practice experience and skills available to Idahoans. Indeed, many of Idaho's great lawyers originally hail from elsewhere. We mention Idaho's status as a net importer of legal services because it is relevant to the College of Law's future in three ways.

First, it shows that the current demand for legal services in Idaho outstrips the domestic supply. An expanded public law school in Idaho would increase the opportunity for Idahoans to fill that demand by getting their J.D. degrees here and then practicing here. Furthermore, by offering more Idahoans a high-quality legal education that is affordable, an expanded public law school would enhance the availability of legal services to Idahoans across the socio-economic spectrum. That is because the graduates of the public law school do not have debt loads that are so large that they prevent those graduates from taking jobs serving Idaho's small businesses and Idahoans of ordinary means. (By contrast, a private law school in Idaho would expect to get most of its students from out of state and to charge tuition that would prevent many of its graduates from taking jobs in Idaho serving Idaho's small businesses and Idahoans of ordinary means.)

Second, Idaho's status as a net importer of legal services shows that an expansion of the College of Law will not greatly affect the number of lawyers in Idaho. Because more than 70% of the new lawyers in Idaho come from out of state, the question whether the College of Law should expand has nothing to do with the question, "Do we need more lawyers?" The supply of lawyers in Idaho is dictated by the market, and the mobility of lawyers from elsewhere, rather than by the size of the College of Law.

Third, Idaho's status as an importer of legal talent differentiates it from other parts of the United States where concern recently has been expressed about the number of new law schools. For example, the *National Law Journal* on June 2, 2008, contained an article entitled "A Deluge of Law Schools."<sup>10</sup> This concern is focused almost entirely upon the eastern United States, where many tuition-driven private institutions are concerned about the growing number of law schools, as the *NLJ* article indicates. Idaho is in a region importing lawyers from elsewhere, partly because we have not increased our legal education capacity or our law school enrollments significantly during the past three decades. Moreover, as noted elsewhere in this document, many people go to law school to pursue or enhance career opportunities other than the traditional practice of law.<sup>11</sup> That is an important reason why J.D. programs are proliferating around the country, and why

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<sup>10</sup> <http://www.law.com/jsp/law/careercenter/lawArticleCareerCenter.jsp?id=1202421905153>.

<sup>11</sup> See Section III.C.1



“legal education entrepreneurs” are investing in them, despite a perceived lack of “need” for more traditional practitioners. These investors are generally sophisticated and well informed. They are also aware that legal education — like much of professional and graduate education — attracts more students, not fewer, when the economy softens and prospective students seek to burnish their résumés and improve their career prospects. Thus, for example, the Law School Admissions Council recently announced that the number of individuals taking the Law School Admission Test (“LSAT”) in June, 2008, is up 13% over the previous year and is the largest cohort on record (for records going back to 1987).

As explained below, Idaho’s need for legal expertise is growing, but the relevant question in the present context is not merely whether Idaho needs more lawyers. Rather, it is how best the College of Law can meet: (1) the need of many Idahoans statewide, especially among Idaho’s youth, for an affordable, high-quality public legal education, not only as the foundation for practicing law but also for pursuing careers in business, government, and other professions; (2) the need of Idahoans statewide — especially its small businesses and citizens of ordinary means — for legal services and an efficient, responsive system of government; and (3) the need of Idaho’s civic leaders, business leaders, and government leaders for the research and outreach that the state’s public law school has a distinct duty and a proven ability to provide. The question, in short, is how the College of Law can, in its second century, most effectively continue to fill Idaho’s needs for public legal education. That question has been studied intensively, as discussed in the next section.

## **B. Planning for the Second Century of Public Legal Education in Idaho**

Like all forward-looking institutions, the College of Law engages in ongoing strategic planning. The round of planning that led to the two-location concept began in late 2006, focusing on how the College could continue to fulfill its statewide mission in its second century. The College studied (1) changes in legal education in the U.S., as discussed in a 2007 report on legal education by the Carnegie Foundation for the Advancement of Teaching<sup>12</sup> and a 2007 study entitled *Best Practices for Legal Education*<sup>13</sup>; and (2) changes in Idahoans’ need for public legal education, in light of the growth and increasing diversity of its population and economy.

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<sup>12</sup> William Sullivan, et al., *Educating Lawyers: Preparation for the Profession of Law* (John Wiley & Sons, 2007).

<sup>13</sup> Roy Stuckey, et al., *Best Practices for Legal Education: A Vision and A Roadmap* (Clinical Legal Education Ass’n, 2007).

The College analyzed several options. It determined that “business as usual”, i.e. remaining in Moscow with no significant investment in curriculum or facilities, was not an option if the College is to continue to fulfill its statewide mission. The College also examined three other approaches: (a) focusing on Moscow with relatively little expansion in Boise; (b) relocating the J.D. instructional program from Moscow to Boise, while retaining an interdisciplinary research and outreach function in Moscow; and (c) preserving the Moscow program while expanding the College’s presence in Boise through the phased development of a two-location model of legal education. Analysis of these options included study of possible constitutional restrictions on relocating the law school.<sup>14</sup>

The analysis also explored the possibility that the College of Law could collaborate with the Idaho Supreme Court on an Idaho Law Learning Center (ILLC). The idea for the ILLC originated with former Chief Justice Gerald Schroeder. He envisioned a facility that could house the College of Law’s operation in Boise, as well as the Idaho State Law Library (which was then housed in the Supreme Court Building and is currently in temporary quarters). The ILLC would also have space and host programs for public education on the rule of law in a democratic society. In his words, the ILLC had the unprecedented potential of “drawing disparate elements of our intellectual system together to create something unique in the country — an apprentice program that opens the mysterious doors of the legal system” and that, in particular, “allows advanced students at the law school to learn at the highest level.”<sup>15</sup> Current Chief Justice Daniel Eismann and the Court have embraced this vision.

In analyzing options for its second century, the College used an open, inclusive process. The College met in the spring and fall of 2007 with its Law Advisory Council, a group of leading lawyers and judges. The College convened a three-day

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<sup>14</sup> Article IX, Section 10, of the Idaho Constitution states: “The location of the University of Idaho, as established by existing laws, is hereby confirmed.” Laws predating the Idaho Constitution established the location of the University of Idaho at Moscow. An informal opinion of the Idaho Attorney General, requested by Senate Majority Leader Bart Davis and shared with the July 2007 Conclave on Legal Education, expressed the view that Article IX, Section 10, of the Idaho Constitution would preclude relocating the law school to Boise, although the law school is not mentioned anywhere in the Idaho Constitution. The informal opinion stated Article IX, Section 10, “does not prohibit the establishment of branches of the University of Idaho outside Moscow; but it would prohibit closure of a college or department at the University of Idaho in Moscow and its relocation in whole to a branch of the University in another city.” The opinion also observed that the University could not “offer so much of the College of Law’s program in Moscow in another city so as to effect a de facto ‘removal’ of the College of Law from Moscow.” In contrast, establishing a second J.D. location in Boise, while maintaining the J.D. program in Moscow, apparently would not contravene the Attorney General’s opinion. The opinion is attached to this document as Appendix B.

<sup>15</sup> Chief Justice Gerald Schroeder, Address to the Idaho Legislature on the State of the Judiciary (Jan. 8, 2007), <http://www.isc.idaho.gov/SOJ-2007-FINAL.htm>.

Conclave on Legal Education in July 2007, which was held in cooperation with the Idaho State Bar.<sup>16</sup> The College retained three-time law dean Richard J. Morgan as an academic consultant.<sup>17</sup> The College also commissioned market research surveys to be conducted by an independent firm, Moore Information, Inc. Throughout this period, the College regularly consulted its students and the University of Idaho leadership. The College also briefed the Board on the College's strategic planning process at the Board's October 2007 meeting in Lewiston.

By the end of 2007, the College's academic consultant (Dean Morgan), the College's Law Advisory Council, and the University's administration had all agreed that a two-location model, with adequate resources, will be the best approach for Idaho.<sup>18</sup> The Idaho State Bar had expressed its full support of the process leading to this conclusion.<sup>19</sup> The College faculty had also adopted the model in concept and begun moving forward with developing a design to implement the two-location concept.

Under the two-location model, if approved, the University of Idaho's statewide law school will deliver the core curriculum in both Moscow and Boise. In addition, it will offer an array of differentiated and complementary course work, research, and outreach based on each location's needs and opportunities. Each location will train students to be excellent lawyers regardless of whether or how they specialize; thus, for example, both locations will offer basic commercial law and other "bar courses" that are usually offered in multiple sections in larger law schools. In addition to offering a solid core curriculum, Moscow will offer land grant-related interdisciplinary course work, research, and outreach in law and science, and will develop strength in natural resources and environmental law, American Indian law, and public lands. Boise will take advantage of its location at a center of commerce and government to develop enhanced curriculum, and to produce research and outreach, in business law and entrepreneurship, intellectual property, and international business transactions and trade. Both locations will feature the small-scale teaching and

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<sup>16</sup> The document prepared for the Conclave by the College of Law is available at the College's website: <http://www.law.uidaho.edu/documents/Conclave%20Document.pdf&pid=101948&doc=1>.

<sup>17</sup> Dean Emeritus, William S. Boyd School of Law, University of Nevada/Las Vegas. Dean Morgan is an experienced legal educator, having served as dean at the Arizona State University College of Law, the University of Wyoming College of Law, and William S. Boyd School of Law. He chairs the American Bar Association committee to review standards for accreditation of law schools.

<sup>18</sup> The academic consultant's recommendation on the two-location concept is available at <http://www.law.uidaho.edu/documents/Morgan%20letter.pdf&pid=104030&doc=1>. The College of Law Advisory Council recommendation is available at <http://www.law.uidaho.edu/documents/Trout%20letter.pdf&pid=104031&doc=1>. Further commentary is available at Appendix E of this document.

<sup>19</sup> The Idaho State Bar Visiting Committee's report is available at <http://www.law.uidaho.edu/documents/Visiting%20Committee%202007%20College%20of%20Law%20Visit.pdf&pid=105268&doc=1>.

learning environments, emphasizing professional skills and values that are signatures of an Idaho legal education.

The two-location model is distinctive but has precedent. Three other U.S. law schools operate at multiple locations. They are Widener University School of Law, with campuses in Wilmington, Delaware, and Harrisburg, Pennsylvania; Thomas M. Cooley Law School, with campuses in Grand Rapids, Lansing, and Auburn Hills, Michigan; and Penn State University, with campuses in Carlisle and University Park, Pennsylvania.

Of these three schools, Penn State is the most recent law school to establish a second campus, and its experience is particularly instructive. Penn State initially obtained a law school by associating with an existing law school, the Dickinson School of Law. Dickinson is in Carlisle, Pennsylvania, which is about 80 miles away from Penn State's home campus in University Park. Several years after obtaining the Dickinson School of Law, Penn State determined that it needed a law school on the home campus. That determination led to creation of the second campus, in University Park, which opened in 2006. Thus, Penn State arrived at the two-location result in a different order than the Idaho situation. Penn State's first law school campus was *not* on the home campus of the university, but was rather at a separate site. Even so, its experience reflects the value of a law school to a sister land-grant institution, and the feasibility of the two-location approach.<sup>20</sup>

The University of Idaho presented a concept document on its two-location model to the Board at its April 2008 meeting. As stated above, the Board at that meeting voted "to approve the request by the University of Idaho for authority to proceed with implementation planning for the two-location concept... ." Since then, the College of Law has worked with University officials to create budgets for the two-location model. It has worked with academic consultant Richard Morgan on issues related to accreditation by the American Bar Association and approval by the Association of American Law Schools. It has worked with an architectural firm to assist in facility needs analysis. And it has continued collaborating with the Idaho Supreme Court and other officials on the proposed Idaho Law Learning Center in Boise. The College has also conducted additional market research on the demand for public legal education in Idaho.

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<sup>20</sup> The importance of legal education to a land-grant institution is also evidenced by Michigan State University's recent acquisition of a private law school and integration of the school into a University framework.

### **C. Idahoans' Need for Public Legal Education**

It has been 35 years since the Menard Law Building — home of the University of Idaho College of Law — was built to meet then-extant educational standards in a program with an expected three-year enrollment up to 275 students. Today the College occupies the same building, undertaking to deliver a program with modern standards to approximately 300 students, about 90-100 of whom graduate each year. While the College has expanded only modestly since 1973, the population of Idaho has doubled over the same period (from about 750,000 to about 1.5 million) and has become increasingly urbanized. Idaho's economy has more than doubled, and state and local government has grown to accommodate the growth and increasing diversity of the state's population and economy. With these developments, Idahoans' need for legal expertise has likewise grown dramatically.

The Treasure Valley has experienced particular growth. In terms of the availability of legal education, however, the Treasure Valley is one of the most underserved urban areas on the United States. The Boise metropolitan area is one of only four Metropolitan Statistical Areas (MSAs) in the United States that have at least 600,000 residents but that do not have an ABA-approved law school within 100 miles. The Boise MSA is the only one of the four that contains a state capital.

In the face of these significant changes, the College of Law cannot meet Idaho's growing need for public legal education and legal expertise — and the University of Idaho cannot fulfill its statewide mission to provide public legal education — if the College of Law stays at its current size and continues to operate exclusively at the Moscow location.

Idahoans' need for legal expertise is threefold:

- First, many Idahoans — especially among Idaho's youth — need an affordable, high-quality legal education.
- Second, Idahoans — especially owners of small businesses and Idahoans of ordinary means — need affordable legal services and an efficient, effective justice system, as part of the system of public safety.
- Third, Idaho's civic leaders, business leaders, and local and state governmental leaders need the research and outreach on legal and policy issues necessary for sound decision making on the state's future.

Idahoans' need for legal expertise represents more than just an aggregation of the needs of individual citizens (one Idahoan's desire to go to law school, another Idahoan's need for a lawyer to draft a will or incorporate a company, etc.). At stake

is the need of the Idaho economy for the facilitative role that lawyers play in creating and expanding businesses, planning and executing commercial transactions, and helping Idahoans protect, transfer, and invest their property and other assets. Also at stake, beyond Idaho's economic prosperity, is the Idaho citizenry's right to a government that respects the individual rights and limitations on government prescribed in the Idaho and U.S. Constitutions – a right that is enforced in large measure through the efforts of lawyers.

Below we discuss each of the three components of Idahoans' need for legal expertise that we identified above. After that discussion, we address two specific questions raised by the Board at its April 2008 meeting: (1) Is there sufficient demand for a College of Law that eventually expands from 300 to 500 students (250 at each location)?; (2) Are there sufficient jobs (with meaningful opportunities and decent pay) for the graduates of the expanded College of Law?

## 1. Idahoans' growing need for affordable, high-quality legal education

Each year many Idahoans (especially young Idahoans) enroll in law school. They do so not only to become lawyers but also for other careers. According to the National Association of Law Placement, approximately 14% of law school graduates take a first job doing something other than traditional law work, and 44 % take jobs outside the private practice of law. Although the general public tends to equate the private practice of law with litigation, especially in tort law, the 2007 Idaho State Bar Desk Book listed the following additional categories of work that practitioners do: business/corporate, estate planning/probate/wills, domestic relations, real estate, employment law, workers' compensation, mediation and other forms of alternative dispute resolution, government service (federal, state, local) including administrative law, construction law, intellectual property, environmental/natural resources/energy, water law, elder law, taxation (federal and state), immigration, civil rights, health law, banking, international law, Indian law, nonprofit entities, and general practice.

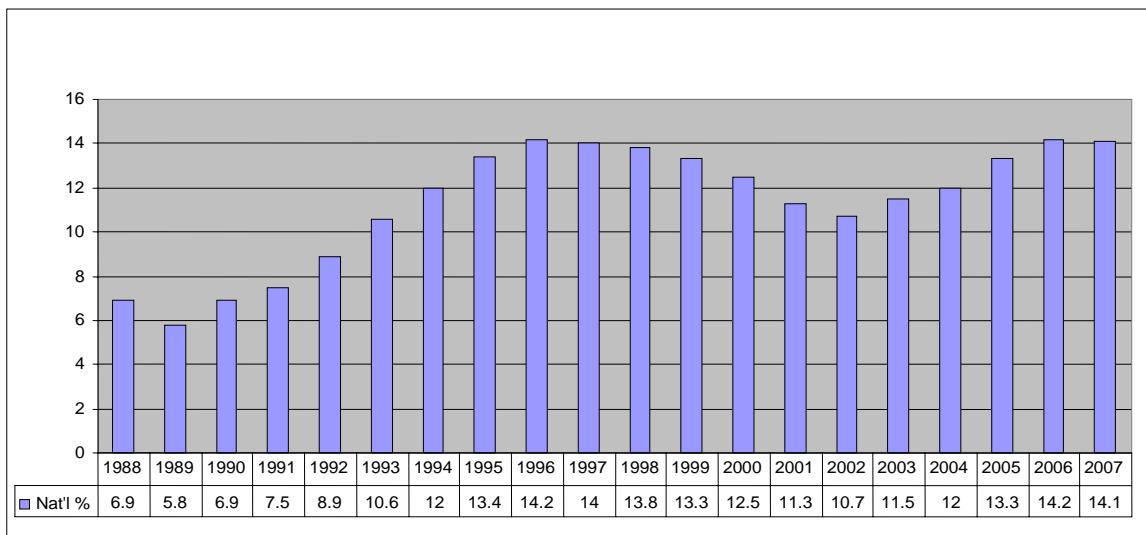
### The JD Degree Beyond the Practice of Law

My UI law degree has helped me to capitalize on many opportunities and the foundation to cross multiple disciplines. As a tax accountant in the NYC office of Deloitte & Touche, I engage MBAs, CPAs, and others in tax discussions that impact the largest companies in the world. I'm asked to know the law, to understand accounting, and to "think like a lawyer."

Mas Kuwana, JD 2006, Lead Tax Services, Deloitte Tax LLP, New York, New York

To be sure, some graduates who start their careers outside private practice will later move into the practice, but others will move from the practice of law into non-practice fields, or they will continue to practice law while also running a business or pursuing some other concurrent career.<sup>21</sup> Whether they start out — or end up — doing something other than practicing law, people with J.D. degrees learn critical thinking, analytical reasoning, and writing and research skills that are valuable in many professions. Thus, law school graduates go into business, real estate, human resources management, higher education, journalism, non-profit organizations, and government.<sup>22</sup> A legal education opens many doors.<sup>23</sup>

**Figure 2: Initial Employment in Business — National Trend (1988-2007)**



<sup>21</sup> Jess Blumberg, *With a Few Adjustments, Some Lawyers Find the Business World Suits*, Daily Record (Baltimore, MD), Aug. 5, 2005, [http://findarticles.com/p/articles/mi\\_qn4183/is\\_20050805/ai\\_n14863764](http://findarticles.com/p/articles/mi_qn4183/is_20050805/ai_n14863764); Jenny B. Davis, *Of Passions and Practice: These Attorneys Have Discovered That Running a Side Business Doesn't Have to Mean Leaving the Law*, ABA Journal, July 2008, at 43.

<sup>22</sup> The Association for Legal Career Professionals ("NALP"), Class of 2007 National Summary Report (reporting that, of 37,123 new law graduates who were employed, 31,085 — or 83.7% had jobs for which bar passage was required; 8.4% had jobs for which a J.D. was preferred; and 7% were employed in "other professional" or "other non-professional" jobs. A total of 14.1% reported their initial employment type as "business"). See also NALP Foundation for Law Career Research and Education & American Bar Foundation, *After the JD*, at 26 (2004) (survey of law school graduates reporting that one-fifth of law graduates in government employment characterize their work as mostly non-legal, as do one-third of law graduates employed in business settings).

<sup>23</sup> NALP, *Jobs & JD's -- Employment and Salaries of New Law Graduates* [hereafter cited as "NALP, Jobs & JD's"] (2007 edition).

Although a legal education creates many opportunities, it can be expensive. At the private law schools in the Northwest and Intermountain West, students from Idaho and elsewhere will pay between \$28,000 and \$33,000 per year.<sup>24</sup> At the public law schools in this region, Idahoans will pay non-resident tuitions of between \$19,000 and \$29,000 per year.<sup>25</sup> Although the public law schools are more affordable than the private law schools, they also can be harder for Idahoans to enter because they prefer their own residents.<sup>26</sup> The University of Idaho College of Law charged residents \$10,200 last year. Especially compared to the \$20,000-\$30,000 price tag typical elsewhere, the College of Law offers Idahoans a highly affordable legal education without leaving the state.<sup>27</sup>

The College of Law gives Idahoans a legal education that is both affordable and high-quality. To cite just three indicia of quality:

- In surveys of Idaho bar members conducted in the fall of 2007 by Moore Information, Inc., 71% rate the College of Law as excellent or good (while just 2% gave the College a poor rating and 27% were not sufficiently familiar to give an opinion), and 88% would recommend applying to the College of Law.<sup>28</sup>
- Employment rates for the College of Law's graduates within 6-9 months of graduation consistently exceed 90%. Indeed, in the most recent graduating class of 2007, only two of the 105 graduates (1.9%) were unemployed and seeking work six months after graduation.<sup>29</sup>
- The College of Law's faculty include: (1) graduates of the best law schools in the country — including the University of Chicago, Duke, Georgetown,

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<sup>24</sup> Willamette College of Law (Salem, Oregon) charges \$28,250 per year; Gonzaga School of Law (Spokane, Washington) charges \$30,120 per year; Lewis and Clark Law School (Portland, Oregon) charges \$30,436 per year; Seattle University School of Law charges \$33,720 per year; and University of Denver Sturm College of Law charges \$33,780 per year. A partial exception is the J. Reuben Clark Law School at Brigham Young University, which offers reduced tuition to LDS Church members.

<sup>25</sup> Yearly non-resident tuition at the University of Wyoming is \$19,333; at the University of Nevada is \$19,600; at the University of Montana is \$21,388; at the University of Oregon is \$24,396; at the University of Washington is \$28,800; and at the University of Utah is \$29,134.

<sup>26</sup> Thus, while the University of Wyoming is the most affordable public law school for non-residents in the region, it enrolled only 28 non-residents in 2007. [http://uwadmnweb.uwyo.edu/law/admissions/admissions\\_stats.asp](http://uwadmnweb.uwyo.edu/law/admissions/admissions_stats.asp). As noted later in this report, the University of Idaho favors Idahoans as well. The admissions rate for Idaho resident applications is significantly higher than the rate for non-residents.

<sup>27</sup> In an internal survey of College of Law students conducted in October 2007, 90% of students responding listed "economic value" as a reason for applying to the College of Law.

<sup>28</sup> Moore Information, Inc., conducted 150 telephone interviews of a representative sample of Idaho lawyers from October 1 through 3, 2007. 49% of these lawyers graduated from the College of Law.

<sup>29</sup> Source: University of Idaho College of Law Career Development Office.



Michigan, and UCLA; (2) authors of three national law school casebooks; (3) three former judges; and (4) lawyers who have practiced law before agencies and courts throughout the country, including the U.S. Supreme Court.

In addition to these indicia, the best evidence of the quality of the College of Law is the quality of its graduates, who serve clients and communities — and provide public service — throughout Idaho and beyond with distinction.<sup>30</sup>

We show in some numerical detail below (Section III.C.4) that in the coming years the demand for public legal education in Idaho will support a two-location College of Law that has a total student body size of 500 students (250 at each location). Before turning to that showing, however, we discuss the other two components of Idahoans' growing demand for legal expertise: (1) Idahoans' growing need for legal services and an efficient, effective government; and (2) the need of Idaho's civic leaders, business leaders, and local and state governmental leaders for the legal expertise and outreach with which to support informed, prudent decision making.

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<sup>30</sup> Many commercial companies rank law schools, using various (largely dubious) measures of "quality." The most infamous of these rankings is the list produced by the *US News and World Report* magazine. The invalidity of the *U.S. News* rankings and its ilk has been widely recognized. See Association of American Law Schools Special Report, *The Validity of the U.S. News and World Report Ranking of Law Schools* (by Stephen P. Klein and Laura Hamilton, Feb. 18, 1998), <http://www.aals.org/reports/validity.html>; Law School Admissions Council, Ranking Law Schools (Apr. 2006) ("Several commercial enterprises promote "ranking" systems that purport to reduce a wide array of information about law schools to one simple number that compares all 192 ABA-approved law schools with each other. These ranking systems are inherently flawed because none of them can take [a law student's] special needs and circumstances into account when comparing law schools."), <http://www.lsac.org/pdfs/2008-2009/RANKING2006updated.pdf>; see also ABA Policy Statement on the Ranking of Law Schools ("No ranking of law schools is attempted or advocated by the official organizations in legal education. Qualities that make one kind of school good for one student may not be as important to another."). Among other flaws, the *U.S. News* rankings assign great weight to law school's reputation, as measured by widely distributed, anonymous questionnaires with low response rates. This methodology disfavors small, rural law schools in sparsely populated states, such as the College of Law. The *U.S. News* rankings also rely on factors that are easily manipulated, such as per-student expenditures. See Lynda Edwards, The Rankings Czar, *ABA Journal*, April 2008, at 41-42 (stating that one law school reported inflated Westlaw and Lexis fees in order to artificially boost its per-pupil expenditure figure). The *U.S. News* rankings assign little weight to factors such as the quality of a school's pro bono program or its bar passage rate. Brian Leiter, *The U.S. News Law School Rankings: A Guide for the Perplexed* (May 2003) ("[T]he relative weight of the factors varies dramatically, with some having a significant effect on the results (reputation, median numerical credentials, expenditures), while others matter hardly at all (size of the library, acceptance rates, bar passage rates)."), <http://www.leiterrankings.com/usnews/guide.shtml>.

## 2. Idahoans' growing need for legal services and an efficient, responsive justice system

Like other public law schools, the College of Law can charge its residents less than private law schools do because of public financial support. That support represents a sound public investment in Idaho's future. It is a sound investment in the individual Idahoans who receive an affordable, high-quality legal education from the College of Law and thereby enhance their job opportunities and their economic productivity. It is also a sound investment in meeting Idahoans' need for legal services — especially by small business and Idahoans of ordinary means — and their need for an efficient and effective justice system.

As discussed above, law school is expensive. Many students leave law school with huge debt.<sup>31</sup> The heavy debt load makes it hard for law school graduates to take jobs with comparatively low salaries, regardless how valuable those jobs are to society. Many graduates feel compelled to take the higher paying jobs found primarily in large law firms that serve large corporate clients. While that is understandable, it can leave needs for legal services unmet where salaries for law jobs are comparatively low.

Salaries for law jobs in Idaho are comparatively low. This is particularly true of legal jobs in the public sector, such as in prosecutors' and public

### Law & Public Service

I will be graduating in the first college of law class with the pro bono graduating requirement. The past two spring breaks, I have traveled to New Orleans, LA and Biloxi, MS to provide pro bono legal aid to Katrina and Rita survivors. Last year, 31 Idaho Law students provided legal aid in four cities, including Boise, giving up their spring break in an effort to help those in need. We helped veterans with benefit claims and provided support to domestic violence victims. Before going to law school, I really was not sure what type of lawyer I wanted to be. After all the experiences I have had, I know public service will be a big part of my life. The pro bono program has done more than just provide me with excellent on the job training—it has also taught me compassion.

-- Jordan Taylor, College of Law Class of 2009

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<sup>31</sup> Among law students graduating in 2005 (the most recent year for which national data is available), the national average debt — just for legal education — was \$54,509 for students who attended public law schools and \$83,181 for those who attended private law schools. The average for University of Idaho College of Law graduates in 2005 was \$50,719. (Sources: American Bar Association; UI College of Law Career Development Office.)

defenders' offices.<sup>32</sup> It is also true of legal jobs in the small-to-midsize law firms (often in rural areas) that serve small businesses and Idahoans of ordinary means.<sup>33</sup> It is true, as well, of non-profit organizations that provide important public services in Idaho, such as Idaho Legal Aid. By providing a high-quality education that is affordable, the College of Law enables its graduates to take jobs in state and local government, jobs serving the legal needs of small businesses and Idahoans of ordinary means, and jobs in the private sector providing important public services in Idaho.<sup>34</sup>

Many College of Law alumni/ae do take jobs in large law firms in large cities. For example, College of Law graduates in recent years have gone to national law firms such as Holland & Hart (Boise), O'Melveny & Myers (Washington, D.C.), White & Case (New York City), Gardere Wynne Sewell (Dallas), Davis Wright Tremain (Portland, OR), Dorsey & Whitney (Salt Lake City) and Orrick Herrington & Sutcliffe (Seattle). The salaries at such firms can be quite high.<sup>35</sup> For the most part, however, data confirms that College of Law graduates take jobs in small law firms, which pay lower salaries and tend to serve small businesses and people of ordinary

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<sup>32</sup> In 2007, nine College of Law graduates took jobs in local prosecutor's offices. Six of the nine prosecutors reported their salaries. The lowest salary was \$38,500, the highest salary was \$49,000, and the average was \$44,917. Another nine College of Law graduates in 2007 took jobs as public defenders. Five of these nine public defenders reported their salaries. The lowest salary was \$42,000, the highest salary was \$51,000, and the average was \$45,140. (Source: UI College of Law Career Development Office.)

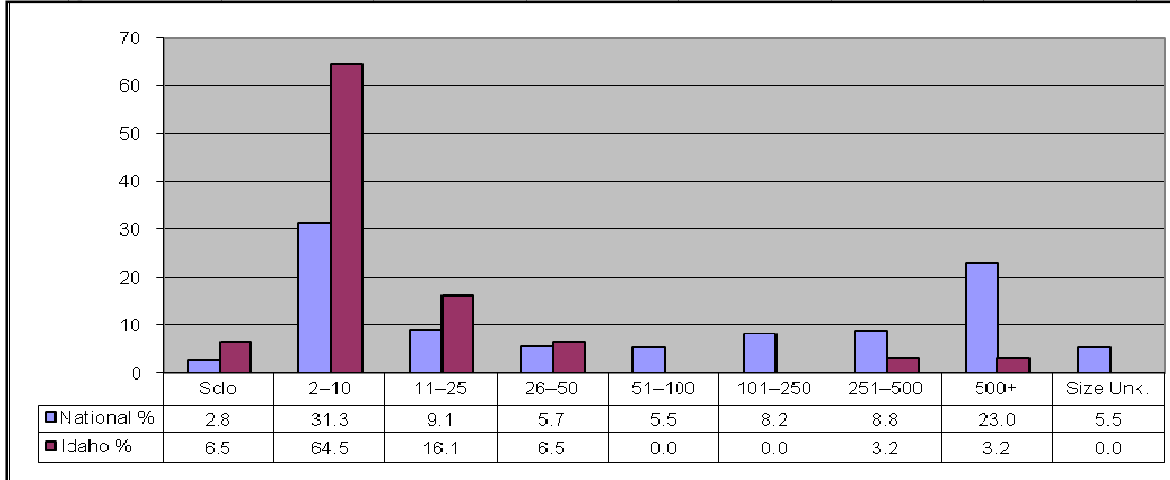
<sup>33</sup> In 2007, 20 College of Law graduates took jobs in law firms with between 2 and 10 attorneys. Seventeen of the 20 small-firm practitioners reported their salaries. The lowest salary was \$35,000, the highest salary was \$80,000, and the average salary was \$55,000. (Source: UI College of Law Career Development Office.)

<sup>34</sup> For the University of Idaho College of Law graduating class of 2006 (the most recent year for which regional data is available), the median starting salary at all jobs in the public and private sectors was \$40,000. That is lower than the median starting salary for the Mountain Region (Arizona, Colorado, Idaho, Montana, New Mexico, Nevada, Utah, and Wyoming), which was \$55,000. It is lower still than the national median starting salary for all law jobs that year, which was \$62,000. (Sources: NALP, Class of 2006 National Summary Report and UI College of Law Career Development Office.) The comparatively low starting salary of College of Law graduates reflects that many take jobs in the public sector or in small communities where salaries are lower. This is not a phenomenon limited to University of Idaho graduates. In Idaho, many lawyers, especially those working in the public sector or small communities, never attain high personal incomes. A recent survey of all Idaho lawyers by the Idaho State Bar disclosed that 22% of all responding lawyers made less than \$50,000 per year, and another 26% made \$50,000 - \$75,000 per year. Only 9% made \$200,000 or more per year. The State Bar's survey is consistent with the State Board's own publication, Higher Education in Idaho (2008), which does not list law among the "25 Highest Paying Jobs in Idaho."

<sup>35</sup> Among 2007 College of Law graduates, the highest salary reported for initial employment was \$105,000, by a graduate employed at a law firm with more than 501 lawyers. (Source: UI College of Law Career Development Office.)

means. Approximately 65% of the College of Law’s graduates in 2007 took jobs in law firms with 10 or fewer lawyers, compared to a national average of about 31%.<sup>36</sup>

**Figure 3: Initial Employment in Private Practice by Law Firm Size — Comparison of National and UI Percentages (2007)**



College of Law graduates support a key part of Idaho’s economy, in particular, by serving small businesses. Most employers in Idaho are small businesses. In 2004, 97.2% of the companies in Idaho that had employees were small businesses. These small businesses employed 58.2% of the non-farm private sector in Idaho. As the federal government’s Small Business Administration put it, “Small businesses are the heart of Idaho’s economy.”<sup>37</sup> Lawyers help these small Idaho businesses start up, buy and sell property, deal with employment, insurance, and regulatory issues, collect debt, protect their intellectual property and other business assets, and expand into other states and countries. Lawyers thus support entrepreneurship and business stability and growth.

The many College of Law graduates who take jobs in the public sector support a justice system in Idaho that needs the support. Idaho’s growing and increasingly urbanized population has produced higher caseloads in the state and federal criminal justice systems. In Idaho state district courts, for example, criminal cases nearly quadrupled from 1982 to 2006.<sup>38</sup> Higher caseloads increase the demand for prosecutors, defenders, judges, and judicial clerks. By filling that demand, lawyers play a key role in Idaho’s law enforcement system, and hence are vital to public safety.

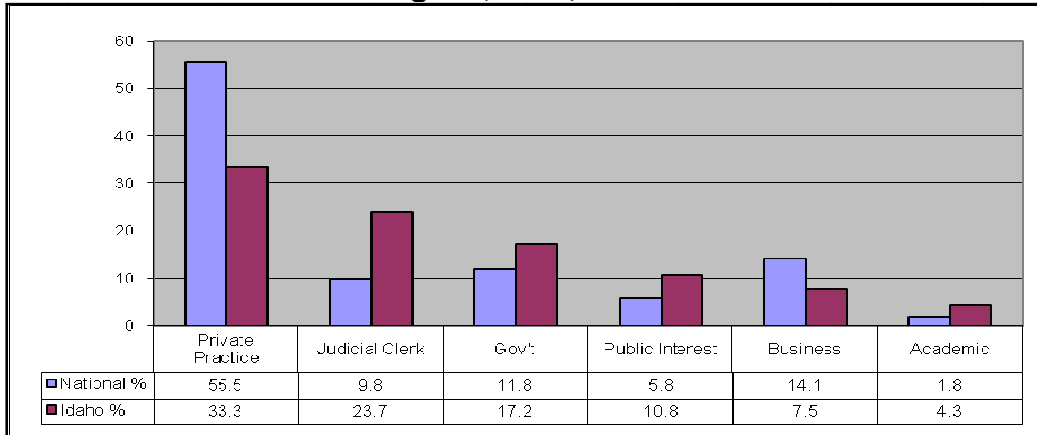
<sup>36</sup> NALP, *Jobs & JD’s* (2007).

<sup>37</sup> U.S. Small Business Administration, Office of Advocacy, *Small Business Profile: Idaho* (2007), [http://www.smallbusiness.com/wiki/Idaho\\_profile](http://www.smallbusiness.com/wiki/Idaho_profile).

<sup>38</sup> Annual Reports of the Idaho Courts, 1982-2006.

Again, data confirm that College of Law graduates play a large role in supporting the justice system. Data for the Class of 2007 show that College of Law graduates take jobs clerking for judges and working in other government jobs in much higher proportions than the national average.<sup>39</sup>

**Figure 4: Initial Employment by Type of Employer — Comparison of National and UI Percentages (2007)**

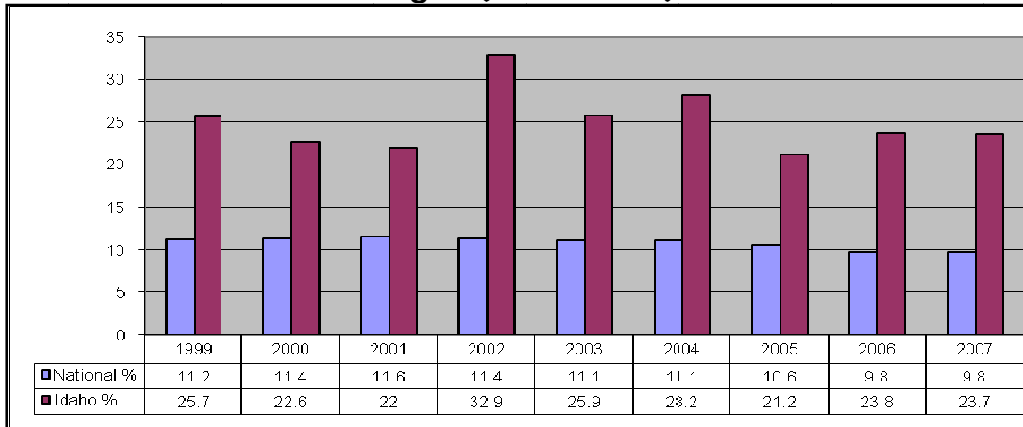


The College of Law graduates who take jobs clerking for judges carry out work that has great importance to the judicial system. Judicial clerks help judges do legal research and drafting. The clerks also deal with court personnel and lawyers who have matters before the judge. Judicial clerks thus help courts manage their heavy case loads and maintain the efficiency of the court system.

Judicial clerkships are indicia of the quality of law graduates as perceived by knowledgeable judges. We are therefore proud that University of Idaho College of Law graduates take jobs as judicial clerks in much higher percentages than the national average for law school graduates. The following chart shows that the College has maintained its success in placing comparatively high percentages of its graduates in judicial clerkships throughout recent years.

<sup>39</sup> NALP, Jobs & JD's (2007).

**Figure 5: Initial Employment in Judicial Clerkships — Comparison of National and UI Percentages (1999-2007)**



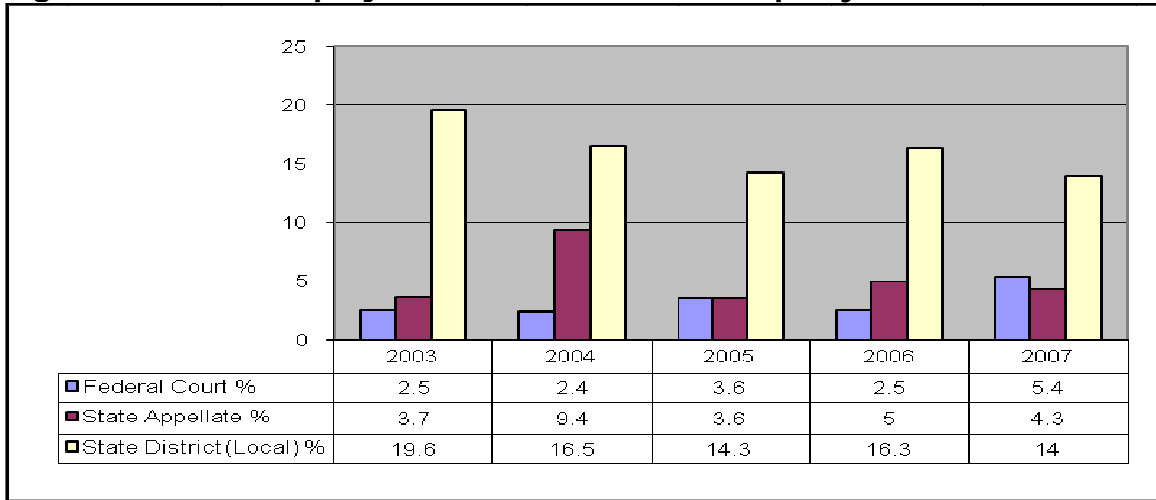
College of Law graduates clerk for judges at all levels of the court systems. Many College of Law graduates take jobs as clerks for judges at the appellate level of the state and federal court systems. These appellate clerkships are highly prestigious — and ordinarily reserved for the top 10-20% of the graduating class. College of Law alumni/ae have regularly clerked for judges on the Idaho Supreme Court, the Idaho Court of Appeals, and the United States Court of Appeals for the Ninth Circuit (the federal appellate court responsible for reviewing cases on appeal from the federal district courts in Idaho). In 2007, for example, 22 College of Law graduates took jobs clerking for judges; eight of those 22 graduates took appellate clerkships. The eight appellate clerkships included four on the United States Court of Appeals for the Ninth Circuit, one on the Idaho Supreme Court, and one on the Idaho Court of Appeals (with the two remaining appellate clerkships in the court systems of other states).<sup>40</sup>

Many other College of Law graduates take clerkships with judges at the local level throughout the State. As noted, these clerkships are essential in assuring the smooth functioning of the court system. These clerkships enable our graduates to provide service throughout the state while learning about the bench and bar in the geographic area where they plan to practice.

The following chart shows the levels at which our graduates have performed their judicial clerkships in recent years.

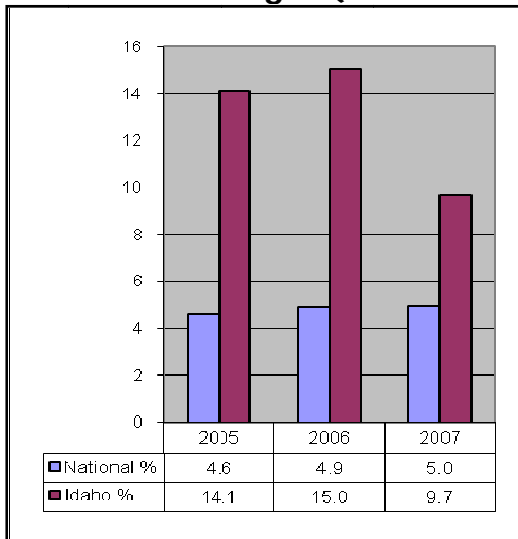
<sup>40</sup> UI College of Law Career Development Office.

**Figure 6: Initial Employment in Judicial Clerkships by Court Level**



Turning to College of Law graduates who work, not in judicial clerkships, but in other government jobs, many of these graduates work as prosecutors and public defenders. As is true of judicial clerkships, College of Law graduates take jobs as prosecutors at a higher rate than the national average:<sup>41</sup>

**Figure 7: Initial Employment as Prosecutors — Comparison of National and UI Percentages (2005-2007)**



<sup>41</sup> NALP, Jobs & JD's (2005, 2006, 2007)

The growth in Idaho's population produces increases not only in the criminal caseload (and the consequent demand for prosecutors, public defenders, judicial clerks, and judges) but also in the need for other public services that lawyers are also involved in providing — for example, by serving as counsel to state agencies, local land use authorities, and municipalities. To ensure that Idaho maintains an efficient, effective justice system — and, more broadly, a fully responsive state and

local government — lawyers must be able to take jobs in the Idaho public sector despite comparatively modest salaries.<sup>42</sup>

#### Value of an Idaho Law Degree

The University of Idaho College of Law gave me not only an excellent background in Idaho law, as well as general legal concepts, but also enabled me to network with Idaho attorneys, judges and future attorneys. There were also opportunities to gain hands on experience as an attorney through clinics, externships and law clerk positions which gave me a good background upon graduation. I think the College of Law's second campus will provide a wonderful opportunity to provide additional degree, work and educational experiences to broaden and enrich the students' legal education. For those students who must work during law school, it will provide greater opportunities for employment. For those who have a particular field of interest in government or corporate work, it will provide hands on work opportunities to expand their legal education. I would not have been able to accomplish what I have in my career without the excellent education I received at the University of Idaho. I am proud of the University, proud of its exemplary reputation, and proud to continue to support the College of Law.

-- Linda Copple Trout, JD 1977, former Chief Justice, Idaho Supreme Court

In addition to working in government agencies and the court system, Idaho lawyers support the public infrastructure in other ways even when they are in private practice. They serve on city councils, zoning boards, school boards, and the boards of non-profit organizations. For example, in a 2007 survey of its members by the Idaho State Bar, almost 35% of members reported holding a leadership position in statewide or community non-profit organizations in the past year. Idaho lawyers also spend thousands of hours every year doing pro bono work throughout the state. In 2006, for example, the Idaho Volunteer Lawyers Program "[p]rotected hundreds of abused and neglected children and families through collaboration with many legal and community organizations such as crisis centers and shelters."<sup>43</sup>

<sup>42</sup> In a 2007 survey of its members by the Idaho State Bar, 18.1% reported that they worked for a government agency (including a prosecutor's office), and 4.3% reported that they worked as judges. (Source: Idaho State Bar.)

<sup>43</sup> Idaho Law Foundation, 2006-2007 Annual Report, at 4, <http://www2.state.id.us/isb/PDF/07ILFAnnRep.pdf>.



The College of Law can claim many of these lawyers as its alumni/ae and can take some credit for their commitment to public service. The College of Law gives students an understanding of law as a public profession. It exposes them to ordinary people's legal problems in live-client clinics. (Indeed, among regional law schools, the College of Law offers more faculty-supervised clinical opportunities per student than any other school.) It introduces students to public legal service through its universal pro bono requirement. It gives students experience working in judges' chambers and public agencies in Idaho through field placements during the students' final year of law school. Our graduates often remark that their College of Law experience led them to understand why law has traditionally been considered a "public calling."

The overall picture shows that public investment in public legal education produces significant public benefits. The investment enables Idahoans to get a high-quality legal education that is affordable. Its affordability enables College of Law graduates to take jobs serving small businesses and Idahoans of ordinary means, as well as supporting the state's criminal law enforcement system and the broader justice system of which the criminal law enforcement system is a part. The public investment in public legal education enables even lawyers in private practice to serve in state and local government and other positions providing public service, typically doing so without compensation — "pro bono publico" (for the good of the public).

### **3. Idaho's growing need for legal research and outreach by its public law school**

The College of Law's faculty conducts research and outreach on issues of law and policy facing Idaho. The College has a distinctive duty and ability to do so, as a public law school that is part of Idaho's land-grant university. Idaho's need for legal research and outreach to support sound policy is becoming greater as the population and economy grow, and the issues facing Idaho become more complex.

The College has an impressive track record of research and outreach to Idaho. College of Law faculty have written the leading treatises and manuals on Idaho constitutional law, child custody, child protection, trial court evidence, trial court practice, and appellate court practice. College of Law faculty have participated in the drafting and research for the Idaho Administrative Procedure Act, the small business incorporation law, and the child protective law, and the statutes and rules governing mediation of court cases. College of Law faculty have worked closely with the Idaho judiciary on many projects, such as (to cite one recent example) the Idaho Supreme Court's Task Force on the Future of the Court of Appeals. College of Law faculty have testified before Congressional committees on Idaho-related issues

and before the Idaho legislature, and they have written articles in the *Idaho Law Review* on issues of legal reform in Idaho. The College of Law has sponsored symposia on issues of particular concern to Idaho, including health care and timber imports. In these ways, the College of Law supports many other institutions in Idaho, including its courts, agencies, and legislature.

As policy matters facing Idaho become increasingly complex, the College of Law has extended its interdisciplinary research and outreach. For example, the College of Law was one of the University units that led the development of the University of Idaho's interdisciplinary "Waters of the West" program. This program brings many disciplines together to study the difficult water management issues that confront Idaho and other western states. The program is also educating young Idahoans on how to help Idaho develop legally and scientifically sound policies and practices to address these issues. Programs such as Waters of the West not only support sound policy making but will also attract federal grant money to Idaho for water research.<sup>44</sup>

#### Faculty Focus on Idaho

As a faculty member at Idaho's state law school, I have felt an obligation to the taxpayers of Idaho to focus my scholarship on issues of concern to the state and to be engaged with state policy makers in my area of expertise. This commitment has led me to serve on the Family Law Council of the State Bar Association, several committees of the Idaho Supreme Court, and to work with Idaho Legislators on family law issues. I also am an author and editor of two practice manuals for Idaho lawyers and judges – *Protecting Children: An Idaho Guide* and the *Idaho Child Protection Manual*.

--Professor Elizabeth B. Brandt

We have highlighted above some of the many contributions that College of Law faculty make to law reform and the practice of law in Idaho. Establishment of a Boise campus will greatly enhance the faculty's ability to make these contributions. The Boise campus will provide a place where faculty and state policy makers and many of the state's practitioners can meet. Even in this age of electronic communication, face-to-face meetings are invaluable to intellectual interchange, dissemination of ideas and research, and collaborative projects by which College of Law research and outreach can be shaped by and usefully inform decision making on issues that are important to Idaho.

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<sup>44</sup> The College of Law also receives federal grants to support its tax clinic and its domestic violence/victims' rights clinic, both of which serve Idahoans of modest means.

#### **4. The demand for a J.D. degree program offered by Idaho's public law school in both Moscow and Boise**

With the aid of a professional consultant (Moore Information Consulting, Inc.), the College of Law has done market research of prospective students, current students, and lawyers practicing in Idaho. It has engaged its Law Advisory Council and a three-time law dean hired as an academic consultant. It convened a Conclave on Legal Education in 2007, bringing together Idaho lawyers, judges, legislators, educators, and business people. The College of Law faculty and staff have held scores of informal conversations with people in these same groups, as well as many other Idahoans. From all this, and other research, it is clear that there is strong demand for the College of Law to offer the JD program in both Moscow and Boise. Of particular relevance, surveys show that the College of Law would enroll many students who currently do not consider the College of Law, including many Idaho residents, if the College of Law had locations in both Moscow and Boise. The two-location model, in short, would enable the College of Law to meet needs of Idahoans that are currently not being met.

Overall, our research shows that the establishment of a Boise campus, in addition to the Moscow campus, would have the following effects:

- The College of Law would receive applications from an even greater proportion of the Idahoans who apply to law school each year than it does now. (Currently the College of Law gets applications from about 80% of the Idahoans who apply to law school each year.)
- The total number of Idahoans who apply to a law school each year would increase, as place-bound residents apply to the College of Law's Boise campus.
- The College of Law would enroll a higher percentage of Idahoans than it currently enrolls among Idahoans who apply and are accepted. (In 2007, the College of Law enrolled 53.5% of the Idahoans whom it accepted for admission.)
- The College of Law would also get more applications from non-residents than it does now, and it would enroll a higher percentage of the non-residents to whom it offers admission. As noted earlier, many of these non-residents have personal or family connections to Idaho. They have critical importance to the quality of the law school because they bring a wider range of experiences and backgrounds than would exist in a class consisting exclusively of residents. They also enhance the educational opportunities for College of Law graduates, not only by paying out-of-state tuition (which helps

keep in-state fees down), but also by spreading the reputation of the College of Law among lawyers and other professionals outside Idaho. Furthermore, many non-resident law students stay in Idaho after graduation from the College of Law, enriching the Idaho legal profession and making other valuable contributions to the state. Their College of Law education trains them in Idaho law and acculturates them to the high standards of professionalism of the Idaho bar and the broader professional community of which the state bar is a part.

The College of Law conducted two rounds of market research. It conducted the first round in Fall 2007, while several options for the future of the College of Law were under consideration within the University. This round of research included an internal survey of current law students. The College conducted the second round of market research in Spring 2008, after the two-location option had been endorsed by the University leadership, the College of Law faculty, the Law Advisory Council, and the academic consultant.<sup>45</sup>

*a. First round of market research – Fall 2007*

The first round of market research included interviews with (1) people who had received offers of admission from the College of Law in the past three years but had chosen not to attend (“non-enrollees”)<sup>46</sup> and (2) potential law school applicants in Idaho and two places from which the College of Law draws the majority of its non-resident students.<sup>47</sup> As discussed below, large percentages of both non-enrollees and potential law school applicants cited the College of Law’s Moscow location as a negative factor in their consideration of the College of Law. Large percentages of both non-enrollees and potential applicants also indicated that they would be more likely to attend the College of Law if it had locations in both Moscow and Boise.

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<sup>45</sup> Because of the length of the market research results, we have not included the material as appendices to this document. We will, of course, be happy to provide it to the Board upon request.

<sup>46</sup> Moore Information, Inc., conducted 108 interviews from September 19 through 28, 2007, from a pool of 544 people who were admitted to the University of Idaho College of Law in the past three years but did not enroll. 23% of these non-enrollees were Idaho residents; 24% Utah residents; 17% Washington residents; and 37% residents of some other state.

<sup>47</sup> Moore Information, Inc., conducted 498 interviews from September 19 through October 6, 2007, of potential law school applicants in Idaho, Eastern Washington, and the Salt Lake City metro area. The sample included 349 respondents who had taken the Law School Admission Test (LSAT) in the past two years and 149 respondents with bachelor’s degrees, or studying for bachelor’s degrees, who are either considering or have considered law school. Most of these 149 respondents were Idaho residents. Among all potential applicants surveyed, 13% said that they had considered, or planned to apply to, the University of Idaho College of Law. Among the potential applicants surveyed who were Idaho residents, 28% said they had considered, or planned to apply to, the College of Law.

Specifically, among the non-enrollees surveyed, 43% cited the College of Law's Moscow location as a negative factor influencing their decision not to attend. The proportion was even higher among non-enrollees who were Idaho residents, 59% of whom cited the Moscow location as a negative factor influencing their decision not to attend. This is clear evidence that the College of Law's exclusive Moscow location prevents it from meeting the needs of a substantial number of Idahoans who want a public legal education. On the other hand, 34% of all non-enrollees cited the Moscow location as a positive factor (despite their decision not to attend), but only 17% of Idaho non-enrollees cited the Moscow location as a positive factor. Thus, the first survey indicates that many of the students whom the College of Law sought to enroll — especially Idaho residents — chose not to attend at least partly because of the single Moscow location.

The significant demand for the College of Law to have a Boise location, as well as a Moscow location, also showed up in the law school's October 2007 survey of students who were then enrolled in the College of Law. Among these current students — who, unlike the non-enrollees described above, did choose to attend the College of Law — 57% would have chosen to attend the Boise campus if the College of Law had campuses in both Moscow and Boise. By the same token, 43% would have chosen the Moscow location, even given a choice.

The first round of market research also suggests that the College of Law would have enrolled many of the students who chose not to attend if it had locations in both Moscow and Boise. Sixty-four percent (64%) of the non-enrollees surveyed said they would have been more likely to enroll if the College of Law were located in both Boise and Moscow. Seventeen percent (17%) of these non-enrollees said that they would have been "*much* more likely" to attend the College of Law if it had locations in both Moscow and Boise. Among the non-enrollees who were Idaho residents, the percentages favoring two locations were even larger. Seventy-nine percent (79%) of non-enrollees who were residents of Idaho said they would have been more likely to enroll if the College of Law were located in both Boise and Moscow; 31% of these Idaho non-enrollees would have been "*much* more likely" to enroll.

Among potential applicants interviewed in the first round of market research, 48% said the Moscow location was a negative factor in their consideration of the College of Law; 21% said it was a positive factor.<sup>48</sup> Among potential applicants from Idaho, 46% said the Moscow location was a negative factor; 31% said it was a positive factor. Among potential applicants 25-years-old and younger<sup>49</sup>, 54% said

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<sup>48</sup> The question posed was: "Is the University of Idaho College of Law's location in Moscow a positive factor, a negative factor, or no factor in your consideration of that law school?"

<sup>49</sup> On average, roughly half of applicants to the College of Law are age 25 or younger.

that the Moscow location was a negative factor, and only 15% cited it as a positive factor. Thus, the first round of market research suggested that the College of Law's Moscow location was hurting it more than helping it among potential applicants.

By the same token, many potential applicants interviewed in the first survey reacted positively to the two-location concept. Forty-seven percent (47%) of potential applicants said the College of Law would be more attractive if it were located in both Moscow and Boise.<sup>50</sup> Among those potential applicants who were Idaho residents, this number increased to 57% favoring the two-location model. Among the subgroup of these Idaho potential applicants who were registered to take the Law School Admission Test ("LSAT") (those most likely to apply to and enroll in law school), the attractiveness of a two-location concept increased still further to 65%.<sup>51</sup>

*b. Second round of market research – Spring 2008*

The second round of market research involved interviews of a larger number of potential law school applicants, from a larger number of places from which the College of Law attracts students, and posed a series of questions related to the two-location model.<sup>52</sup> The second round of research confirms the attractiveness of the two-location model among potential applicants, especially Idaho residents. It also strongly suggests that the Boise campus will attract many students who would not apply if the College of Law continues to be located only in Moscow.

Of the 622 potential applicants interviewed in the second survey, 114 (about 18%) said that they had applied or intended to apply to the College of Law. When potential applicants were told that the College of Law was considering establishing campuses in both Moscow and Boise, 120 said that they would be most interested in the Moscow campus; 210 said they would be most interested in the Boise campus. Of the 120 potential applicants who were interested in the Moscow campus, 85 said they were also interested in the Boise campus. Thus, 85 students would consider attending either campus. Of the 210 potential applicants interested in the Boise campus, 120 students were interested *only* in the Boise campus, not in the Moscow campus. In short, the survey confirms significant demand for opportunities presented by the two-location model.

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<sup>50</sup> The question posed was: "Would the University of Idaho College of Law be more attractive or less attractive to you if it had locations in both Moscow and Boise?"

<sup>51</sup> Among the Idaho potential applicants who favor Boise, the reason most often cited is "convenience/closer to family." Among the Idaho potential applicants who favor Moscow, the reason most often cited is "simply prefer Moscow."

<sup>52</sup> Moore Information, Inc., conducted 622 interviews of potential law school applicants who had registered for the LSAT in the past school year and who lived in Oregon, Utah, Washington, Colorado, and Idaho.

Perhaps most significant is the second round of market research's strong indication that the two-location model would increase overall interest in the College of Law. Whereas only 114 of 622 potential applicants expressed current interest in the College of Law, the number increases to a total of 210 when applicants were asked if they were likely to apply to the College of Law if it had locations in Moscow and Boise. This is an 84% increase. The survey thus suggests that the College of Law would be able to increase current enrollment substantially if we capitalized on this increased interest.

The two-location model also draws significant support from Idaho residents. Fifty-three (53) of the 622 potential applicants interviewed in the second survey were Idaho residents. Of these 53 Idahoans, 31 (58.5%) said that they had applied or intended to apply to the College of Law. When advised that the College of Law was considering establishing campuses in both Moscow and Boise, the number of Idaho residents who were interested in one or both campuses increased to 39 (74%). Not surprisingly considering the distribution of population in Idaho, 16 Idahoans said they would be most interested in the Moscow campus, and 39 said they would be most interested in the Boise campus. (This tally included some Idaho respondents who indicated an interest in both locations.)<sup>53</sup> Overall, the sample shows that the two-location model would attract Idahoans who presently are not considering the College of Law but are instead going to law school out-of-state.

The second round of market research further shows that the Moscow campus would be preferred to the Boise campus by many potential applicants. As mentioned above, 120 potential applicants said they would likely be interested in the Moscow campus, if the College of Law adopted the two-location model. Only 85 of these 120 potential applicants said that they would *also* be interested in the Boise campus. In other words, as many as 35 potential applicants would be interested *only* in the Moscow campus, and not the Boise campus. By the same token, the 210 students who said that they were likely to be interested in the Boise campus if the College of Law adopted the two-location model included: (1) the 85 who said that they were likely interested in both campuses, (2) plus an additional 120 applicants who said that they were not likely to be interested in the Moscow campus.

As noted later in this document, a two-location College of Law would operate a unified admissions process in which the College would determine where students enroll, thus assuring the quality and viability of both locations. The data discussed here show substantial student interest in each location.

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<sup>53</sup> The prospect of a Boise campus also attracted a significant number of Utah and Oregon residents. Thirty-seven percent (37%) of the Utah residents surveyed said they would be likely to apply to a Boise campus; 33% of the Oregon residents said the same.

c. *Projections based on market research*

When we examine the results of our market research as well as data on the likely growth of law school applicants, we conclude that demand exists for the University of Idaho to operate a two-location campus that enrolls an entering class of approximately 165-170 students each year (about 85 at each campus), for a total student body of 500 students (250 at each campus).

To illustrate how the increase in interest demonstrated by these surveys could translate into increased enrollment, consider the following data. In 2007, the College of Law received 675 applications for admission. Of these 675, 202 came from Idaho residents; 473 came from non-residents. The 202 Idahoans who applied to the College of Law represented 83.5% of the Idahoans who applied to *some* law school in 2007. (Thus, the total number of Idahoans who applied to law school in 2007 was 242.) The College of Law offered admission to about 64% of the Idaho applicants and enrolled more than 53% of those Idahoans. The College of Law offered admission to about 35% of the non-residents who applied, and it enrolled 21% of these non-residents.

**Figure 8: College of Law Admissions Data — Comparison of Residents and Non-Residents (2007)**

2007 Entering Class	Idaho Residents	Non-Residents	Total
Applications	202	473	675
Admitted	129	166	295
Enrolled	69	35	104

Using a conservative view of the results of the Moore survey, assume that the number of Idaho residents applying to some law school each year eventually increases from its 2007 level of 242 to a total of 300 due to the implementation of the two-campus plan. This would mostly be attributable to Idahoans living out of state being encouraged to return and to the presence of place-bound future applicants who could only apply to law school if one is located in the Treasure Valley.<sup>54</sup> Next, given the clear increase in interest in a two-location College of Law

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<sup>54</sup> As in other places in the country, the number of people in Idaho who apply to law school each year has fluctuated over time – seemingly in response to economic and other factors – but the overall trend is one of growth. Limited record-keeping by the College of Law and the Law School Admissions Council prevents us from tracking the number of Idaho law school applicants all the way back to 1972-1973, when the College of Law’s current facility was constructed. The data that we have uncovered, however, reveal that in 1982, 222 Idaho residents applied to law school; in 1992, the number dipped to 213; by 2002, it grew to about 250. Between 2001 and 2006, the number of Idaho resident applicants grew from 188 to 251, an increase of almost 34%. Significantly, the age



demonstrated by both Moore surveys, we can expect to receive an even higher proportion of Idaho law school applicants to apply to the University of Idaho. If this percentage increases from its current level (approximately 80%) to 90%, that would result in roughly 270 applications from Idaho residents to the College of Law.

### **Enhancing Access to Legal Education**

I currently work as an assistant city planner for the City of Meridian. My career is fascinating but the more I learn, the more I realize that law is a determining factor in solving and/or creating many of the land use issues I deal with daily. I would love the law school to become a part of Boise. I began my University of Idaho law school career in 2005 in Moscow. I loved my time in Moscow. The faculty was attentive, the staff incredibly supportive and the atmosphere very positive. Unfortunately, I was forced to suspend my studies after my first year of law school. My husband's educational and professional objectives compelled us to return to Boise. Having a campus in Boise would solve many problems for me and other individuals caught in similar circumstances.

Sarah Wheeler, Assistant City Planner, City of Meridian.

On average, the College of Law has accepted 54% of the Idaho residents that have applied over the last five years. Assuming that rate continues and using the number of projected applications above (270), we can reasonably expect to admit roughly 146 Idaho residents. The next step is crucial to success of the two-location model, and that is yield, or the percentage of admitted students that enrolls. Currently, our five-year average "yield" for Idaho residents is 56%, which would lead to 82 enrolled Idaho residents based on the projection above and 64 non-enrolled Idaho residents. However, our first survey revealed that 79% of Idaho residents who did not enroll would be more

likely to enroll had they had the option to attend either a Boise or Moscow location, with 31% saying they would be "much more likely." Even if only half of the 64 Idaho non-enrollees mentioned above ultimately enrolled, that would increase the possible number of Idaho residents from around 82 to 114. The combination of increased applications due to increased publicity and interest and higher yield on admitted students due to the increased value offered by a two-location College of

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cohort that typically applies to law school — individuals between the ages of 22 and 28 — almost doubled in Idaho between the time of the 1970 and that of the 2000 census — from 66,862 to 121,785. Thus, it approximated the trend in the general population of Idaho. Census 2000 Summary File 2 100-percent data, PCT3. Sex by Age [209] — Universe Total population; 1970 Census, vol. 1, pt. 14, Table 19. These figures do not include applicants with personal and family connections to Idaho who were not "residents" at the time of application.

Law could increase the number of Idahoans being educated in the state by more than 50% -- from the current average of 68 residents enrolled each year to the projected 114 residents enrolled each year.<sup>55</sup>

A similar scenario can be expected for potential non-resident applicants to the College of Law. In the second Moore Survey, respondents from states other than Idaho (Colorado, Oregon, Utah, and Washington<sup>56</sup>) evinced little familiarity with the College of Law.<sup>57</sup> This means that there are large, largely untapped potential markets in neighboring states of which we can take better advantage. If the two-location proposal is approved, the resulting regional marketing effort will be extensive and will likely increase interest and awareness in the College of Law, leading to an increase in overall applications. Using the same logic and criteria mentioned above regarding Idaho residents, it is possible that the increase in opportunities at the College of Law offered by the creation of a Boise location will eventually yield a 50% increase in the potential number of non-resident students in each class.<sup>58</sup> The number of non-residents in each class from the states that the second Moore Survey covered typically ranges from 22-32, implying the projected range of 50-60 additional non-resident students from those states.

These projections mean that it is possible for the two-location model to enroll an entering class of 164-174 students each year just from Idaho, Colorado, Oregon, Utah, and Washington (adding 50-60 non-resident enrollees from these states to the 114 resident enrollees projected above). These states currently account for only 60-70% of our typical applicant pool and 80-90% of our enrolled class, meaning the actual totals will be a little higher. We therefore project total enrollment of at least 170 students per year, which is what is needed to support a law school with a total size of 500 students. And, it is important to note, this projection does not involve any reduction of the qualitative standards for admission.

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<sup>55</sup> Incoming classes at the College of Law have averaged 68 Idaho residents per year over the last five years. Enrolling 114 residents per year represents an increase of about 46 students, or 67%.

<sup>56</sup> Other states surveyed were Colorado, Oregon, Utah, and Washington. Together, residents of these states have accounted for roughly 40% of the College of Law's applications over the last three years.

<sup>57</sup> In response to the question "How familiar are you with the University of Idaho College of Law?", the percentage of potential applicants from each state that answered "Not at all familiar" was as follows: Colorado 81%, Oregon 70%, Utah 51%, Washington 52%. In contrast, only 11% of Idaho respondents gave that answer.

<sup>58</sup> Currently, the College of Law gets roughly 2% of all the law school applicants from Colorado, 4% of the applicants from Oregon, 12% from Utah, and 7% from Washington. It is very possible to modestly increase these percentages through increased and more effective marketing of the College of Law. Increasing the percentage for each state individually suggests we could increase the number of applications from those states from 250-300 to 350-400. Then, using the typical percentage of students who enroll from each of those states, with a similar modest increase, we can project an increase in enrolled students from those states from 22-32 to 50-60.

In gauging the demand for the two-location process, one must consider the great, and complementary, attractiveness of campuses in both Moscow and Boise. The law school in Moscow has its home on the campus of Idaho's historic land-grant university, in a wonderful small-town community located in a picturesque rural setting. Many College of Law alumni/ae express deep devotion to Moscow, and our market research shows that it continues to attract significant interest among potential law school applicants who are familiar with Moscow.<sup>59</sup> Boise, on the other hand, is attractive for the study of law because it is the state capital — and as such, home of all three branches of state government — and the center of commerce and a large percentage of the state's practicing bar. More generally, Boise is one of the most attractive urban areas in the United States.<sup>60</sup> The Boise location will attract significant interest among potential law school applicants who wish to attend law school in an urban setting, as many prospective law students do.<sup>61</sup>

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<sup>59</sup> In addition to its positive virtues, Moscow lacks some stressors of urban settings. For example, a yearly survey of law students nationwide, the "Law School Survey of Student Engagement," reported that University of Idaho law students spend much less time commuting to class than students at other law schools. Law School Survey of Student Engagement, Law School Report 2007, Means Comparison Report, Item 7k. Another source of stress, the threat of crime, is also minimal in Moscow. Crime is not unknown, of course, but crime rates are low. *See generally* Idaho State Police, *Crime in Idaho — 2007* at pp. 180-182 (July 1, 2007). Moreover, Moscow is a family-friendly town, a good place for children. Relations between the community and the university are supportive; indeed, the relationship is one of the reasons why Moscow is sometimes called the "heart of the arts."

<sup>60</sup> *Forbes* magazine has consistently listed Boise as one of the "best places for business and careers." In 2008, *Forbes* ranked Boise # 2 in this category.

[http://www.forbes.com/lists/2008/1/bestplaces08\\_Boise-ID\\_2388.html](http://www.forbes.com/lists/2008/1/bestplaces08_Boise-ID_2388.html) In a recent report by the Brookings Institution, Boise ranked higher overall than any other metro area in the United States in terms of productivity, social inclusion, and environmental sustainability. An author of the study noted, however, that Boise has room for improvement in "graduate education," among other areas. *See* Kathleen Kreller, *Boise Gets Top Marks in Brookings Institution's Economic Vitality Report*, Idaho Statesman, June 12, 2008. The establishment of a Boise campus would help fill that gap.

<sup>61</sup> Evidence from the Law School Admissions Council (LSAC) suggests that prospective law students generally prefer urban settings to rural settings. The LSAC maintains the Candidate Referral Service (CRS), which is a database of future law school applicants and their interests/preferences. Law schools use the CRS to target recruiting material. One of the preference choices is for location of preferred law school: urban, suburban, or rural. Among the roughly 27,000 LSAT registrants (potential future applicants) who listed a preference, only 681 indicated "Rural" as their preference. That is 0.97%. (7.4% chose "Suburban" and 92.6% chose "Urban.") Although this evidence is not conclusive, it suggests a trend toward urbanization in higher education. *See also* Alan Finder, *Rural Colleges Seek New Edge and Urbanize*, N.Y. Times, Feb. 7, 2007, at A1 (reporting that many rural colleges are constructing "urban-style villages" around their campus to attract students).

## 5. The Job Market for Graduates of the Two-Location Law School

In the last section, we showed that the demand for affordable, high-quality legal education would support the two-location model with a total student body of 500 students. As discussed in more detail later, the College of Law would grow gradually to this total enrollment figure, reaching it in approximately the year 2016 (FY 2017). Due to attrition the graduating class each year would not be fully one-third of the total student body; for purposes of analysis here, we assume an ultimate level of about 150-155 graduates per year, compared to the current level of 90-100 graduates. (Many of these graduates will take jobs outside the traditional practice of law, or will take employment outside Idaho (practicing law or otherwise).) In this section we demonstrate that employment opportunities exist for the graduates of the two-location College of Law.

The following factors show that abundant law-related employment opportunities exist.

- *Currently high employment rate for College of Law graduates.* As mentioned earlier, demand for Idaho law graduates is already so high that only two of the 105 members of the 2007 graduating class were looking for jobs during the post-graduation survey period.
- *Growth in Idaho population:* The population of Idaho — where about 60% of the College of Law's graduates take their first jobs — has doubled since 1973. With the doubling of the population comes a greatly increased demand for legal services. The College of Law, in contrast, has grown very little since then.
- *Growing urbanization of Idaho's population:* In addition to doubling, Idaho's population has become more urbanized since 1973. This urbanization has produced higher caseloads in the state and federal criminal justice systems and increased the demand in Idaho for prosecutors, defenders, and judges. (For example, criminal cases in Idaho state district courts nearly quadrupled from 1982 to 2006.)
- *Growth and diversification of Idaho's economy:* Idaho's economy has expanded rapidly and become more diversified. Manufacturing has recently become the largest sector of the state's economy, and the most important manufacturing sector is science and technology. This economic growth generates a demand for — and is dependent upon — a supply of lawyers and law-trained businesspersons with expertise in negotiations, civil litigation, mediation, arbitration, business formation and organization, commercial transactions, consumer protection, construction, real estate finance,

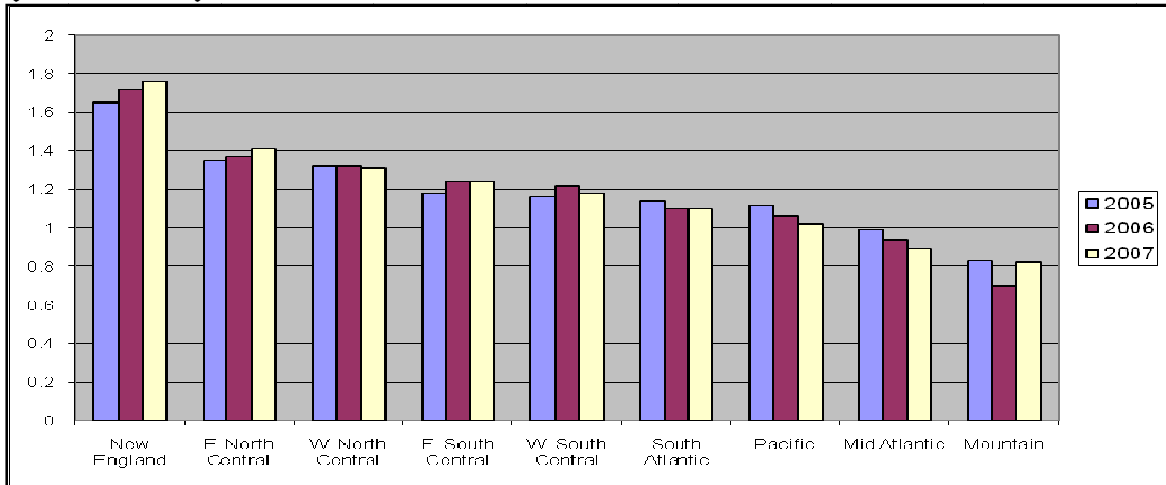
intellectual property rights, business and estate planning, employment law, international business transactions, and other law-based private sector services contributing to economic development.

- *Growth in government to support growing population and economy:* Idaho governmental regulation and public sector services also are burgeoning, as evidenced by a nearly three-fold increase in the budget of Idaho's state government from 1992 to 2007. This growth, combined with growth in federal agencies as well as county and city governments, creates a growing demand for legal expertise in land use, natural resources law and environmental protection, energy, health and human services, child protection, immigration, workplace safety, public utilities, and general government administration.
- *Idaho as net importer of legal services:* Not surprisingly considering the above factors, about 70% of new admittees to the Idaho state bar come from out-of-state. This influx indicates that the demand for legal services in Idaho far outstrips that currently supplied by the College of Law. More and more legal jobs are being filled by lawyers from out-of-state.
- *Mountain region as net importer of legal expertise:* Like Idaho, the rest of the Mountain region is a net importer of legal expertise. Indeed, as shown in the chart below, the Mountain region (encompassing Idaho, Arizona, Colorado, Montana, New Mexico, Nevada, Utah, and Wyoming) is the only region in the country where the number of legal jobs has consistently and significantly exceeded the number of law school graduates seeking those jobs.<sup>62</sup>

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<sup>62</sup> NALP, JOBS & JD'S (2005, 2006, 2007).

**Figure 9: Initial Employment by Region — Ratio of Graduates to Jobs (2005-2007)**



Of students who graduated from the College of Law from 2001-2007, 76.6% took their first job in the Mountain region. The chart above shows that employment prospects for law school graduates in this region, and this state, are strong. Current job availability appears more than adequate to absorb the comparatively modest projected increase of graduates from 90-100 to 150-155. Continued growth of jobs in Idaho and the region between now and 2016, and beyond, will make even more opportunities available.

#### **IV. Components of the Implementation Plan**

##### **A. Better, Not Just Bigger: Statewide Curriculum, Service, Outreach, and Research**

##### **1. Curriculum, Service, Outreach, and Research in the Two-Location Model**

A statewide public law school with two locations would deliver an integrated curriculum. Each site would equip students with thorough grounding in the core curriculum, including the fundamental skills of critical thinking and legal writing and research skills. Each site would have the basic J.D. degree curriculum. (This is not a needless duplication because the large enrollment courses in the basic curriculum are often taught in multiple sections of students (by multiple professors in multiple classrooms) in larger law schools.) In addition to the basic “nuts and bolts” curriculum, each site would offer differentiated and complementary emphases reflecting location-relevant needs and opportunities. The whole would be greater

than the sum of the parts. The two-location model would provide students an enhanced curriculum in substantive law and interdisciplinary perspectives. Moreover, the College would take a national leadership role — pursuant to the “Best Practices” and Carnegie reports<sup>63</sup> — by emphasizing at both Moscow and Boise the development of practice skills and the values of civic professionalism, selfless purpose, and development of moral judgment. These elements of legal education are best achieved in the small-scale, intimate teaching and learning environments that the two-location model would provide.

Existing joint and concurrent degree programs would be strengthened on the Moscow campus, while new joint degree opportunities with Boise State University, Idaho State University, and other institutions in southern Idaho would be actively explored. Centers for business law and for state law, policy, and education could be developed at the Boise location, connecting faculty scholarship and outreach with needs and opportunities in the Treasure Valley and with issues of concern to all three branches of state government.

*Curriculum and Learning Environment.* Both locations would be scaled to allow a personalized legal education in a collegial setting. The residential environment of the College in Moscow provides an educational atmosphere that is more inviting and collaborative, among both students and faculty, than at most other law schools. As noted, this allows us to instill a strong sense of civility and professionalism, as well as highlighting the public nature of the legal profession, in our students. As we create the complementary program in Boise, we would continue to emphasize these attributes as fully as possible in a metropolitan setting.

As also noted previously in this document, the opportunity presented by the development of a complementary J.D. program in Boise comes at a propitious time. Law schools are being urged to place stronger emphasis on preparing law students to be “practice ready” upon graduation. With a greater emphasis on incorporating practice skills and professional values into the doctrinal teaching, the curriculum at the College is being reconsidered with an eye to creating a truly distinctive program.

In developing complementary curricula in Moscow and Boise, we begin with the core curriculum. The core curriculum prepares students for the general practice of law and includes core practical skills of critical thinking and writing and research skills. Students complete this core curriculum in the first 3 to 4 semesters of the 6-semester (3-year) J.D. program. We will offer this core curriculum at both locations.

We are currently planning revisions to this core curriculum to make it more tightly coordinated and coherent. In particular, the core curriculum will become

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<sup>63</sup> Cited in Section III.B.

more deliberately progressive, so that each education experience builds carefully upon the student's previous experiences and culminates in an opportunity for third-year "capstone" experiences — i.e., experiences that synthesize doctrine from multiple areas, employ the range of skills and values acquired over the course of the student's legal education, and provide the student with a real-life exposure to the practice of law, whether through clinical, externship, or simulated experiences. A model for this more integrative learning environment is close to home: the Integrated Business Curriculum currently being offered in the University of Idaho College of Business and Economics ([www.cbehome.uidaho.edu/ibc](http://www.cbehome.uidaho.edu/ibc)).

In addition to improving the students' educational experience, the revision of the core curriculum will eliminate redundancies in the first and second years of the three-year J.D. program, thereby freeing up faculty resources and student time for more specialized upper division coursework. It will also minimize the duplication of basic instruction and training that will be necessary in the first 3-4 semesters at each location.

More fundamentally, this curricular reform will strengthen the College's preparation of lawyers, in both Moscow and Boise, for the general practice of law to serve the citizens of Idaho throughout the State. As noted earlier, one of the signature strengths of the College is its tradition of legal education that is personal and provided in a collegial, professional setting. The College, in both Moscow and Boise, will continue to provide a liberal education in the law to all of its students, inculcating the values of civic responsibility and professionalism for which it is rightly proud.

*Specialization Opportunities in Moscow.* Students will get a solid grounding in the core curriculum, including training in the core legal skills of critical thinking and legal writing and research, at both the Moscow and Boise campuses. The second- and third-year offerings will include "bar courses" (e.g., the usual commercial law subjects).

In addition, the Moscow campus will offer advanced, interdisciplinary opportunities by taking advantage of its location on the main campus of the University of Idaho and its proximity to Washington State University. The Moscow campus will continue to support joint degrees with the University of Idaho College of Business and Economics (the J.D./M.Acct.) and with the Washington State University College of Business (the J.D./M.B.A.). These joint-degree opportunities build on the strong business-law curriculum that is currently offered and that will continue to be offered in Moscow.

The Moscow campus will also offer students and faculty opportunities for specialization in natural resources (including natural resources on public lands) and



environmental law; and in Native American law, tribal governance, and federal-state tribal relations. The first area of specialization reflects and capitalizes on the University's strong and increasingly interdisciplinary programs of teaching and research in natural resources and the environment. Faculty teaching and research resources in several Colleges on the Moscow campus will provide depth of expertise in these areas unavailable elsewhere in the State or region. The second emphasis area reflects and takes advantage of the University's unique location between two major tribes, the Coeur d'Alene to the north and the Nez Perce to the south, each of which is within 50 miles of the Moscow campus. These emphasis areas will inform and enrich even the core curriculum, for example as the basic legal principles and concepts taught in criminal law or property law, are taught through crimes and property concepts involving natural resource and environmental concerns. By streamlining the core curriculum, and focusing the emphasis of the Moscow campus, the faculty will be enabled to enrich the upper-level curriculum with specialized courses and seminars, in-house clinical opportunities, expanded externship opportunities, and in the depth and quality of research and service provided to the State and region by faculty and students.

*Specialization Opportunities in Boise.* Like students in Moscow, students on the Boise campus will receive thorough grounding in the core curriculum and practical skills. In addition, the Boise campus will offer course work and practical training that take advantage of a location in the commercial and political center of the State. Of immediate consideration is the development of emphasis areas in business and entrepreneurship and in intellectual property. Such emphasis areas take advantage of the entrepreneurial business climate in the State's commercial center, and also allow the students and faculty to participate in the growing technology sector of the economy. Through development of specialized course work, clinical opportunities and externship placements, the College will better prepare our students to contribute to the commercial and economic growth of the State. As with development of the specialties in Moscow, the specialization in business and intellectual property in Boise will enable greater and more expert research and service to the State of Idaho by students and faculty of the College of Law.

Specialized courses typically are low-enrollment offerings that lend themselves to distance-learning connectivity. Students at either location can benefit from the distance technology that establishes such connectivity. They can stay at the location where they began their law school study even if their interests change during the second and third years of the J.D. program.

*Relationships between Moscow and Boise.* The main elements of the two-location model can be summarized as follows:

#### Moscow

- Small (“quality over quantity”) residential law program; intimate teaching/learning environment
- Innovative core curriculum emphasizing writing and integrated skills education in support of the general practice of law
- Interdisciplinary connections to land grant research university in law, public policy, and science
- Emphases in natural resources and environmental law, American Indian law, and public lands
- Principal administrative offices, and service to academic community, on University’s main campus

#### Boise

- Small (reinforcing “quality over quantity”) metropolitan program with variable-time curriculum
- Innovative core curriculum emphasizing writing and integrated skills education in support of the general practice of law
- Emphases in intellectual property and business law, including international business transactions and trade
- State law-related research and service to judiciary, legislature, and city/state/federal agencies
- Enhanced access to readily available, high-quality affiliate faculty

#### Dynamic Connections at Both Locations

- Delivery of core Juris Doctor degree education, including clinical programs, advocacy, and dispute resolution, with curricular progressions and capstone experiences
- Emphasis on development of professional identity, skills, values, and a sense of public calling, concurrent with generating intellectual growth and a fund of knowledge, as recommended by the Carnegie Report and Clinical Legal Education Association “Best Practices” Report
- Differentiated and complementary upper-division offerings under integrated curricular plan
- Linkages of people and places through distance education and related technologies
- Outreach to the legal profession and judiciary, and to communities in Idaho and beyond
- Unique and innovative approach to legal education — transcending distance

*"Ties that Bind" the Two Locations.* The success of the "one law school, two locations" model will depend on the development of carefully designed linkages between the two locations. These linkages or ties will flow organically throughout the law school administration, curriculum, and outreach, and will include the following elements:

*Curriculum.* As described above, we will develop a program of instruction at each location that has three attributes: (1) The coursework will be progressive — so that work in later semesters successively builds on the knowledge, skills, and professional identity that students have developed over the course of prior semesters. The progression will culminate in 3rd-year opportunities for capstone experiences. (2) From day one we will provide experiential, context-dependent learning to help students learn the law in action and "on the ground." (3) The curriculum will be highly integrated, helping students to make connections among doctrinal areas as well as connections between the law and other disciplines; to learn doctrine; and to begin to develop a professional identity and professional judgment, through instruction in lawyering skills. Each location will offer unique skills and doctrinal learning opportunities, such that faculty and students interested in a particular emphasis area might find it useful to spend time at both locations. In view of these location-relevant strengths, the curriculum would be designed to facilitate such movement of faculty and students.

*Administration and Services.* The College would have unitary admissions, financial aid, and development offices. Videoconferencing will facilitate governance by faculty committees with members on each campus, while professional and administrative staff will collaborate as one unit. All such ties, of course, ultimately aim to create human ties and a sense of a shared mission.

*Faculty.* As additional measures to foster human ties and common purpose, we hope to provide incentives for faculty to spend time on each campus. For example, a faculty member could be encouraged to teach a course in the fall semester in Moscow and then teach the same course in the spring semester in Boise. We hope also to encourage collaboration in teaching and research between faculty and students in Boise and Moscow.

*Students.* We would also facilitate the movement of students between the two campuses and interaction of students on each campus with students on the other campus. For example, we might hold the final rounds of our internal moot court competitions on different campuses in alternating years. We could plan to hold beginning-of-school-year convocations in a central location that would bring together students matriculating at each campus. Specialized short courses (e.g., winter intersession courses) at each campus could attract students from the other

campus. Ultimately, we would expect many students to spend some time at each location, though none would be required to do so.

## 2. American Bar Association (ABA) Accreditation Matters

The College of Law received accreditation from the American Bar Association in 1925 and has remained fully accredited since then, having most recently received a clean bill of health from the ABA in 2007.<sup>64</sup> As an ABA-accredited school, the College of Law will need ABA approval to establish a campus in Boise. As mentioned previously, the College of Law has retained Richard Morgan, a three-time law school dean, to advise it on academic planning, including accreditation matters. (He has chaired the American Bar Association Committee on review of law school approval standards.) This section briefly discusses the timing and requirements for accreditation of the Boise campus.

The two-location initiative will trigger two forms of ABA approval. First, the College of Law will need the ABA's "acquiescence" to the establishment of the Boise campus. After obtaining acquiescence, the College of law will need ABA "approval" for the Boise campus, which itself occurs in two stages: "provisional" approval must occur before "full" approval can be obtained.

An ABA-approved law school must obtain ABA "acquiescence" before it makes a "major change."<sup>65</sup> The ABA defines "major change" to include, among other changes, the opening of a "branch campus."<sup>66</sup> The Boise campus will constitute a "branch campus," as the ABA defines that term, because the Boise campus will be "a separate location" at which students will be able to earn "all of the credit hours that the law school requires for the J.D. degree."<sup>67</sup> To get acquiescence for this "major change," the College of Law must show that (1) "the law school is in compliance with the [ABA's] Standards"; and (2) "the change will not detract from the law school's ability to meet the requirements of the Standards."<sup>68</sup> Thus, the program in Moscow must be sustained, and its full compliance with all accreditation standards cannot be diminished, as the program in Boise is developed.

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<sup>64</sup> The ABA's Council of the Section of Legal Education and Admissions to the Bar is the recognized national agency for the accreditation or approval of professional schools of law. <http://www.abanet.org/legaled/section/consultant/consultant.html>. The ABA standards for approval of law schools, which are discussed in this section, can be found on the ABA's website. <http://www.abanet.org/legaled/standards/standards.html>.

<sup>65</sup> ABA Standard 105.

<sup>66</sup> See ABA Interpretation 105-1(13).

<sup>67</sup> See ABA Standard 106(4) (defining "branch campus" to mean "a separate branch at which the law school offers sufficient courses that a student could earn at the separate location all of the credit hours that the law school requires for the J.D. degree.").

<sup>68</sup> ABA Standard 105; see also ABA Rules of Procedure 20(b)(3) and 21(c) (describing material required to apply for acquiescence).

After obtaining acquiescence to establishment of the Boise campus, the College of Law must seek the ABA's approval for the Boise campus.<sup>69</sup> The ABA treats the opening of a branch campus as equivalent to "the creation of a different law school."<sup>70</sup> This means that the branch campus must meet the same substantive requirements as any other law school.<sup>71</sup> In addition to meeting the usual substantive requirements for a new law school, the branch campus must go through the same approval process as any other new law school.<sup>72</sup> (Of course, it is advantageous for the branch to be proposed by a law school with long-standing accreditation.)

The ABA approval process for the Boise campus will have two steps. First, the College of Law must seek "provisional" approval for the Boise campus. The College of Law may apply for provisional approval any time after it obtains acquiescence<sup>73</sup> and before October 15 of the second academic year of the Boise campus's operation.<sup>74</sup> To get provisional approval, the College of Law must show that the Boise campus is (1) "in substantial compliance with each of the [ABA's] Standards and (2) has "a reliable plan for bringing the law school into full compliance with the Standards within three years after receiving provisional approval."<sup>75</sup> The College of Law can secure full approval for the Boise campus as soon as two years after obtaining provisional approval.<sup>76</sup>

Full approval depends on the College's demonstrating compliance with each of the ABA's standards. The standards impose comprehensive requirements, including the following. A law school must possess adequate present and anticipated financial resources to sustain a sound program of legal education.<sup>77</sup> The school must prepare students for admission to the bar.<sup>78</sup> The school must include instruction in core substantive law, legal writing, research, and analysis, other professional skills, and

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<sup>69</sup> ABA Rule of Procedure 20(b)(3) ("After the law school has obtained prior acquiescence of the [ABA] in the major change caused by the opening of a Branch campus, the Branch campus also shall apply for provisional approval under the provisions of Standard 102 and Rule 4 no later than October 15 of the second academic year of operation of the Branch campus.").

<sup>70</sup> See ABA Interpretation 105-2; ABA Rule of Procedure 20(b)(3).

<sup>71</sup> See ABA Interpretation 105-2.

<sup>72</sup> See ABA Interpretation 105-2 ("A Branch campus shall apply for provisional approval under the provisions of Standard 102 and Rule 4.").

<sup>73</sup> ABA Rule of Procedure Rule 4(d)(2) ("A law school may apply for provisional approval before it has completed the first academic year of its program if the [ABA] has acquiesced in a major structural change by the law school ... and ... the law school was created by the opening of a branch by a fully approved law school.").

<sup>74</sup> ABA Rule of Procedure 20(b)(3).

<sup>75</sup> ABA Standard 102(a).

<sup>76</sup> ABA Standard 103(a).

<sup>77</sup> ABA Standard 201(a).

<sup>78</sup> ABA Standard 301(a).

the history, values, and responsibilities of the profession.<sup>79</sup> The school must also offer substantial opportunities for real-life practice experiences and participation in pro bono activities.<sup>80</sup> The school must have highly qualified faculty.<sup>81</sup> Full-time faculty must teach the major portion of the school's curriculum, including substantially all of the first-year curriculum.<sup>82</sup> The school must have a library and full-time librarian with faculty status.<sup>83</sup> The library must have sufficient financial resources to maintain a collection that supports the school's teaching, research, and service activities.<sup>84</sup> The library must adopt appropriate, contemporary technology.<sup>85</sup> The school must have adequate physical facilities, including sufficient space for individual study and research and for collaborative work.<sup>86</sup> The law school building must have adequate technology.<sup>87</sup>

If the State Board approves the establishment of the Boise campus, the College of Law intends to apply for the ABA's acquiescence, provisional approval, and full approval for the Boise campus as early as permitted under the ABA's rules. Unlike a start-up law school, an existing, fully-approved law school may seek provisional approval for a branch campus before the end of the first year of the branch campus's operation.<sup>88</sup> The College of Law plans to apply for and obtain ABA acquiescence before the Boise campus admits its charter class in Fall 2010. Provisional approval would be sought in Fall 2010. Under the ABA timetable, provisional approval could be granted by Summer 2011. The College of Law would then have to wait until Fall 2013 to apply to the ABA for full approval. Full approval could occur as early as February 2014.

Under this time table, the Boise campus would have provisional approval by the time its charter class graduates in Spring 2013. ABA rules provide that students who graduate while a law school is provisionally approved are "entitled to the same recognition given to students and graduates of fully approved law schools."<sup>89</sup> Most states allow graduates of a provisionally approved law school to sit for the bar exam the same as graduates of a fully approved law school. The Idaho State Bar is somewhat unusual in generally requiring applicants for bar admission to demonstrate that they have graduated from a law school that has been fully

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<sup>79</sup> ABA Standard 302.

<sup>80</sup> ABA Standard 302.

<sup>81</sup> ABA Standard 401.

<sup>82</sup> ABA Standard 403.

<sup>83</sup> ABA Standards 601, 603.

<sup>84</sup> ABA Standard 601, 606(b)(3).

<sup>85</sup> ABA Standard 601(c).

<sup>86</sup> ABA Standard 703.

<sup>87</sup> ABA Standard 704.

<sup>88</sup> ABA Rule of Procedure 4(c) & (d).

<sup>89</sup> ABA Interpretation 102-4.

approved by the ABA.<sup>90</sup> The Idaho Bar advises us, however, that graduates from a provisionally approved Boise campus may petition the Idaho Supreme Court for permission to sit for the bar. Our academic consultant has confirmed, for example, that several graduates of the University of Nevada at Las Vegas William S. Boyd School of Law had such petitions granted by the Idaho Supreme Court when the Boyd School was in the provisional approval stage prior to full approval by the ABA.

**Figure 10: Timetable for ABA Approval of Boise Campus**

Fall 2009	College of Law applies for ABA acquiescence in establishment of Boise campus.
Summer 2010	ABA acquiesces in establishment of Boise campus.
Fall 2010	Boise campus enrolls initial (“charter”) class. College of Law applies for ABA provisional approval for Boise campus.
Summer 2011	Boise campus receives provisional approval.
Spring 2013	Boise campus charter class graduates.
Fall 2013	College of Law applies for full approval for Boise campus
Winter 2014	Boise campus receives full approval.
Spring 2014	Boise campus graduates 2 <sup>nd</sup> entering class.

**3. Membership in the Association of American Law Schools (AALS)**

Most well-regarded U.S. law schools maintain not only ABA accreditation but also membership in the Association of American Law Schools (AALS). The AALS’s membership requirements cover many of the same subjects as do the ABA’s accreditations standards. Indeed, the AALS periodically reviews member schools primarily through joint ABA-AALS site evaluation teams. These teams generally visit a law school once every seven years. (The University of Idaho College of Law received its most recent membership renewal as part of the same cycle as the ABA review mentioned above.) Visits can occur outside the seven-year cycle in certain

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<sup>90</sup> The Rules of the Idaho Bar require students applying for admission to demonstrate that they have received a J.D. from “an approved law school,” a term that is defined to mean a law school that is “fully approved by the American Bar Association.” Idaho Bar Commission Rules 200(a) and 201(a).

circumstances. One circumstance that can trigger additional membership review by the AALS occurs when a law school makes “a significant change in operation.”<sup>91</sup>

The AALS defines “a significant change in operation” to include the creation of a branch campus.<sup>92</sup> Thus, the College of Law would report on its creation of the Boise campus to the AALS as well as the ABA. The AALS would then conduct a review process broadly similar to the ABA process for reviewing “major changes” by a law school. Although the AALS review timeline could differ from the ABA’s, the College of Law would seek to complete both review processes successfully at the earliest practicable time.

## **B. People and Programs: The Plan Budget and Appropriation Request**

### **1. General Description**

The plan budget (and the appropriation request) is set forth in Appendix A. In developing the budget, the College of Law was guided by the following ideas:

- The budget provides for a level of resources and financial support that would allow the College of Law to provide a quality education and academic environment in both the Moscow and Boise locations;
- The budget includes adequate resources for the programmatic, personnel, and facility needs in Moscow, including necessary and advisable upgrades to, and expansion of, the Menard Law Building;
- The budget leverages the unique opportunity to cooperate with the Idaho judiciary in the construction and operation of the Idaho Law Learning Center (“ILLC”); and
- The budget is funded by a combination of private giving, state appropriations, student professional fees, and grants.

In addition to the above, several broad themes flow through the plan budget:

- Although the budget does not include a capital item for the construction of the building in Boise, it references the Idaho Supreme Court proposal to collaborate with the College of Law in establishing an Idaho Law Learning Center (“ILLC”) in Boise. This will be a capital request by the Judicial Branch

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<sup>91</sup> AALS Executive Committee Regulation 8.2, reprinted in 2008 AALS Handbook at 67.

<sup>92</sup> AALS Executive Committee Regulation 8.2, reprinted in 2008 AALS Handbook at 67.



of state government. The Legislature has already appropriated planning funds for the ILLC. The College of Law budget in this document does provide for furniture, fixtures, and equipment (including technology) at the ILLC, along with improvements to the Menard Law Building in Moscow. Moreover, the budget addresses the subject of ILLC occupancy costs. It is possible that the occupancy costs identified by the Supreme Court will be the judiciary-related costs; therefore, this budget document contains calculations of law school-related occupancy costs based on shared facility use, and includes these costs on our appropriation request sheet with an explanatory note. If approved and funded, the ILLC could be ready for full occupancy as early as FY13. Prior to completion of the ILLC in FY13, the Boise operations would be housed in the (renovated and expanded) old Ada County Courthouse — now called the Capitol Annex — starting as early as the final months of FY10 or the beginning of FY11.

- The budget is a College of Law-level budget. It includes the professional fees paid by law students and retained by the College. It does not include the matriculation fees and out of state tuition paid by law students and retained by the University. Because the proposal anticipates that enrollment in the College would increase from about 300 to eventually about 500, matriculation fee revenue alone would go up by about one million dollars at current fee charges (and, of course, more with future increases). This student-generated revenue can be used at the University level to pay Boise occupancy costs if appropriated funds are not obtained for this purpose.
- With respect to operating costs, the budget includes a request for legislative approval of \$1 million in FY 2010 (which equates to \$942,596 in 2008 dollars) to start personnel hiring and library collection acquisitions in preparation for the arrival of the initial entering class in the Fall of 2010. Thereafter, appropriation accretions to the funding base in FY 2011 and FY 2012 will bring the total recurring appropriation to \$3,750,000 for operating costs in FY 2012 (\$3,419,254 in 2008 dollars) and continuing thereafter.
- The budget provides operating reserves along with capital reserves. The Moscow capital expenses are sequenced to allow the orderly accumulation and expenditure of these reserves. Throughout the time period covered by the budget, the operating and capital reserves are maintained at a fiscally prudent level in relation to the total operating and capital budgets of the statewide law school.
- The proposal envisions a combination of early appropriations and the generation and use of operating and capital reserves in order to assure that the University will get a substantial signal from the Board, the Governor, and

the Legislature that the "second century" initiative is on track before the College makes tenure-track commitments to new faculty members and admits an initial class of law students. Funding of the next planning step in developing the Idaho Law Learning Center will be another important signal from the Legislature. If these legislative actions occur in the 2009 Legislature, the College can proceed to recruit faculty members in the fall 2009 interviewing cycle (for faculty who will begin in Boise in the summer of 2010). Similarly, during late 2009 and the spring of 2010, the College can admit an entering class of law students who will start their studies in the Fall of 2010, with that same assurance of program continuity.

- As indicated in Appendix D to this Document, the implementation plan will not significantly affect the University-level pro forma ratios (consolidated financial index), partly because the numbers are small compared to the entire University financial statement and also because the plan keeps revenues in line with expenses over the long term.

The plan revenues and expenditures, for ease of discussion, are generally presented in current dollars (not adjusted for inflation or time value of money) so that the increases in revenue and expenses reflect real growth. The purpose of this method of depiction is to illustrate the actual, current dollar cost of the expanded program through FY17 compared to the current operations in FY08. Given this current dollar depiction, the appropriation amounts reflected on the first table on the Appropriation Request Sheet and on line 25 of the Operating Budget Detail appear, at first glance, to be less than the appropriation amounts detailed in the narrative below. For example, while the College of Law will request a \$1M addition to the base in FY10 for purposes of the current dollar depiction, this FY10 amount is reflected as \$942,596 in the plan budgets.

## **2. Appropriation Request**

The College of Law is requesting the following:

- \$3.75 million (\$3,419,254 in 2008 dollars) in appropriated base funding for law school operations. This request is phased in, starting with \$1 million in FY10, increasing to \$2.25 million in FY11 and finally flattening out at \$3.75 million in FY12 and thereafter.
- Occupancy costs in Boise, starting at \$175,049 in FY11 and increasing to \$742,836 in FY13 (\$660,000 in 2008 dollars) when the program in Boise will be housed in the ILLC.

The appropriation requests for FY10 through FY13, without adjustment to present value, are set forth in Appendix A on the second table on the Appropriation Request sheet and are summarized as follows:

**Figure 11: Appropriation Request (not discounted to 2008 dollars)**

	FY10	FY11	FY12	FY13
Occupancy Costs	\$0	\$175,049	\$240,400	\$742,836
General Appropriation	\$1,000,000	\$2,250,000	\$3,750,000	\$3,750,000
<b>Total</b>	<b>\$1,000,000</b>	<b>\$2,425,049</b>	<b>\$3,990,400</b>	<b>\$4,492,836</b>

### 3. Operating Budget

The detailed operating budget sets forth the College of Law’s estimate of revenues and expenses for the period of FY09 through FY17. Efforts were made to ensure that the program of education represented by the operating budget was academically sound and sufficient to meet the quality standards of the University, our accrediting agency the American Bar Association, and the American Association of Law Schools.

As the table below illustrates, the proposal will result in the operating costs of the College of Law increasing by approximately \$6M — funded through a combination of state appropriations, student professional fees, private giving, and grants.

**Figure 12: Operating Budget**

	FY08	FY17
Revenues	\$8,106,678	\$14,034,075
Expenses	\$7,589,632	\$14,020,045
Net Operating Revenues for FY	\$517,045	\$14,030
Operating reserves	\$517,045	\$413,983

A brief timeline of expenditures is as follows:

In FY10, the budget anticipates the \$1 million in base funding will be used to fund planning activities in Boise, initial on-the-ground personnel, and the initiation of library acquisitions.

In FY11, the budget anticipates the \$2.25 million in base funding will be used to hire faculty and other personnel and to fund teaching the inaugural class of law students in Boise as well as to continue library acquisitions in Boise and to begin the renovation and modest expansion of the Menard Law Building in Moscow.

In FY12, the budget anticipates the \$3.75 million in base funding will be used to hire more personnel and to fund teaching the first- and second-year classes in Boise as well as the continued renovation, as well as modest expansion, of the Menard Law Building.

In FY13, the base funding and revenues from other sources will be used to hire another increment of personnel, to fund teaching of a full three-year set of classes in Boise, and to outfit and occupy a completed ILLC facility in Boise.

In FY14 - FY17, the base funding from all sources will be used to increase the program capacity to handle student enrollment growing to approximately 500 students (250 in each location).

#### **4. Capital Budget**

The detailed capital budget sets forth the College of Law's estimates of capital needs for (a) improvements to, and expansion of, the Menard law building in Moscow, and (b) the furniture, fixtures, equipment, and technology for the College of Law's space in the ILLC. As noted above, the ILLC building construction costs will be a part of a capital request by the Idaho State Judiciary. A detailed timeline for capital expenditures by the College of Law is set forth in the Facility Needs section at Figure 23.

### **C. Places of Excellence: Meeting the Facility Needs in Moscow and Boise**

#### **1. Introduction**

Implementation of the two-location model will require (1) updating the Moscow facility; and (2) building a new facility — or renovating an existing one — in Boise. This section discusses the College of Law's facility needs at the Moscow and Boise locations.

#### **2. Summary**

##### *a. Moscow Facility Needs*

Until 2007, the Moscow facility had had no major improvements since it was built 35 years ago. Improvements are now underway, and the building will require continued updating to (1) meet the current needs of legal education; (2) compete effectively with other law schools for students, including Idaho students; (3) tie students and faculty at the Moscow law campus to the Boise law campus, and vice-versa; and (4) to provide outreach to the bench, bar, and the public in Idaho and beyond. To achieve these objectives, the Moscow facility needs additional

classroom space, office space, classroom technology, and distance education technology. To make the needed updates will require a modest expansion of the building's existing footprint — increasing it by about 7000 square feet, 6000 square feet of which would be devoted to additional small to medium sized classroom space. These additional instructional spaces reflect changes in legal education pedagogy in the past 35 years. The estimated total cost of capital improvements to the Moscow facility is \$3,431,500. The specific improvements and their estimated costs are detailed below.

*b. Boise Facility Needs*

For the Boise campus the College of Law plans ultimately to share a facility with the Idaho Supreme Court. That facility is proposed to be called the "Idaho Law Learning Center" (ILLC). Construction of the ILLC is expected to be funded through a request to the legislature by the Idaho judiciary. The University of Idaho, however, will be responsible for equipping the portions of the Boise facility that will be used for law school classes and the law library.

The ILLC will be larger than the Moscow law school facility. The larger size reflects that the ILLC will include some space for exclusive use by the Idaho Supreme Court, and that classroom space will be shared between the College of Law and the Idaho Supreme Court. In addition, the ILLC will include space designated for programs of outreach to the public. The Menard Law Building has no corresponding space designated for outreach. With respect to the ILLC's law library and to other space in the ILLC that has, for planning purposes, been assigned to the College of Law as the likely primary user, the ILLC will be designed to be comparable in enrollment size to the Moscow facility, both of which will have a functional, quality-based capacity of approximately 250 students.

The Idaho Law Learning Center may open as early as Fall 2013. The College of Law proposes to admit its charter class at the Boise campus in Fall 2010. In the interim, the College of Law would like to use space in the Old Ada County Courthouse (the Capitol Annex). That space is scheduled to be available for use in Spring 2010. The College of Law is exploring its potential availability for interim use for Boise law school classes and the state law library.

The Idaho Judiciary will seek legislative appropriations of approximately \$29 - \$30 million to build the Idaho Law Learning Center in Boise. The University estimates that it will spend total capital costs on the Boise law facility of approximately \$2,742,175. The specific improvements and their estimated costs are detailed below.

**Figure 13: Estimated University of Idaho Capital Costs for Proposed Moscow and Boise Campuses**

Moscow campus	\$3,431,500
Boise campus	\$2,742,175
<b>Total</b>	<b>\$6,173,675</b>

### 3. Detailed Facility Needs Analysis

#### a. Detailed Analysis of Moscow Facility Needs

The law school in Moscow is housed in the Menard building, which was constructed in 1972-73. The total size of the Menard Building is about 49,000 net square feet (about 69,500 gross square feet). As is typical of law schools, more than half of this space is devoted to the law library. The existing space in Menard and its uses are as follows:<sup>93</sup>

**Figure 14: Current Space Allocation for Menard Law Building**

USE	Net Square Ft. (approx.)
Classrooms & Seminar Rooms, including Courtroom	9,000 (5,665 not incl. courtroom)
Student Organization Offices & Student Gathering Areas	3,998
Legal Aid Clinic (incl. clinical faculty offices)	1,060
Offices – Non-Clinical Faculty	3,472
Offices – Administration	4,340
Offices sub-total	7,812
Net Square Feet (not incl. Library)	21,870
Library	27,102
<b>Total Net Square Footage in Moscow</b>	<b>48,972</b>

To provide context for this data, the table below compares the size of the Menard building to that of other law schools in the Intermountain West and Pacific Northwest:

<sup>93</sup> Source: Data for 2007-2008 reported by the College of Law to the American Bar Association.

**Figure 15: Comparison of Regional Law School Facilities**

Law School (# of full-time students)	Net Sq. Ft. (excl. library)	Net Sq. Ft. Library	Total Net Sq. Ft.	Net Sq. Ft. per Full-Time Student
Idaho (296)	21,870	27,102	48,972	165
North Dakota (249)	19,810	20,392	40,202	161
Gonzaga* (560)	62, 152	41,843	104,000	186
Lewis & Clark* (682)	83,161	45,139	128,300	188
Oregon (564)	90,833	34,743	125,576	223
Washington (641)	75,840	69,150	144,990	226
Montana (254)	40,034	18,716	58,750	231
Utah (401)	56,119	38,134	94,253	235
South Dakota (224)	37,503	22,729	60,232	269
BYU* (458)	41,661	92,292	133,953	292
Willamette* (399)	78,956	38,000	116,956	293
Wyoming (228)	36,880	30,000	66,880	293
*Denotes Private School			<b>Average</b>	<b>230.2</b>

The table above shows that the Menard building has 165 net square feet per full-time student. Only one ABA-approved law school in the region (North Dakota) has a lower figure. As this ranking suggests, and as any denizen of the Menard building will tell you, that building has become seriously overcrowded.

The overcrowding has several causes:

- The building exceeds its enrollment capacity, even at 1973 educational standards.
- The ABA requires more student services than existed 35 years ago, such as career development, academic support, and admissions, and the ABA and other authorities also demand more record-keeping. The expanded student-services and record keeping obligations require additional support staff and, consequently, additional office space.
- Menard was built before the growth of legal clinics, in which law students represent live clients under close supervision of faculty. Clinical courses require much more space than typical classroom courses. Clinical courses require additional space for interviewing clients; storing files; and holding clinic-team meetings and collaborative research sessions in which a clinical faculty member works closely with a handful of clinic students.

- In addition to legal clinics, the College of Law offers much more skills training than in the past (such as advanced legal writing courses), which requires small classrooms with small student-faculty ratios.
- As the law has become more specialized, the College of Law, like other law schools, has had to offer smaller classes in specialized areas of the law.

These developments require classroom and office space that the Menard building lacks. The shortage of classroom space has forced the College to limit enrollment in high-demand courses that teach subjects tested on the bar exam. The College also converted a student lounge space into a seminar room to accommodate the demand for additional classroom space. As a result, the student locker room was eliminated to create a new student lounge. The shortage of office space has forced the College of Law to eat into space that was used by student organizations and into the law library. Student organizations have had to share the remaining available space for student offices and the library has been forced to reduce unassigned study space for students and take other space-saving measures.

In addition to needing more space, the Menard building needs updated teaching and learning technology, as well as distance-education technology. Updated technology is needed to (1) use up-to-date instruction methods; (2) compete effectively with other law schools for students, including Idaho residents; (3) connect students and faculty at the Moscow law campus to the Boise law campus, and vice-versa; and (4) to provide outreach to the bench, bar, and the public in Idaho and beyond.

On the first point, computer-enhanced instruction technology helps students learn not only “the rules” of law — such as the legal requirements for a valid contract — but also legal skills, such as how to draft a contract.

With regard to the second point, many of the other western law schools with which the College of Law competes — including for Idaho students — have made significant investments in their facilities in recent years:



**Figure 16: Recent Renovations at Western Law Schools**

SCHOOL	COST	COMPLETION DATE	SIZE (square feet)	NOTES
Gonzaga	\$18.5 million	2000	104,000	New building
Seattle University	\$33.3 million	2000	136,140	New building
University of Washington (Seattle)	\$80 million	2003	196,000	New building
Lewis and Clark (Portland)	\$15 million	2002	40,000	Part of \$25 million improvement plan
UNLV	\$3.3 million	March 2007	6,300	Moot Courtroom
University of Denver	\$64 million	2003	210,000	New building
University of Colorado (Boulder)	\$46.4 million	August 2006	180,000	New building
Willamette (Salem, Ore.)	\$3.2 million	December 2007	15,000	Building renovation
Wyoming	\$4 million	September 2008	7,724	Moot court renovation, front entry plaza

On the third point, distance education technology is vital to enabling students and faculty at the Moscow campus to take advantage of what the Boise campus will have to offer, and vice-versa. Similarly, with respect to the fourth point, the College of Law needs both the distance education technology and other instructional technology for effective outreach to the bench, bar, and the public throughout Idaho and beyond.

The College of Law has spent more than \$2 million in the last three years to update the Menard building. It has spent about \$1.3 million alone to install state-of-the-art technology in a remodeled courtroom and its largest lecture classroom. These investments enhance the learning environment for our students. More must be done.

Specifically, the College of Law has identified the following facility needs for Moscow’s Menard building:

**Figure 17: Facility Needs for Menard Law Building**

Description	Time Frame	Line # Cap. Budget Detail	Cost Estimate
1. Expand Menard footprint by approx. 7,000 sq. ft. for classroom (6,000 sq. ft.) & office space (1,000 sq. ft.)	FY11 & FY12	line 10	\$2,250,000 (over 2 yrs)
2. Retrofit classrooms with teaching/learning technology	FY11		
2 large classrooms (@ \$200,000 each)		line 65	\$400,000
2 small classrooms (@\$100,000 each)		line 66	\$200,000
3. Add one non-faculty staff office/area	FY11		
furniture, fixtures & equipment		line 17	\$3,500
Technology		line 51	\$2,500
4. Add 1 medium-sized classroom for 40-65 students	FY12		
furniture, fixtures & equipment		line 27	\$50,000
teaching/learning technology		line 62	\$66,000
5. Add 1 seminar room for up to 25 students	FY12		
furniture, fixtures & equipment		line 28	\$37,500
teaching/learning technology		line 63	\$66,000
6. Add 1 faculty/exec admin office	FY12		
furniture, fixtures & equipment		line 16	\$3,500
Technology		line 50	\$2,500
7. Furnishings for Moscow improvements	FY13	line 44	\$350,000 <sup>94</sup>
<b>Total Estimated Capital Costs-Moscow</b>			<b>\$3,431,500</b>

<sup>94</sup> We have allocated \$350,000 in FY13 for furnishings and improvements in the Menard facility that we anticipate will be needed in the public areas of the facility and the expansion area created by construction in FY11-FY12 (see item 1 of the table in the text). For example, the masonry of the main entrance has deteriorated severely because of water and weather damage. This item alone is estimated to cost \$300,000-400,000 to repair. In addition, the restroom facilities for women in the building are too small for current female students, staff, and faculty. They were constructed in 1972-1973, when the College of Law had approximately six female students (in a student body of well over 200) and no female faculty members. Today, the student body is approaching 50% female, and females make up a substantial portion of both staff and faculty. Several restrooms -- as well as other features of the Menard facility -- also require changes to enhance accessibility. These and other needed furnishings and improvements are projected to be carried out with the \$350,000 itemized as item 7 on the table in the text.

The next table shows how the proposed changes to the Moscow facility would affect its overall size and the net square feet per full-time student.<sup>95</sup> The effect is to bring the Moscow facility much closer to the average for this region.

**Figure 18: Menard Law Building — Comparison of Current and Proposed Facility Size**

Law School (# of full-time students)	Net Sq. Ft. (excl. library)	Net Sq. Ft. Library	Total Net Sq. Ft.	Net Sq. Ft. per Student
Moscow Campus Current (296)	21,870	27,102	48,972	165
Moscow Campus Proposed (250)	28,870	26,532 <sup>96</sup>	55,402	221.6
Regional Average (Figure 15)				230.2

*b. Detailed Analysis of Boise Facility Needs*

The College of Law’s Boise campus is proposed to be housed in an “Idaho Law Learning Center” (“ILLC”) that will be planned and built in collaboration with the Idaho Supreme Court. The ILLC is a proposal by the Idaho Supreme Court, supported by the College of Law and the University, for funding from the State Permanent Building Fund (“PBF”). The PBF has provided project programming phase funding of \$175,580 to study the feasibility of the proposal. Two locations are currently being considered: (1) the block to the immediate east of the Idaho Supreme Court building for the construction of a new building; and (2) the block to the immediate west of the Idaho Supreme Court building for the remodeling and expansion of the former Ada County Courthouse building currently used by the legislature. Cost studies are being finalized for both locations, but costs are expected to be approximately \$29-30 million, as indicated in the Supreme Court’s FY10 Capital Budget Request for project design phase funding. The ILLC is being designed with a maximum of 250 students in mind.

The ILLC will include much shared space. For example, classroom space will be used both by the College of Law for law school classes and by the Idaho Supreme Court for training of new judges. Classroom space will also enable the College of

<sup>95</sup> Information on the size of the proposed Moscow facility comes from Leatham, Krohn, Van Ocker Architects, Space Program Document, Preliminary Version (July 18, 2008). Because this Space Program Document exists only as a .pdf file, we are unable to include it with this implementation plan. We will be happy to make it available separately, upon the Board’s request.

<sup>96</sup> Under the proposed plan, the size of the library shrinks from 27,102 to 26,532 square feet. This reflects a decrease of 570 square feet. Those 570 square feet are being converted in FY09 from library space to office space. As noted above, the Menard building has run out of office space elsewhere in the building — hence the need to cannibalize the law library.

Law and the Idaho Supreme Court to provide outreach to the public, including public education programs on the role of the rule of law in a democracy. The College of Law will operate the state law library, which will be relocated to the ILLC from temporary quarters. The state law library will serve Boise campus law students, lawyers in the Boise area, and the public. The existing state law library will need to be greatly enhanced in order to meet ABA accreditation requirements. Its enhancement will greatly benefit the public and practicing bar in the Boise area.

In planning the ILLC, the College of Law and Idaho Supreme Court officials have analyzed the various uses to which spaces in the Center will be put. Though much space will be shared, for ease of planning, certain spaces have been assigned to the College or to the Court depending on which entity is likely to be the primary user. In addition, each entity will have certain space allocated for its exclusive use — e.g., for offices. Under the current plan, the space allocations in the proposed ILLC are as follows:

**Figure 19: Space Summary — Idaho Law Learning Center**

User Group	Assigned Area (Net Sq. Ft.)	Grossing Factor	Total Area (Gross Sq. Ft.)
College of Law	32,630	0.6	54,383
Law Library	25,410	0.85	29,894
Supreme Court	11,500 (4,500 shared, 7,000 exclusive)	0.65	10,769
General Purpose*	n/a	n/a	6,300
<b>Totals</b>	<b>65,040</b>	<b>0.64</b>	<b>101,346</b>

\* "General Purpose" includes space for storage, a kitchen area, building service spaces, and basement (including space for electrical, mechanical, and elevator).

The following table breaks down the 32,630 net square feet that have been assigned to the College of Law and the 25,410 net square feet that have been allocated to the state law library. These represent the College of Law's facility needs for the Boise facility:<sup>97</sup>

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<sup>97</sup> Information in this table comes from Leatham, Krohn, Van Ocker Architects, Space Program Document, Preliminary Version (July 18, 2008).

**Figure 20: Space Allocation in Boise Facility**

Type of Space/Usage	Net Sq. Ft. (each)	# Needed	Total Net Sq. Ft.
Classrooms <sup>98</sup>			
Lecture Hall (max. cap. 100)	2,500	1	2,500
Lecture Hall (max. cap. 75)	2,000	2	4,000
Classroom (max. cap. 40-50)	1,200	2	2,400
Seminar rooms (max. cap. 25)	750	4	3,000
		<b>Subtotal:</b>	<b>11,900<sup>99</sup></b>
Non-Classroom, Student-Use Space			
Law Journal Offices	500	2	1,000
Student Organizations Space	2,000	1	2,000
Student Gathering Space/ Lunch Room	2,000	1	2,000
		<b>Subtotal:</b>	<b>5000<sup>100</sup></b>
Courtroom (max. cap. 300)	4,500	1	<b>4500<sup>101</sup></b>
Legal Clinic Space	1,250	1	<b>1250<sup>102</sup></b>

<sup>98</sup> The list of classrooms in this table does not include one 100-seat classroom that has been assigned for planning purposes to the Idaho Supreme Court and is projected to be approximately 2,000 square feet. Nor do the classrooms depicted in the table include an additional 2,000 square feet designated for outreach programs for the public. (Source: Leatham, Krohn, Van Ocker Architects, Space Program Document, Preliminary Version (July 18, 2008).)

<sup>99</sup> By comparison, classroom space in the proposed Moscow facility would be approximately 11,665 net square feet not including the courtroom (5,665 net square feet of existing classroom space plus 6,000 additional net square feet of proposed classroom space to be constructed in FY11 and FY12).

<sup>100</sup> By comparison, the Moscow facility currently devotes 3998 net square feet to student organizations and student gathering space. This amount of space in Moscow is severely deficient, and the deficiency impairs two important aspects of professional education: socialization of students to the profession and collaborative learning. Space for student organizations in the Moscow facility will expand when the College expands the Menard footprint in FY11 — FY12. That expansion will include approximately 1000 square feet of office space. The addition of office space will free up — for use by student organizations — space in the current facility that is currently being used for office space. For example, in the last 20 years several rooms in the library that were originally designated for use by student organizations have been converted to offices for faculty and staff. Expansion of the Menard footprint will allow these to return to their original purpose — as space for student organizations.

<sup>101</sup> By comparison, the courtroom in the Moscow facility is about 3335 square feet and seats about 240 people. The courtroom in Boise, like the courtroom in Moscow, will regularly be used for public events. The proposed Boise courtroom's larger size reflects its more populous location.

<sup>102</sup> By comparison, clinic space in the Moscow facility currently totals about 1060 square feet. Additional space in the Boise facility will be used to house the College of Law's externship program, which is currently located in the University of Idaho Water Center in Boise and places students in legal practice settings outside the law school, such as in prosecutors' offices, judges' chambers, and state agencies.

Office/Administrative Space			
Faculty Offices	150	30	4,500
Administration Suite (deans' offices, staff work stations, conference room, reception area)	2,400	1	2,400
Student Services Suite (Admissions, Academic Support, Career Development)	1,000	1	1,000
Tech Services Offices	150	2	300
Multi Purpose Offices (e.g., special projects)	150	2	300
Receiving Area	1,000	1	1,000
Classroom Equipment Storage Space	480	1	480
		<b>Office/Admin. Subtotal:</b>	<b>9,980<sup>103</sup></b>
		<b>Total (excl. library)</b>	<b>32,630</b>
Law Library			
Stacks	21,725	1	21,725
Check Out Area	800	1	800
Librarian Office	270	1	270
Staff Offices	120	7	840
Work/Break Room	800	1	800
Study Rooms	165	3	495
Briefing Rooms	120	4	480
		<b>Law Library Subtotal:</b>	<b>25,410<sup>104</sup></b>
<b>Total Boise Law School Facility (incl. Library):</b>			<b>58,040</b>

The next table compares the sizes of the Moscow facility and the Boise facility under this proposal. It bears repeating that, in making the comparison, one must keep in mind that classroom space in the Boise facility will be shared with the Idaho Supreme Court. This unique feature of the Boise facility warrants particular caution

<sup>103</sup> By comparison, office space for faculty and administration in the Moscow facility currently totals about 7812 square feet. Moscow office space will be expanded by approximately 570 square feet in FY09 (by encroaching on the law library), and an additional 500 square feet for administrative office space is proposed under this implementation plan. The result of these additions is that office/administrative space in the proposed Moscow and Boise facilities will be roughly comparable.

<sup>104</sup> By comparison, the law library at the Moscow facility will be approximately 26,532 square feet under this proposal.

when considering the figure in the table below that reflects net square feet per student in the Boise facility.<sup>105</sup>

**Figure 21: Comparison of Size of Proposed Menard Law Building to Proposed Boise Facility**

Law Facility (total # of full-time students)	Net Sq. Ft. (excl. library)	Net Sq. Ft. Library	Total Net Sq. Ft.	Net Sq. Ft. per Student
Moscow–Proposed (250)	28,870	26,532	55,402	221.6
Boise–Proposed (250)	32,630	25,410	58,040	232.2
Regional Average (Figure 15)				230.2

As indicated in above, the Idaho Supreme Court will not only be sharing much space in the ILLC with the College of Law but will also have some space for its exclusive use. Many of the uses that the Idaho Supreme Court currently contemplates for the ILLC space that, for planning purposes, has been assigned to it are detailed in an “Education Matrix” that is reproduced as Appendix C to this document.

Having identified space needs in the Boise facility, we now describe how we need to equip that space for our students. To admit its charter class in Fall 2010 (FY11), the College of Law will need to begin preparations immediately. Immediate preparations are necessary to obtaining the ABA “acquiescence” that is required *before* an ABA-approved school can open a “branch campus” (which is what the Boise campus will be considered under ABA rules). Obtaining ABA acquiescence depends on the College of Law’s demonstrating that it will have a sound legal program in place by Fall 2010. To meet that goal, the College of Law must equip a suitable facility before Fall 2010 (FY11). This means creating classrooms, office space for faculty and staff, and building a library collection and space to house it. Thus, significant capital costs must be incurred in FY09 and FY10.

The following table details the phasing in of capital costs for facility needs in Boise. The details are premised on interim use of the Old Ada County Courthouse (Capitol Annex), regardless whether that is the ultimate site of the ILLC. Ultimately, the College of Law’s use of the Capitol Annex depends on state government approval that has not yet been obtained because the State Board must review the

<sup>105</sup> Information in this table comes from Leatham, Krohn, Van Ocker Architects, Space Program Document, Preliminary Version (July 18, 2008).

idea first. Preliminary discussions with the Idaho Department of Administration have been positive, however.

**Figure 22: Phasing of Capital Expenditures at the Boise Facility**

Description	Time Frame	Capital Budget Detail Line #	Cost Estimate
1. Add 1 faculty/exec admin office	FY10		
furniture, fixtures & equipment		line 13	\$3,500
technology		line 47	\$2,500
2. Add 3 non-faculty staff offices/areas	FY10		
furniture, fixtures & equipment (@\$3,500 each)		line 14	\$10,500
technology (@ \$2,500 each)		line 48	\$7,500
3. Add 4.5 faculty/exec admin offices	FY11		
furniture, fixtures & equipment (@ \$3,500 each)		line 13	\$15,750
technology (@ \$2,500 each)		line 47	\$11,250
4 . Add 8.5 non-faculty staff offices/areas	FY11		
furniture, fixtures & equipment (@ \$3,500 each)		line 14	\$29,750
technology (@ \$2,500 each)		line 48	\$21,250
5 . Add 30 student library carrels (@ \$1,500 each)	FY11	line 30	\$45,000
6. Install 150 student lockers (@ \$200 each)	FY11	line 43	\$30,000
7. Install 4 central servers (@ \$4,000 each)	FY11	line 52	\$16,000
8. Add 4 faculty/exec admin offices	FY12		
furniture, fixtures & equipment (@ \$3,500 each)		line 13	\$14,000
technology (@ \$2,500 each)		line 47	\$10,000
9. Add 0.5 non-faculty staff office/area	FY12		
furniture, fixtures & equipment (@ \$3,500 each)		line 14	\$1,750



technology (@ \$2,500 each)		line 48	\$1,250
10. Add 50 student library carrels (@ \$1,500 each)	FY12	line 30	\$75,000
11. Add 4 faculty/exec admin offices	FY13		
furniture, fixtures & equipment (@ \$3,500 each)		line 13	\$14,000
technology (@ \$2,500 each)		line 47	\$10,000
12. Add 3.5 non-faculty staff offices/areas	FY13		
furniture, fixtures & equipment (@ \$3,500 each)		line 14	\$12,250
technology (@ \$2,500 each)		line 48	\$8,750
13. Add 1 large lecture hall (for 100 students; tiered)	FY13		
furniture, fixture & equipment		line 19	\$112,500
technology		line 54	\$73,800
14. Add 2 medium lecture halls (for 75 students; tiered)	FY13		
furniture, fixtures & equipment (@ \$60,938 each)		line 20	\$121,875
technology @ \$49,500 each)		line 55	\$99,000
15. Add 1 classroom (for 100 students; flat floor)	FY13		
furniture, fixtures & equipment		line 21	\$5,000
technology		line 56	\$6,600
16. Add 2 classrooms (for 65 students; flat floor)	FY13		
furniture, fixtures & equipment (@ \$37,500 each)		line 22	\$75,000
technology (@ \$49,500 each)		line 57	\$99,000
17. Add 4 seminar rooms (for 25 students; flat floor)	FY13		
furniture, fixtures & equipment (@ \$28,125 each)		line 23	\$112,500
technology (@ \$49,500 each)		line 58	\$198,000

18. Equip Boise Law Library	FY13		
65 student carrels (@ \$1,500 each)		line 30	\$97,500
20 reading tables (@ \$850 each)		line 31	\$17,000
80 chairs for reading tables (@ \$255 each)		line 32	\$20,400
shelving		line 33	\$255,000
19. Equip Boise courtroom	FY13		
furniture, fixtures & equipment		line 34	\$450,000
technology		line 67	\$187,500
20. Equip student organization offices & gathering spaces	FY13		
law review		line 36	\$40,000
Student Bar Association & Board of Student Advocates		line 37	\$16,000
15 other student organizations' offices (@\$5,000 each)		line 38	\$75,000
student lounge		line 40	\$15,000
100 student lockers (@ \$200 each)		line 43	\$20,000
21. Equip legal clinic in Boise	FY13		
furniture, fixtures & equipment		line 39	\$15,000
technology		line 68	\$10,000
22. Equip Faculty/Staff Meeting Room	FY13	line 41	\$20,000
23. Furnish law school foyer	FY13	line 42	\$30,000
24. Install 4 central servers (@ \$4,000 each)	FY13	line 52	\$16,000
25. Add 4 faculty/exec admin offices	FY14		
furniture, fixtures & equipment (@ \$3,500 each)		line 13	\$14,000
technology (@ \$2,500 each)		line 47	\$10,000
26. Add 1.5 non-faculty staff offices/areas	FY14		
furniture, fixtures & equipment (@ \$3,500 each)		line 14	\$5,250

technology (@ \$2,500 each)		line 48	\$3,750
27. Add 50 student library carrels (@ \$1,500 each)	FY14	line 30	\$75,000
28. Add 3 faculty/exec admin offices furniture, fixtures & equipment (@ \$3,500 each)	FY15	line 13	\$10,500
technology (@ \$2,500 each)		line 47	\$7,500
29. Add 30 student carrels (@ \$ 1,500 each)	FY15	line 30	\$45,000
30. Add 1 non-faculty staff office/area furniture, fixtures & equipment	FY16	line 14	\$3,500
technology		line 48	\$2,500
31. Add 15 student library carrels (@ \$1,500 each)	FY16	line 30	\$22,500
32. Add 10 student library carrels (@ \$1,500 each)	FY17	line 30	\$15,000
<b>Total Est. Capital Costs of Boise Building</b>			<b>\$2,742,175</b>

**D. Implementation Timeline: Eight Years of Measured Growth with Quality**

**1. Summary of Implementation Timeline**

*a. Size and Schedule*

The College of Law expects to grow its student body from about 300 to 500 students, with half (250) at the Moscow campus and half (250) at the Boise campus. The College intends to begin admitting students to the full three-year J.D. program on the Boise campus in FY11. The College estimates that the charter class on the Boise campus would be about 30 students. This charter class would begin classes in Fall 2010 and be joined by a second class, of about 50 students, in Fall 2011. As the College begins building up the student body on the Boise campus, it would gradually and modestly adjust the student body size on the Moscow campus by about 50 students over the five-year period 2009-2014. This will assure quality and long term viability in Moscow, and continued suitability of the Menard Law Building for modern legal education needs. The College of Law projects that the Boise

campus could top out at 250 students by FY17 (the school year 2016-2017). Thus, the school year 2016-2017 would be the year of full “build out” — when the two campuses would together be estimated to have a total of 500 students, 250 at each campus.

**Figure 23: Enrollment Timetable — Moscow and Boise Campuses**

<b>Fiscal Year</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>
Academic Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Moscow	297	290	290	275	260	250	250	250
Boise	0	30	80	145	195	225	240	250
<b>Total</b>	<b>297</b>	<b>320</b>	<b>370</b>	<b>420</b>	<b>455</b>	<b>475</b>	<b>490</b>	<b>500</b>

This schedule assumes that (1) the University will have adequate funding to fulfill its obligation to provide a sound legal education to these future students; and (2) the College of Law develops an applicant pool of adequate size and quality to meet these projections.

*b. Categories of Implementation Activities*

Implementation of the two-location model comprises five main activities:

1. Create and maintain the needed physical facilities.
2. Hire and train the needed faculty and other staff.
3. Recruit and enroll the students for both campuses.
4. Apply for and obtain needed authorizations from the State Board, State Legislature, ABA, and other relevant authorities.
5. Plan strategically and continuously so that the first four sets of activities and all other institutional activities are woven together to meet strategic goals and objectives.

This list is not exhaustive. For example, it does not include activities like institutional marketing and communications, which are necessary to hiring high-quality personnel and recruiting high-quality students. It does not include activities related to obtaining funding, which will rest on (1) legislative appropriations; (2) student professional fees; (3) private giving; and (4) grants and contracts. Though

not exhaustive, the list provides an appropriate framework for the detailed discussion of implementation activities that follows.

## 2. Year-by-Year Description of Implementation Activities

### FY09 : July 2008 — June 2009

MAJOR EVENTS IN FY09: If the Board approves the two-location model, the College of Law will (1) intensify planning for preparing the Boise facility; (2) begin the process for hiring faculty and other staff for the Boise facility; and (3) seek ABA acquiescence in the establishment of the Boise campus; and (4) enhance classroom components of existing externship programs.

#### DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY09:

##### 1. Facility Preparation

###### \* Moscow

- Finish remodel and technology upgrade in courtroom and largest lecture hall.
- Begin updates to foyer, student lounge, and building exterior.
- Create new faculty offices.

###### \* Boise

- Continue planning of Idaho Law Learning Center with Idaho Supreme Court.
- Expand office space in UI Water Center (Boise) to accommodate planning for Boise campus and related outreach to Treasure Valley and Eastern Idaho.

##### 2. Hiring

###### \* Moscow

- Hire assistant dean for administration and students to free up additional teaching resources. (Operating ("Op.") Budget Detail, FY09, line 33.)
- Hire business manager to provide in depth budget analysis and planning. (Op. Budget Detail, FY09, line 49.)
- Hire 2 additional adjunct/part-time faculty. (Op. Budget Detail, FY09, line 45.)
- Hire development coordinator (funding to be shared with UI central admin.) and special events/faculty support staff person. (Op. Budget Detail, FY09, lines 62 & 63.)
- Hire web coordinator to be shared w/ 2 other university units (Operating Budget Detail, FY09, line 75.)

##### 3. Student Recruitment and Enrollment

- Create and disseminate public information for statewide start up, particularly for prospective students. (Op. Budget Detail, FY09, line 93.)
  - Recruit class of approximately 100 students to start classes at Moscow in Fall 2009.
4. Required Authorizations
- Request State Board approval of implementation plan for two-location model.
  - Meet with ABA officials and begin preparing documents to apply for ABA acquiescence to establishment of Boise campus.
5. Planning
- Continue planning integrated curriculum for Moscow and Boise campuses.
  - Continue planning administrative and leadership structure for two-campus model.
  - Continue planning for student services in Boise (e.g., health care, disability support).
  - Continue development of long-term strategic plan for two-campus model.
  - Begin planning for Boise law library: including acquisition, administrative structure, and technology.
  - Begin developing admission policies and procedures for admission and enrollment of students at each campus.

### **FY10: July 2009 — June 2010**

MAJOR EVENTS IN FY10: The College of Law (1) continues preparation and planning of the Boise facility, especially including the law library; (2) recruits an entering class for the Boise campus; and (3) hires faculty and staff to establish the program in Boise.

#### DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY10 :

1. Facility Preparation
  - \* Boise
    - At Boise campus, create and equip classrooms, offices, library and other spaces needed for charter class. (Capital ("Cap.") Budget Detail, FY10, lines 13-14 & 47-48.)
    - Acquire core library collection required by ABA standards for the Boise campus. (Op. Budget Detail, FY10, lines 123-130.)
2. Hiring
  - \* Moscow

- Hire teaching fellow for Waters of the West program. (Op. Budget Detail, FY10, line 43.)
- \* Boise
  - Hire associate dean for administration of Boise program (midyear) and half-time director of externship program. (Op. Budget Detail, FY10, lines 32 & 42.)
  - Hire assistant director of admissions and administrative assistant, to devote 0.25 time to admissions and 0.75 time to faculty support. (Op. Budget Detail, FY10, lines 58, 59 & 69).
  - Mid-year hire tech support person. (Op. Budget Detail, FY10, line 73.)
  - Hire 0.5 FTE, 12-month tenure-track librarian. (Op. Budget Detail, FY 10, line 84.)
- 3. Student Recruitment and Enrollment
  - Recruit entering class at Moscow campus for Fall 2010.
  - Director of Admissions in Moscow works with assistant director in Boise to recruit charter class for Boise campus for Fall 2010.
- 4. Required Authorizations.
  - Continue process for applying for ABA acquiescence in establishment of Boise campus.
- 5. Planning
  - Continue planning and begin implementation of integrated curriculum for Moscow and Boise campuses.
  - Continue planning administrative and leadership structure for two-campus model.
  - Continue planning for student services in Boise (e.g., health care, disability support).
  - Continue development of long-term strategic plan for two-campus model.
  - Continue planning for Boise law library: including acquisition, administrative structure, and technology.

### **FY11: July 2010 — June 2011**

MAJOR EVENTS IN FY11: The College of Law admits its charter class and applies for provisional ABA approval of the Boise campus. The College also begins major construction in Moscow to add 6000 square feet of additional classroom space and needed office space.

## DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY11:

1. Facility preparation
  - \* Moscow
    - Begin construction to add 6,000 sq. feet of classroom space and additional office space. (Cap. Budget Detail, FY11, lines 10 & 51.)
    - Retrofit 4 classrooms to support up-to-date teaching and learning technology. (Cap. Budget Detail, FY11, lines 65 & 66.)
  - \* Boise
    - Continue creation & equipping of classroom space, office space, student gathering space, and library space. (Cap. Budget Detail, FY11, lines 13-14, 30, 43, 47-48.)
    - Continue build up of law library collection. (Op. Budget Detail, FY11, lines 123-130.)
2. Hiring
  - \* Moscow
    - Hire additional tech support person midyear. (Op. Budget Detail, FY11, line 73.)
  - \* Boise
    - Hire 4 full-time faculty. (Op. Budget Detail, FY11, lines 35, 37 & 41.)
    - Increase administrative support for assistant for admissions from 0.25 to 0.5 FTE. (Op. Budget, FY11, line 59.)
    - Increase administrative support for Boise faculty from 0.75 to 1.5 FTE. (Op. Budget Detail, FY11, Line 69.)
    - Increase tech support from 0.5 to 1.0 FTE. (Op. Budget Detail, FY11, line 73.)
    - Hire 4.5 full-time librarians and staff. (Op. Budget Detail, FY11, lines 85-87 & 89.)
3. Student recruitment and enrollment
  - Recruit entering class at Moscow campus for Fall 2011.
  - Recruit entering class at Boise campus for Fall 2011.
4. Required authorizations
  - Apply to ABA for provisional accreditation.
5. Planning
  - Same as FY10, with continuous review and revision of existing institutional plans.

## **FY12: July 2011 — June 2012**

MAJOR EVENTS IN FY12: The College completes the major construction project on the Moscow campus. At the Boise campus, the College admits its second class of students and continues preparing the Boise facility for the growth of the student body. The College expects to receive provisional ABA approval of the Boise campus.



## DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY12:

1. Facility preparation
  - \* Moscow
    - Complete construction and equipment of additional classroom and office space. (Cap. Budget Detail, FY12, lines 10, 16, 27-28, 50 & 62-63.)
  - \* Boise
    - Create office space for additional faculty and staff hires. (Cap. Budget Detail, FY12, lines 13-14, 47-48.)
    - Continue building law library collection and equipping law library with student carrels. (Op. Budget Detail, FY12, lines 123-130; Cap. Budget Detail, FY12, line 30.)
2. Hiring
  - \* Moscow
    - Hire 1 new full-time faculty member. (Op. Budget Detail, FY12, line 35.)
  - \* Boise
    - Hire 4 new full-time faculty and 2 new adjunct/part-time faculty. (Op. Budget Detail, FY12, lines 35, 37, 41 & 45.)
    - Increase administrative assistance for faculty by 0.5 FTE. (Op. Budget Detail, FY12, line 69.)
3. Student recruitment and enrollment
  - Recruit entering class at Moscow campus for Fall 2012.
  - Recruit entering class at Boise campus for Fall 2012.
4. Required authorizations
  - N/A [Note: ABA accreditation rules require a school to be provisionally approved for 2 years before applying for full approval. The College of Law would expect to get provisional approval of Boise campus in Summer 2011, and to apply for full approval in Fall 2013.]
5. Planning
  - Same as FY11, with continuous review and revision of existing institutional plans.

### **FY13: July 2012 — June 2013**

MAJOR EVENTS OF FY13: The College completes major equipping of classrooms, offices, courtroom, and law library in the Boise facility. The College graduates its charter class at the Boise facility.

## DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY13:

1. Facility preparation
  - \* Boise
    - Continue increasing law library collection. (Op. Budget Detail, FY13, lines 123-130.)
    - Furnish law library with tables, chairs, shelving, and additional student carrels. (Cap. Budget Detail, FY13, lines 30-34.)
    - Furnish additional office space for new faculty, staff. (Cap. Budget Detail, FY13, lines 13-14 & 47-48.)
    - Furnish classroom space and space for student organizations and activities and gathering space for students, faculty, staff, and the public. (Cap. Budget Detail, FY13, lines 19-23, 36-38 & 40-42.)
    - Furnish courtroom and clinic. (Cap. Budget Detail, FY13, lines 34 & 39.)
2. Hiring
  - \* Boise
    - Hire 4 new full-time faculty and 2 new adjunct/part-time faculty. (Op. Budget Detail, FY13, lines 35, 37 & 45.)
    - Increase administrative assistance to faculty by 0.5 FTE. (Op. Budget Detail, FY13, line 69.)
    - Hire 1 new tenure-track librarian and 2 classified staff for law library. (Op. Budget Detail, FY13, line 85 & 89.)
3. Student Recruitment and Enrollment
  - Recruit entering class at Moscow campus for Fall 2013.
  - Recruit entering class at Boise campus for Fall 2013.
4. Required authorizations
  - N/A [Note: ABA accreditation rules require a school to be provisionally approved for 2 years before applying for full approval. The College of Law would expect to get provisional approval of Boise campus in Summer 2011, and to apply for full approval in Fall 2013.]
5. Planning
  - Same as FY12, with continuous review and revision of existing institutional plans.

### **FY14: July 2013 — June 2014**

MAJOR EVENT OF FY14: The College applies to the ABA for full approval of the Boise campus.

## DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY14:

1. Facility preparation
  - \* Boise
    - Equip office space for new faculty and staff. (Cap. Budget Detail, FY14, lines 13-14 & 47-48.)
    - Continue building law library collection and equipping law library with student carrels. (Op. Budget Detail, FY14, lines 123-130; Cap. Budget Detail, FY14, line 30.)
2. Hiring
  - \* Boise
    - Hire 4 new full-time faculty and 2 new adjunct/part-time faculty. (Op. Budget Detail, FY14, lines 35, 37, 41 & 45.)
    - Hire 1 new classified staff person for the law library. (Op. Budget Detail, FY14, line 89.)
3. Student recruitment and enrollment
  - Recruit entering class at Moscow campus for Fall 2014.
  - Recruit entering class at Boise campus for Fall 2014.
4. Required authorizations
  - Apply to ABA for full approval of Boise campus.
5. Planning
  - Same as FY13, with continuous review and revision of existing institutional plans.

## **FY15: July 2014 — June 2015**

MAJOR EVENT OF FY15: The College expects to obtain full ABA approval of the Boise campus.

## DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY15:

1. Facility preparation
  - \* Boise
    - Equip offices for new faculty. (Cap. Budget Detail, FY15, lines 13 & 47.)
    - Continue building law library collection and equipping law library with student carrels. (Op. Budget Detail, FY15, lines 123-130; Cap. Budget Detail, FY15, line 30.)
2. Hiring
  - \* Boise
    - Hire 3 new full-time faculty and 2 adjunct/part-time faculty. (Op. Budget Detail, FY15, lines 35, 37 & 45.)

3. Student recruitment and enrollment
  - Recruit entering class at Moscow campus for Fall 2015.
  - Recruit entering class at Boise campus for Fall 2015.
4. Required authorizations
  - N/A — The College of Law expects to obtain full ABA approval of the Boise campus.
5. Planning
  - Same as FY14, with continuous review and revision of existing institutional plans.

**FY16: July 2015 — June 2016**

MAJOR EVENT OF FY16: College finishes build up of faculty and staff at Boise campus.

DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY16:

1. Facility preparation
  - \* Boise
    - Equip office for new staff member. (Cap. Budget Detail, FY16, lines 14 & 48.)
    - Continue building law library collection and equipping law library with student carrels. (Op. Budget Detail, FY16, lines 123-130; Cap. Budget Detail, FY16, line 30.)
2. Hiring
  - \* Boise
    - Hire 2 new adjunct/part-time faculty. (Op. Budget Detail, FY16, line 45.)
    - Hire 1 classified staff member for law library. (Op. Budget Detail, FY16, line 89.)
3. Student recruitment and enrollment
  - Recruit entering class at Moscow campus for Fall 2016.
  - Recruit entering class at Boise campus for Fall 2016.
4. Required authorizations
  - n/a
5. Planning
  - Same as FY15, with continuous review and revision of existing institutional plans.

**FY17: July 2016 — June 2017**

MAJOR EVENTS OF FY17: College reaches total student body size of approximately 500. College completes build up of law library collection on Boise campus.

## DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY17:

1. Facility preparation
  - \* Boise
    - Finish equipping law library with student carrels. (Cap. Budget, FY17, line 30.)
    - Finish build up — and begin maintenance — of law library collection. (Op. Budget Detail, FY17, lines 123-125.)
2. Hiring
  - No additional hiring planned.
3. Student recruitment and enrollment
  - Recruit entering class at Moscow campus for Fall 2017.
  - Recruit entering class at Boise campus for Fall 2017.
4. Required authorizations
  - n/a
5. Planning
  - Same as FY16, with continuous review and revision of existing institutional plans.

At the conclusion of FY 2017, Idaho will have a balanced and comprehensive program of legal education, strengthened by its connections to both a land grant campus and a vibrant metropolitan area. The College of Law will be stronger, not merely larger, and – most importantly – the state will be fully served. With a vision shaped by bold minds, and a plan comprised of practical measures, Idaho public legal education will be well-positioned in its second century.



# UNIVERSITY OF IDAHO COLLEGE OF LAW

## IMPLEMENTATION PLAN BUDGET AND APPROPRIATION REQUEST

7/24/2008

### NOTES AND EXPLANATIONS FOR USE:

#### A. GENERAL

1. Except where noted, the budget numbers are stated in current (present value) dollars and have not been adjusted for inflation or cost-of-living factors. The purpose of this depiction is to illustrate the actual, current dollar cost of the expanded program in FY17 compared to the current operations in FY08.
2. The revenue and expenses reflected in the Operating Budget Detail include only College of Law level amounts. Revenues include the College of Law professional fee, but not the matriculation fees or out-of-state tuition paid to the University by law students. Expenses include direct operating expenses of the College of Law, but do not include facility, infrastructure, administrative and overhead expenses incurred at the University level. To ensure a complete picture of the proposal, Occupancy Costs incurred at the University level for the Boise location are included in both the Occupancy Cost sheet and the Appropriation Request sheet.

#### B. APPROPRIATION REQUEST

1. Since the budget numbers are generally stated in current (present value) dollars, the appropriation amounts reflected on the first table on the Appropriation Request Sheet and on line 25 of the Operating Budget Detail appear to be less than the appropriation amounts detailed in the narrative. Thus, while the College of Law will request a \$1M addition to the base in FY10, for purposes of current dollar depiction, this FY10 amount is reflected as \$942,596 in the current dollar budgets. The appropriation request, without adjustment to current or present value dollars is set forth on the second table on the Appropriation Request sheet.

#### C. CAPITAL BUDGET NOTES

1. The Idaho Law Learning Center (ILLC) is a proposal by the Idaho Supreme Court, supported by the College of Law, for funding from the State Permanent Building Fund. The PBF has provided project *programming phase* funding of \$175,580 to study the feasibility of the proposal. Two locations are currently being considered : (1)the block to the immediate east of the Idaho Supreme Court building for the construction of a new building; and 2) the block to the immediate west of the Idaho Supreme Court building for the remodeling and expansion of the former Ada County Courthouse building currently used by the legislature. Cost studies are being finalized for both locations, but costs are expected to be within \$29,758,620, a sum currently shown as the total project cost in the Supreme Court's FY10 Capital Budget Request for project *design phase* funding. The ILLC is the state judiciary's top capital funding priority. The cost of the ILLC building is not reflected in the Capital Cost or Appropriation Request sheets of this budget because the building is a judicial branch project. Shared furniture, fixture, and equipment costs (including technology) and occupancy costs in the ILLC *are* reflected in this document.
2. The capital budget provides for a capital reserve, containing funds transferred from the operating budget, in order to cover capital expenses other than the Idaho Law Learning Center building -- e.g., Menard Building improvements as well as furniture, fixtures, and equipment (including technology) in both Moscow and Boise. In anticipation of the capital projects proposed in this budget, this capital reserve is created from accumulated operating reserves from prior years.
3. The ILLC will be a space shared by the Judiciary and the College of Law. Activities conducted or sponsored in the ILLC by the Judiciary and the College will also benefit the Idaho State Bar, the other branches of government, the public schools, and the general public. In general, the cost of the furniture, fixtures, equipment, and technology for the shared spaces is allocated as follows:

Classrooms	
Large Lecture	90% College of Law and 10% Judiciary
Medium Lecture	75% College of Law and 25% Judiciary
Large Classroom (100)	10% College of Law and 90% Judiciary
Medium,Classroom (65) and Seminar	75% College of Law and 25% Judiciary
Library	
Student carrels	100% College of Law
Tables, Chairs and shelving	85% College of Law and 15% Judiciary
Courtroom	75% College of Law and 25% Judiciary

4. Retrofit charges for the Moscow Classrooms do not include potential asbestos abatement charges, but such charges could be substantial.

**D. OPERATING BUDGET - REVENUE NOTES**

1. Grants - The FY08 number is the actual amount less a grant in the amount of approximately \$90,000 that will end in FY08. This adjusted amount was used as a the FY08 base.

2. The Student Professional (Dedicated) Fee revenue is based on a professional fee for FY08 of \$5250/student. Under a five-year plan now entering its third year, the professional fee was scheduled to increase -- subject to State Board approval -- to \$6300 for FY 10 and \$6900 for FY 11. The actual increase in FY09 was to \$5670. The five-year plan extends to FY 11. Thereafter, fees are conservatively projected to increase at approximately 5% (2% above inflation).

3. Tuition waivers - Tuition waivers are non-cash entries reflecting the value of tuition waivers granted to out of state students. The College of Law is currently allocated 25 full tuition waivers @\$10,080 = \$252,000, of which \$218,960 were used in FY08. The value of the tuition waivers are reflected on both the revenue and expense side of the operating budget.

**E. OPERATING BUDGET - EXPENSE NOTES**

1. Salaries for faculty and staff include benefit loads, research stipends, and other add-ons. See the Common \$\$ Assumptions for the breakout.

2. Financial Aid - Financial aid generally is projected to grow in rough proportion to the growth in the student body times 50%.

3. In FY11, the salary amounts for the Directors of Academic Support, Admissions, and Career Services will be adjusted to the salary lines for Directors generally.

**F. OCCUPANCY BUDGET NOTES**

1. Occupancy Costs (space costs, utilities, insurance, and maintenance) are generally treated as University level expenditures and are not reflected on the Operating Budget at the college or unit level. The University will have a revenue source for such costs in the form of matriculation fees and out-of-state tuition collected from the growing law student enrollment in Boise. In the alternative, and as shown in this budget document, the University may seek appropriation funding for these costs. The Appropriation Request sheet does include an Occupancy Cost charge to ensure that the full cost of the "second century" law initiative is properly reflected. Upon completion of the ILLC, the budget reflects an Occupancy Cost charge to the University for approximately 59,000 net usable square feet.



# APPROPRIATION REQUEST

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## APPROPRIATION REQUEST - (CURRENT \$\$)

	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
<b>Occupancy Costs</b> (Occupancy Costs Line 5)	\$0	\$0	\$165,000	\$220,000	\$660,000	\$660,000	\$660,000	\$660,000	\$660,000
<b>General Appropriation</b> (Op Budget Detail Line 25)	\$0	\$942,596	\$2,086,523	\$3,419,254	\$3,419,254	\$3,419,254	\$3,419,254	\$3,419,254	\$3,419,254
<b>Total</b>	<b>\$0</b>	<b>\$942,596</b>	<b>\$2,251,523</b>	<b>\$3,639,254</b>	<b>\$4,079,254</b>	<b>\$4,079,254</b>	<b>\$4,079,254</b>	<b>\$4,079,254</b>	<b>\$4,079,254</b>

## APPROPRIATION REQUEST - (FUTURE VALUE \$\$)

	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
<b>Occupancy Costs</b> (Occupancy Costs Line 5)	\$0	\$0	\$175,049	\$240,400	\$742,836	\$765,121	\$788,075	\$811,717	\$836,068
<b>General Appropriation</b> (Op Budget Detail Line 25)	\$0	\$1,000,000	\$2,250,000	\$3,750,000	\$3,750,000	\$3,862,500	\$3,978,375	\$4,097,726	\$4,220,658
<b>Total</b>	<b>\$0</b>	<b>\$1,000,000</b>	<b>\$2,425,049</b>	<b>\$3,990,400</b>	<b>\$4,492,836</b>	<b>\$4,627,621</b>	<b>\$4,766,450</b>	<b>\$4,909,443</b>	<b>\$5,056,726</b>

# FINANCIAL SUMMARY

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## COLLEGE LEVEL FINANCIALS

### CAPITAL BUDGET

	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
Capital Increases		\$489,600	\$300,000	\$1,500,000	\$2,000,000	\$1,500,000	\$400,000	\$0	\$0	\$0
Capital Expenditures		\$0	\$24,000	\$1,900,000	\$1,802,500	\$2,582,675	\$108,000	\$63,000	\$28,500	\$15,000
Net Capital Change for FY		\$489,600	\$276,000	-\$400,000	\$197,500	-\$1,082,675	\$292,000	-\$63,000	-\$28,500	-\$15,000
Capital Reserves	\$609,939	\$1,099,539	\$1,375,539	\$975,539	\$1,173,039	\$90,364	\$382,364	\$319,364	\$290,864	\$275,864

### OPERATING BUDGET

	FY08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
Revenues	\$8,106,678	\$7,989,266	\$9,116,581	\$10,996,139	\$12,620,712	\$13,130,616	\$13,541,956	\$13,844,314	\$14,106,573	\$14,034,075
Expenses	\$7,589,632	\$7,608,519	\$8,751,123	\$11,366,022	\$12,837,252	\$13,662,514	\$13,543,486	\$13,743,883	\$13,950,447	\$14,020,045
Net Operating Revenues for FY	\$517,045	\$380,746	\$365,457	(\$369,883)	(\$216,541)	(\$531,898)	(\$1,530)	\$100,430	\$156,126	\$14,030
Operating Reserves	\$517,045	\$897,792	\$1,263,249	\$893,366	\$676,825	\$144,927	\$143,397	\$243,828	\$399,954	\$413,983



	A	AF	AG	AH	AI	AJ	AK
1	<b>CAPITAL BUDGET DETAIL</b>						
2							
3	<b>CAPITAL BUDGET</b>	FY16 015 - June 2016			FY17 July 2016 - June 2017		
4	<b>CAPITAL INCREASES</b>	FY Total		FY Total			
5	Transfer (from Line 136 Op Budget)		\$0				\$0
6							
7	<b>CAPITAL EXPENDITURES</b>	FY Total		FY Total			
8	<b>Land</b>	\$/#	\$0	#	\$/#	\$0	\$0
9	<b>Building</b>						
10	New Moscow	\$300	\$0		\$300	\$0	\$0
11	<b>Furniture Fixtures and Equipment</b>						
12	New offices - Boise						
13	Faculty/Exec Admin Offices	\$3,500	\$0	0	\$3,500	\$0	\$0
14	Staff Offices/Areas	\$3,500	\$3,500	0	\$3,500	\$0	\$0
15	New offices - Moscow						
16	Faculty/Exec Admin Offices	\$3,500	\$0	0	\$3,500	\$0	\$0
17	Staff Offices/Areas	\$3,500	\$0	0	\$3,500	\$0	\$0
18	New Classrooms - Boise	\$0	\$0		\$0	\$0	\$0
19	Lecture Hall (large) (100) tiered	\$112,500	\$0		\$112,500	\$0	\$0
20	Lecture Hall (medium) (75) tiered	\$60,938	\$0		\$60,938	\$0	\$0
21	Classrooms (100) flat floor	\$5,000	\$0		\$5,000	\$0	\$0
22	Classrooms (65) flat floor	\$37,500	\$0		\$37,500	\$0	\$0
23	Seminar (25)	\$28,125	\$0		\$28,125	\$0	\$0
24	New Classrooms - Moscow	\$0	\$0		\$0	\$0	\$0
25	Lecture Hall (large) (100) tiered	\$125,000	\$0		\$125,000	\$0	\$0
26	Lecture Hall (medium) (75) tiered	\$81,250	\$0		\$81,250	\$0	\$0
27	Classrooms (40-65) flat floor	\$50,000	\$0		\$50,000	\$0	\$0
28	Seminar (25)	\$37,500	\$0		\$37,500	\$0	\$0
29	Library						
30	Boise (student carrels)	\$1,500	\$22,500	10	\$1,500	\$15,000	\$15,000
31	Reading tables	\$850	\$0		\$850	\$0	\$0
32	Chairs for reading tables	\$255	\$0		\$255	\$0	\$0
33	Shelving	\$255,000	\$0		\$255,000	\$0	\$0
34	Courtroom (Boise)	\$450,000	\$0		\$450,000	\$0	\$0
35	Other						
36	Law Review	\$40,000	\$0		\$40,000	\$0	\$0
37	SBA and BSA	\$8,000	\$0		\$8,000	\$0	\$0
38	Student orgs	\$5,000	\$0		\$5,000	\$0	\$0
39	Clinic	\$15,000	\$0		\$15,000	\$0	\$0
40	Student Lounge	\$15,000	\$0		\$15,000	\$0	\$0
41	Faculty/Staff Meeting Room	\$20,000	\$0		\$20,000	\$0	\$0
42	Foyer	\$30,000	\$0		\$30,000	\$0	\$0
43	Lockers	\$200	\$0		\$200	\$0	\$0
44	Furnishings for Moscow Improvements	\$0	\$0		\$0	\$0	\$0
45	<b>Technology</b>						
46	New Offices - Boise						
47	Faculty/Exec Admin Offices (workstation)	\$2,500	\$0	0	\$2,500	\$0	\$0
48	Staff Offices/Areas (workstations, etc.)	\$2,500	\$2,500	0	\$2,500	\$0	\$0
49	New Offices - Moscow						
50	Faculty/Exec Admin Offices (workstation)	\$2,500	\$0	0	\$2,500	\$0	\$0
51	Staff Offices/Areas (workstations, etc.)	\$2,500	\$0	0	\$2,500	\$0	\$0
52	Central Servers	\$4,000	\$0		\$4,000	\$0	\$0
53	New Classrooms - Boise						
54	Lecture Hall (large) (100) tiered	\$73,800	\$0		\$73,800	\$0	\$0
55	Lecture Hall (medium) (75) tiered	\$49,500	\$0		\$49,500	\$0	\$0
56	Classrooms (100) flat floor	\$6,600	\$0		\$6,600	\$0	\$0
57	Classrooms (65) flat floor	\$49,500	\$0		\$49,500	\$0	\$0
58	Seminar (25)	\$49,500	\$0		\$49,500	\$0	\$0
59	New Classrooms - Moscow						
60	Lecture Hall (large) (100) tiered	\$82,000	\$0		\$82,000	\$0	\$0
61	Lecture Hall (medium) (75) tiered	\$66,000	\$0		\$66,000	\$0	\$0
62	Classrooms (40-65) flat floor	\$66,000	\$0		\$66,000	\$0	\$0
63	Seminar (25)	\$66,000	\$0		\$66,000	\$0	\$0
64	Classrooms (Moscow Retrofit)						
65	Large (Retrofit 103, 105)	\$200,000	\$0		\$200,000	\$0	\$0
66	Small (Retrofit 107, 108)	\$100,000	\$0		\$100,000	\$0	\$0
67	Courtroom (Boise)	\$187,500	\$0		\$187,500	\$0	\$0
68	Clinic	\$10,000	\$0		\$10,000	\$0	\$0
69							
70	<b>TOTAL CAPITAL COSTS</b>		\$28,500			\$15,000	
71	<b>FY NET</b>		-\$28,500			-\$15,000	
72	Reserves from prior year		\$319,364			\$290,864	
73	<b>Resulting Reserves</b>		\$290,864			\$275,864	













# OCCUPANCY COSTS

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	FY09 July 2008 - June 2009				FY10 July 2009 - June 2010				FY11 July 2010 - June 2011				FY12 July 2011 - June 2012			
	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total
<b>Occupancy Costs</b>	0	0	\$11	\$0	0	0	\$11.00	\$0	15,000	15,000	\$11.00	\$165,000	5,000	20,000	\$11.00	\$220,000

FY13 July 2012 - June 2013				FY14 July 2013 - June 2014				FY15 July 2014 - June 2015				FY16 July 2015 - June 2016				FY17 July 2016 - June 2017			
Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total
40,000	60,000	\$11.00	\$660,000	0	60,000	\$11.00	\$660,000	0	60,000	\$11.00	\$660,000	0	60,000	\$11.00	\$660,000	0	60,000	\$11.00	\$660,000

<b>COMMON \$\$ ASSUMPTIONS</b>									
<b>COST ADJUSTMENT FACTORS</b>									
	<b>Annual</b>								
<b>General</b>	0%							\$ (2,566)	
<b>New State Appropriation</b>	0%								
<b>Library</b>								5%	
Materials with Continuations	0%							8%	
Monographs	0%							11%	
Online Services	0%								
<b>CAPITAL AND STARTUP COSTS</b>									
	<b>#</b>	<b>Total Cost</b>	<b>COL Cost</b>						
<b>Land</b>			\$0						
<b>Building (net sq.ft. costs)</b>									
New Moscow	net sq.ft.		\$300						
New Boise IWC	net sq.ft.		\$150						
New Boise Final	net sq.ft.		\$466						
<b>Furniture Fixtures and Equipment</b>									
Faculty/Exec Admin Offices	per office		\$3,500						
Staff Offices/Areas	per office		\$3,500						
<b>New Classrooms - Boise</b>									
Lecture Hall (large) (100) tiered	90%	\$125,000	\$112,500						
Lecture Hall (medium) (75) tiered	75%	\$81,250	\$60,938						
Classrooms (100) flat floor	10%	\$50,000	\$5,000						
Classrooms (65) flat floor	75%	\$50,000	\$37,500						
Seminar (25)	75%	\$37,500	\$28,125						
<b>New Classrooms - Moscow</b>									
Lecture Hall (large) (100) tiered	100%	\$125,000	\$125,000						
Lecture Hall (medium) (75) tiered	100%	\$81,250	\$81,250						
Classrooms (40-65) flat floor	100%	\$50,000	\$50,000						
Seminar (25)	100%	\$37,500	\$37,500						
<b>Library (student carrels)</b>									
Moscow (student carrels)	per student		\$1,500						
Law Learning Center (student carrels)	per student		\$1,500						
Reading Tables	85%	\$1,000	\$850						
Chairs for reading tables	85%	\$300	\$255						
Shelving	85%	\$300,000	\$255,000						
Courtroom (Boise)	75%	\$600,000	\$450,000						
<b>Other</b>									
Law Review/Journal			\$40,000						
SBA and BSA			\$8,000						
Student orgs			\$5,000						
Clinic			\$15,000						
Student Lounge			\$15,000						
Faculty/Staff Meeting Room			\$20,000						
Foyer			\$30,000						
Lockers - per student			\$200						
General									
<b>Technology</b>									
Faculty/Exec Admin Offices	per office		\$2,500						
Staff Offices/Areas	per office		\$2,500						
Central servers			\$4,000						
<b>Classrooms (New Boise)</b>									
Lecture Hall (large) (100) tiered	90%	\$82,000	\$73,800						
Lecture Hall (medium) (75) tiered	75%	\$66,000	\$49,500						
Classrooms (100) flat floor	10%	\$66,000	\$6,600						
Classrooms (65) flat floor	75%	\$66,000	\$49,500						
Seminar (25)	75%	\$66,000	\$49,500						
<b>Classrooms (New Moscow)</b>									
Lecture Hall (large) (100) tiered	100%	\$82,000	\$82,000						
Lecture Hall (medium) (75) tiered	100%	\$66,000	\$66,000						
Classrooms (40-65) flat floor	100%	\$66,000	\$66,000						
Seminar (25)	100%	\$66,000	\$66,000						
<b>Classrooms (Moscow Retrofit)</b>									
Medium (Retrofit 103, 105)			\$200,000						
Small (Retrofit 107, 108)			\$100,000						
Courtroom (Boise)	75%	\$250,000	\$187,500						
Clinic			\$10,000						

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<b>SALARY COSTS</b>						
	<b>Base Salary</b>	<b>Fringe Benefits</b>	<b>Research Stipend</b>	<b>Professional Development</b>	<b>Misc.</b>	<b>Total</b>
<b>Faculty</b>						
Associate Dean	\$145,556	\$36,389	\$12,000	\$3,500	\$5,000	\$202,444
Assistant Dean	\$90,000	\$22,500		\$3,500	\$5,000	\$121,000
Tenure Track: new	\$90,000	\$22,500	\$12,000	\$3,500	\$5,000	\$133,000
Tenure Track existing	\$115,000	\$28,750	\$12,000	\$3,500	\$5,000	\$164,250
Tenure Track: lateral	\$125,000	\$31,250	\$12,000	\$3,500	\$5,000	\$176,750
Long Term contract (12 month)	\$110,000	\$27,500	\$12,000	\$3,500	\$5,000	\$158,000
Long Term contract (9 month)	\$90,000	\$22,500	\$12,000	\$3,500	\$5,000	\$133,000
Non Tenure Track 12 month	\$80,000	\$20,000		\$3,500	\$5,000	\$108,500
Wow teaching Fellow	\$60,000	\$15,000			\$5,000	\$80,000
Adjunct						\$6,000
Legal Research & Writing	\$55,000	\$22,000	\$12,000	\$3,500	\$5,000	\$97,500
<b>Admin/Exec. Staff</b>						
Director/Manager	\$50,000	\$20,000		\$3,000		\$73,000
Assistant Director	\$45,000	\$18,000		\$3,000		\$66,000
<b>Library</b>						
Librarian (JD - 12 month) - Lateral	\$60,000	\$24,000		\$3,000		\$87,000
Librarian (JD - 12 month)	\$45,000	\$18,000		\$3,000		\$66,000
Librarian (JD - 9 month)	\$33,750	\$13,500		\$3,000		\$50,250
Librarian (Non JD - 12 month)	\$35,000	\$14,000		\$3,000		\$52,000
Librarian (Non JD - 9 month)	\$26,250	\$10,500		\$3,000		\$39,750
<b>Computer/IT</b>						
Manager	\$40,000	\$16,000		\$3,000		\$59,000
Staff	\$30,000	\$12,000		\$3,000		\$45,000
Web Coordinator	\$45,000	\$18,000				\$63,000
<b>Classified Staff</b>						
	\$32,000	\$12,800				\$44,800

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## Appendix B: Bold Minds, Practical Measures



STATE OF IDAHO  
OFFICE OF THE ATTORNEY GENERAL  
LAWRENCE G. WASDEN

July 3, 2007

Senator Bart M. Davis  
P.O. Box 50660  
Idaho Falls, ID 83405-0660

Dear Senator Davis:

This is in response to your request for a legal opinion from the Office of the Attorney General regarding questions you have posed on the subject of possible relocation from Moscow to Boise of the University of Idaho College of Law. You inquire:

1. Does the Idaho Constitution permit the University of Idaho's College of Law to be "formally moved in whole... from Moscow and located in the state capitol"?
2. Does the Idaho Constitution permit the University of Idaho's College of Law to be "formally moved . . . in significant part from Moscow and located in the state capitol"?
3. What legal steps "would be required in order to make such a change should the Board of Regents, the legislature, and the Governor reach some consensus"?

### DISCUSSION

Prior to making this response, we have engaged in substantial research. We reviewed the territorial act establishing the University of Idaho; the text of art. IX, sec.10 of the Idaho Constitution and the case law regarding that provision; the debates of the constitutional convention; other potentially relevant constitutional provisions, such as art. XI, sec. 2, and the related case law, if any; rules of statutory and constitutional construction; Idaho Supreme Court cases dealing with the University of Idaho and its board of regents; as well as constitutional provisions and case law from other jurisdictions with constitutional provisions similar to art. IX, sec. 10. As you know, it can be extremely difficult to predict how the current members of the Idaho Supreme Court might interpret state constitutional provisions adopted at statehood and never amended. Nevertheless, based on the factors considered, we have exercised our best judgment as to how the Idaho Supreme Court would interpret the state constitutional provisions, particularly art. IX, sec. 10, relevant to the questions you have posed.

There are no Idaho Supreme Court cases on point regarding relocation, in whole or in part, of a college or department of the University of Idaho. Analogous precedent other jurisdictions in which courts specifically addressed the authority of a legislature or university governing board to relocate a college or department of a university whose geographical location was fixed by the state's constitution is limited to two cases, both decided more than 100 years ago. These cases are: *People ex. rel. Jerome*, 24 Colo. 175, 49 Pac. 286 (Colo. 1897)(holding that the regents of Colorado University at Boulder did not have authority under the state constitution to effectively move the three-year medical school program from Boulder to Denver by conducting the last two years of the program in Denver and leaving only a "shell" of the program in Boulder); and *Sterling v. Regents of the University of Michigan*, 110 Mich. 369, 68 N.W. 253 (Mich. 1896)(holding that the state constitution prohibited the legislature from requiring that the regents of the University of Michigan at Ann Arbor close the homeopathic college at Ann Arbor and transfer the college to Detroit).

Colorado addressed the impact of *People ex. rel. Jerome* by amending art. VIII, sec. 5 of its constitution in 1910 to specifically grant authority to move part of the Colorado University School of Medicine from Boulder to Denver. As originally adopted at statehood in 1876, art. VIII, sec. 5 "confirmed" the "location" of Colorado University at Boulder, and that provision was relied on by the Colorado Supreme Court in reaching its decision in *People ex. rel. Jerome*. The 1910 amendment provided, in pertinent part:

[T]hat the regents of the university may, whenever in their judgment the needs of the institution demand such action, establish, maintain and conduct all but the first two years of the departments of medicine, dentistry and pharmacy, of the university, at Denver....

The 1910 amendment paved the way for the merger in 1911 of the Colorado University School of Medicine with the Denver and Gross College of Medicine in Denver. The latter college had been created in 1902 through the merger of the Medical Department of the University of Denver with Gross Medical School, which was a for-profit medical school. In 1922, art. VIII, sec. 5 of the Colorado Constitution was amended to grant authority to move the entire medical school from Boulder to Denver:

That the regents of the university may whenever in their judgment the needs of the institution demand such action, establish, maintain and conduct all or part of the departments of medicine, dentistry, and pharmacy at the university, at Denver....

All of the Colorado University School of Medicine was moved to Denver in 1924.

Colorado University is now a system with three distinct institutions: Colorado University- Boulder; Colorado University-Colorado Springs; and Colorado University-Denver and Health Sciences Center, the latter institution having been formed in 2004 by a merger of Colorado University-Denver and the Health Sciences Center. Art. VIII, sec. 5 of the Colorado Constitution was most recently amended in 1972 to provide, in pertinent part, that:

- (1) The following educational institutions are declared to be state institutions of higher education: the university at Boulder, Colorado



Springs, and Denver; the university at Fort Colling; the school of mines at Golden; and such other institutions of higher learning as now exist or may hereafter be established by law if they are designated by law as state institution. The establishment, management, and abolition of the state institutions shall be subject to the control of the state, under the provisions of the constitution and such laws and regulations the general assembly may provide; except that the regents of the university at Boulder, Colorado Springs, and Denver may, whenever in their judgment the needs of that institution demand such action, establish, maintain, and conduct all or any part of the schools of medicine, dentistry, nursing, and pharmacy of the university, together with hospitals and supporting facilities and programs related to health at Denver; . . . and provided further, that subject to prior approval by the general assembly, nothing in this section shall be construed to prevent the state institutions of higher education from hereafter establishing, maintaining, and conducting or discontinuing, centers, medical centers, or braches of such institutions in any part of the state.

### **CONCLUSION**

Based on the foregoing and our analysis of the other sources mentioned earlier, we conclude that neither the legislature nor the board of regents has authority to close the University of Idaho College of Law and to relocate the entire college to Boise. Art. IX, sec. 10 of the Idaho Constitution locates the University of Idaho in Moscow, subject to change by constitutional amendment. The University's territorial charter was perpetuated by art. IX, sec. 10. The charter defines the University as consisting of its colleges or departments, including not only those in existence at the time the state constitution was ratified but also those "professional or other colleges or departments as may from time to time be added thereto or connected therewith." The College of Law was established in 1909. Since the University is located in Moscow and since the University consists of its colleges or departments, art. IX, sec. 10 contemplates that those colleges or departments will be located in Moscow as well. Art. IX, sec.10, however, does not prohibit the establishment of branches of the University of Idaho outside Moscow; but it would prohibit closure of a college or department at the University of Idaho in Moscow and its relocation in whole to a branch of the University in another city.

The phrase "significant part" is problematic. Nothing in the Idaho Constitution prohibits establishment of a branch or branches of the University of Idaho, or of one of its colleges, in a location or locations other than Moscow. But neither the legislature nor the University's regents has the constitutional authority to do indirectly what they do not have the authority to do directly. They do not have the authority to offer so much of the College of Law's program in Moscow in another city so as to effect a de facto "removal" of the College of Law from Moscow. The point at which a de facto removal is crossed would be a question for ultimate determination by the courts.

Closure of the College of Law at Moscow and its entire relocation to Boise would require an amendment to art. IX, sec. 10 of the Idaho Constitution. Similarly, an amendment also would be required if so much of the College of Law was to be moved from Moscow as to constitute a de facto removal of the College of Law from Moscow.

We hope this letter is of assistance to you. It is an informal and unofficial expression of the view of this office based upon the research of the author. If you have any questions concerning our research or the conclusions we have reached, please do not hesitate to call.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael G. McPEEK". The signature is written in a cursive, flowing style with some capitalization.

MICHAEL G. McPEEK  
Deputy Attorney General  
Contracts & Administrative Law Division  
MGP/js

**EDUCATION MATRIX**

<b>Education Program</b>	<b>Times/year</b>	<b>Audience</b>	<b>No. of participants</b>	<b>Length of program</b>	<b>Space needed</b>
<b>EDUCATION</b>					
Appellate Law Clerk Orientation	Once/year – August	Supreme Court and Court of Appeals Law Clerks	18	1 day	1 seminar room
Children and Families Institute	Once/year – May	Magistrate Judges and multi-disciplinary	250	2 days	Courtroom/Auditorium 4 break-out rooms: 3 lecture; 2 classroom Luncheon space
Child Protection Drug Court Training	Twice/year			1 day	1 seminar room
CFCC Coordinators	Twice/year			1 day	1 seminar room
Clerks & Judges Conference	Once/year - February	Elected Clerks, Administrative District Judges, Trial Court Administrators	58	1 day	Classroom to hold 100 in rounds by district Luncheon space
Conservator Training	Twice/year			1 day	1 large classroom
Court Assistance Lead Training	Twice/year		7	1 day	1 seminar room
Court Assistance Officer Training	Once/year – April	Court Assistance Officers	32	1 day	Computer lab for 50
Court Interpreter Continuing Education Workshop	Once/year	Certified and Conditionally Approved Interpreters	Usually 25	2 days	1 lecture room (med) 3 smaller classrooms
Court Interpreter Training (Orientation and S/B Wkshps)	One testing/training cycle per year	Potential court interpreters	Approx. 30-40	2-day workshop / 6-day workshop	1 lecture room (med) 3 smaller classrooms
Court Interpreter Testing				2 exams	2 seminar rooms
Court Reporter Conference	Once/year - January	Court Reporters	42	2 days	1 large classroom Luncheon space
District Judges Seminar	Once/year - January	District Judges	42	2.5 days	1 large classroom Luncheon space
Domestic Violence Coordinator Training	Twice/year			1 day	1 seminar room
Drug Court Coordinator Training	Twice/year			1 day	1 seminar room
Drug and Mental Health Courts Institute	Once/year - January	District Judges, Drug and Mental Health Courts Coordinators	300	2 days	Courtroom/Auditorium Luncheon space 5 break-out rooms
Family Court Services Coordinator Training	Twice/year			1 day	1 seminar room
Guardian Ad Litem Coordinator Training	Three per year			1 day	1 seminar room
Guardian Training	Twice/year			1 day	1 large classroom

Idaho Judicial Conference	Once/year - September	Supreme Court Justices, Court of Appeals Judges, District Judges, Magistrate Judges, Trial Court Administrators	200	2.5 days	Courtroom/Auditorium Luncheon space 2 lecture halls
Idaho Institute for Court Mgmt.	Once/year – April	Elected Clerks, Deputy Clerks, Trial Court Administrators	275	4 days	Courtroom/Auditorium Luncheon space 5 break-out rooms
In-Service Education	Four per year			1 day	1 seminar room
ISTARS / Repository Training	Online as needed	Deputy Clerks	Varies	60 minutes	Computer lab Computer lab Computer lab
Changes to ISTARS	Once/year	Deputy Clerks	Varies	1-2 days	
Other day long trainings	Once/year	Elected Clerks, Deputy Clerks	Varies	1 day	
Misdemeanor training	Once/year	Deputy Clerks	Varies	1 day	
Child Protection Module	Online as needed by county	Jury Comm., TCA’s, Elected Clerks	Varies	60 minutes	
Credit Card Equipment	Online as requested	Law Enforcement	Varies	?	
ISTARS Documents	Online as requested	Deputy Clerks	Varies	60 minutes	
ISTARS Jury System	Online as requested	TCA’s, Elected Clerks, Deputy Clerks	Varies	60 minutes	
Law Enforcement – Repository	Online monthly		Varies	60 minutes	
New Clerk Orientation	Online as requested		Varies	60 minutes	
Repository			Varies	60 minutes	
Jury Commissioner Conference	Once/year – April	Jury Commissioners	44	1 day	Large classroom
Juvenile Drug Court Coordinator Training	Twice/year			1 day	1 seminar room
Juvenile Mental Health Court Coordinator Training	Twice/year			1 day	1 seminar room
Juvenile Probation Officers					1 large classroom or lecture hall
Magistrate Judges Institute	Once/year – May	Magistrate Judges	87	2.5 days	Lecture hall 1 classroom(b/out) Luncheon space
Mental Health Court. Coordinator Training	Twice/year			1 day	1 seminar room
New Judges Orientation	- Once/year – March	All newly appointed judges for the year	3 - 12	- 5 days	Boardroom or seminar room
- Phase I	- Once/year - November			- 1 day	
- Phase II					
Specialized Workshops	Four per year		75	2.5 days	Large classroom
TCA Workshop <b>IRSA</b>	Once/year	Trial Court Administrators and Supreme Court Staff	12	2.5 days	
Youth Court Coordinators					Boardroom or

					classroom
COMMITTEE MEETINGS					
Access to the Courts Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Administrative Conference	Four per year	Supreme Court Committee	40	1 day	Classroom
Appellate Rules Advisory Committee	Once/year	Supreme Court Committee	20	1 day	Classroom
Child Protection Committee	Four per year	Supreme Court Committee	30	1 day	Classroom
Child Support Guidelines Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Children and Families in the Courts Committee	Three per year	Supreme Court Committee	30	2 days	Classroom
Children and Families Institute Planning Committee	Once/month	Supreme Court Committee	8	One hour	Boardroom
Civil Jury Instructions Committee	Once/year	Supreme Court Committee	20	1 day	Classroom
Civil Rules Advisory Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Clerk's Manual and Training Committee	Four per year	Supreme Court Committee	30	2 days	Classroom
Court Interpreter Subcommittee	Once/year	Supreme Court Committee	20	1 day	Classroom
Criminal Jury Instructions Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Criminal Rules Advisory Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Death Penalty Counsel Review and Recommendations Committee	Once/year	Supreme Court Committee	20	1 day	Classroom
Domestic Assault & Battery Committee	Once/year	Supreme Court Committee	20	1 day	Classroom
Drug Court and Mental Health Court Coordinating Committee/Drug Court Executive Committee	Four per year	Supreme Court Committee	40	1 day	Classroom
Drug and Mental Health Courts Institute Planning Committee	Once/month	Supreme Court Committee	8	One hour	Boardroom
Evidence Rules Advisory Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Fairness and Equality Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Guardianship &	Four per year	Supreme Court Committee	30	1 day	Classroom

Conservatorship Committee					
Judicial Education Committee	Twice/year	Supreme Court Committee	25	1 day	Classroom
Juvenile Rules Advisory Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Juvenile Rules Advisory Team of Magistrate Judges Committee	Three per year	Supreme Court Committee	20	1 day	Classroom
Media/Courts Committee	Twice/year	Supreme Court Committee	30	1 day	Classroom
AOC Staff Meetings	Four per year	Supreme Court Committee	20	1 day	Classroom
Misdemeanor/Infraction Rules Advisory Committee	Once/year	Supreme Court Committee	20	1 day	Classroom
Rule 32 Committee	Twice/year	Supreme Court Committee	25	1 day	Classroom
Shared Employees Committee	Twice/year	Supreme Court Committee	30	1 day	Classroom
Standard Forms Committee	Twice/year	Supreme Court Committee	25	1 day	Classroom
Trial Court Administrators Conference	Four per year	Supreme Court Committee	12	1 day	Boardroom or classroom
Tribal Court/State Court Forum	Once/year	Supreme Court Committee	30	1 day	Classroom
<b>POTENTIAL OTHER ENTITIES</b>					
Capital Defense Counsel Meeting					Boardroom or classroom
Child Custody Mediators					Boardroom or classroom
Civil Case Mediators					Boardroom or classroom
Civil Litigation Evaluators					Boardroom or classroom
County Law Clerks					Boardroom or classroom
Domestic Assault & Battery Evaluators					Boardroom or classroom
Guardian Ad Litem Volunteers					Boardroom or classroom
Parenting Coordinators					Boardroom or classroom
Prosecuting Attorneys					1 large classroom or lecture hall
Public Defenders					1 large classroom or lecture hall
Status Offender					Boardroom or classroom
<b>IRSA PUBLIC OUTREACH</b>					
Court Sponsored Attorney	Once/month		50	1 day	1 large classroom

CLE Programs					
Idaho State Bar Sections					Boardroom or classroom

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## Appendix D1: Bold Minds, Practical Measures

### FIVE YEAR TREND ANALYSIS OF IMPACT OF PROPOSED LAW SCHOOL IN BOISE ON UNIVERSITY OF IDAHO FINANCIAL RATIOS

Ratio	Per audited	Pro Forma	Pro Forma	Pro Forma	Pro Forma	Pro Forma
	financial	Pro Forma	Pro Forma	Pro Forma	Pro Forma	Pro Forma
	statements	2008	2009	2010	2011	2012
	2007					
Primary Reserve	0.8	0.8	0.8	0.8	0.8	0.8
Net Income Operations	0.3	0.3	0.3	0.3	0.2	0.2
Return on Net Assets	0.8	0.8	0.7	0.7	0.8	0.8
Viability	0.7	0.7	0.7	0.7	0.7	0.7
CFI Score	2.5	2.6	2.5	2.5	2.5	2.5

Prepared July 21, 2008  
University of Idaho AVP/Controller Office

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**UNIVERSITY OF IDAHO**  
**Changes to Student Fees for FY 2009**  
**Annual Full-Time Fees and Part-Time Credit Hours Fees**

REVENUE projection for law school increase

	<u>Requested Fees</u>	2010	2011 Student	Projected	2012 Student	Projected
<u>Student Fees:</u>	<u>FY09 Fees</u>	1.03	1.03 Increase	Revenue	1.03 Increase	Revenue
1 <b>Full-time Fees:</b>						
2 Matriculation Fee	\$2,908.38	2995.63	3085.50	23.00	70,966.51	3178.07
3 Technology Fee	121.80	125.45	129.22	23.00	2,972.01	133.09
4 Facilities Fees	720.50	742.12	764.38	23.00	17,580.70	787.31
5 Student Activity Fees	1,009.32	1039.60	1070.79	23.00	24,628.11	1102.91
6 <b>Total Full-time Fees</b>	<u>4,760.00</u>	<u>4902.80</u>	<u>5049.88</u>		<u>116,147.33</u>	<u>5201.38</u>
7						

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**"Bold Minds, Practical Measures:  
An Implementation Plan for Strengthening Statewide Legal Education"**

**Prepared for the Board of Regents, University of Idaho**

**APPENDIX E: ANALYSES AND COMMENTARY  
(Materials Received by August 7, 2008)**

**Richard J. Morgan, Consultant, Letter Dated August 4**

**The author is the past dean of law schools at the University of Nevada/Las Vegas, Arizona State University, and the University of Wyoming, and is Chair of the American Bar Association Accreditation Standards Review Committee**

**Steven Peterson, Consultant, Economic Impact Report Dated August 7**

**The author is a Research Economist and Instructor, University of Idaho College of Business and Economics**

**Hon. Linda Copple Trout, Letter on Behalf of the University of Idaho College of Law Advisory Council Dated August 7**

**The author is a past Chief Justice of the Idaho Supreme Court**

**Hon. Lawrence Wasden, Letter Dated August 7**

**The author is Attorney General of the State of Idaho**

**Lacey Rammell-O'Brien, Letter Dated July 29**

**The author is current President of the Student Bar Association**

**Commentaries from the Legal Profession:**

- **Dwight Baker, Baker & Harris, Blackfoot, Letter Dated August 7**  
**The author is President of the Idaho State Bar; the letter contains his individual views**
- **Charles E. Homer, Holden Kidwell Hahn & Crapo, Idaho Falls, Letter Dated August 7**  
**The author is President of the Idaho Law Foundation; the letter contains his individual views**
- **Craig L. Meadows, Hawley Troxell Ennis & Hawley, Boise, Letter Dated July 17**

- **John A. Rosholt, Barker Rosholt & Simpson, Twin Falls, Letter Dated August 6**
- **Michael C. Creamer, Givens Pursley, Boise, Letter Dated August 6**
- **Anne Dwelle, Wakefield & Dwelle, Moscow, Letter Dated Aug. 6**
- **James D. LaRue, Elam & Burke, Boise, Letter Dated July 23**
- **Dennis M. Davis, Witherspoon Kelley Davenport & Toole, Coeur d'Alene, Letter Dated August 7**
- **P. Craig Storti, URS Washington Division, Boise, Letter Dated August 5**
- **J. Robert Alexander, Benoit Alexander Harwood High & Valdez, Twin Falls, Letter Dated August 6**
- **Richard E. Hall, Hall Farley, Boise, Letter Dated July 21**
- **Ron Kerl, Cooper & Larsen, Pocatello, Letter Dated August 7,**
- **Katherine Moriarty, INL (Battelle Energy Alliance), Idaho Falls, Letter Dated August 6**
- **Ernesto G. Sanchez, Idaho Legal Aid Services, Boise, Letter Dated August 6**
- **James C. Dale, Stoel Rives, Boise, Letter Dated July 23**

Richard J. Morgan  
9901 Trailwood Drive, Unit 2110  
Las Vegas, Nevada 89134-5923  
(702) 240-2465; (702) 858-6477  
[dick.morgan@hotmail.com](mailto:dick.morgan@hotmail.com)

August 4, 2008

President Steven Daley-Laursen  
The University of Idaho  
P.O. Box 443151  
Moscow, Idaho 83844-3151

Dean Donald Burnett  
The University of Idaho  
College of Law  
P.O. Box 442321  
Moscow, Idaho 83844-2321

Dear President Daley-Laursen and Dean Burnett:

Thanks for the opportunity to review and comment on the latest documents that you will soon submit to the Idaho Board of Regents (State Board of Education) in connection with College of Law's plan to improve its educational and community service for the 21<sup>st</sup> century. These documents (a plan, dated July 24, 2008 and entitled "Bold Minds, Practical Measures: An Implementation Plan for Strengthening Statewide Legal Education", with accompanying spreadsheets detailing or summarizing anticipated changes in revenue, expense, assets, facilities, students, staff and faculty) have been prepared by the College of Law pursuant to the authority, granted to it by the Board of Regents last April, to prepare a plan to implement the concept of a dual location public law school for the State of Idaho.

In previous letters, dated October 27, 2007, and March 17, 2008, respectively, I recommended the dual location approach and commented favorably on the document, entitled "Let Our Minds Be Bold", that was considered by the Board of Regents last April. Those letters provide important background information, assumptions and caveats concerning my assessments.

In the second of those letters, I stated that:

"The dual location approach, if appropriately funded and implemented, will provide substantial educational opportunities and community service in northern and southern Idaho; will better connect the College of Law to the seat of Idaho government in Boise; will continue the important role that the law school has played over the years in the life of the University of Idaho in Moscow; will provide opportunities for program differentiation between the Boise and Moscow programs; will avoid substantial legal and community problems that might arise in connection

with a relocation of the law school; and will take advantage of a unique opportunity to partner with the Idaho Supreme Court in bringing legal educational resources to the Treasure Valley. The dual location approach also provides an opportunity for the University of Idaho College of Law to provide a national model for serving an entire state through dual campuses of a single state law school.”

The implementation plan, dated July 24, 2008, is a thoughtful and comprehensive plan that seeks to identify the funding, provide the roadmap and establish the timetable by which the law school can achieve the benefits described in the preceding paragraph. I believe that the plan is thorough and reasonable in its approach and coverage; and that, when and if implemented as proposed, it will result in a sound and efficient program of legal education. Because of the history, quality and high standards of the University of Idaho College of Law, I have little doubt that the academic and operational aspects of the program will be of high quality and that the program will develop quickly to meet the accreditation standards of the American Bar Association and the membership standards of the Association of American Law Schools.. The people who comprise the College of Law want to improve legal education in Idaho, and they will insist on a program of high-quality that accomplishes that goal.

I commend Dean Burnett and his colleagues for their hard work on this exciting plan. And I commend President Daley-Laursen for supporting this important initiative in improving the educational and community services that the University of Idaho provides to its state.

I hope that this letter is useful to you. Please let me know if you want to discuss this matter further.

Best regards.

Very truly yours,

Richard J. Morgan, Consultant



August 7, 2008

University of Idaho Board of Regents  
P.O. Box 83720  
Boise, Idaho 83720-0037

Re: Economic Impacts of University of Idaho's  
Proposed Statewide Legal Education Initiative  
(to be considered at the Board Meeting on August 21, 2008)

To the Honorable Regents of the University of Idaho:

I am writing to present for the Board's consideration the results of an economic assessment of the University of Idaho's proposed statewide legal education initiative (which I will hereafter refer to as the "Second Century initiative"). The Second Century initiative calls for the University of Idaho to offer a full (three-year) J.D. program in Boise, as well as in Moscow. This economic assessment of the initiative was completed in August, 2008. It is based on the detailed description of the initiative in the Implementation Plan that the UI has submitted to the Board for consideration at its meeting on August 21, 2008. The attached economic impacts analysis lists other sources of information as well.

By way of background, my name is Steven Peterson, and I am a Research Economist and Instructor in the College of Business and Economics at the University of Idaho. My research expertise is local and regional economic analysis. I have conducted over 30 economic studies in Idaho over the last twenty years, involving nearly every major industry in the state.

In the balance of this letter, I will summarize the highlights of the attached report.

#### Current Economic Assessment

The University of Idaho, College of Law contributes substantially to the local and state economies of Idaho. In FY 2009, the combined college expenditures and law student community spending in Moscow will create a total of \$18.26 million in sales transactions; \$8.41 million in wage and salary earnings; 186 community jobs; and \$718,235 in indirect business tax payments (which are mostly property and sales tax payments, and will hereafter be referred to as such), including the multiplier effects.

For Boise (FY 2009), the UI College of Law creates a total of \$733,419 in sales transactions; \$434,426 in wage and salary earnings; 6 community jobs; and \$19,035 in property and sales tax payments, including the multiplier effects.

In addition to the community economic impacts, lawyers who are graduates of the University of Idaho, College of Law, and who are practicing throughout the state, are generating substantial annual contributions to Idaho's economy. Income (including wage and salary payments) to 2,112 practicing UI alumni attorneys and staff totaled \$149.05 million in FY 2009; which are received from an estimated \$288.68 million in sales transactions for legal services. This economic activity contributes an estimated \$6.40 million in property and sales taxes to Idaho's coffers.

### Economic Assessment: Forecast 2017

A forecast of the economic impacts of the Second Century initiative is included in this analysis for FY 2017, when the Boise branch campus, if approved by the Board, is expected to be fully operational:

For Moscow: The combined college expenditures and law student community spending will create a total of \$18.78 million in sales transactions; \$8.99 million in wage and salary earnings; 181 community jobs; and \$705,014 in property and sales tax payments — all in constant 2008 dollars including the multiplier effects. These forecasted totals exceed the FY 2009 Moscow economic impacts in all measures in real terms (i.e., after adjusting for inflation) except community jobs and property and sales taxes. The modest decrease in community jobs and property and sales taxes is attributable to an adjustment of student enrollment at the Moscow campus from its current level of about 297 students to approximately 250. That adjustment — which is intended to fit the current functional capacity of the Menard Law Building — is more than offset by the favorable impact of an increase in College of Law staff and faculty in Moscow.

For Boise: The combined college expenditures and law student community spending will create a total of \$17.00 million in sales transactions; \$7.64 million in wage and salary earnings; 158 community jobs; and \$677,952 in property and sales tax payments to Idaho's coffers — all in constant 2008 dollars, including the multiplier effects.

In FY 2017, income (including wage and salary payments) to a projected 2,494 practicing UI alumni/ae attorneys in Idaho and staff will total \$186.81 million; which will be received from an estimated \$361.82 million in sales transactions for legal services. This economic activity will contribute an estimated \$8.02 million in property and sales taxes. Compared to FY 2009, this represents an increase in sales transactions (for example) of approximately \$73 million. Of course, this increase in economic activity by an increase in the number of lawyers could presumably occur even if the College of Law did not expand in size. As explained in the University's Implementation Plan, lawyers from outside the state would presumably come into the state and generate this additional economic activity, in the absence (or to the extent there is a shortage) of College of Law graduates to do so. The issue is not whether there will be additional lawyers in 2017 generating additional economic activity. Rather, the issue is whether those additional lawyers will be College of Law graduates — consisting of Idahoans and others who have taken advantage of the affordable, quality education offered by Idaho's public law school.

### Additional One-Time Economic Impacts Related to Facilities Construction/Improvement in Boise and Moscow

During Fiscal Years 2011 through 2013, it is anticipated that the Boise facility (Idaho Law Learning Center) will be constructed and that expansion in improvements to the Menard Law Building in Moscow also will occur. These construction projects will create substantial one-time community economic impacts.

The estimated one-time economic impacts of the Boise facility:

FY 2011: \$702,359 sales; \$246,315 earnings; 6 jobs; \$19,799 property and sales taxes.

FY 2012: \$17.46 million sales; \$6.12 million earnings; 155 jobs; \$492,151 in property and sales taxes.

FY 2013: \$16.86 million sales; \$5.91 million earnings; 150 jobs; \$475,180 property and sales taxes.

The estimated one-time economic impacts of the Moscow Menard Law Building:

FY 2011: \$1.92 million sales; \$638,145 earnings; 17 jobs; \$49,696 property and sales taxes.

FY2012: \$1.79 million sales; \$595,417 earnings; 16 jobs; \$46,368 in property and sales taxes.

Additional Economic Implications of the Second Century Initiative:

- The provision of opportunities for legal education in Idaho builds human capital among Idaho's citizens. The price structure of Idaho public legal education provides an attractive opportunity to Idaho residents, and the College of Law's admissions data indicate that Idaho residents receive a higher percentage of admissions offers from the College of Law than do non-residents. This cost-effective opportunity for in-state graduate education will be more widely available to Idahoans if a branch campus is established in Boise.
- The State of Idaho is a tale of two worlds: One urban — one rural. The economy also reflects two contrasts: One based on agriculture and other natural resource industries and one based on rapidly growing high technology, service industries, tourism, and other emerging industries. These two separate realities and economies reflect the past, present, and future of all of Idaho. The educational opportunities of Idaho need to serve both worlds: Urban and rural. The Second Century initiative serves this need by establishing an urban (Boise) campus in addition to the rural (Moscow) campus.
- Idaho's new high technology and service industries need strong supporting legal services to assist in new start-up companies; to issue new patents and copyrights; make complicated contracts; and to assist in facilitating national and international trade.
- Population and income growth has occurred primarily in the urban regions. Nine of Idaho's 44 counties are classified as urban. They contain approximately 12% of Idaho's land area but have 70% of the state's population, up from 59% in 1969. Much of this growth has been in the Treasure Valley (Boise) which is approximately 300 miles from the UI College of Law in Moscow. In addition, approximately 73% of all personal income is generated from the urban counties, up from 61% in 1969. Having a branch of the UI College of Law in the heart of Idaho's urban center makes economic sense.
- The Boise Branch of the UI College of Law will focus on providing legal educational opportunities to the urban center of the state: the Treasure Valley and much of southern Idaho. However, the Boise branch campus will extend legal education educational opportunities to all Idaho, urban and rural. Total UI College of Law enrollment will rise from approximately 300 students per year to 500 students per year, *statewide*. Thus building a branch campus in Boise will also extend legal educational opportunities to rural Idaho, especially southern rural Idaho.
- An argument has been presented: *Why spend Idaho taxpayer dollars providing law student educational services when you can simply import lawyers from out-of-state?* Answer: By providing educational opportunities to Idaho's residents, the taxpayers are actually increasing the net human capital stock of the economy, building for the future; as opposed to simply supplying a company's operation with the services of an out-of-state lawyer. Further, resident lawyers are more likely to serve the rural regions and poorer urban areas as opposed to out-of-state lawyers. Importing nonresident lawyers will not build Idaho's human capital.
- Another proposal that has been suggested is to allow a private law school to build in Boise rather than expand the UI College of Law. The difficulty with this argument is that the private law

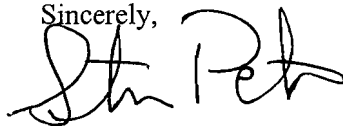
school will likely focus on educating nonresidents who have the means to pay for their services. This will not necessarily build Idaho's human capital.

- Idaho needs educational opportunities. In 2006, Idaho was ranked last in the nation by *The National Center for Public Policy and Higher Education* in college participation rates (portion of young adults attending college), the same ranking as in 1994. Idaho was also ranked below the national average in terms of overall college accessibility. Building Idaho's future depends on increasing and broadening the opportunities for post-secondary education, including graduate education.
- Affordability is a key issue. In 2006, the state of Idaho ranked 45<sup>th</sup> in the nation (including the District of Columbia) in per capita personal income; down from 35<sup>th</sup> place in the nation in 1969. The UI College of Law offers an extremely affordable, quality education, and the Second Century initiative will make this education more available to Idahoans.
- There is a wide disparity in average incomes within Idaho. The state of Idaho's 2006 per capita personal income (PCPI) was 81% (\$29,290) of the U.S. (\$36,714). Boise/Ada County (\$40,445), an urban region, was 110% of the U.S. In contrast for Idaho County, a rural region, the PCPI was 79% (\$23,753) of the state of Idaho, 65% of the U.S., and 59% of Ada County. Extending affordable legal educational opportunities to all of Idaho's citizens requires state support of a law school (UI College of Law). Multiple law campuses will extend opportunities.
- Extending educational opportunities to Idaho residents also promotes fairness. It gives Idaho residents the opportunity for the higher paying occupations, rather than simply importing those individuals and services from out-of-state.

In sum, the College of Law's Second Century initiative makes economic sense and will provide significant economic benefits to benefits to Idaho.

Thank you for considering this submission.

Sincerely,



Steven Peterson  
Research Economist and Instructor  
College of Business and Economics  
University of Idaho

Enclosure: Report: "The Economic Impacts of the University of Idaho College of Law and the Proposed Statewide Legal Education Initiative"

# **The Economic Impacts of the University of Idaho College of Law, and the Proposed Statewide Le- gal Education Initiative,**

**On the Latah County, Ada County, and  
Idaho Economy**

**Sponsored by the University of Idaho**

**Steven Peterson\***  
**Research Economist and Instructor**  
**College of Business and Economics**  
**University of Idaho**  
**Moscow, Idaho**

**August 4, 2008**

### Terms

- **Export activity:** Any product or service whose sales bring money into a community from outside. Sales of wood products to a firm in another state would be an example of export activity. Out of region tourists is another example.
- **Sales:** Total transactions in dollars from direct and indirect economic activity.
- **Wage and salary earnings:** Wage and salary earnings, proprietor's income, and fringe benefits accruing to employees and workers.
- **Value-added (value-output):** This is a local measure of Gross Domestic Product (at the county level). Value added is a measure of total economic net production and activity.
- **Jobs:** Total employment resulting from economic activity. The economic model reports these as full-time and part-time jobs.
- **Indirect taxes:** All taxes generated from economic activity excluding personal and corporate income taxes. These consist of mostly sales taxes and property taxes.
- **Base industries:** Any economic activity that brings money into the local economy from the outside is considered a base industry. For example, Ada County base industries include high-technology companies, medical services, retail services, federal government, as well as other manufacturing and service firms.
- **Nonbase industries:** Any economic activity within a region that support's local consumers and businesses within the base sector, re-circulating incomes generated within the region. These activities include shopping malls that serve the local population, business and personal services consumed locally, and local construction contracts. Nonbase industries support the base industries.
- **Economic impacts:** Economic impacts measure the magnitude or importance of the expenditures of base (export) industries. Our economic model estimates multipliers for each industry. If you have a multiplier of 1.5, for example, every dollar of *base* expenditures creates \$1.5 dollars of new spending in the community. The total multiplier effect has three components: direct spending, indirect spending, and induced spending.
- **Direct spending (effects):** This represents the actual sales, income, and jobs from operations.
- **Indirect effects:** These are the downstream economic effects on sales, income, jobs, and indirect taxes in the regional economy from direct spending. For example, a medical center purchases goods and services in the community, which supports other area businesses. They in turn purchase even more goods and services as the effects ripple through the economy. These are part of the multiplier effects of direct spending.
- **Induced effects:** These are downstream effects of employee and consumer spending on the economy. They are part of the multiplier effects.
- **Full-time equivalent jobs:** The economic model is measuring full-time equivalent jobs. The actual number of workers for any given firm depends on the full-time/part-time worker mix.

# The Economic Impacts of the University of Idaho College of Law, and the Statewide Legal Education Initiative, on Latah County, Ada County, and the Idaho Economy.

## Overview of Study

This is a report of a study titled: The Economic Impacts of the University of Idaho, College of Law and the Proposed Statewide Legal Education Initiative, on Latah County, Ada County, and the Idaho Economy. It is sponsored by the University of Idaho College of Law, initiated in May, 2008, and completed in August, 2008.<sup>1</sup> The author of the study is Steven Peterson, Research Economist and Instructor, College of Business and Economics, University of Idaho. This study expands on a partial analysis of the economic impacts of the College of Law, as a component of an overall 2005 University of Idaho economic impact study.<sup>2</sup>

The University of Idaho, College of Law was founded in 1909 and is Idaho's only law school. It was originally situated in the Administration Building where UI Information Technology Services (ITS) is located today. The college moved into the new Menard Law Building in 1973, its current location.<sup>3</sup>

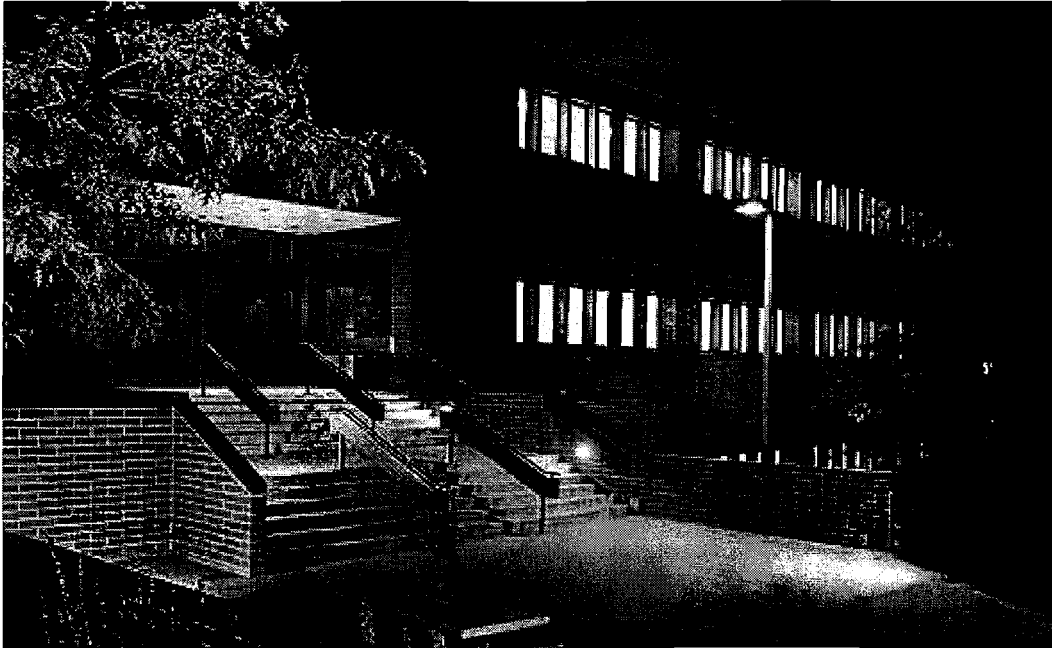
### Purpose of Study

This study analyzes the economic impacts of the University of Idaho (UI) College of Law on local and regional economies of Idaho. It also reports the annual contributions of those practicing attorneys who reside in Idaho and who are UI College of Law alumni/ae on Idaho's economy.

This study also reports a 2017 forecast (eight-year) of the economic impacts of the UI College of Law on local and regional economies of Idaho. It also reports a forecast of the annual contributions of those practicing attorneys residing in Idaho (who are UI alumni/ae) on Idaho's economy in 2017.<sup>4</sup>

This study, including its forecast, is designed to assess the economic impacts of the University of Idaho College of Law currently, as well as under the proposed statewide legal education initiative that is detailed in the document that the University has prepared for the Board of Regents of the University of Idaho. That document is entitled "Bold Minds, Practical Measures: An Implementation Plan for Strengthening Statewide Legal Education," and dated July 24, 2008, for the expansion of the UI College of Law to the Treasure Valley (Boise, Idaho) as a branch campus within the coming decade. It is hoped that the study will provide information to assist in the Second Century decision-making process.

Figure 1



Source: University of Idaho,  
<http://www.law.uidaho.edu/default.aspx?pid=65202>;  
<http://www.lib.uidaho.edu/special-collections/pics/I-162-09.jpg>



## Results: Outputs of Study

### Reporting of Results

The UI College of Law contributes to Idaho's state and local economies in two primary ways (**Figure 2**):

#### FY2009

- 1) Flow of expenditures from the College of Law and law student community spending. These expenditures occur mostly in Moscow, Idaho (Latah County) with some expenditures occurring in Boise, Idaho (Ada County). They constitute the inputs to regional (county) input/output models. These models provide estimations of the economic impacts, including as outputs, the direct, indirect, and induced effects (i.e. the multiplier effects).
- 2) Active attorneys who are alumni/ae of the University of Idaho College of Law and who practice law in Idaho (and their staffs) contribute substantial annual contributions to sales; wage and salary earnings; employment; and property and sales taxes to Idaho's economy.

#### FY2017

- 1) Forecast of FY 2017 flow of expenditures from the College of Law expenditures and law student community spending. These expenditures occur in both Moscow, Idaho (Latah County), and Boise, Idaho (Ada County). They constitute the inputs to regional (county) input/output models. These models provide estimations of the economic impacts, including as outputs the direct, indirect, and induced effects (i.e. the multiplier effects).
- 2) Forecast of active attorneys who are alumni/ae of the University of Idaho, College of Law and who the extent to which are practicing in Idaho (and their staffs) will contribute substantial annual contributions to sales; wage and salary earnings; employment; and property and sales taxes to Idaho's economy.

### Summary Totals

*Summary totals* for FY 2009 and FY 2017 are provided in the results section of this report for the purposes of illustration. Caution should be employed in the interpretation of the totals as the individual components (of the totals) are based on different methodologies in their calculations. The economic impacts are *community based* on Moscow (Latah County) and Boise (Ada County). They represent the outputs of IMPLAN input/output models, formulated on economic base theory. In contrast, the *annual contributions to the Idaho economy by UI College of Law alumni/ae* represent contributions to the Idaho economy from the wage and salary payments of UI College of Law alumni/ae. These are size measures rather than economic

## Figure 2

FY 2009

## Annual Economic Impacts of the UI College of Law Expenditures on Idaho Economies

*Includes the Direct, Indirect, and Induced Effects (i.e. Multiplier Effects)*

Activity FY 2009	Economy	Sales	Earnings	Employment	Taxes
UI College of Law FY 2009	Moscow	\$ 10,147,855	\$ 6,221,716	100	\$ 244,190
Moscow Student Community Spending	Moscow	\$ 8,107,716	\$ 2,185,050	86	\$ 474,044
Moscow (Sub-Total)	Moscow	\$ 18,255,570	\$ 8,406,766	186	\$ 718,235
UI College of Law School FY 2009	Boise	\$ 733,419	\$ 434,426	6	\$ 19,035
<b>Total</b>	<b>All</b>	<b>\$ 18,988,989</b>	<b>\$ 8,841,192</b>	<b>192</b>	<b>\$ 737,269</b>

(Annual) Contributions to the Idaho Economy  
By Attorneys who Graduated from the UI College of Law

Activity FY 2009	Economy	Sales	Earnings	Employment	Taxes
Attorneys (UI College of Law Graduates in Idaho)	Idaho	\$ 253,153,583	\$ 130,705,506	1,588	\$ 5,614,669
Legal Services Support (Law Offices)	Idaho	\$ 35,524,067	\$ 18,341,400	524	\$ 787,885
<b>Total</b>	<b>Idaho</b>	<b>\$ 288,677,650</b>	<b>\$ 149,046,906</b>	<b>2,112</b>	<b>\$ 6,402,554</b>
<b>Grand Total (FY 2009)*</b>	<b>Idaho</b>	<b>\$ 306,933,220</b>	<b>\$ 157,453,672</b>	<b>2,298</b>	<b>\$ 7,120,788</b>

FY 2017

## Annual Economic Impacts of the UI College of Law Expenditures on Idaho Economies

*Includes the Direct, Indirect, and Induced Effects (i.e. Multiplier Effects)*

Activity FY 2017	Economy	Sales	Earnings	Employment	Taxes
UI College of Law FY 2017	Moscow	\$ 11,429,453	\$ 7,007,472	103	\$ 275,029
Moscow Student Community Spending	Moscow	\$ 7,354,152	\$ 1,981,963	78	\$ 429,985
Moscow (Sub-Total)	Moscow	\$ 18,783,605	\$ 8,989,435	181	\$ 705,014
UI College of Law School FY 2017	Boise	\$ 8,810,280	\$ 5,218,587	69	\$ 228,658
Boise Student Community Spending	Boise	\$ 8,190,949	\$ 2,418,487	89	\$ 449,294
Boise (Sub-Total)	Boise	\$ 17,001,229	\$ 7,637,074	158	\$ 677,952
<b>Total</b>	<b>All</b>	<b>\$ 35,784,834</b>	<b>\$ 16,626,509</b>	<b>339</b>	<b>\$ 1,382,966</b>

FY 2017 (Annual) Contributions to the Idaho Economy  
By Attorneys who Graduated from the UI College of Law

Activity FY 2009	Economy	Sales	Earnings	Employment	Taxes
Attorneys (UI College of Law Graduates in Idaho)	Idaho	\$ 317,292,052	\$ 163,820,784	1,875	\$ 7,037,190
Legal Services Support (Law Offices)	Idaho	\$ 44,524,371	\$ 22,988,339	619	\$ 987,502
<b>Total</b>	<b>Idaho</b>	<b>\$ 361,816,423</b>	<b>\$ 186,809,123</b>	<b>2,494</b>	<b>\$ 8,024,692</b>
<b>Grand Total (FY 2017)*</b>	<b>Idaho</b>	<b>\$ 397,601,257</b>	<b>\$ 203,435,632</b>	<b>2,833</b>	<b>\$ 9,407,658</b>

\* Summary totals are provided for the purposes of illustration. See *Summary Totals* in the report for methodology.

impacts. From these payments, the sales and indirect business taxes are estimated using industry ratios.

An additional word of caution is necessary when reviewing the forecasted increase, between 2009 and 2017, of annual contributions to the Idaho economy by attorneys who have graduated from the UI College of Law and who practice in Idaho. We do not mean to imply that this forecasted increase of sales, earnings, and employment will occur only if the College of Law's proposed expansion takes place. To the contrary, if this increase were not generated by additional College of Law graduates, it could presumably be generated by additional lawyers who graduate from other law schools coming into the state. Thus, the question is simply whether or not this forecasted increase in economic activity will be generated by Idahoans and others who have taken advantage of the affordable, high-quality public legal education provided by the College of Law.

The Idaho Law Learning Center and UI Boise Branch Campus: Construction Economic Impacts (Figure 3)

As part of the Second Century initiative, the UI College of Law's Boise campus would be housed in a new facility in the proposed "Idaho Law Learning Center". It will provide an expanded and improved state law library in Boise. There are two alternatives under consideration: 1) The construction of a new building east of the Supreme Court, or 2) renovating the Capitol Annex (i.e. the old Ada County Courthouse) that is situated between the Supreme Court and the Statehouse in Boise. The construction would occur in the years FY 2011 to FY2013. The majority of the construction expenditures would occur in FY2012 -FY2013. These are "one time" economic impacts and although calculated and reported, they are not included in the overall economic impact totals.

The Menard Law Building in Moscow will also undergo renovation as part of the Second Century initiative. These are also "one time" expenditures; they will occur primarily in FY 2011 and FY 2012.

Results of Study: FY2009

1) FY2009 Total Annual Economic Impacts from Flow of College of Law Expenditures and Law Student Spending:

\$18.99 million in sales; \$8.84 million wage and salary earnings; 192 jobs; and \$737,269 in property and sales taxes (indirect business taxes).

Sales are defined as the total market transactions and payments (in dollars) from the economic activity associated with the UI College of Law (law student community spending is also included in these expenditures). Earnings are defined throughout this analysis as the *wage, salary, sole proprietors' income, and fringe benefits* accruing to employees from the

flow of expenditures. Jobs are defined as the full-time and part-time employees dependent on the stream of the College of Law expenditures. Finally, the economic activity of the UI College of Law creates a significant amount of property and sales taxes, which represent the majority of the indirect business tax measure that is estimated from the College of Law expenditures. The reported results are economic impacts, include the direct expenditures of the UI College of Law and the community spending of law students. They also include the backward linkages, the estimated College of Law expenditures spending in the local economy; and the induced impacts, the employee and consumer spending in the local economy.

Sub-Totals Annual Economic Impacts from Flow of Program Expenditures:

- a) College of Law (Moscow): \$10.15 million sales; \$6.22 million earnings; 100 jobs; \$244,190 property and sales taxes.
- b) Law Student Spending- Outside the UI (Moscow): \$8.11 million sales; \$2.19 million earnings; 86 jobs; \$474,044 in property and sales taxes.
- c) College of Law (Boise): \$733,419 sales; \$434,426 earnings; 6 jobs; \$19,035 property and sales taxes.

2) Annual Contributions to the Idaho Economy from Active College of Law Alumni/ae Attorneys and staff:

Sub-Total (Statewide): \$288.68 million sales; \$149.05 million earnings (including *wage, salary, sole proprietors' income, and fringe benefits* accruing to employees); 2,112 jobs; \$6.4 million property and taxes.

- a) UI College of Law Alumni/ae Attorneys Actively Practicing in Idaho (Statewide): \$253.15 million sales; \$130.71 million earnings; 1,588 jobs; \$5.6 million property and taxes.
- b) Office Support (Statewide) for These Attorneys: \$35.52 million sales; \$18.34 million in earnings; 524 jobs; \$787,885 property and taxes.

Grand Total 2009 College of Law Economic Impacts and Contributions to Idaho's Economy: \$306.9 million sales; \$157.45 million earnings; 2,298 jobs; \$7.12 million property and taxes.

Results of Study: FY2017

1) FY 2017 Forecasted Total Annual Economic Impacts from Flow of College of Law Expenditures and Law Student Spending:

\$35.78 million in sales; \$16.63 million wage and salary earnings; 339 jobs; and \$1.38 million in property and sales taxes (indirect business taxes).

Sub-Totals Annual Economic Impacts from Flow of Program Expenditures:

a) College of Law (Moscow): \$11.43 million sales; \$7.0 million earnings; 103 jobs; \$275,029 property and sales taxes.

b) Law Student Spending- Outside the UI (Moscow): \$7.35 million sales; \$1.98 million earnings; 78 jobs; \$429,985 in property and sales taxes.

*Total Moscow: \$18.78 million sales; \$8.99 million earnings; 181 jobs; \$705,014 in property and sales taxes. These forecasted totals exceed the FY2009 Moscow economic impacts in all measures in real terms (i.e. after adjusting for inflation) except jobs (which is slightly less due to modest adjustments in law student enrollment on the Moscow campus).*

c) College of Law (Boise): \$8.81 million sales; \$5.22 million earnings; 69 jobs; \$228,658 property and sales taxes.

d) Law Student Spending- Outside the UI (Boise): \$8.19 million sales; \$2.42 million earnings; 89 jobs; \$449,294 in property and sales taxes.

*Total Boise: \$17.00 million sales; \$7.64 million earnings; 158 jobs; \$677,952 in property and sales taxes.*

2) Annual Contributions to the Economy from Active College of Law Alumni/ae Attorneys who practice law in Idaho (and their staff):

Sub-Total (Statewide): \$361.82 million sales; \$186.81 million earnings (including wage, salary, sole proprietors' income, and fringe benefits accruing to employees); 2,494 jobs; \$8.02 million property and taxes.

a) College of Law Alumni/ae Attorneys who Practice Law in Idaho (Statewide): \$317.29 million sales; \$163.82 million earnings; 1,875 jobs; \$7.04 million property and taxes.

b) Office Support for those Attorneys (Statewide): \$44.5 million sales; \$22.98 million in earnings; 619 jobs; \$987,502 property and sales taxes.

Grand Total 2017 College of Law Economic Impacts and Contributions to Idaho's Economy: \$397.60 million sales; \$203.44 million earnings; 2,833 jobs; \$9.41 million property and taxes.

Idaho Law Learning Center and UI College of Law Branch Campus Construction Economic Impacts (One Time Impacts Not Included in Previous Totals)

Fiscal Year 2011: \$702,359 sales; \$246,315 earnings; 6 jobs; \$19,799 property and sales taxes.

Fiscal Year 2012: \$17.46 million sales; \$6.12 million earnings; 155 jobs; \$492,151 in property and sales taxes.

Fiscal Year 2013: \$16.86 million sales; \$5.91 million earnings; 150 jobs; \$475,180 property and sales taxes.

Menard Law Building in Moscow Renovation

Fiscal Year 2011: \$1.92 million sales; \$638,145 earnings; 17 jobs; \$49,696 property and sales taxes.

Fiscal Year 2012: \$1.79 million sales; \$595,417 earnings; 16 jobs; \$46,368 in property and sales taxes.

Figure 3

One Time Economic Impacts of the UI Law Facility Construction (Boise and Moscow)

Year	Economy	Sales	Earnings	Employment	Taxes
Year FY 2011	Boise	\$ 702,359	\$ 246,315	6	\$ 19,799
Year FY 2012	Boise	\$ 17,458,635	\$ 6,122,683	155	\$ 492,151
Year FY 2013	Boise	\$ 16,856,613	\$ 5,911,556	150	\$ 475,180
Year FY 2011	Moscow	\$ 1,919,886	\$ 638,145	17	\$ 49,696
Year FY 2012	Moscow	\$ 1,791,337	\$ 595,417	16	\$ 46,368

## **Methodology and Inputs to Study** **(Budgets, Expenditures, and Personnel)**

### Methodology and Data for the Calculation of the Economic Impacts

The UI College of Law supplied the primary financial and facility use data for the years FY 2008- FY 2017. This data included revenues and expenditures of the current law school operations and the projected forecasts of future operations. The economic impact assessment focuses on two years: FY 2009 and FY 2017 which best represent the current and future economic impacts of the UI College of Law (before and after the new branch campus is built and situated in Boise). The majority of the “inputs” for the economic impacts of the law school are derived from these budgets

UI College of Law currently has an approximate \$8.01 million dollar operating budget (FY 2008). It is projected to grow to \$14.0 million in constant 2008 dollars by FY 2017. Currently, virtually all of the expenditures originate from the Moscow campus. By FY 2017 approximately 60% of the expenditures will originate from the campus in Moscow and 40% will originate from the campus in Boise. A summary of the budget forecasts in constant 2008 dollars can be seen in Figure 4 and Figure 5. Approximately 64%-65% (depending on the year) of all expenditures are in wages, salaries, and fringe benefits. The library budget is approximately 11% to 12% of total expenditures. Student aid represents 10% to 11% of total expenditures. The remaining expenditures are allocated to faculty and administrative travel, supplies and equipment, student and faculty functions, and various capital expenditures.

In addition to the yearly operating budgets, there is a large capital (construction) project for the fiscal years 2011-2013 to construct the Idaho Law Learning Center (and the UI College of Law Boise campus). There are two alternatives: 1) Building a new facility, or 2) remodeling an existing facility. The approximate budget for the project is \$29-\$30 million dollars, although this estimate could change depending on the final plans of the new facility. The majority of the construction expenditures are expected to occur in 2012 and 2013. Given that these plans are not yet finalized, the “confidence interval” for the construction impacts could vary considerably.

In addition to the construction in Boise, construction will occur on the Moscow campus, as the Menard law facility is modestly expanded to make it fully functional for 21st century legal education needs and to maintain competitiveness with peer law schools. These construction plans for Moscow, like those for Boise, are not yet finalized.

The total direct employment of the UI College of Law is 45 employees (FY2009). This total *does not* include employment counted elsewhere in the UI originating from the College of Law expenditures, employment from outside vendors. In FY 2017 the Mos-

Figure 4

**University of Idaho Current Operating Budget and Projected Forecasts  
FY 2008 to 2017 in Constant 2008 Dollars**

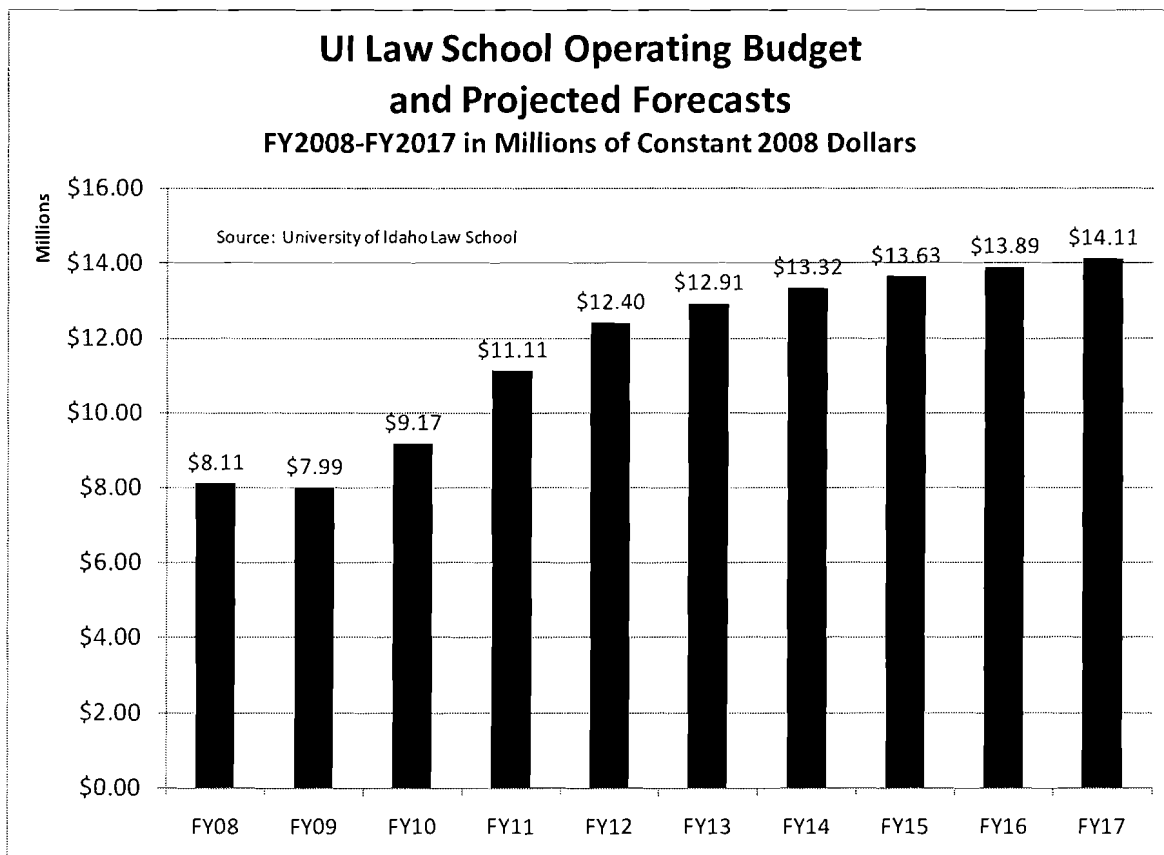
	FY08	FY 09	FY 10	FY 11	FY 12
Revenues	\$8,106,678	\$7,989,266	\$9,116,581	\$10,996,139	\$12,620,712
Expenses	\$7,589,632	\$7,608,519	\$8,751,123	\$11,366,022	\$12,837,252
Net Operating Revenues for FY	\$517,045	\$380,746	\$365,457	(\$369,883)	(\$216,541)
Reserve Carry forward	\$517,045	\$897,792	\$1,263,249	\$893,366	\$676,825

	FY 13	FY 14	FY 15	FY 16	FY 17
Revenues	\$13,130,616	\$13,541,956	\$13,844,314	\$14,106,573	\$14,034,075
Expenses	\$13,662,514	\$13,543,486	\$13,743,883	\$13,950,447	\$14,020,045
Net Operating Revenues for FY	(\$531,898)	(\$1,530)	\$100,430	\$156,126	\$14,030
Reserve Carry forward	\$144,927	\$143,397	\$243,828	\$399,954	\$413,983

Source: University of Idaho Law School

Figure 5





cow campus will employ an estimated 49 direct employees, and the Boise campus will employ 49 direct employees, for a total of 94 direct employees.

#### Methodology and Data for Contributions to the Idaho Economy

Idaho has approximately 3,159 active practicing attorneys (or a total 5,069 including inactive and out-of-state attorneys). There are 1,985 total UI College of Law graduates (alumni/ae) who live or work in Idaho (or both), including inactive attorneys and 1,588 active, practicing, alumni/ae attorneys in Idaho; Those 1,588 practicing alumni/ae represent approximately 50% of all practicing attorneys in Idaho. It is estimated that the average attorney in Idaho makes approximately \$68,590 per year in income. If we attach a 20% fringe benefit rate the “employer cost” is \$82,308. Annual gross wages and salaries for all UI College of Law alumni/ae practicing in Idaho is approximately \$130.71 million ( $\$82,308 * 1,588$ ).<sup>5</sup>

The Bureau of Labor Statistics provided a check for the average attorney salary used in this analysis. They estimated the annual wage of attorneys in Idaho at \$92,950 (not including fringe benefits) and \$73,950 for all legal occupations including paralegals, court reporters, etc.<sup>6</sup> The Idaho State Bar Association did a survey of its membership in 2006. Of the respondents, 48% made less than \$75,000, and another 26% made between \$75,000 and \$125,000 (not including fringe benefits). In addition, the Idaho Chapter of the Association of Legal Administrators conducted a 2005 survey of Boise (Treasure Valley) law firms. They found that the average salaries for a partner track associate were approximately \$70,000 for private law firms (not including fringe benefits). On the lower end of wage estimations, the U.S. 2002 Economic Census (2002) estimated the average compensation of Idaho attorneys at approximately \$41,000, which appears to be quite low, even for 2002.<sup>7</sup> Thus the wage estimates utilized in this analysis fall within known averages in Idaho. *Note: The magnitude of these estimations are a function of (and sensitive to) the assumed average attorney salary and average salary of the support staff.*

Using parameters from the Idaho IMPLAN input/output model, the total sales needed to generate the wage and salary earnings of UI College of Law alumni/ae who are practicing attorneys are estimated. The IMPLAN sales/earnings ratio for legal services is 1.9368. The total sales created annually by these alumni is \$253.1 million ( $1.937 * \$130.7$  million).

The indirect business taxes (mostly property and sales taxes) are estimated using the same process. The sales-to-indirect business tax ratio for legal services is 0.022. The annual indirect business taxes generated by practicing UI alumni/ae attorneys are \$5.6 million ( $0.022 * \$253.1$  million sales).<sup>8</sup>

#### Attorney Office Support

Estimations of attorney support personnel are between 1/3 and 1 office support personnel per lawyer (from surveys and government data). This study employs a ratio of 0.33 support personnel for each attorney, to be conservative. These include clerical help, paralegals, accounting services, etc., totaling 524 personnel ( $1,588$  UI Alumni attorneys  $* 0.33$ ). The average

annual salary for support personnel is conservatively estimated at \$35,000 including fringe benefits or \$29,167 without fringes. The total wage and salary earnings of the support personnel are \$18.34 million dollars ( $\$35,000 * 524$ ). Using the appropriate IMPLAN ratios, total sales created by the support personnel are estimated at \$35.5 million and the indirect business taxes are \$787,885.<sup>9</sup>

### Student Spending

There are 297 law students at the UI. They are typically in their early twenties, seeking a post-bachelor's degree, and can be categorized as nontraditional students. Many have spouses, some with children. Thus, the average living cost is higher than the typical college student. The average yearly law student expenditures (excluding fees and tuition) for living expenses used in this analysis is \$19,107 per student or a total of \$5.67 million per year ( $297 * \$19,107$ ). In comparison, the University of Idaho estimates the average annual undergraduate expenditures of \$12,738 and \$15,838 for law students (excluding fees and tuition).<sup>10</sup> Some recent analyses suggest that this may understate the true annual student expenditure average, especially for nontraditional students.<sup>11</sup>

### Forecast 2017

The Second Century initiative calls for the construction of a branch College of Law campus at Boise. An eight-year forecast was conducted to estimate the future economic impacts and contributions of the UI College of Law on the Idaho economy (FY 2009-FY 2017). The forecast year for analysis was 2017, when the Boise program will be in full operation.

### Forecasts for Economic Impact Estimations

Enrollments at Boise will increase steadily, reaching 250 students in 2017. Total enrollment will reach 500 students in 2017 for both campuses combined. It is assumed that student spending will rise at a little less than 1% per year in real terms for eight years (or 7.758% cumulative).<sup>12</sup> Annual per student spending will rise to from \$19,107 (FY 09) in real terms to \$20,589 (FY 17). Across all students it will sum to 5,147,342 ( $\$20,589 * 250$ ) for each campus community or \$10,294,685 total.

Total UI College of Law revenues will increase from approximately \$8.01 million in FY 2008 to \$14.0 million in real terms by FY 2017. About 60% of the revenues/expenditures will occur in Moscow, and 40% in Boise in 2017. The budget projections are in real dollars (constant 2008 dollars) and the economic impacts are reported in real 2008 dollars. It is important to remember that in 2017, the actual reported budgets will be nominal dollars (with inflation included).

### Forecasts: Contributions of UI College of Law Alumni to the Idaho Economy

We estimate the total number of UI College of Law alumni/ae who are active Idaho attorneys in 2017. We begin by examining the growth rate of all Idaho active attorneys over the last several decades.

Historically, the total number of active attorneys in Idaho grew from 1,097 in 1976 to 3,159 in 2008 (over 32 years), which is an approximate annual growth rate of 3.4%. Applying this growth rate over the next 8 years, by FY 2017 Idaho will have approximately 4,115 active attorneys. Subtracting (4,115 - 3,159 current attorneys), Idaho will have 956 new attorneys in 8 years.

If we assume that 30% of these new attorneys will UI College of Law alumni, (956 \* 30%), the UI will add 287 UI lawyers to Idaho by FY 2017. The 30% figure is conservative. It reflects that, in 2005, 30% of the people newly admitted to the Idaho bar were UI College of Law graduates. Under this proposal, that 30% figure would rise as the College of Law expanded by establishing a Boise campus that, together with the Moscow campus, would have a total of about 500 students in the three-year J.D. program and would graduate approximately 150-155 students each year. (Currently, the College of Law graduates 90-100 students each year.) Adding these new 287 additions to the 1,588 existing lawyers, produces a total of 1,875 graduate attorneys practicing in Idaho by 2017. This represents a cumulative 18% growth rate  $((1,875-1,588)/1,588)$ .<sup>13</sup>

It was assumed that wage and salary earnings by UI practicing attorneys would grow in real terms by 0.75% per year over the forecast period (or 6.16% cumulative in eight years). Average earnings per attorney will rise from \$82,308 (FY 09) to \$87,378 (FY 17).

The increase in UI alumni attorneys (by 2017) will also increase the support personnel to 619 (1,875 \*.33). Their average salary will also increase a cumulative 6.16% over the forecast period (\$35,000 FY09 to \$37,156 FY17).

### Economic Models

The study employed IMPLAN economic input/output models. County models were constructed for Ada County (Boise) and Latah County (Moscow). Price indexes were applied to adjust the data to FY2009. For a mathematical discussion of the economic models see: M. C. Guaderrama, N. Meyer, and R. G. Taylor, *Developing Coefficients and Building Input–Output Models*.<sup>14</sup>

The 2017 forecasts are made with existing IMPLAN models. This assumes that the economy maintains the same structure, and thus the same multipliers. The magni-

tude of these multipliers could change if the structure of the economy changes over the forecast period.

### Economic Base Theory

The economic impact analysis portion of this study is founded on economic base theory. A county economy has two types of industries: base industries and nonbase industries. Any economic activity that brings money into the local economy from the outside is considered a base industry (also defined as an export industry). Firms providing services or selling goods to individuals living outside the region's trade center, such as educational and legal services, are included in the region's base and are export industries. Payments from state and federal governments (including Social Security, Medicare, university funding, and welfare payments) are sources of outside income to businesses and residents. These are counted as part of the economic base.

Nonbase industries are defined as economic activity within a region that support local consumers and businesses within the base sector. They re-circulate incomes generated within the region from the base industries. Such activities include shopping malls that serve the local population, business and personal services consumed locally, and local construction contracts. Nonbase industries support the base industries.

Economic base analysis is important for identifying the vital export industries of a region. Nonbase industries, on the other hand, are important for keeping money within a region and stimulating local economic activity for residents. In this respect, nonbase industries can function in the same manner as an export industry. The substitution of local services for an imported service represents an increase in the demand for local business services. Keeping income in the community enhances the multiplier effects of the export industries. The overall effect of import substitution can be viewed as an analogous increase in demand for an export industry. Ultimately, however, nonbase industries depend on the base industries for their survival.

### Defining Economic Impacts

Economic impacts measure the magnitude or importance of the expenditures of basic (export) industries. Our economic model estimates multipliers for each industry. Suppose you have a (hypothetical) multiplier of 2.0. Every dollar of direct expenditures creates \$2.00 dollars of total new spending in the community economy.

Impacts are apportioned into two levels. The first level is the direct impact of expenditures on each respective county economy – the jobs, payroll and earnings, and sales that are directly created by the export businesses. The second is comprised of two parts: a) the impacts on other regional businesses that provide goods or services to the College of Law – the indirect impacts - and b) the effect of employee and related consumer spending on the economy -- the induced impacts. The indirect and induced impacts are the so-called "ripple" or multiplier effects of the exports of each respective economy.

### Multipliers

The IMPLAN models generate multipliers for each respective industry. Overall, the average sales (output) multiplier for Boise (Ada County) model was 2.25. The average sales (output) multiplier for Moscow (Latah County) was 1.71. The magnitudes of these multipliers are within economic standards for economies of their respective economic size and composition.

## Notes

<sup>1</sup> The author is solely responsible for the findings of this study and they do not necessarily reflect the views of the University of Idaho or any other individuals or organizations.

<sup>2</sup> Peterson, Steve, Jim Nelson and Ismail Genc, “The Economic Impacts of the University of Idaho on Idaho’s Economy (by County and by College)” Sponsored by the University of Idaho, March 2005.

<sup>3</sup> Menard Law Building, Completed in 1972-1973. Picture: UI Law College.

<sup>4</sup> “State Board Receives Update on Development of “Second Century” Plan,” ‘First Monday’, University of Idaho College of Law, July 7, 2008, < <http://www.law.uidaho.edu/default.aspx?pid=%20107996#state>>.

<sup>5</sup>  $\$130,705,506 = (\$82,308.25 * 1,588)$ .

<sup>6</sup> U.S. Department of Labor, Bureau of Labor Statistics, May 2007, State Occupational Employment and Wage Estimates, Idaho <[http://www.bls.gov/oes/current/oes\\_id.htm#b23-0000](http://www.bls.gov/oes/current/oes_id.htm#b23-0000)>

<sup>7</sup> Diane Minnich, Idaho State Bar Association, per email correspondence, 7/10/2008.  
Also: 2002 Economic Census, U.S. Department of the Commerce, Bureau of the Census, <[http://www.census.gov/econ/census02/data/id/ID000\\_54.HTM](http://www.census.gov/econ/census02/data/id/ID000_54.HTM)>.

Note: Government databases (Bureau of Economic Analysis, U.S. Department of Commerce) were used as a comparison and a check to the estimation of the annual contributions of active UI alumni/ae attorneys practicing in Idaho and staff: Gross State product *for legal services* (GSP) in Idaho (2006) was \$341 million. Estimated 2008 GSP for legal services is \$383 million, applying the average recent growth rate. Fifty percent of GSP from active UI alumni/ae attorneys practicing in Idaho and their staff equals- \$191 million. Applying an IMPLAN sales-to-value added ratio of 1.49 equals \$285 million in sales in FY 2009.

<sup>8</sup> More specifically:  $1.936824163 * \$130,705,506 = \$253,153,583$ . The IMPLAN sales-to-earnings ratio was calculated by: [sales/(wage and salary earnings + proprietor’s income)]

<sup>9</sup>  $524 \text{ support personnel} * \$35,000 = \$18,341,400$ . Wage and salary earnings;  $\$18,341,400 * 1.936824163 = \$35,524,067$  sales;  $\$35,524,067 * 0.022178904$  (sales to indirect business tax ratio) = \$787,885 indirect business taxes.

<sup>10</sup> University of Idaho.

<sup>11</sup> Peterson, Steve, et al., “The Economic Impacts of the University of Idaho on Idaho’s Economy.” It was found in this study that the estimates of student spending have a wide confidence interval. Students typically do not keep accurate records of their spending which creates problems in surveys of student spending. Op. cit.

<sup>12</sup> 0.938% per year, an estimate derived from previous work.

<sup>13</sup> One limitation to this analysis is that the current active attorneys that retire between FY2009 to FY2017 (the next 8 years) are not factored into the analysis. However, the growth rates employed in the analysis are likely to be lower than the actual growth rates over the next 8 years. In addition the UI College of Law will be increasing its enrollment to 500 students over this period of time.

<sup>14</sup> M. C. Guaderrama, N. Meyer, and R. G. Taylor, Developing Coefficients and Building Input–Output Models, University of Idaho Department of Agricultural Economics and Rural Sociology, September 2000.

See also: Miller, Ronald E., and Peter D. Blair. 1985. Input-Output Analysis: Foundations and Extensions. Englewood Cliffs, NJ: Prentice-Hall.

Minnesota IMPLAN Group, Inc. (1999). IMPLAN Professional User’s Guide, Analysis Guide, and Data Guide. MIG, Inc., Stillwater, Minnesota.

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THE STATE OF IDAHO  
SUPREME COURT



LINDA COPPLE TROUT  
JUSTICE (Ret.)

SUPREME COURT BUILDING  
P.O. BOX 83720  
BOISE, IDAHO 83720-0101

August 7, 2008

Don Burnett  
Dean, University of Idaho College of Law  
PO Box 442321  
Moscow, Idaho 83844-2321

RE: Submission of Second Century Plan

Dear Dean Burnett,

It is my pleasure to have the opportunity to comment, as Chair of the University of Idaho College of Law Advisory Council, on the College of Law Second Century Plan being submitted for consideration by the Board of Regents. It is my hope that this letter, indicating the continuing support of the Council, may be submitted and considered by the Board at the August 21, 2008 meeting.

Quality and accessibility of legal education in Idaho are matters of paramount interest to the Law Advisory Council. The Council brings to these subjects the perspectives of judges, private practitioners, public sector attorneys and businesspeople, most of whom are alumni of the College and all of whom share a commitment to the College's future. The Council has been pleased to take an active role in the College's strategic planning for a "second century" of legal education in Idaho, which will begin in 2009.

The Council began a long period of intensive study of strategic planning issues at a time when attorney Tim Hopkins from Idaho Falls chaired the Council. At a meeting on October 22, 2007, the Council concluded (with no dissenting votes) that Idaho's future needs would best be served by developing a two-location model of legal education in which the Juris Doctor degree would be offered at Boise as well as in Moscow. We realized that there can be no perfect solution to challenges posed by Idaho's diverse geography and growing needs, but we came to a very strong consensus and recommendation that the two-location approach offers the greatest advantages to our students and our state.

Accordingly, on October 29, 2007, on behalf of the Council, I wrote a letter (a copy of which is attached) explaining that our recommendation was based on the following conditions:

- \* That the University Administration has committed its best efforts to provide, and will vigorously support the College of Law in obtaining, the resources necessary to achieve high quality at both the Moscow and Boise locations.
- \* That the College and the University will craft a business plan that addresses current and future needs of the College of Law at Moscow as well as at Boise.
- \* That the Boise location will be developed as a satellite or branch in phases consistent with accreditation standards, the overall adequacy of resources, and the depth and quality of the student applicant pool.

Since writing that letter, I have presented the Council's position to the Board of Regents in April, and Council members have been closely involved this year in developing a plan to implement the two-location concept. I am pleased to say that the plan development process has been exceptionally thorough and rigorous. The resulting document ("Bold Minds, Practical Measures: An Implementation Plan for Strengthening Statewide Legal Education") is very detailed and is entirely consistent with the conditions expressed by the Law Advisory Council in making our recommendation. In particular:

- \* The plan reflects the University Administration's strong continuing commitment to the College of Law. This commitment, declared during the planning process by former President Tim White, has been emphatically re-affirmed by current President Steve Daley-Laursen.
- \* The plan contains a detailed timeline and carefully constructed set of financial projections, addressing current and future needs at both Moscow and Boise. The plan underscores and protects the pivotal role of Moscow in Idaho's legal education future.
- \* The plan addresses the applicable accreditation standards, the resource needs of both locations and the enhanced applicant pool that will be attracted by the two-location law school. The plan will strengthen the College of Law and will enable the University to serve the state more fully.

On behalf of the Law Advisory Council, I urge the State Board to approve the plan, enabling the College of Law to move forward.

Before I conclude my comments, I also want to address one issue about which I have heard concerns expressed, and that is, "whether Idaho needs more lawyers." First, the underlying concern seems to be more about the number of lawsuits than about the number of lawyers. The two are not the same. Despite media coverage of lawsuits, the courts are experiencing an overall decline in civil litigation, especially in cases that actually go to trial. This is due, at least in part, to increasing effectiveness of mediation and other dispute resolution mechanisms.

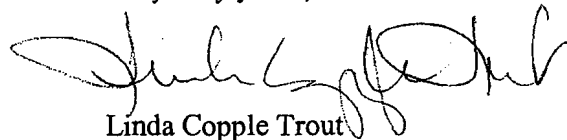
Don Burnett  
August 7, 2008  
Page 3

Second, the number of lawyers in Idaho, or any state, is a function of the market for legal services in that state. If Idaho limits its own legal education opportunities, lawyers will come to Idaho from elsewhere. As the plan document notes, the College of Law has not grown substantially for 35 years, despite the fact that Idaho's population has doubled during that same period. One result is that approximately 70% of Idaho's new lawyers are now receiving their legal education at out-of-state schools, where tuition and debt loads are generally higher. Surveys have shown that providing legal education opportunities in both Moscow and Boise would appeal to a significantly larger group of prospective law students, enabling both residents and non-residents to attend the University of Idaho and graduate with a strong background in Idaho law, an orientation toward pro bono service and a more manageable debt load.

Third, the number of law graduates does not equate to the number of practicing lawyers, which, in turn does not equate to the number of attorneys bringing lawsuits. A law degree demonstrates a tested ability to think and reason and is an excellent springboard to many different career opportunities. As noted in the College's plan document, students today seek the benefits of a legal education for many career reasons. Even those who do go into practice are increasingly engaged in business transactions, other non-litigation services, and various forms of law-related public service.

The College of Law is, and should remain, rooted in Moscow; however, it cannot remain competitive, nor can it fully serve a statewide mission, if it remains solely in Moscow. Providing an affordable legal education would be enhanced, and the state's century-long investment in the College of Law in Moscow would be secured, by linking the College's land-grant location with a metropolitan location. After thoughtful study and consideration, the Law Advisory Council remains fully supportive of the two-location approach and strongly endorses the plan being submitted for consideration by the State Board. We appreciate very much the countless hours and effort that this plan reflects and we stand ready to assist in this exciting vision for the College's second century.

Very truly yours,



Linda Copple Trout

LCT/jrj  
enclosure

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THE STATE OF IDAHO  
SUPREME COURT



LINDA COPPLE TROUT  
JUSTICE (Ret.)

SUPREME COURT BUILDING  
P.O. BOX 83720  
BOISE, IDAHO 83720-0101

October 29, 2007

Don Burnett  
Dean, University of Idaho College of Law  
PO Box 442321  
Moscow, ID 83844-2321

**Re: College of Law Advisory Council Recommendations**

Dear Dean Burnett,

In my role as chair of the University of Idaho College of Law Advisory Council, I have been asked to send a letter memorializing the thoughts and recommendation of the Council as an outcome of our recent meeting in Moscow on October 22, 2007. We are well aware that the College of Law will celebrate its centennial in 2009, and is currently engaged in strategic planning for its "second century." The Law Advisory Council has been closely involved in this effort and is very grateful for the opportunity to participate in this process and to have its views considered.

Before discussing the recommendation of the Council, some introductory comments and thanks are appropriate. First of all, to the Dean and the faculty of the College of Law, we are very appreciative of the extraordinary efforts and hours devoted to this project. We congratulate all of you on your hard work throughout this past year in developing the strategic planning issues and in providing detailed, expert analyses of them. We also appreciate the data gathered by, and the insights received from, the consultants engaged by the College of Law. The depth and breadth of Dean Richard Morgan's experience gave us a national perspective on the strategic planning issues.

We also wish to thank President White, Provost Baker, and the other members of their leadership team for recognizing the importance of these issues, for participating in key discussions during the year, and for bringing their valuable perspectives to the Council meeting on October 22. Their participation on behalf of the Administration of the

University of Idaho helped to inform our discussions about the importance of the College of Law's presence on the University campus.

As a result of these meetings and discussions, we reaffirm that the College of Law is a critical part of Idaho's land-grant university and of the university community in Moscow. The University of Idaho's exclusive statewide mission in legal education, as prescribed by the Board of Regents/State Board of Education, is fundamentally important to – and an institutional responsibility of – the University. We are also mindful that the College of Law must continue to be responsive to the needs of the Idaho Bench and Bar as key members of our constituency.

In order to continue fulfilling its statewide mission, the University must take account of rapid growth and changes in Idaho, as well as emerging trends in American legal education. The status quo will not be adequate in the "second century" of the College of Law, as it prepares its students to provide guidance, advice and knowledge in an expanding global and highly complex environment. Students at the College of Law need and deserve an education which will provide a solid basis from which they can face a vast array of career and life challenges in Idaho as well as throughout the country.

With these considerations in mind, and after extensive thought and discussion, the Law Advisory Council recommends that the College of Law and the University of Idaho create, and take to the State Board, a proposal that expresses a bold vision of high-quality legal education in Idaho. This education should be delivered by the University of Idaho at Moscow and at Boise, with courses of study leading to the J.D. degree at both locations. The locations may offer different emphases within an overall curriculum shaped by a unified faculty in the College of Law, and administered as an integral part of the University of Idaho. Planning for the Boise location should include continued exploration of possible collaboration between the College and the Idaho Supreme Court in an "Idaho Law Learning Center."

In making this recommendation, the following conditions are critical to the Council's understanding and support:

- \* The University Administration has committed its best efforts to provide, and will vigorously support the College of Law in obtaining, the resources necessary to achieve high quality at both the Moscow and Boise locations.
- \* The College and the University will craft a business plan that addresses current and future needs of the College of Law at Moscow as well as needs at Boise.
- \* The Boise location will be developed as a satellite or branch in phases consistent with accreditation standards, the overall adequacy of resources, and the depth and quality of the student applicant pool.

On behalf of the Law Advisory Council, I want to again extend our thanks and appreciation to the Dean, the law faculty, President White and the leadership team, for the time, effort and thought that have been devoted to this strategic planning process.

October 29, 2007  
Page 3

That effort has resulted, we believe, in the Council's ability to make a strong and thoughtful recommendation for the College of Law as it moves into its next century of providing an unparalleled legal education to its students. We are appreciative of having been included in the process and we stand ready to contribute in any way we can to assist in this bold and exciting vision for the University of Idaho.

Very truly yours,



Linda Copple Trout

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STATE OF IDAHO  
OFFICE OF THE ATTORNEY GENERAL  
LAWRENCE G. WASDEN

August 7, 2008

Milford Terrell  
President  
State Board of Education  
P O Box 83720  
Boise, ID 83720-0037

RE: University of Idaho Law School Dual Location Plan

Dear President Terrell:

This letter is intended as a restatement of my April 15, 2008 letter supporting the University of Idaho's proposed law school campus in Boise. Having attended the University of Idaho Law School, I believe strongly in the opportunities it creates for Idaho to retain its "best and brightest." Expansion of the offerings of the Law School into the Boise market will continue to ensure that Idaho's "best and brightest" remain in Idaho, while also delivering critical legal services throughout Idaho.

A Boise campus will also enhance the opportunities for students within the law school. The Boise presence, with its multiple practical skills opportunities, will provide an appropriate balance to the Moscow campus's abundant academic opportunities. The addition of the Boise campus will enable law students to capture the very best features of both locations, while ensuring the continued progress of Idaho's legal knowledge.

As I stated in my previous letter, one of the most important features of a Boise campus will be the increased access to the law school by students, particularly those with families, or a need to balance work and school in order to meet the costs of attending law school. A centrally located campus in Boise would serve the Southern portion of the State and greatly assist in meeting the legal needs of Idaho's rural communities.

Milford Terrell, President  
August 7, 2008  
Page 2

I hope that you will join me in supporting the University of Idaho Law School's Boise Campus. This addition will improve the quality and availability of legal services and education throughout Idaho through increased access for students, citizens, and government.

Please support the Boise campus for the betterment of Idaho law, education, and citizenship.

Sincerely,



LAWRENCE G. WASDEN  
Attorney General

LGW/sb

c: Paul Agidius, Vice President  
Sue Thilo, Secretary  
Rod Lewis, Board Member  
Blake Hall, Board Member  
Tom Luna, Superintendent  
Richard Westerberg

July 29, 2008

To the Idaho Board of Education:

As current law students as well as President and Vice-President of the Student Bar Association, we write to lend our support to the two-location proposal for the Boise branch of the University of Idaho College of Law. We believe that the expansion project proposed by the College of Law will encourage students to attend the University of Idaho, and both the University and the State of Idaho will benefit.

Internships and externships are vital to developing proficiency in law. A location in Boise will provide greater professional learning opportunities for students, increasing collaboration between the University of Idaho and local businesses, non-profit organizations, and governmental agencies. Population is dense in the Treasure Valley, with many possible support organizations in Mountain Home, Boise, Meridian, Eagle, Nampa, and Caldwell. From a potential student's inability to move a business or family, to the enhanced legal learning opportunities, a Boise campus will attract new students to the University of Idaho College of Law.

In addition to fostering a stronger educational experience for students, a Boise location will also benefit local and state government as well as other legal arenas. While current Idaho Law students are limited to their summer breaks by the lack of opportunities for professional engagement in the Palouse, a Boise location would be able to incorporate these opportunities into the school year curriculum. These experiences would, over time, enhance the existing law school program. Additionally, every upcoming graduate of the College of Law is required to complete at least 40 hours of Pro Bono service to earn his or her degree. A location in Boise would provide ready-and-willing aid to social justice and volunteer-based legal groups, mediation programs, and will ease the strain on overworked courthouse employees.

For the benefits to the State of Idaho and the University of Idaho College of Law, we urge you to support this two-location proposal.

Best Regards,



Lacey Rammell-O'Brien  
University of Idaho College of Law  
Student Bar Association President, 2008-2009  
(Signing for myself and SBA Vice-President Elizabeth Schwantor)

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Law Offices of

## **BAKER & HARRIS**

---

Dwight E. Baker  
Jared M. Harris\*  
Jonathan W. Harris  
\* Also Admitted in Utah

266 W. BRIDGE STREET  
BLACKFOOT, ID 83221  
Telephone (208) 785-2310  
Facsimile (208) 785-6749  
E-Mail — debaker@bakerharrislaw.com

August 7, 2008

Milford Terrell, President  
Idaho State Board of Education and Board of Regents  
P.O. Box 83720  
Boise, ID 83720-0037

Dear Mr. Terrell:

This letter conveys the perspective of an Idaho practitioner on issues relating to the structure of legal education in Idaho. (Although the author currently serves as President of the Idaho State Bar, this letter expresses individual views only. The organized Bar does not take an official position on any political issue, and has taken no position on the legal education issues, although it has collaborated with the College of Law through annual visits to the College by the Bar Commissioners, and through co-sponsorship with the College of a Conclave on Legal Education in 2007. The Conclave, attended by more than approximately 100 professional leaders and academics, provided a venue for all perspectives and an in-depth examination of future alternatives in Idaho legal education.)

The issues are complex, but certain facts stand out. The University of Idaho's current law building in Moscow was constructed in 1972-73, just after the author graduated from a program with classes conducted in the Administration Building. The program increased at that time to meet the then-existing demand, but it has not increased substantially in the subsequent 35 years. Meanwhile, the population of the state has doubled and the economy has more than doubled.

Although all parts of the state have grown, the growth has been especially dramatic in the Treasure Valley. Boise is now America's largest metropolitan area that contains a state capital and does not have a law school within its boundaries or within a short drive. The need and demand are clear. Putting it bluntly, there will be legal education in Boise; the only question is who will provide it. The provider should be the University of Idaho, which has the statewide mission and which has crafted a very thorough proposal to create a branch location and operate a statewide law school with a coordinated curriculum.

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August 7, 2008

Page - 2

It is especially important that public legal education should answer this challenge. For most students, private legal education is much more expensive, burdening them with additional debt that interferes with their ability to take jobs at Idaho salary levels. This author knows first-hand how difficult it is for law firms in Eastern Idaho to hire and retain young lawyers at salaries which enable young lawyers to support their families while servicing their educational debt load. Conversations with county commissioners and other local officials have revealed that the problem in the public sector is even more serious. Rural counties either are not in a position to, or simply will not, pay assistant county attorneys or public defenders enough to support a family while servicing their education debt. State supported legal education is a necessary part of the solution to this dilemma. Idaho will always attract out-of-state lawyers, of course, but they are not always coming here with the desire or financial flexibility to provide the legal services that ordinary Idahoans need.

It is also important to note that increasing the size of the aggregate law student body, as would occur under the phased two-location plan, would not produce a commensurate increase in law practitioners or lawsuits. Students these days seek the J.D. degree for business and other careers outside of the practice of law. Even within the practice, litigation -- although still important in those cases that cannot be settled by other means -- is being supplanted by mediation, arbitration, and other dispute resolution processes. This author's practice is an example, having shifted largely from litigation to mediation in recent years. Moreover, increasing numbers of lawyers are engaged in transactional work and various forms of public service, contributing to the economic, cultural, and civic advancement of Idaho communities.

Because the issues in legal education are complex, there is no perfect solution. Every alternative has advantages and disadvantages. The dual location proposal, however, offers the best overall prospects for implementing a coherent plan for affordable statewide legal education. The State Board should approve it.

Very truly yours,

BAKER & HARRIS

*Dwight E. Baker*

DEB/lb

cc: Donald Burnett

J:\DWIGHT\Bar Commission\correspondence\Terrell, Milford.wpd



August 7, 2008

Milford Terrell  
President, of Idaho State Board of Education  
and Board of Regents  
P.O. Box 83720  
Boise, ID 83720-0037

Dear Mr. Terrell:

I am the managing partner of Holden, Kidwell, Hahn & Crapo, P.L.L.C. located in Idaho Falls. I am also a graduate of the University of Idaho Law School. My law school class was the first class to move into the law school building located on the University of Idaho-Moscow Campus. At that time construction of the new law school building was a substantial improvement to the University of Idaho law school and the surrounding campus. At the time the new law school building was constructed and for several years thereafter, it has made sense for the University of Idaho to provide legal education only at the location in Moscow. Over the past several years all parts of Idaho have grown and the overall economy of the State has expanded dramatically. In my opinion, the rise in demand for legal education throughout the State can no longer be satisfied solely from the Moscow campus. Therefore, I am writing to express my full support to establishing a new branch location for the law school in Boise so that legal education for the state of Idaho may be offered at both the Moscow location and the Boise location. I believe the branch location in Boise will substantially enhance access to legal education for law students and substantially enhance access to the job market for law students across southern Idaho.

It is highly significant that the Idaho Supreme Court seeks to collaborate with the College of Law on an Idaho Learning Center in Boise. The collaboration with the Idaho Supreme Court will substantially increase the quality of the Idaho State Law Library which serves the public as well as the Courts and legal profession. I recognize and fully agree that the College of Law should remain based in Moscow, Idaho. However, it should be recognized that the College of Law cannot remain competitive, nor fully serve the State if the College of Law remains solely based in Moscow. There is a strong need and demand for legal education in the Boise area. I believe Idaho's legal education program will be substantially enhanced through the addition of a branch location in Boise as part of the two-location plan which has been proposed to the State Board of Education.

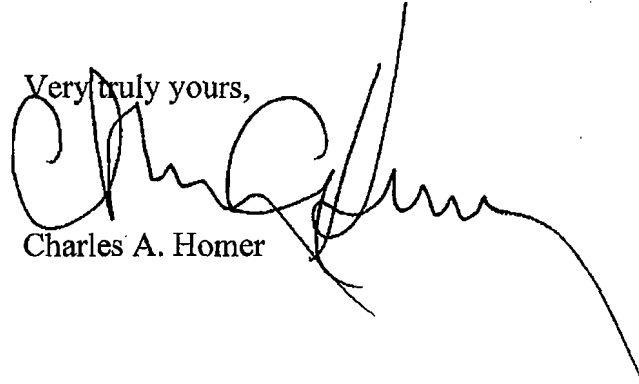
*Established in 1896*

Milford Terrell  
August 7, 2008  
Page 2

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I appreciate your full consideration of this important issue to the citizens of the state of Idaho and strongly urge you to support the enhancement of the University of Idaho's College of Law by establishing a branch office in Boise.

Very truly yours,

A handwritten signature in black ink, appearing to read "Charles A. Homer". The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

Charles A. Homer

G:\WPDATA\CAH\State Board of Education.20080807.tr.vpd:sm





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CRAIG L. MEADOWS  
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DIRECT DIAL: (208) 388-4866

July 17, 2008

Dean Donald Burnett  
University of Idaho College of Law  
P O. Box 442321  
Moscow, Idaho 83844-2321

Re: *One Statewide Law School, Two Places of Opportunity*

Dear Dean Burnett:

Hawley Troxell Ennis & Hawley LLP, is pleased to fully support the University of Idaho College of Law in its implementation and planning for the two-location concept of a law school located at Moscow, Idaho and Boise, Idaho.

The unique opportunity that the College of Law can have with the "Idaho Law Learning Center" truly does offer a one time opportunity for the people of the State of Idaho. We believe that the renovation and expansion of the old Ada County Courthouse to an Idaho Law Learning Center presents a unique opportunity for the College of Law to fulfill its statewide mission in providing legal education to Idaho citizens

The vision and idea that you and the College of Law have presented provides an opportunity that is unique to Idaho and will truly present an opportunity that may never present itself again.

With Concordia announcing its intent to start a law school in Boise, it is critical that the U of I College of Law have a place in Southern Idaho. The U of I College of Law can better serve the public and the legal education community and train better lawyers and judges far better than Concordia.

Dean Donald Burnett  
July 17, 2008  
Page 2

You may share our thoughts and views to the State Board of Education at your meeting in August and please let the State Board of Education know that we fully and unequivocally support this concept.

Yours very truly,

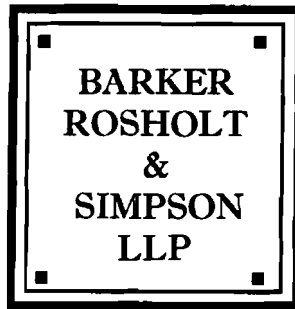
HAWLEY TROXELL ENNIS & HAWLEY LLP

A handwritten signature in cursive script that reads "Craig Meadows". The signature is written in black ink and is positioned above the printed name.

Craig L. Meadows

CLM/tb

*Albert P. Barker  
John A. Rosholt  
John K. Simpson  
Travis L. Thompson  
Shelley M. Davis  
Paul L. Arrington*



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*John A. Rosholt*  
jar@idahowaters.com

August 6, 2008

Milford Terrell, President  
University of Idaho Board of Regents  
P.O. Box 83720  
Boise, Idaho 83720-0037

RE: UI Law in Boise

Dear Board Members:

As a North Idaho son originally from Lewiston, a UI law graduate, and a member of the Idaho Bar for 44 years residing in Twin Falls, I have finally forgiven South Idaho for stealing the Idaho Territorial Seal at night in the 1860's.

Since the subject of a UI Boise Law School was broached, I have been less than enthusiastic about the issue. But realities must prevail. Lewiston really lost the capitol to Boise because there were ten times more residents there than in Lewiston at the time. The same ratios still exist today between north and south and we all know about Highway 95.

Life in 2008 is more complicated and the demand for lawyers remains high. On a personal note, having practiced in "water law" for nearly my whole career, I can recall about ten lawyers in the field in 1964. Now there are 94 as members of the Idaho State Bar Association's Water Section, and probably another 200 that must deal with the subject in other fields of practice. I commend UI on their enhanced emphasis on natural resources education. With global climate, clean water, and energy issues facing the planet, what better way to participate?

The Idaho Law School had 60 students in the fall of 1964. Approximately 30 of those students graduated and 25 of us practiced our whole careers in Idaho. We were given an opportunity and a subsidized law school education. The State, County and Cities provided all kinds of assistance for us to represent our clients and protect a wonderful legal system. We can never totally repay but we can encourage and support the opportunity for others in today's circumstances.

Legal education and the State of Idaho will both be losers if the Law School's horizons are not increased to meet today's needs of the State's people. Dean Burnett and his following have a well prepared and focused proposal. I encourage the Board's favorable consideration.

Respectfully Submitted,

John A. Rosholt

JAR/jf

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LAW OFFICES  
 601 W. Bannock Street  
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August 6, 2008

Milford Terrell  
 President  
 Idaho State Board of Education and Board of Regents  
 P.O. Box 83720  
 Boise, ID 83720-0037

Re: *University of Idaho, College of Law*

Dear Mr. Terrell:

I am writing to urge my support for the University of Idaho's proposal to implement a two-location concept of legal education in Idaho. I am a senior partner in Givens Pursley LLP, one of Idaho's largest law firms. Our attorneys represent clients in a wide range of commercial, business, natural resources, public policy, and litigation matters. We routinely hire two new associates and two to three summer interns each year. This gives us a unique perspective on the availability and quality of young attorneys coming out of law schools in Idaho and elsewhere, and the need for the University of Idaho J.D. program to have a solid presence in the Boise metropolitan area.

I participated in the 2007 Conclave on Legal Education co-sponsored by the Idaho State Bar and University of Idaho College of Law, and I can say that the plan being presented to your Board emerged from a sound process and is backed by substantial economic, business, and market research conducted by the Bar and law school. The issues presented to the Conclave participants were not easy ones, and they fostered vigorous discussion among the 100-plus lawyers, judges, and law school staff and faculty who participated. I came away from the three-day Conclave, however, impressed that careful thought had been given to how public legal education should be structured and how it should meet the needs of our entire state. I believe the two-location plan represents a general consensus of the Conclave participants' thinking at its conclusion.

Milford Terrell, President  
August 6, 2008  
Page 2

The current plan for implementing a two-location concept will provide a foundation for building high-quality areas of emphasis that are important to Idaho. My law practice encompasses environmental, water, public lands, and natural resources law. These all are identified as emphases for the Moscow location, where there is a connection to land grant research and where the interdisciplinary Waters of the West program is headquartered. My practice also includes real estate, real estate financing, telecommunications, utilities, and regulatory affairs—topics that appear closely related to the Boise emphasis on business law and to curricular offerings that take advantage of a location in a state capital. With two coordinated locations, the College of Law will have a stronger academic program than it would in just one location by itself. The law school and its students also will have better access to some of the most experienced business, commercial, real estate, and litigation attorneys in the state. This will enhance the recruitment of top-drawer faculty and students.

With respect to student placement, our firm and others in the Boise metropolitan area would benefit from improved access to the law school, its faculty, and its students. Treasure Valley law firms and University of Idaho law students would benefit from the opportunity for second and third year students to establish relationships with area firms throughout the school term and the summer. This would improve their opportunities to obtain employment in Idaho firms. It also would provide firms such as ours better access to young attorneys who have acquired the unique practical skills that allow them to “hit the ground running” as they begin their practices in our area.

I hope that you and your Board will give the University’s plan to locate a legal education program in Boise your open-minded consideration and support.

Sincerely,



Michael C. Creamer

MCC:ch

S:\CLIENTS\991025\MCC Letter to M Terrell.DOC

# WAKEFIELD & DWELLE, PLLC

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August 6, 2008

Mike Rush, Executive Director  
Idaho State Board of Education  
PO Box 83720  
Boise ID 83720-0037

Dear Mr. Rush:

I write in support of the implementation of the two-location law school concept. I am a proud graduate of the College of Law, with a general practice in Moscow. I attended as a "non-traditional" student, and I have kept my ties close over the years by serving as an adjunct instructor for a variety of classes. Our daughter is also a graduate of the College, practicing in Boise; so our family has a "legal footprint" in each location. I participated in the 2007 Conclave on Legal Education, co-sponsored by the College of Law and the Idaho State Bar, where we examined in detail strategic planning for the College's future and engaged in a wide-open discussion of all perspectives.

I am a Vandal and I love Moscow, so I can understand the anxieties that arise whenever the words "future" and "Boise" are used in the same sentence. I am protective of the College, for I value the entire "Moscow experience" that comprised my legal education. Further, as a practitioner in the northern part of the state, I value the contribution that the College and its faculty make to the practicing bar by virtue of their proximity. But I also recognize that Idaho is growing and changing. There is now an undeniable demand for legal education in our state capital, and a population base to support it. Someone or some institution will fill that demand; it should be our College of Law!

As a land grant institution, the University of Idaho has always engaged in outreach throughout the state, and it has the statewide mission to provide legal education. The time has come for the University to establish a branch law program in the Treasure Valley -- not only to serve the state more fully, but also to safeguard the future of the Moscow program which is so important to the University as a whole. I have to say that some of my colleagues here fear that if a branch program is established in Boise, it will eventually swallow up the Moscow program or will be taken over by another institution. In my view, however, the risk of the State Board allowing either of those things to happen is smaller than the risk of serious harm to the College if it is confined to Moscow while legal education takes a different direction in Boise.

Mike Rush  
Page Two  
8/6/08

Although I chose for family and professional reasons to remain in Moscow after graduating from law school, our daughter did not. Our graduates seek employment throughout the state, region, and nation. A branch location in Boise would elevate the College of Law's presence and visibility, expanding the opportunities available to all UI law students – during their tenure in law school and upon graduation.

I urge the Board of Education to adopt the proposed plan for a phased development of the legal education program in Boise, together with the continuation and enhancement of the College's home campus in Moscow.

Sincerely,

WAKEFIELD & DWELLE, PLLC.



Anne Dwelle



**ELAM & BURKE**  
ATTORNEYS AT LAW

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July 23, 2008

**Via Email to: [dburnett@uidaho.edu](mailto:dburnett@uidaho.edu)**

Dean Donald L. Burnett  
University of Idaho  
College of Law  
P.O. Box 442321  
Moscow, ID 83844

Re: Legal Education in Idaho

Dear Dean Burnett:

On behalf of Elam & Burke, P.A., I would like to compliment you and your team on the well thought-out dual location solution to Idaho's expanding need for legal education. Elam & Burke fully supports the dual location concept and believes and hopes that others will see its benefit not only to the legal community but to the state as a whole. We believe the concept is reasonable, supportable and a meritorious approach to the successful delivery of state wide legal education services. We believe that, when armed with the research and information you and your team have gathered, others will come to view this as the single best and most viable approach to the future of legal education in Idaho.

Very truly yours,

ELAM & BURKE  
*A Professional Association*



James D. LaRue  
Managing Director

JDL/JAT:nlp

cc: Michele Bartlett (via email to: [bartlett@uidaho.edu](mailto:bartlett@uidaho.edu))

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August 7, 2008

Idaho State Board of Education Regents  
University of Idaho  
Attention: Sue Thilo, Member and Secretary  
P.O. Box 83720  
Boise, ID 83720-0037

Dear State Board Members:

I write in support of the University of Idaho College of Law's Second Century proposal you have under consideration. I am an Idaho native, having been raised in Fruitland. I attended both undergraduate and law school at the University of Idaho. I am currently a shareholder in Witherspoon, Kelley, Davenport & Toole, P.S., manage the Coeur d'Alene office and serve on the firm's Board of Directors. In that capacity, I play an active role in the hiring of new law school graduates.

Witherspoon, Kelley, as the oldest law firm in Washington and the Inland Northwest, is of course steeped in traditions of integrity, competence and professionalism, not unlike the University that provided my education. However, we also understand the need to adapt and change to meet the ever evolving needs of our clients. That understanding is what drove the firm's decision to open a Coeur d'Alene office some 22 years ago and a Portland, Oregon office in the last few years.

The State of Idaho has an investment of nearly 100 years in the College of Law at Moscow. The College now finds itself challenged to serve the entire state in light of the rapid growth in the Treasure Valley as well as Eastern Idaho and the Spokane-Coeur d'Alene corridor. Creating a branch location in Boise, while maintaining the home location in Moscow, is a sensible and timely idea.

When I was a student at the College of Law in the mid-1970s, I was fortunate in my second and third years of study to have had the opportunity to gain legal experience through a part-time position in the Office of Student Affairs. Most of my classmates had little or no practical school year opportunities. Moreover, although most legal education even today requires a focused environment that the Moscow campus offers, real world experiences are gaining greater importance in today's competitive hiring environment. A residential campus meets the needs of many law students, but not those of all qualified law students.

Idaho State Board of Education Regents  
August 7, 2008  
Page 2

It is undeniable that there is a growing need for a legal education program at the state capitol that serves, and draws strength from a major center of population and economic growth. The University of Idaho should provide that program, coordinating it with the program in Moscow in order to serve the state efficiently. It is equally important to maintain the strong program that currently exists on the main campus. This is especially true given the growing number of initiatives that are tied to the University's research and science education resources, (e.g., in the area of water resources).

Our law firm hires law students from various law schools nearly every year. Idaho students will benefit from the College of Law's current proposal to deliver a basic, quality law program in Moscow and in Boise while also developing distinctive teaching and research emphases at each location, such as natural resources in Moscow and business law in Boise. The Moscow emphasis can be particularly helpful to the University's research efforts in Coeur d'Alene and Post Falls.

Finally, our firm is acutely aware of the debt law graduates are incurring these days. Public legal education helps keep the debt manageable, so that graduates can take jobs at Idaho salaries. Some law students are able to attend school without the financial need to defer living expenses by working, or having a spouse that works. Others do not have that luxury. Even at our large multi-state firm, this is a concern and it will be an increasing concern for all legal employers in the future.

In closing, it is my firm belief that outreach of the University's academic and research programs is increasingly vital to the future of higher education in Idaho. This proposal advances that objective. Please give favorable consideration to this forward thinking proposal that is the work of many talented and dedicated supporters and users of legal education in Idaho.

Very truly yours,

WITHERSPOON, KELLEY, DAVENPORT  
& TOOLE, P.S.

  
\_\_\_\_\_  
Dennis M. Davis

cc: Don Burnett, Dean,  
College of Law

Q:\CLIENTS-DMD\UofI Northern Advisory Bd\State Board Member Lt.doc



Washington Division

August 5, 2008

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

RE: University of Idaho College of Law  
Proposed Plan for Legal Education in Boise and Moscow

Dear President Terrell:

I am writing to share with the Board the perspective of a lawyer who has practiced in Boise with a large firm (Hawley Troxell Ennis & Hawley), where I was managing partner, and with the law department of a multinational company (Washington Division of URS Corporation, successor to Washington Group International), where I now serve as Vice President, Litigation and Claims. My work includes mediation and arbitration as well as litigation.

The proposal by the University of Idaho to create a second location for legal education, in Boise, will be good for economic development throughout Idaho. Lawyers play a vital role in structuring complex commercial transactions and in resolving disputes relating to them. As I read the summary of the College of Law plan for Boise, it emphasizes business law and will take advantage of this metropolitan location. It also keeps the historic tie to the Moscow campus, where science-based natural resources and sustainability programs are becoming increasingly important to future economic development.

My corporate law department and my former law firm are major employers of law school graduates. Law students will benefit from close proximity to such employers in a Boise program. In addition, a law faculty with business law expertise will be an important asset to the Boise legal profession and business community, and will be in an ideal position to collaborate with the business school faculty at Boise State University.

Let me add that I started my legal career as a law clerk at the Idaho Supreme Court. The proposal to create an Idaho Law Learning Center, bringing the College of Law together with the Supreme Court, is an exciting one. Both institutions will benefit, and the Center will provide a unique educational resource for the public. We need better public understanding of our legal system, and this proposal can make Idaho a leader in that regard.

I respectfully urge the State Board to approve the University of Idaho's plan. Please let me know if I can provide any further information to help the Board's decision.

Sincerely,

P. Craig Storti  
Vice President Litigation and Claims  
Washington Division of URS Corporation

cc: Don Burnett, Dean, University of Idaho College of Law

URS Corporation  
720 Park Boulevard  
Boise, ID 83712-7714  
Tel: 208.386.5000  
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IRSA

TAB 1 Page 171

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EDWARD L. BENOIT 1921 - 1998

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August 6, 2008

Milford Terrell, President  
University of Idaho Board of Regents  
P.O. Box 83720  
Boise, ID 83720-0037

Dear Dr. Terrell:

As a practicing lawyer in Twin Falls for more than forty years, and as a past president of the University of Idaho Foundation, I have participated in the dialogues, within and outside the University community, on Idaho legal education and the current proposal to establish in Boise a second location for the delivery of the J.D. degree. Loyalty to the University has moved me to scrutinize the current proposal closely to make sure that it will truly serve the state without harming the Moscow campus. I believe that the two-location proposal meets those requirements.

There can be no denying the demand for a J.D. degree program in the Treasure Valley. With more than 600,000 people, a state capital and a rapidly growing economy, the Treasure Valley is a magnet for legal expertise, especially for expertise in business law, intellectual property, international business transactions, and related specialties. The Treasure Valley also has a need, as do all parts of the state, for lawyers in criminal justice, regulatory law and practice areas relating to the lives and problems of people. A J.D. program in Boise is inevitable. I believe that as Idaho's leader in legal education, the University of Idaho, with State Board approval, must meet that need.

The University's leadership (past president Tim White and Current president Steve Daley Laursen) fully comprehends the importance of this undertaking. Indeed, I believe that the University would be seriously diminished if it failed to address, or were precluded from addressing, the challenge.

LAW OFFICES  
**BENOIT, ALEXANDER, HARWOOD,  
HIGH & VALDEZ, L.L.P.**

Dr. Milford Terrell, President  
Page - 2  
August 6, 2008

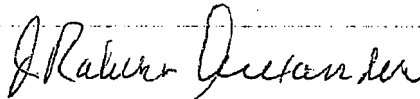
The two-location plan provides for the phased-in operation at Boise and for coordination of the curriculum and faculty strengths at both locations. Each location will have a general program and distinctive specialties that cause the two campuses to complement each other. This is a bold long-term approach to statewide legal education; it is not short-term device to diminish the Moscow campus. In fact, students in Moscow as well as Boise will benefit from the improved curriculum made possible by the two-location plan.

Access to justice and to legal services, whether for individuals or organizations, depends in large part upon the affordability of legal education. Private law schools, with the relatively high tuition costs and student debt loads, have their place in American legal education, but they are no substitute for quality public education in achieving the goals for accessibility and affordability.

Idaho's legal education challenge requires a public investment, enhanced with private giving and reasonable increases in student fees. That is what the College of Law plan provides. It should be approved.

Thank you for your continued efforts on behalf of education in the State of Idaho.

Very truly yours,



J. Robert Alexander

JRA/ka  
(Bob\Terrell-itr)



# HALL | FARLEY

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*With Attorneys Admitted to Practice Law in  
Idaho, California, Oregon, Utah and Washington*

July 21, 2008

Idaho State Board of Education  
650 W. State Street, Ste. 307  
Boise, Idaho 83702

Dear Board Members:

My name is Richard Hall and I am one of the founders of the law firm of Hall, Farley, Oberrecht & Blanton, P.A. I was formerly a partner of the firm Moffatt, Thomas, Barrett & Blanton for approximately 20 years, and our new firm is going to be celebrating its 20<sup>th</sup> anniversary this December.

I have practiced law as is indicated for approximately 39 years in Boise. I feel that I am familiar with the Boise legal market and legal system to the degree that the opinions I might have regarding whether the University of Idaho should locate a law school in Boise are fully informed.

I am not a graduate of the University of Idaho College of Law. I am a graduate of Harvard Law School and, since coming to Idaho, have been supportive of the University of Idaho College of Law and have always been impressed with its faculty and students. Many of the partners in my law firm are law graduates of the University and I have certainly had occasion to appear in court both with and against its graduates.

I feel very strongly that the University of Idaho needs to initiate, as quickly as possible, a presence for a legal teaching facility in Boise, Idaho. I read this week that Concordia College has apparently decided to locate a law school in Boise. I do not think that that should be an extremely significant factor in this decision, but I feel it is something that is certainly worthy of serving as an

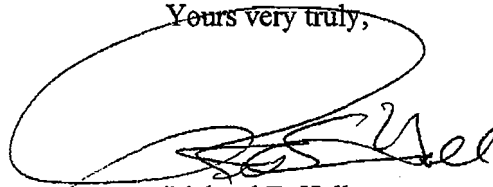
July 21, 2008  
Page 2

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indication that the Boise Metropolitan area is certainly a good place to locate a legal education facility. Boise offers many advantageous aspects to a legal education school. I strongly urge the State Board to decide that the University of Idaho College of Law be authorized and permitted to take the steps necessary to accomplish the creation and establishment of an adjunct law school in Boise. I fully support that idea and certainly would be willing to support it with my efforts and services if that should prove necessary in the future.

Thank you for your consideration of my letter.

Yours very truly,

A handwritten signature in black ink, appearing to read "Richard E. Hall", enclosed within a large, loopy oval scribble.

Richard E. Hall

REH/kat

# COOPER & LARSEN

GARY L. COOPER  
REED W. LARSEN

JAMES D. RUCHTI  
JAVIER L. GABIOLA

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Attorneys at Law

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August 7, 2008

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

*Re: University of Idaho College of Law*

Dear President Terrell:

I am a 1975 graduate of the University of Idaho's College of Law and have followed closely the University's "Second Century" Plan now before the Board of Regents. I offer this perspective from one who has fond memories of my University of Idaho undergraduate and law school experiences, tempered now by over 33 years of practicing law in southeast Idaho.

I graduated from the University of Idaho's College of Letters and Science with high honors, and was ranked near the top of my law school graduating class and served as Editor-in-Chief of the College's Law Review. Since entering private practice I have served on a multitude of local and state bar committees and served a three year term as a member of its Board of Commissioners, including one year as President of the Idaho State Bar.

The University of Idaho and the city of Moscow were home for me during the 7 years I spent seeking my B.A. and J.D. degrees. I found Moscow and the University to be the perfect setting to pursue my college studies as well as engage in a wide variety of university related extra-curricular activities. The residential setting of the University fostered a close and active student/faculty relationship. I always believed that this collegial atmosphere was not available to those who matriculated from an urban university. I firmly believe that my maturation within this environment gave me the academic and social tools necessary to become a productive member of the bar and my community.

Dean Burnett is now faced with the unenviable task of melding the best attributes of the Moscow campus with the reality of today's educational marketplace. I fear that the qualities and values of a residential campus - which I cherished most while a U of I student between 1968 and 1975 - can no longer be given the same weight and importance - be that right or be that wrong.

The College of Law is, and should remain, rooted in Moscow; however, it has become apparent to me and others that the College of Law will not remain competitive, or fully serve the state, if it remains solely in Moscow. Concordia College has already announced that it will begin providing

August 7, 2008

Page 2

legal education in Boise. This competitive law school will divert students and private resources away from the University of Idaho's legal education program. The state's century-long investment in the College of Law in Moscow would be secured and enhanced by linking the College's land-grant location with the metropolitan location provided by Boise.

In this setting, Dean Burnett and his faculty, along with the University's administration, have proposed a thoroughly vetted plan to meet the needs of all students interested in an affordable public legal education in Idaho. I have come to realize that the two campus approach will utilize the best of Idaho's limited resources, and make the College of Law relevant and affordable for the next generations of Idaho law students.

I fully support the University's plan, whereby one campus will continue to be located in Moscow and a new campus erected in Boise. Both campuses must deliver a core J.D. program. Both campuses must provide for a similarly sized student body. Each campus, however should be able to feature their own distinctive and complementary education in law related specialties.

For example, legal education in Moscow might take greater advantage of the other academic colleges located on the Moscow campus and offer J.D. curriculums specializing in natural resource law, environmental law, public lands, and federal/state tribal law and relations. The curriculum in Boise could take advantage of its metropolitan location and emphasize government and business-related legal specialties, including intellectual property law.

I understand that the Idaho Supreme Court has invited the College of Law to join it in forming the 'Idaho Law Learning Center.' in Boise. This opportunity exists because of the long cordial and productive relationship the College of Law has had with the judiciary and the Idaho bar. The Supreme Court's proposal demonstrates what is not ordinarily seen in government - the multiple use of limited resources to serve the widest range of constituents possible. This unique opportunity may be lost forever if the University and the College of Law does not act immediately in a way which will make the Idaho Law Learning Center a reality. The 'two-campus' plan proposed by the University will seize this opportunity.

Sincerely,

**COOPER & LARSEN, CHTD.**

Ron Kerl

pc: Dean Donald Burnett

August 6, 2008

Mr. Mike Rush, Executive Director  
University of Idaho Board of Regents  
and State Board of Education  
P.O. Box 83720  
Boise, ID 83720-0037

SUBJECT: University of Idaho "Second Century" Plan

Dear Mr. Rush:

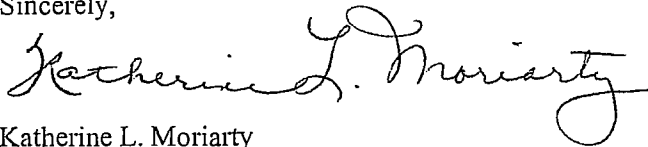
I respectfully offer these comments on the University of Idaho legal education proposal, drawing upon my perspectives as in-house counsel to Battelle Energy Alliance, LLC, at the Idaho National Laboratory, and as an attorney formerly in private practice at Hopkins Roden Crockett Hansen & Hoopes in Idaho Falls.

Each of these work settings has made me mindful of the need for lawyers who can contribute to commercial activity and economic growth through their transactional work and their help to businesses on questions of regulatory compliance and intellectual property. These are areas of legal expertise that will receive increased attention from the University of Idaho if the College of Law is allowed to proceed with its two-location plan, including the proposed emphases at the Boise location on business-related specialties, entrepreneurship and intellectual property.

Under the plan, both locations will have relatively small student bodies, compared to most law schools in the West. This will keep the College of Law selective and competitive. It also will promote the kind of close student-faculty relationships that have been the traditional hallmark of quality in Idaho legal education. Further, this plan offers affordable public legal education, resulting in lower student debt. This enables our graduates to stay and practice in Idaho communities, or in the public and nonprofit sectors.

The two-location model, with basic J.D. programs at both places and complementary specialties at each place, is a well-conceived approach to meeting Idaho's needs and providing opportunities for Idaho students. The model is a logical outgrowth of the far-ranging discussions that occurred in the 2007 Conclave on Legal Education, in which I participated. The consensus then was that the University of Idaho must fully address the growing need for J.D. education in southern Idaho, particularly in the Treasure Valley, but it should not relinquish its strong program in Moscow. The proposed plan achieves these objectives and is worthy of approval by the State Board.

Sincerely,

A handwritten signature in cursive script that reads "Katherine L. Moriarty".

Katherine L. Moriarty  
Senior Counsel

KLM:swp

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# IDAHO LEGAL AID SERVICES

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*Technology Project Developer*

Bev Allen  
*Executive Assistant*

Gale Lacey  
*Accounting Assistant*

## MEMO

TO: Idaho State Board of Education  
FROM: Ernesto G. Sanchez, Executive Director  
RE: University of Idaho College of Law  
DATE: August 6, 2008

Idaho Legal Aid Services, Inc. (ILAS) strongly supports the University of Idaho College of Law in its efforts to establish a branch in Boise. ILAS provides free civil legal services to low income Idahoans through its seven office locations. ILAS currently employs twenty-two attorneys statewide with eight practicing attorneys in its Boise and Caldwell offices.

ILAS and the community we serve would benefit greatly by having a second law school located in Boise. ILAS staff have met with law school representatives to discuss potential joint programs that would allow law students to partner with our attorneys to expand the services we provide in the Treasure Valley. ILAS is in a crisis and is only able to provide services to one of four people who request our services. Having law students supplement our current services in the Boise area would benefit our client community tremendously.

I would be pleased to provide you with further particulars as you may need. Thank you.

EGS:B

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Pocatello, ID 83204  
208 / 233 / 0979

P.O. Box 1296  
Twin Falls, ID 83303  
208 / 734 / 7024

**IRSA**

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101 S. Capitol Boulevard, Suite 1900  
Boise, Idaho 83702  
main 208.389.9000  
fax 208.389.9040  
www.stoel.com

July 23, 2008

JAMES C. DALE  
Direct (208) 387-4282  
jcdale@stoel.com

**VIA HAND DELIVERY**

Secretary  
Idaho State Board of Education  
650 West State Ste. 307  
Boise, ID 83720

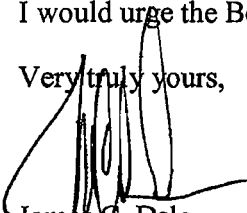
**Re: University of Idaho College of Law/Law Learning Center**

Dear Board Members:

I write to express my unqualified support for the proposal to create a two-location law school for the University of Idaho College of Law. Having been a member of the College of Law Advisory Council for several years, I have witnessed first hand the evolution and adoption of this visionary plan. It has truly been a collaborative process focused on what is best not just for the law students in the State of Idaho, but all of its citizens.

I would urge the Board to move this proposal forward.

Very truly yours,



James C. Dale

JCD/kj

Boise-214159.1 0099865-00002

Oregon  
Washington  
California  
Utah  
Idaho

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 21-22, 2008**

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**This item has been pulled from agenda.**

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 21-22, 2008**

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**SUBJECT**

Approval of the Eight-Year Plan – Two-Year Update

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy Section III.Z. Delivery of Postsecondary Education—Coordination and Planning of Academic Programs

**BACKGROUND/DISCUSSION**

In accordance with Board Policy Section III.Z., Delivery of Postsecondary Education - Coordination and Planning of Academic Programs, institutions are required to create an Eight-Year Plan for the development of academic programs.

Board Policy III.Z., stipulates that the plan will be updated every two years. The Council on Academic Affairs and Programs (CAAP) committee has been given the responsibility for updating the plan and adopted a timeline developed by Board staff to use as a guide for ensuring the Eight-Year Plan was updated with appropriate input from institutions.

In October 2007, an institution representative was identified in each region that was responsible for organizing their respective regional meeting. The purpose of the meetings was to review potential changes to academic plans and discuss potential collaborations. Regional meetings were held between November 2007 and February 2008. In March 2008, a work session to review statewide needs was held during CAAP's meeting, which included a presentation by the Department of Labor. Draft institutional eight-year plans were submitted to the State Board Office on May 16<sup>th</sup>. All of the changes were incorporated and merged into a single Eight-Year Plan document that was reviewed at CAAP's June 5, 2008 meeting. Institutions were given one final opportunity to review their plans at their July 17, 2008 meeting in preparation for the August Board meeting.

The Eight-Year Plan has been changed to cover academic years 2008-09 through 2015-16. The Introduction to the plan was revised to align with policy. Plans for the southwest, southeast, north, and south central regions and statewide have been updated. New programs were added; some programs on the original plan were removed because of changing academic needs or moved to another year for implementation; programs that have already gone through the review and approval process were removed; and names of some programs were changed.

CAAP agreed that inclusion of a program on the eight-plan does not constitute agreement on the part of all institutions that the program should be offered, but rather, the programs on the plan are an indication by the colleges and universities of the programs they have identified for potential development. CAAP recognized that further discussion may be needed when a Notice of Intent (NOI) form is filed with the Board office. At that time, a more thorough analysis

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 21-22, 2008**

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will be done by each institution to determine how the program under consideration impacts existing offerings in a given region and to identify any issues related to implementing the proposed program identified in the NOI.

**IMPACT**

The Eight-Year Plan – Two-year Update provides a clear picture of institutional plans to develop academic programs over the next eight years. The Board may use this outline as a guide in the development of strategic issues such as budgets and capital plans.

The assignment of statewide missions will also provide focus points for each institution as they continue to establish their unique presence in the state.

**ATTACHMENTS**

Attachment 1 – Eight-Year Plan

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

IRSA, CAAP, and Board staff recommends Board approval of the updated eight-year plan as outlined in Attachment 1.

**BOARD ACTION**

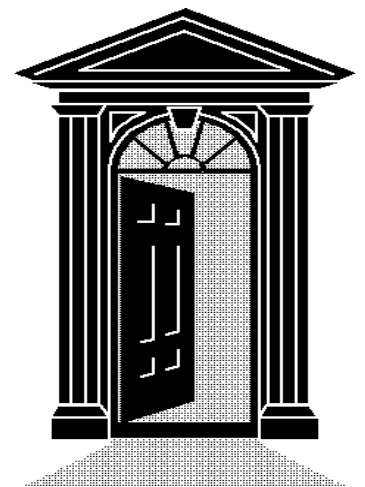
A motion to approve the updated Eight-Year Plan for academic years 2008-09 to 2015-16.

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

State of Idaho  
Board of Education

**Eight-Year Plan for Delivery of Academic Programs**

**Prepared by**  
The Office of the State Board of Education



*STATE of IDAHO*  
*BOARD of EDUCATION*

Two-Year Update 8/21/08

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## Eight-Year Plan of Proposed Programs by Region, Year, and Institution

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## Program Inventory

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Idaho State University ..... Page 47  
Lewis-Clark State College..... Page 53  
University of Idaho ..... Page 57  
  
College of Southern Idaho ..... Page 69  
College of Western Idaho (programs pending transfer from BSU's Seland College of Technology) ..... Page 73  
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## **Eight-Year Plan for Delivery of Academic Programs**

The State Board of Education has adopted, through Board Policy III.Z., a comprehensive planning process for the coordination and delivery of postsecondary education. The Eight-Year Plan outlines the programs institutions have identified they will be pursuing for the ensuing eight years. The plans are updated every two years. It is intended that the plans provide guidance to the State Board of Education in the creation of funding and capital budget proposals.

As these programs are developed, institutions must follow procedures outlined in Board Policy Section III.G. to acquire Board approval prior to implementation. If the program is to be delivered outside the institution's immediate region, a Memorandum of Understanding (MOU) must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Eight-Year Plan of proposed programs divides academic programs by statewide and regional distribution. The state is divided into four regions: north, southwest, southeast, and south central.

The Program Inventory displays programs approved by the State Board of Education and that are currently being offered at Idaho's postsecondary institutions. The list is divided into the four regions. Programs are listed alphabetically by institution. The list includes programs and degrees offered through various departments and colleges.

### **Statewide Mission**

In accordance with Board Policy III.Z.1.(a), a statewide mission denotes that the institution is assigned by the Board to offer and deliver a program in order to meet a particular educational and workforce need in all regions of the state. A statewide mission describes an institution's responsibility for instructional programs that are unique with regard to academic focus. A unique program or course is defined as an academic or vocational program or course, which is offered by and available at only one of the institutions under the governance of the Board. Statewide missions are assigned to institutions by the Board through the role and mission statements.

### **Regional Mission**

In accordance with Board Policy III.Z.1.(b), a regional mission describes an institution's responsibility for instructional programs pertaining to identified educational and workforce needs of primary service regions (identified in *Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures*). Because similar educational and workforce needs may exist in multiple service regions, programs that are part of an institution's regional mission may be duplicated by other institutions within other service regions.

The Council on Academic Affairs and Programs (CAAP), in conjunction with each institution's statewide mission, created the following list for each institution.

### Boise State University

Statewide Mission Programs: Primarily responsible for Public Policy and Urban Regional Planning

Program Name	Degrees
Public Policy	M.S., Ph.D.
Public Administration	Ph.D.
Urban Studies	M.S., Ph.D.
Urban Regional Planning	M.S., Ph.D.
Social Work (Southeast Region—shared emphasis with ISU)	M.S.W.
Social Work	Ph.D.

### Idaho State University

Statewide Mission Programs: Primarily Responsible for Health Professions

Program Name	Degrees
Audiology	M.S., Ph.D.
Physical Therapy	M.S., Ph.D.
Occupational Therapy	M.S., M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Southwest shared emphasis w/ BSU)	M.S.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Educational Interpreting	B.S.
Master of Health Education	M.H.E.
Master of Public Health	M.P.H.
Geomatics (Surveying)	M.S.
Health Physics	B.S., M.S.
Dental Hygiene	B.S., M.S. (currently delivered in Boise)
Clinical Lab Science	B.S., M.S.

### University of Idaho

Statewide Mission Programs: Primarily Responsible for Agriculture, Architecture, Law and Natural Resources

Program Name	Degrees
Law	J.D.
Architecture	M.S., B.Arch
Landscape Architecture	M.S., B.S.
Interior Design	M.S.
Agriculture <ul style="list-style-type: none"> <li>• Animal Science</li> <li>• Plant Science</li> <li>• Agricultural Economics</li> <li>• Food Science</li> <li>• Veterinary Science</li> </ul>	B.S., M.S. M.S., Ph.D. B.S., M.S. B.S., M.S., Ph.D. M.S., DVM
Natural Resources <ul style="list-style-type: none"> <li>• Forestry &amp; Forest Products</li> <li>• Wildlife</li> <li>• Fisheries (Resources)</li> <li>• Conservation Science</li> <li>• Range Science</li> </ul>	B.S., M.S. (Distance Ed) B.M. B.S., M.S. B.S., M.S. B.S., M.S.

## **Lewis-Clark State College**

### Type of Institution

Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy, and other educational programs designed to meet the needs of Idahoans.

Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and vocational technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a highly diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

## **Eastern Idaho Technical College**

### Type of Institution

Eastern Idaho Technical College is a two-year regional, technical college that also offers limited statewide services and embraces an open-door policy for all citizens.

Eastern Idaho Technical College will formulate its instructional plan and generate programs with primary emphasis on technical programs, customized industry training and retraining, developmental and basic skills instruction, workforce and community education, economic development and distance education. Eastern Idaho Technical College provides a wide range of student services to support instructional programming and enhance student success.

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## Southwest Region

Eight-Year Plan for Educational Program Development  
Potential New or Expanded Programs by Year  
Academic Years 2006-07 2008-09 through 2013-14 2015-16  
*(Plans reflect the year the program would be proposed for implementation)*

Academic Year	College	Degree Level	Program	Location
<b>2006-07</b>				
BSU	Applied Technology	T.C.	Heavy Equipment Maintenance Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Process and Control Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Telecommunication Technician	Treasure Valley
BSU	Arts & Sciences	Ph.D.	Geoscience	Treasure Valley
BSU	Arts & Sciences	M.S.	Hydrologic Science	Treasure Valley
BSU	Business & Economics	Masters	Executive MBA	Treasure Valley
BSU	Education	A.A.	Special Education	Treasure Valley
BSU	Education	Master's	Educational Leadership	Treasure Valley
BSU	Engineering	M.S.	Biomedical Engineering	Treasure Valley
BSU	Health Sciences	M.S.	Nursing (Public Health Nursing)	Treasure Valley
ISU	Technology	Certificate	EMT-Basic	Boise
ISU	Technology	BS	Survey/Geomatics	Boise
ISU	Technology	AS	Biomedical Engineering Technology (moved to FY08-09)	Pocatello, Boise
ISU	Technology	BS	Electronic Engineering Technology (moved to FY08-09)	Boise
<b>2007-08</b>				
BSU	Applied Technology	T.C., A.T.C., A.A.S.	Floriculture	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Home Integration Specialist	Treasure Valley
BSU	Applied Technology	Advanced A.A.S.	Internetworking Specialist	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Medical Equipment Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Network Communications Technician, CNT Option	Treasure Valley
BSU	Applied Technology	A.A.S.	Water & Wastewater Treatment	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Avionics Technician	Treasure Valley

**Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.**

Academic Year	College	Degree Level	Program	Location
<b>2007-08</b>				
BSU	Arts & Sciences – Engineering	Ph.D.	Biomolecular Science (moved to 2009-10)	Treasure Valley
BSU	Education	Ph.D.	Counseling & Ed. Psychology	Treasure Valley
BSU	Engineering	Ph.D.	Instructional & Performance Technology (moved to FY09-10)	Online
BSU	Engineering	Ph.D.	Materials Science and Engineering (moved to FY09-10)	Treasure Valley
BSU	Engineering	M.S.	Biomedical Engineering (moved to FY08-09)	Treasure Valley
BSU	Health Sciences/Social Sciences & Public Affairs	Masters	Gerontology	Treasure Valley
BSU	Social Sciences & Public Affairs	M.A.	Anthropology and Applied Anthropology	Treasure Valley
BSU	Social Sciences & Public Affairs	M.A.	Political Science (moved to FY08-09)	Treasure Valley
BSU	Social Sciences & Public Affairs – Business & Economics	B.S.	Advertising	Treasure Valley
ISU	Health Professions	MPAS	Physician Assistant	Boise
ISU	Health Professions	MSDH	Dental Hygiene – program expansion to Boise	Boise
ISU	Health Professions	Pre-Prof to MS	Online Speech Language Pathology: Pre-Professional Year	Pocatello, Boise
ISU	Health Professions	RN to MSN	Nursing (program expansion)	Statewide
ISU	Health Professions	NP	Psychiatric/Mental Health NP	Statewide
ISU	Technology	Certificate/AS	Medical Informatics	Pocatello, Boise
ISU	Technology	AS	Pharmacy Technician	Pocatello, Boise
ISU	Technology	AAS	Physical Therapist Assistant (moved to FY10-11)	Boise
ISU	Technology	AS	Emergency Management	Boise
UI	Agricultural & Life Sciences	M.Sc.	Agricultural Sciences (moved to FY09-10)	Boise
UI	Letters, Arts & Social Sciences	M.Sc.	Bioregional Planning and Design	Boise
<b>2008-09</b>				
BSU	Applied Technology	P.T.C.	Auto Maintenance & Light Repair	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Medical Administrative Assistant Option	Treasure Valley
BSU	Applied Technology	T.C.	Medical Assistant	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Network Security Technician, CNT Option	Treasure Valley
BSU	Arts & Sciences	Ph.D.	Biology (moved to FY10-11)	Treasure Valley
BSU	Arts & Sciences	M.S.	Bioinformatics (moved to FY11-12)	Treasure Valley
BSU	Arts & Sciences	BS	Biomedical Sciences	Treasure Valley
BSU	Arts & Sciences	M.A.	Spanish (moved to FY11-12)	Treasure Valley

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Academic Year	College	Degree Level	Program	Location
<b>2008-09</b>				
BSU	Arts & Sciences	M.S.	Chemistry	Treasure Valley
BSU	Education	Ph.D.	Educational Leadership (moved to FY12-13)	Treasure Valley
BSU	Education	Ph.D.	Educational Technology (moved to FY10-11)	On-line
BSU	Engineering	MS, M. Engr.	Biomedical Engineering (moved from FY07-08)	Treasure Valley
BSU	Engineering	M.S.	Construction Management (moved to FY09-10)	Treasure Valley
BSU	Engineering	Ph.D.	Mechanical Engineering (moved to FY11-12)	Treasure Valley
BSU	Social Sciences & Public Affairs	M.A.	Political Science (moved from FY07-08)	Treasure Valley
BSU	Social Sciences & Public Affairs	Masters	Family Studies	Treasure Valley
BSU	Social Sciences & Public Affairs	Masters	Community Regional Planning	Treasure Valley/ Statewide
BSU	Social Sciences & Public Affairs	Ph.D.	Public Policy and Public Affairs	Treasure Valley/Statewide
BSU	Social Sciences & Public Affairs	Master's	Urban Studies	Treasure Valley/Statewide
ISU	Health Professions	Ph.D.	Counselor Education and Counseling	Boise
ISU	Health Professions	B.S. (completion)	Dental Hygiene (moved to FY2011-12)	Boise
ISU	Health Professions	AS	Sign Language Studies	Boise
ISU	Health Professions	BS	Educational Interpreting (moved to FY09-10)	Boise
ISU	Health Professions	DNP	Doctorate of Nursing Practice	Statewide
ISU	Technology	B.S.	Emergency Management	Boise
ISU	Technology	A.S.	Fire Services Administration	Boise
UI	Graduate Studies	Certificate	Bioregional Planning and Community Design	Boise
UI	Law	Post J.D.L.L.M.	Law	Boise

<b>2009-10</b>				
BSU	Applied Technology	A.T.C., A.A.S.	Aboriculture	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Database Technology	Treasure Valley
BSU	Applied Technology	A.A.S.	Web Design	Treasure Valley
BSU	Applied Technology	T.C.	Certified Landscape Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Medical Coding	Treasure Valley
BSU	Arts & Sciences	Masters	Physics (moved to FY10-11)	Treasure Valley
BSU	Arts & Sciences	Ph.D.	Rhetoric and Composition (moved to FY11-12)	Treasure Valley
BSU	Arts & Sciences	Ph.D.	Biomolecular Science (moved from FY07-08)	Treasure Valley
BSU	Arts & Sciences	Masters	Chemistry – Professional Masters	Treasure Valley
BSU	Arts & Sciences	MA	Teaching English Language Arts	Treasure Valley

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southwest Region - Page 9  
Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
<b>2009-10</b>				
BSU	Arts & Sciences	BA	Physics	Treasure Valley
BSU	Arts & Sciences-Social Sciences & Public Affairs	M.S.	Environmental Studies	Treasure Valley
BSU	Business & Economics	BBA, BA, BS	Entrepreneurship Management	Treasure Valley
BSU	Business & Economics	BBA., BA, BS	Human Resources Management	Treasure Valley
BSU	Engineering	Ph.D.	Civil Engineering (moved to FY10-11)	Treasure Valley
BSU	Engineering	PhD	Materials Science and Engineering (moved from FY07-08)	Treasure Valley
BSU	Engineering	PhD	Human Performance Technology (moved from FY07-08)	Online
BSU	Engineering	Masters	Construction Management (Master of) (moved from FY08-09)	Treasure Valley
BSU	Health Science & Applied Technology	A.T.C., A.A.S.	Health Information Technology	Treasure Valley
BSU	Health Sciences	M.S.	Nursing—Informatics & Administration	Treasure Valley
<del>BSU</del>	<del>Interdisciplinary Social Sciences &amp; Public Affairs</del>	<del>B.A. Bachelors</del>	<del>Bachelor of General Studies</del>	<del>Treasure Valley</del>
CWI		TC, ATC, AAS	Digital Home Systems Technology	Treasure Valley
CWI		ATC, AAS	Heavy Equipment Operator	Treasure Valley
CWI		ATC, AAS	Information Security & Forensics	Treasure Valley
CWI		ATC, AAS	Internetworking and Communication Technologies	Treasure Valley
CWI		ATC, AAS	IT Technician	Treasure Valley
CWI		ATC, AAS	Network Administrator	Treasure Valley
CWI		AAS	Nursing	Treasure Valley
CWI		TC, ATC, AAS	Printing & Document Imaging	Treasure Valley
CWI		ATC, AAS	Web Development	Treasure Valley
CWI		ATC, AAS	Cardiac Sonographer	Treasure Valley
CWI		AAS	Surgical Assistant	Treasure Valley
CWI		TC	Medical Assistant	Treasure Valley
ISU	Health Professions	BSDH	Dental Hygiene-BS Satellite Program (moved to FY10-11)	Expand to Boise
ISU	Health Professions	BS	Educational Interpreting (moved from FY07-08)	Treasure Valley
ISU	Health Professions	O.D.	Optometry	Treasure Valley

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~



Academic Year	College	Degree Level	Program	Location
<b>2009-10</b>				
ISU	Health Professions	New Clinical Site(s)	Physician Assistant-Primary Care Clinic	Treasure Valley
ISU	Technology	Master's or Graduate Certificate	Emergency Management	Boise
ISU	Technology	AS	Biomedical Engineering Technology (moved from FY06-07)	Pocatello, Treasure Valley
ISU	Technology	BS	Electronic Engineering Technology (moved from FY06-07)	Pocatello, Treasure Valley
ISU	Technology	AS	Pharmacy Technician (moved from FY07-08)	Pocatello, Treasure Valley
UI	Graduate Studies	M.S.	Bioregional Planning and Community Design	Boise
UI	Agricultural & Life Sciences	M.Sc.	Agricultural Sciences (moved from FY07-08)	Boise

<b>2010-11</b>				
BSU	Applied Technology	A.T.C., A.A.S.	Turf Management	Treasure Valley
BSU	Social Sciences & Public Affairs — Applied Technology	A.A.S.	Law Enforcement	Treasure Valley
BSU	Arts & Sciences	Ph.D.	Biology (moved from FY08-09)	Treasure Valley
BSU	Arts & Sciences	M.S.	Physics (moved from FY09-10)	Treasure Valley
BSU	Arts & Sciences	MFA	Dramatic Writing	Treasure Valley
BSU	Education	PhD	Educational Technology (moved from FY08-09)	Online
BSU	Engineering	PhD	Civil Engineering (moved from FY09-10)	Treasure Valley
BSU	Engineering	Ph.D.	Computer Science (moved to FY12-13)	Treasure Valley
BSU	Social Sciences & Public Affairs	MS	Public Relations	Treasure Valley
BSU	Social Sciences & Public Affairs	MA	Sociology	Treasure Valley
CWI		ATC, AAS	Dental Hygiene	Treasure Valley
CWI		ATC, AAS	Landscape & Maintenance Technician	Treasure Valley
CWI		TC	Pastry Chef	Treasure Valley
CWI		AAS	Physical Therapy Assistant (2 yr accreditation process)	Treasure Valley
CWI		ATC, AAS	Process and Control Technician	Treasure Valley
ISU	Health Professions	BSDH	Dental Hygiene – BS Satellite Program (moved from FY09-10)	Expand to Treasure Valley
ISU	Health Professions	MOT	Occupational Therapy (Hybrid Program)	Treasure Valley
ISU	Health Professions	DPT	Doctorate Physical Therapy (Hybrid Program)	Treasure Valley

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

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Academic Year	College	Degree Level	Program	Location
<b>2010-11</b>				
ISU	Health Professions	Residency	Physician Assistant: Geriatrics	Treasure Valley
ISU	Health Professions	Residency	Physician Assistant: International Medicine	Treasure Valley
ISU	Health Professions	Residency	Physician Assistant: Psychiatry	Treasure Valley
ISU	Health Professions	Residency	Physician Assistant: Sports Med/Orthopedics PA	Treasure Valley
ISU	Pharmacy	PharmD	Pharmacy – expand to full program in Treasure Valley	Treasure Valley
ISU	Technology	AAS	Physical Therapist Assistant (moved from FY07-08)	Treasure Valley
UI	Graduate Studies	MLA	Landscape Architecture	Boise
UI	WWAMI Medical Education	M.D. (UW)	Years 3 & 4 of Medical Education (UW awards the degree)	Boise
UI/BSU	Law/Business & Economics	Concurrent JD/MS	Law/Accounting	Boise
UI/BSU	Law/Business & Economics	Concurrent JD/MBA	Law/Business	Boise
UI	Law	JD	Law	Boise

<b>2011-12</b>				
BSU	Arts & Sciences	Ph.D.	Rhetoric and Composition (moved from FY09-10)	Treasure Valley
BSU	Arts & Sciences	MA	Spanish (moved from FY08-09)	Treasure Valley
BSU	Arts & Sciences/Engineering	MS	Bioinformatics (moved from FY08-09)	Treasure Valley
BSU	Arts & Sciences	Graduate Cert.	TESOL (Teaching English to Speakers of Other Languages)	Treasure Valley
BSU	Business & Economics/Engineering	MBA/MS	Business/Engineering	Treasure Valley
BSU	Education	Ph.D.	Early Childhood	Treasure Valley
BSU	Education	Ph.D.	Language, Literacy, and Culture	Treasure Valley
BSU	Engineering	PhD	Mechanical Engineering (moved from FY08-09)	Treasure Valley
BSU	Health Sciences	Masters	Health Informatics Management	Treasure Valley
BSU	Social Sciences & Public Affairs	BA	Conflict Resolution & Peace Studies	Treasure Valley
CWI		AAS	Law Enforcement	Treasure Valley
CWI		ATC, AAS	Medical Lab Technician	Treasure Valley
CWI		AAS	Pharmacy Technician	Treasure Valley
CWI		ATC, AAS	Telecommunication Technician	Treasure Valley
CWI		TC	Therapeutic Massage Technician	Treasure Valley
CWI		ATC, AAS	Turf Management Technician	Treasure Valley
ISU	Health Professions	B.S. (completion)	Dental Hygiene (moved from FY2008-09)	Treasure Valley

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Academic Year	College	Degree Level	Program	Location
<b>2012-13</b>				
BSU	Arts & Sciences	BS	Wildlife Ecology	Treasure Valley
BSU	Business & Economics	Ph.D.	Economics	Treasure Valley
BSU	Business & Economics	Ph.D.	Business (moved to FY15-16)	Treasure Valley
BSU	Business & Economics	MS/JD	Accounting – Taxation and law	SW and Northern Regions
BSU	Business & Economics	MS	Policy and Financial Economics	Treasure Valley
BSU	Education	Ph.D.	Educational Leadership (moved from FY08-09)	Treasure Valley
BSU	Engineering	Ph.D.	Computer Science (moved from FY10-11)	Treasure Valley
CWI		AAS	Medical Forensics Technician	Treasure Valley
CWI		AAS	Vet Technician	Treasure Valley
<b>2013-14</b>				
BSU	Business & Economics	M.S.	Real Estate (*Further Discussion btwn BSU/UI needed)	Treasure Valley
BSU	Business & Economics	BBA, BA, BS	Real Estate (*Further Discussion btwn BSU/UI needed)	Treasure Valley
BSU	Engineering	Ph.D.	Biomedical Engineering	Treasure Valley
CWI		AAS	Nuclear Medical Technician	Treasure Valley
ISU	Health Professions	Ph.D.	Dental Hygiene	Pocatello; Treasure Valley
UI	Art & Architecture	M.S.	Real Estate Development (*Further Discussion btwn UI/BSU needed)	Boise
<b>2014-15</b>				
BSU	Health Sciences	B.S.	Polysomnography	Treasure Valley
<b>2015-16</b>				
BSU	Business & Economics	PhD	Business (moved from FY12-13)	Treasure Valley

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## Southeast Region

Eight-Year Plan for Educational Program Development  
Potential New or Expanded Programs by Year  
Academic Years 2006-07 2008-09 through 2013-14 2015-16  
(Plans reflect the year the program would be proposed for implementation)

Academic Year	College	Degree Level	Program	Location
<b>2006-07</b>				
EITC	Business	AAS	Hospitality Management (moved to 08-09)	Idaho Falls
EITC	Business	AAS	Law Enforcement (moved to 08-09)	Idaho Falls
EITC	Health Professions	AAS	Registered Nurse	Idaho Falls
EITC	Industrial	AAS	Construction Management (moved to 08-09)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Radiation Safety Tech	Idaho Falls
ISU	Arts & Sciences	MS	Chemistry (reinstate stand alone MS from BS/MS in Chemistry)	Pocatello
ISU	Arts & Sciences	Minor	Folk Lore (Interdisciplinary)	Pocatello
ISU	Arts & Sciences	MA	History (moved to FY13-14)	Pocatello
ISU	Arts & Sciences	BA-emphasis in Visual Communic.	Mass Communication	Pocatello
ISU	Arts & Sciences	Certificate	Teaching English as a Second Language (English)	Pocatello
ISU	Business	BBA	Native American Business Administration	Pocatello
ISU	Education	BA, BS—Cert	Special Education Teaching Certificate	Pocatello
ISU	Education	Ph.D.	Instructional Design—stand alone PhD program (currently a major area w/in Ed.D. Educ Leadership)	Pocatello, Idaho Falls
ISU	Engineering	MS – Emphasis	Nuclear Applications for Medicine (Nuclear Science & Eng and Measurement & Control) (moved to FY09-10)	Pocatello, Idaho Falls
ISU	Health Professions	Minor	Nutrition (Health & Nutrition Sciences) (moved to FY09-10)	Pocatello
ISU	Interdisciplinary	MS	Materials Science	Pocatello, ID Falls
ISU	Technology	PSTC	Administrative Information Technology—Basic	Pocatello
ISU	Technology	PSTC	Basic Business Applications	Pocatello
ISU	Technology	AS	Biomedical Engineering Technology (moved to FY09-10)	Pocatello, Boise
ISU	Technology	AAS	Cosmetology (moved to FY08-09)	Pocatello
ISU	Technology	BS	Electronic Engineering Technology (moved to FY09-10)	Pocatello
ISU	Technology	Certificate	EMT-Basic (moved to FY08-09)	Pocatello
ISU	Technology	Certificate	Instrumentation & Automation Assistant	Pocatello
ISU	Technology	AAS	Massage Therapy	Pocatello
ISU	Technology	AAS	Medical Transcription	Pocatello
ISU	Technology	Certificate/AAS	Web Site Design & Management	Pocatello
UI	Graduate Studies	MSc, PhD	Bioinformatics & Computational Biology (moved to FY09-10)	Idaho Falls

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Academic Year	College	Degree Level	Program	Location
<b>2007-08</b>				
EITC	Business	AAS	Computer Game Programming (moved to 09-10)	Idaho Falls
EITC	Business	AAS	Telecommunications Tech (moved to 09-10)	Idaho Falls
EITC	Business	AAS	Veterinary Tech (moved to 09-10)	Idaho Falls
EITC	Industrial	Certificate	RV Service and Repair (moved to 09-10)	Idaho Falls
EITC	Industrial	Certificate	Small Engine Repair (moved to 09-10)	Idaho Falls
EITC	Health Professions	Certificate	Pharmacy Technician (moved to 09-10)	Idaho Falls
EITC	Health Professions	Certificate	Personal Trainer (moved to 09-10)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Hazardous Materials Technology (moved to 09-10)	Idaho Falls
EITC	Workforce Education	Certificate	Quality Assurance (moved to 09-10)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Process Technology (moved to 10-11)	Idaho Falls
ISU	Arts & Sciences	BS, Certificate	Actuarial Science (moved to FY10-11)	Pocatello
ISU	<del>Arts &amp; Sciences</del>	PhD	<del>Applied Physics (Physics)</del>	<del>Pocatello</del>
ISU	Arts & Sciences	BA	Dance (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	Post-Bacc Cert	Engineering Geology (joint btwn Engineering & Geosciences) (moved to FY09-10)	Pocatello, Idaho Falls
ISU	Arts & Sciences	Ph.D. (rename current DA degree)	English and Pedagogy (moved to FY09-10)	Pocatello
ISU	<del>Arts &amp; Sciences</del>	MS	<del>Forensic Studies (Interdisciplinary)</del>	<del>Pocatello, Idaho Falls</del>
ISU	Arts & Sciences	MA	Mass Communications (moved to FY09-10)	Pocatello
ISU	<del>Arts &amp; Sciences</del>	MA	<del>Mathematics for Secondary Teachers</del>	<del>Pocatello</del>
ISU	Arts & Sciences	BA, BS	Psychology (moved to FY09-10)	Expand to Idaho Falls
ISU	Arts & Sciences	BS	Statistics (Mathematics) (moved to FY08-09)	Pocatello
ISU	Arts & Sciences	MS	Watershed Science (Interdisciplinary) (moved to FY09-10)	Pocatello
ISU	Education	Ed D Emphasis	Adult Education (moved to FY10-11)	Pocatello, ID Falls, Twin Falls
ISU	Education	Ed D Emphasis	Curriculum and Instruction	Pocatello, ID Falls, Twin Falls
ISU	Education	Ed D Emphasis	Literacy (moved to FY13-14)	Pocatello, ID Falls, Twin Falls
ISU	Education	M Ed Emphasis	Seminary Instruction	Pocatello
ISU	Education	Ph.D.	Special Education (moved to FY09-10)	Pocatello
ISU	Engineering	MS	Bio Engineering and/or Medical Physics (moved to FY12-13)	Pocatello
ISU	Engineering	BS, MS	Computer Engineering (moved to FY12-13)	Pocatello
ISU	Engineering	MS	Computer Science (moved to FY 08-09)	Pocatello
ISU	Health Professions	RN to MSN	Nursing	Statewide
ISU	Health Professions	Pre-Prof to MS	Online Speech Language Pathology: Pre-Professional Year	Pocatello
ISU	Health Professions	NP	Psychiatric/Mental Health NP	Statewide

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Academic Year	College	Degree Level	Program	Location
<b>2007-08</b>				
ISU	Interdisciplinary	MA	Conflict Resolution	Pocatello, ID Falls
ISU	Technology	Ph.D.	Adult Learning and Development (HRTD) (moved to FY09-10)	Pocatello, ID Falls, Twin Falls
ISU	Technology	AAS	Energy Systems Technology	Pocatello
ISU	Technology	Certificate/AS	Medical Informatics	Pocatello, Boise
ISU	Technology	BS	Paralegal (moved to FY08-09)	Pocatello
ISU	Technology	AS	Pharmacy Technician (moved to FY09-10)	Pocatello, Boise
ISU	Technology	BS	Travel, Tourism, & Hospitality Management (moved to FY08-09)	Pocatello
UI	Agricultural & Life Sciences	Masters, M.S.	Agricultural Sciences (moved to FY09-10)	Idaho Falls

<b>2008-09</b>				
BSU	Social Sciences & Public Affairs	Ph.D.	Public Policy and Public Affairs [ <del>approved by SBOE 4-17-08</del> ]	Treasure Valley, Statewide
BSU	Social Sciences & Public Affairs	Masters	Community Regional Planning [ <del>approved by SBOE 4-17-08</del> ]	Treasure Valley, Statewide
EITC	Business	AAS	Medical Equipment Repair (moved to 15-16)	Idaho Falls
EITC	Health Professions	AAS	Respiratory Therapy (moved to 10-11)	Idaho Falls
EITC	Industrial	AAS	Heating Ventilation & Air Cond.(moved to 14-15)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Process Technology (moved to 10-11)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Radiation/Respiratory Security Training (moved to 10-11)	Idaho Falls
EITC	Business	AAS	Hospitality Management (moved from 06-07)	Idaho Falls
EITC	Business	AAS	Law Enforcement (moved from 06-07)	Idaho Falls
EITC	Industrial	AAS	Construction Management (moved from 06-07)	Idaho falls
ISU	Arts & Sciences	MS, MA	Applied Economics (Economics) (moved to FY10-11)	Pocatello
ISU	Arts & Sciences	Certificate	Applied Ethics (Philosophy)	Pocatello
ISU	Arts & Sciences	BS	Applied Mathematics (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	Certificate	Child Welfare (Sociology) (moved to FY10-11)	Pocatello
ISU	Arts & Sciences	BA, BS	Criminal Justice (Sociology) (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	AA	Foreign Languages: Arabic, Japanese, Chinese	Pocatello
ISU	Arts & Sciences	MA	Foreign Language – Spanish (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	Ph.D.	Geology (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	BA	Mathematics (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	Certificate, MA, MS	Medical/Bioethics (moved to FY09-10)	Pocatello, ID Falls
ISU	Arts & Sciences	Graduate Certificate	Medical Anthropology (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	Ph.D.	Microbiology (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	MA	Philosophy (moved to FY11-12)	Pocatello

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Academic Year	College	Degree Level	Program	Location
<b>2008-09</b>				
ISU	Arts & Sciences	BA, BS	Psychology (moved to FY10-11)	Expand to Twin Falls
ISU	Arts & Sciences	PhD	Psychology-Experimental (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	BS/Major/Minor	Statistics (Mathematics) (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	Emphasis	French/German/Spanish for Business and the Professions (Foreign Language)	Pocatello
ISU	Arts & Sciences	Minor	Leadership Studies	Pocatello
ISU	Arts & Sciences	Emphasis	Separate current advertising/public relations emphasis into two tracks (advertising, and public relations)	Pocatello
ISU	Arts & Sciences	Minor	Secondary Education Teaching Minor in Japanese	Pocatello
ISU	Engineering	MS	Computer Science (moved from FY07-08)	Pocatello, ID Falls
ISU	Engineering	BS	<del>Manufacturing Engineering Technology</del>	<del>Pocatello (Joint/Tech)</del>
ISU	Health Professions and Education	MS or MAT	Athletic Training (Interdisciplinary) (moved to FY09-10)	Pocatello
ISU	Health Professions	Post-graduate Certificate	Family Medicine, Rural Training Track	Rexburg
ISU	Health Professions	Minor; Certificate	Geriatrics (Interdisciplinary)	Pocatello
ISU	Health Professions	BS	Health Sciences	Pocatello
ISU	Health Professions	MPH emphasis	Concentration in Nutrition and Health Administration (Dept. of Health and Nutrition Sciences)	Pocatello
ISU	Health Professions	Post-Graduate Certificate	Physical Therapy: Orthopedic Residency (moved to FY10-11)	Pocatello
ISU	Technology	TC, ATC	Computer Network Technician	Pocatello
ISU	Technology	AAS	Cosmetology (moved from FY06-07)	Pocatello
ISU	Technology	Certificate	EMT-Basic (moved from FY06-07)	Pocatello
ISU	Technology	AAS	Energy Systems Electrical Engineering Technology	Pocatello
ISU	Technology	AAS	Information Technology Systems	Pocatello
ISU	Technology	BS	Paralegal (moved from FY07-08)	Pocatello
ISU	Technology	BS	Travel, Tourism, & Hospitality Management (moved from FY07-08)	Pocatello

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Academic Year	College	Degree Level	Program	Location
<b>2009-10</b>				
EITC	Health Professions	AAS	Mental Health Technician (moved to 11-12)	Idaho Falls
EITC	Industrial	AAS	Auto Collision Repair (moved to 11-12)	Idaho Falls
EITC	Business	AAS	Computer Game Programming (moved from 07-08)	Idaho Falls
EITC	Business	AAS	Telecommunications Tech (moved from 07-08)	Idaho Falls
EITC	Business	AAS	Veterinary Tech (moved from 07-08)	Idaho Falls
EITC	Industrial	Certificate	RV Service and Repair (moved from 07-08)	Idaho Falls
EITC	Industrial	Certificate	Small Engine Repair (moved from 07-08)	Idaho Falls
EITC	Health Professions	Certificate	Pharmacy Technician (moved from 07-08)	Idaho Falls
EITC	Health Professions	Certificate	Personal Trainer (moved from 07-08)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Hazardous Materials Technology (moved from 07-08)	Idaho Falls
EITC	Workforce Education	Certificate	Quality Assurance (moved from 07-08)	Idaho Falls
ISU	Arts & Sciences	PhD	Mathematics	Pocatello
ISU	<del>Arts &amp; Sciences</del>	DA	<del>Sociology</del>	<del>Pocatello</del>
ISU	Arts & Sciences	BS	Applied Mathematics (moved from FY08-09)	Pocatello
ISU	Education	MPE	Athletic Administration/Assistant Principal	Pocatello
ISU	Arts & Sciences	Minor	Book Arts – Mass Communication	Pocatello
ISU	Arts & Sciences	BS	Cell and Molecular Biology	Pocatello
ISU	Arts & Sciences	BA, BS	Criminology (Sociology, Criminal Justice) (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	BA, BS	Dance (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	Post-Baccalaureate Certificate	Engineering Geology (joint program between Engineering & Geosciences) (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	Ph.D. (to replace current DA)	English & Pedagogy (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	MA	Foreign Language – Spanish (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	Ph.D.	Geology (moved from FY08-09)	Pocatello
ISU	Business	BBA	Insurance	Pocatello
ISU	Arts & Sciences	MA	Mass Communication (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	BA	Mathematics (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	Certificate, MA, MS	Medical/Bioethics (moved from FY08-09)	Pocatello, ID Falls
ISU	Arts & Sciences	Graduate Certificate	Medical Anthropology (moved to FY08-09)	Pocatello
ISU	Arts & Sciences	Ph.D.	Microbiology (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	BS	Museum Science –Biology	Pocatello
ISU	Arts & Sciences	BM	Music—Composition (moved to FY11-12)	Pocatello

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Academic Year	College	Degree Level	Program	Location
<b>2009-10</b>				
ISU	Arts & Sciences	MM	Music—Performance (moved to FY11-12)	Pocatello
ISU	Arts & Sciences	BA, BS	Psychology (moved from FY07-08)	Extend to ID Falls
ISU	Arts & Sciences	Ph.D.	Psychology-Experimental (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	MSW	Social Work (moved from FY10-11)	Pocatello
ISU	Arts & Sciences	BA	Theatre, Film, & Video (Theatre & Dance and Mass Comm. Depts)	Pocatello
ISU	Arts & Sciences	MS	Watershed Science (Interdisciplinary) (moved from FY07-08)	Pocatello
ISU	Business	MS	Computer Information Systems	Pocatello
ISU	Education	Ph.D.	Special Education (moved from FY07-08)	Pocatello
ISU	Engineering	MS	Electrical Engineering	Pocatello
ISU	Engineering	MS—Emphasis	Nano-technology (Mechanical Engineering, Computer Engineering, Measurement & Control) (moved to FY12-13)	Pocatello
ISU	Engineering	MS – Emphasis	Nuclear Applications for Medicine (Nuclear Science and Engineering and Measurement & Control) (moved from FY06-07)	Pocatello, Idaho Falls
ISU	Health Professions	OD	Optometry	Pocatello
ISU	Health Professions	OTD	Occupational Therapy Doctorate	Pocatello
ISU	Health Professions	MHA	Health Care Administration:5-year MHA program (moved to FY11-12)	Pocatello
ISU	Health Professions	Professional Degree-Level Fellowship	Certificate in Hospitalist Medicine (Medical Residency)	Pocatello
ISU	Health Professions	M.Coun. (option)	Substance Abuse Counseling	Pocatello
ISU	Health Professions	Minor	Nutrition (Health and Nutrition Sciences) (moved from FY06-07)	Pocatello
ISU	Health Professions and Education	MS or MAT	Athletic Training (Interdisciplinary) (moved from FY08-09)	Pocatello
ISU	Interdisciplinary	MS	Environmental Health (Interdisciplinary)	Pocatello, ID Falls
ISU	Pharmacy	MS/Ph.D.	Neurosciences	Pocatello
ISU	Technology	Ph.D.	Adult Learning and Development (HRTD) (moved from FY07-08)	Pocatello, Twin Falls, ID Falls
ISU	Technology	AS	Biomedical Engineering Technology (moved from FY06-07)	Pocatello, Treasure Valley
ISU	Technology	BS	Child Development	Pocatello
ISU	Technology	BS	Electrical Engineering Technology (moved from FY06-07)	Pocatello

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Academic Year	College	Degree Level	Program	Location
<b>2009-10</b>				
ISU	Technology	AAS	Energy Systems Mechanical Engineering Technology	Pocatello
ISU	Technology	BS	Health Informatics/Information Administrator (RHIA)	Pocatello
ISU	Technology	AS	Pharmacy Technician (moved from FY07-08)	Pocatello, Treasure Valley
ISU	Technology	BS	Web Site Design & Management	Pocatello
UI	Graduate Studies	MSc, PhD	Bioinformatics & Computational Biology (moved from FY06-07)	Idaho Falls
UI	Agricultural & Life Sciences	Masters, M.S.	Agricultural Sciences (moved from FY07-08)	Idaho Falls
<b>2010-11</b>				
EITC	Potential: Business	AAS	Outdoor Recreation Mgmt.	Idaho Falls
EITC	Health Professions	AAS	Respiratory Therapy (moved from 08-09)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Process Technology (moved from 08-09)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Radiation/Respirator Security Training (moved from 08-09)	Idaho Falls
ISU	Arts & Sciences	BS, Certificate	Actuarial Science (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	MS, MA	Applied Economics (Economics) (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	Certificate	Applied Ethics (Philosophy) (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	Certificate	Child Welfare (Sociology) (Social Work) (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	BA/BS emphasis	Corporate Communication	Pocatello
ISU	Arts & Sciences	Grad Emphasis	Health Psychology	Pocatello
ISU	Arts & Sciences	MS	Neuroscience (Interdisciplinary)	Pocatello, ID Falls
ISU	Arts & Sciences	BA, BS	Psychology (moved from FY08-09)	Expand to Twin Falls
ISU	Arts & Sciences	Ph.D.	Social Dynamics & Biocomplexity (Interdisciplinary)	Pocatello
ISU	Arts & Sciences	MSW	Social Work (moved to FY09-10)	Pocatello
ISU	Education	Ed D Emphasis	Adult Education (moved from FY07-08)	Pocatello, ID Falls, Twin Falls
ISU	Education	BA/BS	Athletic Training	Pocatello
ISU	Technology	MS	Geomatics	Pocatello, Treasure Valley
ISU	Health Professions	HCA	Graduate Minor in HCA	Pocatello
ISU	Health Professions	HCA	Undergraduate Minor in HCA	Pocatello
ISU	Health Professions	MHA	MS-emphasis in Health Administration	Pocatello
ISU	Health Professions	MHA	Health Information Systems Management	Pocatello
ISU	Health Professions	Certificate	Hearing Instrument Specialist (Audiology)	Pocatello
ISU	Health Professions	PhD	Nursing (moved to statewide plan)	Statewide

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Academic Year	College	Degree Level	Program	Location
<b>2010-11</b>				
ISU	Health Professions	Post-Graduate Certificate	PT; Orthopedic Residency (moved from FY08-09)	Pocatello
ISU	Health Professions	Residency	PA; Orthopedic Residency	Pocatello
ISU	Health Professions	Residency	Physician Assistant – Geriatrics/Long Term Care (moved from FY11-12)	Pocatello
ISU	Health Professions	Residency	Physician Assistant – Psychiatry (moved from FY11-12)	Pocatello
ISU	Health Professions	Residency	Physician Assistant – International Medicine	Pocatello
ISU	Health Professions	PhD	Rehabilitation Science	Pocatello
ISU	Pharmacy	MS/PhD	Biomedical Sciences	Pocatello
ISU	Health Professions	AA	Speech Language Pathology Assistant	Pocatello
ISU	Health Professions	MS	Speech Language Pathology: Hybrid (part online/onsite)	Pocatello, Boise
ISU	Medicine	MD	Medical Education	Statewide

<b>2011-12</b>				
EITC	Business	AAS	Broadcast Production Mgmt	Idaho Falls
EITC	Health Professions	AAS	Mental Health Technician (moved from 09-10)	Idaho Falls
EITC	Industrial	AAS	Auto Collision Repair (moved from 09-10)	Idaho Falls
ISU	Arts & Sciences	BM`	Music-Composition (moved from FY09-10)	Pocatello
ISU	Arts & Sciences	MM	Music – Performance (moved from FY09-10)	Pocatello
ISU	Arts & Sciences	MA	Philosophy (moved from 08-09)	Pocatello
ISU	Arts & Sciences	MS	Biochemistry	Pocatello
ISU	Health Professions	MS	HCA: Health Information Systems Management	Pocatello
ISU	Health Professions	BS	Pre-Physician Assistant Major	Pocatello
ISU	Health Professions	5 year MHA	Health Care Administration	Pocatello
ISU	Health Professions	MD Fellowship	Internal Medicine (Hospitalist)	Pocatello
ISU	Health Professions	BSDH	Dental Hygiene (to add satellite program)	Expand to Twin Falls
ISU	Arts & Sciences	MA	Dance	Pocatello
ISU	Health Professions	Residency	Physician Assistant – Geriatrics/Long Term Care	Pocatello
ISU	Health Professions	Residency	Physician Assistant – Psychiatry	Pocatello

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Academic Year	College	Degree Level	Program	Location
<b>2012-13</b>				
EITC	Business	AAS	Outdoor Recreation Mgmt. (moved from FY10-11)	Idaho Falls
ISU	Arts & Sciences	MFA	Theatre and Dance (moved to 13-14)	Pocatello
ISU	Arts & Sciences	MA	Dance (moved from 11-12)	Pocatello
ISU	Engineering	BS, MS	Computer Engineering (moved from FY07-08)	Pocatello
ISU	Engineering	MS—Emphasis	Nano-technology (Mechanical Engineering, Computer Engineering, Measurement and Control) (moved from FY09-10)	Pocatello
ISU	Engineering	MS	Biomedical Engineering (moved from 07-08)	Pocatello
ISU	Engineering	PhD	Civil Engineering	Pocatello, ID Falls
ISU	Engineering	PhD	Computer Science	Pocatello, ID Falls
ISU	Engineering	PhD	Electrical Engineering	Pocatello, ID Falls
ISU	Engineering	PhD	Mechanical Engineering	Pocatello, ID Falls
ISU	Health Professions	PhD	Dental Hygiene	Pocatello
ISU	Health Professions	MD Fellowship	Psychiatry	Pocatello
<b>2013-14</b>				
EITC	Business	AAS	Broadcast Management (moved from FY11-12)	Idaho Falls
ISU	Health Professions	PhD	Dental Hygiene	Pocatello
ISU	Arts & Sciences	MA	History (moved from FY06-07)	Pocatello
ISU	Arts & Sciences	MFA	Theatre & Dance (moved from 12-13)	Pocatello
ISU	Education	Ed D Emphasis	Literacy (moved from FY07-08)	Pocatello, ID Falls, Twin Falls
ISU	Health Professions	MS	Dietetics	Pocatello, Treasure Valley
ISU	Health Professions	Residency Cert.	Psychiatry	Pocatello
<b>2014-15</b>				
EITC	Industrial	AAS	Heating Ventilation and Air Cond. (moved from FY08-09)	Idaho Falls
ISU	Health Professions	Certificate	Rural Underserved Health (Institute of Rural Health)	Pocatello
<b>2015-16</b>				
EITC	Business	AAS	Medical Equipment Repair (moved from FY08-09)	Idaho Falls

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## Northern Region

Eight-Year Plan for Educational Program Development  
Potential New or Expanded Programs by Year  
Academic Years 2006-07 2008-09 through 2013-14 2015-16  
(Plans reflect the year the program would be proposed for implementation)

Academic Year	College	Degree Level	Program	Location
<b>2006-07</b>				
UI	Agricultural & Life Sciences	M.Sci., Masters	Agricultural Sciences	Coeur d'Alene
UI	Education	B.S.	Secondary	Coeur d'Alene
UI	Letters, Arts and Social Sciences	Certificate	Organizational Leadership	Moscow
LCSC	Academic	BS	Radiography	Coeur d'Alene
LCSC	Academic	BA/BS	Biology w/secondary certification	Lewiston
LCSC	Academic	AS	Business Administration	Lewiston
LCSC	Academic	BA/BS	Chemistry w/secondary certification	Lewiston
LCSC	Academic	Alternative Teacher Certification - BS	Education	Coeur d'Alene
LCSC	Academic	AS	Entrepreneurship	Lewiston
LCSC	Academic	Minor	Marketing	Lewiston
LCSC	Academic	BA/BS	Management w/Radiographic Emphasis	Lewiston
LCSC	Academic	BS	Medical Technology	Lewiston, Coeur d'Alene
LCSC	Academic	BA/BS	Public Administration	Lewiston
LCSC	Academic	BS	Public Administration	Lewiston, Coeur d'Alene
LCSC	Academic	20-credit minor	Special Ed w/o certification	Lewiston
LCSC	Professional-Technical	AAS	Dental Hygiene (moved to FY09-10)	Lewiston
NIC	Professional-Technical	Certificate	Graphic Arts	Coeur d'Alene
NIC	Professional-Technical	AAS	Radiographic Technology	Coeur d'Alene
NIC	Professional-Technical	TC,AAS	Resort/Recreation Management	Coeur d'Alene
NIC	Professional-Technical	TC, AAS	Medical Equipment Repair (moved to FY08-09)	Coeur d'Alene
NIC	Professional-Technical	TC, AAS	Turf Management	Coeur d'Alene

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Academic Year	College	Degree Level	Program	Location
<b>2007-08</b>				
UI	Agricultural & Life Sciences	M.Sc., Ph.D.	Biological & Agricultural Engineering	Post Falls
UI	Agriculture & Life Sciences	B.Sc.	Early Childhood Dev & Education (moved to FY08-09)	Coeur d'Alene
UI	Agriculture & Life Sciences	B.Sc.	Medical Technology (moved to FY08-9)	Coeur d'Alene
UI	Education	Ph.D.	Education (moved to FY08-09)	Coeur d'Alene
UI	Engineering	M.Sc., Ph.D.	Computer Science	Coeur d'Alene
UI	Graduate Studies	M.S., Certificate	Bioregional Planning & Community Design	Moscow
UI	Graduate Studies	Ph.D.	Environmental Sciences (moved to FY09-10)	Post Falls
UI	Graduate Studies	M.S./J.D., Ph.D./J.D.	Water Resources	Moscow
UI	Graduate Studies	M.S., Ph.D.	Water Resources (3 options)	Moscow
UI	Letters, Arts & Social Sciences	M.M.	Conducting (moved to FY08-09)	Moscow
UI	Letters, Arts & Social Sciences	MFA	Dramatic Writing (moved to FY08-09)	Moscow
UI	Letters, Arts & Social Sciences	Ph.D.	Experimental Psychology (moved to FY08-09)	Moscow
UI	WWAMI Medical Education	n/a	1 <sup>st</sup> year Medical Education (moved to FY08-09)	Moscow
LCSC	Academic	BA/BS	Applied Psychology	Coeur d'Alene
LCSC	Academic	BA/BS	Biochemistry, Cellular & Molecular Biology	Lewiston
LCSC	Academic	BA/BS	Biology w/secondary certification (moved to FY08-09)	Lewiston
LCSC	Academic	BA/BS	Chemistry w/secondary certification (moved to FY08-09)	Lewiston
LCSC	Academic	BA/BS	Environmental Science (moved to FY10-11)	Lewiston
LCSC	Academic	Minor	Human Resource Management (moved to 08-09)	Lewiston
LCSC	Academic	Minor	Marketing (moved to 08-09)	Lewiston
LCSC	Academic	BS	Medical Diagnostic Imaging (moved to 10-11)	Lewiston, Coeur d'Alene
LCSC	Academic	BS	Medical Technology (moved to FY09-10)	Lewiston
LCSC	Academic	BA	Publishing Arts	Lewiston
LCSC	Academic	BS	Radiography	Coeur d'Alene
LCSC	Academic	BA/BS	Public Administration (moved to FY08-09)	Lewiston
LCSC	Academic	MAT	Secondary Education (moved to FY09-10)	Lewiston
LCSC	Academic	BA/BS	Special Education – DLT degree	Lewiston
LCSC	Academic	BA/BS	Sports & Rec Management	Lewiston
LCSC	Professional-Technical	AAS	Automobile Hybrid Technology	Lewiston
LCSC	Professional-Technical	AAS	Communication & Media (moved to FY09-10)	Lewiston
LCSC	Professional-Technical	AAS	Human Resource Management (moved to FY08-09)	Lewiston
NIC	Professional Technical	TC	Dental Assistant (moved to FY09-10)	Coeur d'Alene
NIC	Professional Technical	AAS	Dental Hygiene (moved to FY09-10)	Coeur d'Alene
NIC	Professional Technical	TC, ATC, AAS	Industrial Controls Technology (moved to FY12-13)	Coeur d'Alene

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Academic Year	College	Degree Level	Program	Location
<b>2008-2009</b>				
UI	Graduate Studies	Grad. Degree/ cert.	Bionanoscience	Moscow
UI	Graduate Studies	Certificate	Bioregional Planning	Coeur d'Alene
UI	<del>Art &amp; Architecture</del>	B.A.	Art History and Visual Culture	Moscow
UI	<del>Agricultural &amp; Life Sciences</del>	<del>BS</del>	<del>Foods and Nutrition – Nutrition Option</del>	<del>Coeur d'Alene</del>
UI	Letters, Arts & Social Sciences	M.S.	Organizational Dynamics	Coeur d'Alene
UI	Letters, Arts & Social Sciences	M.A., M.S.	Specialized Reporting (Moved to 10-11)	Moscow
UI	Agricultural & Life Sciences	B.Sc.	Early Childhood development & Education (moved from FY07-08)	Coeur d'Alene
UI	Agricultural & Life Sciences	B. Sc.	Medical Technology (moved from FY07-08)	Coeur d'Alene
UI	Agricultural & Life Sciences	MS Med Tech	Medical Technology	Moscow
UI	Education	EdD	Education	Coeur d'Alene
UI	Education	PhD	Education (moved from FY07-08)	Coeur d'Alene
<del>UI</del>	<del>Graduate Studies</del>	<del>MS, Certificate</del>	<del>Bioregional Planning &amp; Community Design</del>	<del>Moscow, statewide</del>
UI	Graduate Studies	MLA	Landscape Architecture	Moscow, Boise
UI	Letters, Arts & Social Sciences	M.M.	Conducting ( moved from FY07-08)	Moscow
UI	Letters, Arts & Social Sciences	MFA	Dramatic Writing ( moved from FY07-08)	Moscow
UI	Letters, Arts & Social Sciences	PhD	Experimental Psychology ( moved from FY07-08)	Moscow
UI	Letters, Arts & Social Sciences	BA/BS	Interpersonal and Organizational Relations	Coeur d'Alene
UI	Science	BS	Chemistry- Forensic Option	Moscow
UI	Science	Certificate	Reproductive Biology	Moscow
UI	WWAMI	n/a	1 <sup>st</sup> Year Medical Education (moved from FY07-08)	Moscow
LCSC	Academic	Certificates/minors	American Indian Education	Lewiston
LCSC	Academic	Certificates/minors	E-Learning & distance learning tech	Lewiston
LCSC	Academic	Certificates/minors	Health/aging/fitness	Lewiston
LCSC	Academic	Certificates/minors	Home based schooling	Lewiston
LCSC	Academic	Certificates/minors	Prison Education	Lewiston
LCSC	Academic	Minor	Human Resource Management (moved from FY07-08)	Lewiston
LCSC	Academic	BA/BS	Marketing (moved from 06-07)	Lewiston
LCSC	Academic	BS	Medical Diagnostic Imaging (moved to FY10-11)	Coeur d'Alene
LCSC	Academic	BA/BS	Public Administration (moved from FY07-08)	Lewiston
LCSC	Academic	BA/BS	Biology w/ Secondary Certification (moved from FY07-08)	Lewiston
LCSC	Academic	BA/BS	Chemistry w/ Secondary Certification (moved from FY07-08)	Lewiston
LCSC	Academic	BA/BS	Earth Science w/ Secondary Certification	Lewiston
LCSC	Academic	AS	Respiratory Therapy	Lewiston

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Academic Year	College	Degree Level	Program	Location
<b>2008-2009</b>				
NIC	Professional-Technical	TC	Gerontology Care Specialist	Coeur d'Alene
NIC	Professional-Technical	TC, ATC, AAS	Instrumentation Technology	Coeur d'Alene
NIC	Professional-Technical	TC, ATC, AAS	Medical Equipment Repair (moved from FY06-07 then moved to FY13-14)	Coeur d'Alene
NIC	Professional-Technical	AAS	Respiratory Therapy (moved to FY11-12)	Coeur d'Alene
NIC	Professional-Technical	AAS	Veterinary Assistant (moved to FY14-15)	Coeur d'Alene
NIC	Trades & industry	TC, ATC	Home Technology Integration	Coeur d'Alene
NIC	Health Professions	TC	EMT	Coeur d'Alene
NIC	Health Professions	AAS	Paramedic	Coeur d'Alene
NIC	Business & Professional	TC, ATC	Law Enforcement Patrol	Coeur d'Alene
NIC	Trades & Industry	PTC	Basic Welding Program (evenings)	Coeur d'Alene
NIC	Trades & Industry	PTC	Basic Diesel Electrical Systems (evenings)	Coeur d'Alene
NIC	Trades & Industry	PTC	Automotive Maintenance Technicians (evenings)	Coeur d'Alene
NIC	Trades & Industry	ATC, AAS	Welding Technology (evenings)	Coeur d'Alene
NIC	Trades & Industry	PTC	Diesel Hydraulic Systems (evenings)	Coeur d'Alene
NIC	Trades & Industry	PTC	Basic Power Equipment	Coeur d'Alene

<b>2009-10</b>				
UI	Graduate Studies	M.Sc., Ph.D.	Bioinformatics & Computational Biology	Coeur d'Alene
UI	Agricultural & Life Sciences	MSc.	Agricultural Sciences (moved from FY07-08)	Coeur d'Alene
UI	Graduate Studies	Ph.D.	Environmental Sciences (moved from FY09-10)	Post Falls
UI	Education	BS Tech	Professional-Technical and Technology Education	Coeur d'Alene
UI	Letters, Arts, & Social Sciences	Certificate	Global Justice	Moscow
UI	Letters, Arts, & Social Sciences	BA	Interdisciplinary Studies	Coeur d'Alene
UI	Letters, Arts, & Social Sciences	BS	Interdisciplinary Studies	Coeur d'Alene
UI	Letters, Arts, & Social Sciences	Certificate	Professional Ethics, Diversity & Intercultural Relations	Moscow
UI	Engineering	M.Sc., Ph.D.	Mechanical Engineering	Post Falls
UI	WWAMI Medical Education	n/a	1 <sup>st</sup> year Medical Education (moved to FY10-11)	Moscow
UI	Graduate Studies	PhD	Environmental Sciences (moved from FY07-08)	Coeur d'Alene
ISU	Health Professions	BSDH	Dental Hygiene (to add satellite BS Program) (moved to FY10-11)	North Idaho and Boise

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Academic Year	College	Degree Level	Program	Location
<b>2009-10</b>				
LCSC	Academic	Minor	Middle Level Education	Lewiston
LCSC	Academic	BS	Medical Technology (moved from FY07-08)	Lewiston
LCSC	Academic	MAT	Secondary Education (moved from FY07-08)	Lewiston
LCSC	Academic	BA/BS & minor	Exercise Science	Lewiston
LCSC	Academic	BA/BS	Accounting	Lewiston
LCSC	Academic	BA/BS	Management Information Systems	Lewiston
LCSC	Academic	BFA	Creative Writing	Lewiston
LCSC	Academic	BA/BS	Secondary Education: Speech/Drama	Lewiston
LCSC	Professional Technical	AAS	Dental Hygiene (moved from FY06-07)	Lewiston
LCSC	Professional Technical	AAS	Communication & Media (moved from FY07-08)	Lewiston
NIC	Health Professions	AAS	Dental Hygiene (moved from FY07-08)	Coeur d' Alene
NIC	Health Professions	TC	Dental Assistant (moved from FY07-08)	Coeur d' Alene
NIC	Health Professions	AAS	PTA	Coeur d' Alene
NIC	Trades & Industry	TC	Basic Motorcycle Systems	Coeur d' Alene
NIC	Trades & industry	TC	Customer Service Specialist	Coeur d' Alene
NIC	Trades & industry	AAS	Carpentry	Coeur d' Alene
NIC	PE & RRM	TC, AAS	Fitness Specialist	Coeur d' Alene
NIC	Business & Professional	TC	Culinary Arts Bakery	Coeur d' Alene
NIC	Trades & Industry	TC, ATC, AAS	Warehouse/Distribution Specialist	Coeur d' Alene
NIC	Trades & Industry	TC, ATC, AAS	Industrial Electrical Technology	Coeur d' Alene
NIC	Professional Technical	TC, ATC, AAS	Industrial Electricity Technology	Coeur d' Alene
NIC	Professional Technical	AAS	Massage Therapy	Coeur d' Alene
NIC	Professional Technical	AAS	Surgical Technician	Coeur d' Alene

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Academic Year	College	Degree Level	Program	Location
<b>2010-11</b>				
UI	Agricultural & Life Sciences	BS	Foods and Nutrition - Culinology Option	Coeur d'Alene
UI	Letters, Arts & Social Sciences	M.A.	Media Management, Journalism & Mass Media	Moscow/Coeur d'Alene
UI	Graduate Studies	MLA	Landscape Architecture	Moscow, statewide
UI	Letters, Arts, & Social Sciences	MA , MS	Specialized Reporting (moved from FY08-09)	Moscow
UI	WWAMI Medical Education	n/a	1 <sup>st</sup> Year Medical Education (moved from 2009-10)	Moscow
UI	Art & Architecture	MS	Virtual Technology & Design	Moscow
LCSC	Academic	BA/BSBS	Early Childhood Education	Lewiston
LCSC	Academic	BA/BS	Environmental Science (moved from FY07-08)	Lewiston
LCSC	Academic	BS	Medical Diagnostic Imaging (moved from FY08-09)	Coeur d' Alene
LCSC	Academic	BA/BS	Health Care Administration	Lewiston, Coeur d'Alene
LCSC	Professional Technical	TC/AAS	Dental Assistant	Lewiston
NIC	Professional Technical	TC	Nail Technician	Coeur d'Alene
NIC	Professional Technical	AAS	Ultrasound Technician	Coeur d'Alene
NIC	Health Professions	AAS	Ultrasound Technologist	Coeur d'Alene
NIC	Health Professions	AAS	Surgical Technologist	Coeur d' Alene
NIC	Business & Professional	TC, ATC	Legal Administrative Assistant	Coeur d'Alene
NIC	Trades & industry	AAS	Transportation & Logistics Mgmt.	Coeur d' Alene
ISU	Health Professions	BSDH	Dental Hygiene (to add satellite BS Prog) (moved from FY09-10)	North Idaho /Treasure Valley
ISU	Health Professions	PG Certificate	Family Medicine Residency	Coeur d' Alene

<b>2011-12</b>				
UI	Agricultural & Life Sciences	M.Sc., Ph.D.	Microbiology, Molecular Biology & Biochemistry	Coeur d'Alene
UI	Engineering	M.Sc., Ph.D.	Material Sciences & Engineering	Post Falls
UI	Business & Economics	M Acct	Accountancy	Coeur d' Alene
UI	Business & Economics	MBA	Master of Business Administration	Moscow
NIC	Professional Technical	AAS	Cosmetology	Coeur d'Alene
NIC	Professional Technical	TC	Emergency Medical Technician	Coeur d'Alene
NIC	Professional Technical	AAS	Medical Assistant	Coeur d'Alene
NIC	Health Professions	AAS	Respiratory Therapist (moved from FY 07-08)	Coeur d' Alene
NIC	PE & RRM	TC, AAS	Professional Golf Management	Coeur d' Alene
NIC	Business & Professional	ATC, AAS	Culinary Arts- Culinology	Coeur d' Alene
NIC	Business & Professional	TC	Medical Administrative Assistant	Coeur d' Alene
NIC	Business & Professional	TC	Medical Billing Specialist	Coeur d' Alene
NIC	Business & Professional	TC	Medical Transcriptionist	Coeur d' Alene
NIC	Trades & Industry	TC, ATC, AAS	Instrumentation Technology	Coeur d' Alene
LCSC	Professional Technical	TC/AAS	Certified Nursing Assistant	Lewiston

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Academic Year	College	Degree Level	Program	Location
<b>2012-13</b>				
BSU	Business & Economics	MS/JD	Accounting – Taxation and law	SW and Northern Regions
LCSC	Academic	Certificate	GIS	Lewiston
NIC	Professional Technical	AAS	Nuclear Medicine Technician-Technologist	Coeur d'Alene
NIC	Health Professions	AAS	Nuclear Medicine Technologist	Coeur d'Alene
NIC	PE & RRM	TC, ATC	Athletic Trainer Aide	Coeur d' Alene
NIC	Trades & Industry	TC, ATC, AAS	Industrial Controls Technology (moved from FY07-08)	Coeur d' Alene
ISU	Health Professions	MPAS	Physician Assistant (expansion)	Coeur d' Alene
ISU	Health Professions	Graduate Residency Cert.	Clinical training Site for Resident Dentists	Coeur d' Alene
UI	Education	BS Tech	Professional-technical and Technology Education	Sandpoint
UI	Agricultural & Life Sciences	MS	Family And Consumer Sciences	Sandpoint
UI	Agricultural & Life Sciences	MS	Food Science	Sandpoint
UI	Agricultural & Life Sciences	BS	Foods and Nutrition-Culinology Option	Sandpoint
UI	Agricultural & Life Sciences	BS	Foods and Nutrition-Nutrition Option	Sandpoint
UI	Agricultural & Life Sciences	MS	Plant Science	Sandpoint
UI	Education	M.Ed	Counseling and Human Services	Sandpoint
UI	Education	MS	Counseling and Human Services	Sandpoint
UI	Education	M.Ed	Curriculum and Instruction	Sandpoint
UI	Education	MS	Curriculum and Instruction	Sandpoint
UI	Education	Ed.S	Educational Leadership	Sandpoint
UI	Education	M.Ed	Educational Leadership	Sandpoint
UI	Education	BS Ed	Elementary Education	Sandpoint
UI	Education	M Ed	Professional-Technical and Technology Education	Sandpoint
UI	Education	BS	Recreation	Sandpoint
UI	Education	BS Ed	Secondary Education	Sandpoint
UI	Education	BS Ed	Special Education	Sandpoint
UI	Education	Ed. S.	Special Education	Sandpoint
UI	Education	M. Ed	Special Education	Sandpoint

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Academic Year	College	Degree Level	Program	Location
<b>2012-13</b>				
UI	Letters, Arts, & Social Sciences	BS	Psychology	Sandpoint
UI	Graduate Studies	MS	Environmental Sciences	Sandpoint
UI	Letters, Arts, & Social Sciences	BS	Environmental Sciences	Sandpoint
UI	Letters, Arts, & Social Sciences	BGS	General Studies	Sandpoint
UI	Letters, Arts, & Social Sciences	BA	Interdisciplinary Studies	Sandpoint
UI	Letters, Arts, & Social Sciences	BS	Interdisciplinary Studies	Sandpoint
UI	Letters, Arts, & Social Sciences	BFA	Music Theater	Sandpoint
UI	Letters, Arts, & Social Sciences	MFA	Music Theater	Sandpoint
UI	Letters, Arts, & Social Sciences	MS	Organizational Leadership	Sandpoint
UI	Natural Resources	M.S.	Natural Resources Conservation Admin	Sandpoint
UI	Education	BS Ed	Professional-Technical and Technology Education	Sandpoint

Academic Year	College	Degree Level	Program	Location
<b>2013-14</b>				
LCSC	Academic/Prof-Tech	Certificate	K-12	Lewiston
NIC	Trades & Industry	TC, ATC, AAS	Medical Equipment Repair Tech	Coeur d Alene

<b>2014-15</b>				
LCSC			Nothing panned at this time	
NIC	Business & Professional	ATC, AAS	Veterinary Technician (moved from FY07-08)	Coeur d Alene
NIC	Trades & Industry	TC, ATC, AAS	Electronics Technician	Coeur d Alene
NIC	Trades & Industry	TC, ATC	Equipment Operations	Coeur d Alene

<b>2015-16</b>				
LCSC			Nothing panned at this time	
NIC	Trades & Industry	ATC, AAS	Electrical Power/Process Automation	Coeur d' Alene

<b>2016-17</b>				
LCSC			Nothing panned at this time	

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# South Central Idaho

Eight-Year Plan for Educational Program Development  
 Potential New or Expanded Programs by Year  
 Academic Years 2006-07 2008-09 through 2013-14 2015-16  
 (Plans reflect the year the program would be proposed for implementation)

Academic Year	College	Degree Level	Program	Location
<b>2006-07</b>				
CSI		A./A.A.S.	Agriculture— Animal Science	Twin Falls
CSI		A.A.S.	Greenhouse Management (moved to FY09-10)	Twin Falls
CSI		A.A.S.	Convergent and Telecommunications Technology	Twin Falls
CSI		A.A.	Special Education (approved)	Twin Falls
CSI		A.A.S.	Residential Construction	Twin Falls
CSI		B.A./B.S.	Psychology in cooperation with 4 yr school (ISU) (moved to FY08-09)	Twin Falls
CSI		B.A.	Social Work in cooperation with 4 yr school (ISU or BSU)	Twin Falls
<b>2007-08</b>				
CSI		A.A.S.	Music Performance	Twin Falls
CSI		A.A.S.	Turf Management (moved to FY-11-12)	Twin Falls
CSI		A.A.S.	Nursery Management (moved to FY10-11)	Twin Falls
CSI		TC	Grooming	Twin Falls
CSI		A.A./A.A.S.	Computer Information Systems	Twin Falls
ISU	Education	Ed.D. Emphasis	Seminary Instruction	Twin Falls
ISU	Education	Ed.D. Emphasis	Curriculum and Instruction	Twin Falls
ISU	Education	Ed.D. Emphasis	Adult Education (moved to FY10-11)	Twin Falls
ISU	Technology	Ph.D.	Adult Learning and Development HRTD (moved to FY09-10)	Twin Falls
<b>2008-09</b>				
CSI		A.A.S.	Cyber Security (articulation w/ISU, UI, BSU)	Twin Falls
CSI		A.S.	Bioinformatics (articulation w/ISU, UI, BSU)	Twin Falls
CSI		A.A.	Dance	Twin Falls
CSI		A.A.	Music Education	Twin Falls

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Academic Year	College	Degree Level	Program	Location
<b>2008-09</b>				
CSi		B.A/B.S	Psychology in cooperation with 4 yr school (ISU) (moved from FY06-07)	Twin Falls
CSI		A.A	Mass Communication	Twin Falls
CSI		TC	Herdsman	Twin Falls
CSI		TC	Turf Management	Twin Falls
CSI		AAS, TC	Renewable Energy	Twin Falls
CSI		AAS, TC	Medical Coding Specialist	Twin Falls
CSI		A.A.S.	Forensic Specialist	Twin Falls
CSI		A.A.S.	Criminal Justice Administration	Twin Falls
ISU	Arts & Sciences	BA, BS	Psychology (moved to FY09-10)	Twin Falls
BSU	Social Sciences & Public Affairs	BSW	Social Work	Twin Falls
BSU	Social Sciences & Public Affairs	MSW	Social Work	Twin Falls
<b>2009-10</b>				
CSI		A.S.	Chemistry Lab Technician	Twin Falls
CSI		A.A.	K-12 Physical Education	Twin Falls
CSI		A.A.	<del>Sport Management</del>	<del>Twin Falls</del>
CSI		A.A.S	Greenhouse Management (moved from FY06-07)	Twin Falls
CSI		AAS	Dairy Science	Twin Falls
CSI		TC	Farrier	Twin Falls
CSI		AA	Outdoor Recreation	Twin Falls
CSi		AAS, AS, Cert	Gerontology	Twin Falls
ISU	Health Professions	Ph.D.	Nursing	Statewide
ISU	Arts & Sciences	BA, BS	Psychology (moved from FY08-09)	Twin Falls
ISU	Technology	Ph.D.	Adult Learning and Development HRTD (moved from FY07-08)	Twin Falls
<b>2010-11</b>				
CSI		AAS, AS, Cert	Physical Therapy Assistant	Twin Falls
CSI		A.A.S	Nursery Management (moved from FY07-08)	Twin Falls
ISU	Education	Ed.D. Emphasis	Adult Education (moved from FY07-08)	Twin Falls

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

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Academic Year	College	Degree Level	Program	Location
<b>2011-12</b>				
CSI		AAS, AS, Cert	Dietetic Technology	Twin Falls
CSI		A.A.S	Turf Management (moved from FY07-08)	Twin Falls
<b>2012-13</b>				
CSI		AAS, AS, Cert	Dental Hygiene	Twin Falls
CSI		AAS, AS, Cert	Pharmacy Technology	Twin Falls
CSI		TC	Viticulture	Twin Falls
CSI		AAS	Health Information Technology	Twin Falls
<b>2013-14</b>				
CSI		AAS, AS, Cert	Medical Laboratory Assistant	Twin Falls
CSI		TC	Silviculture	Twin Falls
<b>2014-15</b>				
CSI		AAS, AS, Cert	Diagnostic Sonography	Twin Falls
CSI		AAS	Viticulture	Twin Falls
<b>2015-16</b>				
CSI		AAS	Silviculture	Twin Falls

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

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Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

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## Statewide

Eight-Year Plan for Educational Program Development  
Potential New or Expanded Programs by Year  
Academic Years 2006-07 2008-09 through 2013-14 2015-16  
(Plans reflect the year the program would be proposed for implementation)

Academic Year	College	Degree Level	Program	Location
<b>2007-08</b>				
ISU	Health Professions	RN to MSN	Nursing	Statewide
ISU	Health Professions	NP	Psychiatric/Mental Health NP (moved to FY09-10)	Statewide
ISU	Technology	AS (online)	Emergency Management (Online Program) (moved to FY09-10)	Statewide
UI	Graduate Studies	MS, Certificate	Bioregional Planning & Community Design	Statewide
<b>2008-2009</b>				
BSU	Social Sciences & Public Affairs	Ph.D.	Public Policy and Public Affairs <del>approved by SBOE 4-17-08</del>	Statewide
BSU	Social Sciences & Public Affairs	Masters	Community Regional Planning <del>approved by SBOE 4-17-08</del>	Statewide
BSU	Social Sciences & Public Affairs	Masters	Urban Studies	Statewide
ISU	Health Professions	DNP	Doctorate of Nursing Practice (moved to 10-11)	Statewide
UI	Graduate Studies	MS, Certificate	Bioregional Planning & Community Design (moved from FY07-08)	Statewide
<b>2009-10</b>				
ISU	Health Professions	MS (online)	Deaf Education (Online Program)	Statewide
ISU	Health Professions	NP	Psychiatric/Mental Health NP (moved from FY07-08)	Statewide
ISU	Technology	BS (online)	Fire Services Administration (Online Program)	Statewide
ISU	Technology	AS (online)	Emergency Management (Online Program) (moved from FY07-08)	Statewide

**Indicates new additions, indicates a change in delivery timeframe, indicates a correction and indicates a deletion.**

Academic Year	College	Degree Level	Program	Location
<b>2010-11</b>				
ISU	Health Professions	Ph.D. (online)	Nursing (Online Program)	Statewide
ISU	Health Professions	MS	Speech Language Pathology (Hybrid Program)	Statewide
ISU	Health Professions	Certificate (online)	Speech-Language Pathology Assistant (Online Program) (moved from SE Idaho Plan)	Statewide
ISU	Health Professions	DNP	Doctorate of Nursing Practice (moved from 08-09)	Statewide
ISU	Health Professions	BS (online)	Radiographic Science Bachelor's completion (Online)	Statewide
ISU	Medicine	M.D.	Medical Education	Statewide
ISU	Pharmacy	MS/PHD	Clinical Pharmacotherapy	Statewide
ISU	Technology	BS (online)	Emergency Management (Online Program) (moved from 08-09)	Statewide
ISU	Health Professions	Ph.D. (online)	Nursing (Online Program)	Statewide
ISU	Health Professions	MS	Speech Language Pathology (Hybrid Program)	Statewide
UI	Graduate Studies	MLA	Landscape Architecture	Statewide
<b>2011-12</b>				
ISU	Technology	Master's/Graduate Certificate (online)	Emergency Management (Online Program) (moved from 08-09)	Boise Statewide
<b>2012-13</b>				
ISU	Health Professions	DNP	CRNA Specialization	Statewide
<b>2013-14</b>				
ISU	Health Professions	DNP	Forensics Specialization	Statewide

Indicates new additions, indicates a change in delivery timeframe, indicates a correction and ~~indicates a deletion.~~

# Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Idaho Professional Truck Driving Training	PTC	Canyon County Center	ID Ctr for Pro Truckers
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Industrial Maintenance Technology	TC	Canyon County Center	Manufacturing Technologies
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Office Occupations	PTC	Canyon County Center	Bus & Mgmt Tech
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Refrigeration, Heating & Air Conditioning	AAS, ATC, TC	Canyon County Center	Refrigeration, HVAC
BSU	3	BSU Campus	Boise	Accountancy	MS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy Taxation	MS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accounting Technology	AAS, ATC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Addiction Studies	Graduate Certificate	Education/Health Sciences	Counselor Education & Community & Enviro
BSU	3	BSU Campus	Boise	Administrative Office Tech	AAS, ATC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Anthropology	BA, MA	Soc Sci & Public Affairs	Anthropology
BSU	3	BSU Campus	Boise	Anthropology, Applied	Master's	Soc Sci & Public Affairs	Anthropology
BSU	3	BSU Campus	Boise	Applied Mathematics	BS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Applied Historical Research	Master's	Soc Sci & Public Affairs	Histry
BSU	3	BSU Campus	Boise	Apprenticeship	AAS	College of Applied Tech	Workforce Training
BSU	3	BSU Campus	Boise	Art	MA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Art, Education	BFA, BA, MA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Associate of Arts, General	AA	Arts & Sciences	Adminstration
BSU	3	BSU Campus	Boise	Associate of Science, General	AS	Arts & Sciences	Adminstration
BSU	3	BSU Campus	Boise	Athletic Administration (Joint/ISU)	MPE	Education	Kinesiology
BSU	3	BSU Campus	Boise	Athletic Training	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Auto Body	AAS, ATC, TC	College of Applied Tech	Auto Body Tech
BSU	3	BSU Campus	Boise	Automated Industrial Technician	AAS, ATC	College of Applied Tech	Automotive Tech
BSU	3	BSU Campus	Boise	Automotive Technology	AAS, ATC, TC	College of Applied Tech	Automotive Tech
BSU	3	BSU Campus	Boise	B.A.S., Applied Technology	BAS	College of Applied Tech	Adminstration
BSU	3	BSU Campus	Boise	Bachelor of Applied Science	BAS	College of Applied Tech	Adminstration
BSU	3	BSU Campus	Boise	Bilingual/ESL	BA	Education	Curriculum, Instruction, & Foundational Studies
BSU	3	BSU Campus	Boise	Bilingual Education	M.Ed.	Education	Curriculum, Instruction, & Foundational Studies
BSU	3	BSU Campus	Boise	Biology	MS	Arts & Sciences	Biological Sciences
BSU	3	BSU Campus	Boise	Biology	MA	Arts & Sciences	Biological Sciences
BSU	3	BSU Campus	Boise	Biology	BS	Arts & Sciences	Biological Sciences
BSU	3	BSU Campus	Boise	Biology, Secondary Education	BS	Arts & Sciences	Biological Sciences
BSU	3	BSU Campus	Boise	Broadcast Technology	AAS, ATC	College of Applied Tech	Broadcast Tech
BSU	3	BSU Campus	Boise	Business Administration	MBA	Business & Economics	Adminstration
BSU	3	BSU Campus	Boise	Business Administration (Executive)	EMBA	Business & Economics	Graduate Business Programs
BSU	3	BSU Campus	Boise	Business Economics	BBA	Business & Economics	Economics
BSU	3	BSU Campus	Boise	Business Technology	TC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Chemistry	BS	Arts & Sciences	Chemistry & Biochemistry
BSU	3	BSU Campus	Boise	Chemistry, Secondary Education	BS	Arts & Sciences	Chemistry & Biochemistry
BSU	3	BSU Campus	Boise	Child Care & Development	AAS, ATC, TC	College of Applied Tech	Center for Health and Human Services
BSU	3	BSU Campus	Boise	Civil Engineering	BSCE, ME, MS	Engineering	Civil Engineering
BSU	3	BSU Campus	Boise	Communication	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Communication	MA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Communication, Secondary Education	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Communication/English	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Community & Regional Planning	Graduate Certificate	Soc Sci & Public Affairs	Public Policy and Administration
BSU	3	BSU Campus	Boise	Computer Engineering	ME, MS	Engineering	Electrical Engineering
BSU	3	BSU Campus	Boise	Computer Network Technician	AAS, ATC	College of Applied Tech	Computer Srv Tech
BSU	3	BSU Campus	Boise	Computer Peripheral Service	TC	College of Applied Tech	Computer Srv Tech

updated 8/6/08

# Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Computer Science	BS	Engineering	Computer Science
BSU	3	BSU Campus	Boise	Computer Science	MS	Engineering	Computer Science
BSU	3	BSU Campus	Boise	Computer Service Technology	AAS, ATC	College of Applied Tech	Computer Srv Tech
BSU	3	BSU Campus	Boise	Conflict Management	Graduate Certificate	College of Social Sciences and	Public Policy and Administration
BSU	3	BSU Campus	Boise	Construction Management	BSCM	Engineering	Construction Mgmt
BSU	3	BSU Campus	Boise	Counseling	MA	Education	Counseling
BSU	3	BSU Campus	Boise	Creative Writing	MFA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	Criminal Justice	MA	Soc Sci & Public Affairs	Department of Criminal Justice
BSU	3	BSU Campus	Boise	Criminal Justice	AS	Soc Sci & Public Affairs	Department of Criminal Justice
BSU	3	BSU Campus	Boise	Culinary Arts	AAS, PTC, ATC,TC	College of Applied Tech	Culinary Arts
BSU	3	BSU Campus	Boise	Curriculum & Instruction	EdD, MA	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Dental Assisting	AAS, TC	College of Applied Tech	Health & Human Svcs
BSU	3	BSU Campus	Boise	Dispute Resolution	Cert	Soc Sci & Public Affairs	Dispute Resolution
BSU	3	BSU Campus	Boise	Drafting Tech	ATC, TC	College of Applied Tech	Drafting Tech
BSU	3	BSU Campus	Boise	Early Childhood	MA	Education	Special Education & Early Childhood Studies
BSU	3	BSU Campus	Boise	Early Childhood Studies	BA,AA, M.Ed.	Education	Special Education & Early Childhood Studies
BSU	3	BSU Campus	Boise	Earth Science Education	BS, MS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Economics	BA	Business & Economics	Economics
BSU	3	BSU Campus	Boise	Economics, Social Studies, Sec Ed	BA	Business & Economics	Economics
BSU	3	BSU Campus	Boise	Education Leadership	M.Ed.	Education	Curriculum, Instruction and Foundational Studies
BSU	3	BSU Campus	Boise	Education Technology	MS	Education	Elementary Education
BSU	3	BSU Campus	Boise	Educational Technology	MS, Master's	Education	Educational Technology
BSU	3	BSU Campus	Boise	Electrical & Computer Engineering	Ph.D.	Engineering	Electrical & Computer Engineering
BSU	3	BSU Campus	Boise	Electrical Engineering	BSEE, ME, MS	Engineering	Electrical Engineering
BSU	3	BSU Campus	Boise	Electrical Lineworker	TC	College of Applied Tech	Electrical Line Work
BSU	3	BSU Campus	Boise	Electronics Technology	AAS, ATC	College of Applied Tech	Electronics Tech
BSU	3	BSU Campus	Boise	Elementary Education	BA	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Elementary Education	Cert	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	English	BA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Literature	MA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Teaching	BA, MA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Technical Communication	MA, Cert	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Rhetoric and Composition	MA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	Environmental Control Technician	AAS, ATC	College of Applied Tech	Manufacturing Technologies
BSU	3	BSU Campus	Boise	Environmental and Occupational Health	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Environmental Studies	BA	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	ESL	M.Ed.	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Exercise Science	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Exercise/Sports Studies	MS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Farm Business Management	PTC	College of Applied Tech	Farm Bus Mgmt
BSU	3	BSU Campus	Boise	Finance	BA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Finance	BS	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Finance	BBA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Fire Service Tech	AAS	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	French	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	French, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	General Studies	Bachelor's	Soc Sci & Public Affairs	
BSU	3	BSU Campus	Boise	Geoarchaeology	BA	Arts & Sciences, Soc Sci & Pu	Geosciences, Anthropology
BSU	3	BSU Campus	Boise	Geosciences	BS	Arts & Sciences	Geosciences

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# Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Geosciences Joint/ISU	MS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geophysics	BS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geophysics	MS, PhD	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geosciences	Ph.D.	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	German	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	German, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Gerontological Studies	Graduate Certificate	Health Sciences	Health Sci, Counselor Ed, Kinesiology, SocWork
BSU	3	BSU Campus	Boise	Graphic Arts	BFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Health Informatics and Information Management	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Health Information Technology	AS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Health Promotion	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Health Science	MHS, Grad Cert	Education	Health Policy
BSU	3	BSU Campus	Boise	Health Science Studies	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Health Science Studies	BS	Health Sciences	Community & Environmental Health
BSU	3	BSU Campus	Boise	Heavy Duty Mechanics Diesel	AAS, ATC, TC	College of Applied Tech	Heavy Duty Mech-Diesel
BSU	3	BSU Campus	Boise	Heavy Equipment Technology	AAS, ATC, TC	College of Applied Tech	Center for Transportation Technology
BSU	3	BSU Campus	Boise	History	BA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	History	MA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	History of Art & Visual Culture	BA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	History, Secondary Education	BA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	History, Social Studies, Secondary Education	BA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	Horticulture Service Technology	AAS, ATC, TC	College of Applied Tech	Horticulture
BSU	3	BSU Campus	Boise	Human Performance Technology	Certificate	Engineering	Instructional & Perf Tech
BSU	3	BSU Campus	Boise	Hydrologic Sciences	M.S.	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Industrial Electronics Technology	AAS,ATC	College of Applied Tech	Manufacturing Technologies
BSU	3	BSU Campus	Boise	Information Technology Mgmt, Appl Dev & Network Mgmt	BBA, BA, BS	Business & Economics	Information Technology & Supply Chain Mgmt
BSU	3	BSU Campus	Boise	Illustration	BFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Inclusive Practices	Tech Cert	Education	Special Education & Early Childhood Studies
BSU	3	BSU Campus	Boise	Industrial Maintenance Technology	TC	College of Applied Tech	Industrial Main Tech
BSU	3	BSU Campus	Boise	Instructional & Performance Technology	MS	Engineering	Instructional & Perf Tech
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	MS	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	MA	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	BS	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	BA	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	International Business	BA, BBA, BS	Business & Economics	International Business
BSU	3	BSU Campus	Boise	K-12 Physical Education	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Legal Assistant	Cert	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Legal Office Technology	AAS, ATC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Machine Tool Technology	AAS, ATC, TC	College of Applied Tech	Machine Tool Tech
BSU	3	BSU Campus	Boise	Management	BS, BA	Business & Economics	Management
BSU	3	BSU Campus	Boise	Management	BBA	Business & Economics	Management
BSU	3	BSU Campus	Boise	Manufacturing Technology	AAS, ATC	College of Applied Tech	Mfg & Engineering Tech
BSU	3	BSU Campus	Boise	Marketing	BS	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing	BBA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing	BA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing Management Technology	AAS, ATC, TC	College of Applied Tech	Marketing/Mgmt
BSU	3	BSU Campus	Boise	Mass Communication/Journalism	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Materials Science & Engineering	BSMSE, ME, MS	Engineering	Administration

updated 8/6/08

# Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Mathematics	BA	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mathematics	BS, MS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mathematics, Secondary Education	BA, BS, MS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mechanical Engineering	BSME, ME, MS	Engineering	Biomedical Mechanical Engineering
BSU	3	BSU Campus	Boise	Mechanical Welding Technology	AAS, ATC	College of Applied Tech	Welding & Metals Fab
BSU	3	BSU Campus	Boise	Multi-Ethnic Studies	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Music	BA	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music Education	BM, MM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Business	BA	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Composition	BM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Pedagogy	M Music	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Performance	M Music, BM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Network Technician	TC	College of Applied Tech	Computer Network Tech
BSU	3	BSU Campus	Boise	Nursing	AS, BS, MS, Master's	Health Sciences	Nursing
BSU	3	BSU Campus	Boise	Nursing	BS completion (online)	Health Sciences	Nursing
BSU	3	BSU Campus	Boise	Nursing (Scheduled to start Fall 2009)	AAS	College of Applied Tech	Center for Health and Human Services
BSU	3	BSU Campus	Boise	PC/LAN Specialist	TC	College of Applied Tech	Computer Network Tech
BSU	3	BSU Campus	Boise	Philosophy	BA	Arts & Sciences	Philosophy
BSU	3	BSU Campus	Boise	Physics	BS	Arts & Sciences	Physics
BSU	3	BSU Campus	Boise	Physics, Secondary Education	BS	Arts & Sciences	Physics
BSU	3	BSU Campus	Boise	Political Science	BS	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Political Science	BA	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Political Science, Social Science, Sec.Ed.	BA, BS	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Practical Nursing	ATC	College of Applied Tech	Health & Human Svcs
BSU	3	BSU Campus	Boise	Pre-Dental	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Pre-Medical	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Pre-Veterinary	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Psychology	BA	Soc Sci & Public Affairs	Psychology
BSU	3	BSU Campus	Boise	Psychology	BS	Soc Sci & Public Affairs	Psychology
BSU	3	BSU Campus	Boise	Public Administration	MPA	Soc Sci & Public Affairs	Public Administration
BSU	3	BSU Campus	Boise	Public Policy and Administration	Ph.D.	Soc Sci & Public Affairs	Public Policy & Administration
BSU	3	BSU Campus	Boise	Public Relations	Certificate	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Radiologic Science	AS	Health Sciences	Radiologic Sciences
BSU	3	BSU Campus	Boise	Radiologic Science	BS	Health Sciences	Radiologic Sciences
BSU	3	BSU Campus	Boise	Raptor Biology	MS	Arts & Sciences	Biological Sciences
BSU	3	BSU Campus	Boise	Reading	MA	Education	Literacy
BSU	3	BSU Campus	Boise	Recreational & Small Engine Repair	AAS, ATC, TC	College of Applied Tech	Recreation & Small Eng
BSU	3	BSU Campus	Boise	Respiratory Care	AS	Health Sciences	Respiratory Care
BSU	3	BSU Campus	Boise	Respiratory Care	BS	Health Sciences	Respiratory Care
BSU	3	BSU Campus	Boise	Semiconductor Technology	AAS, ATC, TC	College of Applied Tech	Mfg & Engineering Tech
BSU	3	BSU Campus	Boise	Social Science	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Science	BS	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Science	AA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Work	BA	Soc Sci & Public Affairs	School of Social Work
BSU	3	BSU Campus	Boise	Social Work	MSW	Soc Sci & Public Affairs	School of Social Work
BSU	3	BSU Campus	Boise	Sociology	BS	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Sociology	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Sociology, Social Science, Sec Ed	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Spanish	BA	Arts & Sciences	Modern Lang & Lit

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# Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Spanish, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Special Education	AA, BA, MA, M.Ed., Post-Bac Cert	Education	Special Education
BSU	3	BSU Campus	Boise	Supply Chain Management	BBA, BA, BS	Business & Economics	Information Technology & Supply Chain Mgmt
BSU	3	BSU Campus	Boise	Surgical Technology	TC	College of Applied Tech	Health & Human Svcs
BSU	3	BSU Campus	Boise	Theatre Arts	BA	Arts & Sciences	Theatre Arts
BSU	3	BSU Campus	Boise	Theatre Arts, Sec. Ed.	BA	Arts & Sciences	Theatre Arts
BSU	3	BSU Campus	Boise	Visual Arts	BA, BFA, MFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Welding & Metals Fabrication	TC	College of Applied Tech	Welding & Metals Fab
BSU	3	BSU Campus	Boise	Wildland Fire Management	AAS	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Elementary Education Bilingual/ESL	BA	Education	Elementary Education
BSU	3	BSU Campus	Twin Falls	Elementary Education Bilingual/ESL Option avail	BA	Education	Elementary Education
BSU	3	BSU Campus	Boise	Accountancy	BBA	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy	BBA	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy	BS	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy	BS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy	BA	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy	BA	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy & Finance	BBA, BA, BS	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy & Finance	BBA, BA, BS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Criminal Justice Administration	BS	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	4	BSU Campus	Twin Falls	Criminal Justice Administration	BS	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	3	BSU Campus	Boise	Criminal Justice Administration	BA	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	4	BSU Campus	Twin Falls	Criminal Justice Administration	BA	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	3	BSU Campus	Boise	General Business	BS	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business	BS	Business & Economics	Management
BSU	3	BSU Campus	Boise	General Business	BBA	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business	BBA	Business & Economics	Management
BSU	3	BSU Campus	Boise	General Business	BA	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business	BA	Business & Economics	Management

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# Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU		Statewide	Online	Pharmacy: Non-Traditional Pharm.D.	PharmD	Pharmacy	Pharmacy Prac & Admin. Sciences
ISU	1	NICHE	Coeur d'Alene	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	1	NICHE	Coeur d'Alene	Nursing: Nurse Practitioner Option	MS Option	Health Professions	Nursing
ISU	2	LCSC Campus	Lewiston	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	2	LCSC Campus	Lewiston	Nursing: Nurse Practitioner Option	MS Option	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Audiology (second 2 years)	AuD	Health Professions	Speech Path & Audiology
ISU	3	ISU-Boise Ctr	Boise	Clinical Laboratory Science	BS, MS	Arts & Sciences	Biological Sciences
ISU	3	ISU-Boise Ctr	Boise	Communication Sciences and Disorders	BS-Pre-Speech Pathology	Health Professions	Communication Sciences and Disorders
ISU	3	ISU-Boise Ctr	Boise	Counseling	Ed S	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Counselor Education and Counseling	Ph.D.	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Dentistry, Advanced General	Cert of Completion	Health Professions	Dental Sciences
ISU	3	ISU-Boise Ctr	Boise	Dietetics	PB Cert.	Health Professions	Health & Nutrition Sci
ISU	3	ISU-Boise Ctr	Boise	Educational Interpreting	BS	Health Professions	Communication Sciences and Disorders
ISU	3	ISU-Boise Ctr	Boise	Geophysics/Hydrology	MS	Arts & Sciences	Geosciences
ISU	3	ISU-Boise Ctr	Boise	Health Education	MHE	Health Professions	Health & Nutrition Sci
ISU	3	ISU-Boise Ctr	Boise	Idaho Advanced General Dentistry Prog.	Post-Doc. Cert.	Health Professions	Dental Sciences
ISU	3	ISU-Boise Ctr	Boise	Marital, Couple and Family Counseling	M Coun	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Mental Health Counseling	M Coun	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Nursing (Fast-track)	BS	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Nursing (BSRN Completion)	BS	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Nursing	MS, PM Cert	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Paramedic	ATC, AS	Technology	Health Occupations
ISU	3	ISU-Boise Ctr	Boise	Pharmacy (3rd & 4th years)	PharmD	Pharmacy	Pharmacy Prac. & Admin. Science
ISU	3	ISU-Boise Ctr	Boise	Physical Education/Athletic Administration	MPE	Education	Sport Sources, PE & Dance
ISU	3	ISU-Boise Ctr	Boise	Physician Assistant Studies	MPAS	Health Professions	Physician Asst Studies
ISU	3	ISU-Boise Ctr	Boise	Public Health	MPH	Health Professions	Health & Nutrition Sci
ISU	3	ISU-Boise Ctr	Boise	School Counseling	M Coun	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Speech-Language Pathology	MS	Health Professions	Communication Sciences and Disorders
ISU	3	ISU-Boise Ctr	Boise	Student Affairs Counseling	M Coun	Health Professions	Counseling
ISU	4	CSI Campus	Twin Falls	Bachelor of University Studies	BUS		IEP
ISU	4	CSI Campus	Twin Falls	Education, General (Curriculum Leadership)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Elementary Ed.)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Secondary Education)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Elementary Education	BA, BS	Education	Teacher Education
ISU	4	CSI Campus	Twin Falls	General Studies	BA	Arts & Sciences	
ISU	4	CSI Campus	Twin Falls	Health Education	MHE	Health Professions	Health & Nutrition Sci
ISU	4	CSI Campus	Twin Falls	Human Resource Training & Development	BS, MTD	Technology	Human Res Training & Dev
ISU	4	CSI Campus	Twin Falls	Nursing (BSRN Completion)	BS	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Physical Education/Athletic Administration	MPE	Education	Sports Sci, PE & Dance
ISU	4	CSI Campus	Twin Falls	Respiratory Therapy	AS	Technology	Health Occupations
ISU	4	CSI Campus	Twin Falls	Secondary Education	BA, BS	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Accounting	BBA	Business	Accounting
ISU	5	ISU Campus	Pocatello	Administrative Information Technology	TC	Technology	

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# Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	Aircraft Maintenance Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	American Studies	BA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Anthropology	BA, MA, MS	Arts & Sciences	Anthropology
ISU	5	ISU Campus	Pocatello	Apprenticeship	AAS	Technology	Applied Technology
ISU	5	ISU Campus	Pocatello	Art	BA, BFA, MFA, AA	Arts & Sciences	Art & Pre-Architecture
ISU	5	ISU Campus	Pocatello	Audiology (first 2 years)	AuD	Health Professions	Communication Sciences and Disorders
ISU	5	ISU Campus	Pocatello	Auto Collision Repair and Refinishing	TC, ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Automotive Technology	AAS, ATC	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Bachelor of Applied Science	BAS	Technology	Applied Technology
ISU	5	ISU Campus	Pocatello	Bachelor of University Studies	BUS	Arts & Sciences	IEP
ISU	5	ISU Campus	Pocatello	Basic Business Applications	TC	Technology	
ISU	5	ISU Campus	Pocatello	Biochemistry	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Biology	AS, BA, BS, MS, MNS, PhD, DA	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Botany	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Building Construction Technology	ATC, PTC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Business	AS	Business	
ISU	5	ISU Campus	Pocatello	Business Administration	PB Cert., MBA	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Accounting Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (CIS Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Finance Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (HCA Emphasis)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Management Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Native American Bus. Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Operations Mgmt. Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	MBA/PharmD	MBA/PharmD	Business and Pharmacy	MBA-Pharmacy
ISU	5	ISU Campus	Pocatello	Business Admin. (Marketing Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Bus. Admin. (Health Care Admin. Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Information	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Chemistry	BA, BS, MS, MNS, AS	Arts & Sciences	Chemistry
ISU	5	ISU Campus	Pocatello	Child Development	TC, AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Civil Engineering	BS, MS	Engineering	Civil Engineering
ISU	5	ISU Campus	Pocatello	Civil Engineering Technology	AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Clinical Laboratory Science (*1)	BS, MS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Clinical Psychology	Ph D	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Computer Aided Design Drafting Technology	AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Computer Information Systems	BBA, PB Cert, MS	Business	Computer Info Sys
ISU	5	ISU Campus	Pocatello	Computer Science	BS	Engineering	Computer Science
ISU	5	ISU Campus	Pocatello	Computer Sience Design Drafting Technology	ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Computer Software Engineering Tech.	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Computer/Business Equipment Tech. (*2)	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Communication Sciences & Disorders	Academic Certificate	Health Professions	Communication Science & Disorders
ISU	5	ISU Campus	Pocatello	Communication Sciences and Disorders	BS-Pre-Audiology	Health Professions	Communication Sciences and Disorders
ISU	5	ISU Campus	Pocatello	Communication and Rhetorical Studies	BA, BS, MA, AA	Arts & Sciences	Communication & Rhetorical Studies
ISU	5	ISU Campus	Pocatello	Cosmetology	TC, PTC	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Counseling	Ed S	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Counselor Education and Counseling	PhD	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Criminal Justice	AA	Arts & Sciences	Sociology/Social Work/Criminal Justice
ISU	5	ISU Campus	Pocatello	Culinary Arts Technology	TC, AAS	Technology	Business & Service

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# Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	Deaf Education	MS	Health Professions	Communication Sciences and Disorders
ISU	5	ISU Campus	Pocatello	Dental Hygiene	BS, MS	Health Professions	Dental Hygiene
ISU	5	ISU Campus	Pocatello	Dental Laboratory Technology	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Design Drafting Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Diesel/Diesel Electric Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Dietetics	BS, PB Cert	Health Professions	Health & Nutrition Sci
ISU	5	ISU Campus	Pocatello	Early Childhood Education	BA	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Earth and Environmental Systems	BS/BA	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Ecology	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Economics	BA, BS	Arts & Sciences	Economics
ISU	5	ISU Campus	Pocatello	Education, General	M Ed, PB Cert	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Education, General (Child & Family Studies)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Curriculum Leadership)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Elementary Ed.)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (K-12 Education)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Literacy)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Secondary Education)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Educational Administration	Ed S	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Educational Interpreting	BS	Health Professions	Communication Sciences and Disorders
ISU	5	ISU Campus	Pocatello	Educational Leadership	Ed D	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Ed. Admin.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Ed. Training & Dev.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Higher Ed. Admin.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Electrical Engineering	BS	Engineering	Electrical Engineering
ISU	5	ISU Campus	Pocatello	Electrical Technician	TC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electronic Systems Technology	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electronic Wireless/Telecom. Tech.	AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Elementary Education	BA, BS	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Emergency Management (Online)	AS	Technology	Institute of EMT
ISU	5	ISU Campus	Pocatello	Emergency Medical Technician - Basic	Postsecondary Tech Cert	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Energy Systems Electrical Engineering Technology	AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Engineering and Applied Science	PhD	Engineering	Graduate Programs
ISU	5	ISU Campus	Pocatello	English	BA, MA, DA, AA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Environmental Engineering	MS	Engineering	Graduate Programs
ISU	5	ISU Campus	Pocatello	Family and Consumer Sciences	BA, BS	Education	Secondary Education
ISU	5	ISU Campus	Pocatello	Family Centered Practice	PB Cert.	Health Professions	Family Medicine
ISU	5	ISU Campus	Pocatello	Family Practice Residency	PM Cert.	Health Professions	Family Medicine
ISU	5	ISU Campus	Pocatello	Farm Business Management	PTC, TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Finance	BBA	Business	Finance
ISU	5	ISU Campus	Pocatello	Fire Service Administration (online)	BS, AS	Technology	Institute of EMT
ISU	5	ISU Campus	Pocatello	Fire Service Technology	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	French	BA, AA	Arts & Sciences	Languages & Literature
ISU	5	ISU Campus	Pocatello	General Business	BBA	Business	Business
ISU	5	ISU Campus	Pocatello	General Interdisciplinary	MS, MA, M Ed, MNS	Graduate School	
ISU	5	ISU Campus	Pocatello	General Studies	BA, AA	Arts & Sciences	
ISU	5	ISU Campus	Pocatello	Geographic Information Systems (GIS)	MS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geological Sciences	MS	Arts & Sciences	Geosciences

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# Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	Geology	BA, BS, MS, MNS, AS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geomatics Technology	BS	Technology	Technology
ISU	5	ISU Campus	Pocatello	Geophysics/Hydrology	MS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geotechnology	PB Cert., Minor	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	German	BA, AA-	Arts & Sciences	Languages & Literature
ISU	5	ISU Campus	Pocatello	Graphic Arts/Printing Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Health Care Administration	BS	Health Professions	Health Care Administration
ISU	5	ISU Campus	Pocatello	Health Education	BA, BS, MHE	Education	Health & Nutrition Sci
ISU	5	ISU Campus	Pocatello	Health Information Technology	PTC, AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Health Science	BS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Historical Resources Management	MA	Arts & Sciences	History
ISU	5	ISU Campus	Pocatello	History	AA, BA	Arts & Sciences	History
ISU	5	ISU Campus	Pocatello	Human Exceptionality	BA, BS, Med. Teaching Certification	Education	Special Education
ISU	5	ISU Campus	Pocatello	Human Resource Training & Development	BS, MTD	Technology	Human Res Training & Dev
ISU	5	ISU Campus	Pocatello	Idaho Advanced General Dentistry Prog.	PDoc Cert.	Health Professions	Dentistry
ISU	5	ISU Campus	Pocatello	Idaho Dental Education Program	Coop. Trans.	Health Professions	Dentistry
ISU	5	ISU Campus	Pocatello	Instructional Design	Ph.D.	Education	Instructional Methods and Technology
ISU	5	ISU Campus	Pocatello	Instructional Technology	M Ed	Education	Graduate Programs
ISU	5	ISU Campus	Pocatello	Instrumentation and System Automation Asst.	TC, PTC	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Instrumentation & Automation Technology	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Instrumentation Tech.: Industrial Controls	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Insurance	BBA	Business	Marketing
ISU	5	ISU Campus	Pocatello	International Studies	BA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	Japanese	AA	Arts & Sciences	Languages & Literature
ISU	5	ISU Campus	Pocatello	Laser/Electro-Optics Technology	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Latin	AA	Arts & Sciences	Languages & Literature
ISU	5	ISU Campus	Pocatello	Law Enforcement	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Machining Technology	TC, AAS, ATC, PTC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Management	BBA	Business	Management
ISU	5	ISU Campus	Pocatello	Marketing	BBA	Business	Marketing
ISU	5	ISU Campus	Pocatello	Marketing and Management Technology	AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Marriage and Family Counseling	M Couns	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Mass Communication	BA	Arts & Sciences	Mass Communication
ISU	5	ISU Campus	Pocatello	Massage Therapy	TC, AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Mathematics	AS, BS, MS, DA	Arts & Sciences	Mathematics
ISU	5	ISU Campus	Pocatello	Mathematics for Secondary Teachers	MA	Graduate Studies	Mathematics
ISU	5	ISU Campus	Pocatello	Measurement and Control Engineering	MS	Engineering	Engineering
ISU	5	ISU Campus	Pocatello	Mechanical Engineering	BS, MS	Engineering	Mechanical Engineering
ISU	5	ISU Campus	Pocatello	Medical Assisting	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Medical Office Technology	ATC	Technology	
ISU	5	ISU Campus	Pocatello	Medical Transcription	PTC	Technology	
ISU	5	ISU Campus	Pocatello	Medical Informatics	AAS, PTC	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Mental Health Counseling	M Coun	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Microbiology	BS, MS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Music Education	BME	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Music, General	BA, BS	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Music, Performance	BM	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Nuclear Science and Engineering/(Co-op)	MS, PhD	Engineering	Nuclear Engineering

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Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	Nuclear Engineering	BS	Engineering	Nuclear Engineering
ISU	5	ISU Campus	Pocatello	Nursing	BS, MS, PM Cert	Health Professions	Nursing
ISU	5	ISU Campus	Pocatello	Occupational Therapy	MOT	Health Professions	Phys & Occ Therapy
ISU	5	ISU Campus	Pocatello	Office Technology: Paralegal Studies	AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Paramedic	AS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Pharmaceutical Sciences (PPRA)	PhD, MS	Pharmacy	Biomedical and Pharmaceutical Sciences
ISU	5	ISU Campus	Pocatello	Pharmaceutical Sciences (PSCI)	PhD, MS	Pharmacy	Biomedical Pharmaceutical Sciences
ISU	5	ISU Campus	Pocatello	Pharmacy (1st-4th years)	PharmD	Pharmacy	Pharmacy Prac & Admin. Sciences
ISU	5	ISU Campus	Pocatello	Philosophy	BA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Physical Education	BA, BS	Education	Sports Sci, PE & Dance
ISU	5	ISU Campus	Pocatello	Physical Education/Athletic Administration	MPE	Education	Sports Sci, PE & Dance
ISU	5	ISU Campus	Pocatello	Physical Therapist Assistant	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Physical Therapy	DPT	Health Professions	Phys & Occ Therapy
ISU	5	ISU Campus	Pocatello	Physician Assistant Studies	MPAS	Health Professions	Physician Asst Studies
ISU	5	ISU Campus	Pocatello	Physics	BA, BS, MS, MNS, AS	Arts & Sciences	Physics
ISU	5	ISU Campus	Pocatello	Physics, Applied	Ph.D.	Arts & Sciences	Physics
ISU	5	ISU Campus	Pocatello	Political Science	AS, BA, BS, MA, DA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	Practical Nursing	ATC	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Psychology	BA, BS, MS	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Public Administration	MPA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	Public Health	MPH	Health Professions	Health & Nutrition Sci
ISU	5	ISU Campus	Pocatello	Radiographic Science	AAS, BS	Health Professions	Radiographic Science
ISU	5	ISU Campus	Pocatello	Respiratory Therapy	AS	Health Occupations	College of Technology
ISU	5	ISU Campus	Pocatello	Russian	AA	Arts & Sciences	Languages & Literature
ISU	5	ISU Campus	Pocatello	School Counseling	M Coun	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	School Psychology	Ed S	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Secondary Education	BA, BS	Education	Secondary Education
ISU	5	ISU Campus	Pocatello	Shoshoni	AA	Arts & Sciences	Languages & Literature
ISU	5	ISU Campus	Pocatello	Sign Language Studies	AS	Health Professions	Communication Sciences and Disorders
ISU	5	ISU Campus	Pocatello	Social Work	BA	Arts & Sciences	Sociology
ISU	5	ISU Campus	Pocatello	Sociology	BA, MA	Arts & Sciences	Sociology
ISU	5	ISU Campus	Pocatello	Spanish	BA, AA	Arts & Sciences	Languages & Literature
ISU	5	ISU Campus	Pocatello	Special Education	Ed S	Education	Special Education
ISU	5	ISU Campus	Pocatello	Speech-Language Pathology	MS	Health Professions	Communication Sciences and Disorders
ISU	5	ISU Campus	Pocatello	Statistics	BS	Arts & Sciences	Mathematics
ISU	5	ISU Campus	Pocatello	Student Affairs and College Counseling	M Coun	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Theatre	BFA, BA, BS, MA	Arts & Sciences	Theatre and Dance
ISU	5	ISU Campus	Pocatello	Waste Mgmt and Environ Studies	MS	Graduate School	
ISU	5	ISU Campus	Pocatello	Website Design and Management	AAS, TC	Business and Services	College of Technology
ISU	5	ISU Campus	Pocatello	Welding	TC, AAS, ATC	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Zoology	BS	Arts & Sciences	Biological Sciences
ISU	5		Soda Springs	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education

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# Program Inventory List - Lewis-Clark State College

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	<b>ADMINISTRATIVE MEDICAL ASSISTANT</b>	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Biller/Coder	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Receptionist	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Transcription	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	<b>Administrative Assistant</b>	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Office Technology	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Applied Technology	BASAT	Professional Technical	Business Technology & Service/Technical & Industrial
LCSC	1	LCSC Campus	Coeur d'Alene	Applied Technology	BASAT	Professional Technical	Business Technology & Service/Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	<b>APPRENTICESHIP</b>		Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	Apprenticeship-Electrical	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	Apprenticeship-Plumbing	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	<b>AUTO MECHANICS TECHNOLOGY</b>	BAS, AAS, ATC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Auto Mechanics Tech-A	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Auto Mechanics Tech-B	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Automated Mfg Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Behavioral Sciences	AA	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Biology	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	<b>Bookkeeping</b>	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Business Administration	BA/BS, AS	Academic Programs	Business
LCSC	1	LCSC Campus	Coeur d'Alene	Business Administration	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Lewiston	Business & Communication	BA/BS	Academic Programs	Business and Humanities Divisions
LCSC	2	LCSC Campus	Lewiston	<b>BUSINESS MANAGEMENT</b>	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Retailing	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Supervision	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Chemistry	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Collision Repair	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Communication Arts	BA/BS	Academic Programs	Humanities
LCSC	1	LCSC Campus	Coeur d'Alene	Communication Arts	BA/BS	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Computer Science	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Consumer Product Servicing	AAS, ATC, TC	Technical & Industrial Division	Electronics - Consumer Product Servicing
LCSC	2	LCSC Campus	Lewiston	Diesel Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Early Childhood Development	BAS, AAS, ATC, TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Web	Early Childhood Development	BAS, AAS, ATC, TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Earth Information Systems	BS/BA	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Elementary Education	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Engineering	AS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Engineering Tech	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (civil)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (mechanical)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (traditional)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (Geographic Info Sys)	AAS	Professional Technical	Engineering Technology
LCSC	2	LCSC Campus	Lewiston	English	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	English: Creative Writing	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	English: Secondary Education	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Entrepreneurship	AS	Academic Programs	Business Division

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# Program Inventory List - Lewis-Clark State College

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	Fire Service Technology	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	General Studies	BA/BS	Academic Programs	Business, Educ, Humanities, Natural Sci & Mathematics
LCSC	2	LCSC Campus	Lewiston	<b>GRAPHIC ARTS/PRINTING TECHNOLOGY</b>	BAS, AAS	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Digital Imaging	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Offset Press	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	<b>HEATING, AIR CONDITIONING &amp; APPLIANCE TECH</b>	BAS, AAS, ATC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Heating, Air Conditioning & Appliance Tech-A	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Heating, Air Conditioning & Appliance Tech-B	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	<b>HOSPITALITY MANAGEMENT</b>	BAS, AAS, ATC, BS/BA	Professional Technical/Academic Programs	Business Technology & Service/Business
LCSC	2	LCSC Campus	Lewiston	Food/Bev Mgmt	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Rooms Mgmt	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Information Systems Analysis	AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Industrial Electronics	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Interdisciplinary Studies	BA/BS	Academic Programs	all Academic Division
LCSC	1	LCSC Campus	Coeur d'Alene	Interdisciplinary Studies	BA/BS	Academic Programs	all Academic Division
LCSC	2	LCSC Campus	Lewiston	Justice Studies:Criminal Justice	BA/BS	Academic Programs	Social Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Justice Studies:Criminal Justice	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Justice Studies:Human Services	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Kinesiology	BS/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Kinesiology (K-12)	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	<b>LEGAL ASSISTANT</b>	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Legal Office Technology	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston/Web	Liberal Arts	AA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Humanities	AA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Natural Sciences	AA	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Social Sciences	AA	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Management	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Lewiston	Management w/ Radiography emphasis	BA/BS	Academic Programs	Business
LCSC	1	LCSC Campus	Coeur d'Alene	Management	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Web	Management	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Lewiston	Mathematics	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Mathematics: Secondary Education	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	<b>Medical Assistant</b>	BAS, AAS	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Diagnostic Imaging	BA/BS	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Natural Sciences: Composite	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Natural Sciences: Secondary Education	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Nursing	BSN	Academic Programs	Nursing & Health Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Nursing	BSN	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Paralegal	BAS, AAS, TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Paraprofessional Education	AA	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Practical Nursing	AAS	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Psychology	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Publishing Arts	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Radiographic Science	AS	Academic Programs	Nursing & Health Sciences

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# Program Inventory List - Lewis-Clark State College

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	Social Sciences	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Social Sciences: Secondary Education	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Social Work	BSW	Academic Programs	Social Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Social Work	BSW	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Sports Administration	BA/BS	Academic Programs	Business Division and Education Division
LCSC	2	LCSC Campus	Lewiston	Special Education	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	<b>WEB DEVELOPMENT</b>	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Web Authoring	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Welding Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial

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# Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	Ed S Ad Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	MS	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Counseling and Human Services	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Counseling and Human Services	MS	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Curriculum and Instruction	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Curriculum and Instruction	MS	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Education (Secondary Education)	BS	Education	Curriculum and Instruction
UI	1	NICHE	Coeur d'Alene	Education	Ed Sp Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Educational Leadership	Ed Spec Ed Ldrshp	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Educational Leadership	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Educational Leadership	MS	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Elementary Education	BS Ed	Education	Curriculum and Instruction
UI	1	NICHE	Coeur d'Alene	Environmental Science	MS	Graduate	Interdisciplinary Studies
UI	1	NICHE	Coeur d'Alene	Executive Master of Business Administration	EMBA	Business & Economics	Business
UI	1	NICHE	Sandpoint	Executive Master of Business Administration	EMBA	Business & Economics	Business
UI	1	NICHE	Coeur d'Alene	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Food Science and Technology	Certificate	Agricultural & Life Sci	Food Science & Toxicology
UI	1	NICHE	Coeur d'Alene	Geographic Information Systems (GIS)	Certificate	Science	Geography
UI	1	NICHE	Coeur d'Alene	Organizational Dynamics	Certificate	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	1	NICHE	Coeur d'Alene	Psychology	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	1	NICHE	Coeur d'Alene	Psychology	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	BS Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	MS	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Special Education	BS Ed	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	Ed S Sp Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Special Education	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Special Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Accountancy	M Acct	Business & Economics	Graduate Programs
UI	2	UI Campus	Moscow	Accounting	BS Bus	Business & Economics	Accounting
UI	2	UI Campus	Moscow	Adult Basic Education/GED Instructor	Certificate	Education	Adult, Career, and Technology Education
UI	2	UI Campus	Moscow	Adult/Organizational Learning and Leadership	Ed S Ad Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Adult/Organizational Learning and Leadership	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Adult/Organizational Learning and Leadership	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Advanced Materials Design	Certificate	Engineering	Mechanical Engineering
UI	2	UI Campus	Moscow	Advanced Materials Technology	Certificate	Engineering	Materials Science & Engineering
UI	2	UI Campus	Moscow	Advertising	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Advertising	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Air Force Officer Education	at WSU		
UI	2	UI Campus	Moscow	Agroecology, Horticulture and Environmental Quality	BS Argo, Hort, & Env Qual	Agricultural & Life Sci	Plant, Soil & Entomological Sciences
UI	2	UI Campus	Moscow	Agricultural Science and Technology	BS Ag Sc Tech	Agricultural & Life Sci	Agricultural & Extension Educ
UI	2	UI Campus	Moscow	Agribusiness	BS Ag Econ	Agricultural & Life Sci	Agri Economics & Rural Soc
UI	2	UI Campus	Moscow	Agricultural Education	BS Ag Ed	Agricultural & Life Sci	Agricultural & Extension Educ
UI	2	UI Campus	Moscow	Agricultural Education	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Agricultural Engineering	BS Ag Engr	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Agricultural Systems Management	BS ASM	Agricultural & Life Sci	Biological & Agricultural Engineering

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# Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	American Studies	BA	Letters, Arts & Soc Sci	Interdisciplinary Studies
UI	2	UI Campus	Moscow	Analog Integrated Circuit Design	Certificate	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Animal Physiology	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Animal Science	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Animal & Vet Science-Business	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal & Vet Science-Dairy Science	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal & Vet Science-Production	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal & Vet Science-Sci/Pre Vet	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Anthropology	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Anthropology	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Anthropology	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Applied Economics	BS Ag Econ	Agricultural & Life Sci	Agri Economics & Rural Soc
UI	2	UI Campus	Moscow	Applied Economics	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Applied Geotechnics	Certificate	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Archaeological Technician	Certificate	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Architecture	BS Arch	Art and Architecture	Architecture
UI	2	UI Campus	Moscow	Architecture	M Arch	Art and Architecture	Graduate Programs
UI	2	UI Campus	Moscow	Architecture	MS	Art and Architecture	Graduate Programs
UI	2	UI Campus	Moscow	Army Officer Education	No Degree		
UI	2	UI Campus	Moscow	Art	BA	Art and Architecture	Art & Design
UI	2	UI Campus	Moscow	Art	MAT	Art and Architecture	Graduate Programs
UI	2	UI Campus	Moscow	Art	MFA	Art and Architecture	Graduate Programs
UI	2	UI Campus	Moscow	Art Education	BS Art Ed	Art and Architecture	Art & Design
UI	2	UI Campus	Moscow	Athletic Training	BS PE	Education	Health, Physical Education, Recreation, and Dance
UI	2	UI Campus	Moscow	Biochemistry	BS Biochem	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Bioinformatics and Computational Biology	MS	Interdisciplinary Programs	Graduate Programs
UI	2	UI Campus	Moscow	Bioinformatics and Computational Biology	PhD	Interdisciplinary Programs	Graduate Programs
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Ag Engineering Opt	BS BAE	Agricultural & Life Sci/Eng	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-BioSys Engineering Opt	BS BAE	Agricultural & Life Sci/Eng	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Env Engineering Opt	BS BAE	Agricultural & Life Sci/Eng	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Food & Bioprocess Engrg Opt	BS BAE	Agricultural & Life Sci/Eng	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Soil & Water Engrg Opt	BS BAE	Agricultural & Life Sci/Eng	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological Sciences	M Nat Sc	Science	Graduate Programs
UI	2	UI Campus	Moscow	Biological Systems Engineering	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Biology	BA	Science	Biology
UI	2	UI Campus	Moscow	Biology	BS	Science	Biology
UI	2	UI Campus	Moscow	Biology	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Biology	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Bioregional Planning and Community Design	MS		
UI	2	UI Campus	Moscow	Bioregional Planning and Community Design	Certificate		
UI	2	UI Campus	Moscow	Business Administration (Executive)	EMBA	Business & Economics	
UI	2	UI Campus	Moscow	Business Econ-Financial Econ	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Business Econ-General	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Cert Only-Advanced	No Degree		
UI	2	UI Campus	Moscow	Cert Only-Elementary	No Degree		
UI	2	UI Campus	Moscow	Cert Only-Secondary	No Degree		

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# Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	CFCS: Child Dev Family Rel	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	CFCS: Family Life	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	CFCS: Family/Consumer Sci Ed	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Chemical Engineering	BS ChE	Engineering	Chemical Engineering
UI	2	UI Campus	Moscow	Chemical Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry-General Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Chemistry-Pre-Medical Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Chemistry-Professional Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Chemistry-Forensics Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Civil Engineering	BS CE	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Civil Engineering	Certificate	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Civil Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Civil Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Civil Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Clothing, Textiles and Design	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Communication Studies	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Communication Studies	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Communication Systems	Certificate	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Computer Engineering	BS CompE	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Computer Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Science	BS CS	Engineering	Computer Science
UI	2	UI Campus	Moscow	Computer Science	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Science	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Conservation Social Sciences	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Counseling and Human Services	Ed S Couns-Hum Serv	Education	Graduate Programs
UI	2	UI Campus	Moscow	Counseling and Human Services	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Counseling and Human Services	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Creative Writing	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Crime and Justice Studies	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Crime and Justice Studies	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Curriculum and Instruction	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Curriculum and Instruction	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Dance	BS Dan	Education	Health, Physical Education, Recreation, and Dance
UI	2	UI Campus	Moscow	Diversity and Stratification	Certificate	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Early Childhood Development and Education	BS Eryl Chldhd Dev Ed	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Earth Science	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Ecology and Conservation Biology	BS Ecol Cons Biol	Natural Resources	Natural Resources
UI	2	UI Campus	Moscow	Economics	BA	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Economics	BS	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Economics	MS	Business & Economics	Graduate Programs
UI	2	UI Campus	Moscow	Economics-Applied	MS	Agricultural & Life Sci	Agriculture Economics & Rural Sociology
UI	2	UI Campus	Moscow	Education	Ed D	Education	Graduate Programs
UI	2	UI Campus	Moscow	Education	Ed Sp Ed	Education	Graduate Programs

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# Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Education	PhD	Education	Graduate Programs
UI	2	UI Campus	Moscow	Educational Leadership	Ed Spec Ed Ldrshp	Education	Graduate Programs
UI	2	UI Campus	Moscow	Educational Leadership	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Educational Leadership	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Electric Machines and Drives	Certificate	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Electrical Engineering	BS EE	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Electrical Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Electrical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Electrical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Elementary Education	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Engineering Management	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	English	BA	Letters, Arts & Soc Sci	English
UI	2	UI Campus	Moscow	English	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	English	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	English	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Entomology	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Entomology	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Entrepreneurship	Certificate	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Environmental Contamination Assessment	Certificate		
UI	2	UI Campus	Moscow	Environmental Education	Certificate	Natural Resources	Conservation Social Sciences
UI	2	UI Campus	Moscow	Environmental Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science	BS Env S	Letters, Arts & Soc Sci	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science	MS	Graduate Studies	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science	PhD	Graduate Studies	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science-Biological Science	BS Env S	Letters, Arts & Soc Sci	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science-Physical Science	BS Env S	Letters, Arts & Soc Sci	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science-Social Science	BS Env S	Letters, Arts & Soc Sci	Environmental Science
UI	2	UI Campus	Moscow	Environmental Water Science	Certificate		
UI	2	UI Campus	Moscow	Exercise Science and Health	BSPE	Education	Health, Physical Education, Recreation, and Dance
UI	2	UI Campus	Moscow	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Finance	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Fire Ecology and Management	BS	Natural Resources	Forest Resources/Rangeland Ecology and Mgmt
UI	2	UI Campus	Moscow	Fire Ecology and Management	Graduate Certificate	Natural Resources	Forest Resources
UI	2	UI Campus	Moscow	Fire Ecology and Management	Undergrad Certificate	Natural Resources	Forest Resources
UI	2	UI Campus	Moscow	Fishery Resources	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Food Science	BS FS	Agricultural & Life Sci	Food Science & Toxicology
UI	2	UI Campus	Moscow	Food Science	MS FS	Agricultural & Life Sci	Food Science & Toxicology
UI	2	UI Campus	Moscow	Food Science & Toxicology	PhD	Agricultural & Life Sci	Food Science & Toxicology
UI	2	UI Campus	Moscow	Food/Nutr-Dietetics Opt	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Food/Nutr-Nutrition Opt	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Foreign Languages	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Computer Science Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Business Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-French Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-German Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Latin Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Spanish Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Classical Studies Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature

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# Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Forest Products	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Forest Products-Business Mgmt	BS For Prod	Natural Resources	Forest Products
UI	2	UI Campus	Moscow	Forest Products-Forest Operations	BS For Prod	Natural Resources	Forest Products
UI	2	UI Campus	Moscow	Forest Products-Wood Con Design	BS For Prod	Natural Resources	Forest Products
UI	2	UI Campus	Moscow	Forest Resources	BS for Prod	Natural Resources	Forest Resources
UI	2	UI Campus	Moscow	Forest Resources	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	French	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	General Studies	BGS	Letters, Arts & Soc Sci	General Studies
UI	2	UI Campus	Moscow	Geography	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geography	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geography	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geography-Geog Info Sys Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geography-Phys Sci & Enviro Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geography-Global & Regional Studies Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geol-Environmental Geology Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-General Geology Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-Geological Education Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-Hydrogeology Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geological Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Geology	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geology	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geol-Structural Geology & Tectonics Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-Resource Exploration Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	German	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Geographic Information Systems (GIS)	Certificate	Science	Geography
UI	2	UI Campus	Moscow	Heating, Ventilation, and Air Conditioning Systems	Certificate	Engineering	Mechanical Engineering
UI	2	UI Campus	Moscow	History	BA	Letters, Arts & Soc Sci	History
UI	2	UI Campus	Moscow	History	BS	Letters, Arts & Soc Sci	History
UI	2	UI Campus	Moscow	History	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	History	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	History	PhD	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Hydrology	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Information Systems	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BA		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BS		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BS IS		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	MA		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	MS		
UI	2	UI Campus	Moscow	Interior Design	BFA, BID	Art and Architecture	Architecture
UI	2	UI Campus	Moscow	International Studies	BA	Letters, Arts & Soc Sci	Martin School International Affairs
UI	2	UI Campus	Moscow	Journalism	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Landscape Architecture	B L Arch	Art and Architecture	Architecture
UI	2	UI Campus	Moscow	Landscape Architecture	MS	Art and Architecture	Graduate Programs
UI	2	UI Campus	Moscow	Latin-American Studies	BA	Letters, Arts & Soc Sci	Interdisciplinary Studies
UI	2	UI Campus	Moscow	Law and Accountancy	JD/M Acct	Law	Law
UI	2	UI Campus	Moscow	Law	JD	Law	Law
UI	2	UI Campus	Moscow	Law and Business Administration	JD/MBA (with WSU)	Law	Law
UI	2	UI Campus	Moscow	Law and Environmental Science	JD/MS	Law	Law

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# Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Management and Human Resources	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Marketing	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Marketing-Pro Golf Mgmt	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Materials Science and Engineering	BS MSE	Engineering	Materials Science & Engineering
UI	2	UI Campus	Moscow	Materials Science and Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Materials Science and Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics - Actuarial Science & Finance Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Computation Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - General Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Scientific Modeling Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Operations Research Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Statistics Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mechanical Engineering	BS ME	Engineering	Mechanical Engineering
UI	2	UI Campus	Moscow	Mechanical Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Medical Education	MD (WWAMI)	WWAMI	Graduate Programs
UI	2	UI Campus	Moscow	Medical Technology	BS	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Metallurgical Engineering	BS Met E	Engineering	Materials Science & Engineering
UI	2	UI Campus	Moscow	Metallurgical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Microbiology	BS Microbiol	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Microbiology, Molecular Biology and Biochemistry	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Microbiology, Molecular Biology and Biochemistry	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Mining/Metallurgical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Molecular Biology and Biotechnology	BS MBB	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Music	M Music	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Music	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Music Education: Instrumental	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music Education: Vocal	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music Education: Vocal-Instrumental	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Applied	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Applied	BS	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Musical Theatre	BFA	Letters, Arts & Soc Sci	Music: Theatre & Film
UI	2	UI Campus	Moscow	Music: Business	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Composition	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: History and Literature	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: History and Literature	BS	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Instrumental Performance	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Theory	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Theory	BS	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Vocal Performance	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Musical Theatre	BFA	Letters, Arts & Soc Sci	Theatre & Film; Music
UI	2	UI Campus	Moscow	Natural Resources	MNR	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Natural Resources	PhD	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Naval Science	BNS		

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# Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Neuroscience	MS	Graduate Studies	Graduate Programs
UI	2	UI Campus	Moscow	Neuroscience	PhD	Graduate Studies	Graduate Programs
UI	2	UI Campus	Moscow	Organizational Dynamics	Certificate	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Philosophy	BA	Letters, Arts & Soc Sci	Philosophy
UI	2	UI Campus	Moscow	Philosophy	BS	Letters, Arts & Soc Sci	Philosophy
UI	2	UI Campus	Moscow	Philosophy	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Physical Education	BS Ed	Education	Health, Physical Education, Recreation, & Dance
UI	2	UI Campus	Moscow	Physical Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Physical Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Physics	BA	Science	Physics
UI	2	UI Campus	Moscow	Physics	BS	Science	Physics
UI	2	UI Campus	Moscow	Physics	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Physics	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Physics	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Plant Science	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Plant Science	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Political Science	BA	Letters, Arts & Soc Sci	Political Science
UI	2	UI Campus	Moscow	Political Science	BS	Letters, Arts & Soc Sci	Political Science
UI	2	UI Campus	Moscow	Political Science	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Political Science	PhD	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Power System Protection and Relaying	Certificate	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Production/Operations Management	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	BS Ed	Education	Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Psychology	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Psychology	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Psychology	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Public Administration	MPA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Public Relations	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Public Relations	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Radio/TV/Digital Media Production	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Radio/TV/Digital Media Production	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Range Livestock Management	BS RLM	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Rangeland Ecology and Management	BS Rangeland Ecol-Mgt	Natural Resources	Rangeland Ecology
UI	2	UI Campus	Moscow	Rangeland Ecology and Management	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Recreation	BS Rec	Education	Health, Physical Education, Recreation, & Dance
UI	2	UI Campus	Moscow	Recreation	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Reproductive Biology	Certificate	Science	Biological Sciences
UI	2	UI Campus	Moscow	Resource Recreation and Tourism	BS Res Rec	Natural Resources	Conservation Social Sciences
UI	2	UI Campus	Moscow	Restoration Ecology	Certificate	Natural Resources	Rangeland Ecology and Management
UI	2	UI Campus	Moscow	School Psychology	ED S Sch Psych	Education	Graduate Programs
UI	2	UI Campus	Moscow	Sec-Art	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Biological Sciences	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Chemistry	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Earth Science	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-English	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-French	BS Ed	Education	Curriculum and Instruction

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# Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Sec-Geography	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-German	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-History	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Journalism	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Latin	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Mathematics	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Physcial Sciences	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Physical Sci-Life Science	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Physics	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Political Science	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Psychology	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Social Science	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Spanish	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Speech	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Theatre Arts	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Theatre Arts-Speech	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Secondary Education	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Secure & Dependable Computing Systems	Certificate	Engineering	Computer Science
UI	2	UI Campus	Moscow	Semiconductor Theory and Devices	Certificate	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Six Sigma Innovation & Design	Grad Certificate	Science	Statistics
UI	2	UI Campus	Moscow	Sociology	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Sociology	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Soil and Land Resources	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Soil and Land Resources	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Spanish	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Spanish	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Special Education	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Special Education	Ed S Sp Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Special Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Special Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Special Education	Major only option	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Statistics	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Statistics	Grad Certificate	Science	Statistics
UI	2	UI Campus	Moscow	Statistics	Minor	Science	Statistics
UI	2	UI Campus	Moscow	Structural Engineering	Certificate	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Studio Art	BFA	Art and Architecture	Art & Design
UI	2	UI Campus	Moscow	Teaching English as a Second Language	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Technology (Business)	BS	Education	Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Technology Education	BS Ed	Education	Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Technology Training & Development	BS Tech	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Technology Training & Development	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Technology Training & Development	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Technical Workforce Certificate	Certificate	Education	Adult, Career, and Technology Education
UI	2	UI Campus	Moscow	Theatre Arts	BA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts	BFA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts	BS	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Theatre Arts-Performance	BA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts-Production	BA	Letters, Arts & Soc Sci	Theatre & Film

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# Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	U of Idaho Leadership Certificate	Certificate		
UI	2	UI Campus	Moscow	Veterinary Science	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Virtual Technology and Design	BS	Art and Architecture	Interdisciplinary Studies
UI	2	UI Campus	Moscow	Water Resources	MS/PhD	Graduate Studies	Water Resources Graduate
UI	2	UI Campus	Moscow	Water Resources and Law	MS/JD	Graduate Studies	Water Resources Graduate
UI	2	UI Campus	Moscow	Water Resources and Law	PhD/JD	Graduate Studies	Water Resources Graduate
UI	2	UI Campus	Moscow	Water Resources Engineering	Certificate	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Wildlife Resources	BS Wildlife Res	Natural Resources	Fish and Wildlife Resources
UI	2	UI Campus	Moscow	Wildlife Resources	MS	Natural Resources	Graduate Programs
UI	3	UI-Boise Center	Boise	C&HS-Rehabilitation Counseling	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	C&HS-Rehabilitation Counseling	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	BS Ed	Education	Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning & Leadership	Ed S Ad Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning & Leadership	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning & Leadership	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Agricultural Education	MS	Agricultural & Life Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Architecture	M Arch	Art and Architecture	Graduate Programs
UI	3	UI-Boise Center	Boise	Architecture	MS	Art and Architecture	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	PhD	Engineering	Graduate Programs
UI	2	UI-Boise Center	Boise	Bioregional Planning and Community Design (design & physical planning (i.e. landscape, architectural, interior design planning))	MS		Graduate Programs
UI	2	UI-Boise Center	Boise	Bioregional Planning and Community Design (design & physical planning (i.e. landscape, architectural, interior design planning))	Certificate		Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Science	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Science	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Education	Ed D	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Education	Ed Sp Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Education	PhD	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Leadership	Ed Spec Ed Ldrshp	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Leadership	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Leadership	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Technology	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Engineering Management	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Environmental Science	MS	Agricultural & Life Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs

updated 8/6/2008

# Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI-Boise Center	Boise	Geographic Information Systems (GIS)	Certificate	Science	Geography
UI	3	UI-Boise Center	Boise	Landscape Architecture	B L Arch	Art and Architecture	Architecture
UI	3	UI-Boise Center	Boise	Landscape Architecture	MS	Art and Architecture	Graduate Programs
UI	3	UI-Boise Center	Boise	Law	JD (Program elements)	Law	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	School Psychology	ED S Sch Psych	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Veterinary Science	MS	Agricultural & Life Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Water Resources Engineering & Science	MS	Graduate Studies	Water Resources
UI	3	UI-Boise Center	Boise	Water Resources Engineering & Science	PhD	Graduate Studies	Water Resources
UI	3	UI-Boise Center	Boise	Water Resources Law, Mgmt & Policy	MS	Graduate Studies	Water Resources
UI	3	UI-Boise Center	Boise	Water Resources Law, Mgmt & Policy	PhD	Graduate Studies	Water Resources
UI	3	UI-Boise Center	Boise	Water Resources Science & Mgmt	MS	Graduate Studies	Water Resources
UI	3	UI-Boise Center	Boise	Water Resources Science & Mgmt	PhD	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Agricultural Education	MS	Agricultural & Life Sci	Agricultural & Extension Educ
UI	4	CSI Campus	Twin Falls	Agricultural Science and Technology	BS Ag Sc Tech	Agricultural & Life Sci	Agricultural & Extension Educ
UI	4	CSI Campus	Twin Falls	Family and Consumer Sciences	MS	Agricultural & Life Sci	Family & Consumer Sciences
UI	4	CSI Campus	Twin Falls	GIS Certificate	Certificate	Science	Geography
UI	4	CSI Campus	Twin Falls	Water Resources Engineering & Science	MS	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Water Resources Engineering & Science	PhD	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Water Resources Law, Mgmt & Policy	MS	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Water Resources Law, Mgmt & Policy	PhD	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Water Resources Science & Mgmt	MS	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Water Resources Science & Mgmt	PhD	Graduate Studies	Water Resources
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemical Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemical Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemical Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemical Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemical Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemistry	MS	Science	Graduate Programs
UI	6	University Place	Idaho Falls	Chemistry	PhD	Science	Graduate Programs
UI	6	University Place	Idaho Falls	Civil Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Civil Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Civil Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Civil Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Civil Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Computer Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Computer Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Computer Science	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Computer Science	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Education	Ed D	Education	Graduate Programs
UI	6	University Place	Idaho Falls	Education	Ed Sp Ed	Education	Graduate Programs
UI	6	University Place	Idaho Falls	Education	PhD	Education	Graduate Programs

updated 8/6/2008

# Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	6	University Place	Idaho Falls	Electrical Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Electrical Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Electrical Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Environmental Science	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Environmental Science	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Environmental Science-Physical Science	BS Env S	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs
UI	6	University Place	Idaho Falls	Food Science and Technology	Certificate	Agricultural & Life Sci	Food Science & Toxicology
UI	6	IFCHE	Idaho Falls	General Studies	BGS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Geological Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Geology	PhD	Science	Graduate Programs
UI	6	University Place	Idaho Falls	Hydrology	MS	Science	Graduate Programs
UI	6	University Place	Idaho Falls	Industrial Technology	BS Tech	Education	
UI	6	University Place	Idaho Falls	Industrial Technology Education	MS	Education	Graduate Programs
UI	6	IFCHE	Idaho Falls	Interdisciplinary Studies	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	6	University Place	Idaho Falls	Interdisciplinary Studies-Waste Mgt	MS	Graduate	Graduate Programs
UI	6	University Place	Idaho Falls	Materials Science and Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Materials Science and Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Mechanical Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Mechanical Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Mechanical Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Mechanical Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Mechanical Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Metallurgical Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Metallurgical Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Metallurgical Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Nuclear Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Nuclear Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Nuclear Engineering	PhD	Engineering	Graduate Programs
UI	6	IFCHE	Idaho Falls	Psychology	MS	Letters, Arts & Soc Sci	Graduate Programs

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# Program Inventory List - College of Southern Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Administrative Assistant Program	AAS, TC		Information Tech
CSI	4	CSI Campus	Twin Falls	Administrative Assistant Program - Legal Assistant Opt	AAS, TC		Information Tech
CSI	4	CSI Campus	Twin Falls	Accounting/Bookkeeping	AAS		Business
CSI	4	CSI Campus	Twin Falls	Addiction Studies	TC		Health Sci & Human Serv
CSI	4	CSI Campus	Twin Falls	Agribusiness	AAS, TC, CC		Business
CSI	4	CSI Campus	Twin Falls	Ag. Consumer and Environmental Science	AAS, TC		Agriculture
CSI	4	CSI Campus	Twin Falls	Agriculture	AS, AA		Agriculture
CSI	4	CSI Campus	Twin Falls	Air Cond, Refrig, & Heat	AAS, PC, TC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Allied Health Multiskilled Assist	TC		Health Sci & Human Serv
CSI	4	CSI Campus	Twin Falls	Animal Science	AS, AAS		Agriculture
CSI	4	CSI Campus	Twin Falls	Anthropology	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Aquaculture	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Art, Commercial	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Art, General	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Auto Body Technology	AAS, TC, CC		Industry Trng & Prtshps
CSI	4	CSI Campus	Twin Falls	Automotive Technology	AAS		Industry Trng & Prtshps
CSI	4	CSI Campus	Twin Falls	Biology	AS		Biology
CSI	4	CSI Campus	Twin Falls	Business Management/Entrepren	AAS		Business
CSI	4	CSI Campus	Twin Falls	Business, General	AA		Business
CSI	4	CSI Campus	Twin Falls	Business, International	AA		Business
CSI	4	CSI Campus	Twin Falls	Cabinetmaking/Woodworking	AAS, TC, PC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Chemistry	AS		Science-Physical
CSI	4	CSI Campus	Twin Falls	Chiropractic	AS		Biology
CSI	4	CSI Campus	Twin Falls	Clinical Laboratory Science, Pre	AS		
CSI	4	CSI Campus	Twin Falls	Communication	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Computer Science	AS		Information Tech
CSI	4	CSI Campus	Twin Falls	Computer Support Technician	TC		Information Tech
CSI	4	CSI Campus	Twin Falls	Correction Specialist	AAS		Social Science
CSI	4	CSI Campus	Twin Falls	Criminal Justice Administration	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Culinary Arts	AAS, TC, CC		Business
CSI	4	CSI Campus	Twin Falls	Dance	AA		
CSI	4	CSI Campus	Twin Falls	Dentistry (Pre)	AS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Dental Assistant	TC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Dental Hygiene (Pre)	AS		Biology
CSI	4	CSI Campus	Twin Falls	Diesel Technology	AAS, TC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Dietetics (Pre)	AS		Biology
CSI	4	CSI Campus	Twin Falls	Digital Media	AAS, TC		Information Tech
CSI	4	CSI Campus	Twin Falls	Digital Media - Graphic Design for Print opt	AAS		Information Tech
CSI	4	CSI Campus	Twin Falls	Drafting Technology	AAS, TC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Early Childhood Ed	AAS, AA, TC, PC, CC		Education/Physical Education
CSI	4	CSI Campus	Twin Falls	Economics	AA		Business
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Generalist	AAS, PC, TC		Education/Physical Education
CSI	4	CSI Campus	Twin Falls	Education, Elem-Bilingual	AA		Education/Physical Education
CSI	4	CSI Campus	Twin Falls	Education, Elementary	AA		Education/Physical Education
CSI	4	CSI Campus	Twin Falls	Education, Secondary	AA		Education/Physical Education
CSI	4	CSI Campus	Twin Falls	Emergency Medical Technician	TC, PC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Engineering, Agriculture	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Chemical	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Civil	AE		Math & Engineering

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# Program Inventory List - College of Southern Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Engineering, Computer	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Electrical	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Mechanical	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	English	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Environmental Science	AS		Biology
CSI	4	CSI Campus	Twin Falls	Equine Business Management	AS		Agriculture
CSI	4	CSI Campus	Twin Falls	Equine Studies	AA		Agriculture
CSI	4	CSI Campus	Twin Falls	Fire Service Technology	AAS		Workforce Training
CSI	4	CSI Campus	Twin Falls	Fish & Wildlife Resources	AS		Biology
CSI	4	CSI Campus	Twin Falls	Forestry	AS		Biology
CSI	4	CSI Campus	Twin Falls	Geography	AA		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Geology	AS		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Health Information Technology (Starting Fall '08)	AAS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Health Promotion	AA		Health & Phys Educ
CSI	4	CSI Campus	Twin Falls	Health Workforce Training (CAN, phlebotomy, Asst w/ Meds)			
CSI	4	CSI Campus	Twin Falls	History	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Horse Management	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Horticulture	AAS, AA, AS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Hospitality Management	AAS		Business
CSI	4	CSI Campus	Twin Falls	Human Services	TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	K-12 Physical Education	AA		Education
CSI	4	CSI Campus	Twin Falls	Laboratory Assistant/Technician	PC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Language, Foreign	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Language, Sign	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Law (Pre)	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Law Enforcement	AAS, TC, CC		Social Science
CSI	4	CSI Campus	Twin Falls	Liberal Arts	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Library Science	AA		Library Science
CSI	4	CSI Campus	Twin Falls	Livestock Technician	TC		Agriculture
CSI	4	CSI Campus	Twin Falls	Manufacturing Technology	TC, AAS		Information Tech
CSI	4	CSI Campus	Twin Falls	Mathematics	AS		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Medicine, Pre	AS		Biology
CSI	4	CSI Campus	Twin Falls	Medical Assistant	TC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Music	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Natural Science	AS		Biology
CSI	4	CSI Campus	Twin Falls	Network Systems Technician	AAS		Information Tech
CSI	4	CSI Campus	Twin Falls	Nursing, Practical	TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Nursing, Registered	AS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Occupational Therapy	AS		Biology
CSI	4	CSI Campus	Twin Falls	Optometry	AS		Biology
CSI	4	CSI Campus	Twin Falls	Paramedics	AAS, CC, TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Pharmacy	AS		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Photography	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Physical Education	AA		Health & Phys Educ
CSI	4	CSI Campus	Twin Falls	Physical Therapy	AS		Biology
CSI	4	CSI Campus	Twin Falls	Physician Assistant	AS		Biology
CSI	4	CSI Campus	Twin Falls	Physics	AS		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Political Science	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Psychology	AA		Social Science

updated 8/6/08

## Program Inventory List - College of Southern Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Radiologic Technology	AAS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Range Science	AS		Biology
CSI	4	CSI Campus	Twin Falls	Real Estate	AA		Professional Studies
CSI	4	CSI Campus	Twin Falls	Recreation Management, Pre	AS		
CSI	4	CSI Campus	Twin Falls	Residential Construction	AAS, TC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Respiratory Therapy	AS		Biology
CSI	4	CSI Campus	Twin Falls	Sociology	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Social Work	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Special Education	AA		Education
CSI	4	CSI Campus	Twin Falls	Speech/Audiology	AS		Biology
CSI	4	CSI Campus	Twin Falls	Surgical Technology	TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Surgical First Assisting (Starting Fall '08)	AAS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Theatre	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Undeclared - Academic	AA		
CSI	4	CSI Campus	Twin Falls	Undeclared - Technical	TC		
CSI	4	CSI Campus	Twin Falls	Veterinary Medicine (Pre)	AS		Biology
CSI	4	CSI Campus	Twin Falls	Veterinary Technology/Assistant	TC, AAS		Agriculture/Veterinary Tec
CSI	4	CSI Campus	Twin Falls	Water Resource Mgmt	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Web Developer	AAS		Information Tech
CSI	4	CSI Campus	Twin Falls	Welding Technology	AAS, TC, CC		Trade & Industry
BSU	3	CSI Campus	Twin Falls	Social Work	BA	Social Science& Public Affairs	School of Social Work
BSU	3	CSI Campus	Twin Falls	Social Work	MA	Social Science& Public Affairs	School of Social Work

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Program Inventory List - College of Western Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
Programs pending transfer from Boise State University's Seland College of Technology							

updated 5/23/2007

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# Program Inventory List - North Idaho College

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
NIC	1	NIC Campus	Coeur d'Alene	Accounting Assistant	AAS, ATC, TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Administration of Justice	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Administrative Assistant	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	American Indian Studies	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Anthropology	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Art	AA, AS		Fine Arts
NIC	1	NIC Campus	Coeur d'Alene	Astronomy	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Automotive Technology	AAS, ATC, Certificate		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Bacteriology	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Biology	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Botany	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Business Administration	AA, AS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Business Education	AS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Carpentry	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Carpentry Management Technology	AAS		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Chemistry	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Child Development	AA, AS, TC		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Collision Repair Technology	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Communications	AA, AS		Communications
NIC	1	NIC Campus	Coeur d'Alene	Computer Information Technology	AAS, ATC, TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Computer Science	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Criminal Justice	AS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Culinary Arts Technology	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Culinary Arts Technology - Food&Beverage Mgmt	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Diesel Technology	AAS, TC, ATC, Certificate		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Drafting Design and Technology	AAS, TC, ATC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Education	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Emergency Medical Technician	TC, AAS		Nursing & Health Professions
NIC	1	NIC Campus	Coeur d'Alene	Engineering	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	English	AA		English & Modern Languages
NIC	1	NIC Campus	Coeur d'Alene	Environmental Health	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Environmental Science	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Forestry/Wildlife/Range/Wildland Rec. Management	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	General Studies	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Geology	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Graphic Design	AAS		Fine Arts
NIC	1	NIC Campus	Coeur d'Alene	Heating, Ventilation, Air Conditioning, Refrigeration	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	History	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Human Resources Assistant	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Human Services	AAS, TC		Nursing & Health Professions
NIC	1	NIC Campus	Coeur d'Alene	Journalism	AA, AS		Communication
NIC	1	NIC Campus	Coeur d'Alene	Landscape Technology Program	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Law Enforcement	AAS, TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Legal Administrative Assistant	AAS, ATC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Machine Technology	AAS, TC, ATC, PTC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Maintenance Mechanic/Millwright	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Mathematics	AS		Mathematics
NIC	1	NIC Campus	Coeur d'Alene	Medical Assistant (Starting in Jan 09)	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Billing Specialist	AAS		Business & Professional Programs

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# Program Inventory List - North Idaho College

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
NIC	1	NIC Campus	Coeur d'Alene	Medical Receptionist	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Transcriptionist	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Office Transcriptions/Pre-Health Info Tech	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Transcriptionist	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Modern Languages	AA		English & Modern Languages
NIC	1	NIC Campus	Coeur d'Alene	Music	AA, AS		Fine Arts
NIC	1	NIC Campus	Coeur d'Alene	Nursing (RN)	AS		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Office Receptionist	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Office Technology	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Outdoor Power/Recreational Vehicle Technology	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Paralegal	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Pharmacy Technology	TC		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Philosophy	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Photography	AA, AS		Communication
NIC	1	NIC Campus	Coeur d'Alene	Physical Education	AS		Physical Education
NIC	1	NIC Campus	Coeur d'Alene	Physics	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Political Science/Pre-Law	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Practical Nursing	TC		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Pre-Agriculture	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Pre-Medical Related Fields	AS		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Pre-Physical Therapy	AS		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Pre-Veterinary Medicine	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Psychology	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Radiography Technology	AAS		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Receptionist/Office Specialist	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Resort/Recreation Mgmt	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Social Work	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Sociology	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Theatre	AA, AS		Fine Arts
NIC	1	NIC Campus	Coeur d'Alene	Welding Technology	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Zoology	AS		Natural Science

updated 8/6/08



# Program Inventory List - Eastern Idaho Technical College

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
EITC	6	EITC Campus	St. Anthony	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Driggs	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Salmon	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Accounting Technologies	AAS, TC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Agribusiness	AAS, ATC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Apprenticeship			Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Computer Networking	AAS, PTC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Dental Assisting	TC		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Legal Technologies	AAS, TC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Marketing & Management	AAS, ATC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Mechanic Trades: Auto & Diesel	AAS, ATC, PTC, TC		Trades & Industry
EITC	6	EITC Campus	Idaho Falls	Medical Assistant	AAS		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Medical Office Specialist	TC		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Nursing, Registered	AAS		Health Professions Division-Nursing
EITC	6	EITC Campus	Idaho Falls	Office Professional	AAS		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Professional Truck Driving Training	PTC		Trades & Industry
EITC	6	EITC Campus	Idaho Falls	Radiation Safety Technician Training	TC		Emergency Services Training Division
EITC	6	EITC Campus	Idaho Falls	Surgical Technology	AAS		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Web Development Specialist	AAS		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Welding Technologies	AAS, ATC, TC		Trades & Industry
EITC	6	EITC Campus	Various	Wildland Fire Mgmt	AAS		Continuing Education
EITC	6	EITC Campus	Various	Fire Service Technology - Structural	AAS		

updated 8/6/08

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 21-22, 2008**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Approval of Notice of Intent to Replace the D.A. in English with a Ph.D. in English and the Teaching of English – Idaho State University

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4(a) and 5(a), Program Approval and Discontinuance  
Section 33-107 (7) and 33-4005, Idaho Code  
Role and Mission – Idaho State University

**BACKGROUND/DISCUSSION**

In accordance with Board Policy III.G.5,(a) (2), The Chief Academic Officer shall forward program requests to CAAP for its review and recommendation. If CAAP recommends approval, the proposal shall be forwarded to the Board for action.

Idaho State University (ISU) is proposing a Ph.D. program in English and the Teaching of English, which would replace the university's current Doctor of Arts (D.A.) offering in English. ISU's English Department views the change in degree level as an opportunity to enhance the visibility of its doctoral degree; to attract more students; to align its doctoral offering with disciplinary norms; and to revise the curriculum to use faculty expertise and time more effectively and efficiently. This change can be accomplished without additional resources.

ISU currently offers the only doctorate in English in the state of Idaho. Since the inception of the D.A. degree, the discipline of English has changed considerably, and the D.A. has become less visible and viable. According to the U.S. Department of Education, National Science Foundation, Modern Language Association, and Association of Departments of English, the D.A. degree is equivalent to the Ph.D. degree. The proposed Ph.D. is a response to this shift, and will help ISU increase the strength and status of this doctoral offering and to align this program with English disciplinary norms. The proposed Ph.D. better communicates the kind of graduate training the English Department is prepared to provide.

No similar programs are currently offered in Idaho or the region (see Table 1 and Table 2 of the NOI, pages 13 and 14). Boise State University (BSU) has a Ph.D. in Composition and Rhetoric listed in their eight-year plan and is currently in the planning stages. BSU and ISU's proposed Ph.D. programs will not be in competition with each other; they will train students for different types of professions and serve different needs within the state and nation.

The only universities in the region that offer a Ph.D. in English are University of Utah and Washington State University (Montana State, University of Montana, University of Wyoming, and Utah State do not offer a Ph.D. in English). The

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 21-22, 2008**

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University of Utah has an excellent program, but will not be in competition with ISU's program as the focus will be on training students to teach.

**IMPACT**

There is no fiscal impact with this request.

**ATTACHMENTS**

Attachment 1 – Notice of Intent

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho State University's request to offer a Ph.D. in English and the Teaching of English is consistent with their Eight-Year Plan for Delivery of Academic Programs in the Southeast Region. The D.A. curriculum is the same or similar to the proposed Ph.D. program allowing for realignment with no fiscal impact. IRSA, CAAP, and Board staff recommends approval as presented.

**BOARD ACTION**

A motion to approve the request by Idaho State University to replace their current D.A. in English with a Ph.D. in English and the Teaching of English.

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

**IDAHO STATE BOARD OF EDUCATION  
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

**NOTICE OF INTENT**

To initiate a

**New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit**

Institution Submitting Proposal: Idaho State University

Name of College, School, or Division: College of Arts and Sciences

Name of Department(s) or Area(s): Department of English and Philosophy

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program  
 Academic X Professional - Technical \_\_\_\_\_

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit  
 (circle one): Other

Replacement of D.A. in English with Ph.D. in English and the Teaching of English  
 (Degree or Certificate)

Proposed Starting Date: August 2009

**For New Programs:**

**For Other Activity:**

Program (i.e., degree) Title & CIP 2000

- Program Component (major/minor/option/emphasis)
- Off-Campus Activity/Resident Center
- Instructional/Research Unit
- Addition/Expansion
- Discontinuance/consolidation
- Contract Program
- Other – Simultaneous program addition & program discontinuance

Maurice Brandon 3/7/08  
 College Dean (Institution) Date

James A. Ditcher 5/30/08  
 Chief Fiscal Officer (Institution) Date

Barbara Adair A. (for R. Wharton) 5/22/08  
 Chief Academic Officer (Institution) Date

Arthur Vaitas 6/3/08  
 President Date

John Jackson 5-07-08  
 VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

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1. Briefly describe the **nature of the request** e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

This NOI proposes a Ph.D. program in English and the Teaching of English at ISU, which would replace the university's current doctoral degree offering in English, the Doctor of Arts (D.A.). Upon start-up of the Ph.D. in 2009, the D.A. would be discontinued.

The English Department views the change to a Ph.D. program as an opportunity to enhance the visibility of its doctoral degree, to attract more students, to align its doctoral offering with disciplinary norms, to revise the curriculum to use faculty expertise and time more effectively and efficiently, and to do all of this without additional resources. (Each of these elements is addressed in the "statement of need" in part 2.)

This is not a proposal for a dramatic change; it is rather the logical extension and outcome of a transition that has occurred over the past 30 years in ISU's English D.A. In many ways, the current English D.A. program looks more like a Ph.D. than the D.A. (as it was originally conceived) and the proposed Ph.D. better communicates the kind of graduate training the English Department is prepared to provide.

In 1970, when it was established, ISU's English D.A. was a two-year degree, which was significantly less rigorous than a Ph.D. It consisted of coursework in teaching, literature, and the humanities (art, philosophy, history, and the like). There was no qualifying or comprehensive exam and, instead of a dissertation, students had a final evaluation based on papers written for two seminars.<sup>1</sup> Over the years, the ISU English D.A. has developed into something more like a Ph.D. It is now a three-year program, requiring coursework in literature, language, teaching, and an interdisciplinary area (related to English). In addition, students take a comprehensive exam and write two substantial research projects, which are independent of seminar work and roughly equivalent to theses (typically the papers are 50-90 pages each).

Thus, in terms of the amount of English-related coursework, the comprehensive exam requirement, and the substantive final projects, the English D.A. now has a rigor and discipline-specific concentration that is far more like a Ph.D. than the D.A. (as it was originally conceived).<sup>2</sup> Of course, ISU's English D.A. is not a Ph.D. and so the English Department has developed a Ph.D. curriculum, consisting of two years of coursework, a new comprehensive exam structure, and a single and substantive final research project (175-225 pp.), requirements that are in line with disciplinary expectations for a Ph.D. (See Appendix A.) For now, it is important to note that the English department and library have been able to support the coursework and the substantive and lengthy final projects of current D.A. students, which indicates that ISU has the faculty and resources to support a Ph.D. program. (On library resources, see Appendices D and F.)

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1 "Major in English Leading to the Degree of Doctor of Arts in English." *Idaho State University Bulletin* 26:2 (1971), ISU University Archives, p. 119 and "Doctor of Arts Degree Program in English, Biology, Mathematics and Government." (Original NOI) *Idaho State University* (1970). ISU Graduate School, DA Programs Archive.

2 The changing rigor of the degree is reflected as well in the changing standards for substituting coursework. According to the *Idaho State University Bulletin* (1971) English D.A. students once could petition to use undergraduate coursework to fulfill some of the doctoral requirements. Now, D.A. students in English may only use graduate coursework to fulfill program requirements.

2. Provide a **statement of need** for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.)

ISU currently offers the only doctorate in English in the state of Idaho. Yet since the inception of the D.A. degree, the discipline of English has changed considerably, and the D.A. has become less visible and viable. The proposed Ph.D. is a response to this shift, and the new degree is critical, since it will help ISU to increase the strength and status of this doctoral offering and to align this program with English disciplinary norms.

More specifically, ISU needs to replace the D.A. in English (a combined degree in English studies and English-specific pedagogy) with a Ph.D. in English and the Teaching of English for four reasons. Without additional cost, such a program will:

1. increase graduate enrollment in the English Department;
2. create a nationally distinctive program in English and the Teaching of English;
3. train students who are more competitive applicants for teaching positions in higher education; and
4. use English faculty time and research strengths more efficiently and effectively, while improving student performance.

We discuss these reasons further below. Yet in order to understand the need for this program change, it is important to begin with some background on the history of the D.A. and its changing status relative to the Ph.D. in general and in the discipline of English.

Conceived in the late 1960s at Carnegie-Mellon University, and originally funded by the Carnegie Foundation, D.A. programs were established to address a perceived shortage of teachers for community and small liberal arts colleges. The D.A., or the “teaching doctorate” as it was (and is) often called, provides broad rather than specialized training (for instance, coursework in English and the humanities for an English D.A.), as well as theoretical and practical work in discipline-specific pedagogy. D.A. graduates usually seek (and get) positions at small two- and four-year colleges, although many of ISU’s D.A. graduates have obtained jobs at large, four-year universities.

While a number of D.A. programs exist around the country, the degree is not as visible as it once was. Indeed, one challenge faced by such programs is that universities nationwide now routinely provide graduate students at all levels with the sort of teacher education that only the D.A. used to offer. To give just two examples: the University of California at Santa Barbara offers to graduate students in any field a series of workshops and supervised teaching experiences, which culminate in a “Certificate of College and University Teaching,” and the University of California at Davis offers a “Program in College Teaching” to its graduate students.

English D.A. programs face an acute challenge, since Ph.D. programs in the discipline have been very responsive to the need to develop the teaching skills of future faculty, and most now offer some kind of teacher training for their students (usually some combination of T.A. training, supervised teaching experiences, and/or seminars in teaching). For, except at the most rarified Research I institutions, faculty in English routinely teach a range of courses, from first-year general education classes in composition and introduction to literature to upper-division and graduate classes in literature and writing. At the same time, most English programs (even those at community colleges) aim to hire faculty with a Ph.D. Most job ads explicitly state that applicants must have a Ph.D. This past fall, the



*MLA Job Information List* (the professional newsletter where most jobs in literature, language, and composition are publicized) advertised over 1,000 jobs, only one of which mentioned the D.A. degree explicitly as a possible qualification. Moreover, the degree does not even appear in the MLA's most recent survey and report on hiring. Chairs were asked to list the highest degree of their most recently employed tenure-track faculty member with the options being Ph.D., A.B.D., M.F.A., and "master's or other degree." Notably, nearly 90% of hires were in the Ph.D. and A.B.D. categories, and only 2.7% of held a "master's or other" degree.<sup>3</sup> Thus, as the MLA's job list and report indicate, in English today, Ph.D. programs now provide the most expected training and credentialing for the sort of positions once targeted by D.A. programs. And, not surprisingly, the most successful applicants in English academic job searches (from community college through Research I) have a Ph.D. in English, as well as some pedagogical training, and a demonstrated record of success in teaching a range of courses.

In response to the hiring expectations of English Departments across the country, English Ph.D. programs now routinely provide workshops on teaching, as well as supervised TAs, to their students, and in the face of the changing needs and expectations of the discipline, the English D.A. degree has become less viable. Thus, in the mid-1970s at the height of interest in the D.A., at least twelve institutions offered the D.A. in English: Carnegie-Mellon, Catholic, Drake, Idaho State, Middle Tennessee State, SUNY-Albany, University of Michigan, University of Mississippi, University of the Pacific, Syracuse, Illinois State, and University of Oregon (the last of which granted a D.A. to ABD candidates).<sup>4</sup> Since then, St. John's University in New York City and the University of Miami adopted the degree.<sup>5</sup> Yet today only ISU and St. John's offer an English D.A. Even at Carnegie-Mellon (the school where the D.A. degree originated), the English department no longer offers a D.A. (it has several Ph.D. programs), although the university still has D.A. degrees in a few math- and science-related fields.

Not surprisingly, all but two of the institutions that once offered an English D.A. now have a Ph.D., having phased out the D.A. degree in favor of existing Ph.D. programs or having converted the D.A. in English into a new Ph.D. program (often with a teaching emphasis). Only Drake and Pacific eliminated the D.A. altogether (along with all graduate programs in English).

As a result of these changes in higher education, in the discipline of English, and in the English D.A. at ISU, the English Department now seeks to replace the degree with a Ph.D. As we mention at the beginning of this section, offering a Ph.D. has several advantages. Without additional resources, it would allow the English Department to: 1) attract more students; 2) respond intelligently to trends in our discipline by offering a distinctive program that integrates teacher training into the Ph.D.; 3) create more competitive applicants for jobs in our discipline today; and 4) use English faculty time and research strengths more efficiently and effectively, while improving student performance.

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3 Of recent hires in the surveyed English Departments, 82.6% had a Ph.D., 5.5% were ABD, 9.2% held an M.F.A., and 2.7% had an M.A. or other degree. David Laurence, "Report on the MLA's 2004 Survey of Hiring Departments." Modern Language Association (2004). Accessed January 31, 2008. <[http://www.ade.org/reports/Rpt\\_2004SHD\\_ADE\\_138-39.pdf](http://www.ade.org/reports/Rpt_2004SHD_ADE_138-39.pdf)>, p.97.

4 Paul Dressel and Mary Thompson, "The Doctor of Arts: A Decade of Development, 1967-1977." *Journal of Higher Education* 49:4 (1978): 329-36.

5 "Phases of Development and Discontinuance of the D.A. by Institution, Field, and Year, 1967-1990." Idaho State University Graduate School (1991). ISU Graduate School, DA Programs Archive.

(1) *Attracting More Students.* The Ph.D. will allow ISU to attract more graduate students. We should note first that, in the midst of these disciplinary changes, ISU's D.A. has been relatively successful. ISU has routinely recruited about 2-4 students per year into the English D.A., and the school has placed graduates in college-level teaching positions. (In the past ten years, all of our graduates who have sought college and university teaching jobs have obtained them.) But the department is having difficulty growing the program, since the D.A. is not as attractive as the Ph.D. to potential applicants and, despite ISU's success with English D.A. job placement, students worry about needing to explain the degree to future employers (something that we advise them to do in job letters, and that faculty members do routinely in letters of recommendation).

The English department at Middle Tennessee State University (MTSU) provides an example of a program in which the shift from D.A. to Ph.D. produced increased numbers of applicants. In 2003, MTSU replaced the D.A. with the Ph.D. In the first year of the new program (2003), MTSU had 10 applicants to the Ph.D. (a number similar to the D.A.). By 2005, the school had 38 applicants and by 2006, it had 42. Moreover, in the period from 2003 to 2006, the Ph.D. applicant pool became more competitive: the average GPA of applicants rose from 3.5 to 3.78.<sup>6</sup>

Each year the ISU English Department receives inquiries about a Ph.D. program (and more potential applicants probably look for this information on our web site), and so we expect that the program change at ISU will produce a similar increase to the one experienced by MTSU. The English Department hopes to draw initially on a new pool of applicants from the College of Southern Idaho and BYU-Idaho, that is from professors and instructors who want to upgrade their credentials from an M.A. to a Ph.D. (In early March, Karen Holt, the chair of English at BYU-I reported that at least six of the school's full-time English faculty and several more of its adjuncts would be interested in such a program.) Yet in the long run, the English Department will draw on a broader regional, national, and even international applicant pool (as the current program does).

Indeed, the English Graduate Committee plans to increase our doctoral enrollment through advertising and networking, and we plan to pursue such advertising vigorously with the Ph.D. In the main, this advertising involves mailings or e-mails to M.A. students in the region, as well as to faculty with M.A. degrees, who are currently teaching at community colleges in surrounding states and California. Moreover, the English Department currently co-sponsors a graduate student conference each year with Utah State, and the conference takes place every other year at ISU. We will also use this conference as an opportunity to recruit current M.A. students and spread the word about the program. Finally, our web site serves as one of our best recruiting tools: In applications, students frequently mention that they found out about the D.A. when searching the web for graduate programs. The English Department has recently revamped its site to make it more user-friendly and to provide more information about its programs and faculty, and we will continue to update and improve this site with the Ph.D. in place.

We should reiterate that English Department can increase graduate applications (and enrollment) without additional resources, since it already has the faculty and library resources in place to offer doctoral training.

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<sup>6</sup> *Graduate Program Review Self-Study.* Department of English, Middle Tennessee State University (spring 2008), pp. 661-68.

(2) *Offering a Nationally-Distinctive Program*: Because of its experience with the D.A., ISU is in an excellent position to create a nationally distinctive program that focuses on the research and study of literature, while building the teaching of English into the curriculum in more extensive and innovative way than at other schools.

As we mentioned above, the trend in English has been to include more teacher training in Ph.D. offerings. The extent of this training varies greatly (ranging from a few teaching workshops to required coursework and internships in teaching). Still, the most current trend in English graduate programs is to integrate theoretical and practical training in the teaching of English into Ph.D. programs. For obvious reasons, this trend is evident at several schools that once offered the D.A. For instance, the Ph.D. in English at Suny-Albany offers a course in composition theory as well as a concentration in “Writing Practices” and the English Department at Illinois State offers a “Certificate in Community College [English] Teaching,” and describes itself as a program that specializes in “the teaching of English.”<sup>7</sup> Perhaps the best examples of such integration have occurred in programs that specialize in composition and rhetoric. For instance, since 1988, the English Department at the University of Arizona has offered a Ph.D. in “Composition, Rhetoric, and the Teaching of English.” Peer institutions aim to offer even more doctoral-level teacher training as well. At North Dakota State, the Department of English has a proposal for a Ph.D. in “Practical Writing” before the N.D. State Board of Education, one that requires several courses in literature, eighteen credits in composition and rhetoric, as well as six credits of teaching internships.<sup>8</sup>

Because of the strength of the English D.A. in teacher training, ISU is in the position to capitalize on this trend and to create a Ph.D. that makes teaching (that is, the study of the history, theory, and methods of teaching English) a central part of the degree. Yet ISU will not duplicate these other programs. What will make the Ph.D. in English and the Teaching of English distinctive is that it will be one of the few programs where (1) the study of literature remains at the heart of the program and where (2) the study of the history, theory, and methods of teaching English is more fully integrated into the program than at other schools. While most other literature-oriented departments offer or require some supervised teaching experiences and coursework, the ISU English Department will require two seminars in English pedagogy, two supervised teaching experiences, and an exam focusing on an area in the teaching of English. Moreover, in their dissertations, students will be asked to include a section exploring the implications of their research for teaching of English (that is, a section that makes their research relevant to what they do in the classroom). For instance, a student might write a dissertation on witchcraft in Shakespeare’s plays that incorporates a section discussing how she might develop an undergraduate course on the topic, or how she might foster a class’ understanding of the crucial interplay between literature and history in a Renaissance or Shakespeare survey. Thus, historical, theoretical, and practical work in the teaching of English will be integrated into the program at every level, helping ISU to graduate conscientious and reflective scholars and teachers in English, who can make their research skills and knowledge applicable to what they do in the classroom.

Moreover, while other programs (such as the one in English Studies at Illinois State or the proposed program at NDSU) emphasize composition, rhetoric, and writing mainly, and train students who will primarily teach courses in this area, ISU will train students for the many jobs in English that demand

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7 It is interesting to note that at Illinois, the 1997 change from D.A. to Ph.D. was a shift in name only, to “reflect the scholarly nature of the degree,” even though the requirements of the two degrees “remained effectively the same.” See “Ph.D. in English Studies Program.” Illinois State University Department of English. Accessed January 29, 2008. <<http://www.english.ilstu.edu/graduate/phdengstudies.htm>>.

8 See “Proposal for Doctoral Program in English: Practical Writing.” North Dakota State Department of English (2007). Accessed January 30, 2008. <[http://www.ndsu.nodak.edu/ndsu/dasulliv/phd/Engl\\_pw\\_ttl\\_pge\\_toc.pdf](http://www.ndsu.nodak.edu/ndsu/dasulliv/phd/Engl_pw_ttl_pge_toc.pdf)>.

more versatility, that is the knowledge and skills to teach in multiple areas: literature, writing, and even English as a second language.

The *MLA Job Information List (JIL)* advertises many jobs that demand these qualifications. Because of the quirky search features on the *JIL* web site, it is difficult to figure out precisely how many, but a survey of jobs appearing under a “composition” and “generalist” key-word search yields about 100 departments in need of faculty with such versatility. To give a sense of the institutions that need such instructors, we can turn to a few ads for examples: CUNY Bronx Community College wants an assistant professor to teach “composition, developmental writing or ESL, and literature electives.” Contra Costa Community College (Martinez, CA) needs an assistant professor to teach “the full range of community college English courses.” Mount Vernon Nazarene University (Mt. Vernon, OH) is hiring a full-time faculty member to teach “in writing and in literature.” Northwestern College (Orange City, IA) wants an assistant professor to teach “Freshman Composition, and courses in rhetoric and/or creative writing and/or journalism, and/or introduction to literary study, depending upon the candidates areas of expertise.” While in some eyes, these may not be the most prestigious jobs, they are jobs nonetheless and ones at institutions that want and deserve well-qualified Ph.D. applicants, who have a depth and breadth of training in literature and composition, and who are trained in and dedicated to teaching the classes and students these institutions serve. Such ads give a sense of the national need for Ph.D.s who are versatile and well-trained in undergraduate teaching. Of course, Idaho needs such teachers too, and we are confident that our graduates will be excellent candidates for positions at Lewis & Clark College and the College of Southern Idaho (where one of our D.A. graduates currently teaches), as well as at any institution in the region or nation that needs a Ph.D. for a job primarily focused on undergraduate teaching.

(3) *Developing More Competitive Graduates:* ISU has successfully placed English D.A. graduates in college-level teaching positions. As we mentioned in (1), in the past ten years all of the English D.A. graduates who have sought college and university teaching jobs have obtained them, a fact that speaks to a need for the sort of training in literature and English teaching we already offer. Our Ph.D. graduates will remain excellent candidates for such jobs, and we expect that they will continue to fill the need for versatile teachers at small colleges, a quality that our D.A. graduates say their institutions praise about their training. The Ph.D. graduates should be more competitive, however, since they will have (as we mentioned above) the credential, training, and degree that employers most expect, as well as a degree title (“English and the Teaching of English”) that will highlight their skill set and interests in a distinctive way.

(4) *Using Faculty Time and Expertise More Efficiently and Improving Student Performance:* A Ph.D. program will use faculty time and expertise more efficiently. As the D.A. program is currently configured, after the completion of coursework, the efforts of up to 14 graduate faculty are required to graduate one English D.A. student: one advisor, six exam committee members, four paper committee members (two for each of the papers), and three Graduate Faculty Representatives (GFRs) from other programs. While students rarely use so many, they routinely call on the resources of nine to ten (again, after having finished their coursework). For the proposed Ph.D., after coursework, only four graduate faculty – one advisor, two additional committee members, and one GFR – will be required.

At the same time, the Ph.D. program will encourage students to take more courses in the areas in which the department is strongest. As it is, the D.A. encourages students to pursue coursework and final projects in disparate areas within English studies and related fields (literature, linguistics, creative writing, as well as folklore, history, comparative literature, etc.). In the new curriculum, students will be urged to focus their studies in literature and the teaching of English, the two areas in which the

English faculty is strongest. Moreover, the new program combats “curriculum creep,” the constant addition of courses and required credits to programs over time. While the D.A. requires 48 credits of coursework, the new Ph.D. curriculum will require 39 (about two-years work of courses, including two internships), and these credits will be used more effectively, since students will be advised to take their credits in areas that align with a specific field of interest (which is currently not the case with the more generalist-oriented D.A.). Moreover, the credit reduction will free students to spend more time studying for exams and working on dissertations, which should help them to develop more depth in their chosen sub-fields. (It should be noted that two years of coursework for the Ph.D. is in line with the requirements in English Ph.D. programs across the country, for instance at University of Utah.)

The Ph.D. program will not only use faculty more efficiently and effectively, but also improve student performance. Since students will work with fewer faculty more extensively, they will have more consistent advising throughout the degree, something that should help them to focus and move through the degree quickly and smoothly. In addition, changing the coursework requirement should help students in a number of ways, allowing them to focus their studies in literature and the teaching of English (rather than pursuing a 12-credit interdisciplinary component) and providing them more time to develop thoughtful exam lists, to study for their exams, and to research and write their dissertations.<sup>9</sup> Finally, the exam structure will encourage students to develop more depth in one area. Currently, students in the D.A. take exams in very broad areas (on literary history, language, English pedagogy, and a genre of their choice). In the new curriculum, students will design exam lists in a dissertation area, in a related field or period, and in an area of English pedagogy (for instance, a dissertation list on Shakespeare, a field list on Renaissance literature, and teaching list on teaching early literature). This three-part exam (based on student-generated lists) is common in English Ph.D. programs across the country. It is useful, since it increases students’ depth of knowledge in their dissertation and field areas, something that should enhance their ability to research their dissertations and position their contributions in terms of a specific area of English studies and in terms of their teaching.

In conclusion, the ISU English Department is not proposing a dramatic change, but an extension of and improvement on what the ISU English Department already does. The Ph.D. in English and the Teaching of English offers an opportunity to enhance the visibility of ISU’s English doctoral degree, to attract more students, to align ISU’s English doctoral offering with disciplinary norms, to revise the curriculum to use faculty expertise and time more effectively and efficiently, while improving student performance, and to do all of this without additional resources. Indeed, a Ph.D. program may be one of the few ways the department has to increase departmental resources through fundraising, since many donors are more likely to endow a department with a strong Ph.D. program with such things as graduate fellowships, faculty chairs, and research and travel money.<sup>10</sup>

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9 It should be noted that the reduction in credit hours should not result in a loss of FTE, since the decrease in hours should be offset in two ways: (1) by having increased numbers of students in the program and (2) by having students take more of these hours in the English Department than is currently the case with the D.A., which forces students to take 12 credits outside of the department (39 credits in English with the Ph.D. vs. only 36 out of 48 in English with the D.A.).

10 The external reviewer of Middle Tennessee’s proposal to convert from a D.A. to a Ph.D. also observes that the Ph.D. raises the possibility of attracting donor funds to the department. The external reviewer notes: “Ph.D.-granting status is very apt to boost the possibilities for success in this area.” *Graduate Program Review Self-Study*. Department of English, Middle Tennessee State University (spring 2008), p. 28

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The English Department will ensure the quality of its doctoral program by continuing to do what it already does. While there are no accrediting bodies in English, the professional organizations in English – the Modern Language Association (MLA) and Association of Departments of English (ADE) – have policy statements and guidelines (for instance, on class size, faculty workload, and faculty evaluation), and the English Department aligns its practices with these policies. Moreover, the English Department's graduate programs fall under the university's accreditation by the Northwest Commission on Colleges and Universities. External review teams also periodically evaluate the program, looking at faculty qualifications and curricula.

In order to ensure the quality of the Ph.D., the English Department has developed a Ph.D. curriculum that is in line with disciplinary norms. As part of the departmental deliberations about the Ph.D., the English Department approved and will propose a 54-credit Ph.D. curriculum, which includes 39 credits of coursework in English and teaching (including two supervised teaching experiences), a comprehensive exam (with a section on English pedagogy), and a 15-credit dissertation. Although there are no national or international standards for the coursework for the Ph.D. (in Britain students do no coursework, while at some American institutions up to 48 credits-worth can be required), these coursework, exam, and dissertation requirements are in line with those of most Ph.D. programs around the country (for instance, the program at the University of Utah). (For a copy of the proposed curriculum as well as a suggested student timeline for the program, please see Appendices A and B.)

Faculty members are also critical to creating a rigorous and valuable degree, and the quality of the graduate faculty in English is very high. During the past calendar year (2006) the department has had four books accepted for publication at university presses, twelve refereed articles accepted, two non-refereed scholarly articles accepted, four book reviews published, and twenty-three grants submitted. The department's graduate faculty is also active in conference presentations (11), creative readings (2), and producing creative works (1) and scholarly introductions (1). During 2006 three faculty members served as editors for scholarly periodicals, and the department is the editorial home for the peer-reviewed international *Journal of the Fantastic in the Arts*. Moreover, the faculty is very strong in teaching. Four of our faculty members (Susan Swetnam, Roger Schmidt, Curtis Whitaker, and Jessica Winston) have received ISU teaching awards, and several faculty members (Margaret Johnson, Curtis Whitaker, Susan Swetnam, Tracy Montgomery, Brent Wolter, Sonja Launspach, Brian Attebery, and Terry Engebretsen) have the background to teach courses in English-specific pedagogy, including teaching writing, teaching literature, teaching professional writing, teaching English as a Second Language, teaching children's literature, and teaching science fiction.

The English Department will, of course, continue to ensure the quality of faculty through a rigorous hiring process that examines candidates' peer-reviewed research, teaching experience, and potential for service to the university and profession. Also, our tenure, promotion, and periodic performance reviews are guided by the new standards for the College of Arts and Sciences, but are more rigorous and specific to our discipline. It should be noted that except for replacing faculty who retire or move to other jobs, no additional faculty will be required for the program. (For a full list of English graduate faculty, please see Appendix C.)

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

No similar programs are currently offered in Idaho or the region (see Table 1 and Table 2 below). On the eight-year plan, BSU has Ph.D. in Composition and Rhetoric, and that program is now in the planning stages. The English Graduate Committee at ISU has contacted Dr. Bruce Ballenger, Director of Composition and Rhetoric in the English Department at BSU, who is developing the NOI for BSU's Ph.D. In an e-mail to our Graduate Committee in late-February, Ballenger observed that ISU is "making a very wise move from the D.A. to a Ph.D." Moreover, he concurred that BSU and ISU's proposed Ph.D. programs will not be competition with each other, since they train students for different sorts of jobs and serve different needs within the state and nationally. More specifically, BSU will train students to teach composition and rhetoric and, given the demand for professors in this area, that program will likely place its graduates at four-year institutions with large writing programs. By contrast, ISU will train students more generally in English studies and aims to place students in the many jobs in English that involve primarily undergraduate teaching in literature *and* writing. In addition, both programs are part of each institution's regional mission, although in each case, the institutions should draw on national and international students (as is currently the case with the English M.A. and D.A. at ISU).

The only universities in the region that offer a Ph.D. in English are University of Utah and Washington State (Montana State, University of Montana, University of Wyoming, and Utah State do not offer a Ph.D. in English). University of Utah has an excellent program, but this will not be in competition with ISU, since ISU's will focus on training students to teach, and since we see our students as more qualified for jobs that demand a Ph.D. but primarily involve breadth and versatility in undergraduate teaching.

**Table 1: Enrollment and Graduates (i.e., number of majors or other relevant data).**

By Institution for the Proposed Program. Last three years beginning with the current year and the 2 previous years.

Institution	Relevant Enrollment Data			Number of Graduates		
	Current Fall 2007	Previous Year Fall 2006	Previous Year Fall 2005	Current 2007	Previous Year 2006	Previous Year 2005
BSU	0	0	0	0	0	0
CSI	0	0	0	0	0	0
EITC	0	0	0	0	0	0
ISU	DA – 11	DA – 7	DA – 8	DA – 1	DA - 2	DA - 2
LCSC	0	0	0	0	0	0
NIC	0	0	0	0	0	0
UI	0	0	0	0	0	0

**Table 2: Degrees offered by school/college or program(s) within disciplinary area under review**

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	B.A.	English Technical Communication	Certificate in Technical Communication
	M.A.	English Technical Communication	
	M.F.A.	Creative Writing	
CSI	A.A.	English	
EITC	None		
ISU	A.A.	English	Emphases: Literature, Professional Writing, Creative Writing  Minors in English, Folklore, Linguistics  Certificate in Teaching English as a Second Language (TESL)  Certificate in Teaching English as a Second Language (TESL)
	B.A.	English	
	M.A.	English	
	D.A.	English	
LCSC	B.A.	English	Minors in English, Creative Writing, ESL
		English – Creative Writing	
NIC	A.A.	English	
UI	B.A.	English	Emphases: Literature, Creative Writing, Professional, Teaching  Minors in English, TESL, Writing  Note: program for teachers in secondary ed.
		English	
	M.A.	English TESL	
	M.F.A.	Creative Writing	
	M.A.T.	Master of Arts in Teaching	



5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Historically, ISU has been the only institution in Idaho with a doctoral degree in English, and the Ph.D. is a better way to serve our established departmental mission at this level, which is to train teachers of English for jobs higher education.

Shifting the degree from the D.A. to the Ph.D. also contributes to ISU's mission. The degree strengthens one of the university's areas of "primary emphasis" in "teacher preparation,"<sup>11</sup> while helping to meet ISU's commitment to "advance scholarly endeavor" and "enhance...graduate education."<sup>12</sup> More specifically, the Ph.D. will help ISU to realize its vision (as articulated in the Strategic Plan) to achieve "growing sophistication" in its array of graduate programs, to increase doctoral enrollment, and to elicit increased institutional recognition.<sup>13</sup>

In addition, a Ph.D. program (that produces an increased number of graduates) should help ISU to increase its research profile and Carnegie classification, since one of the measures used to calculate this classification involves "the number of fields represented by [graduate] degrees awarded, and the mix or concentration of degrees by broad disciplinary domain."<sup>14</sup>

Finally, in an indirect way, the program supports ISU's health-professions mission. Schools that are strong in the health-professions tend to have robust undergraduate and graduate programs in core areas of the arts and sciences, including English.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes  No

If not on 8-year plan, provide a justification for adding the program.

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11 "Institutional Role and Missions: Idaho State University" Idaho State Board of Education (2007). Accessed January 31, 2008. <<http://www.boardofed.idaho.gov/policies/mission/isu.asp>>.

12 "Institutional Mission Statement (Driven by SBOE Assigned Mission)." *Idaho State University Strategic Plan, 2004-2009: 2007 Update*. Idaho State University (2007). Accessed February 1, 2008. <<http://www.isu.edu/acadaff/stratplan.pdf>>, p. 4.

13 "Vision." *Idaho State University Strategic Plan*, p. 3.

14 Carnegie Institution for the the Advancement of Teaching. "Classifications: Graduate Instructional Program Description." Accessed February 20, 2008. <<http://www.carnegiefoundation.org/classifications/index.asp?key=787>>.

7. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY <u>2010</u>	FY <u>2011</u>	FY <u>2012</u>	<u>2013</u>
<b>A. Expenditures</b>	0	0	0	0
1. Personnel	0	0	0	0
2. Operating	0	0	0	0
3. Capital Outlay	0	0	0	0
4. Facilities	0	0	0	0
<b>TOTAL:</b>	0	0	0	0
<b>B. Source of Funds</b>				
1. Appropriated- reallocation	0	0	0	0
2. Appropriated – New	0	0	0	0
3. Federal	0	0	0	0
4. Other:	0	0	0	0
<b>TOTAL:</b>	0	0	0	0
<b>B. Nature of Funds</b>				
1. Recurring *	0	0	0	0
2. Non-recurring **	0	0	0	0
<b>TOTAL:</b>	0	0	0	0

\* Recurring is defined as ongoing operating budget for the program, which will become of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

## Appendix A

### Proposed Graduate Catalog Description and Curriculum Ph.D. in English and the Teaching of English

**Approved by Ballot Vote of the Graduate Faculty in English (December 3, 2007)**

#### **Learning Outcomes - Doctor of Philosophy**

**Stated Mission and Goals:** The Ph.D. in English and the teaching of English is a terminal degree program that trains students for teaching careers in English at colleges and universities.

#### **Student Learning Outcomes**

1. Ph.D. students will have a professional understanding of the history of British and American literatures and the relationship of these literatures to other literatures.
2. Ph.D. students will understand and employ in their own work major theoretical approaches to literature and culture.
3. Ph.D. students will understand theories of college-level English teaching and will be able to effectively translate these theories into practice.
4. Ph.D. students will define, research, and complete a significant research project within English studies, and be prepared to conduct research independently once they graduate.
5. Ph.D. students will understand language as a medium of common linguistic principles; they will understand the relationship of these linguistic principles to communication and expression.
6. Ph.D. students will be prepared for future professional activities as college-level English teachers.

#### **Doctor of Philosophy in English and the Teaching of English**

The Doctor of Philosophy in English and the Teaching of English prepares students for teaching careers in English at colleges and universities. The program emphasizes the study of English and American literature, course work in content-specific pedagogy, and supervised teaching internships. Students also undertake directed, specialized research in a required dissertation.

#### **Admission**

For full consideration, applicants for classified admission to the Ph.D. program must submit the following materials by March 1:

1. An M.A. in English (or appropriate related field) with an accumulative grade point average of 3.5 in English courses.
2. Scores at or above the 50th percentile on the verbal section of the GRE general test. Scores on the analytical writing section will also be considered in admission decisions.
3. Three letters of recommendation, preferably from professors who know the student's recent academic work.
4. A writing sample (about 10-20 pages).
5. A brief statement (of about 500 words) describing the applicant's academic background, reasons for applying to the program, and professional goals.

The Graduate Committee in consultation with the department Chair evaluates these materials to determine admission to the program. Priority will be given to experienced, successful teachers.

Students admitted conditionally without GRE scores must take the tests the first time they are offered following their admission. Continuation in the program is subject to a student's meeting this requirement.

## **General Requirements**

The Doctor of Philosophy in English requires a minimum of 54 semester credits beyond the M.A. A course completed as part of a student's M.A. program may be approved by the Graduate Director to satisfy a particular requirement of the Ph.D. program, up to a maximum of 9 credits; however, the substitution of course work does not waive the minimum credit requirement for the Ph.D. program.

With the approval of the Graduate Director, students may transfer up to 9 credits of coursework beyond the M.A. from other programs or institutions.

Three semesters of full-time residence study are required.

Students must maintain a 3.5 grade point average to qualify for the Ph.D. degree. Three grades below B- during the entire program will automatically disqualify a student.

Graduate students must follow the policy on incomplete grades as it is listed in the Idaho State University Graduate Catalog.

Teaching assistantships and Ph.D. fellowships will not be renewed for students with incomplete grades on their transcripts.

## **Special Requirements**

1. Student must complete at least 42 credits at the 600 level or greater, including dissertation credits. (Students may take up to 12 credits at the 500 level.)
2. Students must complete two supervised teaching internships. The student must submit a detailed proposal for each internship to the Graduate Committee for approval prior to the semester of the internship. The proposal must be endorsed by the member of the graduate faculty, who has agreed to supervise the internship. An unacceptable Ph.D. internship will be interpreted the same as a course grade of C.
3. Students will write a 15-credit dissertation with a section exploring the dissertation's implications for the teaching of English.

This dissertation project will be designed in consultation with a member of the English graduate faculty, who will serve as chair of the dissertation committee. The dissertation committee shall consist of three members of the graduate faculty, at least two of whom are English graduate faculty. In consultation with the dissertation director, the student is responsible for assembling the dissertation committee. The dissertation proposal must be approved by all members of the student's dissertation committee and then submitted, with the comprehensive exam lists attached, to the Graduate Director for review, according to the guidelines in the *English Graduate Handbook*. A Graduate Faculty Representative (GFR) will be appointed after review of the proposal and exam lists.

4. Students must present a colloquium on the topic of the dissertation research, given in the last semester of their degree work, which will allow them to obtain experience in presenting the results of their research to their peers.

## **Course Work**

### **Required Core Course**

ENGL 612 Introduction to Graduate Studies in English 3 cr

### **Pre- and Post-1800 Literature Component**

A minimum of six credits, fulfilling the following requirements:

One seminar in the 62x series that is focused on pre-1800 literature

One seminar in the 62x series that is focused on post-1800 literature

### **Teaching Component**

A minimum of 12 semester credits, fulfilling the following requirements:

ENGL 631 Seminar in Teaching Writing 3 cr

ENGL 700 Supervised Teaching Internship 3 cr

An additional seminar in the teaching of English, approved by the department 3 cr

An additional supervised teaching experience, chosen from:

ENGL 700 Supervised Teaching Internship 3 cr

ENGL 783 Practicum in Second Language Teaching 3 cr

### **Language Component**

Course work in language studies, chosen from the following list 3 cr

ENGL g501 Advanced Composition

ENGL g580 Varieties of American English

ENGL g581 Studies in Grammar

ENGL g584 Special Topics in Linguistics

ENGL g585 Linguistic Analysis

ENGL g586 Old English

ENGL g587 History of the English Language

ENGL g588 Introduction to Sociolinguistics

ENGL 680 Introduction to Linguistics

ENGL 685 Seminar in Linguistics

### **Electives**

Students take 15 additional credits of electives (chosen in consultation with their advisor) that will contribute to knowledge and skills necessary for their dissertation topics and professional goals.

### **Course Work Limitations**

A maximum of 6 semester credits taken outside of ENGL-prefixed courses may be counted toward degree requirements.

## **Comprehensive Examination**

Students are eligible to take the comprehensive exam after completing 36 credits beyond the M.A. Students must take the exam before defending the dissertation.

The comprehensive examination is both written and oral. The examination tests the student in the general areas listed below, but the student in consultation with his/her dissertation committee will design the specific subjects and reading lists on which he/she will be tested. The exam lists must be approved by all members of the student's dissertation committee and then submitted, along with the dissertation proposal, to the Graduate Director for review, according to the guidelines in the *English Graduate Handbook*.

The exam areas are:

- a. the student's dissertation area
- b. a broader field or literary period
- c. an area in the teaching of English

The examining committee will consist of the three-member dissertation committee. In order to ensure that the examining committee has sufficient expertise to test the student in all three exam areas, the dissertation committee chair may propose to substitute a member of the dissertation committee with another member of the graduate faculty, so long as two members of the examining committee are English graduate faculty. The substitution must be approved by the Graduate Director.

The comprehensive examination may be repeated only once, and must be retaken within 12 months.

## **Foreign Language Requirement**

Students must demonstrate proficiency in one foreign language, either modern or ancient, before the program of study is complete. The purpose of this requirement is for students to have a current knowledge of a language other than English and of its relation to the culture from which it originates.

Students may satisfy this requirement in one of the following ways:

1. By passing four semesters of one foreign language with an average grade of B, either during the course of study for the graduate degree or with an interval of no longer than two years between the completion of the last language course and the beginning of graduate study in English at Idaho State University.
2. By passing with a grade of B a two-part examination administered by the Foreign Language Department.
3. By having completed a major in a foreign language, as verified by a college transcript.
4. By having satisfied a foreign language requirement as part of having completed an M.A. in English with an interval of no longer than two years between the completion of the last language course and the beginning of graduate study in English at Idaho State University.

Students who have a first language other than English will be considered to have satisfied this requirement.

## Appendix B

### Suggested plan for 4-year completion for the Ph.D.

year of study	Fall Semester	Spring Semester
Year 1	9 graduate credits: 1. ENGL 612 (3cr) 2. ENGL 631 (3cr) 3. Pre-1800 Seminar (3cr) Other --Meet with advisor to plan courses	9 graduate credits: 1. Second English Pedagogy Seminar or Elective Course (3cr) 2. Language Studies Course (3cr) 3. Post-1800 Seminar (3cr) Other: -- propose internship for spring of year 2
Year 2	9 graduate credits: 1. Elective Course (3cr) 2. Elective Course (3cr) 3. Elective Course (3cr) other: -- Non-English language (4 cr) --propose second internship for fall of year 3	9 graduate credits: 1. Elective Course or Second English Pedagogy Seminar (3cr) 2. Elective Course (3cr) 3. ENGL 700 Internship (3cr) other: -- Non-English language (4 cr) -- Define dissertation & exam committees, work on dissertation and exam proposals
Year 3	9 graduate credits: 1. ENGL 700 Internship or ENGL 783 TESL Practicum (3cr) 2. ENGL 698 Dissertation and Exam Preparation (6cr) Other: --Submit dissertation proposal and exam lists	9 graduate credits: 1. Dissertation (9cr) other: -- exams by mid-Feb. -- work on dissertation
Year 4	10 graduate credits: 1. Dissertation (9cr) 2. Career Preparation (1 cr) other: --Poss. participation in thesis/dissertation series	9 graduate credits: 1. Dissertation (9cr) other: --Poss. participation in thesis/dissertation series --dissertation defense and colloquium

**Appendix C – English Graduate Faculty  
(Updated December 2007)**

Jennifer Adkison, Assistant Professor of English  
Ph.D. in English (2000), University of Nevada – Reno  
*Specialties:* 19th-Century American Women, Western American Literature, Literature & the Environment

Stephen Adkison, Associate Professor of English\*  
\*Note: Currently Associate Provost of Academic Programming  
Ph.D. in English (2000), University of Nevada – Reno  
*Specialties:* Writing Across the Curriculum, Brain & Language. Writing Assessment

Brian Attebery, Professor of English  
Ph.D. in American Civilization (1979), Brown University  
*Specialties:* Science Fiction & Fantasy, Children's Literature, Gender & Literature, 19th-Century American Literature

Jennifer Eastman Attebery, Professor of English  
Ph.D. in Folklore & American Studies (1985), Indiana University  
*Specialties:* Folklore, American Studies, Ethnic Studies

Terry Engebretsen, Associate Professor of English, Department Chair  
Ph.D. in American Studies (1982), Washington State University  
*Specialties:* Contemporary Literature, Early American Literature, Business Communication

Susan Goslee, Assistant Professor in English  
Ph.D. in Literature and Creative Writing (2007), University of Utah  
*Specialties:* Creative Writing

Hal Hellwig, Associate Professor of English  
Ph.D. in English (1985), University of California – Los Angeles  
*Specialties:* 19th-Century American Literature, Advanced Composition, Methods of Scholarship

Alan Johnson, Associate Professor of English.  
Ph.D. in English (1998), University of California – Riverside  
*Specialties:* Post-Colonial Literature & Theory, Comparative Cultures & Literature, 19th-Century British Literature

Margaret Johnson, Associate Professor of English\*  
\*Note: Currently Interim Associate Dean of Arts & Sciences  
Ph.D. in English (1998), University of Oregon  
*Specialties:* Composition & Rhetoric, Postmodern American Literature, Film

Tom Klein, Associate Professor of English  
Ph.D. in English (1998), University of Toronto  
*Specialties:* Old English, History of the English Language, Diachronic Semantics and Metaphors



Sonja Launspach, Associate Professor of English  
Ph.D. in Linguistics (1998), University of South Carolina  
*Specialties:* Conversation/Discourse Analysis, Sociolinguistics, Second Language Acquisition

Tracy Montgomery, Associate Professor of English  
D.A. in English (1987), Idaho State University  
*Specialties:* Pedagogy, Professional Writing, Genre Study

Brian Norman, Assistant Professor of English  
Ph.D. in English (2004), Rutgers University  
*Specialties:* 20th-Century American Literature, African-American Literature, Ethnic & Feminist Studies

Roger Schmidt, Professor of English  
Ph.D. in English (1989), University of Washington  
*Specialties:* 18th-Century Literature, Book Design

Lynn Shutters, Assistant Professor of English  
Ph.D. in English (2004), New York University  
*Specialties:* Medieval Studies, Women's & Gender Studies, Postcolonial Studies

Susan Swetnam, Professor of English  
Ph.D. in English (1979), University of Michigan  
*Specialties:* Western American Literature & Culture, Creative Writing, Nonfiction, Narrative History & Theory

Curt Whitaker, Associate Professor of English  
Ph.D. in English (2001), University of California – Los Angeles  
*Specialties:* Literature of the Seventeenth Century (Late Renaissance), Aesthetics, Nature Writing

Jessica Winston, Associate Professor of English  
Ph.D. in English (2002), University of California – Santa Barbara  
*Specialties:* Renaissance Literature, Early British Literature, Drama

Brent Wolter, Assistant Professor of English  
Ph.D. in Applied Language Studies (2005), University of Wales at Swansea  
*Specialties:* TESOL Methodology, Second Language Acquisition, Linguistics

Note on percentage FTE each faculty will be assigned to the program: All faculty will be assigned to the Ph.D. program, as they currently are to the D.A. program, as part of their normal research, teaching, and service requirements.

## Appendix D – Library Resources

ISU's library resources are sufficient to support the coursework and the dissertation for the Ph.D. in English and the Teaching of English.

*Coursework:* The library can support the coursework in the new Ph.D., since the course requirements are not that different from the D.A. Currently, the D.A. requires 48 credits of coursework in literature, language, English pedagogy, and an interdisciplinary area. The Ph.D. in English and the Teaching of English will consist of similar coursework to the D.A., although there is no requirement to take classes outside of the department. The removal of the interdisciplinary requirement means that students will do more of their coursework in English (thereby removing any impact that their work in other fields may have had on the library). Moreover, their work will be concentrated in literature and in the Teaching of English, areas in which the library's collections are already established as a result of the English Department's current undergraduate and graduate programs (A.A., B.A., M.A., and D.A.) and which are appropriate for the Ph.D. More specifically, in the Ph.D., we foresee that students will use primary texts from major literary periods, databases in English (such as the MLA database), journals in English literature and the teaching of English, important works of criticism and history on major literary periods, authors, works, and movements, as well as publications on teaching, such as those from the National Council of Teachers of English and the MLA's series on teaching. Therefore, we foresee that the coursework for the Ph.D. will have no impact on current library use.

*Dissertation:* In terms of the dissertation requirement, we anticipate some change in patterns of library use by our students, but as we show in the charts below, the library will still provide sufficient resources. As we have explained in the NOI, students in the current D.A. program write two substantial research projects (50-90 pages each), and these will be replaced by a single dissertation project (about 175-225 pages). In general, we expect that Ph.D. dissertations will require fewer total resources than two D.A. papers, and that with the new program we will see a more concentrated use of the literature and Teaching of English resources that the library already has.

To illustrate this point, the English Department did two case studies. In the first, we considered how our most recent D.A. graduate (Student #1) might turn one of his D.A. papers, on Shakespeare's *Midsummer Night's Dream*, into a Ph.D. thesis. We then compared the total number of resources he needed to write both D.A. papers to the number of resources we thought he would need, if he were to expand the *Midsummer's* study into a Ph.D. (For specifics, see Case 1 below.) In the second case, we compared the resources needed for this hypothetical Ph.D. to a Ph.D. thesis written by Student 2 (Ph.D. 1998), one of the first Ph.D. graduates from the English Department at Illinois State, which converted from a D.A. to a Ph.D. in the 1990s. (For specifics, see Case 2 below.)

As Table 1 shows, we found that Student 2's two papers used a total of 145 sources (primary and secondary works). His one hypothetical Ph.D. thesis would likely use fewer sources (75 primary and secondary works). This amount is comparable to the number used by Student 2 (86 primary and secondary sources). At most, we found that developing the Ph.D. might require students to draw more heavily on interlibrary loan, depending on their topic. In Student 1's case, the switch from two D.A. papers to one dissertation would slightly reduce the total number of ILLED sources from 18 to 16, but if Student 2 had written her thesis here, she would have needed to ILL 33 of her sources.

Sandra Shropshire, Associate University Librarian for Collections and Technical Services, has confirmed that current library resources are sufficient. (Please see Appendix F below.)

**Table 1: Comparison of Sources Currently Used in Producing 2 D.A. Papers to Sources Used in Producing a Dissertation**

	Student 1's 2 D.A. papers (representing current use)	Hypothetical expansion of 1 of Student 1's D.A. papers as a dissertation	Ph.D. dissertation by Dozier at Illinois State University
Total number of sources	145	75	86
Number available at ISU Library	66 (46%)	51 (68%)	50 (58%)
Number available via Interlibrary Loan	18 (12%)	16 (21%)	33 (38%)
Number available via other means (mostly on-line)	61 (42%)	8 (11%)	3 (4%)

**Case 1: Student 1 ( D.A. in English, Idaho State University, 2007)**

The following is our comparison and analysis of sources used for two D.A. papers and the sources that would be needed for expansion of one of the papers as a dissertation. This analysis reveals that fewer library resources would be needed for the dissertation than for the current system of two papers.

*Student's 1 D.A. paper 1:*

“ESL in Taiwan: an approach applying Paulo Friere’s pedagogy in political, economic, social and cultural contexts”

Resources used for paper 1: 84 sources

Those sources available at or on-line via ISU library

- 1 book used as primary source
- 13 books used as secondary sources
- 1 article from ERIC database
- 4 articles from 4 scholarly journals
- 1 article from newspaper archive

Those sources obtained from ILL

- 5 books used as secondary source
- 6 articles from 6 scholarly journals

Those sources from other on-line sites

- 39 articles from 6 on-line newspaper archives
- 2 reports from web site of 2 organizations
- 5 articles from 4 on-line journal
- 2 articles from 2 government web sites
- 1 article from university web site

- 1 entry from on-line dictionary
- 1 interview from a web site
- 2 articles from the BBC web site

*Student 1's D.A. paper 2:*

“Observing and Exploring the Dialogic World in *A Midsummer Night's Dream*”

Resources used for paper 2: 61 sources

Those sources available at or on-line via ISU library

- 3 books used as a primary sources
- 20 books uses as secondary sources
- 21 articles in 14 scholarly journals
- 2 chapters from 1 anthology

Those sources obtained from ILL

- 4 books used as a secondary sources
- 1 chapter from an anthology
- 2 articles from 2 scholarly journals

Those sources from other on-line sites

- 2 sources from 2 on-line communities
- 1 article from on-line text
- 1 article from on-line web site
- 1 entry from on-line dictionary
- 1 article from an on-line journal
- 1 entry from an on-line encyclopedia
- 1 primary source on-line (electronic text of the play)

Total of Resources used for D.A. Papers 1 and 2: 145 sources

66 (50%) from ISU library

18 (14%) from interlibrary loan

61 (36%) from other on-line sources

Expansion of paper 2 to a dissertation:

Student 1's Bakhtinian analysis of *A Midsummer Night's Dream* could be easily expanded to include more plays. Because he did a thorough search for secondary sources for his D.A. paper, only sources pertinent to a new play would be necessary. In order to expand the paper to a dissertation length project one would need to:

1. Pick one or more plays to add to the analysis. Find primary and secondary sources that relate to that play(s)—*The Tempest*, for example.
2. Add studies of *The Tempest* to the literature review section of the paper.
3. Do the same type of analysis for the new play(s) using a Bakhtinian framework as was done for *A Midsummer Night's Dream*, that is, add chapters on Polyphony, Chronotope and Carnival for *The Tempest* to parallel the analysis of *A Midsummer Night's Dream*.

4. Discuss the implications of such an analysis for the new play(s) and the new insights it would bring to the teaching of the play(s).

In such an expansion of the D.A. paper to a dissertation, one would likely need to include the following types of sources:

- a primary text—a version of the play *The Tempest*
- secondary sources (identified in a database search by the committee):
  - an anthology of critical essays on *The Tempest* (similar to the one used by Chang for *A Midsummer Night's Dream*)
  - 4 additional articles from 4 scholarly journals
  - 5 chapters in 5 anthologies
  - 1 book on Shakespeare and Bakhtin
  - 1 book on the teaching of Renaissance drama
  - 1 dissertation

Of these, 9 would have to be obtained through Interlibrary Loan, while the library has 5 of the proposed sources.

The resulting library resources required for this hypothetical dissertation would be:

Total of 75 sources

51 (68%) from ISU library

16 (21%) from interlibrary loan

8 (11%) other on-line sources

### **Case 2: Student 2's Ph.D. dissertation at Illinois State University, "Reading Vietnam: Teaching Literature Using Historically-Situated Texts," 1998**

This dissertation of 252 pages represents scope and content very similar to the dissertations we expect our Ph.D. graduates in English and the Teaching of English to produce here at Idaho State University. It is therefore a good test of the resources currently available in our library. Again, in this second case study the dissertation requires fewer sources than the two D.A. papers.

Dozier used 86 sources. Had she completed the dissertation using the Idaho State University library's resources, the following would have been available in the library's collections:

- 9 books used as secondary sources
- 10 articles in scholarly anthologies
- 3 articles in magazines
- 23 articles in scholarly journals
- 5 books used as primary sources

The following would have required Interlibrary Loan services:

- 4 articles in scholarly journals
- 16 books used as secondary sources
- 10 articles in 3 scholarly anthologies
- 3 book used as primary sources

The following would have been obtained outside of library resources at both institutions:

- 2 films
- 1 on-line posting

50 (58%) available from ISU library

33 (38%) available from interlibrary loan

3 (4% ) available other sources

## **Appendix E – Space and Technology Resources**

ISU's space and technology resources are sufficient to support the coursework and the dissertation in the Ph.D. in English and the Teaching of English.

### Space Needs

We expect that we will be offering the same number of seminars with the Ph.D. that we currently do with the M.A. and D.A. Thus, the Ph.D. will place no additional constraints on space. Currently, we provide teaching graduate students with shared offices. In the happy event that the program grows tremendously (say to a combined total of over 60 students in our M.A. and Ph.D. programs), we may find that we need to rethink this policy or find additional office space.

### Technology Needs

In terms of technology, our D.A. students currently are on campus, and these students need only the same technology facilities usually used by our students and faculty: access to an ISU e-mail account, access to printers, access to computers with word processing and internet access capability, and the like. We expect that students in Ph.D. program will likewise be on campus and will pursue research projects to those currently undertaken by our D.A.'s. (We have no plans to offer distance courses at the doctoral level.) Therefore, the Ph.D. will put no additional strain on technology.

Randy Gaines has confirmed that ISU's current computing and technology infrastructure are sufficient to support the Ph.D. (Please see appendix F.)

## **Appendix F – Assurances**

See attached reponses from:

Randy Gaines re: Technology

Sandra Shropshire re: Library



**Subject** RE: RE: ITS comment on  
English Dept.'s proposed  
Ph.D.  
**From** Randy Gaines  
<gainrand@its.wnet.isu.edu>  
**Date** Tuesday, February 26, 2008  
10:13 am  
**To** Alan Johnson  
<johnala2@isu.edu>

Alan,  
As currently drafted, please consider this my indication that your proposed Ph.D. in English will have no additional impact on ITS. Just attach this to your proposal, when submitted. Thanks for providing the information to me!  
Randy

Randy Gaines  
Chief Information Officer  
Idaho State University  
Campus Stop 8037  
Pocatello, ID 83209  
208-282-2499

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**From:** Randy Gaines  
**Sent:** Tuesday, February 26, 2008 8:49 AM  
**To:** Alan Johnson  
**Subject:** RE: RE: ITS comment on English Dept.'s proposed Ph.D.

Alan,  
Got your paperwork..  
I'll take a look mid to late morning and reply.  
Randy

Randy Gaines  
Chief Information Officer  
Idaho State University  
Campus Stop 8037  
Pocatello, ID 83209  
208-282-2499

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**From:** johnala2@isu.edu [mailto:johnala2@isu.edu]  
**Sent:** Friday, February 22, 2008 3:34 PM  
**To:** Randy Gaines  
**Subject:** Re: RE: ITS comment on English Dept.'s proposed Ph.D.

Dr. Terry Engebretson, Chair,  
Dept. of English and Philosophy

March 24, 2008

Dr. Engebretson:

I have reviewed the NOI for the replacement of the D.A. in English with a Ph.D. in English and Teaching of English and offer an assessment of its effect upon the Library.

The Library is well-positioned to support this change. A healthy collection of monographic and serial material, as well as a reliable interlibrary loan service, serve the baccalaureate and graduate programs presently offered by the department. As the NOI argues, this change is, to some extent, one in name only, and represents a redirection of emphasis to existing department course resources. Details on the existing level of support are below.

#### Collections

For the 2007/2008 fiscal year, the Library allocated \$ 28, 595.00 to books and standing orders in the area of English literature and language. These funds are divided between the faculty in the department and the English bibliographer, who serves on the Library staff and are used to support the present suite of degrees offered by the department. The Library allocated \$ 15,119.00 to periodicals during the same period. Subscription decisions are primarily made by the faculty in the department. I note that all departments were required to undergo a 3/5 % cut in their journals base in fiscal year 2006/2007. English opted to cancel five journals, add two, and to transfer the different of \$88.00 to its book budget.

The Library provides current access to a number of interdisciplinary indexes and reference materials from an internal fund to support the existing and proposed programs. These include *MLA International Bibliography*, *ERIC (Educational Resources Information Center)*, *Humanities and Social Sciences Retrospective*, *Humanities International Index*, *Literary Reference Center*, *LitFinder*, *Novelist*, *the Oxford English Dictionary online*, and the *Muse* and *JSTOR Arts and Sciences I* electronic journal collections.

#### Services and Facilities

The ISU Library provides access to materials outside its collection by offering interlibrary loan services to students and faculty. Fees for the services vary, but include a minimum \$ 1.00 per transaction fee for students. Other services include reference service, introductory and customized instruction service and both print and electronic course reserve.

Please feel free to contact me if you have questions about this assessment.

Sincerely,

Sandra Shropshire  
Associate University Librarian for Collections and Technical Services  
Bibliographer, English  
ISU Library

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 21-22, 2008**

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**SUBJECT**

Update on the Outcome of the Summit for Students who are Blind/Visually Impaired or Deaf/Hard of Hearing

**REFERENCE**

December 2005	IDSB Committee Recommendations Action: Accepted by the Board
February 2006	Idaho School for the Deaf and the Blind Committee Recommendations Action: Approved by the Board
October 2006	Deaf/Blind Education Workgroup Recommendations Action: Approved by the Board; Staff directed to develop standards
June 2007	Standards for the Deaf/Hard of Hearing and Standards for the Blind/Visually Impaired Action: Approved by the Board
August 2007	A service delivery model for the education of Blind or Visually Impaired Students was proposed to the Board on August 9, 2007. The Board unanimously agreed to postpone voting on the service delivery model.
October 2007	Pending Rule 08.02.03.004 Regarding Standards for the Deaf and Hard of Hearing and Pending Rule 08.02.03.004 Regarding Standards for the Blind and Visually Impaired Action: Approved
June 2008	The State Board of Education approved the organization of a summit for the education of the blind or visually impaired or deaf or hard of hearing for July 30-31 and Aug 1.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-101; 33-3401-3409, Idaho Code

**BACKGROUND/DISCUSSION**

In 2005, the State Board of Education formed a committee to examine issues regarding the education of deaf/hard of hearing students and blind/visually impaired students in the State. The Committee was commissioned to collect and analyze information regarding current services, policies, funding and statutory

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responsibility, and to provide recommendations for improving the delivery of services to this population of Idaho students.

The committee created a workgroup for further examination and reporting on these issues. They deemed a need for change and for the formation of a Transition Committee to produce 1) Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired or who are Deaf or Hard of Hearing, and 2) a new service delivery model.

The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired and the Standards for the Education of Children who are Deaf or Hard of Hearing were approved by the State Board of Education on October 11, 2007. The Idaho State Legislature approved the Standards during the 2008 legislative session.

In response to Board member discussion during their meeting in August 2007, the Office of the State Board of Education worked on gathering additional information to determine the most effective actions for revising Idaho's service delivery model. In doing so, OSBE staff learned, over the three-year period of time the service delivery model had been analyzed, that 1) genuine, consensual stakeholder input had not been gathered throughout the process, and that 2) the data and information presented had gaps. To address these issues and to assist the Board in making an informed, thorough decision, OSBE staff generated a summative report and hosted a summit.

The summative report is a synthesis of the work, reports, and proposals completed thus far. Additionally, the summative report includes an analysis of the federal and state law, a review of our statewide service delivery model with current data, and best-practice information for students who are blind or visually impaired or deaf or hard of hearing.

The summit was held on July 30 - Aug 1. Over 140 participants attended. Attendance for the duration of the summit was required to maximize group cohesion and gain an understanding of the complexity of the issues. The design of the summit was not for public testimony, presentations, or for proposals to be brought forth. Input and ideas were generated by participants and agreed upon by the group step-by-step. The facilitators maintained forward momentum in assisting the participants to have authentic input without repeating the steps taken by committees and informal groups from the past.

The facilitators created an atmosphere for a trusting, open dialogue wherein participants voiced their perspectives. The two and a half day process yielded a collaborative product of seven general recommendations for further development. The consensus of the participants was that this was the first process where open input was gathered that will produce mutually agreed upon change.

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Stakeholder representation was diverse at the summit and included: parents; adults who are blind or visually impaired, deaf or hard of hearing; Representatives Shirley, Jaquet and Pence; staff of the Office of the Governor; the Idaho School for the Deaf and the Blind; the State Department of Education; the Council for the Deaf and Hard of Hearing; Idaho Parents Unlimited; Idaho State University; the University of Idaho; Boise State University; Idaho Vocational Rehabilitation; Stephen F. Austin State University; the Oregon State Department of Education; the Department of Health and Welfare; Service Providers (Audiologists, Certified Orientation and Mobility Specialists, Certified Teachers of the Visually Impaired, Certified Teachers of the Deaf, & Interpreters); the Idaho Commission for the Blind and Visually Impaired; the National Federation of the Blind; and the Idaho School Boards Association, among others.

Seven recommendations were created with consensus during the summit. These recommendations are listed below. They will be sent to participants of the summit for further input and development and then presented to the Board at their meeting in October 2008. The seven areas of recommendation from the summit include:

1. Personnel Preparation
  - a. Begin in-state Teacher of the Visually Impaired, Certified Orientation and Mobility, and Rehabilitation Teacher of the Blind programs
  - b. Strengthen Teacher of the Deaf and Interpreter Training programs (Current program with Idaho State University)
  - c. Competitive salary and benefit schedules for specialized professionals for the education of students who are deaf/hard of hearing and blind/visually impaired
2. Family and Mentor Involvement
  - a. Family and mentor involvement will be increased. Information and resources to families will be more easily accessible through centralized and shared resources.
3. Full Continuum of Services for Children and Youth
  - a. The full continuum of services will include a residential program and an outreach program with equitable funding.
4. Separation/Differentiation of Services in our Delivery System
  - a. Services and programs for the blind and visually impaired will be separated/differentiated from services and programs for the deaf and hard of hearing.
5. Do we need a Residential School? For the Deaf? For the Blind? Where?
  - a. Yes, a residential school is needed for the deaf/hard of hearing and for the blind/visually impaired.
  - b. The majority vote indicated the program should be relocated to a metropolitan area.
6. Best System for Collaborating and Networking of Resources

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- a. Two committees (one for the deaf/hard of hearing and one for the blind/visually impaired) to plan efficient sharing and networking
7. Overall Administration of Services including Structure for how to Provide input to the Board of Education
  - a. At least one advisory committee should be formed to provide input, analysis, recommendations, and accountability to the Idaho State Board of Education regarding the education of students who are blind or visually impaired or deaf or hard of hearing. The committee should include a balanced representation of: interest groups from the deaf community, blind community, Local Education Agencies, administrators, parents, educators, and other stakeholder groups. Nominations should occur for appointments to be made by the Board.

**IMPACT**

The participants support the outcome of the summit and represent the greater population. The atmosphere of the community is positive following the summit.

**ATTACHMENTS**

Attachment 1 – Summit Agenda	Page 5
Attachment 2 – Participant List	Page 9
Attachment 3 – Feedback from Summit Participants	Page 11

**STAFF COMMENTS AND RECOMMENDATIONS**

OSBE staff will be sending the recommendations from the summit to the participants for further input. The input will be gathered and formulated into a final set of recommendations for the October 2008 Board meeting.

**BOARD ACTION**

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

*Educational Excellence: Collaboration in Action*

**Agenda Day One**

**Wednesday, July 30**

- 8:00 - 9:00      **Registration**
- 9:00 - 9:30      Welcome, Objectives, and Introductions
- 9:30 - 10:00     Introduction to Appreciative Inquiry
- 10:00 - 12:00    Appreciative Interviews with **Break**
- 12:00 - 1:30      Working Lunch**
- 1:30 - 1:45      More on AI: What is the Positive Core?
- 1:45 - 2:45      Table Groups: Introduce Partners & Share  
Stories
- 2:45 - 3:30      Table Presentations: Our Educational System at  
its Best
- 3:30 - 4:00      Break**
- 4:00 - 4:45      Table Groups: Meaning of Time Lines and  
Positive Core
- 4:45 - 5:15      Table Presentations: What We Have to Celebrate
- 5:15 - 5:30      Closing

## Agenda Day Two

### Thursday, July 31

- 8:00 - 8:45 Welcome Back and Overview of the Day
- 8:45 - 9:30 More on AI: Positive Image – Positive Action
- 9:30 - 10:00 Table Groups: Dream Discussions
- 10:00 - 10:30 Prepare Creative Enactment of Dreams
- 10:30 - 10:45 Break**
- 10:45 - 11:30 Table Presentations
- 11:30 - 12:00 Group Discussions: What do our Dreams Tell Us?
- 12:00 - 1:30 Lunch**
- 1:30 - 2:00 Table Presentations: Opportunities
- 2:00 - 2:30 More AI: Dream to Design
- 2:30 - 3:15 Table Group: Craft Provocative Propositions
- 3:15 - 3:45 Break**
- 3:45 - 4:15 Table Presentations: Provocative Propositions
- 4:15 - 4:45 Walk About: Input to Provocative Propositions
- 4:45 - 5:00 Closing



## Agenda Day Three

### Friday, August 1

- 8:00 - 8:45 Welcome Back and Overview of the Day
- 8:45 - 10:00 Table Groups: Finalizing Our Provocative Propositions
- 10:00 - 10:30 Identifying What's Most Important with **Break**
- 10:30 - 10:45 Next Steps for Provocative Propositions
- 10:45 - 11:15 Closing Interview with Partner
- 11:15 - 11:45 Resourcing our Success - Quads
- 11:45 - 2:15 Closing Comments by Community  
Wrap Up by Sponsors

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Summit Participants by Pre-assigned Table Work Group\*

<p>1. David Wilding-PD*DA Lora Ireland-BA Ken Edmunds Mary Dunne ISDB Wendy Jaquet Frankie Swift-TVI Shelia Robertson-TOD Sara Simms-PB Robin Greenfield UI – DB Project</p>	<p>5. Tara Adams-PD*DA Mary Ellen Halverson -BA <i>Gayl Hargrove-BA</i> Heather Fultz-Int Janet Stout - ISDB Ludee Vermaas-Nampa SD Mary Jones H&amp;W Erika Blancher-Aud</p>	<p>9. <i>Cheryl Robbins-PD</i> Bert Strom-BA April Nelson-DA*TOD Nanna Hanchett-ICBVI Kathryn Welsch-TVI LaVona Andrew-Int Doug Clapp-VR Cindy Schreiner-CDHH</p>	<p>13. Susie Jones-PD Robert Wood-ISU Angela Jones-ICBVI Mike Rush - Admin Steven Snow-Admin CDHH Kim Thomas-TVI Don Nepple - BA Blake Walsch - SD</p>	<p>17. Deborah Stengel-PB Walter Jastremsky-DA Shannon Garlitz-PAO <i>Gina Hemenway-TVI</i> Michael Gibson-BA <i>Norah Jehn-IATP, UI</i> Kelly Elliot-TOD Vel Slotten-BA</p>
<p>2. Elizabeth Cram-PD Larry Dickerson-BA William Andrew-DA*TOD Candi Harris-BA/ICBVI Timothy Chevalier-PEPNET <i>JoAnne Shopbell-Int</i> Jason Hancock - SDE Morgan Allen – OR SDE</p>	<p>6. Holly Thomas-Mowery-PD Ramona Walhof-BA Mikkel Nelson-DA*TOD Michael Kroth-UI Cathy Thornton-Meridian SD Brian Jaine-COMS/ICBVI Susan McCoy-TVI Pamela Snedigar-Gallaudet</p>	<p>10. Cathy Graffius-PD Carmaletta Youngdell-BA Michael Graham-BA*admin Emily Turner-ISU Rep. Mack Shirley Wes Maynard-Int Ila Cockrum-Sp. Ed Jeff Woods - ISDB</p>	<p>14. <i>Andrea Amestoy-PD</i> Wanda Jolley-BA Laine Steward-ICBVI <i>David Sparks</i> Jennifer Gregory-TOD Brenda Ireland-TVI</p>	<p>18. Maria Alvarez-PB Ray Lockary-DA Jennifer Hirai-PAO Mike Blackaller-ICBVI Jim Cobble-Jerome SD Shelly Sliman-TOD Marty Yopp-UI prof Paula Mason - ISDB</p>
<p>3. Faith Stein-PD Rod Howells-DA*admin Sue Thilo Gus Tropea - BA Dixie Mercer-TVI Patty Evans-TOD Adrienne Sexton – OR SDE Carolee Eslinger – H &amp; W</p>	<p>7. Mary Sisson-PD Angela Bradley-BA Carol Baron-BA*ISDB Jana Dunnagan-TOD Ann Flannery-Int Clara Allred-Sp. Ed. Allison-Elks Aud Teresa Fritsch</p>	<p>11. Kristine Hyde-PD Jan Gawith-BA <i>Janette Lancaster-DA*other</i> Vicki Bizallion-TVI <i>Cynthia Elias-Int</i> David Jolley</p>	<p>15. Charolette Kreftmeyer-PB RuthAnna Spooner-DA <i>Paige Barber-PAO</i> Travis Beck-BA*ICBVI Sharon Larson-TVI Susan Bradley-BA Pat Nelson-ISDB Jessica Trussell-TOD</p>	<p>19. The following were added into tables with vacancies: Gordon Graff – Dept Labor Beth Eloie-Reep - SDE</p>

Summit Participants by Pre-assigned Table Work Group\*

<p>4. Deseret Baker-PD Milford Terrell Renee Higbee-PAO Kristen Nigelski-TAO Dana Ard-BA/ICBVI Nancy Luthe-TVI Joey Peutz - UI Cadey Hull-ISBA Elsie Lamp-BA</p>	<p>8. Shanille Moosman-PD James Solem-BA Britt R.-BA/ICBVI Gov. Office Allison McClintick OSBE Linda Humphreys-Int Sondra Koster-TOD <i>Hal Hargrove - TVI</i> Donna Pence</p>	<p>12. Crystal Maxwell-PD <i>Joan Downing-BA</i> <i>Lisa Baker-ICBVI</i> Ron Schow - ISU Janet Moses-TOD Duke Morton-Gooding Mayor Gretchen Spooner - ISDB Dusty Bauman – BA/DA/ISDB</p>	<p>16. <i>Laura Gillespie-PB</i> Camilla Wilding-BA <i>Pam Vannoy-PAO</i> Lisa VanRy-BA*ICBVI Harv Lyter Amber Mausling-advocate <i>Jeane Marie Kopeckey – TVI/COMS</i> Kerrie Weightman-Aud</p>	
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\* Each box contains a pre-assigned group of pre-registered participants of varying roles. These participants sat together at their assigned tables until Friday morning of the Summit.

**Key :**

- DA – Deaf Adult
- BA – Blind adult
- PD – Parent of a Deaf Child
- PAO – Parent of a child receiving auditory/oral instruction
- PB – Parent of a child who is blind
- TVI – Teacher of Students with Visual Impairments/Blindness
- TAO – Teacher of the Deaf - Auditory/Oral
- Int – Interpreter
- VR – Vocational Rehabilitation
- CDHH – Council for the Deaf and Hard of Hearing
- Admin – Administrator
- H&W – Department of Health and Welfare
- ICBVI – Idaho Commission for the Blind and Visually Impaired
- Aud – Audiologist
- SD – School District
- COMS – Certified Orientation and Mobility Specialist
- Not present*

**Feedback from Summit Participants**

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1.

From: Joan Downing [<mailto:downjoan@gemstate.net>]

Sent: Thursday, July 31, 2008 7:16 AM

To: Board

Subject: School for the Deaf and Blind

At the age of 88, I suddenly lost most of my vision. I have learned a tremendous amount since then, and have very strong feelings about the education of of blind children. Children of normal intelligence who have severe impairments can grow into productive contributing citizens when they have truly good educations. It is much wiser to spend extra money to educate those children than to continue supporting them through long lives of dependency. While having teachers throughout the state trying to teach one child at a time is helpful, the value of peer contact and intensive immersion is FAR more effective. I had the privilege of spending time at a workshop in Boise for blind and visually impaired seniors. I learned so much in a short time, and more importantly, I was inspired by my fellow participants. We want our children to develop to their full abilities. They NEED the stimulus of others. The cost is really minimal, compared to the lifetime of contributions these people will make. PLEASE DO NOT CLOSE THE SCHOOL WHERE THEY CAN GET THE TRAINING AND SUPPORT THEY ARE ENTITLED TO.

Sincerely, Joan K. Downing, 960 Wayne Ave. Pocatello, Idaho, 83201  
208-233-0585

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2.

Dear State Board of Education:

I had the opportunity to attend part of the Deaf Education Summit this week. As I participated yesterday, I observed that it was the most positive, collaborative, open meeting on this topic I've seen in three years. I'm sure the rest of the Summit will continue to be a success.

There were many people from various cross sections of the field in attendance, and the level of collective competence and knowledge was amazing. You and your staff are to be commended for pulling the Summit together and setting the tone for positive outcomes.

Thank you for your willingness to devote extensive resources into bringing everyone together and for allowing Idaho's deaf and hard-of-hearing children to be the winners.

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Two thumbs up!

-Wes

Wes Maynard, MBA, CI/CT, NIC Master  
Boise Center Manager  
Sorenson Communications  
Phone: 888-311-1303  
VP: 888-311-1303  
Fax: 208-855-4821  
Cell: 208-850-8099  
Email: [wmaynard@sorenson.com](mailto:wmaynard@sorenson.com)  
Web: [www.sorensonvrs.com](http://www.sorensonvrs.com)

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3.

Aylee,

It was an honor to meet you Aylee.

Thank you again for all your dedication, expertise, and hard work in making the Summit an exceptional experience for everyone.

I believe we learned first hand that none of us is as smart as all of us.

Respectfully,

James L. Solem  
208-798-3103

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4.

Aylee,

I told you I would contact you to be sure to get on the distribution list for any information that will follow the Deaf & Blind Summit last week. Congratulations on the successful Summit! That was hard, hard work, but the Appreciative Inquiry got wonderful discussion and results.

I look forward to seeing what comes of it.

This week I will attend a new statewide leadership group. It is very clear to me that we have missed two important participants – parents who represent deafness and blindness. I may contact you again for possible names of some of the fantastic parents who attended the Summit.

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Thank you.

Beth Eloë-Reep  
Southeast Regional Special Education Consultant  
Idaho State Department of Education  
Idaho State University  
921 South 8th Ave. Stop 8059  
Pocatello, Idaho 83209-8059  
208-282-3610  
[eloebeth@isu.edu](mailto:eloebeth@isu.edu)

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**SUBJECT**

Statewide Assessment Committee Recommendation/Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.02.04 – Section III Comprehensive Assessment System

**BACKGROUND / DISCUSSION**

President Terrell appointed Richard Westerberg and Superintendent Luna to convene a short-term Board Assessment Committee to review the Idaho Comprehensive Assessment System. The committee was to be comprised of a combination of the Office of the State Board of Education (OSBE) assessment managers, State Department of Education (SDE) content coordinators, and a broad group of educators from around the State. The committee convened in July and framed a survey to evaluate and improve the State's Comprehensive Assessment System.

From September to December 2007, the committee refined the scope of the questionnaire to include new developments such as the suspension of the 9<sup>th</sup> grade ISAT. The survey was conducted February 27 through March 20, 2008.

The Board Assessment Committee met twice in April 2008 to review survey results and combine that perspective with their own experience and knowledge of assessment in Idaho schools. The committee made 11 major recommendations, which are listed in detail on Attachment 1.

**ATTACHMENTS**

Attachment 1	Committee Recommendations	Page 3
Attachment 2	Brief Summary of the Complete Survey Results	Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

The Board Committee on Assessment gathered input from stakeholders in the educational community. Convening a committee and conducting the survey served two important purposes. First, committee members assisted OSBE staff and SDE staff in interpreting the survey results and made very practical recommendations to guide decisions for the Comprehensive Assessment System (CAS). Second, the educational community had an authentic opportunity to express their concerns to the Board in a direct and anonymous manner. The committee report and survey results will be referenced for future decisions regarding the Comprehensive Assessment System.

**BOARD ACTION**

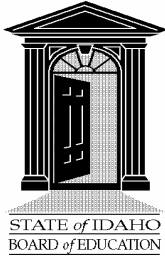
This item is for informational purposes only. Any action will be at the Board's discretion.

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**Attachment 1: Committee Recommendations**



**Idaho State Board of Education Assessment Committee**  
**April 30, 2008**  
**Boise, Idaho**

Boise School District Office  
8169 Victory Road  
Boise, ID 83709

**Chairmen:** Tom Luna, State Superintendent and Richard Westerberg, State Board Member

**Committee Members:** Brad Patzer, Cindy Bechinski, Cliff Hart, Don Coberly, Gary Johnston, Jackie Thomason, Joe Youren, Kathy Luras, Roger Stewart, Sherrie Wood

**Excused:** Brenda Walter, Patti O'Dell, Ron Bollinger, Jess McMurray, Karen Echeverria

**Staff:** Cindy Johnstone, Jenny Fisk, Liz Smith, Margo Healy, Mike Rush, Peter Kavouras, Rob Sauer, Wendy St. Michell

**Contractors:** Michael Willmorth, Clearwater Research; Liz Compton, BSU

\*\*\*\*\*

Meeting

Welcome and Introductions                      Richard Westerberg & Tom Luna,

Format: Large Group Discussion              Margo Healy, OSBE

The committee was asked to make recommendations to the State Board of Education (SBE) regarding each of these proposals. The issues were raised by the original committee of stakeholders, results of the survey and staff from the SBE and the Office of the State Board of Education (OSBE).

Summary of Recommendations

1. Fall ISAT Administration

The committee recommends that the Board of Education revise Administrative Rule to eliminate the requirement for the fall ISAT (Grades 3-8 & 10) and make the Fall ISAT optional. The recommendation asks that districts and schools have the choice of opting out (or in) at the district, school, student, or content level for grades 3-8 and 10. OSBE staff will research the possibilities and limitations.

2. Eliminate Grade 2 ISAT

The committee recommends that the Board of Education revise Administrative Rule to eliminate testing of 2<sup>nd</sup> grade students in the fall and spring ISAT, beginning in fall 2008. (The 2<sup>nd</sup> grade ISAT for spring 2008 is currently waived.)

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3. Reinstate Development Process for 9<sup>th</sup> Grade Test / Create a Different Kind of 9<sup>th</sup> Grade Test The committee discussed the options of a test to be given in 9<sup>th</sup> grade that would predict readiness for the High School ISAT or a traditional 9<sup>th</sup> grade test that would assess student proficiency on the 9<sup>th</sup> grade Idaho Content Standards. The committee was divided in the choice between these two options and made no recommendation as to the design of the 9<sup>th</sup> grade test.
  
4. Graduation Retest  
The committee recommends that OSBE staff research the possibility of offering the 10th grade NCLB CORE plus Extender as the Graduation Retest for students who do not pass on their first opportunity in spring of 10th grade. The NCLB CORE plus Extender Test reports more detailed information than the current 45 item NCLB CORE, (High School ISAT). If the option is not available, the committee recommends continuing the 45 item High School ISAT as is.
  
5. End-of-Course Assessments (EOC)  
The committee recommends that the SDE act as a clearinghouse for EOC's. Schools/districts will have the option of submitting EOC's to the SDE for review. EOC's judged to be appropriately aligned to Idaho Content Standards will be posted on a secure website. Schools/districts will have the option of using a SDE EOC. SDE will create the process for how this service will be offered. Superintendent Luna and Content Coordinators agreed to take on this project.
  
6. Direct Mathematics Assessment (DMA)  
The committee recognizes that as the SDE moves forward with the work on the math initiative the DMA may be suspended or continued for the 2008-2009 school year. Committee members value the need for assessing math processes, in addition to the multiple choice nature of the ISAT math tests. The committee agreed to leave the decision to continue with the traditional DMA or suspend the DMA for 2008-2009 school year to the SDE staff, as there are valid arguments to both sides.
  
7. Direct Writing Assessment (DWA)  
The committee recommends the SDE continue to offer the traditional DWA for the 2008-2009 school year, and conduct a pilot of at least one artificial intelligence product that might offer assessment to meet some of the concerns raised in the Comprehensive Assessment Survey, as well as offer more in-class support for writing instruction. Concerns included teacher's time away from classrooms, turnaround time for score reporting, and reliability / validity of assessment.
  
8. Idaho Reading Indicator (IRI)  
The committee recommends that SDE continue to offer the current IRI as specified in Idaho Code. SDE reported there will be custom (and secure) benchmark passages for the fall IRI and the spring IRI. Since the winter IRI is not required by Idaho Code, it will be offered as optional with no reporting requirement IRI. The committee supports SDE in future work with the legislators and stakeholders to offer

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flexibility for special education and limited English proficient and review the accountability component of the IRI, in general.

9. Statement of Purpose

The committee recommends that the statement of purpose of the Idaho Comprehensive Assessment System for Idaho include both NCLB requirements and overall evaluation of the educational system.

10. Requesting a “Start Over” for AYP

The committee supports the State Board of Education as they request the Consolidated State Accountability Workbook be revised to start the AYP progression to “start over” with the student achievement results from the 2007 spring administration of the ISAT. The former standards and assessments did not meet the federal standards of excellence. The USDE rejected the former system, and required Idaho to completely revise the standards and the assessments. Therefore, it seems incongruous to hold schools and districts accountable for a system USDE rejected. Note: The request was made and the US Department of Education denied the request.

11. Alternate Modified ISAT for 2% of Population of Students With Disabilities (SWD)

The committee recommends that OSBE seek grant funding to pursue the development of the optional Modified Assessment that will be available to 2% of the total population that are currently identified within the SWD subgroup. This assessment may be available to as many as 20% of SWD students. This is an optional assessment allowed by NCLB, and will be of help to districts meeting AYP within the SWD subgroup.

12. Participation in NAEP

Participation in NAEP is required by Board Rule. Although NCLB requires participation in 4<sup>th</sup> and 8<sup>th</sup> grade NAEP only, it may be advantageous to participate in the 12<sup>th</sup> grade NAEP. The committee turned this decision back to OSBE staff for review. Note: Idaho will participate in the optional 12<sup>th</sup> grade NAEP for 2008-2009.

13. LEP Subgroup Flexibility

The committee made no recommendation to pursue creation of a translated version of the ISAT.

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**Board Committee on Assessment 2007-2008**

<b>Name</b>	<b>Position</b>	<b>Organization / School District</b>
Brad Patzer	Teacher	St Maries
Brenda Walter	Test Coordinator	Bonner
Cindy Bechinski	Curriculum Director	Moscow
Cindy Johnstone	Math Coordinator	SDE
Cliff Heart	SpEd/ Alt HS Principal	American Falls
Don Coberly	Assistant Superintendent	Boise
Gary Johnston	Federal Programs	Vallivue
Jackie Thomason	Test Coordinator	Meridian
Jenny Fisk	Reading Coordinator	SDE
Jess McMurray	Teacher	Soda Springs
Joe Youren	Principal	Wilder
Karen Echeverria	Executive Director	ISBA
Kathy Luras	Test Coordinator	Pocatello
Liz Burlo	Consultant	Clearwater
Liz Smith	Language Arts Coordinator	SDE
Luci Willits	Chief of Staff	SDE
Margo Healy	Director of Assessment and Accountability	OSBE
Melvin Beutler	Superintendent	Westside
Michael Willmorth	Consultant	Clearwater
Mike Rush	Executive Director	OSBE
Patti O'Dell	Assistant Superintendent	Twin Falls
Peter Kavouras	Content Director	SDE
Richard Westerberg	Committee Chair	SBOE
Rob Sauer	Deputy Superintendent	SDE
Roger Stewart	Professor	BSU
Ron Bollinger	Superintendent	American Falls
Sharon McGuire	Administrator	BSU
Sherrie Wood	President	IEA
Tom Luna	State Superintendent/ Chair	SDE
Wendy St. Michell	IELA Program Manager	OSBE
Liz Compton	IAA Manager	BSU/SDE

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**ATTACHMENT 2: BRIEF SUMMARY OF THE COMPLETE SURVEY RESULTS, OSBE STAFF**

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The brief summary of the results of the statewide survey of the Comprehensive Assessment System is structured to answer 8 questions that are of current concern to the Board. Charts included in this summary are taken from the draft report submitted by Clearwater Research, Inc., the vendor that administered the survey to Idaho educator. The complete report is available upon request from the Office of the State Board of Education.

**SURVEY QUESTIONS:**

1. Who are the current Idaho educators?
2. Judging from the respondents, is the instruction aligned to the standards, and therefore, aligned to the test?
3. Do educators favor end-of-course testing?
4. Do schools in Idaho offer standards based system of instruction?
5. Do educators favor reinstating the fall ISAT?
6. Do educators favor reinstating the 9<sup>th</sup> grade test?
7. Do educators favor reinstating the 2<sup>nd</sup> grade ISAT?
8. What do educators say about the High School ISAT, also known as the Exit Test or the Graduation Test?

Note: No Child Left behind (NCLB) requires that a High School test be administered in grade 10-12. The Idaho 10<sup>th</sup> grade ISAT Core is the federally approved High School Test. This test is different from the 2 10<sup>th</sup> grade tests that have previously been administered in fall and spring of 10<sup>th</sup> grade. The fall 10<sup>th</sup> grade ISAT is an adaptive test and does not count for graduation requirements or NCLB accountability. The spring 10<sup>th</sup> Grade ISAT includes the CORE and an extender portion that is adaptive and allows for out of grade level test items. Retesting 11<sup>th</sup> and 12 grade students take the High School ISAT, also commonly known in Idaho as the Graduation Test or the Exit Test.

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**I. Introduction**

In December 2007, the Idaho Office of the State Board of Education (OSBE) contracted with Clearwater Research, Inc., (Clearwater) to conduct a Web survey of Idaho educators on issues relating to the Comprehensive Assessment System (CAS). Input from these stakeholders was desired to inform future policy discussions and decision-making involving the CAS.

**II. Sample**

Under a data sharing agreement, OSBE provided Clearwater with an extract of its database of educators in the Idaho public school system. Clearwater analyzed the distribution of educators along two dimensions important for the planned analyses: activity area (divided into administrators, teachers, and other staff) and grade level (divided into K–6, 7–8, and 9–12). OSBE was interested in a sample design that would provide enough cases for key respondent types. Clearwater developed a stratification plan to oversample groups that had relatively few cases and under sample ones that were relatively well represented in the population

**III. Data Collection**

Data were collected from February 27 through March 20, 2008. Clearwater collected 838 completed questionnaires from the original random sample of 2001 Idaho educators.

**1. Who are the current Idaho educators ?**

The three graphs below represent the statistically representative sample of the teachers in Idaho. The stratification of the random sample replicated the state demographic.



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Figure 1: Which of the following best describes the work you do?

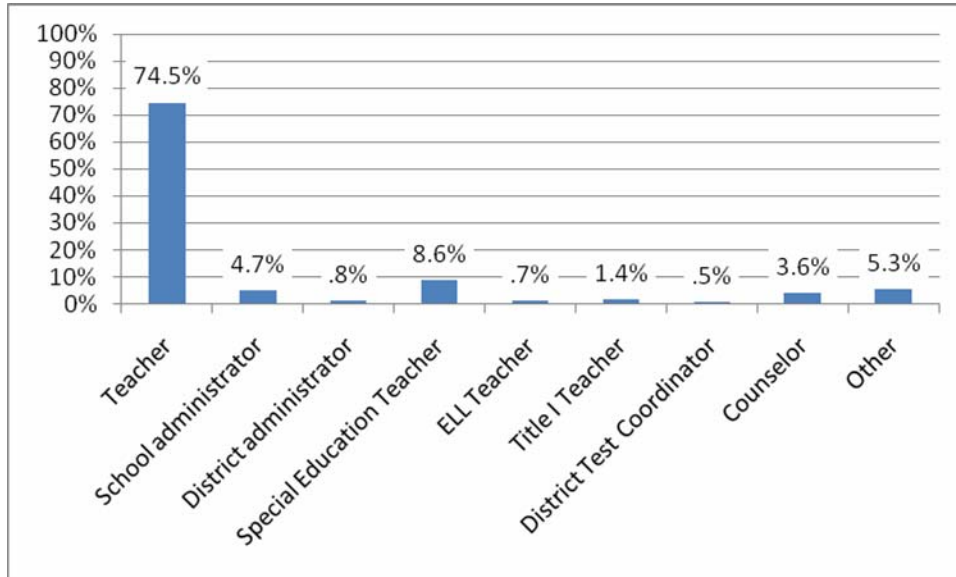
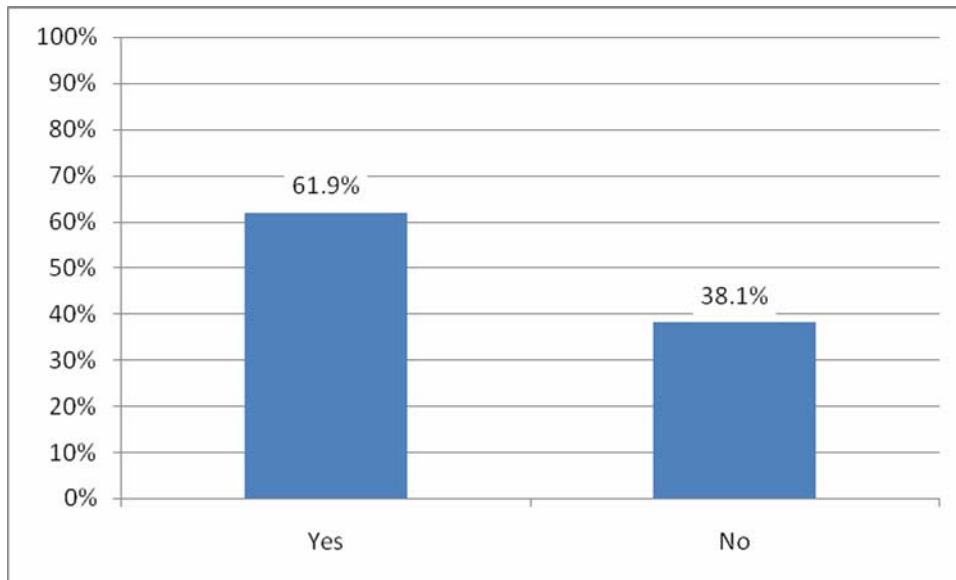
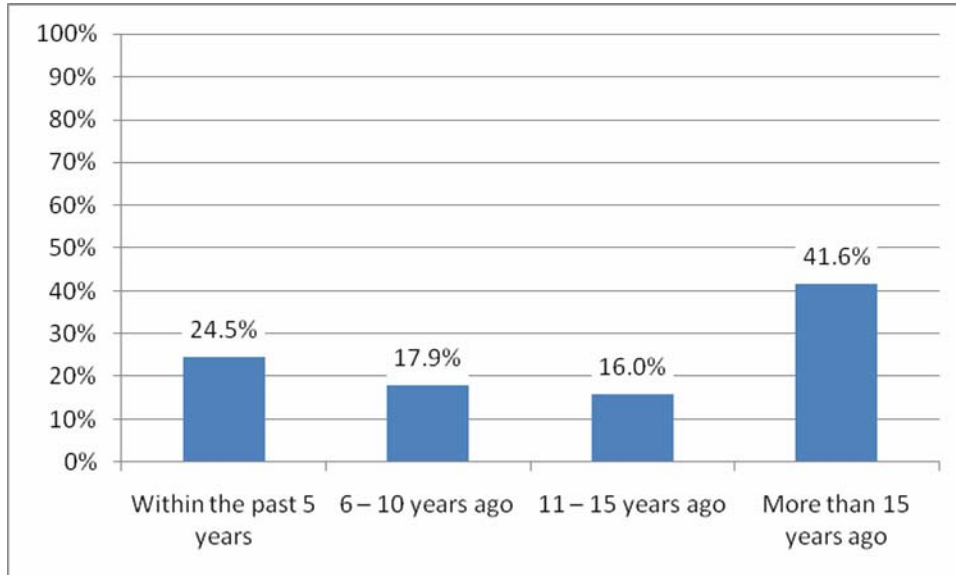


Figure 2: Did you receive your certification from an Idaho institution?



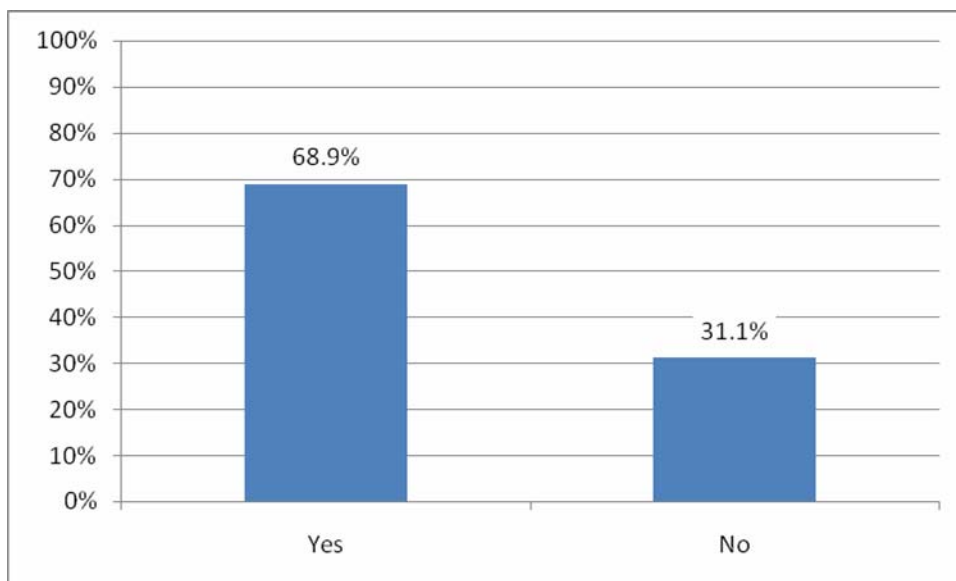
**Figure 3: When did you receive your certification?**



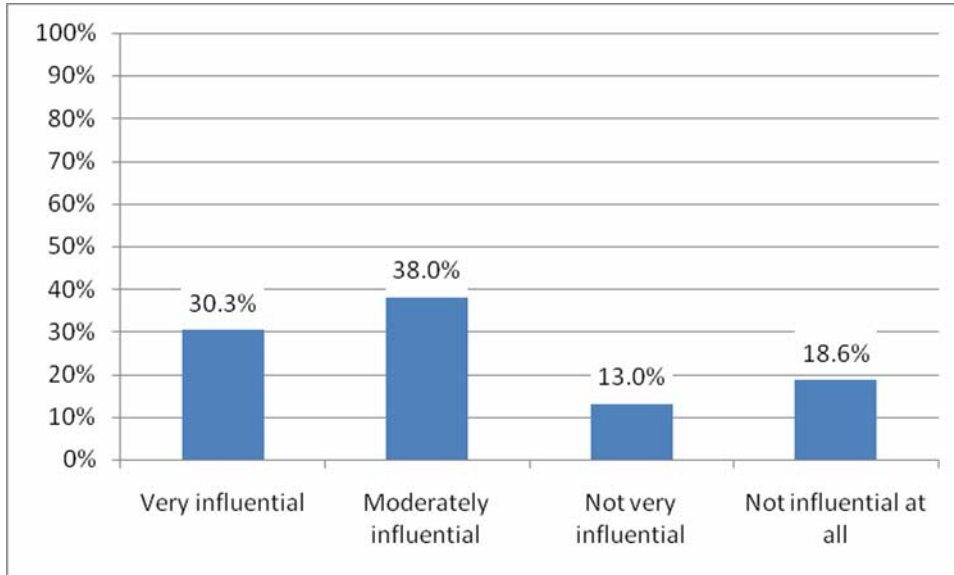
**2. Is the instruction aligned to the standards and therefore, aligned to the test?**

The next three graphs show that while 60% or more have read content standards with limits, they are not overwhelmingly using them to plan instruction. The Idaho Content Standards define the content students must know and be able to use.

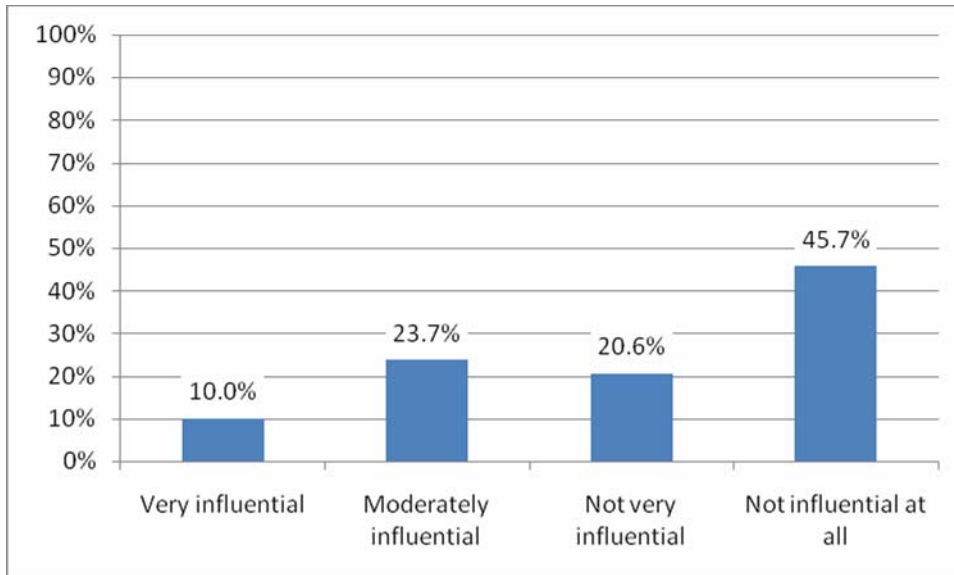
**Figure 4: The number of educators who have read ISAT Content Standards with Limits.**



**Figure 5: Influence of ISAT Content Standards with Limits**



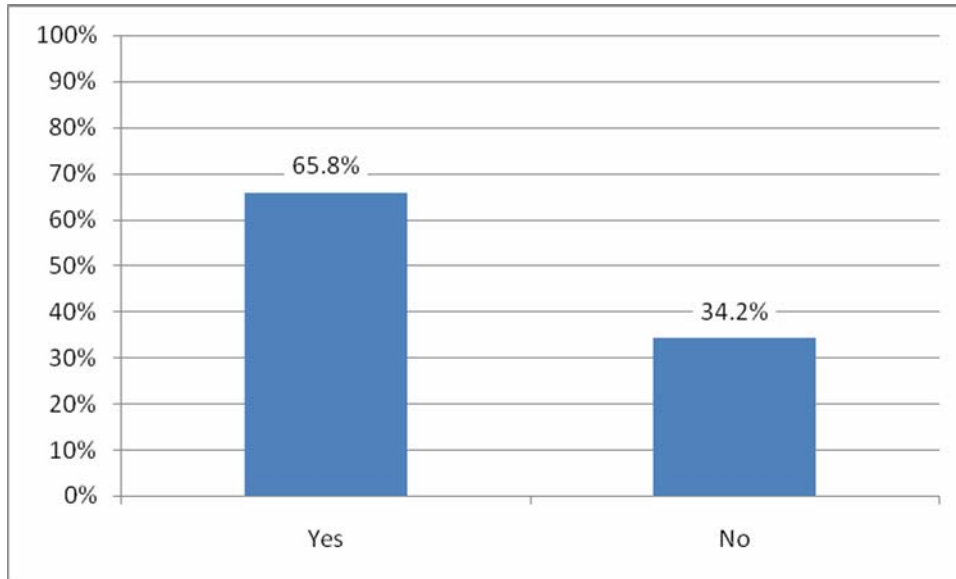
**Figure 6: Influence of ISAT Test Blueprints**



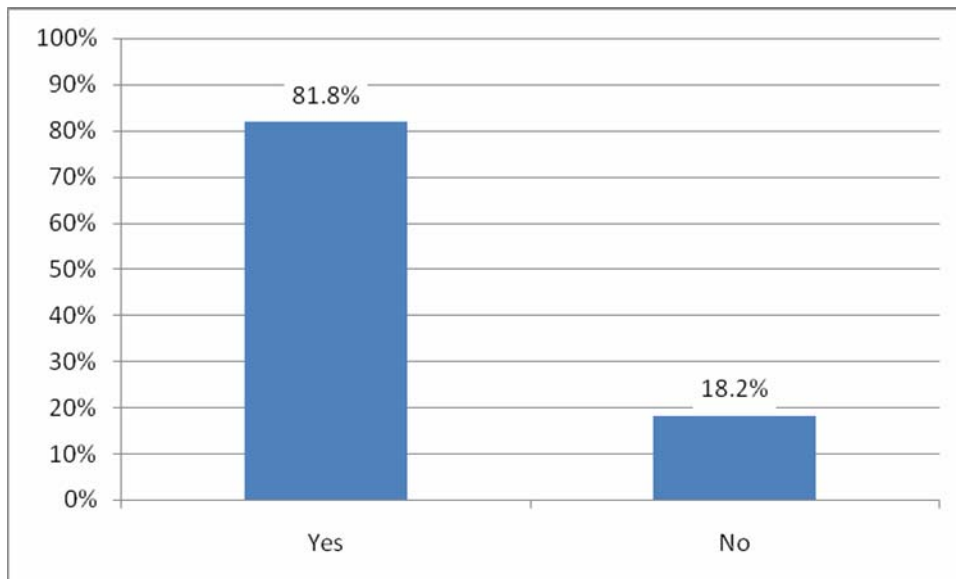
**3. Do educators favor end-of-course testing?**

The next two graphs represent the response to questions about having end-of-course assessments in middle schools and high schools. While there is a strong show of support for common end-of-course testing in middle and high school, there is little agreement about whether the state or the district should prepare the end-of-course assessments.

**Figure 7: End-of-Course Assessments Important for Grades 6–8**



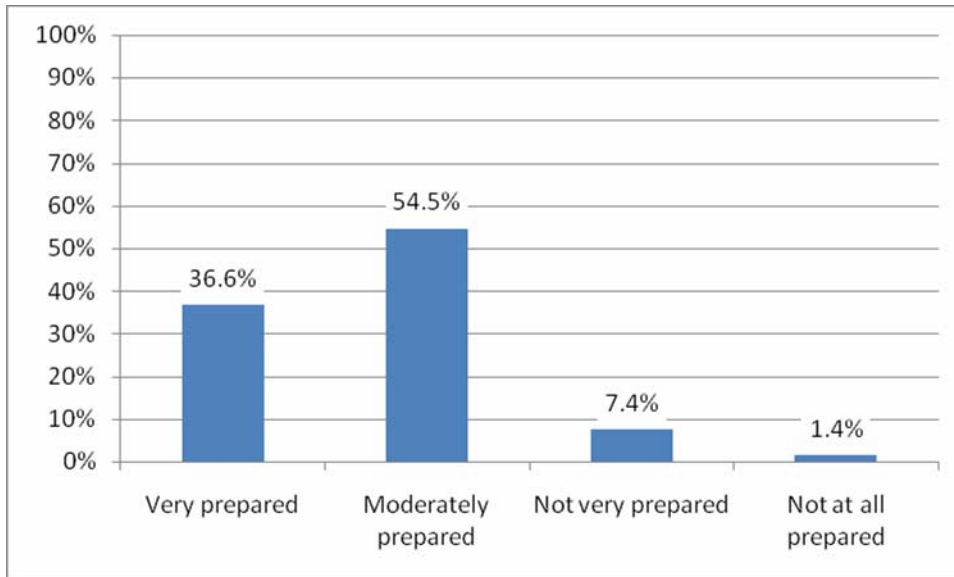
**Figure 8: End-of-Course Assessments Important for Grades 9–12**



**4. Do schools in Idaho offer standards based system of instruction?**

The Idaho Assessment and Accountability System is based on the Idaho Content Standards. The following graphs represent the educators' perceptions about whether they are prepared to offer standards based instruction. The graph indicates they are prepared, but the responses to question #2 above suggest they are not using all of the supports, including the standards with content limits, test blueprints and performance level descriptors to guide (influence) their instructional planning.

Figure 9: Preparedness to Teach in a Standards-Based Environment



**5. Do educators favor reinstating the Fall ISAT?**

The fall ISAT was waived for the 2008-2009 school year. The following two graphs show there is an even split in the educational community about whether they want the fall ISAT. Of those that answered YES, the second graph shows the reason the fall ISAT is important.

Figure 10: Favor Continuing to Offer Fall ISAT?

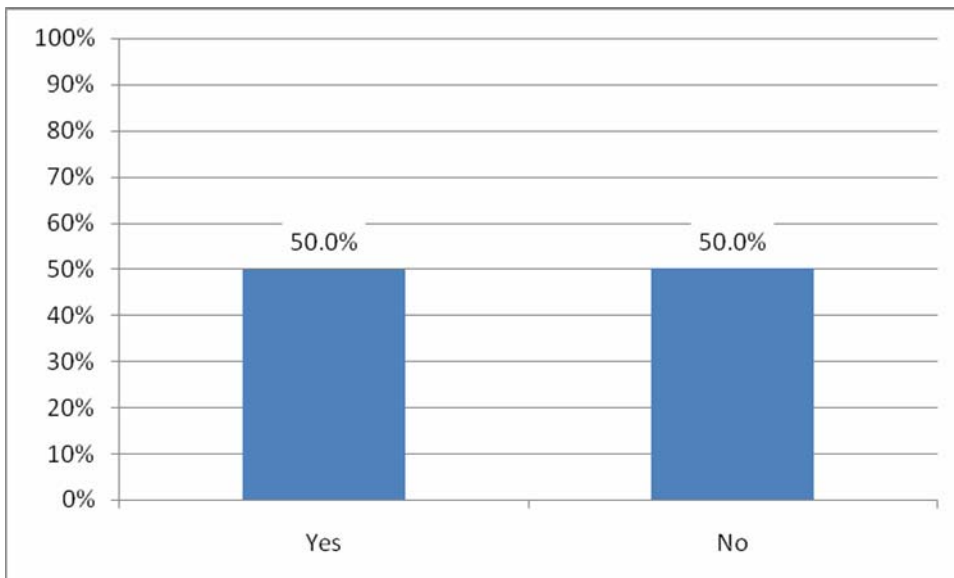
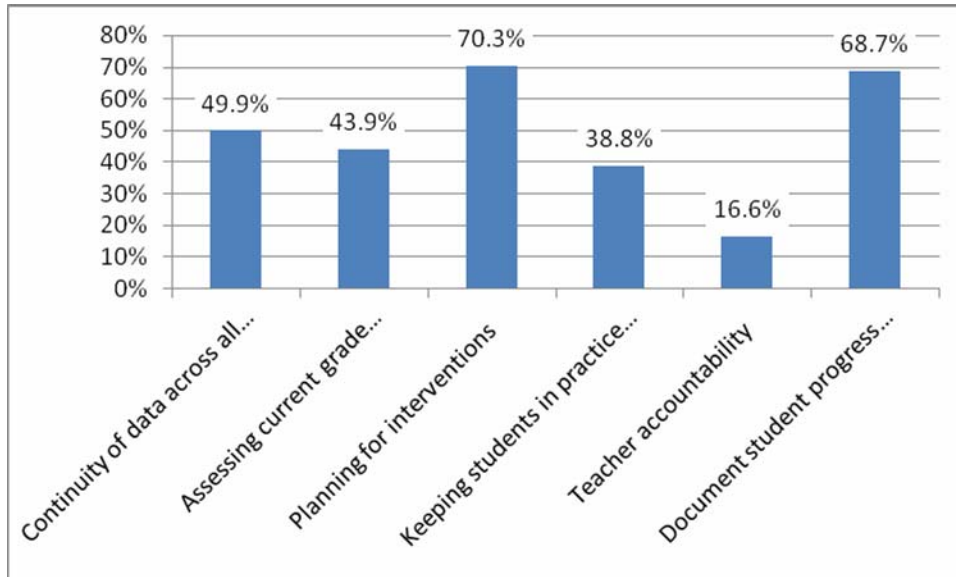


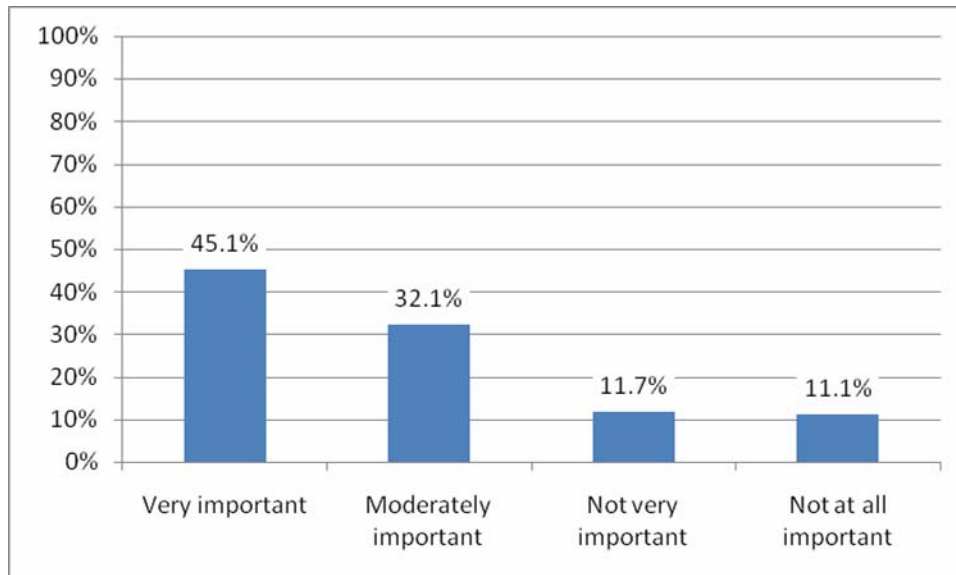
Figure 11: Reasons for Continuing to Offer the Fall ISAT



**6. Do educators favor reinstating the 9<sup>th</sup> grade ISAT?**

Reinstatement of the 9<sup>th</sup> grade ISAT is on the horizon for the Board. The funding has been requested for the next fiscal year.

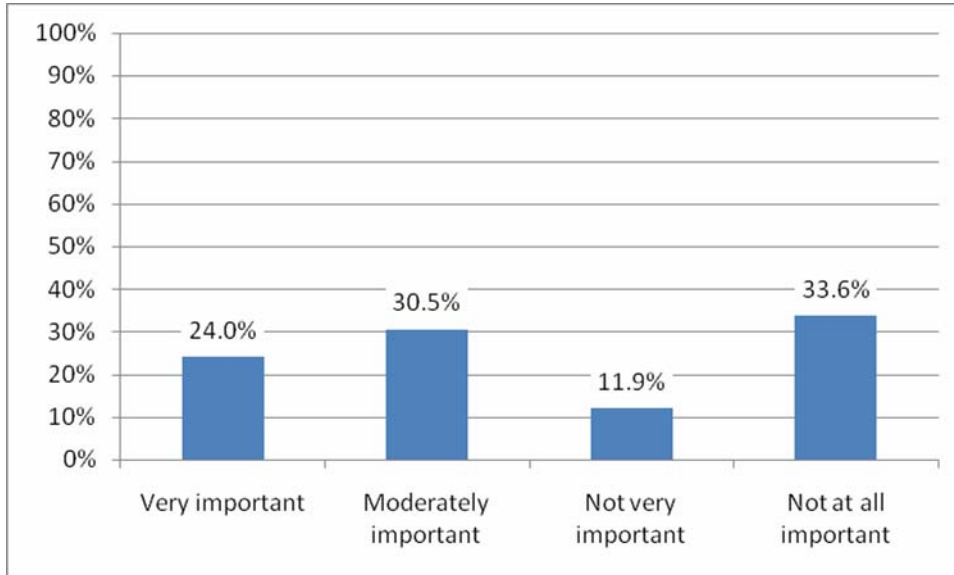
Figure 12: Importance of 9th Grade Spring ISAT



**7. Do educators favor reinstating the 2nd grade ISAT?**

Since the ISAT was only waived, not eliminated, the 2<sup>nd</sup> grade ISAT is a question the Board will be considering in the near future. The following graph represents the feedback on this survey.

Figure 13: Importance of 2nd Grade Spring ISAT



**8. What do educators say about the High School ISAT, also known as the Exit Test or the Graduation Test?**

The High School ISAT, also known as the Exit Test or the Graduation Test, is offered in 10<sup>th</sup> grade. While the passing rate runs 86% for reading, 77% for mathematics and 69% for language usage, 14-31% of 10<sup>th</sup> grade students are not passing the High School ISAT on the first try. The following graphs represent what the stakeholders want as support for these students who are not currently passing the test.

Figure 14: Usefulness of Study Guide for Retaking High School ISAT

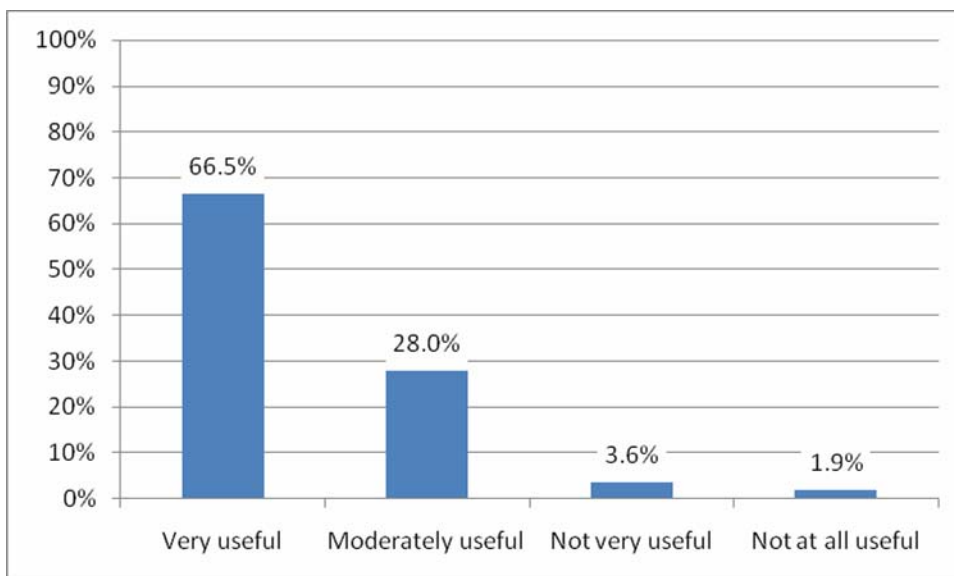


Figure 15: Usefulness of Online Practice Tests for Retaking High School ISAT

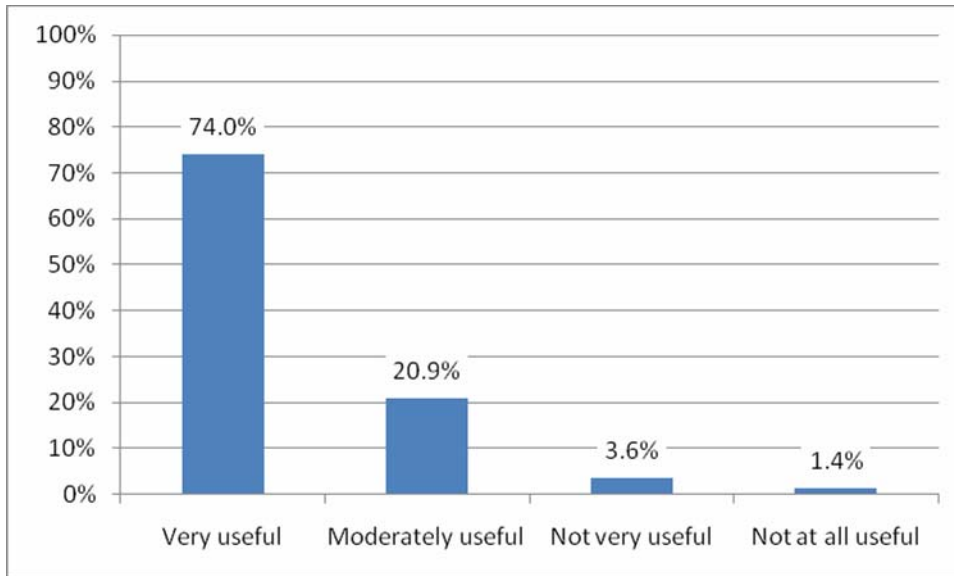
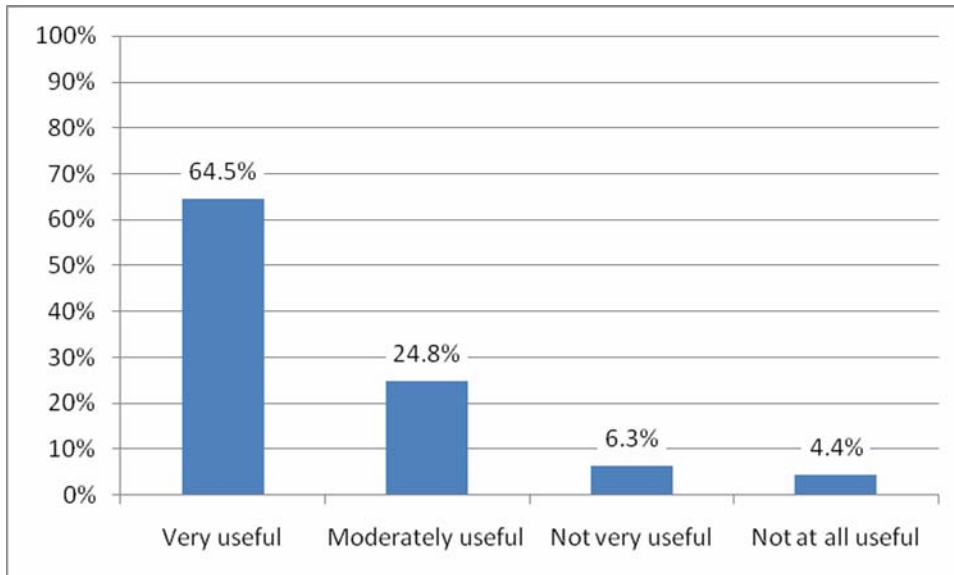


Figure 16: Usefulness of Other Support Mechanism for Retaking High School ISAT



Currently, the Idaho Content Standards for middle and high school math and science are integrated. Some states write course specific standards. Course specific standards may lead to a state curriculum where a single course test is selected for the High School ISAT. If the High School ISAT for math and science become an End-of-Course

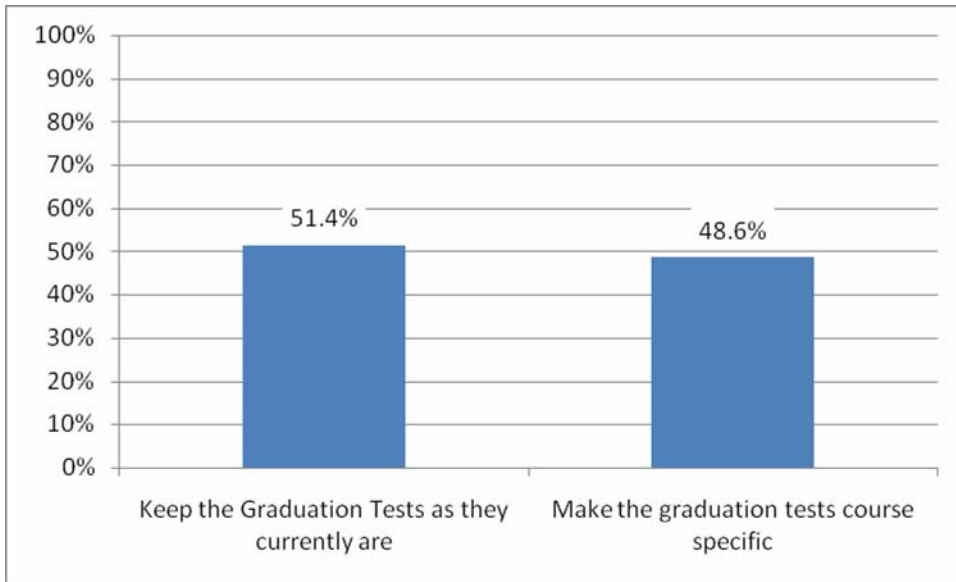


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for algebra and biology, then one assumes that all students will have taken those courses before the end of 10<sup>th</sup> grade. The following graph shows the response of the stakeholders when asked about an integrated test versus a course specific test. There is no agreement in the educational community on this question.

**Figure 17: Preferred Option for Future of Graduation Test**



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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>UNIVERSITY OF IDAHO</b>		
1	Employment Contract – Head Women’s Soccer Coach	Motion to approve

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**UNIVERSITY OF IDAHO**

**SUBJECT**

Employment contract for head women's soccer coach

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures Section II.H.1.

**BACKGROUND/DISCUSSION**

The University of Idaho has hired, subject to Board approval, a new head women's soccer coach. The primary terms of the agreement are set forth below, and the entire contract and matrix comparison to the Board model contract are attached.

**IMPACT**

The term of the Employment Contract is two years five months, commencing on July 1, 2008, and terminating on December 1, 2010.

The annual base salary is \$37,689.60 per year, payable in biweekly installments in accordance with normal University procedures.

There is an annual media payment of \$6,000 and the following incentive/supplemental compensation provisions:

- Conference champions or co-champion = \$1,000
- Top 20 in NCAA championship = \$1,000
- Academic achievement and behavior of team based on national rank within sport as follows:
  - 50th - 60th % = \$250
  - 60th - 70th % = \$300
  - 70th – 80th % = \$400
  - 80th % or above = \$450
- The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. The University will pay coach the remaining income from the camps after all claims, insurance, and expenses of such camps have been paid.

**ATTACHMENTS**

Attachment 1 – Employment Contract-Clean	Page 3
Attachment 2 – Employment Contract-Redline	Page 17
Attachment 3 – Contract Comparison Matrix	Page 33

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**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has reviewed the changes to the model contract and recommends approval.

**BOARD ACTION**

A motion to approve the University of Idaho's employment contract with head women's soccer coach Peter Showler.

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

## EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University), and Peter Showler (Coach).

### ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate women's soccer team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.7 shall cease.

### ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of two (2) years five (5) months, commencing on July 1, 2008, and terminating, without further notice to Coach, on December 1, 2010, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of \$37,689.60 per year, payable in biweekly installments in accordance with normal University procedures. Coach will be eligible to receive University-wide changes in employee compensation approved by the Director and President;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion and if Coach continues to be employed as University's head coach of its intercollegiate women's soccer team as of the ensuing July 1st, the University shall pay to Coach supplemental compensation of \$1,000 during the fiscal year immediately following the year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the team finishes in the top 20 in the NCAA championships and if Coach continues to be employed as University's head coach of its intercollegiate women's soccer team as of the ensuing July 1st, the University shall pay to Coach supplemental compensation of \$1,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement and behavior of Team members if the Team's cumulative APR ranks nationally within intercollegiate women's soccer at the 50th percentile or higher as follows:

National rank within sport  
50th - 60th % = \$250  
60th - 70th % = \$300



70th – 80th % = \$400  
80th % or above = \$450

Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.4 The Coach shall receive the sum of \$6,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Each year, one-half of this sum shall be paid prior to the first contest, and one-half shall be paid no later than two weeks after the last contest. Coach's right to receive the second half of such payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later, provided Coach has fully participated in media programs and public appearances through that date. Coach's right to receive any such media payment under this Paragraph is expressly contingent upon the following: (1) academic achievement and behavior of Team members; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; and (3) Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.5 Coach agrees that the University has the exclusive right to operate soccer camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's soccer camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth soccer camps, the University shall pay coach the remaining income from the camps after all claims, insurance, and expenses of such camps have been paid.

3.2.6 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning Nike products' design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, or give a lecture at an event sponsored in whole or in part by Nike, or make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head women's soccer coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

#### ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the soccer conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall provide a written detailed account of the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. Sources of such income include, but are not limited to, the following:

- (a) Income from annuities;
- (b) Sports camps;
- (c) Housing benefits, including preferential housing arrangements;
- (d) Country club memberships;
- (e) Complimentary ticket sales;

- (f) Television and radio programs; and
- (g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Regents.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not be unreasonably withheld.

## ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;

- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University 's governing board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University 's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his or her designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and

the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures, including suspension without pay or termination of employment for significant or repetitive violations. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall pay to Coach the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains lesser employment after such termination, then the amount of compensation University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal counsel, in the contract negotiations. The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University that are extremely difficult to determine with certainty. The parties further agree that the payment of such compensation by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach. Such compensation is not, and shall not be construed to be, a penalty.

**5.3 Termination by Coach for Convenience.**

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University the following sums: (a) if the Agreement is terminated on or before June 1, 2009, the sum of \$15,000; (b) if the Agreement is terminated between June 2, 2009 and June 1, 2010 inclusive, the sum of \$10,000; (c) if the Agreement is terminated between June 2, 2010 and December 1, 2010 inclusive, the sum of \$5,000. Sums shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 University has been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience that are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University. Such payments are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5. Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.



ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Regents and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's Board of Regents, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Regents and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable

substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:    Director of Athletics  
University of Idaho  
P.O. Box 442302  
Moscow, Idaho 83844-2302

with a copy to:     President  
University of Idaho  
P.O. Box 443151  
Moscow, ID 83844-3151

the Coach:     Peter Showler  
Last known address on file with  
University's Human Resource Services

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

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney and has either consulted with legal counsel or chosen not to. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

COACH

\_\_\_\_\_  
Steven Daley-Laursen      Date  
President

\_\_\_\_\_  
Peter Showler,      Date

Approved by the Board of Regents on the \_\_\_\_ day of August, 2008.

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## EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the  
~~\_\_\_\_\_~~ (University of Idaho (University), ~~(College)~~, and Peter  
Showler ~~\_\_\_\_\_~~ (Coach).

## ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate women's soccer ~~(Sport)~~ team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's ~~(College)'s~~ Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's (College)'s President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's ~~(College)'s~~ athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University ~~(College)~~ shall have the right, at any time, to reassign Coach to duties at the University ~~(College)~~ other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.7 ~~(Depending on supplemental pay provisions used)~~ shall cease.

## ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of two (2) ~~( )~~ years five (5) months, commencing on July 1, 2008, and terminating, without further notice to Coach, on December 1, 2010, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's ~~(College)'s~~ Board of ~~(Regents, or Trustees)~~. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University ~~(College)~~.

## ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

- a) An annual salary of \$37,689.60 per year, payable in biweekly installments in accordance with normal University procedures. Coach will ~~(College) procedures, and such salary increases as may~~ be eligible to receive University-wide changes in employee compensation approved by the ~~determined appropriate by the~~ Director and President ~~and approved by the University (College)'s Board of (Regents or Trustees)~~;
- b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University's ~~(College)'s~~ Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

## 3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion and if Coach continues ~~also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs)~~, and if Coach ~~continues to~~ be employed as University's ~~(College)'s~~ head ~~(Sport)~~ coach of its intercollegiate women's soccer team as of the ensuing July 1st, the University ~~(College)~~ shall pay to Coach supplemental compensation of \$1,000 ~~in an amount equal to (amount or computation) of Coach's Annual Salary~~ during the fiscal year immediately following the year in which the championship is and ~~(bowl or other post-season) eligibility are~~ achieved. The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.2.~~

3.2.2. ~~3.2.2~~ Each year the team finishes ~~Team is ranked~~ in the top 20 ~~in the NCAA championships~~ 25 ~~in the (national rankings, such as final ESPN/USA Today coaches poll of Division IA football teams)~~, and if Coach continues to be employed as University's ~~(College)'s~~ head ~~(Sport)~~ coach of its intercollegiate women's soccer team as of the ensuing July 1st, the University ~~(College)~~ shall pay to Coach

supplemental compensation ~~in an amount equal to \_\_\_\_\_ (amount or computation) \_\_\_\_\_ of Coach's Annual Salary in effect on the date of \$1,000. the final poll.~~ The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3\_ Each year Coach shall be eligible to receive supplemental compensation ~~in an amount up to \_\_\_\_\_ (amount or computation) \_\_\_\_\_ based on the academic achievement and behavior of Team members if .~~ ~~The determination of whether Coach will receive such supplemental compensation and the Team's cumulative APR ranks nationally within intercollegiate women's soccer timing of the payment(s) shall be at the 50th percentile or higher sole discretion of the President in consultation with the Director.~~ ~~The determination shall be based on the following factors: grade point averages; difficulty of major course of study; honors such as follows:~~

National rank within sport  
50th - 60th % = \$250  
60th - 70th % = \$300  
70th - 80th % = \$400  
80th % or above = \$450

~~scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere.~~ Any such supplemental compensation paid to Coach shall be accompanied with a ~~detailed~~ justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of ~~(Regents or Trustees)~~ as a document available to the public under the Idaho Public Records Act.

3.2.4 ~~Each year Coach shall be eligible to receive supplemental compensation in an amount up to \_\_\_\_\_ (amount or computation) \_\_\_\_\_ based on the overall development of the intercollegiate (men's/women's) (Sport) \_\_\_\_\_ program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the President wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the sole discretion of the President in consultation with the Director.~~

~~3.2.5~~ The Coach shall receive the sum of ~~\$6,000 (amount or computation)~~ from the University ~~(College)~~ or the University's ~~(College)'s~~ designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Each year, one-half of this sum shall be paid prior to the first contest, and one-half shall be paid no later than two weeks after the last contest. Coach's ~~Coach's~~ right to receive the second half of such ~~a~~ payment shall vest on the date of the Team's ~~Team's~~ last

regular season or post-season competition, whichever occurs later, provided Coach has fully participated in media programs and public appearances through that date. Coach's right to receive any such media ~~later. This sum shall be paid~~ ~~(terms or conditions of payment under this Paragraph is expressly contingent upon the following: (1) academic achievement and behavior of Team members; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; and (3) Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. )~~ ~~\_\_\_\_\_~~. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University ~~(College)~~ are the property of the University. ~~(College)~~. The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements ~~that~~ ~~which~~ are broadcast on radio or television that conflict with those broadcast on the University's ~~(College)~~'s designated media outlets.

~~3.2.5 3.2.6 (SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))~~ Coach agrees that the University ~~(College)~~ has the exclusive right to operate ~~socceryouth (Sport)~~ camps on its campus using University ~~(College)~~ facilities. The University ~~(College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's ~~(College)~~'s camps in Coach's capacity as a University ~~(College)~~-employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's ~~soccer (College)'s football~~ camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's ~~(College)~~'s ~~youth soccer~~ ~~summer football~~ camps, ~~the University (College)~~ shall pay ~~Coach (amount) per year as supplemental compensation during each year of his employment as head (Sport) coach at the remaining income from the camps after all claims, insurance, and expenses of such camps have been~~ ~~University (College)~~. ~~This amount shall be paid (terms of payment) \_\_\_\_\_~~.

~~3.2.6 3.2.7~~ Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. ~~(College)~~. Coach recognizes that the University ~~(College)~~ is negotiating or has entered into an agreement with ~~Nike (Company Name)~~ to supply the University ~~(College)~~ with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's ~~(College)~~'s



reasonable request, Coach will consult with appropriate parties concerning Nike products'~~an (Company Name) product's~~ design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike~~(Company Name)~~, or give a lecture at an event sponsored in whole or in part by Nike~~(Company Name)~~, or make other educationally-related appearances as may be reasonably requested by the University ~~(College)~~. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head women's soccer~~(Sport)~~ coach. In order to avoid entering into an agreement with a competitor of Nike~~(Company Name)~~, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. Coach shall also report such outside income to the University ~~(College)~~ in accordance with NCAA ~~(or NAIA)~~ rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike~~(Company Name)~~, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

#### ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University ~~(College)~~, the University's ~~(College)~~'s governing board, the conference, and the NCAA ~~(or NAIA)~~; supervise and take

appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's ~~(College)~~'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C.A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's ~~(College)~~'s Handbook; (c) University's ~~(College)~~'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the soccer ~~(Sport)~~ conference of which the University ~~(College)~~ is a member.

Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, ~~(College)~~, would reflect adversely upon the University ~~(College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's ~~(College)~~'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA ~~(or NAIA)~~ Rules. In accordance with NCAA ~~(or NAIA)~~ rules, Coach shall obtain prior written approval from the University's ~~(College)~~'s President for all athletically related income and benefits from sources outside the University ~~(College)~~ and shall provide a written detailed account of report the source and amount of all such income and benefits to the University's ~~(College)~~'s President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University ~~(College)~~ work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. Sources of such income include, but are not limited to, the following:

- (a) Income from annuities;
- (b) Sports camps;
- (c) Housing benefits, including preferential housing arrangements;
- (d) Country club memberships;
- (e) Complimentary ticket sales;
- (f) Television and radio programs; and
- (g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

~~(College)~~—In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, ~~(College)~~; the University's ~~(College)~~'s governing board, the conference, or the NCAA. ~~(or NAIA)~~.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's ~~(College)~~'s Board of Regents ~~(Trustees or Regents)~~—.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6.4.7 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not be unreasonably ~~be~~ withheld.

## ARTICLE 5

5.1 Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University ~~(College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University: ~~(College)~~;

- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, ~~(College)~~, the University ~~(College)~~'s governing board, the conference or the NCAA, ~~(NAIA)~~, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University ~~(College)~~'s consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's ~~(College)~~'s judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;
- f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, ~~(College)~~, the University's ~~(College)~~'s governing board, the conference, or the NCAA, ~~(NAIA)~~;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, ~~(College)~~, the University's ~~(College)~~'s governing board, the conference, or the NCAA, ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, ~~(College)~~, the University's ~~(College)~~'s governing board, the conference, or the NCAA, ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or his or her designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails

to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's ~~(College)~~'s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures, including suspension without pay or termination of employment for significant or repetitive violations.~~procedures.~~ This section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University. ~~(College).~~

5.2.1 At any time after commencement of this Agreement, University, ~~(College)~~, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University ~~(College)~~ terminates this Agreement for its own convenience, University ~~(College)~~ shall ~~be obligated to pay to~~ Coach, ~~as liquidated damages and not a penalty,~~ the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University ~~(College)~~ until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains lesser employment after such termination, then the amount of compensation University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law.~~first.~~ In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other

fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has~~The parties have both~~ been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal counsel, in the contract negotiations. The parties~~and~~ have bargained for and agreed to the foregoing ~~liquidated damages~~ provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University ~~that (College), which damages~~ are extremely difficult to determine with certainty. The parties further agree that the payment of such compensation~~liquidated damages~~ by University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach. Such compensation is for the damages and injury suffered by Coach because of such termination by University (College). ~~The liquidated damages are~~ not, and shall not be construed to be, a penalty.

### 5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University ~~(College)~~ is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University ~~(College)~~ before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. ~~(College).~~ Termination shall be effective ten (10) days after notice is given to the University. ~~(College).~~

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University ~~(College), as liquidated damages and not a penalty, for the breach of this Agreement~~ the following ~~sums:~~ sum: (a) if the Agreement is terminated on or before June 1, 2009, ~~the sum of \$15,000;~~ the sum of \$30,000.00; (b) if the Agreement is terminated between June 2, 2009 ~~and June 1, 2010~~ and June 1, 2010 ~~inclusive, the sum of \$10,000;~~ \$20,000.00; (c) if the Agreement is terminated between June 2, 2010 ~~and December 1, 2010~~ and December 1, 2010 ~~inclusive, the sum of \$5,000.~~ Sums \$10,000.00. ~~The liquidated damages~~ shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

~~\_\_\_\_\_~~ 5.3.4 University has~~The parties have both~~ been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal counsel in the contract negotiations. The parties~~and~~ have bargained for and agreed to the foregoing ~~liquidated damages~~ provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience that,~~which damages~~ are extremely difficult to determine with certainty. The parties further agree that the payment of such ~~sums liquidated damages~~ by Coach and the acceptance thereof by University ~~(College)~~ shall constitute adequate and reasonable compensation to University. Such payments~~(College) for the damages and injury suffered by it because of such termination by Coach. The liquidated damages~~ are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University. ~~(College).~~

~~\_\_\_\_\_~~ 5.3.5. Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

#### 5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's ~~(College)'s~~ disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's ~~(College)'s~~ disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University. ~~(College).~~

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's ~~(College)'s~~ student-athletes or otherwise obstruct the University's ~~(College)'s~~ ability to transact business or operate its intercollegiate athletics program.

5.6- No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7\_ Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University ~~(College)~~ employees, if the University ~~(College)~~ suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University ~~(College)~~ Faculty-Staff Handbook.

## ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's ~~(College)'s~~ Board of ~~—(Regents— or Trustees)—~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's ~~(College)'s~~ Board of ~~—(Regents, or Trustees)—~~, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of ~~—(Regents or Trustees)—~~ and University's ~~(College)'s~~ rules regarding financial exigency.

6.2 University ~~(College)~~ Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the University's ~~(College)'s~~ direction or for the University's ~~(College)'s~~ use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. ~~(College)~~. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of



any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University. ~~(College)~~.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes ~~therefor~~, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University ~~s (College)s~~ sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: ~~(College)~~ Director of Athletics  
University of Idaho  
P.O. Box 442302  
Moscow, Idaho 83844-2302

with a copy to: President  
University of Idaho  
P.O. Box 443151

Moscow, ID 83844-3151

the Coach:

Peter Showler  
Last known address on file with  
University's ~~(College)~~'s Human Resource Services

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

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's ~~(College)~~'s prior written consent in each case, use any name, trade name, trademark, or other designation of the University ~~(College)~~ (including contraction, abbreviation or simulation), except in the course and scope of his official University ~~(College)~~ duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's ~~(College)~~'s Board of ~~-(Regents, or Trustees)-~~.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney and has either consulted with legal counsel or chosen not to. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY ~~(COLLEGE)~~

COACH

Steven Daley-Laursen \_\_\_\_\_, ~~President~~ Date Peter  
Showler, \_\_\_\_\_ Date  
President

Approved by the Board of  ~~(Regents or Trustees)~~  on the \_\_\_\_ day of August,  
2008. \_\_\_\_\_, ~~2000.~~

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**Peter Showler – Women’s Soccer Coach  
Multi-Year Contract – Substantive Modifications from SBOE Form**

<b>Model Contract Section</b>	<b>UI Contract Section</b>	<b>Modification/Justification for Modification</b>
3.1.1 Regular Compensation	3.1.1 Regular Compensation	Allows for annual increases consistent with University-wide salary increases.
3.2.2 Supplemental Compensation	3.2.2 Supplemental Compensation	Allows for supplemental compensation if team finishes in the top 20 in the NCAA championships.
3.2.3 Supplemental Compensation	3.2.3 Supplemental Compensation	Allows for supplemental compensation if team’s cumulative APR ranks at certain levels nationally. This language establishes a more objective standard for academic achievement and has been used in past contracts approved by the Board.
3.2.4 Supplemental Compensation	Deleted	This section would have provided for supplemental compensation based on ticket sales, fundraising and outreach. Soccer is not a revenue-generating sport and it is therefore not applicable.
3.2.5 Supplemental Compensation	3.2.4 Supplemental Compensation	Language calls for media compensation to be paid ½ at the beginning of the regular season and ½ after the last contest of the season. Payment is made contingent on the team’s academic performance. This recognizes that much media work has been done by the coach prior to commencement of the season, and at the same time retains ½ of the payment as motivation for completing the season.
3.2.6 Summer Camps	3.2.5 Supplemental Compensation	Amount of compensation for participation in University’s summer soccer camps not specified. Coach will receive balance of income from camp after all operational expenses have been paid.
3.2.7 Footwear, apparel and equipment	3.2.6 Footwear, apparel and equipment	Number of section changed. No substantive changes.
4.3 NCAA Rules	4.3 NCAA Rules	Revised to conform to NCAA Rule 11.2.2 effective 3/8/06. Rule requires a written detailed account of athletically related income and identifies some of the sources that must be reported as “including but not limited to...”
5.2.2 University Termination for Convenience	5.2.2 University Termination for Convenience	Language allows the University to offset salary received by Coach for lesser employment obtained after University termination for convenience. Prior language would allow coach to take lesser employment and continue to receive full termination payment. Language also requires Coach to inform University of the terms of any new employment so University can accurately determine the compensation, if any, to which Coach is entitled. References to liquidated damages are deleted because the compensation due upon termination for convenience flows from a contractual right to terminate and not from a breach of the contract. The non-terminating party is entitled to compensation, not damages for breach.
5.2.3 Representation by Counsel	5.2.3 Representation by Counsel; compensation for termination	Language clarifies that the parties have been represented by counsel or that Coach <u>chose to proceed without counsel</u> during the negotiations. The underlined language is new and recognizes the fact that we cannot require candidates to retain counsel. References to liquidated damages are deleted for the same reason as in 5.2.2.

<b>Model Contract Section</b>	<b>UI Contract Section</b>	<b>Modification/Justification for Modification</b>
5.3.3 Coach Termination for Convenience	5.3.3 Coach Termination for Convenience	References to liquidated damages are deleted for the same reason as in 5.2.2.
5.3.4 Representation by Counsel	5.3.4 Representation by Counsel; for termination	Same as 5.2.3. above.
6.16 Opportunity to Consult with Attorney	6.16 Opportunity to Consult with Attorney	Adds language similar to 5.2.2 to make clear that Coach had the opportunity to consult with counsel and either did or chose not to.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>FY 2010 BUDGET REQUESTS</b> Description of Budget Process a) Budget Requests b) Capital Budget Requests	Motions to approve
<b>2</b>	<b>OPTIONAL RETIREMENT PLAN – PROPOSED AMENDMENTS</b>	Motion to approve
<b>3</b>	<b>403(b) PLAN – PROPOSED AMENDMENTS</b>	Motion to approve
<b>4</b>	<b>AMENDMENT TO BOARD POLICY</b> Section V.K., Construction Projects - First Reading	Motion to approve
<b>5</b>	<b>AMENDMENT TO BOARD POLICY</b> Section V.W., Litigation - First Reading	Motion to approve
<b>6</b>	<b>BOISE STATE UNIVERSITY</b> Corporate Sponsorship Agreement – St. Lukes/Elks Rehab Services	Motion to approve
<b>7</b>	<b>BOISE STATE UNIVERSITY</b> Beverage Services Agreement – Swire Pacific Holdings, Inc.	Motion to approve
<b>8</b>	<b>BOISE STATE UNIVERSITY</b> Banking Services Agreement – Wells Fargo Bank	Motion to approve
<b>9</b>	<b>UNIVERSITY OF IDAHO</b> Nancy Cummings Center Project	Motion to approve
<b>10</b>	<b>UNIVERSITY OF IDAHO</b> Interdisciplinary Studio Complex – Art & Architectures Project	Motion to approve

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
11	<b>UNIVERSITY OF IDAHO</b> Litigation Collection Action 1	Motion to approve
12	<b>UNIVERSITY of IDAHO</b> Litigation Collection Action 2	Motion to approve
13	<b>UNIVERSITY of IDAHO</b> Litigation Collection Action 3	Motion to approve
14	<b>LEWIS-CLARK STATE COLLEGE</b> Property Purchase – Clearwater Hall	Motion to approve
15	<b>LEWIS-CLARK STATE COLLEGE</b> Property Purchases – Parking Lots	Motion to approve
16	<b>IDAHO STATE UNIVERSITY</b> Alumni House Property Sale/Transfer of Alumni Offices to existing Presidents House/ISU President Housing Allowance	Motion to approve

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**SUBJECT**

FY 2010 Budget Requests

**REFERENCE**

April 17, 2008	Instructions to agencies and institutions regarding prioritization of FY 2010 Line Item budget requests
June 19, 2008	Accepted the Line Items requests from the agencies and institutions

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1. Title 67, Chapter 35, Idaho Code

**BACKGROUND/DISCUSSION**

As discussed at the June 2008 Board meeting, budget requests are developed in three parts as directed by the Division of Financial Management (DFM) and Legislative Services Office (LSO), in the Budget Development Manual:

- Maintenance of Current Operations (MCO)
- Line Items
- Major Capital Facilities Projects

MCO requests are calculated using standard budget guidelines provided by DFM, LSO, and Board policy, and may include increases for health insurance, Change in Employee Compensation (CEC), inflationary increases for operating expenses, statewide cost allocations (Treasurer, Controller and Risk Management), enrollment workload, and Replacement Capital Outlay items.

Line item requests may be defined by the Board, representing the unique needs of the institutions and agencies and statewide needs. The Line Items are prioritized by the Board for each agency and institution.

Major capital projects approved by the State Board of Education are forwarded to the Permanent Building Fund Advisory Council, which reviews and prioritizes all capital facilities projects statewide.

In addition, some agencies or institutions may have Supplemental Requests, which is a request for additional funding in the current (FY 2009) fiscal year.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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At the April meeting, the Board directed the agencies and institutions to use the following categories in priority order to develop FY 2010 Line Item budget requests:

1. Occupancy Costs
2. Maintenance, Infrastructure, and Critical Operating Expenses
3. Center for Advanced Energy Studies
4. Biomedical Research Initiative with Veterans Affairs Medical Center
5. New or Expanded Programs
6. Enhancements for institution or agency effectiveness, competitiveness, and/or efficiency

At the June meeting, the Board accepted the Line Item requests from the agencies and institutions and directed the Business and Human Resources Committee, in cooperation with DFM, the agencies, and institutions, to develop a list of Line Items in priority order to be approved at the August Board meeting.

Subsequent to the June meeting, the Business Affairs and Human Resources Committee chair worked with staff to develop a preliminary list of Line Items based on the priorities listed above. The preliminary list included funding of all requests for all agencies and institutions listed under the first four categories plus the first few requests for each agency and institution under the last two categories. The resulting list totaled over \$27 million in Line Items with approximately \$23.4 million in ongoing funds. These amounts were compared to the prior year's appropriation for Line Items which totaled over \$16 million of which over \$9.9 million was ongoing. The list is attached as Attachment 1 on page 5. These amounts have been reviewed with DFM and have received their general support. The Board is asked to approve these line items.

Estimates for the total FY 2010 budget requests for each agency and institution have been provided starting on page 7. The FY 2010 budget request starts with the 2010 budget Base. The Base approximates the prior year budget less one-time funding. Next, the estimated amount of increases for the MCO budget are listed which includes items necessary to maintain the same level of effort for things such as inflation, CEC, workload adjustments, and capital replacement. Next, each Line Item is listed. Finally, the total estimated 2010 budget request is shown totaling the Base, MCO and Line Items followed by the total and percentage increases over the Base.

The remaining Line Items that are not included in Attachment 1 are included as Attachment 2 on pages 17-18 and will be forwarded to DFM and LSO without Board prioritization in order to inform DFM and LSO of the total requests of the agencies and institutions.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**IMPACT**

Because the MCO portion of a budget request is based on state guidelines and policy-driven calculations, and some of the financial information is not available at the time of agenda publication, the MCO information presented to the Board is an estimate and may change. Also, information such as the Health Benefit Premium was not available at the time of agenda preparation for the June Board meeting where the Line Items were accepted. Subsequently, the FY 2010 Health Benefit Premium has been published in the DFM/LSO Budget Development guidelines and increased by \$900 over the prior year. This will result in an increase in the total amount of the Line Items submitted to DFM and LSO. The Board is requested to authorize the Executive Director to approve the MCO budget requests and total requests, including Line Items, for agencies and institutions due to DFM and LSO on September 1, 2008.

Including prioritization of the Line Items helps DFM and LSO determine which additional services or programs the Board has approved in order for the agency or institution to maintain and/or expand its mission.

**ATTACHMENTS**

Attachment 1 - Line Items approved and prioritized by the Board	Page 5
Attachment 2 - Line Items not prioritized by the Board	Page 17

**STAFF COMMENTS AND RECOMMENDATIONS**

The Line Items have been reviewed by the Division of Financial Management, Legislative Services Office, and the agencies and institutions.

Staff recommends approval.

**BOARD ACTION**

A motion to approve the Line Items for the agencies and institutions as listed in Attachment 1, to forward to the Division of Financial Management and Legislative Services Office the remaining Line Items as listed in Attachment 2, and to authorize the Executive Director to approve the MCO and Line Item budget requests, pending adjustments for increases in the Health Insurance Premium, for agencies and institutions due to DFM and LSO on September 1, 2008 .

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

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STATE BOARD OF EDUCATION  
FY 2010 Line Items

By Institution/Agency	FY 2009	FY 2010						vs. 2009	Comments	
	Appropriation	Line Items						Approp		
		Occupancy	Maint.	CAES	Bio-Med	New/Expanded	Total	One-Time		
System-wide Needs	3,115,000					500,000	500,000		16.1%	Increase HERC Infrastructure Funds
Boise State University	89,148,200	988,400	1,800,000	1,000,000	300,000	676,500	4,764,900		5.3%	Ph.D. in Public Policy
Idaho State University	77,378,100	1,019,000	1,151,200	1,000,000	843,000	260,000	4,273,200	862,200	5.5%	College of Nursing Program Expansion
University of Idaho	99,457,400	722,200	4,019,500	1,000,000	670,000	258,700	6,670,400	314,000	6.7%	Environmental Safety Support
Lewis-Clark State College	16,052,800	480,600				282,600	763,200		4.8%	Teacher Education - PACE
<b>1 College and Universities</b>	<b>285,151,500</b>	<b>3,210,200</b>	<b>6,970,700</b>	<b>3,000,000</b>	<b>1,813,000</b>	<b>1,977,800</b>	<b>16,971,700</b>	<b>1,176,200</b>	<b>6.0%</b>	
College of Southern Idaho	13,169,600	291,300				452,500	743,800	155,400	5.6%	Nursing Position
North Idaho College	11,496,800					939,600	939,600	771,900	8.2%	Upgrade Campus Technology to Standards
College of Western Idaho	5,000,000							0	0.0%	
<b>2 Community Colleges</b>	<b>29,666,400</b>	<b>291,300</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,392,100</b>	<b>1,683,400</b>	<b>927,300</b>	<b>5.7%</b>	
<b>3 Agricultural Research/Extension</b>	<b>28,249,200</b>					<b>700,000</b>	<b>700,000</b>		<b>2.5%</b>	<b>Idaho Center for Livestock/Envir. Studies</b>
WI Veterinary Education	1,774,200							0	0.0%	
WWAMI Medical Education	3,378,400							0	0.0%	
IDEP Dental Education	1,209,300					124,300	124,300		10.3%	Expand IDEP Program
Univ. of Utah Med. Ed.	1,143,600					75,000	75,000		6.6%	Additional Seats
Family Medicine Residencies	1,635,700					714,800	714,800		43.7%	Expand Rural Track, replace one time funds
WICHE	236,800						0		0.0%	
Psychiatry Residencies	81,900					22,900	22,900		28.0%	Increase per HB 312
<b>4 Health Education Programs</b>	<b>9,459,900</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>937,000</b>	<b>937,000</b>	<b>0</b>	<b>9.9%</b>	
Forest Utilization Research	647,700					106,300	106,300		16.4%	Policy Analysis Enhancement
Geological Survey	907,300					155,000	155,000		17.1%	Mission Capability Enhancement
Scholarships and Grants	9,502,500		10,000,000			250,000	10,250,000	10,000,000	107.9%	Opp. Schol., Promise A Scholarship
Museum of Natural History	599,300		1,216,800				1,216,800	651,700	203.0%	Maintenance/Expansion of Museum
Small Bus. Development Centers	324,100					22,100	22,100		6.8%	Energy Efficiency Program
Idaho Council for Economic Ed.	54,700					42,500	42,500	42,500	77.7%	Economic & Financial Education
TechHelp	187,000					105,000	105,000		56.1%	Growth/New Product Development
<b>5 Special Programs</b>	<b>12,222,600</b>	<b>0</b>	<b>11,216,800</b>	<b>0</b>	<b>0</b>	<b>680,900</b>	<b>11,897,700</b>	<b>10,694,200</b>	<b>97.3%</b>	
OSBE - 9th Grade Testing						900,000	900,000			9th Grade Testing (Spring only)
OSBE - ECS Dues per statute						60,500	60,500			ECS Dues per Idaho Code 33-4101
OSBE - Charter School Comm.						14,100	14,100			Charter School .5 FTP; use Group positlon
OSBE - College Access Grant						20,000	20,000			1 FTP for federally funded grant program
OSBE - Education Tech. PM							0			FTP Only: use existing Deaf Coordinator
<b>6 State Board of Education</b>	<b>5,127,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>974,600</b>	<b>974,600</b>	<b>0</b>	<b>19.0%</b>	
Idaho School for Deaf and Blind	5,392,700							0	0.0%	
Outreach Services	3,111,000							0	0.0%	
<b>7 Idaho School for Deaf and Blind</b>	<b>8,503,700</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	
<b>8 Idaho State Historical Society</b>	<b>3,347,200</b>		569,800			159,000	728,800	500,000	21.8%	Craftperson (Misc. Funds)
<b>9 Commission on Libraries</b>	<b>4,269,300</b>					650,900	650,900		15.2%	Read to Me program
State Leadership & Technical Asst.	2,104,100							0	0.0%	
General Programs	12,157,900		1,038,200				1,038,200	708,000	8.5%	Secondary Added, Live Fire Simulator
Post-secondary Programs	39,298,500		89,700			1,106,700	1,196,400	253,500	3.0%	Cap. Building, Postsecondary Expansion
Underprepared Adults	239,100							0	0.0%	
Related Services	1,099,800					85,000	85,000		7.7%	Proprietary Schools
<b>10 Professional-Technical Educaton</b>	<b>54,899,400</b>	<b>0</b>	<b>1,127,900</b>	<b>0</b>	<b>0</b>	<b>1,191,700</b>	<b>2,319,600</b>	<b>961,500</b>	<b>4.2%</b>	
<b>11 Idaho Public Television</b>	<b>3,530,300</b>					314,600	314,600	34,500	8.9%	Idaho Experience Documentaries
Renal Disease	664,900							0	0.0%	
Vocational Rehabilitation	3,464,500							0	0.0%	
State Epilepsy Program	70,300					0	0	0	0.0%	
Work Services Community Support Err	4,321,200					500,000	500,000		11.6%	Extended Employment Funding
<b>12 Vocational Rehabilitation</b>	<b>8,520,900</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>500,000</b>	<b>500,000</b>	<b>0</b>	<b>5.9%</b>	
13 University of Idaho Law School *						942,596	942,596			
14 Subtotal with Opp. Scholarship	\$ 452,947,400	\$ 3,501,500	\$ 19,885,200	\$ 3,000,000	\$ 1,813,000	\$ 10,421,196	\$ 38,620,896	\$ 14,293,700	8.5%	
15 Opportunity Scholarship			\$ 10,000,000			\$ 942,596	\$ 10,942,596	\$ 10,000,000		
16 Total w/o Law Sch. or Opp. Schol.	\$ 452,947,400	\$ 3,501,500	\$ 9,885,200	\$ 3,000,000	\$ 1,813,000	\$ 9,478,600	\$ 27,678,300	\$ 4,293,700	6.1%	

Total less one-time

\$ 23,384,600

% Increase

\* Law School (if approved)

5.2%

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**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**College and Universities  
Fiscal Year 2010 Budget Request  
Line Items Grouped by Institution in Priority Order**

Institution/Priority/Line Item	FTP	Appropriated	Ongoing
<b>Boise State University</b>			
<b>FY 2010 Base</b>	1,319.36	89,148,200	89,148,200
<b>FY 2010 MCO</b>	10.00	4,719,800	4,270,400
<b>1</b> Maintenance/Infrastructure: Occupancy	5.38	988,400	988,400
<b>2</b> Maintenance/Infrastructure: Office of Information Technology		800,000	800,000
<b>3</b> Maintenance/Infrastructure: Base Operating Funds		1,000,000	1,000,000
<b>4</b> New/Expanded Programs: Center for Advanced Energy Studies (CAES)	8.08	1,000,000	1,000,000
<b>5</b> New/Expanded Programs: Biomedical Research	3.00	300,000	300,000
<b>6</b> New/Expanded Programs: Ph.D in Public Policy	5.00	676,500	676,500
<b>Total 2010 Budget Request</b>	1,350.82	98,632,900	98,183,500
<b>Total 2010 Increase over Base</b>	31.46	9,484,700	9,035,300
<b>Percentage Increase</b>	2.4%	10.6%	10.1%
<b>Idaho State University</b>			
<b>FY 2010 Base</b>	1,101.52	76,438,900	76,438,900
<b>FY 2010 MCO</b>		7,792,600	4,292,600
<b>1</b> Maintenance/Infrastructure: Occupancy	4.16	1,019,000	1,019,000
<b>2</b> Maintenance/Infrastructure: Library Inflation		564,000	564,000
<b>3</b> Maintenance/Infrastructure: ERP Implementation Support	1.00	587,200	0
<b>4</b> New/Expanded Programs: Center for Advanced Energy Studies (CAES)	8.05	1,000,000	1,000,000
<b>5</b> New/Expanded Programs: Biomedical Research Institute	3.00	843,000	843,000
<b>6</b> New/Expanded Programs: College of Nursing Program Expansion	3.00	260,000	260,000
<b>Total 2010 Budget Request</b>	1,120.73	88,504,700	84,417,500
<b>Total 2010 Increase over Base</b>	19.21	12,065,800	7,978,600
<b>Percentage Increase</b>	1.7%	15.8%	10.4%

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**College and Universities  
Fiscal Year 2010 Budget Request  
Line Items Grouped by Institution in Priority Order**

	<b>Institution/Priority/Line Item</b>	<b>FTP</b>	<b>Appropriated</b>	<b>Ongoing</b>
28	<b>University of Idaho</b>			
29	<b>FY 2010 Base</b>	1,230.95	101,515,100	101,515,100
30	<b>FY 2010 MCO</b>		7,349,100	7,349,100
31	<b>1</b> Maintenance/Infrastructure: Occupancy	6.05	722,200	722,200
32	<b>2</b> Maintenance/Infrastructure: Maintenance	16.00	4,019,500	4,019,500
33	<b>3</b> New/Expanded Programs: Center for Advanced Energy Studies (CAES)	8.36	1,000,000	1,000,000
34	<b>4</b> New/Expanded Programs: Biomedical Research	2.30	670,000	420,000
35	<b>5</b> New/Expanded Programs: Environmental Safety Support	2.00	258,700	194,700
36	<b>Total 2010 Budget Request</b>	1,265.66	115,534,600	115,220,600
37	<b>Total 2010 Increase over Base</b>	34.71	14,019,500	13,705,500
38	<b>Percentage Increase</b>	2.8%	13.8%	13.5%
37	<b>Lewis-Clark State College</b>			
38	<b>FY 2010 Base</b>	308.23	16,368,600	16,368,600
39	<b>FY 2010 MCO</b>		1,739,600	998,100
38	<b>1</b> Maintenance/Infrastructure: Occupancy	2.31	480,600	
39	<b>2</b> New/Expanded Programs: Teacher Education - PACE	3.00	282,600	
40	<b>Total 2010 Budget Request</b>	313.54	18,871,400	17,366,700
41	<b>Total 2010 Increase over Base</b>	5.31	2,502,800	998,100
42	<b>Percentage Increase</b>	1.7%	15.3%	6.1%
44	<b>System-wide Needs</b>			
45	<b>FY 2010 Base</b>		3,115,000	3,115,000
46	<b>FY 2010 MCO</b>			
45	<b>1</b> New/Expanded Programs: Increase HERC Infrastructure Funds		500,000	500,000
46	<b>Total 2010 Budget Request</b>		3,615,000	3,615,000
47	<b>Total 2010 Increase over Base</b>		500,000	500,000
48	<b>Percentage Increase</b>		16.1%	16.1%
49	<b>Total College and Universities</b>			
50	<b>FY 2010 Base</b>	3,960.06	286,585,800	286,585,800
51	<b>FY 2010 MCO</b>	10.00	21,601,100	16,910,200
52	Total Line Items	80.69	16,971,700	16,971,700
53	<b>Total 2010 Budget Request</b>	4,050.75	325,158,600	320,467,700
54	<b>Total 2010 Increase over Base</b>	90.69	38,572,800	33,881,900
55	<b>Percentage Increase</b>	2.3%	13.5%	11.8%



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**Community Colleges  
Fiscal Year 2010 Budget Request  
Line Items Grouped by College in Priority Order**

	FTP	General	Ongoing
<b>Institution/Priority/Line Item</b>			
<b>1 College of Southern Idaho</b>			
2 <b>FY 2010 Base</b>	157.60	13,168,200	13,168,200
3 <b>FY 2010 MCO</b>		487,600	487,600
4 <b>1 Maintenance/Infrastructure: Occupancy</b>	1.65	291,300	291,300
5 <b>2 New/Expanded Programs: Nursing Position</b>	3.40	175,800	99,900
6 <b>3 New/Expanded Programs: Rural Math Science</b>	3.00	276,700	197,200
7 <b>Total 2010 Budget Request</b>	165.65	14,399,600	14,244,200
8 <b>Total 2010 Increase over Base</b>	8.05	1,231,400	1,076,000
9 <b>Percentage Increase</b>	5.1%	9.4%	8.2%
<b>10 North Idaho College</b>			
11 <b>FY 2010 Base</b>	140.70	11,391,800	11,391,800
12 <b>FY 2010 MCO</b>	2.00	100,000	100,000
11 <b>1 Effectiveness, competitiveness, efficiency: Upgrading Campus Technology to Minimum Standard</b>		334,500	334,500
12 <b>2 New/Expanded Programs: Dental Hygiene &amp; Dental Assistant Program</b>	2.50	605,100	167,700
13 <b>Total 2010 Budget Request</b>	145.20	12,431,400	11,994,000
14 <b>Total 2010 Increase over Base</b>	4.50	1,039,600	602,200
15 <b>Percentage Increase</b>	3.2%	9.1%	5.3%
<b>16 College of Western Idaho</b>			
17 <b>FY 2010 Base</b>	32.28	5,000,000	5,000,000
18 <b>FY 2010 MCO</b>	2.00	300,000	100,000
17 No items requested			
18 <b>Total 2010 Budget Request</b>	34.28	5,300,000	5,100,000
19 <b>Total 2010 Increase over Base</b>	2.00	300,000	100,000
20 <b>Percentage Increase</b>	6.2%	6.0%	2.0%

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

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**University of Idaho Ag Research and Extension  
Fiscal Year 2010 Budget Request  
Line Items Grouped by in Priority Order**

	FTP	General	Other Funds	Total
1 <b>Program/Priority/Line Item</b>				
2 <b>Ag Research Extension</b>				
3 <b>FY 2010 Base</b>	373.05	28,249,200	50,000	28,299,200
4 <b>FY 2010 MCO</b>		1,157,900		1,157,900
5     1 New/Expanded Programs: Idaho Center for Livestock and Environmental Studies		700,000		700,000
6 <b>Total 2010 Budget Request</b>	373.05	30,107,100	50,000	30,157,100
7 <b>Total 2010 Increase over Base</b>		1,857,900		1,857,900
8 <b>Percentage Increase</b>	0.0%	6.6%	0.0%	6.6%

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**Health Programs Summary  
Fiscal Year 2010 Budget Request  
Grouped by Program**

	<b>FTP</b>	<b>General</b>	<b>Other Funds</b>	<b>Total</b>
<b>1 Program/Priority/Line Item</b>				
<b>2 WI Veterinary Education</b>				
<b>3     FY 2010 Base</b>	6.92	1,774,200	100,000	1,874,200
<b>4     FY 2010 MCO</b>		61,800		61,800
<b>5     1 No Line Items Approved</b>				
<b>6     Total 2010 Budget Request</b>	6.92	1,836,000	100,000	1,936,000
<b>7     Total 2010 Increase over Base</b>		61,800		61,800
<b>8     Percentage Increase</b>	0.0%	3.5%	0.0%	3.3%
<b>9 WWAMI Medical Education</b>				
<b>10    FY 2010 Base</b>	6.56	3,378,400	343,300	3,721,700
<b>11    FY 2010 MCO</b>		202,500		202,500
<b>11    1 No Line Items Approved</b>				
<b>12    Total 2010 Budget Request</b>	6.56	3,580,900	343,300	3,924,200
<b>13    Total 2010 Increase over Base</b>		202,500		202,500
<b>14    Percentage Increase</b>	0.0%	6.0%	0.0%	5.4%
<b>15 IDEP Dental Education</b>				
<b>16    FY 2010 Base</b>	3.25	1,209,300	152,700	1,362,000
<b>17    FY 2010 MCO</b>		56,000		56,000
<b>17    1 New/Expanded Programs: Expansion of the 18    Idaho Dental Education Program</b>	1.00	103,600	20,700	124,300
<b>19    Total 2010 Budget Request</b>	4.25	1,368,900	173,400	1,542,300
<b>20    Total 2010 Increase over Base</b>	1.00	159,600	20,700	180,300
<b>21    Percentage Increase</b>	30.8%	13.2%	13.6%	13.2%
<b>22 University of Utah Medical Education</b>				
<b>23    FY 2010 Base</b>		1,143,600		1,143,600
<b>24    FY 2010 MCO</b>		55,600		55,600
<b>25    1 New/Expanded Programs: Additional Seats</b>		75,000		75,000
<b>26    Total 2010 Budget Request</b>		1,274,200		1,274,200
<b>27    Total 2010 Increase over Base</b>		130,600		130,600
<b>28    Percentage Increase</b>		11.4%		11.4%

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**Health Programs Summary  
Fiscal Year 2010 Budget Request  
Grouped by Program**

	FTP	General	Other Funds	Total
<b>1 Program/Priority/Line Item</b>				
<b>2 WI Veterinary Education</b>				
3 <b>FY 2010 Base</b>	6.92	1,774,200	100,000	1,874,200
4 <b>FY 2010 MCO</b>		61,800		61,800
5 <b>1 No Line Items Approved</b>				
6 <b>Total 2010 Budget Request</b>	6.92	1,836,000	100,000	1,936,000
7 <b>Total 2010 Increase over Base</b>		61,800		61,800
8 <b>Percentage Increase</b>	0.0%	3.5%	0.0%	3.3%
<b>29 Family Medicine Residencies</b>				
30 <b>FY 2010 Base</b>	3.65	1,635,700		1,635,700
31 <b>FY 2010 MCO</b>		100,000		100,000
32     Effectiveness, competitiveness, efficiency -		145,800		145,800
33     # Pocatello: Replace one-time funding				
33     New/Expanded Programs: Expansion of ISU		174,200		174,200
34     # Rural Track Residency				
34     Effectiveness, competitiveness, efficiency -Boise:		270,900		270,900
35     # Replace one-time funding				
35 <b>4 New/Expanded Programs: Expansion of Boise</b>		123,900		123,900
36     Rural Track Residency				
36 <b>Total 2010 Budget Request</b>	3.65	2,450,500		2,450,500
37 <b>Total 2010 Increase over Base</b>		814,800		814,800
38 <b>Percentage Increase</b>	0.0%	49.8%		49.8%
<b>39 WICHE Optometry</b>				
40 <b>FY 2010 Base</b>		236,800		236,800
41 <b>FY 2010 MCO</b>		9,000		9,000
40     No Line Items Requested				
41 <b>Total 2010 Budget Request</b>		245,800		245,800
42 <b>Total 2010 Increase over Base</b>		9,000		9,000
43 <b>Percentage Increase</b>		3.8%		3.8%
<b>44 Psychiatry Residency Program</b>				
45 <b>FY 2010 Base</b>		81,900		81,900
46 <b>FY 2010 MCO</b>				
47 <b>1 New/Expanded Programs: Additional Seats</b>		22,900		22,900
48 <b>Total 2010 Budget Request</b>		104,800		104,800
49 <b>Total 2010 Increase over Base</b>		22,900		22,900
50 <b>Percentage Increase</b>		28.0%		28.0%

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**Special Programs Summary  
Fiscal Year 2010 Budget Request  
Grouped by Program**

	FTP	General	Other Funds	Total
<b>Program/Priority/Line Item</b>				
<b>1 Forest Utilization Research</b>				
2 <b>FY 2010 Base</b>	5.75	647,700		647,700
3 <b>FY 2010 MCO</b>		23,600		23,600
4 <b>1 New/Expanded Programs: Policy Analysis Enhancement</b>	1.10	106,300		106,300
5 <b>Total 2010 Budget Request</b>	6.85	777,600		777,600
6 <b>Total 2010 Increase over Base</b>	1.10	129,900		129,900
7 <b>Percentage Increase</b>	19.1%	20.1%		20.1%
<b>8 Idaho Geological Survey</b>				
9 <b>FY 2010 Base</b>	10.35	907,300		907,300
10 <b>FY 2010 MCO</b>		39,200		39,200
11 <b>1 New/Expanded Programs: Mission Capability Enhancement</b>		155,000		155,000
12 <b>Total 2010 Budget Request</b>	10.35	1,101,500		1,101,500
13 <b>Total 2010 Increase over Base</b>		194,200		194,200
14 <b>Percentage Increase</b>	0.0%	21.4%		21.4%
<b>15 Scholarships and Grants</b>				
16 <b>FY 2010 Base</b>		10,273,700	440,000	10,713,700
17 <b>FY 2010 MCO</b>		50,000		50,000
18 <b>1 Promise A Scholarship Program</b>		250,000		250,000
19 <b>Total 2010 Budget Request</b>		10,573,700	440,000	11,013,700
20 <b>Total 2010 Increase over Base</b>		300,000		300,000
21 <b>Percentage Increase</b>		2.9%	0.0%	2.8%
<b>22 Idaho Museum of Natural History</b>				
23 <b>FY 2010 Base</b>	8.50	547,700		547,700
24 <b>FY 2010 MCO</b>		72,700		72,700
25 <b>1 Maintenance/Infrastructure: Maintenance and Expansion of the Idaho Museum of Natural History</b>	5.70	1,216,800		1,216,800
26 <b>Total 2010 Budget Request</b>	14.20	1,837,200		1,837,200
27 <b>Total 2010 Increase over Base</b>	5.70	1,289,500		1,289,500
28 <b>Percentage Increase</b>	67.1%	235.4%		235.4%

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**Special Programs Summary  
Fiscal Year 2010 Budget Request  
Grouped by Program**

	FTP	General	Other Funds	Total
<b>Program/Priority/Line Item</b>				
29 <b>Idaho Small Business Development Centers</b>				
30 <b>FY 2010 Base</b>	6.80	324,100		324,100
31 <b>FY 2010 MCO</b>		14,044		14,044
1 New/Expanded Programs: Small Business Energy Efficiency Program		22,100		22,100
32 <b>Total 2010 Budget Request</b>	6.80	360,244		360,244
33 <b>Total 2010 Increase over Base</b>		36,144		36,144
34 <b>Percentage Increase</b>	0.0%	11.2%		11.2%
35				
36 <b>Idaho Council on Economic Education</b>				
37 <b>FY 2010 Base</b>		54,700		54,700
38 <b>FY 2010 MCO</b>		1,600		1,600
1 New/Expanded Programs: Economic & Financial Education		42,500		42,500
39 <b>Total 2010 Budget Request</b>		98,800		98,800
40 <b>Total 2010 Increase over Base</b>		44,100		44,100
41 <b>Percentage Increase</b>		80.6%		80.6%
42				
43 <b>Tech Help</b>				
44 <b>FY 2010 Base</b>	3.00	187,000		187,000
45 <b>FY 2010 MCO</b>		7,786		7,786
1 New/Expanded Programs: Growth and New Product Development Initiative	2.00	105,000	105,000	210,000
46 <b>Total 2010 Budget Request</b>	5.00	299,786	105,000	404,786
47 <b>Total 2010 Increase over Base</b>	2.00	112,786	105,000	217,786
48 <b>Percentage Increase</b>	66.7%	60.3%	100.0%	116.5%
49				

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**Agency Summary  
Fiscal Year 2010 Budget Request  
Line Items Grouped in Priority Order**

	FTP	General	Other Funds	Total
<b>Program/Priority/Line Item</b>				
<b>1 Office of the State Board of Education</b>				
2 <b>FY 2010 Base</b>	28.00	5,127,000	8,850,800	13,977,800
3 <b>FY 2010 MCO</b>		200,000	25,600	225,600
4 <b>1</b> New/Expanded Programs: 9th Grade Spring		900,000		900,000
5 <b>2</b> New/Expanded Programs: ECS Dues per statute		60,500		60,500
6 <b>3</b> New/Expanded Programs: Charter Commission	1.00	14,100		14,100
7 <b>4</b> New/Expanded Programs: College Access Grant	0.50		20,000	20,000
8 <b>5</b> New/Expanded Programs: Ed. Tech. PM	1.00			-
9 <b>Total 2010 Budget Request</b>	29.00	6,301,600	8,876,400	15,178,000
10 <b>Total 2010 Increase over Base</b>	1.00	1,174,600	25,600	1,200,200
11 <b>Percentage Increase</b>	3.6%	22.9%	0.3%	8.6%
<b>12 Idaho School for the Deaf and the Blind</b>				
13 <b>FY 2010 Base</b>	93.74	8,396,400	402,800	8,799,200
14 <b>FY 2010 MCO</b>		686,400	8,100	694,500
15     No Line Items Requested				
16 <b>Total 2010 Budget Request</b>	93.74	9,082,800	410,900	9,493,700
17 <b>Total 2010 Increase over Base</b>		686,400	8,100	694,500
18 <b>Percentage Increase</b>	0.0%	8.2%	2.0%	7.9%
<b>17 Professional-Technical Education</b>				
18 <b>FY 2010 Base</b>	553.27	53,852,200	10,969,500	64,821,700
19 <b>FY 2010 MCO</b>		2,469,500		2,469,500
20 <b>1</b> Maintenance/Infrastructure: Secondary Added Cost Workload Adjustment		330,200		330,200
21 <b>2</b> Maintenance/Infrastructure: Capacity Building		89,700		89,700
22 <b>3</b> New/Expanded Programs: Proprietary Schools	1.00	85,000		85,000
23 <b>4</b> New/Expanded Programs: Postsecondary Program Expansion	11.00	1,106,700		1,106,700
24 <b>5</b> Maintenance/Infrastructure: Live Fire Training Simulator		708,000		708,000
25 <b>Total 2010 Budget Request</b>	565.27	58,641,300	10,969,500	69,610,800
26 <b>Total 2010 Increase over Base</b>	12.00	4,789,100		4,789,100
27 <b>Percentage Increase</b>	2.2%	8.9%	0.0%	7.4%

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**Agency Summary  
Fiscal Year 2010 Budget Request  
Line Items Grouped in Priority Order**

	FTP	General	Other Funds	Total
<b>Program/Priority/Line Item</b>				
26 <b>Idaho Division of Vocational Rehabilitation</b>				
27 <b>FY 2010 Base</b>	151.00	8,495,100	16,549,600	25,044,700
28 <b>FY 2010 MCO</b>		354,700	777,700	1,132,400
29 <b>1 New/Expanded Programs: Extended Employment Funding</b>		500,000		500,000
30 <b>Total 2010 Budget Request</b>	151.00	9,349,800	17,327,300	26,677,100
31 <b>Total 2010 Increase over Base</b>		854,700	777,700	1,632,400
32 <b>Percentage Increase</b>	0.0%	10.1%	4.7%	6.5%
33 <b>Idaho Public Television</b>				
34 <b>FY 2010 Base</b>	33.00	1,833,700	1,008,400	2,842,100
35 <b>FY 2010 MCO</b>		1,095,200	41,800	1,137,000
36 <b>1 New/Expanded Programs: Idaho Experience Documentaries</b>	3.00	314,600		314,600
37 <b>Total 2010 Budget Request</b>	36.00	3,243,500	1,050,200	4,293,700
38 <b>Total 2010 Increase over Base</b>	3.00	1,409,800	41,800	1,451,600
39 <b>Percentage Increase</b>	9.1%	76.9%	4.1%	51.1%
40 <b>Idaho State Historical Society</b>				
41 <b>FY 2010 Base</b>	49.00	2,768,200	2,342,300	5,110,500
42 <b>FY 2010 MCO</b>		199,200	107,800	307,000
43 <b>1 Effectiveness, competitiveness, efficiency: Community Enhancement Grants</b>		50,000		50,000
44 <b>2 Effectiveness, competitiveness, efficiency: Development Director</b>	1.00	109,000		109,000
45 <b>3 Maintenance/Infrastructure: Website Redesign</b>		30,000		30,000
46 <b>4 Maintenance/Infrastructure: Historic Structures Maintenance Craftsperson</b>	1.00		39,800	39,800
47 <b>5 Maintenance/Infrastructure: Compact mobile shelving</b>		500,000		500,000
48 <b>Total 2010 Budget Request</b>	51.00	3,656,400	2,489,900	6,146,300
49 <b>Total 2010 Increase over Base</b>	2.00	888,200	147,600	1,035,800
50 <b>Percentage Increase</b>	4.1%	32.1%	6.3%	20.3%
51 <b>Idaho Commision for Libraries</b>				
52 <b>FY 2010 Base</b>	45.50	3,919,500	1,596,600	5,516,100
53 <b>FY 2010 MCO</b>		308,100	12,000	320,100
54 <b>1 New/Expanded Programs: Read to Me</b>	1.00	650,900		650,900
55 <b>Total 2010 Budget Request</b>	46.50	4,878,500	1,608,600	6,487,100
56 <b>Total 2010 Increase over Base</b>	1.00	959,000	12,000	971,000
57 <b>Percentage Increase</b>	2.2%	24.5%	0.8%	17.6%



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**College and Universities  
Fiscal Year 2010 Remaining Line Items Requested  
Grouped by Agency/Institution**

		FTP	General
<b>Agency/Institution</b>			
1	<b>Boise State University</b>		
2	<b>4</b> New/Expanded Programs: Research Partnerships	2.00	700,000
3	<b>6</b> Effectiveness, competitiveness, and efficiency: Research Support Staff	8.00	696,000
4	<b>Idaho State University</b>		
5	<b>4</b> New/Expanded Programs: College of Pharmacy Meridian Expansion	3.00	402,100
6	<b>5</b> New/Expanded Programs: Biomedical Research Institute	7.50	800,000
7	<b>6</b> New/Expanded Programs: Clinical Lab Sciences	3.00	610,000
8	<b>7</b> New/Expanded Programs: Institute for Mesoamerican Research	3.00	221,200
9	<b>8</b> New/Expanded Programs: ISU Dental Hygiene Program to Idaho Falls	1.50	109,600
10	<b>11</b> New/Expanded Programs: Early College Training Programs	1.00	148,500
11	<b>12</b> New/Expanded Programs: Online Speech/Language Pathology Program	2.00	185,300
12	<b>13</b> New/Expanded Programs: Counseling PhD Boise Expansion	1.00	195,400
13	<b>14</b> New/Expanded Programs: Respiratory Therapy Clinical Coordinator/Instructor	1.00	93,400
14	<b>15</b> New/Expanded Programs: Paramedic Instructor/Human Simulation Lab Coordinator	1.00	86,500
15	<b>University of Idaho</b>		
16	<b>1</b> Effectiveness, competitiveness, efficiency: Salary Enhancements		4,150,000
17	<b>6</b> New/Expanded Programs: Security Audit		125,000
18	<b>7</b> New/Expanded Programs: Graduate Assistants		1,300,000
19	<b>8</b> Effectiveness, competitiveness, efficiency: Finance and Administration support	3.00	206,500
20	<b>9</b> Effectiveness, competitiveness, efficiency: Research Compliance Officer	1.00	123,300
21	<b>Lewis-Clark State College</b>		
22	<b>3</b> New/Expanded Programs: Biology Faculty	2.00	145,200
23	<b>North Idaho College</b>		
24	<b>3</b> New/Expanded Programs: Dual Enrollment IVC Improvement		320,000
25	<b>4</b> New/Expanded Programs: eLearning Improvement	1.00	261,500

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**College and Universities  
Fiscal Year 2010 Remaining Line Items Requested  
Grouped by Agency/Institution**

	FTP	General
<b>Agency/Institution</b>		
26 <b>Ag Research Extension</b>		
27     1 Salary Enhancement		1,006,000
28 <b>WI Veterinary Education</b>		
29     1 Salary Enhancement		22,000
30 <b>WWAMI Medical Education</b>		
31     1 Salary Enhancement		29,000
32 <b>Forest Utilization Research</b>		
33     1 Salary Enhancement		15,000
33     3 New/Expanded Programs: Expanded Programs	2.00	137,500
34		
35 <b>Idaho Geological Survey</b>		
36     1 Salary Enhancement		35,000
36     3 New/Expanded Programs: Web-Site Redesign 37         and Upgrade		13,000
38 <b>Professional-Technical Education</b>		
38     6 Effectiveness, competitiveness, efficiency: 39         Instructional Equipment		498,900
40 <b>Idaho Division of Vocational Rehabilitation</b>		
40     2 New/Expanded Programs: Female DOC 41         Counselor Funding		125,000
41     3 New/Expanded Programs: Expand Outreach 42         Services		35,000
43 <b>Idaho Public Television</b>		
43     2 New/Expanded Programs: Idaho Legislature 44         Live/Multimedia Personnel	2.00	120,000
45 <b>Idaho State Historical Society</b>		
45     3 Effectiveness, competitiveness, efficiency: 46         Records Study		60,000
46     5 Effectiveness, competitiveness, efficiency: 47         Communications and Marketing Program		100,000
47     6 Effectiveness, competitiveness, efficiency: 48         Collections development and stewardship		80,000
48     9 Effectiveness, competitiveness, efficiency: 49         Digital Scanner		130,000

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**SUBJECT**

FY10 Capital Budget Requests

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.c.

**BACKGROUND/DISCUSSION**

Capital projects are considered and recommended by the Permanent Building Fund Advisory Council (PBFAC), the capital projects request process is separate from the operating budget request process. The PBFAC (staffed by the Division of Public Works (DPW)), has several major areas of focus: new, renovated or remodeled projects; Americans with Disabilities Act (ADA) projects; asbestos abatement/removal, and building demolition. The State Board of Education reviews and prioritizes major capital projects (as defined by DPW) only, and the DPW staff determines priorities for the remaining areas, such as renovations/remodels.

Major capital projects approved by the State Board of Education are forwarded to the Permanent Building Fund Advisory Council, which reviews and prioritizes all capital projects statewide. The legislature appropriates funds to DPW specifically for major capital projects and makes available funding for renovation and repair and other projects statewide. The Governor also makes a recommendation regarding major capital projects to the legislature.

In the last few years the Board has chosen to not prioritize or recommend any capital facilities to the Permanent Building Fund, requesting that all funding efforts be directed primarily toward Alternation & Repairs, asbestos abatement, and other non-major capital items.

Institutions and agencies have prepared and submitted their FY 2010 capital budget requests to the Board office and DPW, as shown on Page 3.

**IMPACT**

Only Board-approved major capital projects can be forwarded to the PBFAC. The PBFAC, Governor and Legislature will then be informed of the Board's emphasis based upon the priorities indicated (if any), at the Board's discretion.

**ATTACHMENTS**

Attachment 1 – FY10 Major Capital Request Summary	Page 3
Attachment 2 – Capital Project Summaries for agencies & institutions	Page 5

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Projects listed on the following schedule have been prioritized by each institution or agency. Many of these projects were included in the FY 2009 institution request list. The legislature appropriated over \$20 million in major capital projects for FY 2009.

The Board may recommend some or all of the projects to the Permanent Building Fund Advisory Council for consideration at its October 2008 meeting, or recommend no major capital facilities for FY 2010 and have the PBFAC concentrate upon Alteration and Repair and other non-major projects. Previous discussions of the Board have concluded that a project's past ranking on any list should not influence future decisions about where that project should be ranked. Another option available to the Board is to recommend a portion of a project or projects, for planning and design in FY 2010.

**BOARD ACTION**

This item is for informational purposes only. Any action, including prioritizing the major capital projects requested, will be at the Board's discretion.

**SAMPLE MOTION, IF NEEDED:**

A motion to recommend to the Permanent Building Fund Advisory Council the following major capital project(s), in priority order, for consideration in the FY 2010 budget process, and to forward, for information purposes only, the current list of projects to the Permanent Building Fund Advisory Council so it is aware of the ongoing needs of the institutions.

- 1. \_\_\_\_\_ <select from Tab 1b, Page 3>
- 2. \_\_\_\_\_ “
- 3. \_\_\_\_\_ “
- 4. \_\_\_\_\_ “

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

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**State Board of Education  
FY10 Major Capital Request Summary  
(\$ in 000's)**

Board Priority	Institution/Agency & Project	Detail Page	Total Project Cost		FY 2010 Request
			Perm. Building Fund	Total Funds	
1	<b>Boise State University</b>				
2	1 Science Research Building - Planning and Design	5	30,000.0	62,000.0	500.0
3	2 Research Vivarium	8	7,000.0	7,000.0	7,000.0
4	3 Science Research Building - Construction	11	30,000.0	62,000.0	30,000.0
5	<b>Idaho State University</b>				
6	1 Addition to and Renovation of the Life Science Complex	15	34,199.4	34,199.4	34,199.4
7	2 Addition to Family Medicine Clinic	16	14,208.0	14,208.0	14,208.0
8	3 New Idaho Museum of Natural History Building	17	22,444.0	22,444.0	22,444.0
9	<b>University of Idaho</b>				
10	1 Northern Idaho Classroom/Office Facility (Planning/Pre-Design) Science & New Technologies Laboratory/Interdisciplinary Research & Education Facility (Planning/Pre-Design)	19	4,515.0	9,030.0	4,094.2
11	2	22	14,107.5	75,613.1	5,000.0
12	<b>Lewis-Clark State College</b>				
13	1 Upgrade and Renovate Talkington Hall	27	2,730.0	2,730.0	2,730.0
14	2 Upgrade and Renovation of Administration Building- Phase I (Silverthorne Theatre)	29	700.0	1,100.0	700.0
15	<b>North Idaho College</b>				
16	1 Seiter Hall Remodel/Renovation	31	4,345.0	4,345.0	4,345.0
17	2 Professional Technical Building	32	15,431.4	15,431.4	15,431.4
18	<b>Eastern Idaho Technical College</b>				
19	1 Construct parking lot for new Health Care Bldg	33	900.0	900.0	900.0
20	<b>Idaho State Historical Society</b>				
21	1 Expansion and renovation of the Idaho State Historical Museum, Boise	35	10,000.0	14,000.0	5,000.0
22	<b>Total</b>		\$ 190,580.3	\$ 325,000.9	\$ 146,552.0

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**OFFICE OF THE STATE BOARD OF EDUCATION**

**SET A**  
**PROJECT SUMMARY**

**Project Title:**                 **Planning and Design** for Science Research Building  
Boise Campus

**Institution/Agency:**     Boise State University

**Brief Description:**         Boise State University's Master Plan outlines the growth in the Southeast expansion area of science and engineering facilities supporting the Strategic Plan. The requested funds will pay for preliminary planning and design of the second of four new science buildings currently envisioned. Intermediate level planning to insure the coordination of this building with the final build out of the science and engineering area will also be incorporated.

**Project Scope:**   60,000 **NASF**                 100,000 **GSF**

**Estimated Total Cost:**     \$62,000,000

**Date Approved by State Board of Education:** This is the first request for this project.

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*Source of Construction Funds (by fund source and amount):*

<u><b>Total Project Cost</b></u>	
<u><b>Fund Source</b></u>	<u><b>Amount</b></u>
Permanent Building Fund	\$30,500,000
Other Funding (Gifts and University Financing)	\$31,500,000

<u><b>Previous Appropriations</b></u>	
<u><b>Fund Source</b></u>	<u><b>Amount</b></u>
N/A	N/A

<u><b>Budget Year Request</b></u>	
<u><b>Fund Source</b></u>	<u><b>Amount</b></u>
Permanent Building Fund	\$30,000,000

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**1. PROJECT DESCRIPTION AND JUSTIFICATION**

The proposed building will be the second of a new four-building science and engineering complex in the southeast expansion zone. The first, the Center for Environmental Science and Economic Development, is currently in design.

Consistent with the 2005 Campus Master Plan, the new science research building will be part of a science and engineering complex designed to promote interdisciplinary research, education, and outreach. Each building of the complex will include science and engineering laboratories and facilities appropriate to specific interdisciplinary topic areas, with departmental culture preserved in office clusters. The buildings will be planned to promote collaboration between scientists and engineers on important research problems. Laboratories and work areas will be an open design with state-of-the-art flexibility to permit rapid and inexpensive reconfiguration in response to changes in research participants, project needs, and extramural funding.

Current thinking is that this second new building will focus on biomolecular science. Portions of the following existing departments will be included: Biology, Chemistry, Physics, Materials Science Engineering, Electrical and Computer Engineering and Computer Science. Collaborative areas of research will include molecular biology, biochemistry, biophysics, biomaterials and bioinformatics. Boise State's new PhD in Biomolecular Science will be centered in this building. In addition to planning the building, the future relationships and interactions of all science and engineering departments will be examined to determine the optimum set of adjacencies in the four building complex. This planning will help insure that decisions regarding the particular building design will support the holistic vision put forth in the Master Plan of an integrated science and engineering complex.

**2. PROJECT COMPONENTS**

This proposed facility blends academic and research units from Biology, Chemistry, Physics, Materials Science Engineering, Electrical and Computer Engineering and Computer Science. The new building will support graduate and undergraduate academic programs in these disciplines, and promote interdisciplinary research. Program elements for this project include core research facilities such as vivarium functions, protein sequence analysis, teaching and research laboratories, faculty offices, offices for lab technicians, administrative and staff offices, and office space for graduate students.

**3. ALTERNATIVES**

Modular facilities could possibly be utilized to provide additional research, classrooms and offices, but the use of these temporary structures should only be



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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considered to meet the short-term needs for the institution. It would not be prudent to utilize modular buildings for research or class laboratory space. The University has purchased land in the expansion zone to accommodate this new facility. Investing in temporary modulars would not be cost effective nor would it meet academic and research needs.

**4. VACATED SPACES**

In addition to providing up-to-date laboratory, classroom, and office space for several academic departments, this project would permit departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of the other growing departments such as English, History, Education and others. Because planning is in the early stages, the precise amount of space to be vacated is not defined. The expansion and relocation of these departments into vacated spaces in the historic center of campus is consistent with the Master Plan, which calls for that area to become a center for liberal arts education and research.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

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**OFFICE OF THE STATE BOARD OF EDUCATION**

**SET A  
PROJECT SUMMARY**

**Project Title:** Research Vivarium

**Institution/Agency:** Boise State University

**Brief Description:** Boise State University's Master Plan outlines the growth in the Southeast expansion area of science and engineering facilities supporting the University Strategic Plan. The requested funds will support the construction of a research vivarium that will support researchers in the fields of biomedicine, biomolecular science, and behavioral ecology.

**Project Scope:** 5,600 NASF 10,000 GSF

**Estimated Total Cost:** \$7,000,000

**Date Approved by State Board of Education:** This is the first request for this project.

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*Source of Construction Funds (by fund source and amount):*

**Total Project Cost**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
Permanent Building Fund	\$7,000,000

**Previous Appropriations**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
N/A	N/A

**Budget Year Request**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
Permanent Building Fund	\$7,000,000

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**AUGUST 21-22, 2008**

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**1. PROJECT DESCRIPTION AND JUSTIFICATION**

The Boise State University Research Vivarium (BSURV) will be designed to meet the needs of Boise State researchers working in the areas of biomedicine, biomolecular science, and behavioral ecology. Biomedical and biomolecular researchers at BSU use animal models in biomedical research programs to address such topics as tumor progression, cardiotoxic side effects of chemotherapy, Alzheimer's Disease, Rett Syndrome, arthritis, asthma, bioimaging, vaccine development, biocompatible polymers, and tissue regeneration. Behavioral ecologists at BSU focus their studies on birds, particularly on raptors, to address problems such as endangered species conservation, migration, and effects of stress.

In accordance with Boise State University's vision to become a Metropolitan Research University of Distinction, we continue to expand infrastructure, increase funding levels, and increase faculty numbers associated with biomedical, biomolecular, and behavioral ecology research. Presently, however, there is no animal care facility on campus. Instead, researchers must house research animals at distant sites. In some cases promising avenues of research can not be undertaken due to the limitation related to vivarium needs.

Key in the continued development of our research efforts, therefore, is the construction of a research vivarium. With a newly developed vivarium space, (i) we will pursue more research projects of greater variety, (ii) we will collaborate in more multidisciplinary research programs, and (iii) we will recruit outstanding faculty members and students. The presence of a vivarium will increase our competitiveness to attract extramural funding, increase the productivity and efficiency of our research, and increase our ability to address national health and science needs.

Consistent with the 2005 Campus Master Plan, the BSURV will be designed to compliment the planned science and engineering complex. Studies to be undertaken for the next science research building (described in a separate FY 2010 Set A request) will explore a range of options in providing this function.

**2. PROJECT COMPONENTS**

This proposed facility will contain four primary components:

- Animal holding space, which will consist a least one room for each species to be held and will include a barrier-protected area that will include a room for immuno compromised mice.
- Animal support space, consisting of procedure rooms, surgery rooms, a necropsy room, a loading dock, a cleaning facility, a quarantine room, and a loading dock.
- Staff Support Space, consisting of an office, restrooms, showers

**3. ALTERNATIVES**

There are no known alternatives to providing this space on campus. If researchers rely on collaborators at distant sites, they cannot perform ongoing experiments and students cannot be engaged in the research efforts. If researchers rely on housing animals at distant sites, they are limited by the capacity of these facilities and they will be limited in their ability to make use of freshly harvested tissues in their research. If they simply terminate research projects that involve studies on captive animals, they will have placed severe limits on diversity and number of research projects they can conduct.

**4. VACATED SPACES**

Because Boise State does not presently have a fully functional vivarium, there will be no space vacated as a result of the construction of the BSURV.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

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**OFFICE OF THE STATE BOARD OF EDUCATION**

**SET A  
PROJECT SUMMARY**

**Project Title:** Construction for Science Research Building  
Boise Campus

**Institution/Agency:** Boise State University

**Brief Description:** Boise State University's Master Plan outlines the growth in the Southeast expansion area of science and engineering facilities supporting the Strategic Plan. The requested funds will pay for preliminary planning and design of the second of four new science buildings currently envisioned. Intermediate level planning to insure the coordination of this building with the final build out of the science and engineering area will also be incorporated.

**Project Scope:** 60,000 NASF 100,000 GS

**Estimated Total Cost:** \$62,000,000

**Date Approved by State Board of Education:** This is the first request for this project.

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*Source of Construction Funds (by fund source and amount):*

**Total Project Cost**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
Permanent Building Fund	\$30,500,000
Other Funding (Gifts and University Financing)	\$31,500,000

**Previous Appropriations**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
N/A	N/A

**Budget Year Request**

<b><u>Fund Source</u></b>	<b><u>Amount</u></b>
Permanent Building Fund	\$30,000,000

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**1. PROJECT DESCRIPTION AND JUSTIFICATION**

The proposed building will be the second of a new four-building science and engineering complex in the southeast expansion zone. The first, the Center for Environmental Science and Economic Development, is currently in design.

Consistent with the 2005 Campus Master Plan, the new science research building will be part of a science and engineering complex designed to promote interdisciplinary research, education, and outreach. Each building of the complex will include science and engineering laboratories and facilities appropriate to specific interdisciplinary topic areas, with departmental culture preserved in office clusters. The buildings will be planned to promote collaboration between scientists and engineers on important research problems. Laboratories and work areas will be an open design with state-of-the-art flexibility to permit rapid and inexpensive reconfiguration in response to changes in research participants, project needs, and extramural funding.

Current thinking is that this second new building will focus on biomolecular science. Portions of the following existing departments will be included: Biology, Chemistry, Physics, Materials Science Engineering, Electrical and Computer Engineering and Computer Science. Collaborative areas of research will include molecular biology, biochemistry, biophysics, biomaterials and bioinformatics. Boise State's new PhD in Biomolecular Science will be centered in this building. In addition to planning the building, the future relationships and interactions of all science and engineering departments will be examined to determine the optimum set of adjacencies in the four building complex. This planning will help insure that decisions regarding the particular building design will support the holistic vision put forth in the Master Plan of an integrated science and engineering complex.

**2. PROJECT COMPONENTS**

This proposed facility blends academic and research units from Biology, Chemistry, Physics, Materials Science Engineering, Electrical and Computer Engineering and Computer Science. The new building will support graduate and undergraduate academic programs in these disciplines, and promote interdisciplinary research. Program elements for this project include core research facilities such as vivarium functions, protein sequence analysis, teaching and research laboratories, faculty offices, offices for lab technicians, administrative and staff offices, and office space for graduate students.

**3. ALTERNATIVES**

Modular facilities could possibly be utilized to provide additional research, classrooms and offices, but the use of these temporary structures should only be

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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considered to meet the short-term needs for the institution. It would not be prudent to utilize modular buildings for research or class laboratory space. The University has purchased land in the expansion zone to accommodate this new facility. Investing in temporary modulars would not be cost effective nor would it meet academic and research needs.

**4. VACATED SPACES**

In addition to providing up-to-date laboratory, classroom, and office space for several academic departments, this project would permit departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of the other growing departments such as English, History, Education and others. Because planning is in the early stages, the precise amount of space to be vacated is not defined. The expansion and relocation of these departments into vacated spaces in the historic center of campus is consistent with the Master Plan, which calls for that area to become a center for liberal arts education and research.

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**CAPITAL BUDGET REQUEST  
FY 2010**

Capital Improvement Project Description  
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University	AGENCY PROJECT PRIORITY: 1
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PROJECT DESCRIPTION/LOCATION: : Renovation and Addition to the Life Science Complex
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CONTACT PERSON: Darrell Buffaloe	TELEPHONE: 282-2209
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<p><b>PROJECT JUSTIFICATION:</b></p> <p>(A) Concisely describe what the project is. Renovate existing four buildings in the Life Science Complex and add 40,000 GSF to Life Science A. Remove asbestos from Life Science D</p> <p>(B) What is the existing program and how will it be improved? The buildings are 37 years old and many of the laboratories are functionally obsolete. The additional space is needed to support new biological faculty members and to support the Biomedical Research Institute.</p> <p>(C) What will be the impact on your operating budget? There will be an increase in utility, maintenance, and custodial costs associated with the new space.</p> <p>(D) What are the consequences if this project is not funded? Faculty will continue doing research and teaching in substandard laboratory facilities. The Biomedical Research Institute will be spread throughout the campus.</p>
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<p><b>ESTIMATED BUDGET:</b></p> <table style="width:100%"> <tr><td>Land</td><td align="right">\$ 0</td></tr> <tr><td>A/E fees</td><td align="right">\$2,801,600</td></tr> <tr><td>Construction</td><td align="right">\$28,016,000</td></tr> <tr><td>5% Contingency</td><td align="right">\$1,400,800</td></tr> <tr><td>F F &amp; E</td><td align="right">\$1,981,000</td></tr> <tr><td>Other</td><td align="right">0</td></tr> <tr><td><b>Total</b></td><td align="right"><b>\$ 34,199,400</b></td></tr> </table>	Land	\$ 0	A/E fees	\$2,801,600	Construction	\$28,016,000	5% Contingency	\$1,400,800	F F & E	\$1,981,000	Other	0	<b>Total</b>	<b>\$ 34,199,400</b>	<p><b>FUNDING:</b></p> <table style="width:100%"> <tr><td>PBF</td><td align="right">\$ 34,199,400</td></tr> <tr><td>  General Account</td><td></td></tr> <tr><td>  Agency Funds</td><td></td></tr> <tr><td>  Federal Funds</td><td></td></tr> <tr><td>  Other</td><td></td></tr> <tr><td><b>Total</b></td><td align="right"><b>\$ 34,199,400</b></td></tr> </table>	PBF	\$ 34,199,400	General Account		Agency Funds		Federal Funds		Other		<b>Total</b>	<b>\$ 34,199,400</b>
Land	\$ 0																										
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Other																											
<b>Total</b>	<b>\$ 34,199,400</b>																										

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**CAPITAL BUDGET REQUEST  
FY 2010**

Capital Improvement Project Description  
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University	AGENCY PROJECT PRIORITY: 2
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PROJECT DESCRIPTION/LOCATION: Addition to the Family Medicine Building
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CONTACT PERSON: Darrell Buffaloe	TELEPHONE: 282-2209
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**PROJECT JUSTIFICATION:**

(A) Concisely describe what the project is. Add 40,000 GSF of space to the Family Medicine Building

(B) What is the existing program and how will it be improved? The Family Medical and Dental Residency programs are located in this building. The Idaho Dental Program and the Dental Hygiene Program will vacate the old, dilapidated buildings they occupy and move into the new space.

(C) What will be the impact on your operating budget? The operating budget should remain the same. The two buildings housing the Dental Hygiene Program will be demolished.

(D) What are the consequences if this project is not funded? The dental program will continue to teach and train dental students in substandard facilities.

<p><b>ESTIMATED BUDGET:</b></p> <table style="width:100%"> <tr><td>Land</td><td>\$ 0</td></tr> <tr><td>A/E fees</td><td>\$1,200,000</td></tr> <tr><td>Construction</td><td>\$12,000,000</td></tr> <tr><td>5% Contingency</td><td>\$600,000</td></tr> <tr><td>F F &amp; E</td><td>\$408,000</td></tr> <tr><td>Other</td><td>0</td></tr> <tr><td><b>Total</b></td><td><b>\$ 14,208,000</b></td></tr> </table>	Land	\$ 0	A/E fees	\$1,200,000	Construction	\$12,000,000	5% Contingency	\$600,000	F F & E	\$408,000	Other	0	<b>Total</b>	<b>\$ 14,208,000</b>	<p><b>FUNDING:</b></p> <table style="width:100%"> <tr><td>PBF</td><td>\$ 14,208,000</td></tr> <tr><td>General Account</td><td></td></tr> <tr><td>Agency Funds</td><td></td></tr> <tr><td>Federal Funds</td><td></td></tr> <tr><td>Other</td><td></td></tr> <tr><td><b>Total</b></td><td><b>\$ 14,208,000</b></td></tr> </table>	PBF	\$ 14,208,000	General Account		Agency Funds		Federal Funds		Other		<b>Total</b>	<b>\$ 14,208,000</b>
Land	\$ 0																										
A/E fees	\$1,200,000																										
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PBF	\$ 14,208,000																										
General Account																											
Agency Funds																											
Federal Funds																											
Other																											
<b>Total</b>	<b>\$ 14,208,000</b>																										

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 21-22, 2008**

**CAPITAL BUDGET REQUEST  
FY 2010**

Capital Improvement Project Description  
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University	AGENCY PROJECT PRIORITY: 3
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PROJECT DESCRIPTION/LOCATION: New Idaho Museum of Natural History Building
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CONTACT PERSON: Darrell Buffaloe	TELEPHONE: 282-2209
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**PROJECT JUSTIFICATION:**

(A) The Idaho Museum of Natural History is located in the old university library. The current building does not provide for adequate environmental and display requirements required for the museum collections. Many of the artifacts stored in this facility cannot be replaced.

(B) What is the existing program and how will it be improved? This project will provide space for education, research, storage, and display of artifacts of significant importance to the citizens of Idaho.

(C) What will be the impact on your operating budget? An operating and occupancy budget must be established to support the extra 62,000 GSF added to the program.

(D) What are the consequences if this project is not funded? Priceless natural history artifacts will continue to be stored in inadequate space. The public will not have the access to the museum materials that would be possible with a new building.

<b>ESTIMATED BUDGET:</b>		<b>FUNDING:</b>	
Land	\$ <u>0</u>	PBF	\$ 22,444,000
A/E fees	\$1,860,000	General Account	
Construction	\$18,600,000	Agency Funds	
5% Contingency	\$930,000	Federal Funds	
F F & E	\$1,054,000	Other	
Other	0		
<b>Total</b>	<b>\$ 22,444,000</b>	<b>Total</b>	<b>\$ 22,444,000</b>

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**BUSINESS AFFAIRS AND HUMAN RESOURCES  
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**OFFICE OF THE STATE BOARD OF EDUCATION**

**SET A**

**PROJECT SUMMARY**

**Project Title:** Northern Idaho Education and Innovation Center

**Institution/Agency:** University of Idaho

**Brief Description:**

The University of Idaho has the responsibility of delivering education, outreach, and research programs across the State of Idaho. With the tremendous growth in the northern part of the state, there is an ever increasing demand for University of Idaho programs and course delivery. We anticipate the need for an additional facility in the Coeur d' Alene vicinity to meet the classroom and office needs for expanding university programs. This facility will support collaborative programs that provide increased access to education and that ensure relevant education, training, and information services are available in the northern Idaho region. The facility will also enhance regional and statewide economic development by supporting comprehensive educational offerings for building, attracting, and retaining a highly skilled workforce.

<b>Project Scope:</b>	<b>NASF</b>	<b>GSF</b>
Building size:	~24,000	~32,000
Site and utility infrastructure		
Furnishings, Fixtures and Equipment		
All project fees and related expenses		

**Estimated Total Cost:** \$9,030,000

**Date Approved by State Board of Education:**

First request, July 2006 *(Note: As the Northern Idaho Classroom and Office Facility)*

Second request, July 2007

Third request, July 2008

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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Northern Idaho Education and Innovation Center  
University of Idaho

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*Source of Construction Funds (by fund source and amount):*

<u>Fund Source</u>	<u>Total Project Cost</u>	<u>Amount</u>
Permanent Building Fund		\$4,515,000
Other (private) sources		<u>\$4,515,000</u>
	Total:	\$9,030,000

<u>Fund Source</u>	<u>Previous Appropriations</u>	<u>Amount</u>
Permanent Building Fund (FY 09)		\$420,800

<u>Fund Source</u>	<u>Budget Year Request</u>	<u>Amount</u>
Permanent Building Fund		\$4,094,200

**1. PROJECT DESCRIPTION AND JUSTIFICATION**

The University, in collaboration with other state institutions and the City of Coeur d' Alene, envisions the creation of an education corridor along the Spokane River in Coeur d'Alene in the vicinity of the North Idaho College campus. Since 2002, the Board of Regents of the University of Idaho has leased approximately 7 acres with an office building known as Harbor Center. This property is within the education corridor and has been used to provide higher education programs in northern Idaho by the University of Idaho as well as LCSC, ISU, and BSU. Higher education program growth in the region will be concentrated in this education corridor. Expanded facilities are needed to serve the burgeoning population and the corresponding growing demand for higher education services in the region. The collaboration of the co-located institutions increases local access to students at all levels of higher education.

Pending approval by the SBOE, the UI will establish a 99 year site lease for the Harbor Center land and buildings which will provide the land within the educational corridor to build a new facility. This new facility will allow the University of Idaho to serve the program needs of citizens in the area, in accordance with its institutional role-and-mission statements. The proximity of this land and facility to North Idaho College is a major advantage since it provides the ability to leverage the existing extensive facilities of NIC and to develop collaborative joint programs with NIC faculty and staff.

**2. PROJECT COMPONENTS**

This facility will be approximately 32,000 square feet and will house classrooms and faculty and staff offices, along with ancillary support spaces. The preliminary cost estimate for the building is \$9,030,000. The State provided \$420,800 in FY09 funding to support initial programming and pre-design work. Work products from this pre-design phase will include detailed program definition, site analysis and feasibility review, infrastructure needs and impacts, room data sheets, adjacency diagrams, and a refined project cost estimate. Graphical materials will also

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Northern Idaho Education and Innovation Center  
University of Idaho

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be generated to assist in private fundraising efforts in support of the project. The remainder of the state funding for the project requested at this time, along with the private funding for the project, will support completion of the design, and the subsequent construction of the facility.

The facility will be designed and constructed in such a manner to support the potential future expansion of the building to accommodate an executive education and leadership center. Such additional program space would include a tiered classroom, various breakout rooms, as well as reception and kitchen/dining services. The executive education element would be funded through private donations, above and beyond the basic \$9M project described herein, and would be subject to further review and approval of the Board of Regents.

**3. VACATED SPACE**

It is not anticipated that space at Harbor Center currently occupied by the University of Idaho and other higher education institutions will be vacated upon completion of the proposed facilities. Rather, the new space created by these facilities will allow for expansion of programs that meet the needs of citizens in this important geographic region of the state.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
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**OFFICE OF THE STATE BOARD OF EDUCATION**

**SET A**

**PROJECT SUMMARY**

**Project Title:** Science and New Technologies / Interdisciplinary Research & Education Facility (Planning/Pre-Design)

**Institution/Agency:** University of Idaho

**Brief Description:**

The Science and New Technologies / Interdisciplinary Research & Education Facility project involves construction of a new laboratory facility providing modern, well-equipped spaces supporting a broad range of undergraduate and graduate instructional and research programs in selected scientific and technical disciplines at the university. The facility will be designed to foster interdisciplinary collaboration and interaction and will include flexible systems and support infrastructure, allowing reconfiguration of spaces supporting changes in programs and research needs over time. The initial phase of the project will include a comprehensive building and system assessment that will be used to define the overall scope of the project and prepare a refined cost estimate.

<b>Project Scope:</b>	<b>NASF</b>	<b>GSF</b>
Building size:	65,000-75,000	100,000-115,000
Site and Utility infrastructure		
All project fees and related expenses		
Fixed Research Equipment		
<i>Movable Furnishings, Fixtures and Equipment NIC</i>		

**Estimated Total Cost:** \$75,613,100 (2008 Dollars)

**Date Approved by State Board of Education:**

First request, July 1999  
Second request, July 2000  
Third request, July 2001  
Fourth request, July 2002  
Fifth request, July 2003  
Sixth request, July 2004  
Seventh request, July 2005  
Eighth request, July 2006  
Ninth Request, July 2007  
Tenth Request, July 2008



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Science and New Technologies /  
Interdisciplinary Research & Education Facility  
University of Idaho

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*Source of Construction Funds (by fund source and amount):*

<u>Fund Source</u>	<u>Total Project Cost</u>	<u>Amount</u>
Permanent Building Fund		\$14,107,500
Federal Funding		\$892,500
Other Funding (inc Bond Financing & Gifts)		<u>\$60,613,100</u>
Total (2008 Dollars)		\$75,613,100

<u>Fund Source</u>	<u>Previous Appropriations</u>	<u>Amount</u>
Fed FY05 Federal Funding		\$892,500

<u>Fund Source</u>	<u>Budget Year Request</u>	<u>Amount</u>
Permanent Building Fund		\$5,000,000

## 1. PROJECT DESCRIPTION AND JUSTIFICATION

As the land grant university for the State of Idaho, the University of Idaho places emphasis on problems and challenges facing Idaho and Idahoans. In both undergraduate and graduate education disciplines, especially in scientific and technical fields, enrollment growth and focus upon the university's interdisciplinary programs is leading to a need for additional modern, technically-equipped laboratory and support space. Further, as Idaho's research university, the UI is a main force for research and development in the state with emphasis on selected areas that are key to the economic health and development of Idaho industry. Areas of emphasis in which laboratory space is critical are: Food and Fiber Production, Molecular Biology, Environmental Sciences and Technology, Materials Science, Infrastructure/Construction and Transportation, Computing/Software Systems, and Telecommunications.

The university sought, and received, a federal FY 05 grant to allow the university to conduct an initial, predesign Technical Analysis and Feasibility Study for this project effort. In the fall of 2006, the university selected NBBJ architects to assist the university and to conduct that analysis and study via a Request for Qualifications process. Over the course of the past 18 months, the university the consultant have been through an exhaustive and detailed process that included an audit and assessment of existing science and research facilities, an audit and assessment of building level and campus level infrastructure systems to determine the capacity to support the desired program of research, site selection, programmatic analysis, research team composition and optimization, desired levels of occupancy in the proposed structure, etc. NBBJ delivered their final report and recommendations in early June 2008. This request captures the recommendations and results of the Technical Analysis and Feasibility Study.

This project addresses the specialized laboratory needs of these disciplines for undergraduate, graduate and research programs. The synergies among the various levels of study and scholarship will be fostered in a facility integrating a broad cross section of technical and

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Science and New Technologies /  
Interdisciplinary Research & Education Facility  
University of Idaho

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scientific personnel and programs. Specific facility features and attributes have been preliminarily identified in the Technical Analysis and Feasibility Study, and will be further detailed during the planning and design phases.

## **2. PROJECT COMPONENTS**

The majority of the project complex will consist of research laboratories and laboratory support areas (e.g., instrument labs, specialized containment labs, shared equipment rooms, computer laboratories, seminar and conference areas, and offices). It is anticipated that the size of the building will be approximately 100,000 – 116,000 GSF. Purchase of major fixed research equipment necessary to outfit the laboratories, support areas and connections, and necessary enhancements to the university's infrastructure systems will be included in the project. Movable and portable furnishings and fixtures are not included in the current costs estimates.

## **3. ALTERNATIVES**

Four alternatives have been studied to date.

### Alternative 1: Construct Multiple Smaller Laboratory Additions

This alternative involves construction of separate undergraduate, graduate and research laboratories, by discipline, as additions to, or immediately adjacent to, existing College buildings. This alternative would provide the necessary space to support the programs, however, project costs are expected to be significantly higher since there would be multiple sites and projects. In addition, this approach does not readily support interdisciplinary interaction and collaboration. The university rejected this alternative.

### Alternative 2: Renovate Existing Laboratory & Research Spaces in Existing Buildings as Necessary to Accomplish the programmatic Goals for Interdisciplinary Research

The Technical Analysis and Feasibility Study conducted by the university and its consultant, NBBJ Architects, over the past 18 months included an exhaustive assessment and audit of the existing research facilities, spaces, and building level infrastructure systems on campus. The summary conclusion of this effort is that the existing facilities and spaces are not equipped or suitable in their current state to facilitate the sorts of interdisciplinary programs envisioned and needed. Further the renovation costs to bring these facilities up to the standards necessary would far exceed the cost of a new build. And further still, such dispersed renovations would not produce the desired synergies and interdisciplinary relationships set out as the major programmatic goals and vision for the project effort. The university has therefore rejected this alternative based upon the results of the Technical Analysis and Feasibility Study.

### Alternative 3: Construct Separate Laboratory Complexes for Undergraduate and Graduate/Research Programs

This alternative consists of construction of an interdisciplinary laboratory complex for undergraduate instructional and research programs and one for graduate and research programs. This alternative would provide the necessary space to support the programs, however, project costs are expected to be higher since there would be two projects with unnecessary duplication. In addition, this approach does not readily support interdisciplinary

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Science and New Technologies /  
Interdisciplinary Research & Education Facility  
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interaction and collaboration between undergraduate and graduate students, and researchers. The university rejected this alternative.

Alternative 4: Construct a Single Interdisciplinary Laboratory Facility

This option would entail constructing a single complex that integrates undergraduate and graduate/research laboratories into an interdisciplinary science and technology center facilitating collaboration and creating new synergies across academic levels and disciplines. Overall project expenses are expected to be less under this approach since there will be only one site and construction of a single building allows elimination of unnecessary duplication of building systems. The recently completed Technical Analysis and Feasibility Study verifies this alternative as the most viable alternative conducive to the goals and vision for the effort, and as the most efficient and least costly alternative. This is the university's preferred alternative.

**4. VACATED SPACE**

It is not anticipated that a great deal of space will be vacated upon completion of the proposed project. Space currently used for instructional laboratories and some research laboratories that may be vacated may be reused to meet additional laboratory space demand. Other prospective uses of vacated space may be for offices and specialized learning areas including computer laboratories, seminar areas, team and group rooms, etc.

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**CAPITAL BUDGET REQUEST**  
**FY 2010**

Capital Improvement Project Description  
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: **Renovate Talkington Hall**

CONTACT PERSON: Chet Herbst

TELEPHONE: (208) 792-2240

**PROJECT JUSTIFICATION:**

(A) Concisely describe what the project is.

This project would fund basic safety upgrades (fire protection, windows, doors); electrical and lighting improvements; plumbing and flooring replacement; and HVAC installation so that this former dormitory could be used for offices for staff and permanent and adjunct faculty, meeting areas, and classrooms. Available office space on LCSC's Lewiston campus does not meet current or projected demand.

(B) What is the existing program and how will it be improved?

Talkington Hall, built in 1930 as a women's dormitory, is no longer useable as a residence hall, due to safety concerns, lack of HVAC, and decrepitude of the carpets, doors, windows, and common areas. [Students have been moved to two new residence halls, built with funds provided by private developers.] The facility is essentially vacant, and only few rooms are used as offices (using extraordinary measures to provide temporary climate control) since there is no other free space on campus. In FY2007, LCSC commissioned a private architectural firm to conduct a modernization feasibility study for the facility. The result of the analysis was a recommendation to retain and renovate the building, for a moderate investment. Renovation of the building to provide safety upgrades, modern lighting, flooring, energy efficient windows/doors, and central an HVAC system would bring 92 dorm-sized rooms and several common areas (21,866 total square feet) back into LCSC's useable office, meeting, and classroom inventory—while preserving one of the most beautiful and historic buildings on the Normal Hill campus.

(C) What will be the impact on your operating budget?

Renovation and installation of energy-efficient HVAC and lighting systems, window replacement, and door replacement will result in significant reductions in energy consumption, lowering utility expenses.

(D) What are the consequences if this project is not funded?

Without the proposed upgrades, the use of this facility will be extremely limited due to environmental and safety factors and the prohibitive cost of making temporary accommodations to provide climate control for the rooms in their current state.

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ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 2,730,000
A/E fees	\$ 273,000	General Account	
Construction	\$ 2,320,000	Agency Funds	
5% Contingency	\$ 137,000	Federal Funds	
F F & E	\$	Other	
Other			
Total	\$ 2,730,000	Total	\$ 2,730,000

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**CAPITAL BUDGET REQUEST**  
**FY 2010**

Capital Improvement Project Description  
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: **Renovate Administration Bldg—Phase I**  
(auditorium and theater support areas)

CONTACT PERSON: Chet Herbst

TELEPHONE: (208) 792-2240

**PROJECT JUSTIFICATION:**

(A) Concisely describe what the project is.

This project would renovate the Silverthorne Theatre auditorium in the Administration Building which was constructed in 1921. The project would bring the auditorium and supporting rooms up to code and improve utilization of the area for general purpose and specialized classes.

(B) What is the existing program and how will it be improved?

This project would address current facility limitations in support of theater programs and fine arts productions on campus, while providing an upgraded large classroom space for campus. The College stages productions and rehearsals in the Administration Building auditorium which was constructed in 1921. The present scene shop and dressing room are located in the basement rooms which were not designed for that purpose, are extremely cramped, and do not meet current code requirements. The balcony of the theatre is currently not usable because the front half of the stage, which was added in the 1970s, is not visible from most of the balcony. Additionally, there are safety issues which could be addressed with a renovation of the balcony. The 1989 evaluation by the Northwest Association of Schools, Colleges, and Universities described the facilities as "deplorable." The Associated Students of LCSC have accumulated \$400,000 in dedicated student fees for the Silverthorne Theatre project, which would supplement the requested PBF funds for the project.

(C) What will be the impact on your operating budget?

Reconfiguration of the balcony area, basement rooms, windows, and electrical and lighting upgrades would increase energy efficiency. The proposed remodeling would increase the usable capacity of what is one of the College's few large classrooms—enabling higher capacity for the same operating costs.

(D) What are the consequences if this project is not funded?

LCSC would have to continue inefficient operations with the current configuration, with quality impacts on programs and classes delivered there, and foregoing potential access and effective use of approximately 8,430 GSF of space. Use of this facility currently is limited due to Life-Safety Code and other code issues, and the need of our students to have classrooms that meet accreditation standards. The breadth of this remodel and expansion project exceeds the normal physical maintenance capabilities of the college.

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ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 700,000
A/E fees	\$ 110,000	General Account	
Construction	\$ 935,000	Agency Funds	\$ 400,000
5% Contingency	\$ 55,000	Federal Funds	
F F & E		Other	
Other			
Total	\$ 1,100,000	Total	\$ 1,100,000



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**CAPITAL BUDGET REQUEST  
FY 2010**

Capital Improvement Project Description  
(New Buildings, Additions or Major Renovations)

AGENCY: **North Idaho College**

AGENCY PROJECT PRIORITY: **1**

PROJECT DESCRIPTION/LOCATION: **Seiter Hall Remodel/Renovation**

CONTACT PERSON: **Rolly Jurgens**

TELEPHONE: **208-769-3340**

**PROJECT JUSTIFICATION:**

- (A) Concisely describe what the project is. **To remodel the former Science building (Seiter Hall) into general classroom space, which in the past was primarily a laboratory classroom facility. Will include substantial mechanical, electrical, energy conservation upgrades, and roof repair. Remodel will bring the building into current ADA code standards.**
  
- (B) What is the existing program and how will it be improved? **All existing programs have been moved to the new Meyer Health Science Building, which opened in fall of 2005. Remodel could add 15 plus classrooms and two classroom auditoriums. Other educational and staff departments will gain much needed office and classroom space.**
  
- (C) What will be the impact on your operating budget? **Upgrading with energy efficient systems, and making needed roof repairs will reduce the overall operating budget as the building comes on line.**
  
- (D) What are the consequences if this project is not funded? **NIC is in desperate need of general classroom and office space. If funding is not provided, Seiter Hall and its unused lab space will not be conducive for general classroom educational activities. The learning environment will be less than desired, and will reduce educational opportunities in North Idaho, especially in light of current Growth Trends. The building will be under used.**

**ESTIMATED BUDGET:**

Land	
A/E fees	<b>302,500</b>
Construction	<b>3,482,820</b>
5% Contingency	<b>174,130</b>
F F & E	<b><u>385,550</u></b>
Other	
Total	<b>\$4,345,000</b>

**FUNDING:**

PBF	<b>\$4,345,000</b>
General Account	
Agency Funds	
Federal Funds	
Other	
Total	<b>\$4,345,000</b>

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
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**CAPITAL BUDGET REQUEST  
FY 2010**

Capital Improvement Project Description  
(New Buildings, Additions or Major Renovations)

AGENCY: <b>North Idaho College</b>	AGENCY PROJECT PRIORITY: <b>2</b>
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PROJECT DESCRIPTION/LOCATION: <b>Professional Technical Building</b>
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CONTACT PERSON: <b>Rolly Jurgens</b>	TELEPHONE: <b>208-769-3340</b>
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**PROJECT JUSTIFICATION:**

(A) Concisely describe what the project is. **To construct a new Professional Technical Building to create additional space for existing programs, expansion of new professional technical education programs, and to partner with local school districts to provide facilities to support their professional technical education programs as well.**

(B) What is the existing program and how will it be improved? **Currently there are business and professional programs, health professions and trades an industry programs. These programs are near capacity with 12% of the student body enrolled in those programs. Nationally, 40% or more enrollments would be in these programs. Construction of this facility would expand professional technical education opportunities, keep up with rapid changes in technology, and increase student enrollments.**

(C) What will be the impact on your operating budget? **Would increase in the areas of staffing, utilities and maintenance costs.**

(D) What are the consequences if this project is not funded? **In coming and continuing students, local businesses and industries, and local public school districts would not be able to rely on NIC to provide expanded programs or enrollments.**

<p><b>ESTIMATED BUDGET:</b></p> <table style="width:100%"> <tr><td>Land</td><td></td></tr> <tr><td>A/E fees</td><td align="right"><b>1,272,590</b></td></tr> <tr><td>Construction</td><td align="right"><b>12,272,590</b></td></tr> <tr><td>5% Contingency</td><td align="right"><b>613,580</b></td></tr> <tr><td>F F &amp; E</td><td align="right"><b><u>1,272,590</u></b></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Total</td><td align="right"><b>\$15,431,350</b></td></tr> </table>	Land		A/E fees	<b>1,272,590</b>	Construction	<b>12,272,590</b>	5% Contingency	<b>613,580</b>	F F & E	<b><u>1,272,590</u></b>	Other		Total	<b>\$15,431,350</b>	<p><b>FUNDING:</b></p> <table style="width:100%"> <tr><td>PBF</td><td align="right"><b>\$15,431,350</b></td></tr> <tr><td>General Account</td><td></td></tr> <tr><td>Agency Funds</td><td></td></tr> <tr><td>Federal Funds</td><td></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Total</td><td align="right"><b>\$15,431,350</b></td></tr> </table>	PBF	<b>\$15,431,350</b>	General Account		Agency Funds		Federal Funds		Other		Total	<b>\$15,431,350</b>
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**CAPITAL BUDGET REQUEST  
FY 2010**

Capital Improvement Project Description  
(New Buildings, Additions or Major Renovations)

AGENCY: Eastern Idaho Technical College AGENCY PROJECT PRIORITY: 1.

PROJECT DESCRIPTION/LOCATION: Parking Lot Health Care Education Bld 6

CONTACT PERSON: Steve T. Bunnell TELEPHONE: 208-524-3000, Ext 3393

**PROJECT JUSTIFICATION:**

(A) Concisely describe what the project is.

Construct a parking lot on Campus to provide parking for students, faculty and staff that are using this Health Care Education Building. This would include design, site work, lighting, concrete, asphalt, striping and signage.

(B) What is the existing program and how will it be improved?

This Building is a share building with ISU and EITC. All programs that operate within this building. Adequate parking in proximity of the facility is essential for the safety of our students, faculty and staff.

(C) What will be the impact on your operating budget?

Minimum impact will occur only power for lighting and snow removal.

(D) What are the consequences if this project is not funded?

Insufficient number of parking spaces adjacent to this building. The present design of the roadway is a safety issue for the operation of the Campus.

<b>ESTIMATED BUDGET:</b>		<b>FUNDING:</b>	
Land	\$	PBF	\$ <u>900,000</u>
A/E fees	\$ <u>78,000</u>	General Account	
Construction	\$ 780,000	Agency Funds	
5% Contingency	\$ 39,000	Federal Funds	
F F & E		Other	
Other	\$ 3,000		
<b>Total</b>	<b>\$ <u>900,000</u></b>	<b>Total</b>	<b>\$ <u>900,000</u></b>

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**CAPITAL BUDGET REQUEST**  
**FY 2010**

Capital Improvement Project Description  
(New Buildings, Additions or Major Renovations)

AGENCY: Historical Society

AGENCY PROJECT PRIORITY: #1

PROJECT DESCRIPTION/LOCATION: Expansion and renovation of the Idaho State Historical Museum, Boise

CONTACT PERSON: Janet Gallimore, Executive Director TELEPHONE: 208-334-2682

**PROJECT JUSTIFICATION:**

(A) Concisely describe what the project is.

The Idaho State Historical Museum long ago outgrew its existing facility, which was constructed in 1950 and expanded in 1982. Currently, less than 5% of the Society's historical artifacts are on exhibit at any given time in the state's most-visited museum. Lack of space prevents the exhibiting of more materials, prohibits the possibility of bringing major traveling exhibits to Idaho, and limits accessibility for school and public programs. In FY 2008, Permanent Building Fund money enabled DPW to hire LKV Architects to develop an expansion concept. In FY 2009 the Historical Society requested \$10 million from the Permanent Building fund for expansion, of which \$5 million was awarded with the understanding that the Historical Society would request the second \$5 million in FY 2010. The final \$4 million to complete the building construction will be raised from non-state sources, including grant and contributions. The current cost estimate from LKV Architects for new construction and remodeling of the museum building is \$14,000,000

Since we received approval of the initial \$5 million from the Permanent Building Fund, the Historical Society has moved aggressively to position itself to raise the non-state funds required to complete the project. We are currently working with our congressional delegation on a direct congressional appropriation for the project, and with the National Endowment for the Humanities for a Challenge Grant. We have hired a consultant to prospect and create a comprehensive and prioritized grant development program; we have also hired fundraising consultants to assist us in the Agency's first capital campaign for private donations. We have proposed and plan to hire agency's first development officer. This expansion is not only our highest priority capital project; it is also the agency's overall highest priority. The expanded Museum will serve the needs of Idahoans for decades. We appreciate the confidence the Advisory Council placed in us last year. We look forward to your continued partnership in FY 2010 as we work together to bring the State of Idaho a world class

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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museum.

(B) What is the existing program and how will it be improved?

To expand the existing 27,000 square-foot facility by an additional 43,000 square feet. Benefits to the community and state from an improved Museum:

- Increase educational programming and expand the capacity to serve school children.
- Enhance public education by providing an auditorium for lectures and performances that will be uninterrupted by guests enjoying other facets of the Museum. This amenity would be open for use by other park and community organizations.
- Expand public access to the history of Idaho through experienced-based exhibitions that depict Idaho's proud past.
- Increase opportunities to enhance visitation by featuring major traveling exhibitions.
- Create a world class museum as a vibrant partner in downtown redevelopment and in alignment with Boise Parks and Recreation plan for Julia Davis Park improvement.

(C) What will be the impact on your operating budget?

Increased utility costs are estimated to be approximately \$35,000 annually, plus the addition of one full-time maintenance position.

(D) What are the consequences if this project is not funded?

Idaho State Historical Society is confident of its ability to raise \$4 million in non-state funds for this project, should this funding from the Permanent Building Fund accrue. However, if this request is not funded, in this economic climate, raising the remaining \$9 million required to complete the construction of the museum is doubtful. Failure to fund the "second half" of the Permanent Building Fund money would essentially cripple the project, and the benefits noted above to the community and state would remain unfulfilled.

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ESTIMATED BUDGET:		FUNDING:	
Land	\$	FY2009 PBF	\$ 5,000,000
A/E fees		(approved)	
Construction	\$14,000,000	FY 2010 PBF	\$ <u>5,000,000</u>
5% Contingency		General Account	
F F & E		Agency Funds	
Other		Federal Funds	
Total	\$ <u>14,000,000</u>	Other	\$4,000,000
		Total	\$ <u>14,000,000</u>

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**SUBJECT**

Adopt amendments to the Idaho Optional Retirement Plan (ORP) as required by Federal law.

**REFERENCE**

February 2008      Board directed staff to proceed with revise the SBOE's ORP Plan, as needed.

**BACKGROUND/DISCUSSION**

As Federal tax laws change, the State Board of Education is required to amend the Optional Retirement Plan to remain in compliance. The changes incorporated with this revision include the following:

1. Addition of the College of Western Idaho,
2. Update the percentages for disability contributions,
3. Revised eligibility for cash withdrawals,
4. Allow a non-spouse beneficiary to make a tax-free transfer to an IRA due to the participant's death
5. Technical changes in response to final regulations under Internal Revenue Code section 415

**ATTACHMENTS**

Attachment 1 – Proposed Amendments to Plan Document

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**STAFF COMMENTS**

Adoption of this amendment to the Optional Retirement Plan adds the new community college to the Plan and will allow the Idaho ORP to be in conformance with Federal and State laws.

**BOARD ACTION**

A motion to adopt Amendment 3 to the Idaho Optional Retirement Plan. The proposed amendment is attached.

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

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Idaho State Board of Education  
Optional  
Retirement Plan

A Defined Contribution Retirement Plan  
Restated November 2001  
[Restated December 2003](#)  
Restated to include amendments through 20038

**Table of Contents**

ARTICLE I	Definitions
ARTICLE II	Establishment of Plan
ARTICLE III	Eligibility for Participation
ARTICLE IV	Plan Contributions
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ARTICLE VI	Vesting
ARTICLE VII	Benefits
ARTICLE VIII	Administration
ARTICLE IX	Amendment and Termination
ARTICLE X	Miscellaneous

**Article I: Definitions**

- 1.1 **Accumulation Account** means the separate account(s) established for each Participant. The current value of a Participant's Accumulation Account includes all Plan Contributions, less expense charges, and reflects credited investment experience.
- 1.2 **Annual Additions** means the sum of the following amounts credited to a Participant's Accumulation Account during the Limitation Year: (a) Plan Contributions; (b) forfeitures, if any; and (c) individual medical account amounts described in section 415(l)(2) and 419A(d)(2) of the Code, if any.
- 1.3 **Beneficiary (ies)** means the individual, institution, trustee, or estate designated by the Participant to receive the Participant's benefits at his or her death.
- 1.4 **Board** means the Idaho State Board of Education and Board of Regents of the University of Idaho as defined in Idaho Code §33-101.
- 1.5 **Code** means the Internal Revenue Code of 1986, as amended.
- 1.6 **Compensation** means the amount reported as wages on the Participant's Form W-2, excluding compensation not currently included because of the application of Code Sections 125 or 403(b).

In addition to other applicable limitations stated in the plan, and notwithstanding any other provision of the Plan to the contrary, for Plan years beginning on or after January 1, 1996, the annual compensation of each employee taken into account under the Plan shall not exceed the OBRA '93 annual compensation limit. The OBRA '93 annual compensation limit is \$150,000, as adjusted by the Commissioner of the Internal Revenue Service for increases in the cost of living in accordance with section 401(a)(17)(B) of the Internal Revenue Code. The cost-of-living adjustment in effect for a calendar year applies to any period, not exceeding 12 months, over which compensation is determined (determination period) beginning in such calendar year. If a determination period consists of fewer than 12 months, the OBRA '93 annual compensation limit will be multiplied by a fraction, the numerator of which is the number of months in the determination period, and the denominator of which is 12.

For Plan years beginning on or after January 1, 1996, any reference in this Plan to the limitation under section 401(a)(17) of the Code shall mean the OBRA '93 annual compensation limit stated in this provision.

If compensation for any prior determination period is taken into account in determining an employee's benefits accruing in the current Plan Year, the compensation for that prior determination period is subject to the OBRA '93 annual compensation limit in effect for that prior determination period. For this purpose, for determination periods beginning before the first day of the first Plan Year beginning on or after January 1, 1996, the OBRA '93 annual compensation limit is \$150,000.

Notwithstanding the above, employees who became Participants in the Plan before the first day of the Plan Year beginning on or after January 1, 1996, will not be subject to the annual compensation limit.

- 1.7 **Date of Employment or Reemployment** means the effective date of the appointment for a faculty member or professional staff. For all other employees, the Date of Employment or Reemployment is the first day upon which an employee completes an Hour of Service for performance of duties during the employee's most recent period of service with the Institution.

- 1.8 **Eligible Employee** means faculty or nonclassified staff of the Office of the Idaho State Board of Education, Boise State University, Idaho State University, University of Idaho, or Lewis-Clark State College initially appointed or hired between July 1, 1990 and June 30, 1993 who work on a .50 full-time equivalency basis or more and similar employees hired before July 1, 1990 who elected to participate in the Plan during the 90 day period from July 1, 1990 to September 28, 1990; and teaching staff and officers of the Office of the Idaho State Board of Education, Boise State University, Idaho State University, University of Idaho, or Lewis-Clark State College initially appointed or hired on or after July 1, 1993 who work on a .50 full-time equivalency basis or more; and teaching staff and officers of the College of Southern Idaho, North Idaho College, [College of Western Idaho](#), or Eastern Idaho Technical College initially appointed or hired on or after July 1, 1997 who work on a .50 full-time equivalency basis or more and similar employees hired before July 1, 1997 who elected to participate in the Plan during the 150 day period from July 1, 1997 to November 28, 1997. However, “Eligible Employee” shall exclude:
- a. an Employee whose employment is expected to be less than five (5) months; and
  - b. an Employee whose employment is incidental to his or her status as a student at the Institution; and
  - c. an Employee who is vested in the Public Employee Retirement System of Idaho (PERSI) and who makes a one time irrevocable election to remain a member of that retirement system within 60 days of the date of initial hire or appointment.

The term Eligible Employee shall not include any leased employee deemed to be an employee of the Institution as provided in Code Section 414(n).

If an individual is classified as an independent contractor during any period of providing services to the Institution, such individual will be deemed to be in an ineligible class of employees for purposes of the Plan during such period, even if the individual is determined to be a common law employee during such period pursuant to a government audit or litigation. Notwithstanding the above, if the failure to cover such reclassified individual would prevent the Plan from satisfying the minimum coverage requirement under Code Section 410(b) for a Plan year, the minimum number of such individuals necessary for the plan to fulfill such minimum coverage requirements will be included as eligible employees for the plan year, with preference given to those reclassified individuals with the smallest amount of compensation.

No individual who is deemed to be an independent contractor, as determined by the Plan Administrator in its sole discretion, or individual performing services for the Employer pursuant to an agreement that provides that such individual shall not be eligible to participate in the retirement or other benefit plans of the Employer, shall be an Eligible Employee for purposes of this plan.

- 1.9 **Fund Sponsor** means an insurance, variable annuity or Investment Company that provides Funding Vehicles available to Participants under this Plan.
- 1.10 **Funding Vehicles** means the annuity contracts or custodial accounts that satisfy the requirements of Code Section 401(f) issued for funding accrued benefits under this Plan and specifically approved by the Institution for use under this Plan.

1.11 **Hours of Service means:**

- (a) Each hour for which an employee is paid, or entitled to payment, for the performance of duties for the Institution.
- (b) Each hour for which an employee is paid, or entitled to payment, on account of a period of time during which no duties are performed (regardless of whether employment has terminated) due to vacation, holiday, illness, incapacity (including disability), layoff, jury duty, military duty, leave of absence, or maternity or paternity leave (whether paid or unpaid). However, any period for which a payment is made or due under a plan maintained solely for the purpose of complying with Workers' Compensation or unemployment compensation or disability insurance laws, or solely to reimburse the employee for medical or medically-related expenses is excluded. An employee is directly or indirectly paid, or entitled to payment by the Institution regardless of whether payment is made by or due from the Institution directly or made indirectly through a trust fund, insurer or other entity to which the Institution contributes or pays premium. No more than 501 Hours of Service will be credited under this paragraph. Hours of Service under this paragraph will be calculated and credited pursuant to Section 2530.200b-2 of the Department of Labor Regulations, incorporated herein by reference.
- (c) Each hour for which back pay, irrespective of mitigation of damages, is either awarded or agreed to by the Institution, without duplication of hours provided above, and subject to the 501-hour restriction for periods described in (b) above.

Hours of Service will be credited for employment with other members of an affiliated service group (under Code Section 414(m)), a controlled group of corporations (under Code Section 414(b)), or a group of trades or businesses under common control (under Code Section 414(c)) of which the Institution is a member, and any other entity required to be aggregated with the employer pursuant to Code Section 414(o) and the regulations thereunder. Hours of Service also will be credited for any person considered an employee for this Plan under Code Sections 414(n) or 414(o) and the regulations thereunder.

Hours of Service will be determined on the basis of actual hours that an employee is paid or entitled to payment.

1.12 **Institution** means the Board and employment units under its jurisdiction, namely:

- The Office of the Idaho State Board of Education
- Boise State University
- Idaho State University
- University of Idaho
- Lewis-Clark State College
- Eastern Idaho Technical College
- College of Southern Idaho
- North Idaho College
- [College of Western Idaho](#)

1.13 **Institution Plan Contributions** means contributions made by the Institution under this Plan.

1.14 **Limitation Year** means a calendar year.

1.15 **Normal Retirement Age** means age 65.

1.16 **Participant** means any Eligible Employee of the Institution participating in this Plan.

1.17 **Participant Plan Contributions** means contributions made by a Participant under this Plan. Participant Plan Contributions are designated as being picked-up by the Institution in lieu of contributions by the Participant, in accordance with Code Section 414(h)(2). The pick-up amounts cannot be received directly by the Participant and are required to be made.

- 1.18 ***Plan*** means the Idaho State Board of Education Optional Retirement Plan as set forth in this document, and pursuant to Idaho Code §33-107A and 33-107B.
- 1.19 ***Plan Contributions*** means the combination of Participant Plan Contributions and Institution Plan Contributions.
- 1.20 ***Plan Entry Date*** means the later of the Effective Date of the Plan or the Eligible Employee's Date of Employment or Reemployment.
- 1.21 ***Plan Year*** means January 1 through December 31.
- 1.22 ***Year of Service*** means a 12-month period (computation period) during which the Eligible Employee completes 1,000 or more Hours of Service.



**Article II: Establishment of Plan**

2.1 *Establishment of Plan.* The Idaho State Legislature authorized the Board to establish the Plan as of July 1, 1990.

This Plan document sets forth the provisions of this Code Section 401(a) Plan. The Plan was restated as of November 1, 2001. Plan Contributions are invested, at the direction of each Participant, in one or more of the Funding Vehicles available to Participants under the Plan. Plan Contributions shall be held for the exclusive benefit of Participants. Participant Plan Contributions are designated as being picked-up by the Institution in lieu of contributions by the Participant, in accordance with Code Section 414(h)(2).

It is intended that this Plan will not be subject to the requirements of ERISA under Department of Labor Regulation Section 2510.3-2(f).

**Article III: Eligibility for Participation**

- 3.1 **Eligibility.** An Eligible Employee must, as a condition of employment, begin participation in this Plan on the Plan Entry Date following employment at the Institution.
- 3.2 **Notification.** The Institution will notify an Eligible Employee when he or she has completed the requirements necessary to become a Participant. An Eligible Employee who complies with the requirements and becomes a Participant is entitled to the benefits and is bound by all the terms, provisions, and conditions of this Plan, including any amendments that, from time to time, may be adopted, and including the terms, provisions and conditions of any Funding Vehicle(s) to which Plan Contributions for the Participant have been applied.
- 3.3 **Enrollment in Plan.** To participate in this Plan, an Eligible Employee must complete the necessary enrollment form(s) and return them to the Institution. An employee who has been notified that he or she is eligible to participate but who fails to return the enrollment forms will be deemed to have waived all of his or her rights under the Plan except the right to enroll at a future date.
- 3.4 **Reemployment.** A former employee who is reemployed by the Institution will be eligible to participate upon meeting the requirements stated in the "Eligibility" section of Article III. A former employee who satisfied these requirements before termination of employment will be eligible to begin participation immediately after reemployment provided the former employee is an Eligible Employee.
- 3.5 **Termination of Participation.** A Participant will continue to be eligible for the Plan until one of the following conditions occur:
- he or she ceases to be an Eligible Employee;
  - the Plan is terminated.

~~Furthermore, if a Participant begins to receive retirement benefits from the Accumulation Account(s) arising from Plan Contributions under this Plan before termination of employment, he or she will cease to be eligible and no further Institution Plan Contributions will be made on his or her behalf.~~

**Article IV: Plan Contributions**

- 4.1 **Plan Contributions.** Plan Contributions will be made for Eligible Employees who have satisfied the requirements of Article III as follows:

Each Institution shall contribute the percentage indicated below of the Compensation of that Institution's Participants, reduced by the amount necessary, if any, to provide contributions to a total disability program, but in no event less than five percent (5%) of each Participant's Compensation:

NIC, CSI, CWI and EITC: seven and eighty-one one hundredths percent (7.81%);

UI, BSU, ISU, LCSC and the Office of the State Board of Education: nine and thirty-five one hundredths percent (9.35%) effective July 1, 2007; seven and eighty-one one hundredths percent (7.81%) prior to July 1, 2007.~~Each Institution shall contribute an amount equal to seven and eighty-one hundredths percent (7.81%) of each Participant's Compensation, reduced by any amount necessary, if any, to provide contributions to a total disability program, but in no event less than five percent (5%) of each Participant's Compensation; and~~

Each Participant shall contribute an amount equal to six and ninety-seven hundredths percent (6.97%) of his or her Compensation.

Plan Contribution rates are defined in Idaho Code §33-107A and are subject to change as that section is amended.

Plan Contributions are considered to be credited to Participants no later than the last day of the Plan Year for which the Plan Contributions are made.

- 4.2 **When Contributions Are Made.** Plan Contributions will begin when the Institution has determined that the Participant has met or will meet the requirements of Article III. Any part of a year's Plan Contributions not contributed before this determination will be included in contributions made for that year after the determination. Plan Contributions will be forwarded to the Fund Sponsor(s) in accordance with the procedures established by the Institution. Institution Plan Contributions will be forwarded to the Fund Sponsor(s) at least annually. Participant Plan Contributions will be forwarded by the Institution to the Fund Sponsor(s) as soon as it is administratively feasible for the Institution to segregate contributions, but in any event, within the time required by law.
- 4.3 **Allocation of Contributions.** A Participant may allocate Plan Contributions to the Funding Vehicle(s) in any whole-number percentages that equal 100 percent. A Participant may change his or her allocation of future contributions to the Funding Vehicle(s) according to the administrative procedures of the Fund Sponsor(s). A Participant may direct contributions to only one Fund Sponsor at any given time. However, a Participant may change Fund Sponsors once per calendar year by completing the appropriate forms provided by the Institution.
- 4.4 **Leave of Absence.** During a paid leave of absence, Plan Contributions will continue to be made for a Participant on the basis of Compensation then being paid by the Institution. No Plan Contributions will be made during an unpaid leave of absence.
- 4.5 **Transfer of Funds from Another Plan.** The Fund Sponsor shall accept contributions that are transferred directly from any other plan qualified under sections 401(a) or 403(a) of the Code, whether such plans are funded through a trustee arrangement or through an annuity contract, if such contributions are attributable only to employer and employee contributions and the earnings thereon and accompanied by instructions showing the respective amounts attributable to employer and employee contributions. Such funds and the accumulation generated from them shall always be fully vested and nonforfeitable.
- 4.6 **Acceptance of Rollover Contributions.** If a Participant is entitled to receive a distribution from another plan qualified under sections 401(a) or 403(a) of the Code that is an eligible rollover distribution under section 402 of the Code, the Fund Sponsor will accept such amount under this Plan provided the rollover to this Plan is made 1) directly from another plan; or 2) by the Participant within 60 days of the receipt of the distribution.

- 4.7 **Uniformed Services.** Notwithstanding any provision of this Plan to the contrary, contributions, benefits, and service credit with respect to qualified military service will be provided in accordance with §414(u) of the Code.
- 4.8 **Maximum Plan Contributions.** Notwithstanding anything contained in this Plan to the contrary, the total Annual Additions made for any Participant for any year will not exceed the amount permitted under section 415 of the Code. The limitations of Code Section 415 are hereby incorporated by reference.

~~For the purpose of calculating the limits of Code Section 415, compensation means a Participant's earned income, wages, salaries, and fees for professional services and other amounts received for personal services actually rendered in the course of employment with the employer maintaining the plan and excluding the following: (a) employer contributions to a plan of deferred compensation that are not includable in the Employee's gross income for the taxable year in which contributed, or employer contributions under a simplified employee pension plan to the extent such contributions are deductible by the Employee, or any distributions from a plan of deferred compensation; and (2) other amount that received special tax benefits, or contributions made by the employer (whether or not under a salary reduction agreement towards the purchase of an annuity described in Code Section 403(b) (whether or not the amounts are actually excludable from the gross income of the Employee). For years beginning after December 31, 1997, compensation shall include any elective deferral (as defined in Code §402(g)(3)) and any amount which is contributed or deferred by the Institution at the election of the Participant and which is not includable in the gross income of the Participant by reason of Code §125 or 457. For limitation years beginning on and after [enter the earlier of January 1, 2001 or the first day of the first limitation year for which the plan was operated in accordance with CRA amendment but in no case earlier than the first day of the first limitation year beginning on or after January 1, 1988], for purposes of applying the limitations described in this section of the Plan, compensation shall include elective amounts that are not includible in the gross income of the Participant by reason of Code § 132(f)(4).~~

~~To the extent permitted by Code Section 415 and the regulations promulgated thereunder, if the Annual Additions exceed the Section 415 limitations, the excess amounts will be disposed of as follows: (a) any Participant Plan Contributions (plus any gain attributable to the excess), to the extent they would reduce the excess amount, will be returned to the Participant; and, to the extent necessary, (b) if, after the application of (a) an excess still exists, the excess will be held unallocated in a suspense account and will be applied to reduce Institution Plan Contributions in succeeding limitation years.~~

If the limitations are exceeded because the Participant is also participating in another plan required to be aggregated with this Plan for Code Section 415, then the extent to which annual contributions under this Plan will be reduced, as compared with the extent to which annual benefits or contributions under any other plans will be reduced, will be determined by the Institution in a manner as to maximize the aggregate benefits payable to the Participant from all plans. If the reduction is under this Plan, the Institution will advise affected Participants of any additional limitation on their annual contributions required by this paragraph.

**Article V: Funding Vehicles**

5.1 **Funding Vehicles.** Plan Contributions are invested in one or more Funding Vehicles available to Participants under this Plan. The Fund Sponsors are:

- A. Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF)
- B. Variable Annuity Life Insurance Company (VALIC)

Participants may choose any Funding Vehicle offered by a Fund Sponsor. The Institution's current selection of Fund Sponsors isn't intended to limit future additions or deletions of Fund Sponsors. Any additional accounts offered by a Fund Sponsor will automatically be made available to Participants in accordance with the procedures established by the Institution and the Fund Sponsor.

5.2 **Fund Transfers.** Subject to a Funding Vehicle's rules for transfers and in accordance with the provisions of the Code for maintaining the tax deferral of the Accumulation Account(s), a Participant may transfer funds accumulated under the Plan among the Plan's approved Funding Vehicles to the extent permitted by the Funding Vehicles.

**Article VI: Vesting**

6.1 ***Plan Contributions.*** Plan Contributions shall be fully vested and nonforfeitable when such Plan Contributions are made.

**Article VII: Benefits**

- 7.1 **Retirement Benefits.** A Participant who has terminated employment may elect to receive retirement benefits under any of the forms of benefit, as provided below.

**Forms of Benefit.** The forms of benefit are the benefit options offered by the Funding Vehicles available under this Plan. These forms are equally available to all Participants choosing the Funding Vehicle. The forms of benefit available under this Plan include:

- Single life annuities as provided under the Funding Vehicle contract.
- Joint and survivor annuities as provided under the Funding Vehicle contract.
- Cash withdrawals (to the extent the Funding Vehicle permits and subject to the limitations in the "Cash Withdrawal" section of this Article).
- Fixed period annuities, as permitted by the Funding Vehicle contract.
- Retirement Transition Benefit.
- Such other annuity and withdrawal options as provided under the Funding Vehicle contract.

- 7.2 **Cash Withdrawals.** A Participant who has terminated employment may withdraw Participant Plan Contributions or receive benefits in any form the relevant Funding Vehicle permits, including a cash withdrawal. However, only an employee who has terminated employment and has either attained age 55 or is permanently disabled may withdraw Institution Plan Contributions or receive benefits from Institution Plan Contributions in any form the relevant Funding Vehicle permits, including a cash withdrawal. ~~However, only an employee who has terminated employment and has attained age 55 may withdraw Institution Plan Contributions or receive benefits in any form the relevant Funding Vehicle permits, including a cash withdrawal.~~

Except, following retirement or termination of employment prior to age 55, if total accumulation is less than or equal to ~~\$10,000~~\$15,000, both Participant and Institution Plan Contributions are available in a cash withdrawal subject to any restrictions of the Funding Vehicles of the Fund Sponsor.

- 7.3 **Retirement Transition Benefit.** Unless the Minimum Distribution Annuity, or the Limited Periodic Withdrawal Option is elected, a Participant may elect to receive a one time lump-sum payment of up to 10 percent of his or her Accumulation Account(s) in TIAA and/or the CREF account(s) at the time annuity income begins, provided the one sum payment from each TIAA contract and/or CREF account(s) doesn't exceed 10 percent of the respective Accumulation Account(s) being converted to retirement income.
- 7.4 **Survivor Benefits.** If a Participant dies before the start of retirement benefit payments, the full current value of the Accumulation Account(s) is payable to the Beneficiary (ies) under the options offered by the Funding Sponsors. Distribution of Survivor Benefits is subject to the required distribution rules set forth in Code Section 401(a)(9).
- 7.5 **Application for Benefits.** Procedures for receipt of benefits are initiated by writing directly to the Fund Sponsor. Benefits will be payable by the Fund Sponsor upon receipt of a satisfactorily completed application for benefits and supporting documents. The necessary forms will be provided to the Participant, the surviving spouse, or the Beneficiary (ies) by the Fund Sponsor.
- 7.6 **Minimum Distribution Requirements.** The provisions of this Section will apply for purposes of determining required minimum distributions for calendar years beginning with the 2003 calendar year. The requirements of this Section shall apply to any distribution of a Participant's vested Accumulation Account(s) and will take precedence over any inconsistent provisions of this Plan. Distributions in all cases will be made in accordance with Code Section 401(a)(9) and the regulations promulgated thereunder.

(a) **Time and Manner of Distribution.**

- (i) **Required Beginning Date.** The participant's entire interest shall be distributed, or begin to be distributed, to the Participant no later than the Participant's Required Beginning Date.

**(ii) Death of Participant Before Distributions Begin.** If the Participant dies before distributions begin, the Participant's entire interest shall be distributed, or begin to be distributed, no later than as follows:

- (1) If the participant's surviving spouse is the Participant's sole designated Beneficiary, then distributions to the surviving spouse shall begin by December 31 of the calendar year immediately following the calendar year in which the Participant died, or by December 31 of the calendar year in which the Participant would have attained age 70½, if later.
- (2) If the participant's surviving spouse is not the Participant's sole designated beneficiary, then distributions to the designated beneficiary shall begin by December 31 of the calendar year immediately following the calendar year in which the Participant died.
- (3) If there is no designated Beneficiary as of September 30 of the year following the year of the Participant's death, the Participant's entire interest shall be distributed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.
- (4) If the Participant's surviving spouse is the Participant's sole designated Beneficiary and the surviving spouse dies after the Participant but before distributions to the surviving spouse begin, this subsection (a)(ii), other than subsection (a)(ii)(1), will apply as if the surviving spouse were the Participant.

For purposes of subsections (a)(ii) and (c), unless subsection (a)(ii)(4) applies, distributions are considered to begin on the Participant's Required Beginning Date. If subsection (a)(ii)(4) applies, distributions are considered to begin on the date distributions are required to begin to the surviving spouse under subsection (a)(ii)(1). If distributions under an annuity purchased from an insurance company irrevocably commence to the Participant before the Participant's Required Beginning Date (or to the Participant's surviving spouse before the date distributions are required to begin to the surviving spouse under subsection (a)(ii)(1), the date distributions are considered to begin is the date distributions actually commence.

**(iii) Forms of Distribution.** Unless the Participant's interest is distributed in the form of an annuity purchased from an insurance company or in a single sum on or before the Required Beginning Date, as of the first distribution calendar year distributions shall be made in accordance with subsections (b) and (c) of this Section. If the Participant's interest is distributed in the form of an annuity purchased from an insurance company, distributions thereunder will be made in accordance with the requirements of Code Section 401(a)(9) and the Treasury Regulations.

**(b) Required Minimum Distributions During Participant's Lifetime.**

**(i) Amount of Required Minimum Distribution for Each Distribution Calendar Year.** During the Participant's lifetime, the minimum amount that will be distributed for each distribution calendar year is the lesser of:

- (1) the quotient obtained by dividing the Participant's account balance by the distribution period in the Uniform Lifetime Table set forth in Treasury Regulation Section 1.401(a)(9)-9, using the Participant's age as of the Participant's birthday in the distribution calendar year; or
- (2) if the Participant's sole designated Beneficiary for the distribution calendar year is the Participant's spouse, the quotient obtained by dividing the Participant's account balance by the number in the Joint and Last Survivor Table set forth in Treasury Regulation Section 1.401(a)(9)-9, using the Participant's and spouse's attained ages as of the Participant's and spouse's birthdays in the distribution calendar year.



- (ii) **Lifetime Required Minimum Distribution Through Year of Participant's Death.** Required minimum distributions will be determined under this subsection (b) beginning with the first distribution calendar year and up to and including the distribution calendar year that includes the Participant's date of death.
- (c) **Required Minimum Distributions After Participant's Death**
- (i) **Death On or After Date Distributions Begin.**
    - (1) **Participant Survived by Designated Beneficiary.** If the Participant dies on or after the date distributions begin and there is a designated beneficiary, the minimum amount that will be distributed for each distribution calendar year after year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the longer of the remaining life expectancy of the Participant or the remaining life expectancy of the Participant's designated beneficiary, determined as follows:
      - (a) The Participant's remaining life expectancy is calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.
      - (b) If the Participant's surviving spouse is the Participant's sole designated beneficiary, the remaining life expectancy of the surviving spouse is calculated for each distribution calendar year after the year of the Participant's death using the surviving spouse's age as of the spouse's birthday in that year. For distribution calendar years after the year of the surviving spouse's death, the remaining life expectancy of the surviving spouse is calculated using the age of the surviving spouse as of the spouse's birthday in the calendar year of the spouse's death, reduced by one for each subsequent calendar year.
      - (c) If the Participant's surviving spouse is not the Participant's sole designated beneficiary, the designated beneficiary's remaining life expectancy is calculated using the age of the beneficiary in the year following the year of the Participant's death, reduced by one for each subsequent year.
    - (2) **No Designated Beneficiary.** If the Participant dies on or after the date distributions begin and there is no designated beneficiary as of September 30 of the year after the year of the Participant's death, minimum amount that shall be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the Participant's remaining life expectancy calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.
  - (ii) **Death Before Date Distributions Begin**
    - (1) **Participant Survived by Designated Beneficiary.** If the Participant dies before the date distributions begin and there is a designated beneficiary, the minimum amount that shall be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the remaining life expectancy of the Participant's designated beneficiary, determined as provided in subsection (c)(i).
    - (2) **No Designated Beneficiary.** If the Participant dies before the date distributions begin and there is no designated beneficiary as of September 30 of the year following the year of the Participant's death, distribution of the Participant's entire interest shall be completed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.

- (3) **Death of Surviving Spouse Before Distributions to Surviving Spouse are Required to Begin.** If the Participant dies before the date distributions begin, the Participant's surviving spouse is the Participant's sole designated beneficiary, and the surviving spouse dies before distributions are required to begin to the surviving spouse under subsection (a)(ii)(1), this subsection (c)(ii) shall apply as if the surviving spouse were the Participant.

(d) **Definitions**

- (i) **Designated Beneficiary.** The individual who is designated as the Beneficiary under the Plan and is the designated Beneficiary under Code Section 401(a)(9) and Treasury Regulation Section 1.401(a)(9)-1, Q&A-4.
- (ii) **Distribution calendar year.** A calendar year for which a minimum distribution is required. For distributions beginning before the Participant's death, the first distribution calendar year is the calendar year immediately preceding the calendar year which contains the Participant's Required Beginning Date. For distributions beginning after the Participant's death, the first distribution calendar year is the calendar year in which distributions are required to begin under subsection (a)(ii). The required minimum distribution for the Participant's first distribution calendar year shall be made on or before the Participant's Required Beginning Date. The required minimum distribution for other distribution calendar years, including the required minimum distribution for the distribution calendar year in which the Participant's Required Beginning Date occurs, will be made on or before December 31 of that distribution calendar year.
- (iii) **Life Expectancy.** Life expectancy as computed by use of the Single Life Table in Treasury Regulation Section 1.401(a)(9)-9.
- (iv) **Participant's Account Balance.** The Participant's account balance as of the last valuation date in the calendar year immediately preceding the distribution calendar year (valuation calendar year) increased by the amount of any contributions made and allocated or forfeitures allocated to the Participant's account balance as of dates in the valuation calendar year after the valuation date and decreased by distributions made in the valuation calendar year after the valuation date. The Participant's account balance for the valuation calendar year includes any amounts rolled over or transferred to the Plan either in the valuation calendar year or in the distribution calendar year if distributed or transferred in the valuation calendar year.
- (v) **Required Beginning Date.** The Required Beginning Date of a Participant is April 1 following the calendar year in which the Participant attains age 70½ or if later, April 1 following the calendar year in which the Participant retires.

(e) **Election to Allow Participants, Former Participants or Beneficiaries to Elect 5-Year Rule.**

Participants or beneficiaries may elect on an individual basis whether the 5-year rule or the life expectancy rule in subsections (a)(ii) and (c)(ii) applies to distributions after the death of a Participant who has a designated beneficiary. The election must be made no later than the earlier of September 30 of the calendar year in which distribution would be required to begin under Subsection (a)(ii), or by September 30 of the calendar year which contains the fifth anniversary of the Participant's (or, if applicable, surviving spouse's) death. If neither the Participant nor beneficiary makes an election under this paragraph, distributions will be made in accordance with subsection (a)(ii) and (c)(ii).

(f) **Election to Allow Designated Beneficiary Receiving Distributions Under 5-Year Rule to Elect Life Expectancy Distributions.**

A designated beneficiary who is receiving payments under the 5-year rule may make a new election to receive payments under the life expectancy rule until December 31, 2003, provided that all amounts that would have been required to be distributed under the life expectancy rule for all distribution calendar years before 2004 are distributed by the earlier of December 31, 2003 or the end of the 5-year period.

7.7 **Small Sum Payments.** A participant's accumulations may be received in a single sum if certain conditions are met. If a Participant in this Plan terminates employment with the Institution and requests that the Fund Sponsor pay his or her Group Retirement Annuity accumulation in a single sum, the Institution will approve such request if, at the time of the request, the following conditions apply:

1. The total Accumulation Account is \$2,000 or less.
2. The total accumulation Account attributable to Plan Contributions is not more than \$4,000.

Upon request for the small sum payment, the total Accumulation Account will be payable by the Fund Sponsor to the Participant in a lump sum and will be in full satisfaction of the Participant's rights and his or her spouse's rights to retirement or survivor benefits.

7.8 **Direct Rollovers.** This section applies to distributions made on or after January 1, 1993. Notwithstanding any provision of the Plan to the contrary that would otherwise limit a distributee's election under this section, a distributee may elect, at the time and in the manner prescribed by the plan administrator, to have any portion of an eligible rollover distribution paid directly to an eligible retirement plan specified by the distributee in a direct rollover.

For this section, the following definitions apply:

1.)

Eligible rollover distribution: An eligible rollover distribution is any distribution of all or any portion of the balance to the credit of the distributee, except that an eligible rollover distribution does not include: any distribution that is one of a series of substantially equal periodic payments (not less frequently than annually) made for the life (or life expectancy) of the distributee or the joint lives (or joint life expectancies) of the distributee and the distributee's designated beneficiary, or for a specified period of ten years or more; any distribution to the extent such distribution is required under Code Section 401(a)(9); and the portion of any distribution that is not includable in gross income (determined without regard to the exclusion for net unrealized appreciation with respect to employer securities) ; and, for any distributions after 12/31/99, any hardship distribution described in Code Section 401(k)(2)(b)(i)(iv).

- 2) Eligible retirement plan: An eligible retirement plan is an individual retirement account described in Code Section 408(a), an individual retirement described in section 408(b) of the Code, or a qualified retirement plan described in Code Section 401 (a) or 403 (a) of the Code, that accepts the distributee's eligible rollover distribution. However, in the case of an eligible rollover distribution to the surviving spouse, an eligible retirement plan is an individual retirement account or individual retirement annuity.
- 3) Distributee: A distributee includes an employee or former Employee. In addition, the Employee's or former Employee's surviving spouse and the Employee's or former Employee's spouse or former spouse who is the alternate payee under a qualified domestic relations order, as defined in section 414(p) of the Code, are distributees with regard to the interest of the spouse or former spouse.
- 4) Direct rollover: A direct rollover is a payment by the Plan to the eligible retirement plan specified by the distributee.

7.9 **Distribution to IRA of Nonspouse Beneficiary.** A Participant's nonspouse Beneficiary may elect payment of any portion of the deceased Participant's account in a direct trustee to trustee transfer to an individual retirement account or annuity described in section 402(c)(8)(B)(i) or (ii) of the Code that is established to receive the Plan distribution on behalf of the Beneficiary. For purposes of this section, a trust maintained for the benefit of one or more designated beneficiaries may be the Beneficiary to the extent provided in rules prescribed by the Secretary of Treasury. If the Participant dies after the Participant's required beginning date as defined in section 7.6, the required minimum distribution in the year of death may not be transferred according to this section. The requirements of section 402(c)(11) of the Code apply to distributions under this section.

**Article VIII: Administration**

8.1 **Plan Administrator.** The Idaho State Board of Education, located at 650 W. State Street Boise, Idaho 83720, is the administrator of this Plan and has designated the following as responsible for enrolling Participants, sending Plan contributions for each Participant to the Fund Sponsor(s) selected by a Participant, and for performing other duties required for the operation of the Plan:

The Chief Fiscal Officer  
The Office of the Idaho State Board of Education

The Financial Vice President  
Boise State University

The Financial Vice President  
Idaho State University

The Vice President for Finance and Administration  
University of Idaho

The Financial Vice President  
Lewis-Clark State College

The Financial Vice President  
Eastern Idaho Technical College

The Financial Vice President  
College of Southern Idaho

The Financial Vice President  
North Idaho College

The Financial Vice President  
College of Western Idaho

8.2 **Authority of the Institution.** The Institution has all the powers and authority expressly conferred upon it herein and further shall have discretionary and final authority to determine all questions concerning eligibility and contributions under the Plan, to interpret and construe all terms of the Plan, including any uncertain terms, and to determine any disputes arising under and all questions concerning administration of the Plan. Any determination made by the Institution shall be given deference, if it is subject to judicial review, and shall be overturned only if it is arbitrary or capricious. In exercising these powers and authority, the Institution will always exercise good faith, apply standards of uniform application, and refrain from arbitrary action. The Institution may employ attorneys, agents, and accountants, as it finds necessary or advisable to assist it in carrying out its duties. The Institution, by action of the Board, may designate a person or persons other than the Institution to carry out any of its powers, authority, or responsibilities. Any delegation will be set forth in writing.

8.3 **Action of the Institution.** Any act authorized, permitted, or required to be taken by the Institution under the Plan, which has not been delegated in accordance section 8.2 "Authority of the Institution," may be taken by a majority of the members of the Board, by vote at a meeting. All notices, advice, directions, certifications, approvals, and instructions required or authorized to be given by the Institution under the Plan will be in writing and signed by either (i) a majority of the members of the Board, or by any member or members as may be designated by the Board, as having authority to execute the documents on its behalf, or ii) a person who becomes authorized to act for the Institution in accordance with the provisions of section 8.2 "Authority of the Institution." Any action taken by the Institution that is authorized, permitted, or required under the Plan and is in accordance with Funding Vehicles contractual obligations are final and binding upon the Institution, and all persons who have or who claim an interest under the Plan, and all third parties dealing with the Institution.

- 8.4 **Indemnification.** Subject to the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et. seq., The Institution will satisfy any liability actually and reasonably incurred by any members of the Board or any person to whom any power, authority or responsibility of the Institution is delegated pursuant to section 8.2 "Authority of the Institution" (other than the Fund Sponsors) arising out of any action (or inaction) relating to this plan. These liabilities include expenses, attorney's fees, judgments, fines, and amounts paid in connection with any threatened, pending or completed action, suit or proceeding related to the exercise (or failure to exercise) of this authority. This is in addition to whatever rights of indemnification exist under the articles of incorporation, regulations or by-laws of the Institution, under any provision of law, or under any other agreement.
- 8.5 **No Reversion.** Under no circumstances or conditions will any Plan Contributions of the Institution revert to, be paid to, or inure to the benefit of, directly or indirectly, the Institution. However, if Plan Contributions are made by the Institution by mistake of fact, these amounts may be returned to the Institution within one year of the date that they were made, at the option of the Institution.
- 8.6 **Statements.** The Institution will determine the total amount of contributions to be made for each Participant from time to time on the basis of its records and in accordance with the provisions of this Article. When each contribution payment is made by the Institution, the Institution will prepare a statement showing the name of each Participant and the portion of the payment that is made for him or her, and will deliver the statement to the appropriate Fund Sponsors with the contributions payment. Any determination by the Institution, evidenced by a statement delivered to the Fund Sponsors, is final and binding on all Participants, their Beneficiaries or contingent annuitants, or any other person or persons claiming an interest in or derived from the contribution's payment.
- 8.7 **Reporting.** Records for each Participant under this Plan are maintained on the basis of the Plan Year. At least once a year the Fund Sponsors will send each Participant a report summarizing the status of his or her Accumulation Account(s) as of December 31 each year. Similar reports or illustrations may be obtained by a Participant upon termination of employment or at any other time by writing directly to the Fund Sponsors.

**Article IX: Amendment and Termination**

- 9.1 ***Amendment and Termination.*** While it is expected that this Plan will continue indefinitely, the Institution reserves the right to amend, otherwise modify, or terminate the Plan, or to discontinue any further contributions or payments under the Plan, by resolution of its Board. In the event of a termination of the Plan or complete discontinuance of Plan Contributions, the Institution will notify all Participants of the termination. As of the date of complete or partial termination, all Accumulation Accounts will become nonforfeitable to the extent that benefits are accrued.
- 9.2 ***Limitation.*** Notwithstanding the provisions of the "Amendment and Termination" section of Article IX, the following conditions and limitations apply:
- (a) No amendment will be made which will operate to recapture for the Institution any contributions previously made under this Plan. However, Plan Contributions made based on a mistake of fact may be returned to the Institution within one year of the date on which the Plan Contribution was made. Also, Plan Contributions made in contemplation of approval by the Internal Revenue Service may be returned to the Institution if the Internal Revenue Service fails to approve the Plan.
  - (b) No amendment will deprive, take away, or alter any then accrued right of any Participant insofar as Plan Contributions are concerned.

**Article X: Miscellaneous**

- 10.1 **Plan Non-Contractual.** Nothing in this Plan will be construed as a commitment or agreement on the part of any person to continue his or her employment with the Institution, and nothing in this Plan will be construed as a commitment on the part of the Institution to continue the employment or the rate of compensation of any person for any period, and all employees of the Institution will remain subject to discharge to the same extent as if the Plan had never been put into effect.
- 10.2 **Claims of Other Persons.** The provisions of the Plan will not be construed as giving any Participant or any other person, firm, entity, or corporation, any legal or equitable right against the Institution, its officers, employees, or directors, except the rights as specifically provided for in this Plan or created in accordance with the terms and provisions of this Plan.
- 10.3 **Merger, Consolidation, or Transfers of Plan Assets.** In the event of a merger or consolidation with, or transfer of assets to, another plan, each Participant will receive immediately after such action a benefit under the plan that is equal to or greater than the benefit he or she would have received immediately before a merger, consolidation, or transfer of assets or liabilities.
- 10.4 **Finality of Determination.** All determinations with respect to the crediting of Years of Service under the Plan are made on the basis of the records of the Institution, and all determinations made are final and conclusive upon employees, former employees, and all other persons claiming a benefit interest under the Plan. Notwithstanding anything to the contrary contained in this Plan, there will be no duplication of Years of Service credited to an employee for any one period of his or her employment.
- 10.5 **Non-Alienation of Retirement Rights or Benefits.** No benefit under the Plan may, at any time, be subject in any manner to alienation, encumbrance, the claims of creditors or legal process to the fullest extent permitted by law. No person will have power in any manner to transfer, assign, alienate, or in any way encumber his or her benefits under the Plan, or any part thereof, and any attempt to do so will be void and of no effect. However, this Plan will comply with any judgment, decree or order which establishes the rights of another person to all or a portion of a Participant's benefit under this Plan to the extent that it is a "qualified domestic relations order" under section 414(p) of the Code.
- 10.6 **Governing Law.** Except as provided under federal law, the provisions of the Plan are governed by and construed in accordance with the laws of the State of Idaho.

*Employer Identification Number: -*  
*Plan Number: 001*

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(Signature of Plan Administrator)

## Amendment 1

### AMENDMENT OF THE Idaho State Board of Education Optional Retirement Plan for EGTRRA

IN WITNESS WHEREOF, Idaho State Board of Education and Board of Regents of the University of Idaho herein amends the Idaho State Board of Education Optional Retirement Plan, as follows:

#### A. PREAMBLE

1. Adoption and effective date of amendment. This amendment of the Plan is adopted to reflect certain provisions of the Economic Growth and Tax Relief Reconciliation Act of 2001 (“EGTRRA”). This amendment is intended as good faith compliance with the requirements of EGTRRA and is to be construed in accordance with EGTRRA and guidance issued thereunder. Except as otherwise provided, this amendment shall be effective as of the first day of the first plan year beginning after December 31, 2001.
2. Supersession of inconsistent provisions. This amendment shall supersede the provisions of the Plan to the extent those provisions are inconsistent with the provisions of this amendment.

#### B. LIMITATIONS ON CONTRIBUTIONS

Maximum Annual Addition. The annual addition that may be contributed or allocated to a Participant’s account under the Plan for any limitation year shall not exceed the lesser of:

- (a) \$40,000, as adjusted for increases in the cost-of-living under section 415(d) of the Code, or
- (b) 100 percent of the Participant’s compensation, within the meaning of section 415(c)(3) of the Code, for the limitation year.

The compensation limit referred to in (b) shall not apply to any contribution for medical benefits after separation from service (within the meaning of section 401(h) or section 419(f)(2) of the Code), if any, otherwise treated as an annual addition.

#### C. INCREASE IN COMPENSATION LIMIT

1. Annual Compensation Limit. The annual compensation of each Participant taken into account in determining allocations for any plan year beginning after December 31, 2001, shall not exceed \$200,000, as adjusted for cost-of-living increases in accordance with section 401(a)(17)(B) of the Code. Annual compensation means compensation during the plan year or such other consecutive 12 month period over which compensation is otherwise determined under the plan (the determination period). The cost-of-living adjustment in effect for a calendar year applies to annual compensation for the determination period that begins with or within such calendar year.
2. Plan Definition of Compensation. To the extent the Plan’s definition of Compensation includes compensation not currently includable because of the application of Code Section 125 or 403(b), this definition is amended to include compensation not currently includable because of the application of Code §§ 132(f)(4) and 457.
3. Special Rule for Governmental Plans. Notwithstanding the above, employees of governmental employers who became Participants in the Plan before the first day of the plan year beginning after December 31, 1995, will be subject to the annual compensation limit in effect under the Plan before that date, as determined by IRS regulations.



## D. DIRECT ROLLOVERS OF PLAN DISTRIBUTIONS

1. Effective date. This section shall apply to distributions made after December 31, 2001.
2. Modification of definition of eligible retirement plan. For purposes of the direct rollover provisions in Article VII of the Plan, an eligible retirement plan shall mean a qualified retirement plan described in section 401(a) or section 403(a), of the Code, a tax sheltered annuity plan described in section 403(b) of the Code and an eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state and which agrees to separately account for amounts transferred into such plan from this Plan. The definition of eligible retirement plan shall also apply in the case of a distribution to a surviving spouse, or to a spouse or former spouse who is the alternate payee under a qualified domestic relation order, as defined in section 414(p) of the Code.
3. Modification of definition of eligible rollover distribution to exclude hardship distributions. For purposes of the direct rollover provisions in Article VII of the Plan, any amount that is distributed on account of hardship shall not be an eligible rollover distribution and the distributee may not elect to have any portion of such a distribution paid directly to an eligible retirement plan.
3. Modification of definition of eligible rollover distribution to include after-tax employee contributions. For purposes of the direct rollover provisions in Article VII of the Plan, a portion of a distribution shall not fail to be an eligible rollover distribution merely because the portion consists of after-tax employee contributions which are not includible in gross income. However, such portion may be transferred only to an individual retirement account or annuity described in section 408(a) or (b) of the Code, or to a qualified defined contribution plan described in section 401(a) or 403(a) of the Code that agrees to separately account for amounts so transferred, including separately accounting for the portion of such distribution which is includible in gross income and the portion of such distribution which is not so includible.

## E. ROLLOVERS FROM OTHER PLANS

1. Direct Rollovers. The Plan will accept a direct rollover of an eligible rollover distribution from:
  - a. A qualified plan described in section 401(a) or 403(a) of the Code including after-tax employee contributions.
  - b. A tax sheltered annuity plan described in section 403(b) of the Code, excluding after-tax employee contributions.
  - c. An eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state.
2. Participant Rollover Contributions from Other Plans. The Plan will accept a Participant contribution of an eligible rollover distribution from:
  - a. A qualified plan described in section 401(a) or 403(a) of the Code.
  - b. A tax sheltered annuity plan described in section 403(b) of the Code.
  - c. An eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state.
3. Participant Rollover Contributions from IRAs. The Plan will accept a Participant rollover contribution of the portion of a distribution from an individual retirement account or annuity described in section 408(a) or 408(b) of the Code that is eligible to be rolled over and would otherwise be includible in gross income.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**SUBJECT**

Idaho Tax Deferred 403(b) Plan Adoption

**REFERENCE**

February 2008      Board directed staff to proceed with preparing an Idaho Tax Deferred 403(b) Plan to replace the separate 403(b) plans which have been offered by the institutions.

**BACKGROUND/DISCUSSION**

Staff has developed the attached Idaho Tax Deferred 403(b) Plan, which would be in addition to the SBOE existing 457 Deferred Compensation Plan. The new plan would supersede all 403(b) plans at the institutions. Some of the steps necessary to implement the 403(b) plan are the following:

- Solicit vendor Information Sharing Agreements to assess whether potential vendors are capable and/or willing to adhere to new record keeping procedures.
- Determine procedures for selecting “approved” vendors and method for adding and deleting vendors.
- Determine which vendors will be “approved” vendors in the initial Plan

The Information Sharing Agreements were sent out to the potential vendors subsequent to agenda preparation time. It is anticipated that some vendors may not want to participate in the Plan due to the cost of upgrading their record keeping systems outweighing the benefit of continuing to service a small number of employee participants.

**IMPACT**

Employees will be able to continue to use their current vendor provided the vendor signs the Information Sharing Agreement. If a vendor does not participate in the Plan, current employee contributions will need to be switched to another vendor. New employees will only be able to select a vendor from the list of “Approved” vendors. Over time, this will reduce the number of vendors used by all the institutions under the Plan.

The subcommittee determined a preliminary list of approved vendors by considering factors such as number of current participants, types of investment options, how vendors charge fees, and the type of vendor. The preliminary list of approved vendors is:

<u>Vendor</u>	<u>Type</u>
TIAA-CREF	ORP Provider
AIG Retirement	ORP Provider
American Funds	Brokerage
Waddell and Reed	Brokerage
Vanguard	No Load
Fidelity	No Load

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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The subcommittee will work on procedures for adding and deleting vendors from the list of approved vendors.

The vendors have asked for approximately four months to implement the new Plan into their procedures. By adopting the Plan in August, the Board will allow enough time for a smooth transition by the January 1, 2009 deadline.

**ATTACHMENTS**

Attachment 1 – Proposed Idaho Tax Deferred 403(b) Plan

Page 3

**STAFF COMMENTS**

Adoption of the Idaho Tax Deferred 403(b) Plan consolidates the individual plans at the institutions, ensures consistency with the other Board sponsored retirement plans, and reduces the number of plan sponsors at each institution to a manageable list of “approved” vendors to facilitate compliance.

**BOARD ACTION**

A motion to adopt the Idaho Tax Deferred 403(b) Plan as submitted.

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

**Idaho State Board of Education**

**Tax Deferred 403(b) Plan**

**Section 1  
Definition of Terms Used**

The following words and terms, when used in the Plan, have the meaning set forth below.

1.1 "**Account**": The account or accumulation maintained for the benefit of any Participant or Beneficiary under an Annuity Contract or a Custodial Account.

1.2 "**Account Balance**": The bookkeeping account maintained for each Participant which reflects the aggregate amount credited to the Participant's Account under all Accounts, including the Participant's Elective Deferrals, the earnings or loss of each Annuity Contract or a Custodial Account (net of expenses) allocable to the Participant, any transfers for the Participant's benefit, and any distribution made to the Participant or the Participant's Beneficiary. If a Participant has more than one Beneficiary at the time of the Participant's death, then a separate Account Balance shall be maintained for each Beneficiary. The Account Balance includes any account established under Section 6 for rollover contributions and plan-to-plan transfers made for a Participant, the account established for a Beneficiary after a Participant's death, and any account or accounts established for an alternate payee (as defined in section 414(p)(8) of the Code).

1.3 "**Administrator**": The Idaho State Board of Education, located at 650 W. State Street, Boise, Idaho 83720, is the administrator of this Plan and has designated the following as responsible for enrolling Participants, sending Plan contributions for each Participant to the Fund Sponsor(s) selected by a Participant, and for performing other duties required for the operation of the Plan:

The Chief Fiscal Officer  
The Office of the Idaho State Board of Education

The Financial Vice President  
Boise State University

The Financial Vice President  
Idaho State University

The Vice President for Finance and Administration  
University of Idaho

The Financial Vice President  
Lewis-Clark State College

The Financial Vice President  
Eastern Idaho Technical College

1.4 "**Annuity Contract**": A nontransferable contract as defined in section 403(b)(1) of the Code, established for each Participant by the Employer, or by each Participant individually, that is issued by an insurance company qualified to issue annuities in [Insert name of State] and that includes payment in the form of an annuity.

1.5 "**Beneficiary**": The designated person who is entitled to receive benefits under the Plan after the death of a Participant, subject to such additional rules as may be set forth in the Individual Agreements.

1.6 "**Custodial Account**": The group or individual custodial account or accounts, as defined in section 403(b)(7) of the Code, established for each Participant by the Employer, or by each Participant individually, to hold assets of the Plan.

1.7 "**Code**": The Internal Revenue Code of 1986, as now in effect or as hereafter amended. All citations to sections of the Code are to such sections as they may from time to time be amended or renumbered.

1.8 "**Compensation**": All cash compensation for services to the Employer, including salary, wages, fees, commissions, bonuses, and overtime pay, that is includible in the Employee's gross income for the calendar year, plus amounts that would be cash compensation for services to the Employer includible in the Employee's gross income for the calendar year but for a compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including an election under Section 2 made to reduce compensation in order to have Elective Deferrals under the Plan).

1.9 "**Disabled**": The definition of disability provided in the applicable Individual Agreement.

1.10 "**Elective Deferral**": The Employer contributions made to the Plan at the election of the Participant in lieu of receiving cash compensation. Elective Deferrals are limited to pre-tax salary reduction contributions.

1.11 "**Employee**": Each individual, whether appointed or elected, who is a common law employee of the Employer performing services for a public school as an employee of the Employer. This definition is not applicable unless the employee's compensation for performing services for a public school is paid by the Employer. Further, a person occupying an elective or appointive public office is not an employee performing services for a public school unless such office is one to which an individual is elected or appointed only if the individual has received training, or is experienced, in the field of education. A public office includes any elective or appointive office of a State or local government.

1.12 "**Employer**": Employer means the Board and employment units under its jurisdiction, namely:

The Office of the Idaho State Board of Education  
Boise State University  
Idaho State University  
University of Idaho  
Lewis-Clark State College  
Eastern Idaho Technical College

1.13 "**Funding Vehicles** ": The Annuity Contracts or Custodial Accounts issued for funding amounts held under the Plan and specifically approved by Employer for use under the Plan.

1.14 "**Includible Compensation**": An Employee's actual wages in box 1 of Form W-2 for a year for services to the Employer, but subject to a maximum of \$200,000 (or such higher maximum as may apply under section 401(a)(17) of the Code) and increased (up to the dollar maximum) by any compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including any Elective Deferral under the Plan). The amount of Includible Compensation is determined without regard to any community property laws.

1.15 "**Individual Agreement**": The agreements between a Vendor and the Employer or a Participant that constitutes or governs a Custodial Account or an Annuity Contract.

1.16 "**Participant**": An individual for whom Elective Deferrals are currently being made, or for whom Elective Deferrals have previously been made, under the Plan and who has not received a distribution of his or her entire benefit under the Plan.

1.17 "**Plan**": State Board of Education Tax Deferred 403(b) Plan.

1.18 "**Plan year**": The calendar year.

1.19 "**Related Employer**": The Employer and any other entity which is under common control with the Employer under section 414(b) or (c) of the Code. For this purpose, the Employer shall determine which entities are Related Employers based on a reasonable, good faith standard and taking into account the special rules applicable under Notice 89-23, 1989-1 C.B. 654.

1.20 "**Severance from Employment**": For purpose of the Plan, Severance from Employment means Severance from Employment with the Employer and any Related Entity. However, a Severance from Employment also occurs on any date on which an Employee ceases to be an employee of a public school, even though the Employee may continue to be employed by a Related Employer that is another unit of the State or local government that is not a public school or in a capacity that is not employment with a public school (e.g., ceasing to be an employee performing services for a public

school but continuing to work for the same State or local government employer).

1.21 "**Vendor**": The provider of an Annuity Contract or Custodial Account.

1.22 "**Valuation Date**": Each business day.

## Section 2 Participation and Contributions

2.1 **Eligibility.** Each Employee shall be eligible to participate in the Plan and elect to have Elective Deferrals made on his or her behalf hereunder immediately upon becoming employed by the Employer.

2.2 **Compensation Reduction Election. General Rule.** An Employee elects to become a Participant by executing an election to reduce his or her Compensation (and have that amount contributed as an Elective Deferral on his or her behalf) and filing it with the Administrator. This Compensation reduction election shall be made on the agreement provided by the Administrator under which the Employee agrees to be bound by all the terms and conditions of the Plan. The Administrator may establish an annual minimum deferral amount no higher than \$200, and may change such minimum to a lower amount from time to time. The participation election shall also include designation of the Funding Vehicles and Accounts therein to which Elective Deferrals are to be made and a designation of Beneficiary. Any such election shall remain in effect until a new election is filed. Only an individual who performs services for the Employer as an Employee may reduce his or her Compensation under the Plan. Each Employee will become a Participant in accordance with the terms and conditions of the Individual Agreements. All Elective Deferrals shall be made on a pre-tax basis. An Employee shall become a Participant as soon as administratively practicable following the date applicable under the employee's election.

2.3 **Information Provided by the Employee.** Each Employee enrolling in the Plan should provide to the Administrator at the time of initial enrollment, and later if there are any changes, any information necessary or advisable for the Administrator to administer the Plan, including any information required under the Individual Agreements.

2.4 **Change in Elective Deferrals Election.** Subject to the provisions of the applicable Individual Agreements, an Employee may at any time revise his or her participation election, including a change of the amount of his or her Elective Deferrals, his or her investment direction, and his or her designated Beneficiary. A change in the investment direction shall take effect as of the date provided by the Administrator on a uniform basis for all Employees. A change in the Beneficiary designation shall take effect when the election is accepted by the Vendor.

2.5 **Contributions Made Promptly.** Elective Deferrals under the Plan shall be transferred to the applicable Funding Vehicle within 15 business days following the end of the pay date in which the amount would otherwise have been paid to the Participant.

2.6 **Leave of Absence.** Unless an election is otherwise revised, if an Employee is absent from work by leave of absence, Elective Deferrals under the Plan shall continue to the extent that Compensation continues.



### Section 3 Limitations on Amounts Deferred

3.1 **Basic Annual Limitation.** Except as provided in Sections 3.2 and 3.3, the maximum amount of the Elective Deferral under the Plan for any calendar year shall not exceed the lesser of (a) the applicable dollar amount or (b) the Participant's Includible Compensation for the calendar year. The applicable dollar amount is the amount established under section 402(g)(1)(B) of the Code, which is \$15,500 for 2007, and is adjusted for cost-of-living after 2007 to the extent provided under section 415(d) of the Code.

3.2 **Special Section 403(b) Catch-up Limitation for Employees With 15 Years of Service.** Because the Employer is a qualified organization (within the meaning of § 1.403(b)-4(c)(3)(ii) of the Income Tax Regulations), the applicable dollar amount under Section 3.1(a) for any "qualified employee" is increased (to the extent provided in the Individual Agreements) by the least of:

- (a) \$3,000;
- (b) The excess of:
  - (1) \$15,000, over
  - (2) The total special 403(b) catch-up elective deferrals made for the qualified employee by the qualified organization for prior years; or
- (c) The excess of:
  - (1) \$5,000 multiplied by the number of years of service of the employee with the qualified organization, over
  - (2) The total Elective Deferrals made for the employee by the qualified organization for prior years.

For purposes of this Section 3.2, a "qualified employee" means an employee who has completed at least 15 years of service taking into account only employment with the Employer.

3.3 **Age 50 Catch-up Elective Deferral Contributions.** An Employee who is a Participant who will attain age 50 or more by the end of the calendar year is permitted to elect an additional amount of Elective Deferrals, up to the maximum age 50 catch-up Elective Deferrals for the year. The maximum dollar amount of the age 50 catch-up Elective Deferrals for a year is \$5,000 for 2007, and is adjusted for cost-of-living after 2007 to the extent provided under the Code.

3.4 **Coordination.** Amounts in excess of the limitation set forth in Section 3.1 shall be allocated first to the special 403(b) catch-up under Section 3.2 and next as an age 50 catch-up contribution under Section 3.3. However, in no event can the amount of the Elective Deferrals for a year be more than the Participant's Compensation for the year.

**3.5 Special Rule for a Participant Covered by Another Section 403(b) Plan.**

For purposes of this Section 3, if the Participant is or has been a participant in one or more other plans under section 403(b) of the Code (and any other plan that permits elective deferrals under section 402(g) of the Code), then this Plan and all such other plans shall be considered as one plan for purposes of applying the foregoing limitations of this Section 3. For this purpose, the Administrator shall take into account any other such plan maintained by any Related Employer and shall also take into account any other such plan for which the Administrator receives from the Participant sufficient information concerning his or her participation in such other plan. Notwithstanding the foregoing, another plan maintained by a Related Entity shall be taken into account for purposes of Section 3.2 only if the other plan is a § 403(b) plan.

**3.6 Correction of Excess Elective Deferrals.** If the Elective Deferral on behalf of a Participant for any calendar year exceeds the limitations described above, or the Elective Deferral on behalf of a Participant for any calendar year exceeds the limitations described above when combined with other amounts deferred by the Participant under another plan of the employer under section 403(b) of the Code (and any other plan that permits elective deferrals under section 402(g) of the Code for which the Participant provides information that is accepted by the Administrator), then the Elective Deferral, to the extent in excess of the applicable limitation (adjusted for any income or loss in value, if any, allocable thereto), shall be distributed to the Participant.

**3.7 Protection of Persons Who Serve in a Uniformed Service.** An Employee whose employment is interrupted by qualified military service under section 414(u) of the Code or who is on a leave of absence for qualified military service under section 414(u) of the Code may elect to make additional Elective Deferrals upon resumption of employment with the Employer equal to the maximum Elective Deferrals that the Employee could have elected during that period if the Employee's employment with the Employer had continued (at the same level of Compensation) without the interruption or leave, reduced by the Elective Deferrals, if any, actually made for the Employee during the period of the interruption or leave. Except to the extent provided under section 414(u) of the Code, this right applies for five years following the resumption of employment (or, if sooner, for a period equal to three times the period of the interruption or leave).

## Section 4 Loans

4.1 **Loans.** Loans shall be permitted under the Plan to the extent permitted by the Individual Agreements controlling the Account assets from which the loan is made and by which the loan will be secured.

4.2 **Information Coordination Concerning Loans.** Each Vendor is responsible for all information reporting and tax withholding required by applicable federal and state law in connection with distributions and loans. To minimize the instances in which Participants have taxable income as a result of loans from the Plan, the Administrator shall take such steps as may be appropriate to coordinate the limitations on loans set forth in Section 4.3, including the collection of information from Vendors, and transmission of information requested by any Vendor, concerning the outstanding balance of any loans made to a Participant under the Plan or any other plan of the Employer. The Administrator shall also take such steps as may be appropriate to collect information from Vendors, and transmission of information to any Vendor, concerning any failure by a Participant to repay timely any loans made to a Participant under the Plan or any other plan of the Employer.

4.3 **Maximum Loan Amount.** No loan to a Participant under the Plan may exceed the lesser of:

(a) \$50,000, reduced by the greater of (i) the outstanding balance on any loan from the Plan to the Participant on the date the loan is made or (ii) the highest outstanding balance on loans from the Plan to the Participant during the one-year period ending on the day before the date the loan is approved by the Administrator (not taking into account any payments made during such one-year period); or

(b) one half of the value of the Participant's vested Account Balance (as of the valuation date immediately preceding the date on which such loan is approved by the Administrator).

For purposes of this Section 4.3, any loan from any other plan maintained by the Employer and any Related Employer shall be treated as if it were a loan made from the Plan, and the Participant's vested interest under any such other plan shall be considered a vested interest under this Plan; provided, however, that the provisions of this paragraph shall not be applied so as to allow the amount of a loan to exceed the amount that would otherwise be permitted in the absence of this paragraph.

## Section 5 Benefit Distributions

5.1 **Benefit Distributions At Severance from Employment or Other Distribution Event.** Except as permitted under Section 3.6 (relating to excess Elective Deferrals), Section 5.4 (relating to withdrawals of amounts rolled over into the Plan), Section 5.5 (relating to hardship), or Section 8.3 (relating to termination of the Plan), distributions from a Participant's Account may not be made earlier than the earliest of the date on which the Participant has a Severance from Employment, dies, becomes Disabled, or attains age 59½. Distributions shall otherwise be made in accordance with the terms of the Individual Agreements.

5.2 **Small Account Balances.** The terms of the Individual Agreement may permit distributions to be made in the form of a lump-sum payment, without the consent of the Participant or Beneficiary, but no such payment may be made without the consent of the Participant or Beneficiary unless the Account Balance does not exceed \$5,000 (determined without regard to any separate account that holds rollover contributions under Section 6.1) and any such distribution shall comply with the requirements of section 401(a)(31)(B) of the Code (relating to automatic distribution as a direct rollover to an individual retirement plan for distributions in excess of \$1,000).

5.3 **Minimum Distributions.** Each Individual Agreement shall comply with the minimum distribution requirements of section 401(a)(9) of the Code and the regulations thereunder. For purposes of applying the distribution rules of section 401(a)(9) of the Code, each Individual Agreement is treated as an individual retirement account (IRA) and distributions shall be made in accordance with the provisions of § 1.408-8 of the Income Tax Regulations, except as provided in § 1.403(b)-6(e) of the Income Tax Regulations.

5.4 **In-Service Distributions From Rollover Account.** If a Participant has a separate account attributable to rollover contributions to the plan, to the extent permitted by the applicable Individual Agreement, the Participant may at any time elect to receive a distribution of all or any portion of the amount held in the rollover account.

**5.5 Hardship Withdrawals.**

(a) Hardship withdrawals shall be permitted under the Plan to the extent permitted by the Individual Agreements controlling the Account assets to be withdrawn to satisfy the hardship. If applicable under an Individual Agreement, no Elective Deferrals shall be allowed under the Plan during the 6-month period beginning on the date the Participant receives a distribution on account of hardship.

(b) The Individual Agreements shall provide for the exchange of information among the Employer and the Vendors to the extent necessary to implement the Individual Agreements, including, in the case of a hardship withdrawal that is automatically deemed to be necessary to satisfy the Participant's financial need (pursuant to § 1.401(k)1(d)(3)(iv)(E) of the Income Tax Regulations), the Vendor notifying the Employer of the withdrawal in order for the Employer to implement the resulting 6-month suspension of the Participant's right to make Elective Deferrals under the Plan. In addition, in the case of a hardship withdrawal that is not automatically deemed to be necessary to satisfy the financial need (pursuant to § 1.401(k)-1(d)(3)(iii)(B) of the Income Tax Regulations), the Vendor shall obtain information from the Employer or other Vendors to determine the amount of any plan loans and rollover accounts that are available to the Participant under the Plan to satisfy the financial need.

**5.6 Rollover Distributions.**

(a) A Participant or the Beneficiary of a deceased Participant (or a Participant's spouse or former spouse who is an alternate payee under a domestic relations order, as defined in section 414(p) of the Code) who is entitled to an eligible rollover distribution may elect to have any portion of an eligible rollover distribution (as defined in section 402(c)(4) of the Code) from the Plan paid directly to an eligible retirement plan (as defined in section 402(c)(8)(B) of the Code) specified by the Participant in a direct rollover. In the case of a distribution to a Beneficiary who at the time of the Participant's death was neither the spouse of the Participant nor the spouse or former spouse of the participant who is an alternate payee under a domestic relations order, a direct rollover is payable only to an individual retirement account or individual retirement annuity (IRA) that has been established on behalf of the Beneficiary as an inherited IRA (within the meaning of section 408(d)(3)(C) of the Code).

(b) Each Vendor shall be separately responsible for providing, within a reasonable time period before making an initial eligible rollover distribution, an explanation to the Participant of his or her right to elect a direct rollover and the income tax withholding consequences of not electing a direct rollover.

## Section 6 Rollovers to the Plan and Transfers

### 6.1 Eligible Rollover Contributions to the Plan.

(a) **Eligible Rollover Contributions.** To the extent provided in the Individual Agreements, an Employee who is a Participant who is entitled to receive an eligible rollover distribution from another eligible retirement plan may request to have all or a portion of the eligible rollover distribution paid to the Plan. Such rollover contributions shall be made in the form of cash only. The Vendor may require such documentation from the distributing plan as it deems necessary to effectuate the rollover in accordance with section 402 of the Code and to confirm that such plan is an eligible retirement plan within the meaning of section 402(c)(8)(B) of the Code. However, in no event does the Plan accept a rollover contribution from a Roth IRA described in section 408A of the Code.

(b) **Eligible Rollover Distribution.** For purposes of Section 6.1(a), an eligible rollover distribution means any distribution of all or any portion of a Participant's benefit under another eligible retirement plan, except that an eligible rollover distribution does not include (1) any installment payment for a period of 10 years or more, (2) any distribution made as a result of an unforeseeable emergency or other distribution which is made upon hardship of the employee, or (3) for any other distribution, the portion, if any, of the distribution that is a required minimum distribution under section 401(a)(9) of the Code. In addition, an eligible retirement plan means an individual retirement account described in section 408(a) of the Code, an individual retirement annuity described in section 408(b) of the Code, a qualified trust described in section 401(a) of the Code, an annuity plan described in section 403(a) or 403(b) of the Code, or an eligible governmental plan described in section 457(b) of the Code, that accepts the eligible rollover distribution.

(c) **Separate Accounts.** The Vendor shall establish and maintain for the Participant a separate account for any eligible rollover distribution paid to the Plan.

### 6.2 Plan-to-Plan Transfers to the Plan.

(a) At the direction of the Employer, for a class of Employees who are participants or beneficiaries in another plan under section 403(b) of the Code, the Administrator may permit a transfer of assets to the Plan as provided in this Section 6.2. Such a transfer is permitted only if the other plan provides for the direct transfer of each person's entire interest therein to the Plan and the participant is an employee or former employee of the Employer. The Administrator and any Vendor accepting such transferred amounts may require that the transfer be in cash or other property acceptable to it. The Administrator or any Vendor accepting such transferred amounts may require such documentation from the other plan as it deems necessary to effectuate the transfer in accordance with § 1.403(b)-10(b)(3) of the Income Tax Regulations and to confirm that the other plan is a plan that satisfies section 403(b) of the Code.

(b) The amount so transferred shall be credited to the Participant's Account Balance, so that the Participant or Beneficiary whose assets are being transferred has an accumulated benefit immediately after the transfer at least equal to the accumulated benefit with respect to that Participant or Beneficiary immediately before the transfer.

(c) To the extent provided in the Individual Agreements holding such transferred amounts, the amount transferred shall be held, accounted for, administered and otherwise treated in the same manner as an Elective Deferral by the Participant under the Plan, except that (1) the Individual Agreement which holds any amount transferred to the Plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under section 403(b) of the Code, the Individual Agreement must impose restrictions on distributions to the Participant or Beneficiary whose assets are being transferred that are not less stringent than those imposed on the transferor plan and (2) the transferred amount shall not be considered an Elective Deferral under the Plan in determining the maximum deferral under Section 3.

**6.3 Plan-to-Plan Transfers from the Plan.**

(a) At the direction of the Employer, the Administrator may permit a class of Participants and Beneficiaries to elect to have all or any portion of their Account Balance transferred to another plan that satisfies section 403(b) of the Code in accordance with § 1.403(b)-10(b)(3) of the Income Tax Regulations. A transfer is permitted under this Section 6.3(a) only if the Participants or Beneficiaries are employees or former employees of the employer (or the business of the employer) under the receiving plan and the other plan provides for the acceptance of plan-to-plan transfers with respect to the Participants and Beneficiaries and for each Participant and Beneficiary to have an amount deferred under the other plan immediately after the transfer at least equal to the amount transferred.

(b) The other plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under section 403(b) of the Code, the other plan shall impose restrictions on distributions to the Participant or Beneficiary whose assets are transferred that are not less stringent than those imposed under the Plan. In addition, if the transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the Plan, the other plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after-tax employee contributions).

(c) Upon the transfer of assets under this Section 6.3, the Plan's liability to pay benefits to the Participant or Beneficiary under this Plan shall be discharged to the extent of the amount so transferred for the Participant or Beneficiary. The Administrator may require such documentation from the receiving plan as it deems appropriate or necessary to comply with this Section 6.3 (for example, to confirm that the receiving plan satisfies section 403(b) of the Code and to assure that the transfer is permitted under the receiving plan) or to effectuate the transfer pursuant to § 1.403(b)-10(b)(3) of the Income Tax Regulations.

6.4 **Contract and Custodial Account Exchanges.**

(a) A Participant or Beneficiary is permitted to change the investment of his or her Account Balance among the Vendors under the Plan, subject to the terms of the Individual Agreements. However, an investment change that includes an investment with a Vendor that is not eligible to receive contributions under Section 2 (referred to below as an exchange) is not permitted unless the conditions in paragraphs (b) through (d) of this Section 6.4 are satisfied.

(b) The Participant or Beneficiary must have an Account Balance immediately after the exchange that is at least equal to the Account Balance of that Participant or Beneficiary immediately before the exchange (taking into account the Account Balance of that Participant or Beneficiary under both section 403(b) contracts or custodial accounts immediately before the exchange).

(c) The Individual Agreement with the receiving Vendor has distribution restrictions with respect to the Participant that are not less stringent than those imposed on the investment being exchanged.

(d) The Employer enters into an agreement with the receiving Vendor for the other contract or custodial account under which the Employer and the Vendor will from time to time in the future provide each other with the following information:

(1) Information necessary for the resulting contract or custodial account, or any other contract or custodial accounts to which contributions have been made by the Employer, to satisfy section 403(b) of the Code, including the following:

(i) the Employer providing information as to whether the Participant's employment with the Employer is continuing, and notifying the Vendor when the Participant has had a Severance from Employment (for purposes of the distribution restrictions in Section 5.1);

(ii) the Vendor notifying the Employer of any hardship withdrawal under Section 5.5 if the withdrawal results in a 6-month suspension of the Participant's right to make Elective Deferrals under the Plan; and (iii) the Vendor providing information to the Employer or other Vendors concerning the Participant's or Beneficiary's section 403(b) contracts or custodial accounts or qualified employer plan benefits (to enable a Vendor to determine the amount of any plan loans and any rollover accounts that are available to the Participant under the Plan in order to satisfy the financial need under the hardship withdrawal rules of Section 5.5); and

(2) Information necessary in order for the resulting contract or custodial account and any other contract or custodial account to which contributions have been made for the Participant by the Employer to satisfy other tax requirements, including the following:

(i) the amount of any plan loan that is outstanding to the Participant in order for a Vendor to determine whether an additional plan loan satisfies the loan limitations of Section 4.3, so that any such additional loan is not a deemed distribution under section 72(p)(1);

(ii) information concerning the Participant's or Beneficiary's after-tax employee contributions in order for a Vendor to determine the extent to which a distribution is includible in gross income.



(e) If any Vendor ceases to be eligible to receive Elective Deferrals under the Plan, the Employer will enter into an information sharing agreement as described in Section 6.4(d) to the extent the Employer's contract with the Vendor does not provide for the exchange of information described in Section 6.4(d)(1) and (2).

**6.5 Permissive Service Credit Transfers.**

(a) If a Participant is also a participant in a tax-qualified defined benefit governmental plan (as defined in section 414(d) of the Code) that provides for the acceptance of plan-to-plan transfers with respect to the Participant, then the Participant may elect to have any portion of the Participant's Account Balance transferred to the defined benefit governmental plan. A transfer under this Section 6.5(a) may be made before the Participant has had a Severance from Employment.

(b) A transfer may be made under Section 6.5(a) only if the transfer is either for the purchase of permissive service credit (as defined in section 415(n)(3)(A) of the Code) under the receiving defined benefit governmental plan or a repayment to which section 415 of the Code does not apply by reason of section 415(k)(3) of the Code.

(c) In addition, if a plan-to-plan transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the transferor plan, the Plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after-tax employee contributions).

## Section 7 Investment of Contributions

7.1 **Manner of Investment**. All Elective Deferrals or other amounts contributed to the Plan, all property and rights purchased with such amounts under the Funding Vehicles, and all income attributable to such amounts, property, or rights shall be held and invested in one or more Annuity Contracts or Custodial Accounts. Each Custodial Account shall provide for it to be impossible, prior to the satisfaction of all liabilities with respect to Participants and their Beneficiaries, for any part of the assets and income of the Custodial Account to be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries.

7.2 **Investment of Contributions**. Each Participant or Beneficiary shall direct the investment of his or her Account among the investment options available under the Annuity Contract or Custodial Account in accordance with the terms of the Individual Agreements. Transfers among Annuity Contracts and Custodial Accounts may be made to the extent provided in the Individual Agreements and permitted under applicable Income Tax Regulations.

7.3 **Current and Former Vendors**. The Administrator shall maintain a list of all Vendors under the Plan. Such list is hereby incorporated as part of the Plan. Each Vendor and the Administrator shall exchange such information as may be necessary to satisfy section 403(b) of the Code or other requirements of applicable law. In the case of a Vendor which is not eligible to receive Elective Deferrals under the Plan (including a Vendor which has ceased to be a Vendor eligible to receive Elective Deferrals under the Plan and a Vendor holding assets under the Plan in accordance with Section 6.2 or 6.4), the Employer shall keep the Vendor informed of the name and contact information of the Administrator in order to coordinate information necessary to satisfy section 403(b) of the Code or other requirements of applicable law.

**Section 8  
Amendment and Plan Termination**

8.1 **Termination of Contributions**. The Employer has adopted the Plan with the intention and expectation that contributions will be continued indefinitely. However, the Employer has no obligation or liability whatsoever to maintain the Plan for any length of time and may discontinue contributions under the Plan at any time without any liability hereunder for any such discontinuance.

8.2 **Amendment and Termination**. The Employer reserves the authority to amend or terminate this Plan at any time.

8.3 **Distribution upon Termination of the Plan**. The Employer may provide that, in connection with a termination of the Plan and subject to any restrictions contained in the Individual Agreements, all Accounts will be distributed, provided that the Employer and any Related Employer on the date of termination do not make contributions to an alternative section 403(b) contract that is not part of the Plan during the period beginning on the date of plan termination and ending 12 months after the distribution of all assets from the Plan, except as permitted by the Income Tax Regulations.

## Section 9 Miscellaneous

9.1 **Non-Assignability.** Except as provided in Section 9.2 and 9.3, the interests of each Participant or Beneficiary under the Plan are not subject to the claims of the Participant's or Beneficiary's creditors; and neither the Participant nor any Beneficiary shall have any right to sell, assign, transfer, or otherwise convey the right to receive any payments hereunder or any interest under the Plan, which payments and interest are expressly declared to be non-assignable and non-transferable.

9.2 **Domestic Relation Orders.** Notwithstanding Section 9.1, if a judgment, decree or order (including approval of a property settlement agreement) that relates to the provision of child support, alimony payments, or the marital property rights of a spouse or former spouse, child, or other dependent of a Participant is made pursuant to the domestic relations law of any State ("domestic relations order"), then the amount of the Participant's Account Balance shall be paid in the manner and to the person or persons so directed in the domestic relations order. Such payment shall be made without regard to whether the Participant is eligible for a distribution of benefits under the Plan. The Administrator shall establish reasonable procedures for determining the status of any such decree or order and for effectuating distribution pursuant to the domestic relations order.

9.3 **IRS Levy.** Notwithstanding Section 9.1, the Administrator may pay from a Participant's or Beneficiary's Account Balance the amount that the Administrator finds is lawfully demanded under a levy issued by the Internal Revenue Service with respect to that Participant or Beneficiary or is sought to be collected by the United States Government under a judgment resulting from an unpaid tax assessment against the Participant or Beneficiary.

9.4 **Tax Withholding.** Contributions to the Plan are subject to applicable employment taxes (including, if applicable, Federal Insurance Contributions Act (FICA) taxes with respect to Elective Deferrals, which constitute wages under section 3121 of the Code). Any benefit payment made under the Plan is subject to applicable income tax withholding requirements (including section 3401 of the Code and the Employment Tax Regulations thereunder). A payee shall provide such information as the Administrator may need to satisfy income tax withholding obligations, and any other information that may be required by guidance issued under the Code.

9.5 **Payments to Minors and Incompetents.** If a Participant or Beneficiary entitled to receive any benefits hereunder is a minor or is adjudged to be legally incapable of giving valid receipt and discharge for such benefits, or is deemed so by the Administrator, benefits will be paid to such person as the Administrator may designate for the benefit of such Participant or Beneficiary. Such payments shall be considered a payment to such Participant or Beneficiary and shall, to the extent made, be deemed a complete discharge of any liability for such payments under the Plan.

9.6 **Mistaken Contributions.** If any contribution (or any portion of a contribution) is made to the Plan by a good faith mistake of fact, then within one year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned directly to the Participant or, to the extent required or permitted by the Administrator, to the Employer.

9.7 **Procedure When Distributee Cannot Be Located.** The Administrator shall make all reasonable attempts to determine the identity and address of a Participant or a Participant's Beneficiary entitled to benefits under the Plan. For this purpose, a reasonable attempt means (a) the mailing by certified mail of a notice to the last known address shown on [INSERT NAME OF THE EMPLOYER]'s or the Administrator's records, (b) notification sent to the Social Security Administration or the Pension Benefit Guaranty Corporation (under their program to identify payees under retirement plans), and (c) the payee has not responded within 6 months. If the Administrator is unable to locate such a person entitled to benefits hereunder, or if there has been no claim made for such benefits, the funding vehicle shall continue to hold the benefits due such person.

9.8 **Incorporation of Individual Agreements.** The Plan, together with the Individual Agreements, is intended to satisfy the requirements of section 403(b) of the Code and the Income Tax Regulations thereunder. Terms and conditions of the Individual Agreements are hereby incorporated by reference into the Plan, excluding those terms that are inconsistent with the Plan or section 403(b) of the Code.

9.9 **Governing Law.** The Plan will be construed, administered and enforced according to the Code and the laws of the State in which the Employer has its principal place of business.

9.10 **Headings.** Headings of the Plan have been inserted for convenience of reference only and are to be ignored in any construction of the provisions hereof.

9.11 **Gender.** Pronouns used in the Plan in the masculine or feminine gender include both genders unless the context clearly indicates otherwise.

## Section 10 Roth Deferrals

10.1. **Roth Elective Deferrals Are Permitted.** Effective January 1, 2009, the Plan accepts Roth Elective Deferrals as described in this Section 10. Roth Elective Deferrals shall be treated in the same manner as Elective Deferrals for all Plan purposes except as provided in this Section 10.

10.2. **Elective Deferrals.** The term “Elective Deferrals” includes Pre-Tax Elective Deferrals and Roth Elective Deferrals.

10.3. **Pre-Tax Elective Deferrals.** The term “Pre-Tax Elective Deferrals” means a Participant’s Elective Deferrals that are not includible in the Participant’s gross income at the time deferred and have been irrevocably designated as Pre-Tax Elective Deferrals by the Participant in the Participant’s Elective Deferral agreement. A Participant’s Pre-Tax Elective Deferrals will be separately accounted for, as will gains and losses attributable to those Pre-Tax Elective Deferrals, in a Pre-Tax Elective Deferrals Account.

10.4. **Roth Elective Deferrals.** The term “Roth Elective Deferrals” means Elective Deferrals that are includible in the Participant’s gross income at the time deferred and that have been irrevocably designated as Roth Elective Deferrals by the Participant in the Participant’s Elective Deferral agreement. A Participant’s Roth Elective Deferrals will be separately accounted for, as will gains and losses attributable to those Roth Elective Deferrals, in a Roth Elective Deferral Account. The Roth Elective Deferral Account will maintain a record of the Participant’s investment in the contract. No contributions other than Roth Elective Deferrals may be allocated to the Roth Elective Deferral Account.

10.5. **Ordering Rule for Withdrawals and Distributions.** The Administrator may implement an ordering rule for withdrawals and distributions from a Participant’s Roth Elective Deferral Account and Pre-Tax Elective Deferral Account. Such ordering rules may specify whether the Roth Elective Deferral Account or the Pre-Tax Elective Deferral Account is distributed or withdrawn first. The rule may permit the Participant to elect which type of Elective Deferral Account is distributed or withdrawn first. If an ordering rule is not established, or if the Participant fails to make an election although the Administrator allows a Participant to elect an ordering rule, the Roth Elective Deferral Account shall immediately follow the Pre-Tax Elective Deferral Account in applying the withdrawal or distribution.

10.6. **Corrective Distributions Attributable to Roth Elective Deferrals.** For any Plan Year in which a Participant may make both Roth Elective Deferrals and Pre-Tax Elective Deferrals, the Administrator may implement an ordering rule for the distribution of excess deferrals under Code section 402(g) and excess annual additions under Code section 415. Such ordering rule may specify whether the portion of the excess attributable to the Pre-Tax Elective Deferral Account or to the Roth Elective Deferral Account is

distributed first, to the extent such type of Elective Deferral was made for the year. The rule may permit the Participant to elect which type of Elective Deferral is distributed first. If an ordering rule is not established, or if the Participant fails to make an election although the Administrator allows a Participant to elect an ordering rule, the Roth Elective Deferral Account shall immediately follow the Pre-Tax Elective Deferral Account when distributing the excess.

10.7. **Loans.** The Administrator may modify the Plan loan policy to provide an ordering rule with respect to whether the default of a loan is attributed to a Participant's Pre-Tax Elective Deferral Account or Roth Elective Deferral Account. If an ordering rule is not established, the Roth Elective Deferral Account shall immediately follow the Pre-Tax Elective Deferral Account in applying the loan default.

10.8. **Rollovers Out of Roth Elective Deferral Account.** A direct rollover of a distribution from a Participant's Roth Elective Deferral Account shall only be made to another Roth Elective Deferral Account of an applicable retirement plan as described in Code section 402A(e)(1) or to a Roth IRA as described in Code section 408A, and only to the extent the rollover is permitted under Code section 402(c).

10.9. **Rollovers Into the Roth Elective Deferral Account.** The Plan shall accept a rollover contribution into a Participant's Roth Elective Deferral Account only if it is a direct rollover from another Roth Elective Deferral account of an applicable retirement plan as described in Code section 402A(e)(1) and only to the extent the rollover is permitted under the rules of Code section 402(c). A Roth Elective Deferral Rollover Account shall be established to hold such rollover contributions. The Administrator, on a uniform and nondiscriminatory basis, may decide whether to accept any such rollovers to the Plan.

10.10. **Operational Compliance.** The Plan will comply with applicable Treasury regulations or other binding authority not reflected in this Section 10. Any applicable regulations or other binding authority shall supersede any contrary provisions of this Section 10, except as provided in Section 10.

IN WITNESS WHEREOF, the Employer has caused this Plan to be executed this \_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Employer: \_\_\_\_\_

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

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

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

Effective Date of the Plan: \_\_\_\_\_

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**SUBJECT**

First reading to amend Board policy V.I. Real and Personal Property Services and policy V.K. Construction Projects

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a and V.K.1-3.

**BACKGROUND / DISCUSSION**

Board policy regarding capital project revisions has not been clear in determining when an institution or agency needs to get Board approval.

Current policy requires that revisions that substantially alter the use of the project causing changes in project costs between \$250,000 and \$500,000 must first be submitted to the executive director for review and approval. Changes in project costs of more than \$500,000 must first be submitted to the Board for its review and approval. There has been some confusion over whether the threshold referred to each incremental change or to the aggregate total project cost.

**IMPACT**

The attached revised policies will increase the threshold for Executive Director approval from \$250,000 to \$500,000 and increase the threshold for Board approval from \$500,000 to \$1,000,000. The policies will also clarify when approvals need to be authorized and who needs to authorize the change.

**ATTACHMENTS**

Attachment 1 - Revised Governing Policy Section V.I.3.a	Page 3
Attachment 2 - Revised Governing Policy Section V.K.1-3	Page 9

**STAFF COMMENTS AND RECOMMENDATIONS**

The revised policies will assist the Board and Executive Director in maintaining their level of oversight while clarifying when approval is required.

**BOARD ACTION**

A motion to approve the first reading of the amendment to Board Policy V.I. – Real and Personal Property Services. and Policy V.K. Construction Projects.

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

A motion to approve the first reading of the amendment to Board Policy V.K. Construction Projects.

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



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Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

Subsection: I. Real and Personal Property and Services

April 2002 August 2008

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## I. Real and Personal Property and Services

### 1. Authority

- a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, pursuant to various sections of Idaho Code.
- b. Leases of office space or classroom space by any institution, school or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.
- c. All property that is not real property must be purchased consistent with Sections 67-5715 through 67-5737, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures.
- d. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.
- e. If the Executive Director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

### 2. Acquisition of Real Property

- a. Acquisition of a real property interest, other than a leasehold interest, with a purchase price between \$500,000 and \$1,000,000 requires prior approval by the Executive Director. A purchase exceeding \$1,000,000 requires prior Board approval.
- ab. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- bc. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the State of Idaho by and through the State Board of Education.

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

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SECTION: V. FINANCIAL AFFAIRS

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ed. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)

de. Acquisition of ~~an option, lease, or any other present or future~~ a leasehold interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds ~~two hundred fifty thousand dollars (\$250,000)~~ one million dollars (\$1,000,000) annually over the term, or by the Executive Director if the cost exceeds five hundred thousand dollars (\$500,000) over the term.

ef. Appraisal.

An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.

fg. Method of sale - exchange of property.

The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.

gh. Execution.

All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

3. Acquisition of Personal Property and Services

a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between ~~two hundred fifty~~ five hundred thousand dollars ~~(\$250,000)~~ (\$500,000) and ~~five hundred thousand~~ one million dollars ~~(\$500,000)~~ (\$1,000,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding ~~five hundred thousand~~ one million dollars ~~(\$500,000)~~ (\$1,000,000) require prior Board approval. If the project budget for a purchase increases above the approved amount, then

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the institution, school, or agency may be required to seek further authorization, as follows:

<u>Project Originally Authorized By</u>	<u>Original Project Cost</u>	<u>Cumulative Value of Change(s)</u>	<u>Aggregate Revised Project Cost</u>	<u>Change Authorized By</u>
<u>Local Agency</u>	<u>&lt; \$500,000</u>	<u>Any</u>	<u>&lt; \$500,000</u>	<u>Local Agency</u>
<u>Local Agency</u>	<u>&lt; \$500,000</u>	<u>Any</u>	<u>\$500,000-\$1,000,000</u>	<u>Executive Director</u>
<u>Local Agency</u>	<u>&lt;\$500,000</u>	<u>Any</u>	<u>&gt; \$1,000,000</u>	<u>SBOE</u>
<u>Executive Director</u>	<u>\$500,000-\$1,000,000</u>	<u>&lt; \$250,000</u>	<u>&lt; \$1,000,000</u>	<u>Local Agency</u>
<u>Executive Director</u>	<u>\$500,000-\$1,000,000</u>	<u>&gt;= \$250,000</u>	<u>&lt; \$1,000,000</u>	<u>Executive Director</u>
<u>Executive Director</u>	<u>\$500,000-\$1,000,000</u>	<u>Any</u>	<u>&gt;\$1,000,000</u>	<u>SBOE</u>
<u>SBOE</u>	<u>&gt; \$1,000,000</u>	<u>&lt; \$500,000</u>	<u>Any</u>	<u>Local Agency</u>
<u>SBOE</u>	<u>&gt; \$1,000,000</u>	<u>\$500,000-\$1,000,000</u>	<u>Any</u>	<u>Executive Director</u>
<u>SBOE</u>	<u>&gt; \$1,000,000</u>	<u>&gt;\$1,000,000</u>	<u>Any</u>	<u>SBOE</u>

All modifications approved by the Executive Director shall be reported quarterly to the Board.

- b. Acquisition or development of new administrative software or systems that materially affect the administrative operations of the institution by adding new services must be reviewed with the executive director before beginning development. When feasible, such development will be undertaken as a joint endeavor by the four institutions and with overall coordination by the Office of the State Board of Education.

4. Hold of Personal Property

a. Inventory

An inventory of all items of chattel property valued at two thousand dollars (\$2,000) or limits established by Department of Administration owned or leased by any agency, school or institution must be maintained in cooperation with the Department of Administration as required by Section 67-5746, Idaho Code.

b. Insurance

Each agency, school and institution must ensure that all insurable real and personal property under its control is insured against physical loss or damage and that its employees are included under any outstanding policy of public liability insurance maintained by the state of Idaho. All insurance must be acquired through the State Department of Administration or any successor entity.

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

Subsection: I. Real and Personal Property and Services

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c. Vehicle Use

Vehicles owned or leased by an institution, school or agency must be used solely for institutional, school or agency purposes. Employees may not, with certain exceptions, keep institutional vehicles at their personal residences. Exceptions to this policy include the chief executive officers and other employees who have received specific written approval from the chief executive officer of the institution, school or agency.

5. Disposal of Real Property

a. Temporary Permits

Permits to make a temporary and limited use of real property under the control of an institution, school or agency may be issued by the institution, school or agency without prior Board approval.

b. Board approval of other transfers

(1) Leases to use real property under the control of an institution, school or agency require prior Board approval - if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars (\$250,000).

(2) Easements to make a permanent use of real property under the control of an institution, school or agency require prior Board approval - unless easements are to public entities for utilities.

(3) The transfer by an institution, school or agency of any other interest in real property requires prior Board approval.

6. Disposal of Personal Property

Sale, surplus disposal, trade-in, or exchange of property with a value greater than five hundred thousand dollars (\$500,000) and less than one million dollars (\$1,000,000) requires prior approval by the Executive Director. Sale, surplus disposal, trade-in, or exchange of property with a value greater than ~~two hundred fifty thousand dollars (\$250,000)~~ one million dollars (\$1,000,000) requires prior Board approval. All disposals approved by the Executive Director shall be reported quarterly to the Board.

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

Subsection: I. Real and Personal Property and Services

~~April 2002~~ August 2008

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a. First Refusal

When the property has a value greater than five thousand dollars (\$5,000), the institution, school or agency must first make a good faith effort to give other institutions, school and agencies under Board governance the opportunity of first refusal to the property before it turns the property over to the Department of Administration or otherwise disposes of the property.

b. Sale of Services

The sale of any services or rights (broadcast or other) of any institution, school or agency requires prior approval of the Board when it is reasonably expected that the proceeds of such action may exceed two hundred fifty thousand dollars (\$250,000). Any sale of such services or rights must be conducted via an open bidding process or other means that maximizes the returns in revenues, assets, or benefits to the institution, school or agency.

c. Inter-agency Transfer

Transfer of property from one Board institution, school or agency to another institution, school or agency under Board governance may be made without participation by the State Board of Examiners or the Department of Administration, but such transfers of property with a value greater than two hundred fifty thousand dollars (\$250,000) require prior Board approval.

~~7. Litigation~~

~~The chief executive officer may negotiate settlement regarding litigation matters, or any claims made that may result in litigation, for up to \$25,000. All such settlements must be reported to the Board in executive session at the next regularly scheduled meeting.~~

~~8. Intellectual Property~~

~~The chief executive officer may license intellectual property rights of their respective institutions, school and agencies up to (to be developed as the intellectual property policy is finalized).~~

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## 1. Major Project Approvals - Proposed Plans

Without regard to the source of funding, before any institution, school or agency under the governance of the Board begin formal planning to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to exceed ~~five hundred thousand dollars (\$500,000)~~one million (\$1,000,000), must first be submitted to the Board for its review and approval. All projects identified on the institutions', schools or agencies' six-year capital plan must receive Board approval.

## 2. Project Approvals

Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to be between ~~two hundred fifty thousand dollars (\$250,000)~~five hundred thousand dollars (\$500,000) and ~~five hundred thousand dollars (\$500,000)~~one million (\$1,000,000), must first be submitted to the executive director for review and approval. Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities or construction of new facilities, when the cost of the project is estimated to exceed ~~five hundred thousand dollars (\$500,000)~~one million (\$1,000,000), must first be submitted to the Board for its review and approval. Project cost must be detailed by major category (construction cost, architecture fees, contingency funds, and other). When a project is under the primary supervision of the Board of Regents or the Board and its institutions, school or agencies, a separate budget line for architects, engineers, or construction managers and engineering services must be identified for the project cost. Budgets for maintenance, repair, and upkeep of existing facilities must be submitted for Board review and approval as a part of the annual operating budget of the institution, school or agency.

## 3. Fiscal Revisions to Previously Approved Projects

~~Project revisions that substantially alter the use of the project causing changes in project costs between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) must first be submitted to the executive director for review and approval. Changes in project costs of more than five hundred thousand dollars (\$500,000) must first be submitted to the Board for its review and approval. Requests must be supported by a revised detailed project budget and justification for changes.~~ If the project budget increases above the approved amount, then the institution, school, or agency may be required to seek further authorization, as follows:



Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**  
SECTION: V. FINANCIAL AFFAIRS  
Subsection: K. Construction Projects

April 2002 August 2008

<u>Project Originally Authorized By</u>	<u>Original Project Cost</u>	<u>Cumulative Value of Change(s)</u>	<u>Aggregate Revised Project Cost</u>	<u>Change Authorized By</u>
<u>Local Agency</u>	<u>&lt; \$500,000</u>	<u>Any</u>	<u>&lt; \$500,000</u>	<u>Local Agency</u>
<u>Local Agency</u>	<u>&lt; \$500,000</u>	<u>Any</u>	<u>\$500,000-\$1,000,000</u>	<u>Executive Director</u>
<u>Local Agency</u>	<u>&lt;\$500,000</u>	<u>Any</u>	<u>&gt; \$1,000,000</u>	<u>SBOE</u>
<u>Executive Director</u>	<u>\$500,000-\$1,000,000</u>	<u>&lt; \$250,000</u>	<u>&lt; \$1,000,000</u>	<u>Local Agency</u>
<u>Executive Director</u>	<u>\$500,000-\$1,000,000</u>	<u>&gt;= \$250,000</u>	<u>&lt; \$1,000,000</u>	<u>Executive Director</u>
<u>Executive Director</u>	<u>\$500,000-\$1,000,000</u>	<u>Any</u>	<u>&gt;\$1,000,000</u>	<u>SBOE</u>
<u>SBOE</u>	<u>&gt; \$1,000,000</u>	<u>&lt; \$500,000</u>	<u>Any</u>	<u>Local Agency</u>
<u>SBOE</u>	<u>&gt; \$1,000,000</u>	<u>\$500,000-\$1,000,000</u>	<u>Any</u>	<u>Executive Director</u>
<u>SBOE</u>	<u>&gt; \$1,000,000</u>	<u>&gt;\$1,000,000</u>	<u>Any</u>	<u>SBOE</u>

All modifications approved by the Executive Director shall be reported quarterly to the Board.

**4. Project Acceptance**

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the state of Idaho. Projects under the supervision of an institution, school or agency are accepted by the institution, school or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

**5. Statute and Code Compliance**

- a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes and applicable local land-use regulations as provided in Chapter 41, Title 39, and Section 67-6528, Idaho Code.
- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**SUBJECT**

First reading Board Policy V.W. Litigation

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.7.

**BACKGROUND / DISCUSSION**

Periodically the institutions are required to initiate litigation, and to settle claims or matters already in litigation. Current board policy on litigation is misplaced, as it is in the Real Property section, and only allows the chief executive officer of each institution, agency or school to negotiate settlements or claims up to \$25,000. It does not address the subject of institution litigation - presumably all such matters would require prior Board approval.

The proposed litigation policy would delegate authority to the chief executive officer to initiate litigation where the amount in controversy does not exceed \$25,000, and up to \$250,000 with the prior approval of the Executive Director. Any litigation with an amount in controversy over \$250,000 would need the prior approval of the Board. The policy would also delegate authority to the chief executive office to settle claims/litigation where the payment or receipt does not exceed \$100,000, and up to \$250,000 with the prior approval of the Executive Director. All issues involving eminent domain must have prior approval of the Board.

The proposed policy clearly defines the reporting procedures to the Board for all claims, potential claims, and litigation matters.

**IMPACT**

The attached policy will increase the threshold for Chief Executive Officer approval, allow for Executive Director approval up \$250,000 and increase the threshold requiring Board approval to amounts over \$250,000. This should decrease the number of agenda items submitted to the Board for under \$250,000, allowing for quicker resolution. It also would permit the institution to initiate litigation without prior Board approval up to these thresholds.

**ATTACHMENTS**

Attachment 1 - Governing Policy Section V.W

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The revised policies will assist the Board and Executive Director in maintaining their level of oversight while reducing the number of approvals, and permit the institutions the opportunity to act in a more timely fashion on certain matters.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**BOARD ACTION**

A motion to approve the first reading of Board Policy V.W. –Litigation.

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

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: V. FINANCIAL AFFAIRS**

**Subsection: W. Litigation**

**August 2008**

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1. Initiation of Litigation

- a. An institution, agency, or school under the governance of the Board may initiate a legal action with respect to any matter in which the amount in controversy does not exceed twenty five thousand dollars (\$25,000). With the prior approval of the executive director, an institution, agency, or school under the governance of the Board may initiate a legal action with respect to any matter in which the amount in controversy does not exceed two hundred fifty thousand dollars (\$250,000). Any other proposed legal action may not be instituted without the prior approval and authorization of the Board
- b. Notwithstanding the authority to initiate litigation provided above, any legal action involving the exercise of the right of eminent domain must have the prior approval of the Board.
- c. Pursuant to Idaho Code §33-3804, an institution is permitted to initiate legal action in its own name.

2. Settlement of Litigation

The chief executive officer has authority to settle a legal matter involving the payment or receipt of up to one hundred thousand dollars (\$100,000) of institution, agency, or school funds. The executive director may authorize the settlement of a legal matter involving the payment or receipt of up to two hundred fifty thousand dollars (\$250,000) of institution, agency, or school funds. Any settlement of a legal matter that is in excess of two hundred fifty thousand dollars (\$250,000) in institution, agency, or school funds must be approved by the Board prior to any binding settlement commitment.

3. Litigation Reporting by Institutions

Legal counsel for the institutions shall provide monthly litigation reports to the members of the Board, with a copy to the Board office (to the attention of the Board's legal counsel). Such reports should include a description of all claims and legal actions filed against the institution since the date of the last report (and identify legal counsel for the parties involved, for conflict analysis purposes); a summary of the current status of all claims and pending litigation; risk analysis pertaining to all such claims and pending litigation; and the settlement of any legal claims or actions since the date of the last report, including settlements of matters handled by the State of Idaho Department of Administration, Division of Internal Management

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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Systems, Risk Management Program. With respect to the reporting of a legal settlement, such report shall describe the amount of institution funds that were used, and the amount and source of any other funds that were provided in connection with such settlement, including funds from the Office of Insurance Management or from any other parties. Legal counsel for the institutions should also include in the report any significant incident occurring since the last report that is reasonably expected to give rise to a claim, as well as probable claims or legal actions the institution is aware of which have been threatened but not yet instituted.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Corporate sponsorship agreement with St. Luke's-Idaho Elks Rehabilitation Services

**REFERENCE**

August 2005 Board approved corporate sponsorship agreement with St. Luke's-Idaho Elks Rehabilitation Services.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.6.b

**BACKGROUND / DISCUSSION**

Boise State University's Athletics Department actively promotes corporate sponsorships of its intercollegiate athletic teams and facilities. These agreements give sponsors an opportunity to advertise and promote their organization at university athletic events and in media advertising these events in exchange for a multi-year monetary commitment.

This sponsorship is designated as a major corporate partnership with benefits including:

- Signage and media advertisement in Boise State University's athletic venues
- Radio, television and print advertising
- Sponsorship logo rights for use in advertising
- Corporate hospitality benefits including rights to game sponsorship, use of logo in advertising, tickets to certain events and access to coaches for speaking engagements.

**IMPACT**

Due to the success of Boise State University's athletic programs, sponsorship agreements have increased in value. The proposed sponsorship agreement provides that St. Luke's-Idaho Elks Rehabilitation Services pay Boise State University \$175,000 for each year of the five-year agreement.

**ATTACHMENTS**

Attachment 1 – Proposed Agreement

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The agreement from 2005 provided \$150,000 for each year, so this agreement increases the sponsorship fee by \$25,000 per year.

Staff recommends approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**BOARD ACTION**

A motion to approve Boise State University's request to enter into a corporate sponsorship agreement with St. Luke's-Idaho Elks Rehabilitation Services in accordance with the terms in the attached final draft of the agreement.

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

## CORPORATE PARTNER AGREEMENT

THIS AGREEMENT, made this \_\_\_\_\_ day of \_\_\_\_\_, 2008, by and between Boise State University (herein after BSU) and the St. Luke's Regional Medical Center (herein after "SLRMC" or "Partner").

### Witnesseth:

WHEREAS, BSU has a proprietary interest in its intercollegiate athletic teams and facilities and in the use of any material relating to those teams and facilities; and WHEREAS, Partner desires to purchase certain rights from BSU pertaining to the advertising and partnership of BSU athletics and summer camps; and

WHEREAS, BSU is willing to license such rights to Partner upon the terms and conditions set forth below;

NOW, THEREFORE, in consideration of the covenants and terms of the Agreement, BSU agrees to license to Partner rights to advertise and partner with BSU athletics as set forth herein:

A. BSU hereby grants to Partner the rights to be one of four Big Four Major Corporate Partners for BSU Athletics. The term of this Agreement shall be five (5) years, beginning July 1, 2008 and ending June 30, 2013; provided, BSU shall have the right to terminate this Agreement effective June 30, 2010, or any subsequent anniversary thereafter, should BSU, during the course of this Agreement, enter into a third-party multimedia and marketing agreement, by providing sixty (60) days prior written notice to Partner.

B. BSU shall provide SLRMC the following:

### Bronco Stadium:

#### Stadium Interior

- One 12 x 14 foot back-lit static ad panel on Bronco Vision Video Board
- One 3 x 8 foot back-lit ad panel on south auxiliary scoreboard
- One 3 x 18 foot Sideline Signature for all Football home games on the East sideline

#### Stadium Exterior

- One 7x 24 foot front lit panel on stadium exterior facing Broadway Avenue

#### Humanitarian Bowl

- All SLRMC permanent signage to remain in place for each Humanitarian Bowl held in Bronco Stadium during the term of this Agreement (this does not include the temporary sideline signatures)

### Taco Bell Arena

#### Taco Bell Arena Interior

- One 2 x 8 foot back lit ad panel on Bronco Vision Video Board
- One 2 x 4 foot back lit ad panel on Bronco Vision Video Board
- One 3 x 9 foot back lit ad panels behind each basket next to game scoring mechanisms



- One 2 x 2 foot back lit ad panel located to scoring mechanism behind north basket
- Three 3 x 9 foot back lit rotator ad panel on each side of the basketball floor
- One 3 x 9 foot back lit static ad panel on each side of the basketball floor

**Taco Bell Arena Exterior**

- 13 x 25 foot electronic message board with back-lit presence of Big 4 Bronco Logo
- Business Logo and Electronic Messages on Taco Bell Arena Exterior Reader Board

**Bronco Vision**

**Bronco Vision Video Board**

- Replay sponsor during all FB/BB home games (SLRMC logo leads into each Bronco Vision replay for one quarter **each FB/BB** home game)
- One 30 second promotional spot per home football and basketball game
- One In-Game Promotional Feature per home football and basketball game (i.e. – St. Luke's Hit of the Game)
- One In-Game Partner Thank-You by Head Football and Basketball Coach

**Additional Venue Signage**

**Bronco Venues**

- Bronco Gym (SLRMC Logo)
- Boas Soccer Complex (3 x 9 foot static ad panel on score board with SLRMC Logo)
- Jackson's Indoor Track (4.5 x 5 foot static ad panel on scoreboard with Big 4 Logo)

**Radio & Television**

**Radio (KIDO/Peak Broadcasting)**

- One 30-second Coaches Thank-You spot during all Football and Men's Basketball broadcasts
- Rotating Tag Lines ("Brought to you by the St. Luke's Regional Medical Center") on Boise State Athletics promotional airtime

**Boise State Radio**

- 100 rotating underwriting spots as Corporate Partner of Bronco Athletics per year on Boise State Radio Network (Boise State Radio comprised of KBSU, KBSX, KBSS and KBSW)

**Television (KTVB Media Group)**

- One 30-second commercial spot during each live or replayed Bronco football and basketball telecast by the KTVB Media Group. Football live broadcasts also include KTFT in Twin Falls, KSKN in Spokane and KPVI in Pocatello/Idaho Falls.
- Rotating spots on KTVB from September to March (minimum of 25 spots)
- Rotating Tag Lines or Logo Presence ("Brought to you by the St. Luke's Regional Medical Center") on Boise State Athletics promotional airtime running on KTVB and 24/7

## Print Advertising

### Game Program Advertising

- One full page color ad in each home football and basketball game program

### Outdoor Advertising

- Bottom 1/3 of two 11 x 24 foot billboards per Football and Men's Basketball Season (Aug-March)
- Panel Advertising (front of bus) on Bronco Bus run by Valley Ride for three months per year

### Big 4 Bronco Logo present on all of the following:

- Schedule Cards (100,000)
- Game Programs Covers (100,000)
- Media Guides (10,000)
- Team Posters (20,000)
- BAA Membership Magazine (14,000)
- Season Ticket Stock (175,000)
- Season Ticket Mailer Envelopes for Football and Men's Basketball (10,000)
- Summer Sports Camp Brochures (50,000)

## Internet

### Broncosports.com

- SLRMC logo on BSU Athletic Home Page
- Direct link to company home page from [www.broncosports.com](http://www.broncosports.com)
- Rotating SLRMC banner on Bronco Vision video player showing streamed live events or archived video content
- Available promotional opportunities on Web Page to be determined

## Athletic Department Mailings

### Football and Basketball Season Ticket Mailings

- Inclusion in all season ticket mailings done by Boise State Athletics. Print materials to be provided by SLRMC and be limited to a single sheet no larger than 8 ½ x 11.

## Corporate Hospitality and Entertainment

### Motivational Speakers

- Use of a Boise State coaching staff or administrative staff member 60 minutes per year (based on availability and agreed upon by chosen coach/administrator) for speaking engagement or corporate appearance for employees and/or customers, with the potential to purchase additional speaking engagements at an agreed upon times/rates.
- Use of a Boise State head coach, coaching staff, administrative staff member, cheerleaders, mascot, dance team or marching band for a promotional commercial shoot once per year. All shoots based on availability and agreed upon by chosen coach, administrator or other group.

**Team Travel**

-Two spots to an away football game to be determined by Boise State (airline, lodging and game tickets included in travel package).

**Logo Rights**

License to utilize athletic mark and Big Four logo in self-promotions and marketing efforts, provided, however, that all use of the University's logos in any medium must have prior approval from the University.

**Passes**

- Two sideline passes to all home football games
- Eight reserved parking passes for football in Bronco Stadium parking lot
- Six parking passes for men's basketball
- 18 passes to Corporate Tailgate Party at each home football game.

**Game Sponsorship**

- Title sponsor for one home football and men's basketball game during each season
- 50 additional VIP tickets for select football and men's basketball game
- SLRMC banner above each stadium / arena entrance
- Individual logo on game programs and tickets for each selected game
- All TV, Radio, and Print advertising surrounding your game..."Brought to you by..."
- Promotional giveaway opportunities available for each selected game

**Season Tickets and Bronco Athletic Association Membership**

- 8 Club Seats in SkyClub Facility at Bronco Stadium
- 18 VIP season tickets to all BSU Athletic Events
- 20 additional season tickets in Sec 128 for FB
- 20 additional season tickets to be utilized by the "Bronco Bunch" in special seating
- 6 Bronco Athletic Association Memberships

C. In consideration for all rights and benefits granted to the SLRMC in this Agreement, SLRMC shall pay to BSU a Sponsorship Fee for each year of this agreement as follows:

1. SLRMC shall pay BSU Athletics the full amount in cash by March 30th of each year of agreement as follows:
  - Year #1: \$175,000
  - Year #2: \$175,000
  - Year #3 \$175,000
  - Year #4 \$175,000
  - Year #5 \$175,000

**D. PROMOTIONAL MERCHANDISE**

Partner further agrees, as partial consideration for this Agreement, that during the course of this Agreement, all promotional merchandise purchased by Partner containing the BSU or Big Four names, logos, or trademarks shall be purchased through University-owned stores through BSU's corporate product and price list.

E. In establishing this multi-year partnership with BSU Athletics, your company shall be industry exclusive throughout Boise State Athletics. No other competitor shall have any permanent presence in Bronco Stadium or Taco Bell Arena during the term of this agreement.

- F. The Partner shall comply with all University policies; and local, state and federal laws in the performance of this Agreement and in the usage of the rights granted hereunder.
- G. The rights granted to each party hereunder are not assignable or transferable by either party without the express written consent of the other party, which consent shall not be unreasonably withheld.
- H. Any questions or concerns regarding this Agreement should be addressed to:
 

Brad Larrondo Assistant Athletic Director 1910 University Drive Boise, ID 83725	Julie Carmine St. Luke's 190 East Bannock Boise, ID 83712
--	--
- I. Either party shall have the right to terminate this Agreement in the event that the other party is in material breach of its obligations hereunder and such breach has not been cured within thirty (30) days of written notice thereof from the non-breaching party.
- J. In the event litigation is brought by either party arising from the terms of this Agreement, the prevailing party shall be entitled to an award of reasonable attorney's fees, costs, and disbursements incurred in connection with such action. In such event, the parties agree that the District Court for the Fourth Judicial District of the State of Idaho in and for the County of Ada shall have jurisdiction over the dispute, and shall be the appropriate venue for the handling of such action.
- K. This Agreement is contingent upon the approval of the Idaho State Board of Education, and shall be construed in accordance with Idaho law.
- L. This Agreement contains the entire understanding of the parties with respect to the subject matter hereof, and supersedes and replaces all prior agreements and understandings. This Agreement may only be amended in writing, executed by both parties.
- M. SLRMC will have the first right of negotiation as a Big Four Bronco Partner and will exercise this option no later than March 15, 2010.
- N. The relationship between the parties is that of University and sponsor, and parties to this Agreement. The parties acknowledge that they are separate legal entities, and that, notwithstanding the informal use of the term "partner" in this Agreement, nothing herein shall be deemed to create or imply the existence of a legal partnership, joint venture, agency relationship, or any other type of legal relationship.

IN WITNESS whereof, the parties have caused this Agreement to be executed on the date first set forth above.

**ST. LUKE'S REGIONAL MEDICAL CENTER**

**BOISE STATE UNIVERSITY**

By \_\_\_\_\_  
Gary Fletcher  
CEO, St. Luke's Boise/Meridian

By \_\_\_\_\_  
Gene Bleymaier  
Director of Athletics

By \_\_\_\_\_  
Stacy Pearson  
Vice President, Finance & Administration

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Beverage services agreement with Swire Pacific Holdings, Inc, a Coca-cola licensed bottler and Coca-cola North America, a division of The Coca-Cola Company

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.6.b

**BACKGROUND / DISCUSSION**

Boise State University's ten year contract with the current beverage services provider expires in 2008. The University has completed an evaluation of requests for proposal to support existing and future beverage sales and distribution channels at Boise State and to create a business relationship providing opportunities and benefits for both the University and the beverage provider.

The contract encompasses cold beverage sales including:

- fountain drinks
- cold beverage vending
- all can, plastic and glassware type products of soda nature
- energy drinks
- bottled water packaged for individual consumption

This agreement gives the vendor the rights to exclusive sales on campus in exchange for commission payments and sponsorship of a variety of University activities including the right to be a Big Four athletics sponsor. In addition, the vendor will support student programs and other campus initiatives.

**IMPACT**

The value of this contract is a combination of commissions and sponsorship over the life of the contract. The total anticipated value of the contract is approximately \$400,000 per year. The contract has a five-year initial term plus a potential for five one-year extensions.

Each year of the initial five year contract \$175,000 (escalating by 3% in the third year) will be allocated to Athletics in exchange for the Big Four sponsorship and a minimum of \$225,000 per year will be used to support other University initiatives such as Student Affairs programs and recycling efforts.

Specifically, the contract provides:

- Vending commission guarantee of \$135,000 annually
- Additional commission if vending sales exceed targets

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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- \$50,000 designated annually for Student Affairs initiatives
- \$15,000 designated annually for recycling efforts
- \$25,000 annually of donated product and marketing support for University initiatives
- \$50,000 of one-time improvements to vending machines dedicated to debit/credit and student ID card payments

**ATTACHMENTS**

Attachment 1 – RFP Response	Page 3
Attachment 2 – Terms and Conditions	Page 57
Attachment 3 – Executive Summary	Page 83

**STAFF COMMENTS AND RECOMMENDATIONS**

Coca-Cola was the only bidder.

The response to the RFP and the Terms Sheet represent the substance of the proposed agreement with Coke. There are a few boilerplate terms and conditions (primarily related to remedies for breach) that the parties are still negotiating. BSU expects to have a final contract before the August Board meeting.

BSU has valued the following items included in Exhibit 3(a) at \$175K in total:

- Two spots on team charter to an away football game to be determined by BSU
- 100 admission passes to Corporate Hospitality area
- Soft drinks and water for each home game for up to 300 guests
- 2 sideline passes to all Bronco home football games
- 4 BAA parking passes to all athletic events throughout the season
- 2 VIP reserved spots through club seat program for football
- 50 additional tickets for company use for sponsored game
- 12 total VIP season tickets to all BSU athletic events
- 4 Club Seats in new addition to Bronco Stadium
- 100 Football Season Tickets in Section 129
- 100 Football Season Tickets in North End Zone
- 6 Bronco Athletic Association Memberships tied to season tickets

**BOARD ACTION**

Motion to delegate authority to the Executive Director of the Board to approve a beverage services agreement between Boise State University and Swire Pacific Holdings, Inc. and Coca-Cola North America upon review of a final agreement, consistent with the terms herein.

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

**Boise State University  
Beverage Services Request for Proposal  
#RFQ-06521**

**Coca-Cola Responses 5-12-08 Submittal  
Revised per discussion on 7-07-2008 and to include KO proposed language**

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## BEVERAGE SERVICES PARTNER Request for Proposal

THE FOLLOWING DATES ARE TENTATIVE AND SUBJECT TO AMENDMENT

Deadline to receive written questions on solicitation:	April 21, 2008
Anticipated release of amendment answering questions:	April 25, 2008
Solicitation closing date and time:	May 12, 5:00 p.m. MST
Solicitation opening date and time:	May 13, 9:00 a.m. MST
On-site presentation if needed:	Week of May 20th
Contract start date:	July 1, 2008

### 1.0 GENERAL OVERVIEW

#### 1.1 PURPOSE

Boise State University invites qualified beverage services vendors to submit a proposal to support existing and future beverage sales and distribution channels at Boise State and to create a partnership to provide opportunities and benefits for both the University and its beverage partner.

#### 1.2 SCOPE

Contract to provide and support the sale of specific beverages at Boise State University's current and future campuses for the University's cold beverage sales including:

- fountain type drinks
- cold beverage vending
- all can, plastic and glassware type products of soda nature
- energy drinks
- bottled water packaged for individual consumption

Proposals should support existing operations and describe opportunities and strategies to modify and/or improve existing distribution channels. The University is specifically requesting recommendations on how to maximize the opportunities available through partnership with a beverage vendor.

The successful beverage services vendor will have exclusive rights to all such sales upon the campus or other University owned premises unless excluded by the University in Section 3.2. It is understood that the proposals submitted will form the basis for discussion with company representatives concerning the technical and price aspects of the proposals for purpose of clarification.

The University will provide a long-term commitment ([five years plus five \(5\) one-year extensions](#)) to create the most effective, dynamic and supportive partnership.

The University anticipates that this type of partnership will work to apply its collective resources to increase and improve the sale and availability of beverages at University facilities and through University operations. The University's goals include substantial growth and profitability of beverage sales. We foresee that the successful beverage vendor will work to pursue innovative

and effective distribution, merchandising and marketing opportunities. The University's beverage program goals are to promote the sale of national brands and a complete selection of high-demand current and future products provided through the use of modern equipment and quality service.

### 1.3 CURRENT ENVIRONMENT

Boise State University, located in the City of Boise, Idaho, has the largest enrollment, nearly 20,000 students, of any post-secondary educational institution in the State of Idaho. In addition to the academic head count, Boise State University employs approximately 5,000 permanent and temporary faculty and staff and serves over 23,000 other students through non-credit workshops, seminars, short courses, and apprenticeship programs. Boise State University welcomes more than one million people annually on campus for cultural, intellectual, athletic and entertainment events. Intercollegiate athletics features 18 sports, including the 2007 Fiesta Bowl champion football team. Annual events include the Gene Harris Jazz Festival, Martin Luther King, Jr. Human Rights Celebration, Morrison Center Broadway Series, and the Distinguished Lecture Series. In addition, many large community events are held on the Boise State campus including high school commencements, high school football games, and summer camps.

The University's purpose is to educate individuals, to ensure their development and to enhance their employment opportunities. Boise State University creates the intellectual atmosphere to produce educated individuals who are literate, knowledgeable of public affairs, motivated to become life-long learners and capable of solving problems through the discipline in which they majored.

The University's Strategic Plan, Charting the Course, is a comprehensive outline of the vision of Boise State University and has four defining characteristics which are as follows: **PUBLIC ENGAGEMENT** links the University's academic vision with its external communities as partners to address issues of mutual benefit; **ACADEMIC EXCELLENCE** with student focused programs that integrate theory and practice, engage students in community-based experiential learning, denote high academic quality, are relevant, and remain informed by meaningful assessment; a **VIBRANT CULTURE** that embraces and fosters innovation, responsiveness, inclusiveness, accessibility, diversity, and effective stewardship; and **EXCEPTIONAL SCHOLARSHIP** defined by progressive research and creative activity, and doctoral programs that have groundbreaking applications locally, regionally, and globally.

## 2.0 GENERAL INFORMATION AND INSTRUCTIONS

### 2.1 DEFINITIONS

*The following definitions are meant to supplement the definitions found in the SicommNet solicitation document, State of Idaho Standard Terms and Conditions, State of Idaho Solicitation Instructions to Vendors, and State of Idaho Special Terms and Conditions for Customized Software and Related Services:*

**Accounting Period** – A one-month period of time, closing on the last business day of the month.

BSU - Boise State University

**Evaluation Codes** - Certain specifications have an evaluation code assigned, which are defined as follows:

- M Mandatory Specification** – Failure to comply with any subsection with an M notation will render the proposal non-responsive and no further evaluation will occur. Proposer is required to respond to each subsection with an M notation with a statement outlining its understanding and agreement to comply.
- ME Mandatory and Evaluated Specification** – Failure to comply with any subsection with an ME notation will render proposal non-responsive and no further evaluation will occur. Each subsection with an ME evaluation code will receive an evaluation score. Proposer is required to respond to each subsection with an ME notation with information explaining how the requirements will be met.
- E Evaluated Specification** – Proposer is required to respond to each subsection with an E notation with either a statement explaining how the service will be provided or with a statement that the service will not be provided, at the Proposer's option. If the response indicates the service will not be provided, the response will receive an evaluation score of zero. If the response indicates that the service will be provided, the Proposer must provide information in its response explaining how the service will be provided, and the response will receive an evaluation score.

**In Writing or Written Notice** – Any letter or memo sent via fax, U.S. Postal Service, United Parcel Service, FedEx, or via e-mail.

**Normal Operation Hours** – Unless otherwise stated, the normal operating hours of BSU are to be considered to be 8:00 a.m. until 5:00 p.m. Mountain Time, Monday through Friday, with the exception of State holidays.

**Purchasing** – BSU Purchasing Department.

**Responsive Proposer** - A Proposer that has submitted a timely proposal or offer that conforms in all material respects with the submission and format requirements of the solicitation, and that has not qualified or conditioned its proposal or offer.

**Time** – All references to time refer to local Mountain Time in Boise, Idaho

**Proposer** – The legal entity that submits a response to the RFP.

**Coca-Cola is responding to this RFQ through a joint submission by Coca-Cola North America, a division of The Coca-Cola Company, and Swire Pacific Holdings, Inc., the licensed bottler of Coca-Cola products in the territory that includes the University. The Term Sheet included as a tab in Coca-Cola's response to this RFQ uses the term "Company" when referring to rights or obligations of The Coca-Cola Company, the term "Bottler" when referring to rights or obligations of Swire Pacific Holdings, Inc., and the term "Sponsor" when referring to them jointly. These defined terms are also used in this**

**RFQ response, with the exception that “Sponsor” has been replaced in this RFQ response by the term “Coca-Cola” when referring jointly to the Company and the Bottler.**

***The following definitions are meant to define the entities and terminology related to the specifics of the requirements of the RFP:***

**SicommNet or Sicomm** – State of Idaho’s Internet E-Procurement provider.

**Beverage(s)** - means carbonated and non-carbonated, non-alcoholic, natural or artificially flavored drinks, including but not limited to, non-alcoholic drinks with nutritive or non-nutritive sweeteners, flavored and/or sweetened mineral water, bottled water packaged for individual consumption, natural or artificially flavored fruit juices, fruit and/or juice-containing drinks and flavored drinks, packaged tea and coffee drinks, isotonic drinks and energy drinks. Beverages include those that are available in vending, B.I.B. (bag in the box), pre-mix, or dispensed from concentrate unless identified as excluded below.

For purposes of this contract, “Beverage(s)” shall not include milk or milk based beverages, flavored milk, beer (alcoholic, low-alcoholic and non-alcoholic), wine, liquor, hot beverages including coffee, tea or hot chocolate, bottled office water, concentrated bases used as ingredients and as beverages for catering events. Any products used for academic research are expressly excluded from Beverages as used herein. For this contract, it is understood that Beverages shall be limited to those beverages and drinks expressly identified or included in this definition.

**Campus** - means the acres of the campuses in Ada County and Canyon County (excluding property transferred to the College of Western Idaho) and other acreage that the University may own or operate, including but not limited to any and all athletic facilities, business offices, student facilities including residence halls, classrooms, restaurants, concession stands, snack bars, bookstores, and dining, and any and all other buildings or facilities which currently comprise the campuses of Boise State University or which may be acquired or constructed during the Term, and which are operated by or directly in conjunction with the University or over which the University has management control. Campus would include the Parkcenter Drive building expected to be leased by the University from its Foundation. Excluded from the contract are franchise agreements that specify specific products (i.e. Starbucks). Also excluded are leased spaces off Boise State owned land.

**Exclusivity** - The exclusivity provided in the anticipated beverage contract is not intended to include activities not identified or included in the definitions of the Contract. It provides 90% permanent refrigerated shelf-space in retail stores of pre-packaged drinks and 100% exclusivity for beverage vending, fountain, concessions and catering at all food or beverage sale locations on Boise State University property.

The beverage services vendor will have exclusive advertising rights for onsite, permanent advertising or promotional activities and other endeavors. The University agrees to not enter into an agreement or relationship with a vendor for competitive beverage products as defined in

this proposal, except as noted in Section 3.2.

The University is interested in biodegradable cups and lids. Exclusivity will apply to cups and lids for first year of agreement. After the first year, if a biodegradable option is not available at a market price, the University has the right to purchase such from an alternate vendor.

Exclusivity will also apply to 20, 25 and 50 pound CO2 canisters used for fountain beverages. The contract does not apply to bulk-system CO2 purchases.

## 2.2 ISSUING OFFICE & SUBMISSION OF QUESTIONS

This solicitation is issued by the Boise State University Purchasing Department via Sicommnet. The Vice President for Finance and Administration on behalf of Boise State University and the Idaho State Board of Education shall execute any contracts developed from this document.

The BSU Purchasing Department is the only contact for this solicitation. **Written questions and request for clarifications shall be submitted via email to:**

Terri Spinazza  
Purchasing Director  
Boise State University  
E-mail: [tspinazz@boisestate.edu](mailto:tspinazz@boisestate.edu)

**QUESTIONS MUST BE SUBMITTED IN WRITING NO LATER THAN 5 P.M. MOUNTAIN STANDARD TIME ON April 21, 2008 TO THE CONTACT ABOVE.** Answers to written questions received will be answered via SicommNet amendment to the RFP.

Questions must reference the heading for the provision in question. The inquiry must contain: (i) the name of the Proposer's representative who is responsible for the inquiry; (ii) the representative's business telephone number; and (iii) the proposing company's name.

**NOTE: PROPOSALS RECEIVED THAT QUALIFY THE PROPOSAL BASED UPON BOISE STATE ACCEPTING PROPOSER TERMS SHALL BE FOUND NON-RESPONSIVE. QUESTIONS PERTAINING TO THE STATE TERMS AND CONDITIONS MUST BE ADDRESSED DURING THE Q&A PHASE.**

**(Should the Proposer have a web site address, please write it on the signature page.)**

## 2.3 SUBMISSION OF PROPOSALS

In order to be considered for selection, Proposer must submit a complete response to this RFP. Each proposal submitted must include:

### Proposal

- One (1) original of the Contractor's proposal marked "Proposal – Original" on cover. Must contain a signed and completed Signature page. Signature page is to be the first page (page 1) of the proposal.
- Three (3) copies of the proposal.

### Electronic Copy

- One (1) electronic copy of the following on CD or USB device:
  - Proposal;
  - Redacted copy of the proposal with all confidential information removed or blacked out. File name should contain the word “redacted”. This is the copy of the Contractor’s proposal that will be released under Idaho’s Public Record Law. The redacted copy of the proposal is to agree entirely with the proposal regarding confidential information:

Each Proposer is responsible to examine this entire RFP, including the attachments, seek any required clarification in writing, and review its proposal for accuracy before submitting the proposal. Once the submission deadline has passed, all proposals will be final unless otherwise indicated in this RFP.

**NOTE: THE FOLLOWING IS MANDATORY!**

- **PROPOSALS OR PARTS OF PROPOSALS MUST NOT BE SUBMITTED ELECTRONICALLY VIA SICOMM. ELECTRONICALLY SUBMITTING THE PROPOSAL OR ANY PART OF THE PROPOSAL WILL RENDER THE PROPOSAL NON-RESPONSIVE.**
- **PROPOSALS MUST BE SUBMITTED MANUALLY PER INSTRUCTIONS TO FOLLOW.**
- **PROPOSALS MUST BE HAND-DELIVERED, US MAILED, OR CARRIER SHIPPED. PROPOSALS MUST BE RECEIVED AT THE BSU PURCHASING OFFICE AND TIME STAMPED USING THE DIVISION’S TIME STAMP, NO LATER THAN THE DATE AND TIME SET FORTH FOR THE CLOSING OF THE SOLICITATION IN SICOMM.NET.**
- **A SIGNED BSU SIGNATURE PAGE (ATTACHED IN SICOMM) IS REQUIRED.**

**All proposal materials should be shipped in a single shipping container.**

Send your sealed proposal package to:

Boise State University  
Purchasing Department  
1910 University Drive  
Boise, ID 83725

When sending packages by FedEx, UPS or other Couriers:

Boise State University  
Purchasing Department  
1129 Euclid Ave  
Boise, ID 83706

**2.4 AMENDMENTS**

Prior to the closing and opening of the solicitation, all vendor notifications and modifications to the solicitation will be released in Sicommet as amendments. All questions submitted will be answered via amendment for all bidders' review.

**2.5 VALIDITY OF PROPOSALS**

Proposals must remain valid for ninety (90) calendar days after the proposal due date. **Proposals submitted with a less than 90 day validity will be found non-responsive and will not be considered.**

**2.6 COMMUNICATION RESTRICTIONS**

Proposers must comply with all state laws, rules, and policies covering communication with state employees and officials during the RFP bid process. If a Proposer engages in any unauthorized communication, then BSU may reject its proposal.

**2.7 COST OF PREPARING THE PROPOSAL**

Costs of preparing a proposal are the sole responsibility of the Proposer. BSU will not provide reimbursement for such costs and shall not be liable for any proposal preparation costs.

**2.8 PROPOSAL FORMAT (M)**

Proposals must follow the numerical order of the RFP starting at the beginning and continuing through the end of the RFP. RFP and proposal sections and subsections must be identified with the corresponding numbers and headings used in the RFP. Each RFP section and subsection must be written and then followed with the Proposer's response. Proposers are encouraged to use a different color font or other indicator that will clearly delineate the RFP section or subsection from the Proposer's response. Proposals must also include a corresponding table of contents. All proposal pages must be typed and sequentially numbered.

BSU may reject any proposal that does not meet this format.

**2.9 PRESENTATIONS**

BSU reserves the right, but is not obligated to request and require that the top 1-2 beverage services vendors provide a formal presentation of its proposal at a date and time to be determined. If required, such a presentation will be intended to clarify and confirm the proposal and shall not exceed two (2) hours.

BSU will define the structure of such presentations, if required. No vendor will be entitled to be present during, or otherwise receive any information regarding presentation information about another vendor until the intent to award is issued.

**2.10 EVALUATION, INTENT TO AWARD LETTERS, AND AWARD PROCESS**

As a general rule, the following procedure is followed:

Once the solicitation closing date and time have passed and proposals have been opened, the copies of the Proposals are forwarded to the evaluation committee for evaluation. Once the committee has completed its evaluation and scored the proposals, the evaluation summary and scoring documentation are forwarded to the BSU Purchasing Department for review. The BSU Purchasing Department verifies the fairness and integrity of the evaluation process.

The BSU Purchasing Department then issues a Letter of Intent to Award to all responsive proposers, notifying them of BSU's intent to award the contract. After the passage of the time set by Idaho Statute 67-5733 for appeals, and the resolution of any appeals received, the BSU Purchasing Department awards the contract.

The contract will be subject to State Board of Education approval at the June 19, 2008 meeting.

BSU has the time set forth in the Validity of Proposals subsection to complete the evaluation and award the purchase. To ensure the integrity and fairness of the evaluation process, during the evaluation and up and until the time the BSU Purchasing Department issues the Intent to Award letter, no information regarding the content of the proposals is released.

### **2.11 POINT WEIGHTING**

Award will be made based on a weighted evaluation. See Section 9.0 for details.

## **3.0 GENERAL TERMS AND CONDITIONS**

### **3.1 TERMS AND CONDITIONS**

State of Idaho Standard Contract Terms and Conditions and Solicitation Instructions To Vendors are hereby incorporated by reference into this solicitation as if set forth herein in their entirety, and are located on the Internet at <http://adm.idaho.gov/purchasing/purchasingrules.html>.

**Please see Coca-Cola's comments to the State of Idaho Standard Contract Terms and Conditions and Solicitation Instructions to Vendors, which are incorporated into those documents. These documents are located immediately following the RFQ response in Tab "RFQ Response" of Coca-Cola's proposal submission.**

**The university has made comments in that document related to T&C modifications proposed by vendor.**

### **3.2 EXCLUSIVITY EXCEPTIONS**

Exclusivity does not extend to the following:

- 3.2.1** 10% of permanent refrigerated shelf space in retail operations or exclusive franchises leasing space from or contracting with the University or University's food service provider including, but not limited to, Quiznos and Starbucks.
- 3.2.2** Any student, faculty or administrative staff person who brings beverages on campus for their own personal consumption.
- 3.2.3** Item(s) required as part of a specified academic research project.
- 3.2.4** An event performer or event sponsor in Boise State entertainment facilities displaying the name or logo of one of the beverage services vendor's competitors on his or her person or elsewhere:
  - 3.2.4.1** If performer is contractually obligated to display such name or logo; and
  - 3.2.4.2** If the Facility itself does not specifically endorse the beverage services vendor's competitor; and



- 3.2.4.3 If the name and/or logo of the beverage services vendor's competitor does not block or cover any of the vendor's advertising within the Facilities; and
- 3.2.4.4 Any distribution of product for sampling is required of the performer due to contractual obligation as part of the event sponsorship.

**These Exclusivity Exceptions are included as "Permitted Exceptions" in Section 6(B) of the Term Sheet.**

### **3.3 PRODUCT COST CHANGES/PRICE INCREASES**

The successful vendor will be allowed to submit a request for price increases to the Associate Vice President for Finance & Administration or his/her designee on or before November 15 of each calendar year. Price increase proposals must identify the proposed prices, portion sizes and a rationale for price increase, including detail for the cost of product, increase in product cost, labor cost, with appropriate documentation. All price proposals are subject to approval by the University and will be implemented the first Monday following the end of spring semester the following calendar year. Boise State University has the right to accept or reject all price increase proposals.

If the University and Beverage Services provider are unable to reach an agreement regarding price increases, increases shall not exceed the increase in USDA regional wholesale food consumer price index.

**Please see Exhibit C of the Term Sheet for proposed price increase terms.**

### **3.4 section deleted per on-site discussion**

### **3.5 NEWS RELEASES**

Upon receipt of a Contract with Boise State University, the beverage services vendor shall not in any way or in any form publicize or advertise in any manner the fact that it is providing services to the University without the written approval from the Vice President for Finance and Administration or his/her designated representative. However, nothing shall preclude the vendor from listing Boise State University on its routine client list for matters of reference.

The beverage services vendor must obtain the University's specific written consent to use the University's name or any of its registered trademarks in connection with any advertising or promotions, which are not directly related to the University.

***Coca-Cola's proposed language re: confidentiality is based generally on the confidentiality provisions of the current beverage agreement with BSU (see Section 1(a) below), together with the confidentiality provisions of Paragraph 24 of the State of Idaho Standard Contract Terms and Conditions, modified to provide for reciprocity of obligations (see Section 1(b) below). The approvals section is based generally on the approvals section of the current beverage agreement with BSU, plus some additional language to define when disapproval is reasonable (see Section 2(a) below).***

1. Confidentiality.

- (a) Subject to any contrary provisions of applicable law, University agrees that this Agreement and the amount of Sponsorship Fees provided to University by Coca-Cola under this Agreement will be kept confidential by University, its agents, employees and representatives and will not be disclosed in any manner whatsoever, in whole or in part, by University or its agents, employees or representatives without the prior written consent of Coca-Cola. The foregoing obligation regarding confidentiality will remain in effect for a period of three years after the expiration of this Agreement. Coca-Cola agrees that it will not in any way publicize the existence of this Agreement or advertise the fact that it is providing goods and services to the University under this Agreement (except as otherwise contemplated by this Agreement) without University's prior written consent, except that Coca-Cola may list the University on its routine client lists.
- (b) Pursuant to this Agreement, a party (the "Receiving Party") may collect or obtain financial, personnel or other information of another party or of a third party (the "Disclosing Party") that the Disclosing Party regards as proprietary or confidential ("Confidential Information"). Confidential Information shall belong solely to the Disclosing Party. The Receiving Party shall use such Confidential Information only in the performance of its services under this Agreement and shall not disclose Confidential Information to any third party, except with the prior written consent of the Disclosing Party or under a valid order of a court or governmental agency of competent jurisdiction and then only upon timely notice to Disclosing Party. Confidential Information shall be returned to Disclosing Party upon termination of this Agreement. The confidentiality obligation contained in this section shall survive termination of this Agreement. Confidential Information shall not include data or information that:
- (i) is or was in the possession of the Receiving Party before being furnished by the Disclosing Party, provided that such information or other data is not known by the Receiving Party to be subject to another confidentiality agreement with a third party or other obligation of secrecy;
  - (ii) becomes generally available to the public other than as a result of disclosure by the Receiving Party; or
  - (iii) becomes available to the Receiving Party on a non-confidential basis from a source other than the Disclosing Party, provided that such source is not known by the Receiving Party to be subject to a confidentiality agreement with a third party or other obligation of secrecy.

Confidentiality provision incorporated by BSU into State of Idaho Terms and Conditions. Provision rendering terms of agreement confidential was removed. BSU is a state agency. Both the agreement and its terms are public information, and BSU cannot guaranty they will remain confidential. Remainder of confidentiality provisions were included in State T&C's as proposed by Contractor.

2. Approvals.

- (a) University will have the right to pre-approve (i) the concept for any promotional activity undertaken hereunder, (ii) any artwork or other items created by Coca-Cola for use in promotional activities or otherwise in accordance with the terms of this Agreement and that incorporate any of the University Marks, or (iii) any use of the University Marks that is not directly related to University or this Agreement. If University fails to respond to any submission within a period of ten (10) working days subsequent to the actual receipt by University of such submission, then such submission will be deemed approved by University. University agrees that its approval hereunder will not be unreasonably withheld. Withholding approval is considered unreasonable unless it is based on:
- (i) University's determination that University Marks have been used incorrectly in a technical sense (such as improper color or trademark nonconformity); or
  - (ii) University's reasonable determination that Sponsor's proposed promotional activity or use of University Marks will reflect negatively on University; or

For example, University agrees that it is unreasonable to withhold approval of a submission that includes the name or marks of one of Coca-Cola's customers solely because that customer is not also a sponsor of University or because that customer operates in a trade channel where University already has an exclusive sponsor.

University requests the following additional language:

- (iii) University's reasonable determination that Sponsor's proposed promotional activity or use of University Marks will conflict with University policy, or any policy, rule, regulation, or law of the State of Idaho, the Idaho State Board of Education, or any other governing entity; or
  - (iv) University's determination that Sponsor's proposed promotional activity or use of University Marks will conflict with or cause University to be in breach of any other contract or agreement to which University is a party
- (b) University will seek Coca-Cola's approval prior to using any Company Marks, and Coca-Cola agrees that its approval hereunder will not be unreasonably withheld.

### 3.6 INDEMNIFICATION AND INSURANCE

- 3.6.1 The Contractor must indemnify, hold harmless and defend **Boise State University and the State of Idaho**, their officers, agents and employees from and against all

claims, damages, losses and expenses for bodily injury, sickness, disease, or death, or to injury to or destruction of tangible property including loss of use resulting there from, including but not limited to attorney's fees, arising out of or caused in whole or in part by the negligent acts, wrongful acts, errors or omissions of the Contractor, a subcontractor, anyone directly or indirectly employed by them or anyone for whose acts they may be liable, but only to the extent caused in whole or in part by negligent acts or omissions of Indemnitor.

**3.6.2** In addition, the Contractor shall, at no expense to Boise State University, procure and maintain through the term of this Contract:

**3.6.2.1** Commercial General Liability Insurance with limits not less than \$1,000,000 per occurrence Combined Single Limits (CSL) for Property Damage and Bodily Injury Liability, including Products/Completed Operations Liability, Blanket Contractual Liability and Personal Injury Liability. If an annual aggregate is used each annual aggregate limit shall not be less than \$2 million when applicable and will be endorsed to apply separately to each job site or location;

**3.6.2.2** Automobile Liability Insurance including non-owned and hired vehicles with limits not less than \$1,000,000 per occurrence (CSL) for Property Damage and Bodily Injury; and Workers' Compensation and Employers' Liability Insurance with limits not less than;

**3.6.2.3** Worker's Compensation - as required by State statute including occupational disease. The Contractor must provide either a certificate of workman's' compensation insurance issued by a surety licensed to write workman's' compensation insurance in the State of Idaho, as evidence that the Contractor has in effect a current Idaho workman's' compensation insurance policy, or an extraterritorial certificate approved by the Idaho Industrial Commission from a state that has a current reciprocity agreement with the Industrial Commission.

**3.6.2.4** Employer's Liability:  
 Bodily Injury by Accident: \$100,000 each accident  
 Bodily Injury by Disease: \$100,000 each employee  
 Bodily Injury by Disease: \$500,000 policy limit

**3.6.2.5** Prior to the commencement of the term of this Contract, the Contractor must deliver or fax to (208) 426-1152 to the BSU Purchasing Department:

A certificate of insurance with respect to **ALL** such insurance including worker's compensation in a form reasonably satisfactory to the University. **The general and automobile liability insurance certificate must name the University and the State of Idaho as additional insured** and must contain a written provision that, should any of the above-described insurance policies be canceled or non-renewed before the expiration date thereof, the issuing company

must notify the University in writing, by certified or registered mail, receipt requested, at least thirty (30) days prior to any cancellation or non-renewal of any such insurance.

The insurance company providing the general liability insurance certificate must have an insurance company rating of A or higher by either A.M. Best or Standard and Poor's rating bureaus.

- (a) University Indemnification Obligations. University agrees to defend, indemnify, and hold each of Bottler and Company harmless from and against all claims, suits, liabilities, costs, and expenses incurred by either of them, including reasonable attorneys' costs and fees related to (i) University's material breach of this Agreement, (ii) for injury to, including death of, persons (whether they be third persons or employees of any of the parties hereto) or any loss of or damage to property in any manner arising from, the negligence of the University, its employees or agents in the course of their duties on behalf of the University, and (iii) all claims, demands or litigation alleging that any of the University Marks violates or infringes on trademarks, tradenames, copyrights, or other proprietary rights provided that such tradenames, trademarks, and copyrights have been used in the exact manner provided by University.
- (b) Bottler Indemnification Obligations. Bottler shall defend, indemnify, and hold Company and University harmless from and against all claims, suits, liabilities, costs, and expenses incurred by either of them, including reasonable attorney's costs and fees related to (i) Bottler's material breach of this Agreement, and (ii) for injury to, including death of, persons (whether they be third persons or employees of any of the parties hereto) or any loss of or damage to property in any manner arising from the negligence of Bottler, its employees, and agents in the course of their duties to Bottler.
- (c) Company Indemnification Obligations. Company shall defend, indemnify, and hold University and Bottler harmless from and against all claims, suits, liabilities, costs, and expenses, including reasonable attorney's costs and fees, related to (i) Company's material breach of this Agreement, (ii) for injury to, including death of, persons (whether they be third persons or employees of any of the parties hereto) or any loss of or damage to property in any manner arising from the negligence of Company, its employees and agents in the course of their duties to Company, and (iii) all claims, demands, or litigation alleging that any copyright or trademark of Company violates or infringes on trademarks, tradenames, copyrights, or other proprietary rights, provided that such tradenames, trademarks, or copyrights have been used in the exact manner provided by Company.
- (d) Exception. No party's indemnification obligations hereunder shall apply to any loss or damage to the extent caused by the acts, omissions or negligence of the party seeking to be indemnified.

- (e) Indemnification Procedures. Whenever any party entitled to indemnification (the "Indemnified Party") pursuant to the previous paragraphs receives notice of any potential claim which may be subject to indemnity, such party shall promptly notify the party obligated to indemnify (the "Indemnifying Party"). The Indemnifying Party shall have the obligation to assume the defense of such claim by counsel designated by it and reasonably acceptable to the Indemnified Party, provided that the Indemnifying Party shall not settle or compromise any such claim, or consent to the entry of any judgment, without the written consent of the Indemnified Party, which consent shall not be unreasonably withheld. The Indemnified Party, its affiliates, employees and representatives, shall fully cooperate with and timely assist the Indemnifying Party with the defense of such claim. If the Indemnifying Party fails to assume the defense of such claim as soon as reasonably possible, in any event prior to the earlier of twenty (20) days after receipt of notice of the claim or five (5) days before the date an answer to a complaint or similar initiation of legal proceeding shall be due, the Indemnified Party shall have the right to undertake, at the Indemnifying Party's expense, the compromise or settlement of any such claim on behalf of and at the risk and expense of the Indemnifying Party.

Indemnification provisions were incorporated into State of Idaho Standard Terms and Conditions, and were modified by BSU. Notably, additional language was inserted to reflect that BSU's indemnity obligations shall not be deemed a waiver of any protection, privilege, immunity or defense otherwise provided under the Idaho Constitution, Idaho Tort Claims Act, or other applicable law, nor an extension of liability under the Idaho Tort Claims Act.

- (f) Insurance. Bottler agrees to obtain the specific insurance required by Section 3.6.2 of the RFQ. Each of Company and University agrees to maintain sufficient insurance to adequately protect the respective interests of the parties hereto. A party's insurance coverage will not be construed as a limitation of any potential liability to any of the parties, and failure to request evidence of this insurance will in no way be construed as a waiver of each party's obligation to provide the agreed insurance coverage.

### 3.7 PARTIES TO THE CONTRACT

The contract shall be between Boise State University known as the University and the successful vendor known herein as the beverage services vendor for providing cold beverage sales according to the terms set forth herein.

**Coca-Cola anticipates that The Coca-Cola Company and Swire Pacific Holdings, Inc. will both be parties to the definitive agreement.**

### 3.8 CONTRACT TERM

The initial term of the contract shall be five (5) years, commencing on July 1, 2008 through June 30, 2013. Upon written, mutual agreement of the beverage services vendor and University, the Contract may be extended for five (5) one (1) year renewals.

With the exception of the final renewal period, the Contract will automatically be renewed unless either the University or vendor receives written notice from the other not less than ninety (90) days prior to the expiration of the principle terms or of the then current renewal term that the Contract shall not be extended. For financial reporting purposes, the financial reporting year is a period of twelve months commencing on July 1 of one year and ending on June 30 in the immediately succeeding year. The maximum duration of this contract, including principal period and extensions, shall be ten years.

### **3.9 NOTICES**

Any notice which may be or is required to be given pursuant to the provisions of this Agreement shall be in writing and shall be hand delivered, sent by facsimile, prepaid overnight courier or United States' mail as follows: For notice to BSU, the address and facsimile number are:

Boise State University  
Vice President of Finance and Administration  
1910 University Drive  
Boise, ID 83725-1200  
208-426-1200 (phone)  
208-426-3826 (fax)

### **4.0 PROPOSER INFORMATION (M,E)**

(Note: Providing this information is **mandatory**. Failure to provide any of this information will cause your proposal to be rejected.)

### **4.1 COMPANY INFORMATION**

Proposer must provide a general description of the company, its organizational structure, and the number of employees in each major area of the company, and its overview/history including years of operation providing beverage services similar to that described in this RFP. This same information is required for the bottler/distributor that will be utilized for this contract.

Business Profile

# The Coca-Cola Company

**THE COCA-COLA COMPANY**

Established in 1886, The Coca-Cola Company operates in more than 200 countries and markets more than 2,800 beverage products. These products include sparkling and still beverages, such as waters, juices and juice drinks, teas, coffees, sports drinks and energy drinks. Four of the world's top five nonalcoholic sparkling beverage brands are ours: Coca-Cola, Diet Coke, Sprite and Fanta.



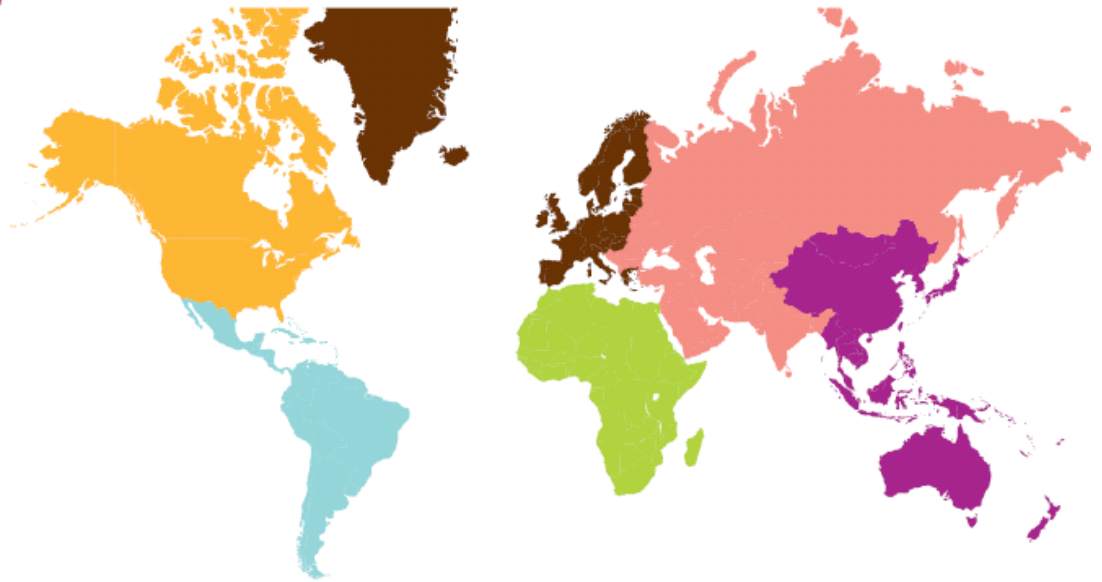
Our mission:

- To refresh the world in body, mind and spirit
- To inspire moments of optimism through our brands and our actions
- To create value and make a difference everywhere we engage

Manifesto for Growth

**THE COCA-COLA COMPANY**  
GLOBAL WORKFORCE: 90,500\*

<b>NORTH AMERICA</b>	12,500
Bottling Investments	1,300
<b>LATIN AMERICA</b>	3,300
Bottling Investments	10,400
<b>EUROPEAN UNION</b>	2,500
Bottling Investments	14,200
<b>AFRICA</b>	1,300
Bottling Investments	10,600
<b>EURASIA</b>	900
Bottling Investments	9,100
<b>PACIFIC</b>	2,900
Bottling Investments	21,500

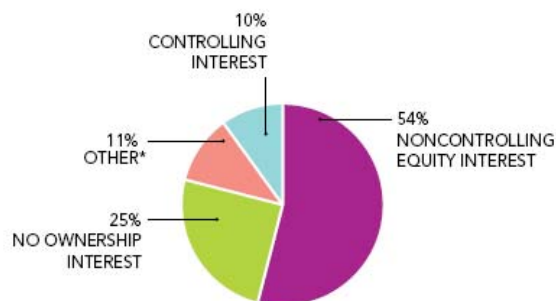


\*Corporate associates are included in the geographic area in which they work. Bottling Investments is an operating group with associates located in each of our six geographic operating groups. Numbers are approximate and as of December 31, 2007. The increase in the number of associates (19,500) since December 31, 2006, was primarily due to acquisitions and the consolidation of certain bottling operations.



**THE COCA-COLA SYSTEM**

The Coca-Cola system comprises our Company and more than 300 bottling partners worldwide. Our Company primarily manufactures and sells concentrates, beverage bases and syrups to bottling operations, which then produce a wide array of Coca-Cola beverages. Our Company owns the brands and is responsible for consumer marketing initiatives. Our bottling partners, in addition to manufacturing the final branded beverages, also handle merchandising and distribution and work closely with customers—grocery stores, restaurants, street vendors, convenience stores, movie theaters and amusement parks, among many others—to bring our beverages to consumers at a rate of 1.5 billion servings a day.



**Company's 2007 Worldwide Unit Case Volume by Bottler Relationship**

\*Eleven percent of our unit case volume was produced by our foodservice operations, as well as by our finished beverage operations, which produce products such as juices and juice drinks and sports drinks.

**LARGEST BOTTLING PARTNERS AND COMPANY EQUITY STAKE**

	Percent of Company's 2007 Worldwide Unit Case Volume	Our Ownership Interest as of December 31, 2007
<b>Coca-Cola Enterprises Inc. (CCE)</b> CCE is the world's largest marketer, producer and distributor of Coca-Cola beverages. CCE operates in 46 states in the United States and in Canada, and it is the exclusive Coca-Cola bottler in six European countries.	18%	35%
<b>Coca-Cola FEMSA, S.A.B. de C.V. (Coca-Cola FEMSA)</b> Coca-Cola FEMSA is the third-largest Coca-Cola bottler in the world. Coca-Cola FEMSA operates in Mexico, as well as in eight countries in Central America and South America.	9%	32%
<b>Coca-Cola Hellenic Bottling Company S.A. (Coca-Cola Hellenic)</b> Coca-Cola Hellenic is the fourth-largest bottler of Coca-Cola beverages, operating in 27 countries in Europe and in Nigeria—with a total population of more than 550 million.	8%	23%
<b>Coca-Cola Amatil Limited (Coca-Cola Amatil)</b> Coca-Cola Amatil is the largest independent Coca-Cola bottler in the Pacific region and one of the world's top six Coca-Cola bottlers.	2%	30%

For more details on our bottling relationships, please see our 2007 Annual Report on Form 10-K.

## BOTTLER PROFILE

### Bottler Name and Addresses:

Swire Coca-Cola, USA- Headquarters  
12634 South 265 West  
Draper, Utah 84020

## BRIEF HISTORY

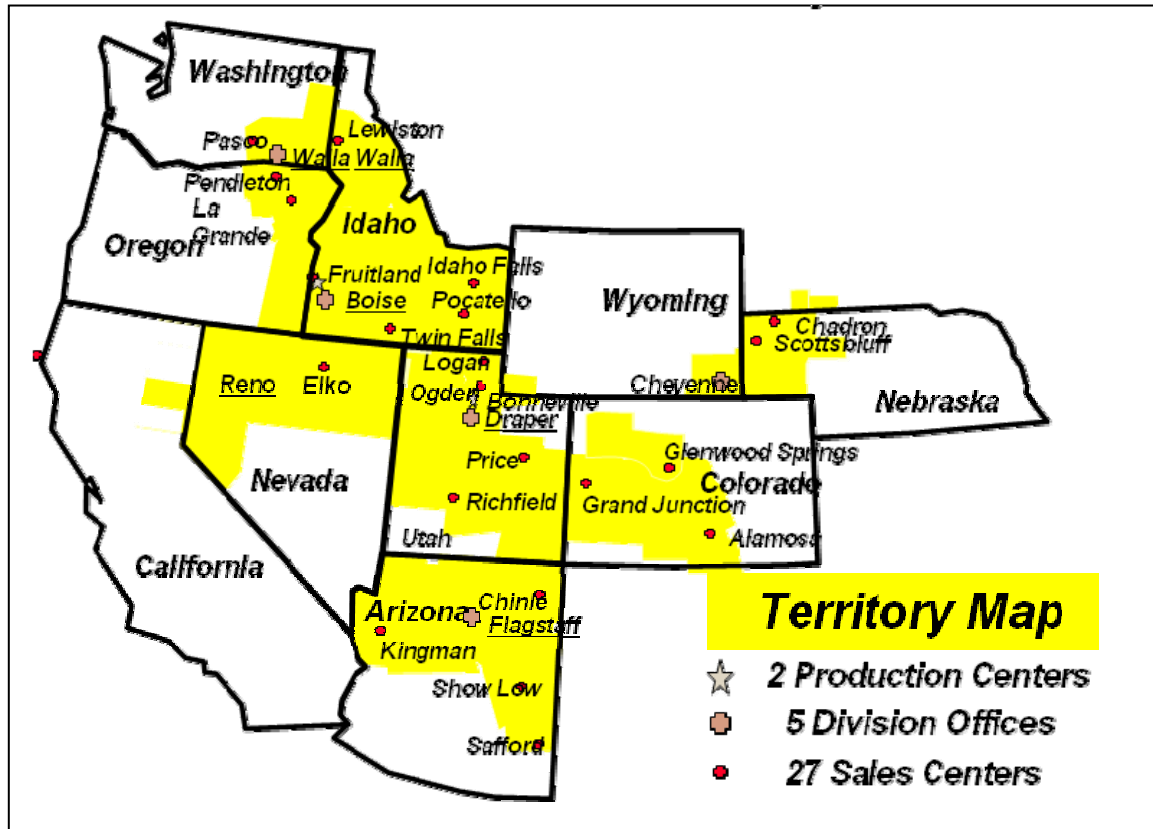
### Swire Coca-Cola, USA

Swire Pacific acquired the Coca-Cola Bottling Company of Salt Lake City in 1978. Swire Coca-Cola, USA has two production facilities, at Salt Lake City, Utah and at Fruitland, Idaho. We also have 27 sales centers throughout the western USA. Swire Coca-Cola's ten state franchise territories extend from Washington in the north to Arizona in the south and from California in the west, to Nebraska in the east.

#### Total Number of Employees/ Company Facts

- SCCUSA employs over 1,900 people
- We produce and distribute 40 million cases of product to over five million consumers every year.
- Our sales and delivery fleet is made up of over 500 vehicles.
- Our customers enjoy approximately 2.4 million servings of Coca-Cola every day.
- SCCUSA is part of the Swire Beverages Division headquartered in Hong Kong.

**Swire Coca-Cola, USA Territory Map**



**Location from which services will be provided:**

**Swire Coca-Cola, USA – Meridian  
600 E. Overland Road  
Meridian, ID, 83642**

**Swire Pacific Ltd.**

The winning tradition of our Swire Family began 1816, with the parent company, John Swire & Sons. In the early 1860s the company began to trade with China and in 1866 established its first Far Eastern office in Shanghai, China. From this foothold in the Orient, the family eventually established headquarters in Hong Kong, where our parent company Swire Pacific Ltd. has remained to this day. Over the years, Swire Pacific Ltd. has grown at an impressive rate. It is currently one of Hong Kong's leading publicly-quoted companies, with major interests in a variety of industries worldwide, such as: shipping, aviation, trade, manufacturing, engineering, computers and insurance. The balance of the Group's interests are held directly by John Swire & Sons and these include its deep-sea shipping, cold storage and agricultural activities worldwide and additional businesses in the U.K., Australia, Papua New Guinea, Japan and Mauritius. John Swire & Sons acts as overall co-coordinator of Group policy, as well as providing management services throughout the Group.

**Through it all, we have held fast to traditional values. From our Far East offices in Hong Kong, to our numerous holdings throughout the world, our tradition of hard work and family unity has enabled the Swire Group to gain world-wide recognition as a true family of winners.**

## **4.2 CUSTOMER REFERENCES**

The Proposer must provide references or names and point of contact information from at least five (5) references with at least one (1) from a higher education institution and at least one (1) local reference that the vendor has successfully provided beverage services. All references must be current and have had a working relationship with your company within the last five (5) years.

Including the following information for each reference:

- 4.2.1** Client name and address;
- 4.2.2** Reference name, title, and phone number;
- 4.2.3** Dates beverage service was provided;
- 4.2.4** Brief overview of services provided.
- 4.2.5** **Proposer must ask each reference to fill out the reference form contained in Exhibit 5. These forms may either be provided in the proposal or returned directly by the reference to [tspinazz@boisestate.edu](mailto:tspinazz@boisestate.edu). It is the responsibility of the proposer to ensure the vendor has completed and returned the reference form.**

BSU reserves the right to contact as references other customers not listed in the information provided by the proposer for Section 4.2

**Please see Tab “Customer References” in Coca-Cola’s proposal submission to this RFQ.**

## **4.3 VENDOR REPRESENTATIVES**

The Proposer shall identify the people who will represent the beverage services vendor in developing and implementing the programs identified. *A resume must be provided for each proposed representative.* The University reserves the right, but is not obligated, to require a meeting with the proposed beverage services representative as part of its evaluation of any or all proposals. Resumes must be formatted as follows:

- 4.3.1** Name;
- 4.3.2** Title/current job function;
- 4.3.3** Work location and phone number;
- 4.3.4** Work history experience;
- 4.3.5** Employment history;
- 4.3.6** Education;
- 4.3.7** Qualifications relevant to this contract;
- 4.3.8** Personal business references.

**Please see Tab “Vendor Representatives” in Coca-Cola’s proposal submission to this RFQ.**

## 5.0 BASE PROPOSAL REQUIREMENTS

### 5.1 BEVERAGE SERVICES PLAN (M,E)

In support of its financial and operational objectives, each vendor will provide a detailed proposal to provide beverage services. The proposal should identify specific sales and revenue objectives for each product and distribution channel. The proposal should also include assumptions and commitments required to obtain those goals. If any expenses beyond provision of space and utilities are to be borne by the University as a part of the beverage services vendor's proposal, such expenses must be separately itemized and listed in the proposal.

The proposal should describe the programs and/or resources that support the likelihood of achieving the identified objectives. The proposal should also include services and reporting commitments and plans for communications and reviewing performance. ***The proposal must also identify risks the vendor does not control that would negatively impact performance, and describe how the vendor will mitigate these risks.***

The proposal represents an opportunity for each vendor to provide examples of its innovative programs, alternative distribution strategies, operational opportunities, marketing proposals and understanding of the University's environment and commitments.

**Please see Tab "Beverage Services Plan" of Coca-Cola's response to this RFQ.**

### 5.2 FINANCIAL COMMITMENTS

Boise State University **SHALL** require specific financial commitments throughout the term of this Contract. Commitments will include cash incentives, sponsorship and marketing opportunities, rebate guarantees, annual donations of product to support student life, and other support costs as identified in the RFP Section 6.0.

Future opportunities include expansion of the beverage services Contract to additional University campuses and facilities, and an increased customer base provided by increasing student enrollments, increased staffing levels, and persons coming to campus for cultural, intellectual, athletic, and entertainment events. In addition, the University will require that all equipment and service be maintained in compliance with current University technology standards. Beverage services vendors are encouraged to consider a process to identify new opportunities in product, packaging, distribution, etc. for the University to consider.

**Please see Coca-Cola's financial commitments outlined in Section 5 of the Term Sheet.**

### 5.3 SUPPORT OF UNIVERSITY BASE OPERATIONS (M)

The University currently distributes and sells beverages through the following operations: vending, concessions, catering, resident hall dining and retail. The current food services

contractor on the campus is Aramark whose contract extends at least through the year June 30, 2011. Aramark, through their subcontractor, Canteen Corporation, provides non-beverage vending.

This beverage services Contract and its terms will remain in effect should a change occur in the University's contract food services contractor.

The beverage services Contract will support existing and future University distribution. The proposal should reflect the supplier's commitment to provide products, equipment, service and marketing support to each current, additional or alternative channel in the proposal.

**Coca-Cola understands and agrees to comply with further clarification below.**

**The University currently has a Concessionaire operating its facilities on Campus. That Concessionaire has an agreement with Company that describes the terms for Beverage pricing, equipment and service provided by Company to that Concessionaire. If University engages any other Concessionaire(s) to operate on Campus, Sponsor will separately negotiate terms for Beverage prices, equipment and service with such Concessionaire(s).**

**Please see Tab "Business Services Plan" in Coca-Cola's response to this RFQ for Coca-Cola's commitments with respect to existing and proposed future channels of Beverage distribution on campus.**

## **5.4 PRODUCT**

### **5.4.1 SELECTIONS (M,E)**

The vendor will identify and provide, or offer to provide, at the University's option, all beverages packaged, manufactured or distributed by or otherwise available (i.e., through Contracts, partnerships, alliances or other cooperative efforts) to the vendor. The successful vendor shall provide a minimum of five (5) nationally branded products, including diet and non-caffeinated selections, one of which must be Dr. Pepper or proposed equivalent approved by the University. The University will retain all rights to make the final determination of the mix of branded products included on the shelf. The vendor and the university will annually negotiate products included on the shelf. The vendor will commit to provide and offer to include in the Contract, all future beverages manufactured, packaged or distributed by or otherwise made available to the vendor. Unless otherwise specified in the proposal, it is understood that the vendor will make available to the University, at the University's option, all current and future beverages offered by the vendor. The vendor shall provide all signage or product labeling to advertise the product. The University reserves the right to specify beverages at a particular location (i.e., Campus Recreation).

**Please see Tab "Product Selections" in Coca-Cola's response to this RFQ.**

#### 5.4.2 SPECIFICATIONS (M,E)

The proposal shall identify all beverages sold or distributed by the vendor, including all specifications fully describing the portion size, packaging dispensing capability in concentration (if applicable) of each beverage and associated pricing for each. The proposal should include a complete listing of all syrup and concentrate flavors offered by vendor and associated pricing for each. Please note that cost of product must be provided using formats contained in Exhibit 4.

**Please see Tab “Product Selections” and “Exhibit 4” in Coca-Cola’s response to this RFQ.**

#### 5.5 NATIONAL PRICING (M)

The vendor **SHALL** be required to submit a proposal to provide fountain drinks, however if the vendor has national contracts with the University’s food services Contractor it will be required that the vendor prices to the food services Contractor be the lesser of the bid presented by the vendor through this request for proposals or the national pricing afforded the University’s food services contractor. For informational purposes, the University currently contracts its food services with Aramark and such contract carries through June 30, 2011 with five additional annual options to renew.

**Please see Tab “Exhibit 4” in Coca-Cola’s response to this RFQ and the Term Sheet Exhibit C.**

**Post-mix pricing (as well as pricing actions and adjustments) will be the price as stipulated in the University’s concessionaire’s agreement with The Coca-Cola Company. Historically, pricing actions for Foodservice products, are announced in late November and take effect January 1 of the new year.**

#### 5.6 EQUIPMENT (M)

The beverage services vendor **SHALL** be required to supply, install, service and maintain all vending, fountain, display and other equipment used to sell or display beverages, at no cost to the University.

Additionally the successful respondent will be required to coordinate the installation of equipment with the removal of equipment by the current contractors to assure a minimum period of time without service and that all vending equipment and all other beverage equipment is in place no later than August 1, 2008 according to agreement.

The University encourages the use of new technology in the servicing of the account, dispensing of product, and distribution of the products. The University reserves the right to approve all technology changes which effect the distribution or dispensing of products, or operation of any equipment which the contractor wishes to incorporate during the life of the contract.

Coca-Cola understands and agrees to comply with further clarification below.

**Coca-Cola will consult with the University before modifying existing equipment to incorporate new technologies. Coca-Cola and the University will mutually agree to the installation of new equipment that contains new technological features not contained on the current equipment.**

#### **5.6.1 Vending Equipment (M)**

Each proposal must include the beverage services vendor's commitment to all of the following:

- 5.6.1.1** To supply, install, service and maintain new and like new state-of-the-art beverage vending equipment at no cost to the University and as approved by the University in all areas currently serviced by beverage vending. The University may direct the addition or deletion of equipment as necessary. All equipment shall remain the property of the vendor. A complete list of current vending machine locations is included in **Exhibit 2(a)**.
- 5.6.1.2** Equipment must be in line with University energy conservation requirements and is subject to University approval.
- 5.6.1.3** To provide all labor and materials necessary for the equipment installation and removal. The University shall furnish all utilities within five (5) feet of the equipment location; however, the University shall not be liable for equipment or product damage due to utility interruption, such costs are to be borne by the vendor. The University will correct broken utility service as soon as practical.
- 5.6.1.4** To provide professional quality product selection labels at no cost to the University.
- 5.6.1.5** To recommend placement and location of additional beverage vending equipment to most effectively promote beverage sales and service. The University will approve all locations and reserves the right to accept or reject any and all additional proposed locations.
- 5.6.1.6** To observe all applicable University policies and procedures including parking regulations. Vendor is required to purchase parking permits for all vehicles servicing the University. Parking fines and fees are the vendor's responsibility. Vendor is to service machines from loading docks and designated service areas only.
- 5.6.1.7** To require employees to wear easily recognized uniforms, which are suitable to the job function to be performed, and which easily and appropriately identify the vendor and the employee's name(s).



- 5.6.1.8 To prohibit the furnishing, by the vendor, of free or discounted vended products to employees or university personnel, or to customers as a direct operating expense applicable to sales or commissions under this Contract.
- 5.6.1.9 To accept sole responsibility regarding theft or damage to vendors equipment. The University will exercise its security measures in regard to the vendor's equipment.
- 5.6.1.10 To service vending machines only during normal building hours. The University will notify the vendor of any changes in building hours due to vacations, holidays, semester breaks, etc. The University may issue keys or ID entry cards as deemed appropriate for servicing vending machines. The vendor will be responsible for ensuring the security and appropriate use of these keys.

**Coca-Cola understands and agrees to comply with further clarification below.**

**Coca-Cola's commitments concerning vending equipment are located at Tab "Equipment" in Coca-Cola's response to this RFQ.**

**Please note that Coca-Cola is unable to commit to providing "state of the art" vending equipment, but can agree to providing "new or like new" vending equipment to meet the needs of Boise State University, incorporating new vending machine technology as available.**

**Coca-Cola would like to work with the University to mutually agree upon any additions to or deletions of vending equipment.**

**5.6.2 Fountain Equipment (M)**

Each proposal must include the beverage services vendor's commitment to all of the following:

- 5.6.2.1 Dispensing equipment must be supplied, installed, serviced and maintained by the vendor at no cost to the University. A description and location of fountain equipment currently operated by the University is provided in **Exhibit 2(b)**.

**The Company will continue to support the fountain equipment currently serving Coca-Cola products within University facilities. Fountain equipment installation and service of Company-owned fountain equipment will be executed through existing service agreements with the University's current foodservice concessionaire. If, in the future, the University does not use a third party concessionaire for any of its facilities, the Company will**

**provide, install and service Company-owned fountain equipment at no charge to the University at these facilities.**

- 5.6.2.2** The proposal should include the vendor's recommendation regarding placement and location of additional fountain equipment to most effectively promote beverage sales and service, if required.
- 5.6.2.3** All fountain equipment must be like new and maintained at current state of the art condition. All fountain equipment must include ice dispensing. The equipment shall remain fully functional and dependable for the term of the Contract. The University may request the replacement of fountain equipment that is no longer serviceable in the University's opinion.

**The Company is committed to providing the University with fountain equipment that serves a quality fountain beverage. The Company agrees to consult in good faith with the University concerning the replacement of fountain equipment that the University reasonably believes to be unserviceable. The Company and the University will determine all equipment placements and replacements based on mutually agreed upon parameters of service incidence, operational needs and physical appearance. Please note that the Company is unable to commit to providing "state of the art" fountain equipment. In addition, the Company will provide fountain equipment that has ice dispensing capability, but will not provide ice maker equipment.**

- 5.6.2.4** All dispensers must be equipped with locks and/or shut-off valves at no cost to the University and shall be fitted with a stainless steel, vented, double check valve backflow. ***The successful vendor will be responsible for scheduling and payment for the annual inspections of back flow prevention devices. Equipment will be subject to health and safety inspections.***

**All Company-supplied carbonated fountain systems will have a double vented check valve on all carbonators. If separate backflow prevention devices are required for compliance with local health and safety codes, these should be supplied by the University or its concessionaire and installed by a licensed plumber. Annual inspections should also be at University's expense.**

- 5.6.2.5** All racks, tubing, hook up from the stubbed out lines provided by the University will be the responsibility of the Contractor and provided at no cost to the University.

- 5.6.2.6** All dispensers must be equipped with separate water supply shut-off.
- 5.6.2.7** Syrup must be in five (5) gallon bags in a box. An alternative specification requires University approval.

**Coca-Cola's fountain syrup is available in 5-gallon and 2.5-gallon Bag-in-Box (BIB) packages. See Tab "Product Specifications" for a complete listing of the brands available for each package size.**

**Additional information relating to fountain equipment is located in Tab "Beverage Services Plan" of Coca-Cola's proposal submission.**

### **5.6.3 Reach-In Cooler Equipment (M)**

Each proposal shall include the beverage service vendor's commitment to the following:

- 5.6.3.1** To supply, install, service and maintain new and like new state-of-the-art reach-in cooler equipment at no cost to the University. A complete list of reach-in cooler locations is provided in **Exhibit 2(c)**.
- 5.6.3.2** To recommend placement and location of additional reach-in coolers equipment to most effectively promote beverages sales and services, to be approved by the University.

**Coca-Cola's commitments concerning reach-in cooler equipment are located at Tab "Beverage Service Plan" of Coca-Cola's response to this RFQ.**

**Please note that Coca-Cola is unable to commit to providing "state of the art" reach-in cooler equipment, but can agree to provide "new or like new" reach-in cooler equipment to meet the needs of Boise State University.**

### **5.7 Debit / Credit Card Readers**

The University desires to utilize debit/credit card functionality on vending machines. Bidding vendors should provide a proposal for installation of such devices by location (see Exhibit 2(a) for current vending machine locations). If any expenses beyond provision of space and utilities are to be borne by the University as a part of vendor's proposal, such expenses must be separately itemized and listed in the proposal.

**Coca-Cola's proposal concerning debit/credit card readers is located at Tab "Beverage Services Plan" and Section 6(G) of the Term Sheet of Coca-Cola's response to this RFQ.**

### **5.8 Repairs and Service (M)**

The successful vendor will be required to respond to all service calls within 3 hours and repair all malfunctioning equipment, including debit/credit card readers if applicable, within 48 hours or to replace the equipment. The vendor shall have a repair person on site at each University home football games and have an identified individual who is on call during all home basketball

games and at other times as directed by the University. The vendor is to maintain a 24-hour answering service and provide a sticker on vending machines with the 24-hour phone number.

- 5.8.1 Service** – The University is committed to excellent customer service and requires 24 hour, 7 day a week repair service with a guaranteed 3 hour maximum response time for fountain equipment, vending or other maintenance and repair calls. The proposal should describe the service and quality control program proposed by the vendor.

**All service for Company-owned fountain equipment will be accessed through the use of the Company’s 24/7/365 toll-free service network, 1-800-241-2653. All service calls will be prioritized and responded to by call type. Emergency calls (e.g. carbonator down) will be given the highest priority and responded to within 4 hours. Lower priority calls (e.g. of taste on one fountain valve) will be given a lower priority. All callers will receive a realistic estimated time of arrival immediately following the call placement.**

**The Company recognizes the critical nature of fountain equipment service and repair the day of a football game. “Stand-by service” of Company-owned fountain equipment in the University’s football stadium will be executed through existing service agreements with the University’s current foodservice concessionaire and the Company.**

**One stand-by service technician will generally be available for up to one hour before a football game and for two hours during the football game to ensure that equipment is performing and serving a quality fountain beverage.**

- 5.8.2 Repair and Maintenance** – If for any reason a vending machine (including the coin and bill mechanisms and debit/credit card readers, if applicable) is inoperable for longer than two consecutive days (48 hours), the vendor must either make the machine operable or replace the machine with like equipment of good mechanical condition. In addition, the University reserves the right to require the vendor to replace any piece of equipment which has a poor history of mechanical operation or whose physical condition is unsatisfactory.

- 5.8.3 Deleted section on damage fees**

- 5.8.4 Refunds** – The University requires coordination of a procedure to accommodate vending machine refunds at designated locations across campus and advertise those locations appropriately.

**Please see Coca-Cola’s proposal concerning repairs and service levels located at Tab “Service Plan” of Coca-Cola’s response to this RFQ .**

## 6.0 CASH INCENTIVES, SPONSORSHIPS, AND MARKETING OPPORTUNITIES

In consideration for the exclusive right to provide beverage services at Boise State University, the University seeks a variety of financial commitments to benefit the campus community and to reinforce the value of the partnership between the University and the beverage services vendor.

The University desires to receive an annual cash incentive from the vendor to be utilized by the University to support its role and mission. In addition, the University seeks to partner with the successful beverage services vendor to promote through sponsorships and marketing opportunities, innovative University programs and initiatives in such a way that the beverage services vendor will receive prominent and public recognition for their efforts. To further this goal, the University has prepared a series of sponsorships and marketing opportunities, which are listed in **Exhibit 3(b)** attached. The University requests that beverage services vendors indicate which programs they would desire to fund that will both fit their own corporate goals as well as enhance the opportunities for the University and the community.

The proposer should strive to emphasize a balance of programs based on the evaluation criteria identified in Section 9.2 of this document.

**Coca-Cola will consider in good faith sponsorships and marketing opportunities in connection with the University-wide events and programs identified in Exhibit 3(b). Coca-Cola's failure to separately sponsor or provide marketing support for these events and programs should not result, however, in a sponsorship association or affiliation between these events and programs and Coca-Cola's competitors.**

**The University can accept this as it relates to student activities and suggests an amount of product available to student activities in the product donation section of the terms sheet as a substitute. The University can not accept this with respect to entertainment venues and touring events and has added the language from the RFP to the exclusions in the terms sheet.**

**Please see Coca-Cola's proposal located in Section 5(D) of the Term Sheet of Coca-Cola's response to this RFQ.**

## 6.1 COMMISSIONS (M,E)

The University requires a commission on the sales of all vended beverage products on campus calculated as a percentage of sales and including a guaranteed annual minimum. The beverage services vendor should provide the commission rate per vended beverage item. **Exhibit 1** provides vending machine sales information for fiscal year 2007 to assist proposing vendors. Commission rates will be effective for the life of the contract. Commissions will be evaluated based on proposed guaranteed minimums. A 3% increase per year will be implemented on the guaranteed minimum at the beginning of the third year of this contract.

**Please see Coca-Cola's proposed vending commissions and annual guaranteed minimums in Exhibit B of the Term Sheet.**

## 6.2 ATHELETICS SPONSORSHIP AND MARKETING OPPORTUNITIES (M)

The successful beverage services provider will also enjoy the benefits of being a Big 4 Sponsor of the Broncos. The sponsorship does not imply naming rights unless negotiated. Benefits of corporate sponsorship are included in **Exhibit 3(a)**. Big 4 Sponsorship requires an annual payment of \$175,000 for years one and two. A 3% increase per year will be implemented at the beginning of the third year of this contract.

**Coca-Cola agrees to these terms. Please see Coca-Cola's financial commitments to the University located in Section 5(A) of the Term Sheet.**

**Coca-Cola's Response to University: Section 9 of the Term Sheet contains Coca-Cola's proposed language concerning marketing, advertising and promotional rights. 6-13-08**

## 6.3 OTHER CAMPUS SPONSORSHIP AND MARKETING OPPORTUNITIES (M,E)

**6.3.1 Recycling and Sustainability Program** – Boise State University has an active interest in recycling on campus. Funds provided will be used to provide capital equipment and administrative support for recycling and sustainability, which includes cans and bottles.

The University will acknowledge the support of the beverage vendor and will include mutually agreed upon identification of the vendor and the joint partnership.

The beverage services vendor must provide a minimum annual payment of \$15,000 to the University to support recycling initiatives on campus. In addition to the mandatory minimum sponsorship, proposals will be evaluated based on sponsorship values that exceed the minimum.

**Coca-Cola agrees to these terms. Please see Coca-Cola's financial commitments to the University located in Section 5(C) of the Term Sheet.**

**6.3.2 Sponsorship of Student Affairs** - The role of Student Affairs is to promote student success; enhance student growth and development; and to assist in developing an institutional climate that promotes intellectual inquiry, celebrates diversity, and promotes acts of civility.

The beverage services vendor must provide a minimum annual payment of \$40,000 to the University to support the Student Affairs. In addition to the mandatory minimum sponsorship, proposals will be evaluated based on sponsorship values that exceed the minimum.

**Coca-Cola agrees to these terms and has proposed an annual payment of \$50,000 to the University to support Student Affairs. Please see Coca-Cola's financial commitments to the University located in Section 5(B) of the Term Sheet.**

**6.3.3 Campus Wide Marketing Support** - The University recognizes the importance of timely and effective marketing to promote the sales of beverages on campus. These efforts are intended to support the sale of beverages on campus through all distribution channels (i.e., retail, concessions, vending, residential board dining, catering, etc.).

The University anticipates that the successful vendor will support and continuously develop marketing and sponsorship initiatives. The University seeks a vendor that will support academic, and student activity initiatives with a balanced approach to each of these initiative areas. See the proposed initiatives that are identified in **Exhibit 3(b)**.

Proposals will be evaluated based on proposed sponsorship values for campus wide marketing support.

**Coca-Cola agrees to these terms. Please see Coca-Cola's financial commitments to the University located in Section 5(D) of the Term Sheet. Coca-Cola agrees to allocate marketing dollars toward sponsorships and marketing opportunities in connection with University-wide events and programs, which may include those identified in Exhibit 3(b). Coca-Cola's failure to separately sponsor or provide marketing support for any of these events and programs should not result, however, in a sponsorship association or affiliation between these events and programs and Coca-Cola's competitors.**

**The University can accept this as it relates to student activities and suggests an amount of product available to student activities in the product donation section of the terms sheet as a substitute. The University can not accept this with respect to entertainment venues and touring events and has added the language from the RFP to the exclusions in the terms sheet.**

**6.3.4 In-Kind Product Support** - University student clubs and organizations rely heavily on donations of product to support activities throughout the year. As such, the University expects the vendor to provide a plan of in-kind product support on an annual basis to support student life.

**Coca-Cola agrees to these terms. Please see Coca-Cola's financial commitments to the University located in Section 5(E) of the Term Sheet .**

## 7.0 FINANCIAL TERMS (M)

### 7.1 AUDITING AND ACCOUNTING

- 7.1.1 The beverage services vendor will operate on its own credit, with no advance payments from the University.
- 7.1.2 All records relating to payments made or the provision of goods or services under this RFQ must be retained by the beverage services vendor, and accessible to the University for a minimum of five (5) previous years plus the current contract year. The University reserves the right to audit during regular business hours upon at least three (3) business days' notice any aspect of the performance of the Contract. The vendor shall keep full timely and accurate records in accordance with generally accepted accounting practices (GAAP).
- 7.1.3 The books, records, documents, and accounting procedures and practices of the beverage services vendor relevant to this contract shall be subject to examination by the University and/or State of Idaho officials during regular business hours upon at least three (3) business days' notice. The beverage services vendor shall:
- 7.1.3.1 Provide the University and/or its auditor's reasonable facilities for the examination, copying and audit of the books and records at the location where the records are kept in the ordinary course of business.
  - 7.1.3.2 Make such returns and reports as are reasonably required or necessary to evaluate the vendor's performance under the beverage services contract.
  - 7.1.3.3 Attend and answer under oath all lawful inquiries related to the vendor's performance under the beverage services contract.
  - 7.1.3.4 Produce and exhibit such books and records, related to the beverage services contract or the vendor's performance under the beverage services contract, as may be desired to be inspected at the location where the records are kept in the ordinary course of business.
  - 7.1.3.5 In all things related to the beverage services contract, cooperate with the University and/or its auditors in the performance of its duties.
- 7.1.4 Bottler shall inform the University of the schedule of independent audits of the vendor's records and operations, if any. The University shall receive a report of any findings that materially affect the University.
- 7.1.5 The University is on a monthly business cycle with a fiscal year of July 1 through June 30. Bottler shall supply financial data according to this cycle as well as special annual reports and analysis covering its operations under the Contract no later than July 31<sup>st</sup> following the end of the fiscal year. All reports shall be



provided to the University via an electronic means such as CD and in Microsoft Excel spreadsheet format or other mutually acceptable media.

- 7.1.6** Upon request of the University, the beverage services vendor shall meet with the University and review each operating statement, explain deviations, discuss problems, and mutually agree on courses of action, to improve the results of the required services included in this Contract. Operating statement adjustments required as a result of review and/or audit shall be identified and reflected in the next period statement.
- 7.1.7** Cash shortages from vending machines provided pursuant to the terms of this RFQ are the responsibility of the beverage services. Commissions are payable on collected cash only.
- 7.1.8** The beverage services vendor cannot waive commissions in any manner without prior written approval from the Vice President for Finance and Administration or his/her designee.

**Please see Exhibit B in the Term Sheet for more details.**

## **7.2 ANNUAL SALES AND MARKETING REPORT**

Boise State University requests to have an annual fall meeting with designated university personnel to discuss status of the current marketing proposal including sales by location, sales trends compared to prior years, marketing plans for upcoming years, discuss areas that are in need of improvements, equipment location plans, etc.

## **7.3 Deleted duplicate section**

## **7.4 PAYMENTS TO THE UNIVERSITY**

- 7.4.1** The beverage services vendor shall submit commission payments to the University by the 20<sup>th</sup> of the month for the previous month. The commission for June shall include the amount needed, if any, to reach the minimum annual commission amount for the prior year.
- 7.4.2** Included with the check shall be a complete statement showing sales by each machine and location. These statements should also be provided to the University via an electronic means such as CD or other media in a Microsoft Excel spreadsheet format. The vendor and the University will agree on a mutually acceptable reporting format.
- 7.4.3** Commissions which have not been paid within thirty (30) business days from the due date shall accrue interest at the lesser of one and one-half percent (1.5%) per month or the highest contractual interest rate allowed by the State of Idaho.

- 7.4.4** On expiration or termination of the Contract, partial year guarantee minimum commissions due, if any, shall be calculated as the portion of the total number of periods compared to the annual guaranteed commissions for the number of periods for which service was provided.
- 7.4.5** Checks for rebate payment shall be made payable to Boise State University and forwarded to the Office of the Vice President for Finance and Administration, 1910 University Drive Room 208 Administration Building, Boise, Idaho 83725.

## **8.0 RESPONSES TO REQUEST FOR PROPOSALS**

All proposals should include the following utilizing prescribed formats as noted:

### **8.1 Executive Summary of Proposal**

Proposals to provide beverage services should provide an executive summary that identifies suggested programs, assumptions, and expectations to achieve stated financial and operational objectives. In addition, the proposal should address the University's role and responsibility in the overall program. This document should be signed by a corporate officer and dated.

**Please see Tab "Executive Summary" in Coca-Cola's response to this RFQ.**

### **8.2 Proposals to support operations.**

Provide a detailed proposal to provide beverages services. The proposal should identify specific sales and revenue objectives for each product and distribution channel. The proposal should also include assumptions and commitments required to obtain those goals.

The proposal should distinguish between supporting existing services and any opportunities or strategies to modify and/or improve existing distribution channels.

If any expenses beyond provision of space and utilities are to be borne by the University as a part of vendor's proposal, such expenses must be separately itemized and listed in the proposal. (Section 5.1)

**Please see Tab "Beverage Services Plan" in Coca-Cola's response to this RFQ.**

### **8.3 References**

Provide at least five (5) references with at least one an institution of higher education and one vendor local to Boise State University that the vendor has successfully provided beverages services. Include company name, campus contact person, email, and phone numbers. (Per Section 4.2)

The reference form contained in Exhibit 5 may either be submitted as part of the proposal or sent directly by the reference to Boise State University as indicated on the form. However, it is

the proposers responsibility to ensure the forms have been submitted for evaluation. (Per Section 4.2)

**Please see Tab “References” in Coca-Cola’s response to this RFQ.**

**8.4** Provide list of the people and current resumes whom it anticipates representing the beverage services vendor in developing and implementing the programs identified and provide current resume(s). (Section 4.3)

**Please see Tab “Vendor Representatives” in Coca-Cola’s response to this RFQ.**

**8.5** Provide recommendations on how to maximize the opportunities available to a partnership between the University and the beverage vendor. (Section 5.1)

**Please see Tab “Beverage Services Plan” in Coca-Cola’s response to this RFQ.**

**8.6** The proposal should describe the programs and/or resources that support the likelihood of achieving the identified objective. The proposal should also include service and reporting commitments and plans for communications and reviewing performance. The proposal represents an opportunity for each beverage services vendor to provide examples of its innovative programs, alternative distribution strategies, operational opportunities, marketing proposals and understanding of the University’s environment and commitments. (Sections 5.6, 5.7, 5.8, 7.0)

**Please see Tab “Beverage Services Plan” in Coca-Cola’s response to this RFQ.**

**8.7** Provide product identification of all beverages sold or distributed by the vendor including a complete listing of all syrup and concentration (if applicable) of each beverage and a complete listing of all syrup and concentrate flavors offered by vendor per Section 5.4.

**Please see Tab “Product Specifications” in Coca-Cola’s response to this RFQ.**

**8.8** In addition to information to be provided in **EXHIBIT 4**, vendors are allowed to suggest an alternative pricing structure all beverages sold, distributed or otherwise offered by the vendor, which better supports the beverage contract objectives. If an alternative is provided explain why it is superior.

**Please see Tab “Exhibit 4” in Coca-Cola’s response to this RFQ.**

**8.9** If National Pricing will be used, provide complete information on this Pricing per section 5.5

**Please see Tab “Exhibit 4” in Coca-Cola’s response to this RFQ.**

**8.10** List sponsorship opportunities selected to provide programming partnerships with the University per section 6.0

**Please see Tab Term Sheet, Section 5 in Coca-Cola’s response to this RFQ.**

**8.11** Annual Guaranteed Commissions on Vended Sales per section 6.0

**Please see Tab Term Sheet, Exhibit B in Coca-Cola’s response to this RFQ.**

8.12 Signature Page signed and completed. Signature page is to be the first page (page 1) of the proposal.

**Please see Tab “Signature Page” in Coca-Cola’s response to this RFQ.**

**9.0 EVALUATION**

**9.1 THE PROCESS**

Upon opening, Purchasing will inspect the proposal for the following (not necessarily limited to the following):

- 9.1.1 That the proposal was timely per the published closing date and time;
- 9.1.2 That the proposal includes an original signed Signature page (attached in Sicomm);
- 9.1.3 That the proposal has not been qualified by the Proposer, meaning that the Proposer has not conditioned their proposal based upon BSU accepting terms or conditions established by the Proposer;
- 9.1.4 That the proposal contains all required information;
- 9.1.5 Other unforeseen conditions that might deem the proposal non-responsive upon opening.

Purchasing will forward all responsive proposals to the Evaluation Committee for evaluation. This committee will evaluate and score the proposals based on the evaluation criteria after reviewing for mandatory components.

**9.2 EVALUATION CRITERIA AND SCORING**

The following table identifies the points assigned to each RFP section:

<u>Evaluated Sections</u>	<u>Maximum Possible Points</u>
Proposer Information (Section 4.0)	100
Base Proposal Requirements (Section 5.0) Detailed services plan, product selection, product spec	100
Commissions (Section 6.1)	250
Other Campus Sponsorships (Section 6.3.1, 6.3.2)	250
Campus Wide Marketing Support (Section 6.3.3)	100
In Kind Support (Section 6.3.4)	100

Price of Product (Section 5.4.2, Exhibit 4)	100
<b>TOTAL POSSIBLE POINTS</b>	<b>1000</b>

**9.3 PROPOSAL**

In the categories of Commissions, Other Campus Sponsorships, Campus Wide Marketing Support, In Kind Support (if applicable) points will be normalized using the following:

Best \$ value proposal will receive 100% of category points. The next best \$ value proposal will be divided into the best \$ value proposal and the resulting percentage will be multiplied by total category points to determine the points awarded. (Example: [Vendor 1: Commission proposal of \$100,000.00] [Vendor 2: Commission proposal of \$90,000.00] [Vendor 1 receives 250 points] [Vendor 2: ( $\$90,000.00 / \$100,000.00 = .90$ ) X 250 points = 225 points]) Commission points for all subsequent proposals will be normalized via this method.

**10.0 AWARD**

Any intent to award will be made to the responsive, responsible Proposer whose proposal receives the highest overall score.

The University reserves the right to cancel this RFP at any time prior to a contract being established, if it is determined to be in the best interest of the University.

The award will be subject to State Board of Education approval to be obtained on August 21, 2008 at the regularly scheduled meeting.

**EXHIBIT 1: VENDING SALES INFORMATION**

During the period of July 1, 2006 through June 30, 2007 (the University's most recent completed fiscal year) the following amounts of cold beverages products were sold:

<b><i>Boise State University</i></b>	
<b><i>Beverage Vending Sales for Fiscal Year 2007</i></b>	
<b><i>Month</i></b>	<b><i>Sales</i></b>
<i>July</i>	<i>\$13,044</i>
<i>August</i>	<i>14,005</i>
<i>September</i>	<i>37,273</i>
<i>October</i>	<i>26,109</i>
<i>November</i>	<i>20,285</i>
<i>December</i>	<i>20,806</i>
<i>January</i>	<i>15,741</i>
<i>February</i>	<i>23,895</i>
<i>March</i>	<i>28,421</i>
<i>April</i>	<i>23,651</i>
<i>May</i>	<i>17,644</i>
<i>June</i>	<i>18,540</i>
<b><i>Totals</i></b>	<b><i>\$259,414</i></b>

**EXHIBIT 2(a): VENDING MACHINES AND LOCATIONS REQUIRED**

<b><i>Building Location</i></b>	<b><i>Number of Machines</i></b>
Administration Building	7
Advancement Communication Building	1
Business Building	5
Campus School	1
Capital Park Apartments	1
Chaffee A Wing ENERGY	1
Chaffee Hall	8
Children's Center	1
Communication Center	1
Computer Store	1
Diesel Technology Building	2
Driscoll Hall	1
Engineering Technology Building	1
Harry Morrison Engineering Building	1
Health Center	4
Keiser Hall	4
Liberal Arts	9
Library	5
Maintenance Shop	1
Math / Geology Building	7
Micron Building	4
Morrison Hall	1
Morrison Prop Shop	1
Multi Purpose	8
New Science Building	8
Nicholson / Yanke	1
Nursing Building	1
Old Gym	3
Parking Garage	2
Physical Plant	3
Pool	2
Recreation Center	2
Simplot Micron Building	1
Sports Training Center	3
Stadium	3
Student Union Building	7
Swimming Pool	2

Taco Bell Arena	7
Tennis Bubble	1
Tennis Center	3
Theatre Arts	1
Towers	3
University Court	1
University Square	14
University Village	1
Varsity Center	5
Voc Tech	4

**Total Number of Machines**      154

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EXHIBIT 2(b): FOUNTAIN EQUIPMENT AND LOCATIONS REQUIRED

<u>Location</u>	<u>Description</u>	<u>Quantity</u>
Taco Bell Arena	6 valve	20
Bookstore	6 valve	2
Stadium	6 valve	21
Student Union Building	6 valve	8
	Portable canister	3
	8 valve	2
Interactive Learning Center	6 valve	2
Education Building	8 valve	1
	<b>Total</b>	<b>59</b>

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EXHIBIT 2(c): REACH-IN COOLERS EQUIPMENT AND LOCATIONS REQUIRED

<u>Location</u>	<u>Description</u>	<u>Quantity</u>
Taco Bell Arena	Countertop cooler	14
	Single door cooler	3
Bookstore	Countertop cooler	1
	Single door cooler	3
	Double door cooler	1
	Triple door cooler	1
Stadium	Countertop cooler	15
	Single door cooler	12
Student Union Building	Single door cooler	3
	Triple door cooler	1
	Countertop cooler	1
Interactive Learning Center	Single door cooler	1
	Double door cooler	1
Education Building	Double door cooler	1
	Countertop cooler	1
<b>Total</b>		<hr/> 59

**EXHIBIT 3(a): BENEFITS OF ATHLETICS SPONSORSHIP**

The beverage services provider will enjoy the following benefits as one of the Big 4 Athletic Sponsors as part of the beverage services contract:

**Bronco Stadium:**

## Stadium Interior

- One 12' x14' back-lit static ad panel on Bronco Vision Video Board
- One 3' x 8' back-lit ad panel on south auxiliary scoreboard
- One 3' x 18' Sideline Signature for all Football home games on the East sideline

## Stadium Exterior

- One front lit 7' x 24' on Stadium facing Broadway Avenue

**Taco Bell Arena**

## Taco Bell Arena Interior

- One 2 x 8 foot back-lit ad panel on Bronco Vision Video Board
- One 2 x 4 foot back-lit ad panel on Bronco Vision Video Board
- One 3 x 9 foot back-lit panel behind each basket next to game scoring mechanism behind north basket
- One 2 x 2 foot back-lit ad panel located to scoring mechanism behind north basket
- Three 3 x 9 back-lit rotator ad panel on each side of the basketball floor
- One 3 x 9 foot back-lit panel on each side of the basketball floor

## Taco Bell Arena Exterior

- 13' x 25' electronic message board with back-lit presence of Big 4 Bronco Logo
- Business Logo and Electronic Messages on Taco Bell Arena Exterior Reader Board

**Bronco Vision**

## Bronco Vision Video Board

- Replay sponsor during all FB/BB home games (Company logo leads into each Bronco Vision replay for one quarter **each FB/BB** home game).
- One 30 second promotional spot per home football and basketball game
- One In-Game Promotional Feature per home football and basketball game (i.e. – “(Vendor) Caught Red Handed”)
- One In-Game Partner Thank-You by Head Football and Basketball Coach (shown at least once per home game)

**Additional Venue Signage**

## Bronco Venues

- Boas Soccer Complex ( 3 x 9 foot static ad panel on score board with Company Logo)

**Radio & Television**

- Jackson's Indoor Track (4.5 x 5 foot static ad panel on score board with Big 4 Logo)
- One :15 commercial spot during broadcast of all Football and Basketball games (KIDO Radio)
- One Special Coaches Thank-You during all Football and Men's Basketball broadcasts (45 total broadcasts)
- Rotating Tag Lines as corporate partner on Boise State Athletics promotional airtime.

**Television (KTVB Media Group) Boise, Twin Falls and Spokane**

- One 30-second promotional spot during each live or replayed Bronco football and basketball telecast by the KTVB Media Group (Minimum of 90 total broadcasts);
- Rotating spots on KTVB and KTVB 2 from September to March (minimum of 25 spots on KTVB during Prime Time and minimum of 300 spots on KTVB 2); and

**Boise State Radio**

- 50 underwriting spots as Corporate Partner of Bronco Athletics per year on Boise State Radio Network (4 stations total reaching from McCall to Sun Valley)

**Print Advertising**

Game Program Advertising

- One full page color ad in all football and basketball game programs

Outdoor Advertising

- Bottom 1/3 of two (2) 14' x 48' billboard per Football and Men's Basketball Season (August- March)

**Big 4 Bronco Logo present on all of the following:**

1. Schedule Cards (150,000);
2. Game Programs Covers (110,000);
3. Media Guides (10,000);
4. Team Posters (20,000);
5. BAA Membership Magazine (14,000);
6. Season Ticket Stock (175,000);
7. Season Ticket Mailers (10,000);
8. Summer Sports Camp Brochures (50,000)

**Internet (Broncosports.com)**

1. Company logo with direct link to Company Home Page
2. Available promotional opportunities on Web Page to be determined
3. Company banner advertisement on Bronco Vision Video Player

**Athletic Department Mailings**

Football and Basketball Season Ticket Mailings

- Inclusion in all season ticket mailing done by Boise State Athletics (materials provided by Partner)

## Corporate Hospitality and Entertainment

### Motivational Speakers/Promotional Rights

- Use of a Boise State coaching staff or administrative staff member to speak to your employees (based on availability and agreed upon by chosen head coach) and/or customers for 60 minutes per year, and ability to purchase additional speaking engagements at an agreed upon rate
- Use of a Boise State coaching staff member, staff member, cheerleaders, mascot or marching band for a promotional commercial shoot per year

### Team Travel

- Two spots on team charter to an away football game to be determined by Boise State

### Logo Rights

- Ability to utilize Mark whenever needed to promote Partner, along with the use of Big Four logo in all marketing efforts

### Corporate Hospitality Sponsorship

- Game Day sponsor of Corporate Tailgate Area with banner placement in area.
- Partner to receive 100 admission passes to Corporate Hospitality area
- Partner to provide soft drinks and water for each home game for up to 300 guests

### Passes

- Two sideline passes to all Bronco home football games
- Four BAA parking passes to all athletic events throughout the season (passes are reserved parking for football)
- Two VIP reserved spots through club seat program for football

### Game Sponsorship

- Title sponsor for one home football game and basketball game during each season
- Company banner above each stadium / arena entrance
- Individual logo on game programs and tickets for selected game
- All TV, Radio, and Print advertising surrounding your game . . . "Brought to you by . . ."
- 50 additional tickets for company use for sponsored game

### Season Tickets

- 12 total VIP season tickets to all BSU Athletic Events
- Four Club Seats in new addition to Bronco Stadium
- 100 Football Season Tickets in Section 129
- 100 Football Season Tickets in North End Zone

- 6 Bronco Athletic Association Memberships Tied To Season Tickets (Parking passes listed above)

Partner agrees to pay BSU Athletics the full amount by (date) as follows: Minimum of \$175,000 per year for the length of this agreement. A 3% increase per year will begin at the beginning of the 3<sup>rd</sup> year of this contract.

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**EXHIBIT 3(b): CAMPUS-WIDE SPONSORSHIP OPPORTUNITIES**

The proposal should identify opportunities for creative and effective support of University-wide programs that present unique opportunities to identify with significant initiatives and activities. The University will work with the vendor to assure maximum exposure for the vendor in these highly recognized and public efforts. The University is open to other initiatives that may be jointly developed by the vendor and the University. Below is a partial list of campus wide events for potential sponsorship opportunities:

**Distinguished Lecture Series sponsored by [Vendor/Product Name]** - This program was created to promote the discussion of important issues. Several times a year, an eminent person in social or political activities, in the arts or sciences or some other realm of contemporary significance speaks on campus. Students, faculty, staff and the community members have a chance to hear people who have affected the course of history or who are influencing current events.

**Boise State Performing Arts Series sponsored by [Vendor/Product Name]**

**Martin Luther King, Jr./Human Rights Celebration** – The MLK Human Rights celebration endures to provide the Boise State University campus with a series of advocacy, awareness, and educational activities for the Boise State community in an effort to promote civility and address the current needs of the community in accordance with the teachings of Dr. Martin Luther King Jr.

**Boise State University Post Graduation Celebration** - Commencement brings the University together for a traditional ceremony in the Taco Bell Arena to celebrate June and August graduates. Ceremonies include the processional and recessional of candidates as well as individual recognition of each person and hooding of the doctoral candidates. A reception for graduates and families is held immediately following the ceremony on the Intramural Field adjacent to the Taco Bell Arena and the Appleton Tennis Center. Each college will have a designated area where graduates can meet family and friends after the ceremony.

**Gene Harris Jazz Festival**- The goal of this program is to better serve the jazz community and all of the elements that are a part of it, including: great public jazz concerts, a wide range of educational experiences for students of jazz and furthering the growth of the Gene Harris Endowment, providing scholarships in music for students at Boise State University.

**Boise State University Honors Program [Vendor/Product Name] Scholarship** - The Honors College at Boise State University offers talented, highly motivated students the personalized attention of a small liberal arts school while drawing upon the resources of a metropolitan research university. Open to majors from all academic disciplines, the mission of the college is to provide students with exceptional opportunities normally found only at expensive private institutions.

**New Student Orientation** – This program was established to help ease the transition to Boise State University and offers a variety of orientation options to meet individual student needs. Orientation programs answer student and/or parent questions. Attendance is mandatory for all first time degree-seeking students.

**Club Sports** - Boise State University has over 25 student organizations categorized as Club Sports ([www.rec.boisestate.edu/clubsports](http://www.rec.boisestate.edu/clubsports)). Clubs regularly compete in regional leagues, host tournaments, and participate in numerous community service events.

**Fettuccini Forum** – The Fettuccini Forum is a monthly lecture series held on the first Thursday of the month in the Rose Room in the historic Union Block of downtown Boise.

**Annual Welcome Event** – the beginning of each academic year is started off with Welcome Back Week activities. Activities are intended to kick off the new academic year and welcome faculty, staff and students back after the summer break.

**Scholarships** – The University offers a wide variety of need-based and merit-based scholarships including the President’s scholarships, Capital Scholars, etc.

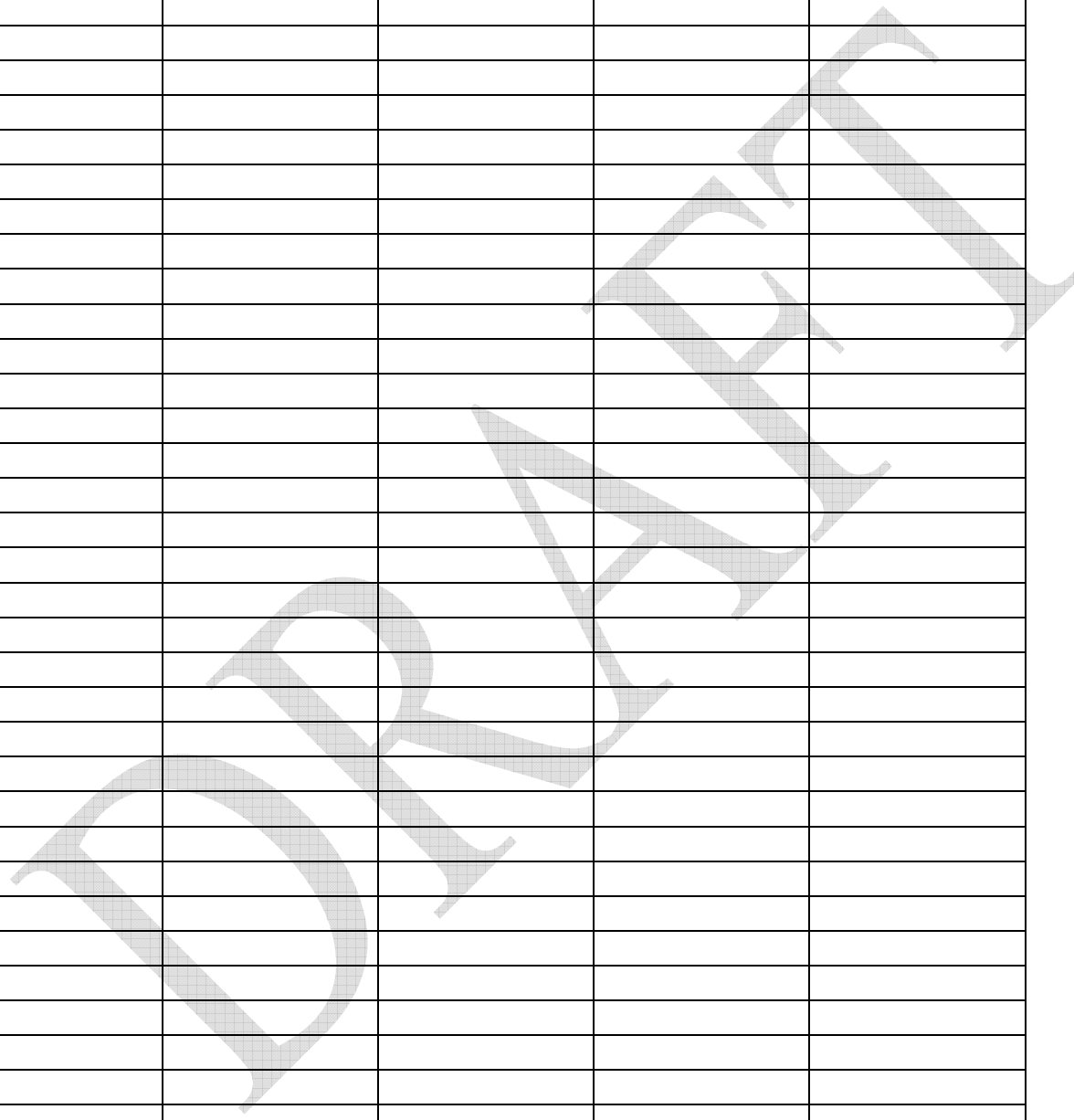
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**EXHIBIT 4: PRICE RESPONSE SHEET**  
**PLEASE SEE EXHIBIT C IN THE TERM SHEET**

Beverage Pricing Structure. Additional pages may be added if necessary.

Product Category	Unit Size / Style	Variety	Unit Price	Commission %



**EXHIBIT 5:**        BSU Beverage Services RFP XXXXX

Reference Form for     (Proposer Name)    

Entity Name:  
Contact Person:  
Title:  
Contacts Role with Entity:  
Phone:  
Email:

Dates proposer provided beverage service to Entity: \_\_\_\_\_

Please rate the following on a scale of 1-10 with 10 being the highest rating:

- 1. Ability of company to manage the contract: \_\_\_\_\_
- 2. Ability to meet deadlines required by contract: \_\_\_\_\_
- 3. Quality of service deliver: \_\_\_\_\_
- 4. Quality of product: \_\_\_\_\_
- 5. Transition process during implementation \_\_\_\_\_
- 6. Communication and documentation \_\_\_\_\_
- 7. Ability to follow the rules, regulations, and requirements of your entity: \_\_\_\_\_
- 8. Overall customer satisfaction \_\_\_\_\_

Comments if any:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please provide response directly to Boise State University at [tspinazz@boisestate.edu](mailto:tspinazz@boisestate.edu) or by returning to proposer. Reference is needed by Boise State on or before May 12, 2008, 5 p.m. Mountain Time. It is the responsibility of the proposer to ensure the forms have been returned to Boise State.

**ATTACHMENT A**

**SIGNATURE PAGE for Use with a Manually Submitted Invitation to Bid (ITB) or Request for Proposal (RFP) Response**

Bids or proposals and pricing information shall be prepared by typewriter or in ink and shall be signed in ink by an authorized representative of the submitting vendor. Two (2) copies of the bid or proposal shall be submitted, one (1) original and one (1) photocopy of the original, unless the RFP solicitation instructions specify otherwise. **AT LEAST ONE BID OR PROPOSAL SUBMITTED BY THE VENDOR MUST BE AN ORIGINAL (NOT PHOTOCOPIED) SIGNATURE.**

**NO LIABILITY WILL BE ASSUMED BY THE DIVISION OF PURCHASING FOR A VENDOR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS AND ANY PROPERLY ISSUED SOLICITATION ADDENDUMS IN A TIMELY MANNER FOR USE IN THE VENDOR'S RESPONSE TO THIS SOLICITATION OR ANY OTHER FAILURE BY THE VENDOR TO CONSIDER THE TERMS, CONDITIONS, AND ANY ADDENDUMS IN THE VENDOR'S RESPONSE TO THE SOLICITATION.**

The words "SEALED BID" and the bid number must be noted on the outside of your SEALED BID package. To insure that your SEALED BID is handled properly, the following information must be placed in the lower left corner of your bid package:

- SEALED BID**
- BUYER:**
- SEALED BID FOR:**
- BID NUMBER:**
- CLOSES:**

Send your sealed bid package to: BSU Purchasing Department  
1910 University Drive  
Boise, ID 83725-1210

This ITB or RFP response is submitted in accordance with all documents and provisions of the specified Bid Number and Title detailed below. By my signature below I accept the STATE OF IDAHO STANDARD CONTRACT TERMS AND CONDITIONS and the SOLICITATION INSTRUCTIONS TO VENDORS dated 10/02/07 as incorporated by reference into this solicitation. As the undersigned, I certify I am authorized to sign and submit this response for the Bidder or Offeror. I further acknowledge I am responsible for reviewing and acknowledging any addendums that have been issued for this solicitation.

Please complete the following information:

BIDDER/OFFEROR (Company Name) \_\_\_\_\_ BID Number: \_\_\_\_\_

ADDRESS \_\_\_\_\_ BID Title: \_\_\_\_\_

CITY, ST, ZIP \_\_\_\_\_

TOLL FREE \_\_\_\_\_ PHONE \_\_\_\_\_

FAX \_\_\_\_\_ E-Mail \_\_\_\_\_

FEIN/SSN# \_\_\_\_\_

**THIS SIGNATURE PAGE MUST BE SIGNED WITH AN ORIGINAL HANDWRITTEN SIGNATURE EXECUTED IN INK AND RETURNED WITH YOUR BID OR PROPOSAL FOR YOUR BID OR PROPOSAL TO BE CONSIDERED!**

\_\_\_\_\_  
Original Signature (Manually Signed in Ink)                      Date

\_\_\_\_\_  
Please type or Print Name    Title

The Coca-Cola Company's Website: [www.coca-cola.com](http://www.coca-cola.com)

Swire Coca-Cola's Website: [www.swirecc.co](http://www.swirecc.co)

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**Term Sheet for Agreement Between  
The Coca-Cola Company  
SWIRE PACIFIC HOLDINGS, INC.  
BOISE STATE UNIVERSITY**

**1. PARTIES**

- (A) **THE COCA-COLA COMPANY**, acting by and through its Coca-Cola North America Division (“Company”)
- (B) **SWIRE PACIFIC HOLDINGS, INC.** (“Bottler”)
- (C) **BOISE STATE UNIVERSITY** (“University”)

Company and Bottler are collectively referred to as “Sponsor.”

**2. SCOPE OF AGREEMENT**

Sponsor will be the exclusive Beverage sponsor of the University, with Campus-wide Beverage availability rights, and on and off-Campus marketing rights. Bottler will have the exclusive right to operate full service Beverage vending on Campus.

**3. TERM**

The term of the Agreement will be for a period of Five (5) year initial term plus five (5) one-year extensions at the discretion of the University.(the “Term”):

Start Date: July 1, 2008    Initial Term End Date: June 30, 2013

Annual extensions possible through June 30, 2018.

**4. DEFINITIONS**

Certain capitalized words or phrases are used throughout this document. Such words or phrases have the meanings set forth in **EXHIBIT A**.

## 5. SPONSORSHIP FEES / COMMISSIONS / OTHER CONSIDERATION TO UNIVERSITY

(A) Athletics Sponsorship Fees - Sponsor will pay to University "Athletics Sponsorship Fees" in the aggregate amount of **\$1,952,844**, payable throughout the Term (assuming all extensions are executed) as follows:

(i) Agreement Year One:	\$175,000
(ii) Agreement Year Two:	\$175,000
(iii) Agreement Year Three:	\$180,250
(iv) Agreement Year Four:	\$185,658
(v) Agreement Year Five:	\$191,227
(vi) Agreement Year Six:	\$196,964
(vii) Agreement Year Seven:	\$202,873
(viii) Agreement Year Eight:	\$208,959
(ix) Agreement Year Nine:	\$215,228
(x) Agreement Year Ten:	\$221,685

(B) Student Affairs Sponsorship Fees - Sponsor agrees to pay University \$50,000 annually (\$500,000 over the 10 year term assuming all extensions are executed) to support Student Affairs.

(C) Recycling Fees - Sponsor agrees to pay University \$15,000 annually (\$150,000 over the 10 year term assuming all extensions are executed) to support University's recycling efforts, including University's expenditures for the purchase of capital equipment and administrative support.

Sponsorship Fees will be paid within 30 days after July 1<sup>st</sup> each Agreement Year; provided however, the payment of Sponsorship Fees for Agreement Year One shall not be due and payable until thirty (30) days after the date of signature of this Agreement by all parties. University will provide an invoice to the Bottler for the Sponsorship Fees at least 30 days before payment is due.

- (C) Commissions - Bottler will pay to University annual guarantee and commissions and for Company Beverages sold through Bottler's full service Beverage vending machines on Campus as described in **EXHIBIT B** attached hereto.
- (D) Marketing Expenditures - Sponsor will budget and spend \$18,000 annually (\$180,000 over the 10 year-term assuming all extensions are executed) for mutually agreed upon on-campus marketing programs that will enhance student life. Sponsor will hold and manage this budget. All funds made available under this paragraph must be spent within the Agreement Year for which they are budgeted.
- (E) Product Donations - Bottler will donate up to \$9,000 of Company Products (valued at wholesale price) annually (\$90,000 over the 10 year term assuming all extensions are executed) for student, faculty and staff special events.
- (F) Campus Marketing Manager - Bottler will hire and retain a Campus Marketing Manager for Boise State University (a then-current student attending the University). The Campus Marketing Manager will be charged with ensuring that Coca-Cola sampling initiatives, marketing and student programming is executed properly on-campus.
- (G) Card Readers Bottler will spend a total of \$50,000 for the purchase of card readers for approximately 75 Sponsor-placed vending machines on campus over the term of the Agreement.

The monies set forth in this section constitute the full and complete consideration for all rights granted to Sponsor hereunder.

## **6. BEVERAGE AVAILABILITY RIGHTS OF SPONSOR**

- (A) Exclusive Beverage Availability Rights - Sponsor will have exclusive Beverage availability rights on the entire Campus at all times during the Term. University will make Company Beverages available for sale on Campus in all package forms, through fountain dispensing, coolers, kiosks, hawking, and vending, as well as through any other means agreed upon by Sponsor and University. University will use its reasonable, good faith efforts to maximize the sale and distribution of Company Beverages on Campus.
- (B) Permitted Exceptions:



Company Beverages will be the only Beverages sold, served, distributed, sampled, or otherwise made available on Campus, provided however University may, on a non-exclusive basis, serve, sell or dispense the following Competitive Products ("Permitted Exceptions") on Campus:

- Fresh milk or milk-based beverages,
- Hot tea and hot coffee freshly brewed on premise,
- Non-alcoholic or low-alcohol beer, beer, wine, or liquor,
- hot chocolate,
- bottled office water (i.e. bulk water 5 gallons and above),
- the use of any Beverages for academic research purposes,
- concentrated bases used as ingredients and as beverages for catering events,
- products used for academic research,
- Competitive Products required per the terms of the franchise agreements for the current franchise food service locations: Starbucks located in the Library and Quizno's located on the edge of campus, and
- Competitive Products sold at other franchise food service outlets that are not owned or operated by University or its concessionaires or food service operators and that exist on Campus pursuant to valid leases existing at the time that University acquires ownership or control of a building or facility. (University agrees to use commercially reasonable efforts to limit the Competitive Products sold at these locations.)

Permitted Exceptions, to the extent served or sold in cups, shall not be served or sold in Approved Cups.

- (C) Competitive Product Sales. University shall be permitted to sell other Competitive Products in no more than 10% of shelf space in permanent refrigerated space only at each of the current and future convenience store locations (i.e., Bookstore locations, C3 in the interactive learning center, and Fresh Express in the Student Union.) Competitive Products will not be made available in Sponsor's branded coolers. University must also carry in each convenience store location Sponsor's equivalent

Company Beverage for each Competitive Product carried. For example, if Red Bull® is carried, Full Throttle® must also be carried.

- (D) Trademark Visibility for Permitted Exceptions. University may display trademarks for Permitted Exceptions on menus, menuboards, dispensing equipment, coolers and vessels to indicate availability, but no Permitted Exceptions will be marketed, advertised, promoted, or sampled on Campus, or otherwise in connection with the University, the Campus or the University Marks.
- (E) Beverage Purchase Requirement - University and its third party food and beverage concessionaires (“Concessionaires”) will purchase from Bottler their entire requirement for Beverages on Campus except for certain juice brands, Odwalla products and other products which may be delivered directly by Company and/or its distribution partners. University and its Concessionaires will purchase all such Beverages at the initial prices listed in **Exhibit C** and then may be adjusted as outlined in **Exhibit C**.

## **7. EXCLUSIVE ASSOCIATION; NO COMPETITIVE BEVERAGES**

- (i) Except as set forth with respect to Permitted Exceptions, no signage, advertising, or trademark visibility for any Competitive Products will be displayed or permitted anywhere on Campus. No Competitive Products will be associated, directly or indirectly, with University, the Campus, the University Teams, the University varsity athletic coaches, the University Athletic Director, or the University Marks, on or off-Campus, whether through advertising, promotions or otherwise. University will take all steps necessary or appropriate to stop third parties from associating Competitive Products with University.
- (ii) All Concessionaires with Beverage operations on Campus will comply with all applicable provisions of the Agreement, including purchasing their entire requirements for Beverages, cups, lids, and 20, 25 and 50 pound CO2 canisters from Sponsor and using Approved Cups. A biodegradable cup and lid option must be available after the first year of the contract at a market rate, or the University would have the right to purchase such from an alternate vendor.

### **Further Definition of Broadcasters Compliance**

Broadcasters of University athletic events and publishers of University publications (including BSU Radio, Student Radio, Gene Harris Jazz Festival, Arbiter, various websites, etc.) will have the right to sell spot advertising time or space relating to Competitive Products and run or print such advertising during TV or radio broadcasts of University athletic events or in University publications; provided,

however, that University will use its best efforts to ensure that the University Marks will not be displayed or referred to during any such spot advertising for Competitive Products (e.g., the University Marks will not appear on screen or be mentioned on air while or at the same time any spot advertising for Competitive Products is being run).

The parties further agree that incidental references to or displays of University Marks which are necessary for the actual TV or radio broadcast of a University athletic event will not be a violation of this Agreement although such may occur at the same time a Competitive Product is mentioned or a trademark relating to a Competitive Product appears on screen or is mentioned on air (for example, mention of University's name during a half-time show sponsored by a Competitive Product, statements regarding the game score of an athletic event involving a University athletic team, and incidental references or displays of the Campus during the broadcast of an athletic event involving a University athletic team).

## 8. **EQUIPMENT AND SERVICE**

**Post-mix Dispensing Equipment:** Company will provide certain fountain Beverage dispensing equipment for use on Campus, and maintenance/repair service for such equipment, under the following terms and conditions:

Equipment and service will be provided to University's Concessionaire on terms separately negotiated by Company and the Concessionaire.

**Vending Equipment:** Bottler will provide certain Beverage vending and other cold-drink equipment (such a coolers) for use on Campus, and maintenance/repair service for such equipment. The initial placement will be 124 vending machines. Over the Term, the University agrees that Sponsors shall be permitted to maintain current student-to-vender (or other cold drink equipment) ratios. Placement of new machines or relocation of current machines will be mutually agreed upon between vendor and the University.

## 9. **MARKETING, PROMOTIONAL AND ADVERTISING RIGHTS OF SPONSOR**

- (A) Exclusive Rights. Sponsor will have exclusive marketing, advertising, and promotional rights in the Beverage category regarding University, the Campus, all intercollegiate athletic teams and University varsity athletic coaches associated with the University (the "University Teams"), and all Marks owned or controlled by University (the "University Marks").

Sponsor's rights shall apply to television, radio, print, signage, electronic and all other media, whether now or hereafter known.

(i) Use of Marks is subject to collegiate licensing agreement

- (B) Promotional Rights. Sponsor will have the right to market, advertise, and promote Company Beverages in association or connection with University, the Campus, the University Teams, and the University Marks.

University will have the right to approve in advance (i) the concept for any promotional activity with respect to University that will utilize the University Marks, and (ii) any items created by Sponsor that incorporate any of the University Marks. University will cooperate with Sponsor's activities, on and off-Campus, designed to promote Sponsor's sponsorship association with University, the Campus and the University Marks. University will not unreasonably withhold its approval of submissions by Sponsor under this Agreement. Withholding approval is considered unreasonable unless it is based on:

- (i) University's determination that University Marks have been used incorrectly in a technical sense (such as improper color or trademark nonconformity); or
- (ii) University's reasonable determination that Sponsor's proposed promotional activity or use of University Marks will reflect negatively on University.

For example, University agrees that it is unreasonable to withhold approval of a submission that includes the name or marks of one of Sponsor's customers solely because that customer is not also a sponsor of University or because that customer operates in a trade channel where University already has an exclusive sponsor.

University will have 10 business days from receipt to respond to any written submission by Sponsor. If University fails to respond within that time period, then Sponsor's submission will be deemed automatically approved by University.

Sponsor will have the right to use any previously approved Designations without having to again seek University's approval.

Sponsor agrees to purchase promotional materials through University-owned outlet

- (C) License. Sponsor will have a license to use the University Marks, subject to collegiate licensing rules on a royalty-free basis, for the purposes of marketing, advertising, or promoting Company Beverages. Such license gives Sponsor the right to use the University Marks in or on all of Sponsor's advertising, promotional and packaging materials and activities, which include, for all purposes of this Agreement, advertising, promotional and merchandising materials including:

- point-of-sale materials and vender fronts;
- cups, vessels, cans, bottles, commemorative cans or bottles, can/bottle wraps and all other forms of packaging;
- broadcast, print, electronic and all other forms of media.

**(D)** Retail Customers. Sponsor will have the right to undertake promotions regarding Company Beverages at or in connection with University, including joint promotions with Sponsor's retail customers in all channels of trade including without limitation

- Grocery and retail;
- Convenience and "oil and gas" retailers;
- Mass merchandise;
- Drug retailers;
- Quick serve and all other types of restaurants (including home-delivered pizza);
- Institutional and "at-work" foodservice operations;
- Video and music retailers;
- Movie theaters and indoor entertainment venues;
- Theme parks and outdoor attractions;
- and sports venues,

and to use the University Marks for such purposes, including use with customers' Marks, provided no customers' Marks are used in such a way as to imply a sponsorship relationship with University (unless one exists). Sponsor's right to conduct Beverage promotions with retail customers takes priority over any exclusive marketing rights held by other University sponsors in the same retail channels (but only as to Beverage promotions).

**(E)** Sponsorship Designations. Sponsor will have the right to refer to Sponsor or Company Beverages in any marketing, advertising, or promotional activity or material as a "sponsor of" or the "official" or "exclusive" Beverage of University, the Campus, or the University Teams in accordance with the Designation rights granted hereunder.

**(F)** Sampling and Surveying. Sponsor will have the right to sample and survey persons on Campus regarding Company Beverages or for other Beverage-related purposes.

**(G)** Approved Cups. All Beverages subject to this agreement sold, distributed, or served on Campus in disposable vessels will be served in Company approved cups bearing Company trademarks or Company and University trademarks on 100% of the exterior cup surface ("Approved Cups"). All collectible non-disposable cups will bear Company or Company and University trademarks on a mutually-agreed portion of the exterior cup surface. A biodegradable cup and lid option must be available after the

first year of the contract at a market rate, or the University would have the right to purchase such from an alternate vendor. Biodegradable cups purchased from an alternate vendor would include Company trademarks at the University's option.

- (H) Point of Sale Materials. Company Marks will be prominently displayed on all menu boards and all dispensing equipment at all foodservice/concession locations, and on all Beverage vending machines on Campus except as excluded in section 6.B permitted exceptions. Point-of-sale materials depicting Company Beverages, including translites and pictorials on dispensing equipment, will be clearly visible to the purchasing public at all foodservice and concession locations on Campus.
- (I) Sideline Rights. University will use cups, coolers and equipment featuring POWERade® brand trademarks -- or if requested by Company, trademarks for any other Company Beverage -- on sidelines and players' benches, and in locker rooms for all intercollegiate athletic events on Campus. Company may also make such Company Beverage available for consumption by players, coaches and staff on the sidelines, player's benches, and in locker rooms.
- (J) Hawking. University will sell Beverages using Company-trademarked materials, such as hawking trays, kiosks, themed mobile/push carts and themed umbrellas, if and to the extent provided by Sponsor. Company Beverages will be hawked in the stands at events when appropriate. This decision is made by the University and is generally based on attendance and anticipated sales.
- (K) Premiums. Sponsor may create merchandise and promotional premiums bearing Marks of Company Beverages together with any of the University Marks. Sponsor will not pay any royalties to University for this merchandise and promotional premiums, so long as it is distributed on-campus free of additional charge in connection with Company Beverages or sold at a subsidized price. All other merchandise and promotional premiums will be subject to royalty rates and other terms in accordance with the University's collegiate licensing rules. University agrees that royalties will not apply in any circumstances to any of the following used on campus that bear University Marks: cups; vessels; cans, bottles, commemorative cans or bottles, can/bottle wraps and all other forms of packaging; vender fronts; and advertising or promotional materials.
- (L) Internet Advertising. University will acknowledge Sponsor's sponsorship and Company Beverage availability on its Athletics Internet home page. If University places hyperlinks on its Athletics Internet home page, Company may place a hyperlink command on that home page to Company's home page at <http://www.cocacola.com/> or other Company-designated website.

Company may also develop a special page advertising Company Beverages on University's Athletics internet site.

- (M) Digital Content. University will provide Sponsor with digital content, which may include video highlights of University events, audio content of University theme songs, screensavers, etc. for Sponsor to replicate and use as promotional premiums, including for use as rewards on Sponsor's "My Coke Rewards" loyalty program. University will clear any rights that may be required for such use, and will refresh the digital offerings periodically.
- (N) Coaches. University will make its athletic coaches available for charitable and promotional events mutually agreed upon by University and Sponsor.

**10. SIGNAGE AND MEDIA / ADVERTISING**

Throughout the Term, University will provide Sponsor, at no cost to Sponsor, the following signage and media/advertising rights, tickets and other inventory described in **Exhibit D**.

**EXHIBIT A**

## DEFINITIONS

Certain capitalized words or phrases are used throughout this document. Such words or phrases have the following meanings:

1. "Agreement Year" means each twelve-month period during the Term commencing on July 1<sup>st</sup> and ending on June 30<sup>th</sup>.
2. "Beverages" means carbonated and non-carbonated, non-alcoholic, natural or artificially flavored drinks, including but not limited to, non-alcoholic drinks with nutritive or non-nutritive sweeteners, flavored and/or sweetened mineral water, bottled water packaged for individual consumption, natural or artificially flavored fruit juices, fruit and/or juice-containing drinks and flavored drinks, packaged tea and coffee drinks, isotonic drinks and energy drinks.
3. "Broadcaster" means any person or entity that for any business purpose broadcasts, distributes, prints, syndicates, televises, or publishes by any means (including electronically via the Internet) any photograph, film, videotape, or other recording or rendering of all or part of the Campus, any University Team game, or any other Campus event. "Broadcast" has a corresponding meaning.
4. "Campus" means the acres of the campuses in Ada County and Canyon County (excluding property transferred to the College of Western Idaho) and other acreage that the University may own or operate, including but not limited to any and all athletic facilities, business offices, student facilities including residence halls, classrooms, restaurants, concession stands, snack bars, bookstores, and dining halls unless specifically excluded in this Agreement. "Campus" includes any and all other buildings or facilities which currently comprise the campuses of Boise State University or which may be acquired, or constructed during the Term, and which are operated by or directly in conjunction with the University or over which University has management control.
5. "Company Beverages" means Beverages manufactured, distributed, marketed or sold under trademarks or brand names owned or controlled by or licensed for use to Company
6. "Competitive Products" means all Beverages that are not Company Beverages, and any products, whether or not Beverages, marketed under Beverage trademarks that are not Company Marks (e.g., "Gatorade Energy Bars").
7. "Designations" means (1) "Official Soft Drink [or Juice, Tea, Sports Drink, etc.] of Boise State University (2) "Official Soft Drink [or Juice, Tea, Sports Drink, etc.] of Broncos," and (3) "Official" or "Proud" Sponsor of the Boise State Broncos.
8. "Mark" means, with respect to any party, any trademark, trade name, service mark, design, logo, slogan, symbol, mascot, character, identification, or other proprietary design now or in the future owned, licensed, or otherwise controlled by that party.



Examples of University Marks include the Designations; the University's name, logo and emblems; the Teams' names, uniforms, logos and emblems.

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## Exhibit B

Beverage Vending Commissions (for full service vending only)

<b>Package:</b>	<b><u>Vend Rate</u></b>	<b><u>Commission %:</u></b>
<b><u>Years 1-3:</u></b>		
12 oz cans	\$ .75	30%
20 oz bottles (CSD & Dasani)	\$1.25	55%
20oz Vitamin Water & Powerade, 450ml MM	\$1.50	30%
Energy (16 oz)	\$2.00	30%
<b><u>Years 4-7</u></b>		
12 oz cans	\$1.00	30%
20 oz bottles (CSD & Dasani)	\$1.50	55%
20oz Vitamin Water & Powerade, 450ml MM	\$1.75	30%
Energy (16 oz)	\$2.25	30%
<b><u>Years 8-10</u></b>		
12 oz cans	\$1.00	30%
20 oz bottles (CSD & Dasani)	\$1.60	55%
20oz Vitamin Water & Powerade, 450ml MM	\$2.00	30%
Energy (16 oz)	\$2.50	30%

Commissions will be paid based on cash collected net of sales tax, recycling deposits or fees, debit card charges, shortages, and any state-mandated deposit fees or other charges where applicable. Commissions shall only be paid on sales from vending machines filled and serviced by Bottler.

Bottler agrees to pay University an annual guaranteed vending commission of **\$135,000 in years one (1) and two (2), and will increase the Guaranteed Commission by 3% each year starting in year three (3)**. Commission will be paid monthly as earned on all bottle/can Company Beverages (excluding Odwalla) sold through Bottler's full service vending machines on Campus, computed and payable in accordance with the terms set forth in Exhibit B. If the full amount of the Guaranteed Commission has not been earned at the end of any Agreement Year, Bottler will pay the remaining portion of the Guaranteed Commission to University no later than twenty (20) days after the end of the applicable Agreement Year. Commissions will be paid based on cash collected, net of

sales tax, recycling fees, debit card charges (if applicable), shortages, and any state-mandated deposit fees or other charges. Commissions shall only be paid on sales from vending machines filled and serviced by Bottler. Bottler reserves the right to adjust vend prices at any time in its discretion.

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## Exhibit C

Product Pricing

## PRICE RESPONSE SHEET

## Bottle and Can Pricing:

Product Category	Unit Size / Style	Variety	Unit Price	Commission %
<b>Bottle / Can Product Pricing - Year 1</b>				
12 oz cans	24 cans per case	Assorted	\$10.28 per case	N/A (retail)
Fridgepack cans	24 cans per case	Assorted	\$10.28 per case	N/A (retail)
8 oz cans	24 cans per case	Coke, Dt. Coke, Sprite	\$10.28 per case	N/A (retail)
2 Liter SSD	8 bottles per case	Assorted	\$10.48 per case	N/A (retail)
Minute Maid Juice. .450 ml.	24 bottles per case	Assorted	\$22.32 per case	N/A (retail)
Campbell's V-8 12 oz bottles	12 bottles per case	Vegetable, Spicy	\$15.00 per case	N/A (retail)
V-8 Fusion 12 oz bottles	12 bottles per case	Strawberry Banana, Pomegranate	\$15.00 per case	N/A (retail)
V-8 Splash 16 oz bottles	12 bottles per case	Tropical Blend, Berry Blend, Strawberry Kiwi	\$15.00 per case	N/A (retail)
Godiva Iced Coffee 9.5 oz bottle	12 bottles per case	French Vanilla, Milk Chocolate, Dark Chocolate	14.94 per case	N/A (retail)
20 oz SSD	24 bottles per case	Assorted	\$17.76 per case	N/A (retail)
1 Liter SSD	12 bottles per case	Assorted	\$13.44 per case	N/A (retail)
20 oz Dasani Water	24 bottles per case	N/A	\$12.00 per case	N/A (retail)

**ATTACHMENT 2**

1 liter Dasani Water	12 bottles per case	N/A	\$9.84 per case	N/A (retail)
20 oz Dasani Plus	12 bottles per case	Assorted	\$9.43 per case	N/A (retail)
12 oz Dasani Water	24 bottles per case	N/A	\$10.00 per case	N/A (retail)
500 ml Evian Water	24 bottles per case	N/A	\$24.00 per case	N/A (retail)
1 Liter Evian Water	12 bottles per case	N/A	\$20.28 per case	N/A (retail)
18 oz Fuze	12 bottles per case	Assorted	\$14.50 per case	N/A (retail)
20 oz Powerade	24 bottles per case	Assorted	\$18.24 per case	N/A (retail)
32 oz Powerade	15 bottles per case	Assorted	\$14.25 per case	N/A (retail)
2 gal Powerade powder mix	8 cans per case	Assorted	\$30.00 per case	N/A (retail)
20 oz Glaceau Vitamin Water	24 bottles per case	Assorted	\$24.00 per case	N/A (retail)
32 oz Glaceau Vitamin Water	12 bottles per case	Assorted	\$21.00 per case	N/A (retail)
20 oz Glaceau Smartwater	24 Bottles per case	N/A	\$21.36 per case	N/A (retail)
1 liter Glaceau Smartwater	12 bottles per case	N/A	\$14.52 per case	N/A (retail)
16 oz Glaceau Vitamin Energy	12 cans per case	Assorted	\$17.00 per case	N/A (retail)
16 oz Full Throttle Energy	24 cans per case	Assorted	\$34.00 per case	N/A (retail)
24 oz Full Throttle Energy	12 cans per case	Full Throttle, Full Throttle Blue Demon	\$24.00 per case	N/A (retail)
16 oz Nos	24 cans per case	N/A	\$34.00 per case	N/A (retail)

Energy				
22 oz. Nos Energy	12 bottles per case	N/A	\$24.00 per case	N/A (retail)
16.9 oz Gold Peak Tea	12 bottles per case	Assorted	\$12.64 per case	N/A (retail)
12 oz Enviga	12 cans per case	Assorted	\$13.10 per case	N/A (retail)
<b>Ancillary Product Pricing - Year 1</b>				
Premix Tanks	5 gallon Tank	Assorted	\$21.00/ tank	N/A (retail)
16 oz cups	(1,000) 16 oz cups per case	N/A	\$41.44 per case	N/A (retail)
21 oz cups	(1,000) 21 oz cups per case	N/A	\$46.03 per case	N/A (retail)
24 oz cups	(1,000) 24 oz cups per case	N/A	\$54.43 per case	N/A (retail)
32 oz cups	(480) 32 oz cups per case	N/A	\$35.62 per case	N/A (retail)
44 oz cups	(480) 44 oz cups per case	N/A	\$46.37 per case	N/A (retail)
16/21/24 oz lids	(2,000) lids per case	N/A	\$29.34 per case	N/A (retail)
32 oz lids	(960) 32 oz lids per case	N/A	\$22.18 per case	N/A (retail)
44 oz lids	(960) 44 oz lids per case	N/A	\$27.44 per case	N/A (retail)
10 inch Wrapped Straws	(6,000) straws per case	N/A	\$50.96 per case	N/A (retail)
32 oz lids	(960) 32 oz lids per case	N/A	\$22.18 per case	N/A (retail)
44 oz lids	(960) 44 oz lids per case	N/A	\$27.44 per case	N/A (retail)
10 inch Wrapped Straws	(6,000) straws per case	N/A	\$50.96 per case	N/A (retail)
20 lb. CO2	1 tank	N/A	\$15.75 per tank	N/A (retail)

35 lb. CO2	1 tank	N/A	\$22.00 per tank	N/A (retail)
------------	--------	-----	------------------	--------------

**\*All Bottle/Can and Ancillary prices will be adjusted on an annual basis at a rate of four percent (4%) above the previous year's price. Price increases will be effective in July of each Agreement year.**

<b>Vending Commission and Vend Rates - Year 1-3</b>				
<b>Product Category</b>	<b>Unit Size / Style</b>	<b>Variety</b>	<b>Unit Price</b>	<b>Commission %</b>
Full Service 12 oz SSD	24 cans per case	Assorted	.75 cent vend price	30% commission
Full Service 20 oz SSD	24 bottles per case	Assorted	\$1.25 vend price	55% commission
Full Service 20 oz Dasani	24 bottles per case	N/A	\$1.25 vend price	55% commission
Full Service 16 oz Energy	24 cans per case	Assorted	\$2.00 vend price	30% commission
Full Service 20 oz Powerade	24 bottles per case	Assorted	\$1.50 vend price	30% commission
Full Service 20 oz Vitamin Water	24 bottles per case	Assorted	\$1.50 vend price	30% commission
Full Service .450ml. Minute Maid Juice	24 bottles per case	Assorted	\$1.50 Vend Price	30% commission
<b>*Vend rates will increase in Year 4 and Year 8 as noted in Exhibit B of the Term Sheet. Commission rates will remain constant through out the term of the agreement.</b>				

**Foodservice and Odwalla Pricing:**

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Agreement Year One Pricing

Product Category	Unit Size / Style	Variety	Unit Price
Fountain Beverages	5.0 Gallon	Coca-Cola classic	\$ 51.20
		diet Coke	\$ 51.20
Sprite		\$ 51.20	
Pibb Xtra		\$ 51.20	
Fanta Orange		\$ 51.20	
Barq's Rootbeer		\$ 51.20	
	2.5 Gallon	Coca-Cola Zero	\$ 26.65
		diet Coke w/ Lime	\$ 26.65
		CF diet Coke	\$ 26.65
		Cherry Coke	\$ 26.65
		diet Sprite	\$ 26.65
		Fresca	\$ 26.65
		Fanta Orange	\$ 26.65
		Minute Maid Lite Lemonade	\$ 27.70
		Minute Maid Lemonade	\$ 26.65
		Pibb Xtra	\$ 26.65
		Vault	\$ 26.65
		Hi-C Fruit Punch	\$ 26.65
		Hi-C Pink Lemonade	\$ 26.65
		Nestea Raspberry	\$ 26.65
		Nestea Unsweet	\$ 26.65
		Fruit Punch POWERade	\$ 26.65
		Lemon Lime POWERade	\$ 26.65
		Mountain Blast POWERade	\$ 26.65
		Minute Maid Orchard's Best Apple Juice	National Aramark Pricing
		Minute Maid Orchard's Best Orange Juice	National Aramark Pricing
Minute Maid Orchard's Best Cranberry	National Aramark Pricing		
Minute Maid Orchard's Best Kiwi	National Aramark Pricing		
Odwalla PURE JUICE	<b>PURE JUICE</b>		
	325 ml	Pure Squeezed Orange	\$ 1.25
	450 ml		\$ 1.65
	half gallon		\$ 4.70
	gallon		\$ 6.60
	half gallon	Pure Squeezed Grapefruit	\$ 3.60
	325 ml	Pure Pressed Apple	\$ 1.05
	half gallon		\$ 3.60
	450 ml	Pure Pressed Carrot	\$ 1.48
	half gallon		\$ 3.60
	325 ml	Pure Squeezed Tangerine (seasonal)	\$ 1.05
450 ml		\$ 1.48	
half gallon		\$ 3.60	
Odwalla QUENCHERS	<b>QUENCHERS</b>		
	450 ml	Pure Squeezed Lemonade	\$ 1.48
	half gallon		\$ 2.57
	450 ml	Summertime Lime (seasonal)	\$ 1.48
	half gallon	Strawberry Lemonade (seasonal)	\$ 2.57
	450 ml		\$ 1.48
Odwalla SUPER QUENCHERS	<b>SUPER QUENCHERS</b>		
	450ml	Antioxidance™	\$ 1.48
	450ml	B Berrier™	\$ 1.48
	450ml	PomaGrand Pomegranate Lemonade	\$ 1.85
	half gallon		\$ 4.30
	450ml	PomaGrand Pomegranate Limeade	\$ 1.85
	half gallon		\$ 4.30
Odwalla SMOOTHIES	<b>SMOOTHIES</b>		
	450 ml	Blackberry Fruitshake	\$ 1.85
	325 ml	Strawberry Banana	\$ 1.29
	450 ml		\$ 1.85
	325 ml	Mango Tango®	\$ 1.29
	450 ml		\$ 1.85
	half gallon		\$ 4.93
	325 ml	C Monster®	\$ 1.29
	450 ml		\$ 1.85
	450 ml	Strawberry C Monster®	\$ 1.85
	450 ml	Blueberry B Monster®	\$ 1.85
half gallon		\$ 4.93	
Odwalla NUTRITIONALS	<b>NUTRITIONALS</b>		
	325 ml	Superfood™	\$ 1.29
	450 ml		\$ 1.85
	half gallon		\$ 4.93
	450 ml	Wellness (seasonal)	\$ 1.85
	450 ml	Mio' Beta®	\$ 1.85
	450 ml	Berries Go Mega	\$ 1.85
	325 ml	Super Protein™	\$ 1.29
	450 ml		\$ 1.85
	450 ml	Chocolate Super Protein®	\$ 1.85
	450 ml	Vanilla Al'Mondo Super Protein	\$ 1.85
	half gallon		\$ 4.93
	450 ml	Pumpkin Super Protein™	\$ 1.85
	half gallon		\$ 4.93
	450 ml	Super Protein Green Tea (seasonal)	\$ 1.85
	450 ml	Soy Smart Chocolate Mint	\$ 1.85
	half gallon		\$ 4.93
	450 ml	Soy Smart Chai (seasonal)	\$ 1.85
	450 ml	Serious Energy	\$ 1.85
	450 ml	Serious Focus	\$ 1.85
	Odwalla POMAGRAN	<b>POMAGRAN</b>	
	450 ml	Pomegranate Juice	\$ 2.50
	half gallon		\$ 7.89
	450 ml	Pomegranate Berry	\$ 2.50
BOSSA NOVA	<b>BOSSA NOVA</b>		
	10oz	Original Acai	\$ 1.85
	10oz	Mango Acai	\$ 1.85
	10oz	Passionfruit Acai	\$ 1.85
	10oz	Blueberry Acai	\$ 1.85
	10oz	Raspberry Acai	\$ 1.85
Simply	<b>Simply</b>		
	13.5oz	Simply Orange Original	\$ 1.09
	13.5oz	Simply Orange Calcium	\$ 1.09
	13.5oz	Simply Lemonade	\$ 1.09
	13.5oz	Simply Limeade	\$ 1.09

**Fountain Products:**

Annual Price Increase

Price increases for national account pricing become effective January 1st of each calendar year. Any sub-contractors will receive national account pricing in accordance with their respective agreements with Company. Post Mix pricing and increases will be consistent with current Concessionaire's national contract.

Price increases for canned and bottled product to be proposed by November 15<sup>th</sup> for the first Monday following the end of spring semester.

**Odwalla Products:**

Annual Price Increase

Odwalla pricing and increases subject to current Concessionaire's national contract.

Price increases for canned and bottled product to be proposed by November 15<sup>th</sup> for the first Monday following the end of spring semester.

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## Exhibit D

### Tickets / Hospitality / Media

University will provide the following benefits as one of the Big 4 Athletic Sponsors as part of the beverage services contract at no additional cost to Sponsor:

#### **Bronco Stadium:**

##### Stadium Interior

- One 12' x 14' back-lit static ad panel on Bronco Vision Video Board
- One 3' x 8' back-lit ad panel on south auxiliary scoreboard
- One 3' x 18' Sideline Signature for all Football home games on the East sideline

##### Stadium Exterior

- One front lit 7' x 24' on Stadium facing Broadway Avenue

#### **Taco Bell Arena**

##### Taco Bell Arena Interior

- One 2 x 8 foot back-lit ad panel on Bronco Vision Video Board
- One 2 x 4 foot back-lit ad panel on Bronco Vision Video Board
- One 3 x 9 foot back-lit panel behind each basket next to game scoring mechanism behind north basket
- One 2 x 2 foot back-lit ad panel located to scoring mechanism behind north basket
- Three 3 x 9 back-lit rotator ad panel on each side of the basketball floor
- One 3 x 9 foot back-lit panel on each side of the basketball floor

##### Taco Bell Arena Exterior

- 13' x 25' electronic message board with back-lit presence of Big 4 Bronco Logo
- Business Logo and Electronic Messages on Taco Bell Arena Exterior Reader Board

#### **Bronco Vision**

Bronco Vision Video Board

- Replay sponsor during all FB/BB home games (Company logo leads into each Bronco Vision replay for one quarter **each FB/BB** home game).
- One 30 second promotional spot per home football and basketball game
- One In-Game Promotional Feature per home football and basketball game (i.e. – “(Vendor) Caught Red Handed”)
- One In-Game Partner Thank-You by Head Football and Basketball Coach (shown at least once per home game)

**Additional Venue Signage**

**Bronco Venues**

- Boas Soccer Complex ( 3 x 9 foot static ad panel on score board with Company Logo)
- Jackson’s Indoor Track (4.5 x 5 foot static ad panel on score board with Big 4 Logo)

**Radio & Television**

- One :15 commercial spot during broadcast of all Football and Basketball games (KIDO Radio)
- One Special Coaches Thank-You during all Football and Men’s Basketball broadcasts (45 total broadcasts)
- Rotating Tag Lines as corporate partner on Boise State Athletics promotional airtime.

**Television (KTVB Media Group) Boise, Twin Falls and Spokane**

- One 30-second promotional spot during each live or replayed Bronco football and basketball telecast by the KTVB Media Group (Minimum of 90 total broadcasts);
- Rotating spots on KTVB and KTVB 2 from September to March (minimum of 25 spots on KTVB during Prime Time and minimum of 300 spots on KTVB 2); and

**Boise State Radio**

- 50 underwriting spots as Corporate Partner of Bronco Athletics per year on Boise State Radio Network (4 stations total reaching from McCall to Sun Valley)

**Print Advertising**

**Game Program Advertising**

- One full page color ad in all football and basketball game programs

**Outdoor Advertising**

- Bottom 1/3 of two (2) 14’ x 48’ billboard per Football and Men’s Basketball Season (August- March)

**Big 4 Bronco Logo present on all of the following:**

1. Schedule Cards (150,000);
2. Game Programs Covers (110,000);

3. Media Guides (10,000);
4. Team Posters (20,000);
5. BAA Membership Magazine (14,000);
6. Season Ticket Stock (175,000);
7. Season Ticket Mailers (10,000);
8. Summer Sports Camp Brochures (50,000); and

**Internet (Broncosports.com)**

1. Company logo with direct link to Company Home Page
2. Available promotional opportunities on Web Page to be determined
3. Company banner advertisement on Bronco Vision Video Player

**Athletic Department Mailings**

Football and Basketball Season Ticket Mailings

- Inclusion in all season ticket mailing done by Boise State Athletics (materials provided by Partner)

**Corporate Hospitality and Entertainment**

Motivational Speakers/Promotional Rights

- Use of a Boise State coaching staff or administrative staff member to speak to your employees (based on availability and agreed upon by chosen head coach) and/or customers for 60 minutes per year, and ability to purchase additional speaking engagements at an agreed upon rate
- Use of a Boise State coaching staff member, staff member, cheerleaders, mascot or marching band for a promotional commercial shoot per year

**Team Travel**

- Two spots on team charter to an away football game to be determined by Boise State

**Corporate Hospitality Sponsorship**

- Game Day sponsor of Corporate Tailgate Area with banner placement in area.
- Partner to receive 100 admission passes to Corporate Hospitality area
- Partner to provide soft drinks and water for each home game for up to 300 guests

**Passes**

- Two sideline passes to all Bronco home football games
- Four BAA parking passes to all athletic events throughout the season (passes are reserved parking for football)

- Two VIP reserved spots through club seat program for football

**Game Sponsorship**

- Title sponsor for one home football game and basketball game during each season
- Company banner above each stadium / arena entrance
- Individual logo on game programs and tickets for selected game
- All TV, Radio, and Print advertising surrounding your game . . . “Brought to you by . . .”
- 50 additional tickets for company use for sponsored game

**Season Tickets**

- 12 total VIP season tickets to all BSU Athletic Events
- Four Club Seats in new addition to Bronco Stadium
- 100 Football Season Tickets in Section 129
- 100 Football Season Tickets in North End Zone
- 6 Bronco Athletic Association Memberships Tied To Season Tickets (Parking passes listed above)

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# Executive Summary of Proposal

## Section 8.1





# Executive Summary of Proposal

 To demonstrate to Boise State University students, administration and staff that *only Coca-Cola* is best positioned to be your **continued** long-term beverage partner, by developing a total beverage program that meets the unique needs of the University and its students and results in a win-win solution for all stakeholders.



# Executive Summary of Proposal

**The intent of our proposal is to demonstrate that Coca-Cola is your best continued beverage partner for Boise State University.** To accomplish this, our proposal will address questions that are important to consider as you choose a beverage partner.

**Does our partner have the operational expertise and capabilities to maximize beverage revenue?**

To maximize beverage sales, products have to be available to students when and where they want them and in packages they prefer. Coca-Cola is a *beverage only* company. This focus means we make a significant investment developing packaging and beverage technology. Partnerships are only as strong as the people responsible for them. The Coca-Cola account team is led by individuals who have significant experience in the beverage industry. Our account team knows the beverage business and is passionate about strengthening our partnership through innovative ideas and outstanding service.

The Coca-Cola system has the capabilities to provide the best operational expertise to Boise State University

**Does our partner have a solid business plan specific to the needs of Boise State University that will build beverage revenue?**

Brands, operational expertise and people must be fully utilized through a strategic business plan. Coca-Cola has developed a business plan that will address Boise State University needs in Dining, Retail and Vending. Compare our plan to our competitor's. We think you will agree that Coca-Cola has the best business plan for Boise State University



# Executive Summary of Proposal

**Does our partner have the brands that will meet our students' needs ?**

Students drink a wide variety of beverage products. Selecting a beverage partner with the best portfolio of brands will satisfy student demand and maximize beverage revenue. Coca-Cola brands represent five of the top ten brands in the United States (Pepsi has 4, Cadbury-Schweppes has 1). Our brands are leaders on college campuses, being purchased by more students more often than the brands of our competitors. Coca-Cola also has a wide variety of brands, offering students choice in sparkling beverages, 100% juices, sports drinks, fruit drinks, frozen brands, energy drinks, natural health beverages, teas and water.

Coca-Cola brands will provide the best beverage portfolio for Boise State University .

**Are we partnering with the leading company in the industry?**

Boise State University has ambitious goals and objectives. To achieve these, Boise State University needs strong partners. With the best known brands in the world and a beverage business three times larger than our nearest competitor, Coca-Cola Company is the world's beverage leader. As the fourth largest bottler in the United States, Swire Coca-Cola, USA was named the 2007 Bottler of the Year by Beverage Industry Magazine. See attached.

Coca-Cola is the leader in the industry and the best partner for Boise State University.

**Is this company committed to education and to Boise State University ?**

Education is the primary philanthropy of The Coca-Cola Company. The Coca-Cola Foundation pledged more than \$155 million in support of education during the past decade. Through the Coca-Cola Foundation and Coca-Cola Scholars, we have made significant contributions to education.

Coca-Cola is committed to education.



# Executive Summary of Proposal

TOTAL VALUE TO BOISE STATE UNIVERSITY											
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10	TOTAL
Athletic Sponsorship	175,000	175,000	180,250	185,658	191,227	196,964	202,873	208,959	215,228	221,685	\$ 1,952,844
Student Affairs	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	\$ 500,000
Estimated Vending Commissions	135,728	135,728	139,050	162,738	162,738	162,738	162,738	174,539	174,539	174,539	\$ 1,585,075
Marketing Activation	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	\$ 100,000
Recycling Fund	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	\$ 150,000
Jazz Festival Sponsorship	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	\$ 80,000
In Kind Product Support	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	\$ 70,000
Credit Card Readers	50,000										\$ 50,000
Campus Manager "Value to University"	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	\$ 300,000
<b>TOTAL</b>	<b>450,728</b>	<b>450,728</b>	<b>455,300</b>	<b>461,356</b>	<b>473,965</b>	<b>476,702</b>	<b>485,611</b>	<b>493,459</b>	<b>505,787</b>	<b>518,234</b>	<b>\$ 4,787,919</b>

**Athletic and Student Affairs Sponsorship:**

Sponsorship Fees will be paid within 30 days after July 1st each Agreement Year; provided however, the payment of Sponsorship Fees for Agreement Year One shall not be due and payable until 30 days after the date of signature of this Agreement by all parties.

**Vending Commissions:**

Estimated commissions are based on the vending plan, commission are based on cash collected less any tax and credit/debit fees if applicable. Guaranteed commission of \$135,000 per year beginning in year 1, with a 3.0% increase beginning in year 3 - 10.

**Marketing Activation:**

All funds made available must be spent within the Agreement Year for which they are budgeted. Amount will be held in a fund managed by Coca-Cola for use toward marketing programs designed to promote and increase beverage sales on campus and through Athletics. The fund will be used to activate marketing programs designed to enhance the student experience via campus events and activities.

**Recycling Fund:**

Sponsor agrees to pay University to support University's recycling efforts, including University's expenditures for the purchase of capital equipment and administrative support **Festival Sponsorship:**

Sponsor will budget \$8,000 to support the Gene Harris Jazz Festival or another mutually agreed upon campus-wide program

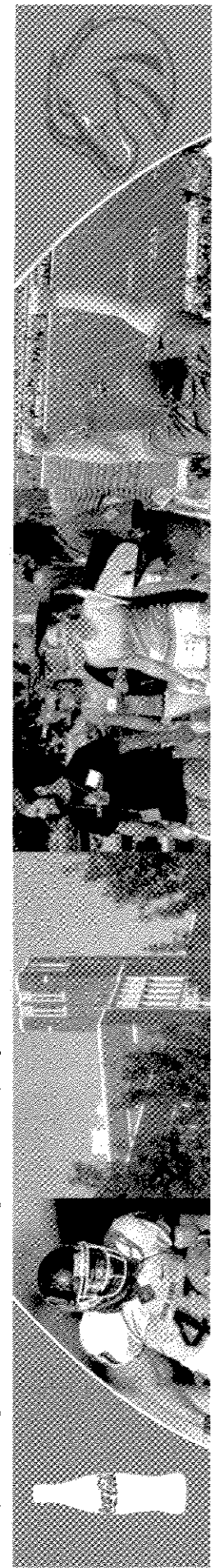
**In Kind Product Support:**

Coca-Cola will spend a maximum of \$7,000 per Year to support sampling for the University. All funds made available must be spent within the Agreement Year for which they are budgeted

**Card Readers:**

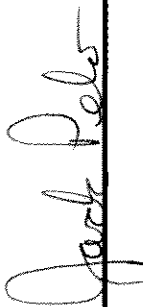
Bottler will spend a total of \$50,000 for the purchase of card readers for approximately 75 Sponsor-placed vending machines on campus over the term of the Agreement

**Campus Manager: Value to University of \$30,000 per year**



# Executive Summary of Proposal

Coca-Cola understands the financial demands and challenges of Boise State University and wants to support the University's key priorities with financial support. Coca-Cola will demonstrate its financial commitment to Boise State University.



**Jack Pelo**  
**Swire Coca-Cola, USA**  
**President Chief Executive Officer**

5/9/08

**Date**



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

---

**BOISE STATE UNIVERSITY**

**SUBJECT**

Banking services agreement with Wells Fargo Bank

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.6.b

**BACKGROUND / DISCUSSION**

Boise State 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 six-year contract with its current banking services provider expired in February. The University is currently operating under a month-to-month arrangement with that provider and will continue to do so through conversion. The University has completed an evaluation of proposals to provide a variety of banking services including:

Transaction Services:

- merchant services
- depository services
- checking accounts with various characteristics
- wire and ACH capabilities

Other Services:

- web reporting and data management
- web processing
- pre-loaded debit card services
- check cashing services for personnel

Merchant services represent a key component of the contract due to the risk associated with credit card processing. As such, it represents approximately 97% of the cost before interest credits. Merchant services charges are heavily controlled by Bankcard Associations and generally charges are set by those Associations. The University required a partner who was Payment Card Industry (PCI) standard certified and compliant.

Web reporting and data management is another important service utilized by the University. The efficiency of treasury operations is directly linked to the sophistication of the reporting tools offered by our bank. Wells Fargo offers robust reporting tools through its Commercial Electronic Office (CEO) portal homepage.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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Costs for the services are offset by interest on balances swept by Wells Fargo from multiple accounts and invested overnight.

Based on the size, complexity and technical requirements of the University's banking services partner, proposals were received from five nationally known and respected institutions. The differentiating characteristics between these proposals were primarily in the areas of sophistication of web-based tools, local customer service and price.

**IMPACT**

The cost of this contract is estimated to be \$2,897,500 during the initial five-year term. The contract has the option of five additional one-year extensions. A summary of annual costs follows:

Checking/Deposit Services	\$ 17,000
Merchant Credit Card Services	786,500
Reporting Services	<u>4,000</u>
Subtotal before credits	\$ 807,500
Interest Earnings / Credit	<u>(228,000)</u>
Net Annual Cost	<b><u>\$ 579,500</u></b>

**ATTACHMENTS**

Attachment 1 – RFP and Vendor Response

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Boise State University has been with US Bank for five years and with Wells Fargo prior to that.

Staff recommends approval.

**BOARD ACTION**

Motion to delegate authority to the Executive Director of the Board to approve a banking services agreement between Boise State University and Wells Fargo upon review of a final agreement, consistent with the terms herein.

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



**Boise State University  
Request for Banking Services**

**Friday, April 4, 2008**

***Submitted by:***



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*Developing Relationships. Providing Solutions.*



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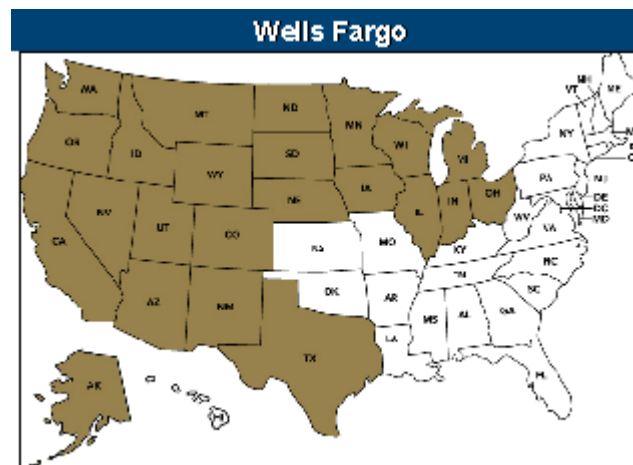


## Executive Summary

### Introduction

Wells Fargo Bank is pleased to have the opportunity to present this proposal for Boise State University's banking services. We are confident we can add value to your transactions, workflows and information management activities with our state-of-the-art products and services. As an experienced provider of comprehensive treasury services to several Universities today, Wells Fargo is committed to applying this same level of commitment to Boise State University and to present for consideration what it observes to be best practices and additional Treasury Management solutions as challenges and needs arise.

Wells Fargo Bank is ideally positioned, providing your faculty members, employees, and especially students and families access to banking services throughout our 23 state footprint and network ATMs worldwide.



Wells Fargo Bank has demonstrated significant and on-going commitment to developing leading-edge treasury management technology. Boise State University's decision makers and clerical staff can be empowered anywhere within the global reach of the internet through the bank's *Commercial Electronic Office (CEO)* platform to securely view, originate and act upon transactional flows in the most effective, technologically-secure environment available.

Through the *CEO* portal, you will have access not only to all the Treasury Management services, but much more, including other cash management services such as Check Image Retrieval, Internet ACH, Account Reconciliation, and Image Positive Pay – plus, other services such as



merchant, investment and brokerage, international/foreign exchange, trust, credit and loan, and purchasing services.

Similarly, accounting applications, which ideally process routine transactions in an automated fashion, can interact with the bank's automated Electronic Data Interchange (EDI) platforms in current standard protocols, custom file formats and emerging protocols such as XML today. The bank is positioned to assist you in developing electronic commerce methods with your highest volume trading partners to lower per-transaction cost, relieve float and reduce exceptions.

### **The Wells Fargo Advantage**

Below we have listed a few reasons why we believe Wells Fargo merits consideration as your primary Treasury Management bank:

- We are a strong, full service financial institution with a commitment to customer service. We have a long track record of successful implementations and can provide all requested services.
- When you change banks, you have the opportunity to review and potentially improve your current way of doing things. Wells Fargo will work with you to review all aspects of your banking services and together we'll develop a plan to take advantage of greater efficiencies and cost effectiveness where identified.
- We will always place your interests first, seeking to make the University more successful. One of the most strategic departments within Wells Fargo Treasury Management is our Technical Consulting Group, which is staffed to offer objective consulting services for our clients.
- Internet access to all of your financial services is available through one award-winning portal. State of the art security protocols to protect the integrity of electronic data.
- A customized approach to customer training that includes on-site training, instructor led programs via the Internet, on-line tutorials, customer educational conferences and on-going support through your dedicated Client Services Consultant.
- Wells Fargo Bank has served the financial needs of higher education for over 150 years. As reflected by the references we have provided in Section 5.3, we have relationships with many higher education institutions. You can be confident that Wells Fargo Bank has the ability and the expertise to serve the unique needs of higher education.
- We are the third largest **ACH** originator (#1 in ACH credits and #3 in ACH debits) and the first Canadian ACH Gateway Operator, boasting a

4th generation system and extended file delivery deadlines. We have extensive **EDI** expertise and a continually expanding customer base.

- The Wells Fargo philosophy for quality begins with superior product design and systems, making processing simple, highly automated, and virtually error free. Numerous independent studies of major cash management banks over the last few years rate Wells Fargo as one of the top rated banks for service quality.
- Over the last decade, Wells Fargo has been the top financial performing bank in our peer group. The significance of our financial strength to your Treasury Management business is that it ensures the safety of your money, that we have the necessary resources to develop and enhance our treasury management services, and the ability to handle the most rigorous financial needs of our customers.
- We highly value the working relationships we develop with our clients. Our people seek get to know your people and your business.

*What differentiates our service from other providers?*

### **Our People Differentiate Us**

The Boise RCBO team is a seasoned group of individuals with a proven track record including years of dedicated service not only to the same financial institution but to the same core set of loyal long-standing commercial and corporate relationships throughout Boise and Southern Idaho. The clients served by this RCBO will confirm for you it's this type of consistency and commitment that makes the choice to be with Wells Fargo and this RCBO team easy.

You can pick up the phone and call any one of the RCBO team's listed personal business references and hear for yourself what they have to say about the service provided by this RCBO and the Relationship Team which will service Boise State University. We are proud of our performance and our dedication to building long-standing customer relationships. Combine this level of dedication with a vast branch network system and a distinguished and well-established brand name and you will find it's the people at Wells Fargo that distinguish us from the crowd. We work hard, we continue to strive to improve our professional skills by completing over 40 hours of progressively challenging training each year, we hire highly motivated people, self-starters, who truly enjoy what they do and have fun doing it.

### **Our Online and Extensive Cash Vault Network Differentiates Us**

In depository services our extensive cash vault network and services distinguishes us from others. Wells Fargo currently operates 65 cash vaults



strategically located throughout the country. All of these vault locations operate on a common service platform providing a consistent customer experience across the entire network. This enables us to deliver high quality cash vault services, with consistent accuracy rates over 99%. Our 24/7 Internet access to cash vault inquiry, reporting, and change ordering services also sets us apart. Accessible through our *Commercial Electronic Office*<sup>®</sup> (*CEO*<sup>®</sup>) portal, Cash Vault Inquiry lets your staff quickly research deposits, adjustments, and the status of your change orders.

### **Our Proactive Approach to Product Development Differentiates Us**

Wells Fargo takes a proactive view of product development driven largely by the feedback we receive from our customers. The Boise RCBO constantly solicits feedback and escalates our customer concerns so we work toward fixing the root of a problem once discovered rather than just dealing with the surface issue. We always question why and will take our clients concerns and see the process through to ensure proper resolution of the issue the first time. These efforts often translate into the development of new products. Yes, yearly product development plans are shaped in part by regulatory or market changes, but in large part by customer needs.

*How do we plan to keep our products and services current and competitive?*

### **Client Participation**

Wells Fargo has a history of bringing innovative ideas and new technology to the market place. We listen to what our customers want, we study what works and what doesn't work within our existing departments, we pilot a number of banking services not only on our own employees/executives but will ask our RCBO clients to join in on pilots of new products, many of which take advantage of this opportunity since their participation and feedback actually assists in the design of the final product which often results in them getting exactly what was being looked for in the service. Due to the make-up of our client base and our seasoned relationship managers, the RCBO has been an instrumental influencer on Wells Fargo Product Managers.

### **Ethnography Studies**

A service provided for RCBO clients at no additional cost are Ethnography Studies. Identifying where and how to streamline financial/banking activities may prove challenging when a University is looking at its own processes. That's where Wells Fargo's Wholesale Ethnography team can help.

Wholesale Ethnography takes an objective look at the University's operations to help the Wholesale Bank and customers gain a more complete understanding of the actual financial workflows. The Wholesale Ethnography team can visit a number

of University departments to observe employees performing specific tasks. Our observations often bring to light opportunities for improving business processes and for sharing best practices observed at other campuses. They also help Wells Fargo understand how we can better serve clients' financial needs through improved communication, customer service, products and services, systems interfaces, and relationship management.

### Usability Studies

Customer feedback is captured using a variety of tools. For example, we periodically perform usability studies. This involves using a professional interviewer and videotape equipment to capture how customers are actually using our information tools. These studies are invaluable. They provide us with unique insights into user behavior. Over time, this has allowed us to refine and streamline our processes and user interfaces.

### Delivery Councils

In addition to usability studies, we also conduct monthly delivery councils. Consisting of ten to twelve customers who are located in a particular region, these daylong sessions give us the opportunity to hear about customer needs directly from our customers. This is an important tool for identifying and prioritizing new products or new functionality for existing products.

### New Services

Wells Fargo is constantly working to provide new services to our clients. Our Desktop Deposit<sup>®</sup> service was a recent new service that provides customers with the ability to present check deposits to the bank electronically through our online CEO<sup>®</sup> Internet portal. The Wells Fargo solution requires no software installation by the company; the application is fully supported by Wells Fargo through the Internet. Other recent new product developments:

1. Internet access to cash vault inquiry, cash ordering, and depository reporting services through the CEO<sup>®</sup> portal.
2. Internet delivery of deposited check images through the CEO<sup>®</sup> portal.
3. Internet delivery of return item images and online decisioning of returned items via the CEO<sup>®</sup> portal.
4. Electronic collection of returned items through our Electronic Returns service.
5. Online deposit and tracking services for cash vault deposits.
6. Expansion of our cash vault network.
7. Automated ACH Check Conversion of deposited items made at our stores and cash vaults.

Between our approach to product development and the new services that are already in development, Boise State University can be confident that the services we provide will satisfy your requirements both today and in the future.

### **Commitment to Treasury Management**

Wells Fargo is highly committed to our long-term investment in the Treasury Management business. We consider it one of our most strategic commercial business lines. To this end, we continue to invest in the latest technology such as imaging, web-based services, information reporting, and electronic commerce services, to better serve our clients and maintain a competitive edge.

### **Customization and Flexibility**

Wells Fargo has invested in the technology and systems necessary to be an efficient, low-cost provider. Yet at Wells Fargo, standardization is never so rigid that we forget a key aspect of servicing our clients is to “tailor” what we offer to the needs of each client.

### **Local Bank Empowerment**

A phrase from our mission statement proclaims “Out Local the Nationals, Out National the Locals.” What this philosophy means to you is that we utilize our national franchise and financial strength to leverage the necessary investment in technology, treasury management products, centralized cost efficiencies, and credit strength for your benefit. Yet, at the same time we offer you local bankers who know and care about your business, who are empowered to make decisions, who service most of your business locally, and who give you the attention you deserve as a valued client.

The Commercial Relationship Manager is the key contact for BSU, and is responsible for ensuring that all aspects of your banking relationship with Wells Fargo meet or exceed your expectations. The Relationship Associates are responsible for the day-to-day account management and customer service, acting as a liaison between Boise State University and its Dedicated Client Services Consultant as well as any operations centers to resolve issues, request information and communicate to the appropriate parties. The Treasury Consultant provides expertise and best practices advice on Treasury Management solutions.

### **Charitable Contributions**

Wells Fargo’s commitment to our communities is as old as our company—part of our culture since we opened our doors 157 years ago. We promote economic development and self-sufficiency through financial education, charitable contributions, community revitalization, job creation, affordable housing, and





through the efforts of our enthusiastic team member volunteers. We have clearly demonstrated our commitment to the Idaho community and expect to continue this level of involvement for years to come. We are proud to be involved in the communities where we live and work. In Idaho, Wells Fargo gives almost \$1 million annually to more than 300 nonprofit and community organizations. Through decentralized giving, the company helps fund various programs for education, art and culture, affordable housing, economic development, health and human services and community events.

### **Community Relations**

Wells Fargo is committed to supporting our communities and promoting their long-term success by being involved in and providing technical assistance to community organizations through board membership and committee assignments. Your Commercial Relationship Manager is an Executive Board Member and Treasurer for The Jesse Tree of Idaho, local non-profit providing rental assistance to low-income individuals at risk of becoming homeless due to a temporary financial set-back. Jesse Tree was nominated for the 2008 Governor's Brightest Star Awards.

### **Community Reinvestment**

Wells Fargo Bank, N. A. is rated "Outstanding," the highest possible rating, by the Office of the Comptroller of the Currency (OCC) for its performance under the Community Reinvestment Act in its Performance Evaluation dated September 30, 2004. In 2006 and 2007 respectively, Wells Fargo made \$12.4 million and \$17.2 million in CRA-qualified community development loans and investments throughout Idaho. These loans and investments financed affordable housing, community services, economic development, and revitalization/stabilization efforts throughout the state.

### **Financial Education**

Wells Fargo is a strong supporter of financial education and demonstrates this commitment through internal and external programs and partnerships with community organizations. For instance, its *Hands On Banking* program has four educational levels appropriate for students from 4<sup>th</sup> grade through adults. It provides money management skills needed to create a brighter financial future. It is non-commercial, available in both English and Spanish, and can be accessed on-line, on CD-ROM, or in print curriculum. [www.handsonbanking.org](http://www.handsonbanking.org).

### **Information Reporting**

Wells Fargo, a recognized technical innovator, brings you Treasury Information Reporting via our Commercial Electronic Office (CEO), a



convenient way to conduct your treasury management business over the Internet. Treasury Information Reporting lets you quickly review the latest information and make better and more informed decisions with regard to your treasury activity—all from a single web page with a single sign on using state-of-the-art security.

The CEO web portal provides top-notch protection. Multiple layers of security are built into CEO to protect your data. A few examples include:

- 128-bit encryption to encrypt all data transmitted from the bank to the customer into unintelligible characters for transport over the Internet
- Firewalls act as a barrier to restrict access to your data
- ID's and passwords only you know
- Authentication technologies determine the identity of people accessing your data
- Any services involving money going in or out of the bank (e.g. wires) require added security by requiring token (hardware) ids to access the service.
- We also have secure backup systems in place to ensure if one system goes down, the customer will still have access to their data.

Using *CEO* means:

- **No software installation means more upgrades, richer services.** With Internet-based services, it is much easier for the Bank to implement continual upgrades to enhance existing services, as we don't need to distribute new software with each installation.
- **Greater Flexibility.** Services on the *CEO* and Mobile *CEO* are accessible from any location, 24/7, where you have a compatible technical environment, for example, if one of your users wants to work from home or on the road.
- **More control.** Through the CEO, you can track transactions, monitor cash flow and verify wires from any location at any time. For example, some of our customers have employees that work from home and need access to their information reporting, approve wires, etc.
- **Single sign-on to more services than ever offered before.** The single sign-on gives you the latest in financial services at your fingertips.

### Depository Services

Your deposits will use our accelerated availability schedule to maximize your collection efforts. By taking advantage of our deposit location



reporting capabilities, you have many different ways to access and post the information. Your deposit information can be reported on our Treasury Information Reporting system, via the CEO, or via our Account Reconciliation service.

Managing the risk of check fraud is becoming increasingly important to today's treasury managers. We have a variety of fraud prevention solutions to address your risk management. These services range from utilizing flags that block fraudulent checks from being cashed at a Wells Fargo teller line to unauthorized ACH transactions.

### **Disbursement Services**

Numerous options are available for payment and remittance advice transmittal to vendors and employees. In addition to traditional payment methods such as checks, wire, ACH EDI/EFT, Wells Fargo offers a robust payables outsourcing solution. Wells Fargo also offers extensive security options such as positive pay and restrictions on transaction types by account.

For both payroll and accounts payable functions, teller window level positive pay, early reporting, image, largest USA footprint presence and perfect presentment are provided in the same package at Wells Fargo Bank.

Cash needs can be estimated more accurately by utilizing our Controlled Disbursement and Perfect Presentment services. With Perfect Presentment, Wells Fargo reviews images of your Positive Pay exceptions to identify and correct encoding errors. Therefore, only "true" exceptions to your issue file(s) are reported to you. Perfect Presentment means that daily funding totals accurately match posting totals, and adjustments due to encoding errors are virtually eliminated.

Check fraud can be diminished with Positive Pay exception reporting and is provided via CEO in a secure and timely manner. And because our TellerVision® system provides your Positive Pay information to tellers throughout our 23-state branch network, Positive Pay exceptions can be identified at the teller line.

Positive Pay decisions are improved because check images are immediately available online, you can review images of your Positive Pay exceptions before making your final pay/no pay decision.

### **Wire Transfer**



Wells Fargo, a recognized leader in Internet banking, opens the door to faster, simpler, and more convenient wire transfers. Using the Wire Transfer Service, BSU can now leverage the convenience of the Internet to make online same-day and future-dated transfers to and from your Wells Fargo accounts-from a single Web page using state-of-the-art-security. Flexible customization features allow you to tightly control which functions your staff can access, and you can use the service's comprehensive reporting features to closely monitor your transfer activities over time. Service offerings include domestic wires, book transfers, drawdowns, and international wires in either US dollars or foreign currency.

### Automated Clearing House

Wells Fargo is the largest ACH credit originator in the United States, and second largest overall ACH processor. Our leadership position is reflective of our superior product offering, expansive customer base, and strategic emphasis on ACH services.

#### ACH Systems

Wells Fargo's ACH systems are developed and maintained in-house. This commitment to technology gives us a state-of-the-art system that is regularly updated with new ACH formats and methods. Wells Fargo is able to process your largest ACH file accurately and on time. Wells Fargo accepts ACH files through a variety of delivery methods including direct origination or 3rd party vendor.

#### Flexible Processing Schedules

The Wells Fargo ACH service offers 24-hour or 48-hour processing deadlines and extended transmission windows - 24 hours a day, 7 days a week. As well, Boise State University can utilize our advance file-warehousing schedule - up to 45 days in advance. Wells Fargo maintains a continuous processing environment with file confirmations available within 15 minutes.

Wells Fargo brings you an innovative Internet solution to manage electronic payments: the Internet ACH service. With the Internet ACH service, there is no need to install or upgrade software; everything you need resides on Wells Fargo's servers. Anyone you designate can easily access your company's data in real-time through an Internet connection and Web browser.

#### File and Data Security



Wells Fargo uses the most advanced security system available today for file transmission access. We utilize a RSA SecurID®\* card for authentication of ACH files, which can be applied to PC, host-to-host / Internet ACH transmissions. The Leahy Newsletter has called our approach the “ultimate security” which far exceeds UCC4A (Uniform Commercial Code 4A) requirements for commercially reasonable security. \*RSA SecurID is a Registered trademark of Security Dynamics Technologies, Inc.

#### ACH Returned Item Processing

Returned items are a time-consuming and frustrating task for any company. Wells Fargo offers several advanced options to simplify your handling of ACH returns. These include:

- Consolidated reporting and once per day settlements report
- Automatic re-deposit of NSF returns
- Automated return dishonor for untimely or duplicate returns and transaction code mismatches
- Industry leadership in matching of return to origination entry. Wells Fargo matches 99% of returns with original transactions. This unique feature helps customers determine the cause of returns.
- For debit originators, Wells Fargo is an industry leader in returned item analysis for monitoring the accuracy and effectiveness of your originated entries, collection and return rates.

#### International ACH

When doing business outside of the United States, you need a means to efficiently disburse and receive international payments. Wells Fargo is one of the few US banks that can offer you a cost-effective solution. With Wells Fargo’s International ACH service, you can reduce the cost of moving funds, increase control over your cash flow and integrate your domestic and international cash management systems.

#### Building Direct Deposit of Payroll Participation through Incentives

Direct deposit is Boise State University’s lowest cost option for payroll remittance. Wells Fargo offers selected clients the opportunity to utilize our Membership Banking Program to maximize direct deposit participation.

Membership Banking encompasses a customized package of financial services for each employee participant that includes free checking, discounted loan pricing, and additional benefits not available to the general public. Membership Banking provides an additional employee benefit at NO incremental cost that increases direct deposit



participation and reduces payroll expense. Wells Fargo can also assist your direct deposit enrollment efforts by producing brochures, posters, banners, payroll insets and other collateral materials.

### **Account Reconciliation Services**

With Wells Fargo's Full and Partial Account Reconciliation services, BSU can save time and money by automating many of your reconciliation activities, and by providing flexible reporting options so you can receive your information in the format that best suits your needs. Having the information provided in the way you need it helps your staff do their jobs more efficiently and helps you make better, timelier money management decisions. Benefits include customized reports, reduced accounting costs, increased cash control, strengthened internal controls, and simplified deposit reconciliation.

### **Image Processing Services**

Wells Fargo offers a host of image-based products including WellsImage CD, Check Image Retrieval and Image Positive Pay. These services will provide BSU with faster and more convenient access to your paper-based transactions. Check storage and retrieval for research purposes can be greatly simplified with the use of WellsImage CD. Check Image Retrieval will provide images of your current cycle checks at your fingertips so that you can research items prior to the delivery of your CD-ROM at end of cycle. In connection with our Positive Pay service, Image Positive Pay allows you to view imaged exception items via CEO, and make your pay/return decisions. Being able to view your Positive Pay exceptions provides you with greater confidence in your pay/return decision-making process. Wells Fargo will improve your disbursement business practices; save you time, and have a significant impact on your exposure to risk.

We look forward to partnering with BSU as we work together to design a Treasury Management suite of enhancements that compliments your existing A/P and A/R environments, while also delivering the benefits of streamlined processing, improved risk management capabilities, and cost controls that our technology offers.

### **Additional Solutions**

In addition to those services specified within your RFP, Wells Fargo offers several additional solutions that could greatly benefit BSU. A sample of

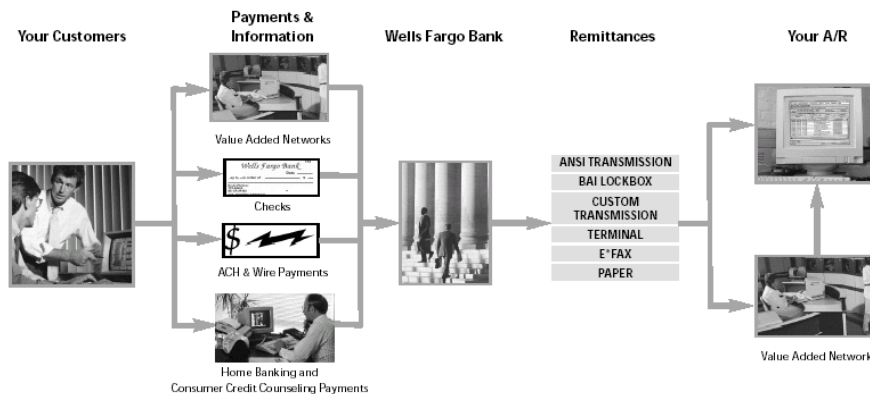


those services is listed below. We feel that these are a few of the services that differentiate us from other financial institutions.

Receivables Manager

Collections by paper and electronics are necessarily going to coexist for the foreseeable future in the US. The test for your bank selection is in the manner that the financial institution can integrate both paper and electronic remittances into a single data stream to the accounts receivable function and thus eliminate redundant processes and related IT development efforts.

Wells Fargo addresses this need with the Receivables Manager Service, which allows your company to receive ACH, EDI, paper-based, wire or electronic bill payment information electronically in a format compatible with your accounts receivables system. It consolidates all payment-related information into a single remittance that can be formatted to automatically update your accounts receivable data, whether you require an ANSI ASC X12, XML or proprietary formats.



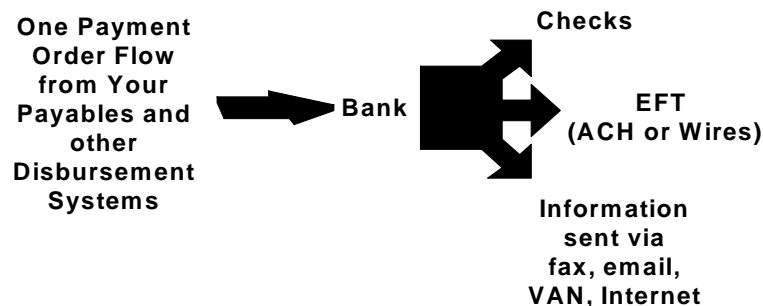
Electronic Consumer Collections

While consumer bill pay services streamline the payment process for consumers, processing those electronic transactions can still be very costly for large organizations such as BSU. Wells Fargo’s Electronic Consumer Collections (ECC) automates the entire process from the consumer payment to your receivables file. Home/PC banking and other Internet bill payment services can all be received electronically in one consolidated file. ECC also eliminates “check-and-list” and costly exception processing, freeing resources and providing earlier access to funds. Your customers’ electronic payments are automatically consolidated and transmitted directly to your receivables system in the format of your choice.



### Wells Fargo Payment Manager

In an effort to streamline the payment origination process, our Wells Fargo Payment Manager service offers BSU the ability to send a single, consolidated, disbursement file to the Bank for payment processing. At your specification, this file can contain mixed transaction types - including Paper Check, Financial EDI, ACH, International ACH, Wire Transfer, and International Wire Transfer payments - in a file format defined by BSU. Based on your designated transaction type, all payments will be automatically translated into the appropriate payment format (i.e. NACHA, Fed Wire etc.) and delivered to the respective payment system for processing and settlement.



### Wells Fargo Electronic Document Delivery

As a compliment to our Payment Manager product, the Wells Fargo Electronic Document Delivery service offers a convenient and cost-effective method for supplementing electronic payments with the additional remittance information your suppliers require for A/R receipt and application. By soliciting participation in this flexible "vendor-centric" solution, BSU will be able to migrate suppliers away from a paper-based disbursement environment, over to an electronic payment program with robust remittance notification options. In addition to reducing A/P disbursement costs and fraud losses, BSU will be also able to potentially benefit from improved supplier relationships and payment terms.

In closing, your challenges are greater than ever. Today's business climate demands the utmost attention to cash management, cash conservation, risk control, and investment decisions. Meanwhile, you are expected to do more with fewer resources. Simply choosing from a menu of treasury management products is not going to help meet your objectives. You need a business relationship with a bank that will tailor a comprehensive solution to your unique needs – a solution that will make your job easier and help you meet the University's goals.





*With the products of a national bank and the service of a local bank, Wells Fargo can be the perfect partner for all your entire banking needs.*



*Developing Relationships. Providing Solutions.*

**BAHR – SECTION II**

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## 1.0 GENERAL OVERVIEW

### 1.1 PURPOSE

Boise State University Finance & Administration requests proposals from interested parties to provide banking services for various Departments across the Boise State University campus. Banking services are primarily concerned with but are not limited to cash management, merchant services, depository services, checking accounts with various characteristics, wire, ACH capabilities, data management, reporting associated with cash accounts, balances and data management services related to all. Boise State University is interested in professional and innovative banking services that integrate a structure of internal controls within daily operations that establish a secure environment to safeguard the assets of the University. Please note, nothing in this RFP implies or includes rights for advertising or sponsorship of Boise State University without prior approval by designated Boise State University personnel.

### 1.2 SCOPE

To provide banking services that accommodate the needs listed below. Boise State University prefers online services to paper services, whenever possible.

- Checking accounts
- Deposits
- NSF checks
- Change funds
- Positive pay
- Wires
- ACH
- Merchant services
- Customer service
- Auditing services
- Reporting and data management including custom on-line queries and reports
- Record of paid checks
- Stop payments
- Services for personnel (optional)

### 1.3 CURRENT ENVIRONMENT

Boise State University:

- Is a public, co-educational institution;
- Offers graduate, undergraduate, and non-degree programs;
- Serves approximately 20,000 students;
- Employs approximately 5,000 faculty, staff and student staff.

## 2.0 GENERAL INFORMATION AND INSTRUCTIONS

### 2.1 DEFINITIONS

*The following definitions are meant to supplement the definitions found in the SicommNet solicitation document, State of Idaho Standard Terms and Conditions, State of Idaho Solicitation Instructions to Vendors, and State of Idaho Special Terms and Conditions for Customized Software and Related Services:*

**Accounting Period** – A one-month period of time, closing on the last business day of the month.

**BSU** - Boise State University

**Evaluation Codes** - Certain specifications have an evaluation code assigned, which are defined as follows:

**M Mandatory Specification** – Failure to comply with any subsection with an M notation will render the proposal non-responsive and no further evaluation will occur. Proposer is required to respond to each subsection with an M notation with a statement outlining its understanding and agreement to comply.

**ME Mandatory and Evaluated Specification** – Failure to comply with any subsection with an ME notation will render proposal non-responsive and no further evaluation will occur. Each subsection with an ME evaluation code will receive an evaluation score. Proposer is required to respond to each subsection with an ME notation with information explaining how the requirements will be met.

**E Evaluated Specification** – Proposer is required to respond to each subsection with an E notation with either a statement explaining how the service will be provided or with a statement that the service will not be provided, at the Proposer's option. If the response indicates the service will not be provided, the response will receive an evaluation score of zero. If the response indicates that the service will be provided, the Proposer must provide information in its response explaining how the service will be provided, and the response will receive an evaluation score.

**Fixed Cost** - In the Cost Proposal, this means a “**fully burdened fixed cost**” including, but not limited to, time and materials, travel (excluding alcohol), lodging, per diem and administrative overhead.

**In Writing or Written Notice** – Any letter or memo sent via fax, U.S. Postal Service, United Parcel Service, FedEx, or via e-mail.

**Normal Operation Hours** – Unless otherwise stated, the normal operating hours of the State are to be considered to be 8:00 a.m. until 5:00 p.m. Mountain Time, Monday through Friday, with the exception of State holidays.

**Purchasing** - State of Idaho Division of Purchasing.

**Responsive Proposer** -A Proposer that has submitted a timely proposal or offer that conforms in all material respects with the submission and format requirements of the solicitation, and that has not qualified or conditioned its proposal or offer.

**SicommNet or Sicomm** - State's Internet E-Procurement provider.

**System** - Refers to the entire package described in the RFP and the proposal.

**Time** – All references to time refer to local Mountain Time in Boise, Idaho.

**Proposer** – The legal entity that submits a response to the RFP.

**Working/Business Calendar Day** - Monday through Friday, except for legal holidays observed by the State of Idaho.

***The following definitions are meant to define the entities and terminology related to the specifics of the requirements of this RFP:***

**Project Plan** – Mutually agreed upon tasks and target dates necessary for implementation of the System into the daily operations of Boise State University.

**Internal controls** – a set of policies and procedures designed to reduce the risk of theft, loss or misuse of funds provided by the University. Internal controls may be a part of systems (such as utilizing username/password, key fob, etc.) or procedural (such as checking id's, confirming totals, confirming correct accounts, etc.).

**PCI Compliance** – standards established by the Payment Card Industry regulating security measures used to safeguard information that may be used in identity theft. Information includes, but is not limited to, credit card information.

## **2.2 ISSUING OFFICE & SUBMISSION OF QUESTIONS**

This solicitation is issued by the Division of Purchasing via Sicommnet. The Division of Purchasing is the only contact for this solicitation. **Written questions and request for clarifications shall be submitted via email to:**

Jason Urquhart  
State Purchasing Officer  
State of Idaho, Division of Purchasing  
E-mail: [jason.urquhart@adm.idaho.gov](mailto:jason.urquhart@adm.idaho.gov)



**QUESTIONS MUST BE SUBMITTED IN WRITING NO LATER THAN 5 P.M. MOUNTAIN STANDARD TIME ON JANUARY 29, 2008 TO THE CONTACT ABOVE.** Answers to written questions received will be answered via amendment to the RFP.

Questions must reference the heading for the provision in question. The inquiry must contain: (i) the name of the Proposer's representative who is responsible for the inquiry; (ii) the representative's business telephone number; and (iii) the proposing company's name.

### **2.3 SUBMISSION OF PROPOSALS**

In order to be considered for selection, Proposer must submit a complete response to this RFP. Each proposal must be submitted with one (1) original and three (3) copies. The Proposer will make no other distribution of the proposal. Only one (1) copy and one (1) original of the cost proposal are required.

Each proposal package must be clearly marked "Banking Services for Boise State University" on the outside of the package. No proposal will be accepted after 5:00 p.m. Mountain time, April 4, 2008. Proposals submitted by facsimile, telegraph, mail-gram, and electronic mail will be rejected. Each proposal must contain the manual signature of an authorized representative of the Proposer on the signature page provided. Proposers are strongly encouraged to sign the signature page in blue ink. In addition to the copies stated above, each Proposer must submit one (1) complete copy of its proposal on a CD-ROM using Microsoft Office products.

Each Proposer is responsible to examine this entire RFP, including the attachments, seek any required clarification in writing, and review its proposal for accuracy before submitting the proposal. Once the submission deadline has passed, all proposals will be final unless otherwise indicated in this RFP.

**NOTE: THE FOLLOWING IS MANDATORY!**

- **PROPOSALS OR PARTS OF PROPOSALS MUST NOT BE SUBMITTED ELECTRONICALLY VIA SICOMM. ELECTRONICALLY SUBMITTING THE PROPOSAL OR ANY PART OF THE PROPOSAL WILL RENDER THE PROPOSAL NON-RESPONSIVE.**
- **PROPOSALS MUST BE SUBMITTED MANUALLY PER INSTRUCTIONS TO FOLLOW.**
- **PROPOSALS MUST BE HAND-DELIVERED, US MAILED, OR CARRIER SHIPPED. PROPOSALS MUST BE RECEIVED AT THE OFFICES OF THE**

**DIVISION OF PURCHASING AND TIME STAMPED USING THE DIVISION'S TIME STAMP, NO LATER THAN THE DATE AND TIME SET FORTH FOR THE CLOSING OF THE SOLICITATION IN SICOMM.NET.**

- **A SIGNED IDAHO SIGNATURE PAGE (ATTACHED IN SICOMM) IS REQUIRED.**

All proposal materials should be shipped in a single shipping container, if possible.

**NOTE: PROPOSALS RECEIVED THAT QUALIFY THE PROPOSAL BASED UPON THE STATE ACCEPTING PROPOSER TERMS SHALL BE FOUND NON-RESPONSIVE. QUESTIONS PERTAINING TO THE STATE TERMS AND CONDITIONS MUST BE ADDRESSED DURING THE Q&A PHASE.**

**(Should the Proposer have a web site address, please write it on the signature page.)**

#### **2.4 VALIDITY OF PROPOSALS**

Proposals must remain valid for one-hundred and twenty (120) calendar days after the proposal due date. Proposals submitted with a less than 120 day validity will be found non-responsive and will not be considered.

#### **2.5 COMMUNICATION RESTRICTIONS**

Proposers must comply with all state laws, rules, and policies covering communication with state employees and officials during the RFP bid process. If a Proposer engages in any unauthorized communication, the DOP may reject its proposal.

#### **2.6 COST OF PREPARING THE PROPOSAL**

Costs of preparing a proposal are the sole responsibility of the Proposer. The State will not provide reimbursement for such costs and shall not be liable for any proposal preparation costs.

#### **2.7 (M) PROPOSAL FORMAT**

Proposals must follow the numerical order of the RFP starting at the beginning and continuing through the end of the RFP. RFP and proposal sections and subsections must be identified with the corresponding numbers and headings used in the RFP. Each RFP section and subsection must be written and then followed with the Proposer's response (see examples below). Proposers are encouraged to use a different color font or other indicator that will clearly delineate the RFP section or subsection from the Proposer's response. Proposals must also include a corresponding table of contents. All proposal pages must be typed and sequentially numbered.

The State may reject any proposal that does not meet this format.

## 2.8 (M) COVER LETTER

The cover letter must be in the form of a standard business letter containing the Proposer's name, address and telephone number and must be signed with an original signature, in ink, by an individual authorized to legally bind the Proposer. The letter must contain the following information:

**2.8.1** A statement describing the Proposer's legal structure (e.g., corporation, partnership) and providing federal tax identification number and principle place of business.

**2.8.2** A statement that the person signing the proposal certifies that he or she is the person in the Proposer's organization who has actual authority to make decisions as to matters relating to this RFP and to bind the Proposer.

**2.8.3** The name, telephone number, fax number and electronic mail (e-mail) address of a contact person who has authority to answer questions regarding the proposal.

**2.8.4** A statement that the proposal meets the minimum qualifications set forth in this RFP and accepts all requirements and terms and conditions contained in this RFP.

**2.8.5** A statement that the Proposer does not discriminate in its employment practice with regard to race, color, age, religion, sex, veteran status, sexual preference, national origin, or disability (ACA Standards 4-4053, 4-4054, 4-4055, 4-4056, Equal Employment Opportunity).

**2.8.6** A statement that no attempt has been made or will be made by the Proposer to induce any other person or firm to submit or not to submit a proposal.

**2.8.7** A statement that indicates whether the Proposer or any of its agents has a possible conflict of interest with any state employee involved in this Request for Proposal and any ensuing Contract(s) or any other conflict of interest and, if so, an explanation of the conflict must be given.

**2.8.8** A statement that the proposal must be valid for one hundred twenty (120) days from the proposal due date.

**2.8.9** An acknowledgement of receipt of issued amendment(s) to this RFP.

## 2.9 (M) INDEMNIFICATION AND INSURANCE

The Contractor must indemnify, hold harmless and defend **Boise State University and the State of Idaho**, their officers, agents and employees from and against all claims, damages, losses and expenses for bodily injury, sickness, disease, or death, or to injury to or destruction of tangible property including loss of use resulting therefrom, including but not limited to attorney's fees, arising out of or caused in whole or in part by the negligent acts, wrongful acts, errors or omissions of the Contractor, a subcontractor, anyone directly or

indirectly employed by them or anyone for whose acts they may be liable, but only to the extent caused in whole or in part by negligent acts or omissions of Indemnitor. The insurance company providing the general liability insurance certificate must have an insurance company rating of B or higher by either A.M. Best or Standard and Poor's rating bureaus.

The Certificate of Liability Insurance for Wells Fargo & Company and Its Affiliates is issued by Wells Fargo Insurance Services on behalf of Old Republic Insurance Company, which is rated A+ (Superior) by AM Best.

The Contractor shall, at no additional cost to Boise State University, procure and maintain through the term of this Contract:

**2.9.1** Commercial General Liability Insurance with limits not less than \$1,000,000 per occurrence Combined Single Limits (CSL) for Property Damage and Bodily Injury Liability, including Products/Completed Operations Liability, Blanket Contractual Liability and Personal Injury Liability. If an annual aggregate is used each annual aggregate limit shall not be less than \$2 million when applicable and will be endorsed to apply separately to each job site or location;

General Liability Insurance

Insurer: Old Republic Insurance Co.  
 Policy Period: April 1, 2007 to April 1, 2010  
 Limits: \$10,000,000 general aggregate  
 \$10,000,000 products/completed operations aggregate  
 \$10,000,000 personal injury  
 \$10,000,000 each occurrence

**2.9.2** Automobile Liability Insurance including non-owned and hired vehicles with limits not less than \$1,000,000 per occurrence (CSL) for Property Damage and Bodily Injury; and Workers' Compensation and Employers' Liability Insurance with limits not less than;

Automobile Liability Insurance

Insurer: Old Republic Insurance Co.  
 Policy Period: April 1, 2007 to April 1, 2010  
 Limits: \$10,000,000 combined single limit

**2.9.3** Worker's Compensation - as required by State statute including occupational disease. The Contractor must provide either a certificate of workman's compensation insurance issued by a surety licensed to write workman's compensation insurance in the State of Idaho, as evidence that the Contractor has in effect a current Idaho workman's compensation insurance policy, or an extraterritorial certificate approved by the Idaho Industrial Commission from a state that has a current reciprocity agreement with the Industrial Commission.

Workers Compensation





Insurer: Old Republic Insurance Co.  
 Policy Period: April 1, 2007 to April 1, 2010  
 Limits: \$1,000,000

**2.9.4 Employer's Liability:**

Bodily Injury by Accident: \$100,000 each accident  
 Bodily Injury by Disease: \$100,000 each employee  
 Bodily Injury by Disease: \$500,000 policy limit

Employer's Liability

Insurer: Old Republic Insurance Co.  
 Policy Period: April 1, 2007 to April 1, 2010  
 Limits: \$1,000,000 each accident  
 \$1,000,000 disease – policy limit  
 \$1,000,000 disease – disease

**2.9.5 Prior to the commencement of the term of the Contract**, the Contractor must deliver or fax to (208) 327-7320 to the Division of Purchasing:

A certificate of insurance with respect to **ALL** such insurance including worker's compensation in a form reasonably satisfactory to the University. **The general and automobile liability insurance certificate must name the University and the State of Idaho as additional insured** and must contain a written provision that, should any of the above-described insurance policies be canceled or non-renewed before the expiration date thereof, the issuing company must notify the University in writing, by certified or registered mail, receipt requested, at least thirty (30) days prior to any cancellation or non-renewal of any such insurance.

As stated on the Certificate of Liability Insurance, should any of the above described policies be cancelled before the expiration date thereof, the issuing company will endeavor to mail 30 days written notice to the certificate holder named, but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its agents or representatives.

**2.9.6** Section 11 (Save Harmless) of the State of Idaho Standard Contract Terms and Conditions found on the Division of Purchasing's e-purchasing site (SiComm) is not applicable to this RFP.

**2.10 EVALUATION, INTENT TO AWARD LETTERS, AND AWARD PROCESS**

As a general rule, the following procedure is followed:

Once the solicitation closing date and time have passed and proposals have been opened, the copies of the Technical Proposals are forwarded to the agency for evaluation. Once the agency has completed its technical evaluation and scored the proposals, the evaluation

summary and scoring documentation are forwarded to the Division of Purchasing for review. The Division of Purchasing verifies the fairness and integrity of the technical evaluation process. The Cost Proposals and copies are then opened, and the copies forwarded to the agency for evaluation. The scoring of the cost evaluation is then added to the scoring of the technical evaluation to arrive at a total proposal scoring, thus identifying the successful proposal based on the specifications and criteria set forth in the RFP. Assuming the agency does not require Best and Final Offers, the agency sends its award recommendation to the Division of Purchasing.

The Division of Purchasing then issues a Letter of Intent to Award to all responsive proposes, notifying them of the State's intent to award the contract. After the passage of the time set by Idaho Statute 67-5733 for appeals, and the resolution of any appeals received, the Division of Purchasing awards the contract.

The State has the time set forth in the Validity of Proposals subsection to complete the evaluation and award the purchase. To ensure the integrity and fairness of the evaluation process, during the evaluation and up and until the time the Division of Purchasing issues the Intent to Award letter, no information regarding the content of the proposals is released.

### **2.11 POINT WEIGHTING**

Award will be made based on a weighted evaluation. See Section 7.0 for details.

### **2.12 CONTRACT TERM**

The initial term of the contract shall be five (5) years with the option to renew for five (5) one-year renewals upon written, mutual agreement between the parties. The initial term and any renewal periods shall include all licenses, data conversion and maintenance.

### **2.13 PRICE ADJUSTMENTS**

Beginning with the first renewal, the Contractor may request in writing upon contract renewal a price adjustment, if applicable. The price adjustment will be effective the date of the contract renewal. Proposed prices shall remain firm for the first year of the contract.

The CPI base index for price adjustments will be given at time of award. All price adjustments are subject to approval by the Division of Purchasing and no price adjustment will be in effect until approved by the Division of Purchasing. The Division of Purchasing reserves the right to require supporting documentation for any adjustments. An upward price adjustment for inflation shall be allowed no more frequently than annually.

An adjustment may be allowed based upon the percentage change of the Table 3. Consumer Price Index for All Urban consumers (CPI-U): Selected Areas, all items index, West urban, size B/C, as published by the U.S. Dept. of Labor, Bureau of Labor Statistics (<http://www.bls.gov>). To access this information, go to: [www.bls.gov](http://www.bls.gov). Once there, click on the "Consumer Price Index" link under Inflation and Consumer Spending. Scroll to "Economic News Releases", then under "Current" click on either the "HTML" or "PDF" link for Consumer Price Index, and scroll to "Table 3". Find in that table "West Urban" and use the "Size B/C" data. The percent change to be allowed shall be the percent change from the month three

months prior to date of contract award to the month twelve months after that month. For all subsequent adjustments, the Base Month shall change to the month twelve months after the prior Base Month for contract price adjustments. Decreases will be effective immediately. The adjusted price shall be rounded to the next higher cent. To request an increase, the Contractor must submit a written request no less than thirty (30) days prior to the effective date of the increase. The request shall include the contract number and be sent to the Division of Purchasing, 5569 Kendall Street, Boise, ID 83720-0075. The state of Idaho reserves the right to require the Contractor to decrease the prices in the same manner described above.

### **3.0 SERVICES**

Boise State University (the "University") is seeking instruments to hold, invest and distribute cash funds as described below with online reporting tools that allow personnel to manage funds effectively to facilitate the daily operations of the University. The University is concerned with sufficient internal controls and satisfaction of compliance requirements such as PCI standards.

**(M)** A project plan must be submitted to BSU for approval within 30 days of the contract award prior to beginning any work. Banking services must be on target to go live May 1, 2008. The University intends to overlap banking services between the existing and newly awarded banking services Contractor for a 90 day period of time after go live to ensure transactions have an opportunity to complete.

#### **3.1 SERVICE REQUIREMENTS**

All of Sections 3.1 and 3.2 will be evaluated and scored by an evaluation committee. Please provide specific and complete responses of how your firm meets or exceeds each service requirement. Where the University has noted a "preference" (i.e., use of the word "prefer") in the following subsections under 3.1, the Proposer must identify where preferred services are not offered, either in whole or in part, and describe alternative services offered by the Proposer intended to satisfy the stated need.

##### **3.1.1 (ME) CHECKING ACCOUNTS**

The University prefers to use the minimum number of accounts necessary to facilitate operations. Currently the University utilizes twenty-five separate cash accounts with varying characteristics as determined by purpose, including sweep, ZBA, checking accounts and accounts restricted from checking options. Authorized individuals must be able to open, close, or modify characteristics of accounts to accommodate changes in daily operations. Additionally, the University must be able to modify signature authority on specific cash accounts as needed. Each account must have unique signature authority, which will be updated in writing as required by the University. Cash accounts must include standard security features to prevent unauthorized persons from establishing accounts, making withdrawals, closing

accounts, etc. Please note, cash accounts established for daily operations of Select-a-Seat may be included as part of this banking services agreement at the discretion of the University.

Investment sweeps must be collateralized overnight investment sweeps. The investment products in which the Contractor may invest sweep funds are identified in the University's investment policy found at:

<http://www.boisestate.edu/policy/index.asp?section=6&policynum=6150>

Select-A-Seat (SAS) has outlet locations at various Albertson's stores. Daily deposits are made into store banking branch locations. The University desires to coordinate banking services for SAS with Albertsons to ensure the ease of deposits of University funds accepted at these locations, thus SAS may be included at the discretion of the University. If SAS were added to the contract, it would require the addition of one checking account (currently, the University utilizes 25 other checking accounts), with an investment sweep account tied to it.

The Proposer must provide a detailed description of how it will provide the above requirements.

Wells Fargo can easily accommodate the structure currently utilized by Boise State University. We customize your account structure based on needs and security restrictions by combining services such as Payment Authorization, Zero Balance Accounts, and Investment Sweep options. We also offer a subaccounting feature that automatically rolls funds up to a master account, which is ideal for businesses with multiple retail locations such as a bookstore.

#### **Payment Authorization**

Wells Fargo's Payment Authorization Service can help prevent unauthorized transactions from posting to your deposit only account by establishing a \$0.00 check amount. This service will also allow the University to determine if you would like to prevent any checks from posting to accounts, determine a specified amount of counter withdrawals, or determine the amount of "cash back" for checks cashed or deposited at the teller window.

#### **Zero Balance Accounts**

Zero Balance Accounts offer many advantages. A Zero Balance Account (ZBA) lets you set up accounts for various divisions or departments within your organization. Instead of maintaining balances in each of those accounts separately, all funds are automatically concentrated into a master account at the end of the day. This structure provides each department or division the ability to view their account balance and activity as if the funds



were maintained in their specific account, but since the funds are actually pooled into a single central account the University has more flexibility to invest excess capital or benefit from earnings credits with higher account balances.

### **Subaccounts**

We offer a Subaccount structure that includes one master Wells Fargo account with multiple sub-accounts tied to it. These sub-accounts are “deposit only” accounts which are then automatically swept to a master account -- no check writing is permitted in subaccounts. This service helps simplify the administration of a complex depository network with specific location reporting of deposits, return items, adjustments and ACH transactions, and is particularly useful in an operation with multiple locations (i.e. Bookstore).

### **Investment Options**

Wells Fargo offers the following options of *Stagecoach Sweep* cash management services that would accommodate the University’s investment policy, including a Repurchase Agreement Option or Money Market Funds Option.

Our *Stagecoach Sweep Repurchase Agreement* service automatically sweeps excess collected balances into interest-bearing repurchase agreements. At the opening of the next business day, the funds are returned to your account. This sweep service allows you to generate additional earnings overnight while maintaining access to your cash during the day.

*Note: Investments in repurchase agreements are not deposits, are not insured by the Federal Deposit Insurance Corporation and are not guaranteed by the United States government or any agency of it, or by the bank, nor is it the bank’s obligation to repurchase company’s interest in any securities. The securities held by Wells Fargo as collateral may or may not be guaranteed by the U.S. Government, but such guaranty does not flow to you, the investor. All securities carry investment risk and may lose value. General banking assets may be used to satisfy Wells Fargo’s obligations under a repurchase agreement. The interest rate on a repurchase agreement is not the same as the rate on government securities. The repurchase agreement contains specific provisions and additional disclosures. Please read it carefully.*

Our *Stagecoach Sweep Money Market Funds* service automatically sweeps excess collected balances into omnibus accounts holding money market mutual funds. Funds stay invested until you need them, allowing you to generate additional earnings without sacrificing access to your cash.



If your checking account balance is above your target balance at the end of the day, excess balances are automatically swept from your account and are invested in a non-FDIC insured, non-bank guaranteed money market mutual fund the next morning, when the market opens.

Regardless of which option you choose, our *Stagecoach Sweep* Service offers the following benefits to BSU:

- **Same-Day Sweep** - Interest income is maximized by using daily collected balances to increase investment balances.
- **Daily Interest** - Investment interest is paid daily and is available for immediate reinvestment the following day.
- **Automated Investment of Funds** - Eliminates costly or time-consuming funds movement associated with manually transferring funds to/from investment accounts.
- **Accuracy of Funds Transfer** - Since the sweep transfer is performed after all of the day's debits and credits have been tabulated, accidental account overdrafts are impossible.
- **Detailed Reporting** - Investment confirmations can be provided daily, online via the *Commercial Electronic Office*<sup>®</sup> (*CEO*<sup>®</sup>) portal detailing the amount invested. Activity is summarized at the end of the month in a clear, concise online statement.

*Note: This is just a summary. Please see the full description of the sweep product and set of disclosures set forth in the Wells Fargo Stagecoach Sweep Service Description, which shall control. Wells Fargo Funds Management, LLC, a wholly owned subsidiary of Wells Fargo & Company, provides investment advisory and administrative services for Wells Fargo Advantage Funds<sup>SM</sup>. Other affiliates of Wells Fargo & Company provide sub-advisory and other services for the Funds. The Funds are distributed by Wells Fargo Funds Distributor, LLC, Member NASD/SIPC, and affiliate of Wells Fargo & Company. Any investments in the money market mutual funds will be wired out of your account at Wells Fargo into an omnibus account held with the mutual fund, which is a separate entity from the bank. Your investment in a mutual fund will be pooled with other investors in the Wells Fargo's general account with the mutual fund. An investment in a money market mutual fund is not insured by the Federal Deposit Insurance Corporation or any other government agency. Although the mutual funds seek to preserve the value of your investment at \$1.00 per share, it is possible to lose money by investing in a money market mutual fund. In addition, mutual funds are not guaranteed by Wells Fargo. For more information regarding the sweep option you chose, obtain a current prospectus by visiting [www.wellsfargo.com/advantagefunds](http://www.wellsfargo.com/advantagefunds), or by contacting your Wells Fargo relationship manager. Consider the investment objectives, risks, charges and expenses of the investment carefully before investing. This and other information about Wells Fargo Advantage Funds can be found in a current prospectus. Please read it carefully before investing.*

*\*NOT FDIC INSURED · NO BANK GUARANTEE · MAY LOSE VALUE*

Authorized individuals from Boise State University will be directed to contact their Boise-based Relationship Associate dedicated to the BSU



relationship when the need arises to open, close, or modify any characteristics of the BSU account structure, or to accommodate changes in daily operations.

This process will be the same when the need arises to modify signature authority on any of the BSU accounts. Each account will be identified with a separate Commercial Account Authorization and Agreement (Signature Card). Updates to these agreements will be facilitated by completion of a Signature Amendment to the Commercial Account Authorization and Agreement (Signature Card).

Accounts will be opened and/or closed by the Boise-based Relationship Associate upon receipt of written requests from individuals authorized to perform such tasks within Boise State University's Corporate Resolution, which will be executed upon establishment of the banking relationship.

#### Select-A-Seat

If Select-A-Seat were included as part of the contract with Wells Fargo, this account would be added to the twenty-five account structure identified above with a separate investment sweep tied to it.

The most convenient process for deposits at the SAS locations would be to continue depositing to the in-store bank locations as is being done today. Funds could then be concentrated to Wells Fargo via ACH on an as needed basis (i.e. daily, weekly, etc.) using our Internet ACH service via the Commercial Electronic Office web portal. An alternative to this process would be to have the deposits picked up and delivered to the Wells Fargo Boise Cash Vault each day via courier.

#### **3.1.2 (ME) DEPOSITS**



The University utilizes armored car service for transportation of monies from the point-of-sale to main cashiering office and specific banking branch locations. The University intends to obtain this service separately. The Proposer must have branch locations within thirty (30) miles of point-of-sale locations, be able to accommodate armored car service, and provide same day deposits for those received prior to 2:00 PM Mountain time. Discrepancies in deposits must be brought to the attention of identified University personnel immediately. A vault system may be utilized in conjunction with branch locations. The "Number" column in the table below represents the weekly number of required deposits.

Location	Stop	Number
Boise Campus	Athletics	5
Boise Campus	Taco Bell Arena	As needed
Boise Campus	Recreation Center	5
Boise Campus	Bookstore	5
Boise Campus	Information Desk - SUB	5
Boise Campus	Health & Wellness	5
Boise Campus	Parking	5
Boise Campus	Morrison Center	As needed
Boise Campus	Payment & Disbursement	5
Downtown – BODO	Bookstore	5
Nampa Campus	West Campus	5
Nampa Campus	Bronco Shop	5
Canyon County Campus	Canyon County	5

On a case by case basis, the University may require an extra pick up from its armored car service provider or make an in-person deposit if warranted.

On occasion, the University may present an in-person deposit which must be credited on the same business day as received by the Contractor. Also, on occasion the University may deposit foreign currency and paper items, and the Contractor must accept these deposits.

The Proposer must provide a detailed description of how it will provide the above requirements.

Wells Fargo offers a broad range of depository service channels, including cash vault, branch, and night depository services. There are 23 Wells Fargo store locations located throughout Ada and Canyon counties and one cash vault located in Boise. All store locations and the cash vault are within 30 miles of BSU's point-of-sale locations, and can accommodate armored car services and same-day deposits for those received prior to 2:00 p.m. MT.

### Cash Vault Services





The Wells Fargo Cash Vault Services offer secure, efficient ways to make large cash deposits and obtain the coin and currency you need. Only licensed, bonded armored carriers may access our vaults. Boise State University must use a Wells Fargo approved courier to deliver deposits to our Boise Cash Vault processing facility. While we do not recommend one courier above another, some of the couriers approved at the Boise Cash Vault include Loomis, Idaho Armored, and AT Services.

The BSU account would be set up with a unique customer profile. The profile defines your service requirements such as location number, order limits, and adjustment advice address. The profile is retained in our automated vault processing system to ensure that your requirements are met consistently.

Some of the benefits of using our cash vaults include:

- The safety and security of relying on Wells Fargo to process your cash deposits.
- Same day credit for deposits received in the vault by our published deadline.
- Close working relationship between your armored carrier and our vault staff to ensure that deposits and change orders are transferred securely.
- Convenience – coin and currency orders may be placed 7 days/week, 24 hours/day.
- Standardized transaction reporting provides ability to quickly detect and control potential fraud with:
  - Notification of deposit overages/shortages within 48/72 hours of deposit receipt.
  - Phone notification of differences greater than \$50.00
  - Explicit vault transaction descriptors on commercial checking account statements and Treasury Information Reporting (TIR).
  - Descriptive deposit correction notices make it easy to identify original deposit total and depositing location.
  - Detailed reporting of vault transactions by standard BAI codes.
- On-line access to vault deposit and order transaction information via our *Commercial Electronic Office®* Cash Vault Inquiry.
  - Timesaving search capabilities.
  - Detailed deposit and adjustment information.



- Detailed order information.
- Empower dispersed employees to access only the locations that you want them to see.
- Simplified employee training: if it chooses, at all Boise State University locations, it can use the same deposit and ordering procedures.

The cutoff time for check deposits delivered directly to the Boise Cash Vault processing center are shown below in local time:

Cash Vault Location	Mixed Deposits	Check Only Deposits	Cash Only Deposits	Same-Day Change Orders – Touch Tone	Same Day Change Orders <i>CEO</i> ® (or transmission)	Armored Carrier Pick Up
<b>Boise, ID</b>	4:30 p.m.	4:30 p.m.	4:30 p.m.	11:00 a.m.	10:30 a.m.	2:00 p.m.

Wells Fargo requires plastic, disposable, tamper-evident deposit bags for cash vault deposits. You may order dual-pouch deposit bags from us or you may select a third party vendor. Though we must approve each bag to ensure it meets our requirements, most commercially produced, tamper-evident bags are acceptable. During the implementation phase of this project, we will work with you to facilitate the approval of the bags you select.

### **Branch Cash Deposit Services**

Wells Fargo has taken a number of steps—including post verification of deposits—to minimize the time involved in making branch deposits. Post-verification of deposits at the teller line require the use of a secure, tamper-evident, dual-pouch bag. Designed to be both disposable and tamper-evident, BSU staff inserts cash in the top section of the bag, and checks and your deposit ticket in the bottom. When you present the bag at the teller line, the checks and deposit slip are removed, and BSU is given provisional credit for the full amount of the deposit.

The cash portion of the bag is stored in a secure location for verification at a later time, either at the branch or at one of our cash vaults. Deposits that are verified at the branch are processed under dual custody. Deposits that are verified in a cash vault location are processed under extensive video coverage in a team custody environment. During each step of the delivery, logging, and verification process, cash vault deposits are tracked through an automated operating system that allows for blind verifications.

Our posted daily cutoff times to receive same day credit is 4:00 p.m.; however special arrangements can be made to accommodate special circumstances beyond this cutoff time.

### **Deposit Discrepancies**

Final verification of deposits and adjustments takes place within 72 hours. For cash vault adjustments, your adjustment notice includes deposit date, declared amount, verified currency total by denomination, and location number (if applicable). For branch deposit adjustments, your adjustment notice will include the amount and reason for the adjustment. For deposits to a subaccount, the location code will also be provided.

Adjustment notices can be provided via Commercial Electronic Office web portal for immediate notification. In the event that a deposit requires an adjustment that exceeds \$50, a bank representative will contact you by phone to make you aware of the difference.

### **Foreign Deposited Items**

Foreign Deposited Items are handled separately by our West Coast Foreign Item Processing Center. Cash Vault and Branch employees are instructed to route these items through the processing center for clearing through the foreign banks. Boise State University could remit these items directly to the Foreign Item Processing Center if activity volume warrants such delivery.

Boise State University will typically received a better exchange rate on foreign deposited based on its relationship with the Boise Regional Commercial Banking Office.

### **3.1.3 (ME) NSF CHECKS**

The University accepts both paper and electronic checks. The University prefers that checks with insufficient funds be automatically presented twice before being returned. The University also prefers to have NSF checks posted a single time after second presentation rather than posted after each presentation. However, if it is not possible to present checks with insufficient funds twice with a single posting, then the University prefers to have a single presentation.

The Proposer must provide a detailed description of how it will provide the above requirements.

With our Standard Redeposit Service, items returned for non-sufficient funds (NSF) are automatically redeposited once. If the redeposited item is returned, you will only see the returned item posted to your account a

single time after second presentment. Special instructions for return items could include specifying the dollar limit at which items are to be redeposited or directing Wells Fargo to send returns to a specified individual. You could also choose to have either none or all items redeposited. Our standard redeposit service is also optional by location.

Images of returned items are available through our online *Commercial Electronic Office* portal. Although it is non-standard, images of re-deposited return items can also be faxed to you. Faxes are sent by 2:00 p.m. local time on the day the item is re-deposited.

Wells Fargo's Returned Item services allow you to manage the collection of your returned checks online through our *Commercial Electronic Office (CEO)* portal. You may view images online in real time with our Returned Item Image service and Returned Item Detail Report. You can view images by clicking on the dollar amount in the Returned Item Detail Report or you can search for specific items online.

Furthermore, as a consultative statement, with check fraud continuing to grow, clients need more cost-effective ways to collect on NSF checks. Now it is possible to represent returned checks through the Automated Clearing House (ACH) using the new re-presented check entry, or RCK. With Wells Fargo's Electronic Returns services, the University could increase its collection rates on checks returned for insufficient funds, reducing vulnerability to fraud and potentially reducing overall check write-offs. As one of the largest originators of ACH transactions in the U.S., Wells Fargo can help you streamline return-check processing with state-of-the-art software. We are prepared to review this option further with the University to determine if it could benefit from its use.

#### **3.1.4 (ME) CHANGE FUNDS**

The University utilizes change funds to facilitate daily operations in point-of-sale locations. Change funds may be requested at any time and tend to be cyclical in nature with a higher volume of funds requested at the end of each semester. The University also needs high dollar ad hoc change funds to satisfy contractual agreements for events. Change funds of this nature tend to be high dollar requests and have specific types of tender increments. All change fund requests will come from a central location. The University will identify authorized persons to request change funds and requires that all be delivered via armored car service to the requesting location.

The Proposer must indicate the procedure for requesting various types of change funds including specific requirements for requesting large dollar versus standard



change funds, timeframes for request to ensure on time delivery, and security measures to prevent unauthorized persons from requesting funds.

Wells Fargo offers its customers a change order system that is both flexible and easy to use. University staff can place change orders one of two ways -- through our online Internet portal called *Commercial Electronic Office (CEO)*, or through our automated touchtone telephone ordering system.

The *CEO* portal can be used to place orders for a single location or multiple locations. To simplify the ordering process, your staff can also upload change order details in an Excel spreadsheet. With our touchtone service, each location is assigned an ID and password that is required to access the system. To maximize security, you can also establish a maximum order limit per location.

Once the order is submitted, change orders are filled using a procedure called blind, dual control. Dual control means that two associates must verify that the dollar amount is correct. Blind means that the second associate does not know the original amount of the order. These procedures ensure that the amount is correct. Once verified, orders are placed in clear plastic bags and sealed. Orders are then delivered to your designated location via armored carrier, usually on a next-day basis.

Change orders are debited electronically the day they are filled. Where applicable, electronic reports and statements will include location numbers where change orders were sent.

The following table describes the cut off times for change orders, organized by location and whether the change order was placed by online or through the automated telephone system:

Cash Vault Change Order Deadlines (local time)			
Cash Vault Location	Same-Day Change Orders - Touchtone	Same-Day Change Orders – CEO or Transmission	Armored Carrier Pickup
Boise, ID	11:00 a.m.	10:30 a.m.	2:00 p.m.

Wells Fargo does not have minimum currency purchase requirements. This means you can purchase coin supplies in individual rolls or in half and full



boxes. It also means you can purchase currency supplies in standard strap denominations of 100 bills, or in loose amounts. Despite this, we prefer standard amounts where possible. This results in a lower fee for change orders.

For cash vault change orders, we debit your account on the day the order is filled. For branch change orders, we can either debit your account or accept cash payment.

Changes orders made through the Boise Cash Vault require delivery by an approved courier that is both licensed and bonded. Wells Fargo does not recommend courier services, however a few of the couriers approved at the Boise Cash Vault include Loomis, Idaho Armored, and AT Services.

### **3.1.5 (ME) POSITIVE PAY**

The University is currently implementing positive pay procedures for vendor payments, student financial aid disbursements and payroll checks. Disbursements occur on varying intervals, which may result in multiple check-issuance files being sent on the same day. All files are sent via a standard SSL with 128-bit encryption minimum. The Proposer must be able to accommodate the receipt of multiple files in a secure medium utilizing current encryption standards and upgrading as industry standards change for positive pay processing. Though the University would allow the use of reverse positive pay, it prefers positive pay.

The Proposer must provide a detailed description of how it will provide the above requirements.

Wells Fargo offers three different positive pay products which will make it easier for Boise State University to select the service that best meets its needs.

#### **Perfect Presentment<sup>®</sup> Positive Pay**

Our *Perfect Presentment* Positive Pay is our premier positive pay service and is only associated with Controlled Disbursement accounts. In contrast to other positive pay services, *Perfect Presentment* is unique because we identify all stop payment items and positive pay exceptions, and we correct exceptions due to encoding errors—before they post to your account. Consequently, the daily funding totals that we report to you will always match your posting totals.

With our *Perfect Presentment* Positive Pay service, you receive same-day exception and images reporting by 1:00 p.m. MT. You then make your pay/return decisions by 12:00 p.m. MT the next day. This gives you almost 24 hours to make your pay/return decision.



### **Image Positive Pay**

Our traditional Image Positive Pay service compares checks presented against your account to your issue files after the items post. With this service, we review all Positive Pay exceptions and reverse items that can be corrected such as encoding errors, and repost them on the following business day. This feature saves you time and money because it means that we research and resolve the majority of your exception items for you.

With our traditional Image Positive Pay service, you receive next day exception reporting and images by 9:00 a.m. MT. You then make your pay/return decisions by 3:00 p.m. MT.

### **Payee Validation**

This enhancement to our Perfect Presentment and Image Positive Pay service plans provides you with extra security against payee alteration fraud. Simply include payee names, exactly as they appear on their checks (up to 120 characters), in the check issue files for fast, easy implementation. Wells Fargo validates payee names on all checks presented for encashment at our teller windows and on deposited checks above the threshold dollar amount. Payee matches are paid, payee mismatches are returned. This service is not available with the Basic Positive Pay service.

### **ARP Register Maintenance**

Regardless of which Positive Pay option you choose, you can access our Internet-based ARP Register Maintenance service that's available through our *Commercial Electronic Office (CEO)* portal. The ARP Register maintenance service lets you update your check registers with voids, cancels, stops and new over-the-counter and location-issued checks. You can also use it to easily create check registers to clear Issue Notice Not Received (INNR) exceptions. ARP Register Maintenance files can be electronically transmitted. We update our systems with your transmission files throughout the day.

### **Transmission Methods**

Wells Fargo supports several transmission methods via our standard file delivery tool Secure File Transport including https, FTP/s, SFTP and AS2. These highly secure Internet delivery methods offer advantages over older telecommunications methods. More detail about each of these methods follows:

#### **HTTPS**



*Developing Relationships. Providing Solutions.*

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Secure Sockets Layer (SSL) secures your file transfer sessions when delivering or receiving files. You can use a Wells Fargo-issued digital certificate to perform authentication. You have the further option of handling file transfers via a browser or in an automated environment.

In a browser environment, you can manually access the Wells Fargo Secure File Transport tunnel through any browser equipped with at least 128-bit SSL encryption. No additional software is required.

You can automate access to the Wells Fargo Secure File Transport tunnel using client software. Wells Fargo offers client software at no additional cost, or you can use a third-party client software. The Wells Fargo client software is available in Windows or UNIX versions.

### **FTP/S**

Wells Fargo supports the industry standard File Transfer Protocol (FTP), secured with at least 128-bit Cypher Strength SSL. With Wells Fargo's implementation of FTP/S, you can initiate both delivery of files to and retrieval of files from the bank. The exact FTP standard is defined by RFC 2228, a file transfer capability that is part of many software packages.

### **SFTP**

Wells Fargo supports the industry standard File Transfer Protocol (FTP), secured with at least a 128-bit Cypher Strength SSH (Secure Shell). With Wells Fargo's implementation of SFTP, you can initiate both delivery of files to and retrieval of files from the bank.

### **AS2**

Wells Fargo also supports the AS2 protocol, and https, which is commonly used for EDI file transfers. Our experience is that this option is best used by customers who use it as their primary file transfer protocol and have a Drummond certified AS2 solution.

### **Additional Transmission Methods**

Wells Fargo also supports a suite of CONNECT:Direct file transfer options for customers who continue to use that style of file transfer.



### 3.1.6 (ME) Wires

The University utilizes incoming and outgoing wires for vendor payment, student fee payments and to send funds to faculty/staff doing work throughout the world, in U.S. dollars. The University prefers to create and use modifiable templates for recurring wires. Templates must be robust enough to include standard data and allow for a modifiable notes section to provide more detail. Wires must include value date functionality, which allows future dated wires to be entered in advance. Security features must include role level security access to allow for input and approval of wires from different individuals, prevent a single individual from submitting and approving their own wires and utilize recent technologies such as USB memory stick, key fobs or other security method. The University also requires clearly defined guidelines on deadlines for submitting and sending same-day wires. Outgoing wires must allow for input of sufficient information to identify the transaction. Incoming wires must include enough information for the University to identify the transaction. In instances where data from incoming wires is insufficient, requests for further information from the Contractor must be honored and the information provided to BSU by the Contractor at no additional cost.

The Proposer must provide a description of wire functionality including security features, a list of standard data elements, cut off times for same day delivery, guidelines for submitting and sending same day wires, and options surrounding the creation and modification of templates.

At Wells Fargo, we understand your need for flexible, secure wire initiation systems. Our emphasis on speed and efficiency in wire transactions ensures that we can deliver the wire transfer service products that best meet BSU's needs. We offer the following wire initiation systems:

#### ***Commercial Electronic Office (CEO) Wire Transfer Service***

As part of the *CEO* portal, our Wire Transfer service allows you to make same-day and future-dated domestic wires, international U.S. dollar wires, foreign exchange wires, drawdown requests, and book transfers. In addition, our *CEO* wire transfer service offers BSU the following capabilities:

- Initiate and approve multiple wires from a single screen.
- Enter information into free-form wire screens for one-off wires.
- Create multiple use templates for recurring wires to save time, with the option to lock all template information fields except date and amount.
- Add, modify, and delete templates.
- File Upload Service uploads up to 200 freeform or templated wires at a time.
- Personalize each of your user's profiles to control access to accounts and wire services.

- Specify single or dual approvals before wires can be sent.

Available only to *CEO* portal customers, the *CEO* Wire Transfer report shows the status of wires initiated online with real-time updates.

In addition to these initiation services, the *CEO* portal offers Intraday reporting of incoming and outgoing wire transfer activity through *CEO* Treasury Information Reporting (TIR). The TIR Wire Transfer Detail report provides current-day detail on wires grouped by type: book transfers, Federal Reserve domestic wires, and international wires. You may also set your own parameters and run reports as needed.

An optional service, our *CEO* Event Messaging service provides email notifications for transactions requiring approval, rejected transactions, incoming/outgoing wires exceeding a certain dollar threshold, and other wire transfer events.

#### **Telephone (Voice) Wire Transfer Service**

When you choose telephone (voice) wire transfer service to initiate wire transfers, you can initiate wires by calling a toll-free number and speaking directly with a wire operator. A PIN-based security system ensures the safety of your information. Our Wire Transfer system automatically verifies ABA numbers and SWIFT addresses before wires are sent. We offer optional secondary callback approval procedures.

#### **Automatic Standing Transfer Service**

When you choose our Automatic Standing Transfer Service, we'll automatically initiate wire transfers or drawdown transfers for you on the dates you specify.

Available through *Commercial Electronic Office (CEO)* Treasury Information Reporting, we provide Intraday reports of incoming and outgoing domestic and international wire transfers, ACH debits and credits, controlled disbursement summary and detail, lockbox deposits with availability, lockbox detail, and cash letter deposits with availability. These reports include the following:

- Intraday Composite: Balance, summary and detailed transaction information, updated on a real-time basis throughout the day.
- Wire Transfer Detail: Shows comprehensive current-day memo-posted detail for all outgoing and incoming wires, grouped by type: book transfers, domestic wires, and international wires.

For wire transfer transactions, both of these reports show the account name and number, wire amount, process date and time, receiving bank,

corresponding bank, Fed reference number, internal reference/confirmation number, value date, currency, wire text, and the transaction status.

BSU can filter the data on all Intraday reports. You can also customize up to 100 report templates for immediate access each time you log on. With *CEO* Treasury Information Reporting, you can also search for specific transactions by type of wire, account number, dollar/range amount, Fed Reference number, posting date, time, or any combination of these criteria.

We accept all incoming wire activity from the Federal Reserve for as long as the Fed stays open, which is usually 4:30 p.m. MT. We credit the incoming wires the same day we receive them from the Fed. We process incoming SWIFT transactions until 5:00 p.m. MT.

The opening times and cutoff times by transfer type for initiating wires to ensure same-day execution are listed in the table below. The same times apply for all of our wire transfer initiation methods, including our Internet-based *Commercial Electronic Office (CEO)* Wire Transfer service, *Payment Manager* CPU-to-CPU service, and telephone (voice) service.

Wire Type	Opening Time (MT)	Cutoff Time (MT)
Fedwire intra-district	6:30 a.m.	3:30 p.m.
Fedwire inter-district	6:30 a.m.	3:30 p.m.
Drawdown request	6:30 a.m.	3:30 p.m.
International SWIFT	6:30 a.m.	3:30 p.m.
Book transfer/internal	6:30 a.m.	6:00 p.m.

### **3.1.7 (ME) ACH**

The University utilizes incoming and outgoing ACH transactions for bi-weekly payrolls, financial aid disbursements, daily vendor payments, and on rare occasions, for fee payment. Files are created using a standard NACHA format and utilizing pre-notification for the initial deposit. Files are sent via a standard SSL with 128 bit encryption, minimum. ACH transactions requested by 2:00 pm Mountain time must be processed on the same business day. Incoming transactions must provide sufficient information to identify the transaction. Requests for further information from the Contractor must be honored and the information provided to BSU by the Contractor without additional charge.

The University prefers daily notification of returned ACH transactions. Notification must include date, amount, payee, description included on initial ACH, and the reason for the return. The University prefers to have this information available through a method download report via a web page in a format compatible with Microsoft Excel. However, the University discourages the use of any procedures which provides notification of these transactions via paper.

The Proposer must provide a description of the processing of incoming and outgoing ACH transactions including daily cut offs for same day processing, method of encryption, handling of returned ACH transactions, transactional information used for identification, and reporting of returned ACH.

Additionally, proposers may propose to provide ACH transactions with EDI addenda records and other formats (such as PPD, CCD, and CTX) as part of their proposals.

Wells Fargo has extensive experience providing our corporate customers with ACH services. Furthermore, we've been an industry leader since its inception.

Wells Fargo has offered Automated Clearing House (ACH) services since 1973. Further, we've been involved with ACH since the development of the Special Committee On Paperless Entries (SCOPE), which was formed in 1969 to develop an electronic payment alternative to checks. Through our involvement in NACHA payment councils, our development of new ACH applications, and our participation in NACHA pilots, we've played a leading role in the evolution of the ACH industry.

#### **ACH Origination**

When we receive your ACH transmission, we perform a number of tests to ensure that your files are formatted correctly, and that they are accurate. First, our system tests each file to verify NACHA format, mandatory content, and settlement date. If your file is rejected, we notify you immediately. If your file passes these tests, our system automatically confirms the receipt of your transmission, including the total items and



total dollars. It also generates a Transmittal Register (CNote). Transmittal Registers are available within 15 minutes of receipt of your transmission and can be sent to you via transmission or fax. You can choose to receive Transmittal Registers either as a report or in a data file format that can be downloaded directly into your system to fully automate the confirmation process.

We also support transmittal letters with verification call back from our ACH Operations group. On receiving your file, we reconcile entries to verify that the total items and dollars equal the totals in the transmittal letter. We notify you immediately if totals do not match, or if we receive a file without a transmittal letter.

Wells Fargo supports a variety of transmission options through our Secure File Transport suite of tools. Specific to FTP, Wells Fargo supports FTP/s. This tool uses Secure Sockets Layer (SSL) encryption to protect your files against unauthorized access. Further, we will soon offer a secure FTP protocol that utilizes Secure Shell (SSH) encryption. This offers even more sophisticated encryption capabilities.

### **ACH Reporting**

Our Treasury Information Reporting tool, accessible through our *Commercial Electronic Office (CEO)* portal, provides a variety of intraday and previous day reports. All CEO reports have the option to be generated in Excel, BAI, and CSV formats

Intraday reports and the data they provide:

- ACH Origination - Summary information by ACH Customer ID for ACH files submitted for processing. Also includes detail information on transactions accepted or rejected.
- ACH Receive - Detail on all received ACH transactions that will post to your account at the end of the current day.
- ACH Return/NOC - Detailed information by ACH Customer ID for all ACH returns.
- EDI Payment Detail - ACH and EDI payment data and EDI remittance information.

Previous day report and the data it provides:

- ACH Customer Activity Report - Lists all ACH activity on your account, including settlement information, adjustment detail, and a summary of your return activity by account.

### ACH Returns

Wells Fargo's sophisticated ACH system includes advanced return processing options that dramatically speed and simplify the handling of ACH return items:

- **Automated Matching Of Return to Originating Entry.** Our ACH system employs automated, artificial intelligence software to match return items to originating entries. The result is a match rate of over 99%, dramatically reducing the time required to research return items manually. For transactions that cannot be automatically matched to an origination entry, an ACH operator will manually review the return and, where possible, will match it with the correct entry.
- **Electronic Return Notification.** You can access return information through the Treasury Information Reporting system that's available as part of our *Commercial Electronic Office (CEO)* portal. You can also access return information through file transmission or fax. With transmission, we send your original transaction with the return information, enabling you to automatically post any returns to your receivables system.
- **Automatic Redeposit of NSF Returns.** Wells Fargo we can redeposit ACH debits and pre-authorized checks returned for non-sufficient funds (NSF). You have the flexibility of choosing whether you want items redeposited once or twice. Further, you can also choose whether you want items redeposited based on a particular dollar range.
- **Automated Return Dishonor.** Some returns may have invalid or insufficient return data, or they may be tardy. We automatically dishonor duplicate returns, transaction code mismatches, and inaccurate returns that cannot be matched to original items. BSU determines its own timeframe for items that are considered tardy, within NACHA rules. For tardy returns, we recommend an initial timeframe of three to five business days.
- **Dollar Range Redeposit Options.** Our automated redeposit and dishonor process can screen items by dollar amount, and return them to you if they fall within a prescribed dollar range that you choose.

### ACH Settlement

Mountain Time-zone cutoff times for day cycle, night cycle, and same-day book transfers are listed in the table below:



Input Method	Day Cycle	Night Cycle	Same-Day Book Transfer (an optional service)
CPU-CPU	10:00 p.m. MT for two-day settlement	7:00 p.m. MT without remake for next-day settlement	5:00 p.m. MT
PC/Secure File Transport	10:00 p.m. MT for two-day settlement	7:00 p.m. MT without remake for next-day settlement	5:00 p.m. MT
Internet ACH	7:00 p.m. MT for two-day settlement	7:00 p.m. MT for next-day settlement	5:00 p.m. MT
Touchtone Phone	N/A	7:00 p.m. MT for next-day settlement	N/A

Pre-notifications are optional but we recommend using them for credit applications. If there are errors in bank or account numbers, your payees may not receive their payments on time. By taking this simple step, you can be confident you're your payments will be correctly processed.

We don't recommend pre-notes for debit applications. Our ACH system's credit union translation feature automatically corrects entries with incorrect bank numbers. As a result, pre-notifications are generally not necessary.

Pre-notifications are not available for beneficiaries outside the United States.

### **ACH Transmission Methods**

Wells Fargo supports several transmission methods via our standard file delivery tool Secure File Transport including https, FTP/s, SFTP and AS2. These highly secure Internet delivery methods offer advantages over older telecommunications methods. More detail about each of these methods follows:

#### **HTTPS**

Secure Sockets Layer (SSL) secures your file transfer sessions when delivering or receiving files. You can use a Wells Fargo-issued digital certificate to perform authentication. You have the further option of handling file transfers via a browser or in an automated environment.

In a browser environment, you can manually access the Wells Fargo Secure File Transport tunnel through any browser equipped with at least 128-bit SSL encryption. No additional software is required.

You can automate access to the Wells Fargo Secure File Transport tunnel using client software. Wells Fargo offers client software at no additional cost, or you can use a third-party client software. The Wells Fargo client software is available in Windows or UNIX versions.

### **FTP/S**

Wells Fargo supports the industry standard File Transfer Protocol (FTP), secured with at least 128-bit Cypher Strength SSL. With Wells Fargo's implementation of FTP/S, you can initiate both delivery of files to and retrieval of files from the bank. The exact FTP standard is defined by RFC 2228, a file transfer capability that is part of many software packages.

### **SFTP**

Wells Fargo supports the industry standard File Transfer Protocol (FTP), secured with at least a 128-bit Cypher Strength SSH (Secure Shell). With Wells Fargo's implementation of SFTP, you can initiate both delivery of files to and retrieval of files from the bank.

### **AS2**

Wells Fargo also supports the AS2 protocol, and https, which is commonly used for EDI file transfers. Our experience is that this option is best used by customers who use it as their primary file transfer protocol and have a Drummond certified AS2 solution.

### **Additional Transmission Methods**

Wells Fargo also supports a suite of CONNECT:Direct file transfer options for customers who continue to use that style of file transfer.

### **3.1.8 (ME) MERCHANT SERVICES**

The University accepts credit card transactions for a variety of reasons including in-person point-of-sale transactions utilizing standard swipe machines, online transactions utilizing secure web pages, and for payments received when the cardholder is not present. The University is also interested in the use of wireless devices for certain transactions. Merchant services provided must be able to interface with existing hardware and software across campus. Although the University has



existing hardware, the Contractor must assist with new or replacement hardware as needed. Given the variety of locations and methods, the University is interested in analysis tools designed to ensure merchant services are set up in the most cost effective way and with the most cost advantageous rates. The University will work with the Contractor to review existing and changing trends of each merchant number.

The University requires that transactions settled by 11:00 pm Mountain time be deposited into a designated cash account no later than the following business day. Under no circumstances shall cash be held by the Contractor for the purpose of generating interest.

The University prefers to be notified of charge backs within forty-eight (48) business hours after the Contractor is notified by the consumer. Delays in notifying the University longer than forty-eight (48) business hours are not acceptable. The University prefers an electronic method of communicating charge backs, such as a standard downloadable report or email. Faxed notifications must be avoided as they create a very cumbersome procedure that is difficult to manage.

The Contractor must be compliant with all relevant PCI security standards, and must be able to show proof of such certification.

The University takes action to ensure PCI/DSS compliance standards are met. Describe the proposed services to ensure the University is compliant with PCI/DSS requirements including the methodology for determining the appropriate level, policies utilized if a compliance breach occurs, and communication procedures employed.

The University prefers an electronic method for the reporting of transactions, transaction costs and equipment and software costs.

The Proposer must include a detailed description of the services available and the procedures used for all needs expressed above. In instances where procedures vary, such as daily cut off times or methods of delivering information, the Proposer must indicate the difference and describe the alternative procedure to satisfy the need. The Proposer must also include detailed fee information for each type of service. Alternative services that are not described in this RFP but would benefit the University should also be described in the response, accompanied by detailed cost information for such services. The University reserves the right to either include or not include the alternative services in the contract award.

Wells Fargo Merchant Services, LLC (“Wells Fargo Merchant Services”) is only responding to the merchant processing sections of this Request for Proposal. Wells Fargo Merchant Services would like to clarify that the Merchant Processing Agreement and the Bank Agreement are separate Agreements. We are providing a copy of our Merchant Processing Agreement which we request to have incorporated into and become a part of the final Agreement between Wells Fargo Merchant Services and Boise State



University. If awarded the bid, we are willing to negotiate mutually acceptable terms and wish to clarify that the remaining terms of the Request for Proposal will not apply to the provisions of our services.

In addition, Boise State University should be aware that the processing of credit and debit card transactions is subject to the terms, conditions, policies and procedures of the Visa and MasterCard Associations and the non-bankcard issuers. All Card Processing responses in this document are subject to the Wells Fargo Merchant Services Agreement. If there are conflicts with the terms and conditions in the Wells Fargo Merchant Services' Merchant Services Agreement and the terms and conditions in this Request for Proposal, Wells Fargo Merchant Services will negotiate in good faith to resolve. The terms, conditions, policies and procedures of the Visa and MasterCard Associations and the non-bankcard issuers are independently established and beyond Wells Fargo Merchant Services' control.

Utilizing the Cardnet authorization and data capture network, Wells Fargo Merchant Services can accept settlement files at anytime during the day. Our cut off for dial transmission, data capture solutions (POS terminals and ECR's) is 11:00 p.m. PT.

Data capture files received by the established call times are funded in the following manner:

<b>VISA, MASTERCARD, PIN DEBIT, DINERS – LICENSE AND JCB - LICENSE</b>					
<b>Transaction Day</b>	<b>Dial Batch Settlement File Submission</b>	<b>Settlement File Processing</b>	<b>Wells DDA Funding</b>	<b>Wire Transfer Funding</b>	<b>ACH Funding</b>
<b>Mon</b>	<b>Tue</b>	<b>Tue</b>	<b>Tue</b>	<b>Tue</b>	<b>Wed</b>
<b>Tue</b>	<b>Wed</b>	<b>Wed</b>	<b>Wed</b>	<b>Wed</b>	<b>Thurs</b>
<b>Wed</b>	<b>Thurs</b>	<b>Thurs</b>	<b>Thurs</b>	<b>Thurs</b>	<b>Fri</b>
<b>Thurs</b>	<b>Fri</b>	<b>Fri</b>	<b>Fri</b>	<b>Fri</b>	<b>Mon</b>
<b>Fri</b>	<b>Sat</b>	<b>Sat</b>	<b>Mon</b>	<b>Mon</b>	<b>Tue</b>
<b>Sat</b>	<b>Sun</b>	<b>Sun</b>	<b>Mon</b>	<b>Mon</b>	<b>Tue</b>
<b>Sun</b>	<b>Mon</b>	<b>Mon</b>	<b>Mon</b>	<b>Mon</b>	<b>Tue</b>

*Note: For ACH deposits, projected funding may vary, and the actual time could be longer dependent on DDA bank status with the Fed (i.e., direct member).*

Wells Fargo Merchant Services will notify the merchant of all media retrieval requests by daily fax within 24 hours of our receipt of notice from the cardholder's issuing bank. Real time access of all retrieval/chargeback



information is also available through ClientLine® using a system called eIDS.

WFMS offers the capability to process transactions from almost any terminal (including wireless devices), POS system and PC workstation. WFMS takes a partnership approach, and will focus on understanding BSU's needs and providing the best ongoing solutions to fit your business.

Wells Fargo Merchant Services is Payment Card Industry standard (PCI) certified and compliant. The PCI standard, created by the Bankcard Associations, follows the Visa Cardholder Information Security Policy (CISP) and MasterCard Secure Data Protection (SDP) programs.

Wells Fargo Merchant Services has an Association Compliance Department with three staff members dedicated to merchant PCIDSS compliance. Wells Fargo Merchant Services' Association Compliance staff specializes in compliance and is not an information security consulting area. However, Wells Fargo Merchant Services has been able to successfully leverage its industry and association contacts to address any and all PCIDSS related questions and issues from its merchants.

Our staff takes merchant conference calls on a daily basis, regularly works with merchants and their assessors to understand the unique challenges to full compliance that the merchant may have within their environment, and provide clarification to both the assessor and the merchants as to what would be acceptable to both Associations and Wells Fargo Merchant Services. Wells Fargo Merchant Services has many resources both within the associations and the assessor community that it utilizes when elevating mitigating controls, to ensure that Wells Fargo Merchant Services' merchants are meeting control objectives in the most efficient and secure manner possible.

Wells Fargo Merchant Services has partnered with Ambiron TrustWave in the development and implementation of the Risk Profiler application. This application reviews a merchants processing environment for known information security risks and helps Wells Fargo Merchant Services educate merchants on the severity of the risk within their processing environment.



### **3.1.9 (ME) Customer Service**

The University requires a single point of contact for customer service needs rather than pooled resources or being included in a queue for service. The required problem resolution time-frame is resolution within 24-hours after notification by the University.

The Proposer must provide a description of the customer service model including how assignments are made, escalation practices, average time for problem resolution, and procedure for working with another individual if single point of contact is out of the office.

Wells Fargo Bank's Service Philosophy is to deliver one-stop service to our clients. As your Commercial Relationship Manager, Linda Armstrong is the primary contact for the University and will work closely with your staff to ensure they receive a solid understanding of the role of each one of her relationship team members. At any point where questions arise as to who to contact on a specific topic or if resolution is not getting accomplished, Linda and her local relationship team are the people to call. She will coordinate the appropriate partners as necessary as certain questions and opportunities present themselves.

#### **Your Local Relationship Team**

The Regional Commercial Banking Office (RCBO) Relationship Team in Boise consists of Linda Armstrong, Commercial Relationship Manager, who oversees all aspects of the banking relationship, Aaron Book, Credit Relationship Associate, whose primary focus will be supporting any credit aspects (i.e. overdrafts/ACH) and customer service inquiries of the relationship and Launa Rightmeier, Treasury Management Relationship Associate, whose key responsibility will be to oversee the company's operational and treasury management needs including changing parameters to all your accounts including signature authorities, document follow-up, and general customer service items. She is your liaison to your dedicated Client Service Consultant, Maria Zamagni (see below), and handles the University's more complex customer service items. Also supporting the relationship and located in the Boise RCBO office will be our Customer Service Manager, Michele Hadley, who supervises the Treasury Management Relationship Associates and manages the overall operational and compliance risk of the RCBO, and our Treasury Management Sales Officer, Ed Hiddleson who will work with BSU for any new treasury management services.

#### **Dedicated Client Service Consultant**

Given the high value relationships we have in the Regional Commercial Banking Office, our clients are assigned a dedicated Treasury Management Client Service Consultant. Assignments are made based on the types of services

clients will be using as well as the volume of activity expected on accounts. Our more experienced consultants are placed with the clients the size of BSU. Your dedicated Client Service Consultant is Maria Zamagni along with her assigned back-up Service Partner, Zuinde Alexander. Maria will take immediate ownership and manage issues through to resolution. She will also follow-up with you and communicate status of research requests. Maria will work closely with University staff at the direction of the local Treasury Management Relationship Associate, Launa Rightmeier and the local Customer Service Manager, Michele Hadley to conduct research requests on the University's behalf.

Maria is a skilled problem solver; she will be responsible for communicating the outcomes of daily, moderate to complex banking issues either directly to the University or depending upon the complexity of the situation to the Boise Relationship Team. Maria will be your main point of contact in providing operational support and day-to-day service needs. The Wells Fargo Treasury Management Client Service Consultants make-up a dedicated team of professionals that have an infrastructure to track issues, identify the root cause of any errors and ensure timely resolution. Our Client Consultants take pride in reports that track performance, consistently resolving issues within the 24 hour expected timeframe of the University, for those issues where resolution is reasonably expected and achievable within those parameters.

**If single point of contact is out of the office:**

Maria's assigned back-up Service Partner is Zuinde Alexander. Zuinde can be reached at 415-243-7566 from 8:30AM to 5:30PM. Keep in mind, your local Relationship Team, Linda Armstrong, Launa Rightmeier, Aaron Book and Michele Hadley throughout this entire process are always available to answer questions and coordinate the resolution of more complex client issues or to offer direction as to the appropriate team member to handle University requests.

You may also choose to call (800) 289-3557 for any available Client Service Consultant. Client Service Consultants are available between the hours of 6:00AM and 6:00PM PST. Again, all Client Service Consultants are skillfully trained to take immediate ownership and manage the issues through to resolution. The Client Service Consultants will also follow-up with your dedicated Consultant, Maria, upon her return to ensure continuity of items still pending resolution.

**Average time for problem resolution:**

The following parameters are general guidelines regarding more common problem resolution items. We will work with the University to establish Service Level Agreements for its specific needs.



***ACH***

ACH Domestic (Outgoing/Incoming) research will be resolved within 3 business days of receipt of issue. ACH International research will be resolved within 30 business days.

Research includes:

- Transaction Verification
- Missing Reports
- Beneficiary Claims non-receipt
- Back-Value
- Deletes/Reversal Documentation
- Originator Contact
- Recalls
- Return Detail
- Returns Correction
- Originator Information
- Unauthorized

***PHOTOCOPY REQUESTS***

Inquiries with a work date less than six months old will be resolved within 24 hours; Inquiries with a work date greater than six months will be resolved within 5 days when the University provides the following:

- Transaction Date
- Transaction Amount
- Deposit Amount Total, if deposited item or Lockbox
- Batch Total, if Lockbox item
- Lockbox Number (if lockbox item)

***ADJUSTMENT DOCUMENTATION***

Adjustment back-up documentation will be mailed to the statement address. In the event that the documentation is not received, a request can be submitted to the Customer Service Consultant. Adjustment documentation requested within 6 months of posting will be provided within 5 business days. Requests for items over 6 months will be provided within 7 business days. The University to provide the following:

- Adjusted Account Number
- Transaction Date
- Transaction Amount

***COLLECTIONS***

Collections for NSF and for Endorsement related cases could take up to 90 days to resolve. Collection cases will remain open until funds are received, or denied from drawee/payer bank.

Required for NSF collections:

- Original Check (or certified photo)
- Return Item date

Required for Endorsement related collections:

- Affidavit (notarized)
- Original item

### ***RETURNED ITEMS CHARGED IN ERROR***

Credit will be issued to University within 2 business days if the inquiry is placed within **60 days** of the charge back date and when the University provides the following:

- Original returned item bearing Wells Fargo Bank's endorsement
- Copy of the debit advice

If the inquiry is placed more than **60 days** after the charge back date, or if the University is unable to provide all the above information, credit will not be issued. The item will be investigated and adjusted to the University account after the investigation has been completed if the bank has collected the value of the item from the drawee/payer bank. Completion SLA is 90 days for items received by bank after 90 days from charge back date.

### ***LATE RETURN CLAIMS***

A claim for late return will be handled "without entry"; no credit will be given to client. The claim will be processed via normal research channels. Response on late claims usually takes up to 60 days, (45 calendar days). Late claims must be made within **60 days** of charge back date.

Client needs to provide the following:

- Original Item
- Advice of charge

Credit will be provided if and when bank receives credit on claim. If a claim is denied, an explanation letter for denial of the claim will be provided.

Additional Info related to Late Claims

- Items under \$100.00 are not eligible for late claims via FED.
- Financial Institutions are allowed up to 6 months to charge back items on missing cash letters, i.e. photos in lieu of original charged back within 6 months are permitted by FED guidelines under this scenario.

Financial Institutions have up to three years to charge back for fraudulent endorsement items. Usually these are charged back via collections.

***RETURNED ITEM DUPLICATE CHARGE***

Wells Fargo Bank will issue credit to University within 2 business days of receiving duplicate charge inquiry if the inquiry is placed within 60 days of the transaction date and when University provides the following:

- Photo of first item charged and original of second item charged bearing Wells Fargo Bank's endorsement
- Copy of both of the debit notices

If the inquiry is placed more than **60 days** after the transaction date, or if the University is unable to provide the above information, credit will not be issued. The item will be investigated and the University account will be credited after the investigation has been completed if Wells Fargo Bank has collected the value of the duplicate item from the payer bank. Completion SLA is 90 days for items received by bank after 60 days from charge back date.

***WIRE RESEARCH***

Domestic Wires (Outgoing/Incoming) research will be resolved within 5 business days of receipt of issue by the Client Service Consultant.

International Wires research will be resolved within 15 business days.

Research includes:

- Transaction Verification (Service Message)
- Amendments
- Beneficiary Claims non-receipt
- Wire additional information inquiry
- Originator Information (Service Message)
- Wire Recall
- Wire Return
- Unable to apply / Need more information (Service Message)

***EXCEPTIONS TO SERVICE LEVEL AGREEMENTS***

Items aged over 6 months may require 10 days or longer depending on age of item. Project requests in excess of 25 items, will be completed on a negotiated completion timetable. Items received after 2:00 PM PST will be considered received on the following business day. A Service View case will be opened but assigned as a next day request.



### **3.1.10 (ME) Audit Services**

The University is required to undergo an annual audit by a third party auditing firm. The Proposer must work with the University to provide timely year-end reports and must work with the auditors as needed.

The Proposer must provide a detailed description of how it will provide the above requirements.

Year-end audit information must be routed through your local Relationship Management team in Boise. Upon receipt of these requests they will have the requests completed by the appropriate group(s) and returned per the directions of your audit team. Requests can be sent to the address below:

MAC U1858-032  
877 W. Main St  
Boise, ID 83702

## **3.2 Web Solutions Requirements**

The University prefers to accommodate banking services online whenever possible. Where the University has noted a "preference" (i.e., use of the word "prefer") in the following subsections under 3.2, the Proposer must identify where preferred services are not offered, either in whole or in part, and describe alternative services offered by the Proposer intended to satisfy the stated need.

### **3.2.1 (ME) Reporting and Data Management**

The University must have the ability to make online cash transfers between University-owned cash accounts and prefers to have memo-posting functionality. At times the University's cash account may be overdrawn, and so the Proposer must describe the procedure for handling temporarily overdrawn accounts. Additionally, the University prefers to have all funds invested overnight with the intention of receiving the highest return while remaining compliant with safeguarding requirements.

Authorized University personnel must be able to obtain or assign access to a specific cash account(s) and modify characteristics of the account as necessary. Statement information must be internet based and not rely on proprietary software or modem relay. Data must be available to download into Excel 2000 or a newer version. Specified individuals must be able to access data real time throughout month cycle to particular accounts. Reporting tools must be robust enough to allow for both standard and ad hoc reports/data. Online transactional data must be available for a minimum of 90 days.

The University requires a month end close on the last business day of the month with month end statements for selected accounts available online the first business day of the next month, followed by a paper statement. Statements must include at a minimum the following data elements; previous day ledger, collected and available

balances, total credits, one day float, two day float, floating adjustments, total debits, transactional details (dollar amount, specific account number, and description of transaction). If coding is used to identify a transaction type it must be of sufficient detail for transactions to be recognized and should not include 'miscellaneous' or 'other' categories. A legend must also be provided to assist University personnel with transaction identification. An individual statement is needed for each cash account. Statements summarizing the entire University portfolio are not necessary.

The Proposer must describe services that will satisfy the above requirements. Alternative services that are not described in this RFP but would benefit the University should also be described in the response, accompanied by detailed cost information for such services. The University reserves the right to either include or not include the alternative services in the contract award.

Online cash transfers can be made between University-owned accounts as part of the *Commercial Electric Office* web portal. Our Wire Transfer service allows you to make same-day and future-dated domestic wires, international U.S. dollar wires, foreign exchange wires, drawdown requests, and book transfers. Book transfers made before 6:00 p.m. will be memo-posted to the accounts.

The Boise Wells Fargo Relationship Team reviews the status of account balances each morning and will notify a designated Boise State University representative in the event an overdraft is identified in any of its accounts. A plan for resolution of the overdraft must be identified by 10:30 MT. In general overdrafts are charged a fee per account per day. In the event the overdraft results in the use of uncollected funds, there may be an additional interest charge on the funds used.

### **Overnight Investment Options**

Wells Fargo offers multiple options of *Stagecoach Sweep* cash management services, including the Repurchase Agreement Option or Money Market Funds Option.

Our *Stagecoach Sweep Repurchase Agreement* service automatically sweeps excess collected balances into interest-bearing repurchase agreements. At the opening of the next business day, the funds are returned to your account. This sweep service allows you to generate additional earnings overnight while maintaining access to your cash during the day.

*Note: Investments in repurchase agreements are not deposits, are not insured by the Federal Deposit Insurance Corporation and are not guaranteed by the United States government or any agency of it, or by the bank, nor is it the bank's obligation to repurchase company's interest in any securities. The securities held by Wells Fargo as collateral may or may not be guaranteed by the U.S. Government, but such guaranty*



*does not flow to you, the investor. All securities carry investment risk and may lose value. General banking assets may be used to satisfy Wells Fargo's obligations under a repurchase agreement. The interest rate on a repurchase agreement is not the same as the rate on government securities. The repurchase agreement contains specific provisions and additional disclosures. Please read it carefully.*

Our Stagecoach Sweep Money Market Funds service automatically sweeps excess collected balances into omnibus accounts holding money market mutual funds. Funds stay invested until you need them, allowing you to generate additional earnings without sacrificing access to your cash.

If your checking account balance is above your target balance at the end of the day, excess balances are automatically swept from your account and are invested in a non-FDIC insured, non-bank guaranteed money market mutual fund the next morning, when the market opens.

Regardless of which option you choose, our *Stagecoach Sweep Service* offers the following benefits to BSU:

- **Same-Day Sweep** - Interest income is maximized by using daily collected balances to increase investment balances.
- **Daily Interest** - Investment interest is paid daily and is available for immediate reinvestment the following day.
- **Automated Investment of Funds** - Eliminates costly or time-consuming funds movement associated with manually transferring funds to/from investment accounts.
- **Accuracy of Funds Transfer** - Since the sweep transfer is performed after all of the day's debits and credits have been tabulated, accidental account overdrafts are impossible.
- **Detailed Reporting** - Investment confirmations can be provided daily, online via the *Commercial Electronic Office*<sup>®</sup> (*CEO*<sup>®</sup>) portal detailing the amount invested. Activity is summarized at the end of the month in a clear, concise online statement.

*Note: This is just a summary. Please see the full description of the sweep product and set of disclosures set forth in the Wells Fargo Stagecoach Sweep Service Description, which shall control. Wells Fargo Funds Management, LLC, a wholly owned subsidiary of Wells Fargo & Company, provides investment advisory and administrative services for Wells Fargo Advantage FundsSM. Other affiliates of Wells Fargo & Company provide sub-advisory and other services for the Funds. The Funds are distributed by Wells Fargo Funds Distributor, LLC, Member NASD/SIPC, and affiliate of Wells Fargo & Company. Any investments in the money market mutual funds will be wired out of your account at Wells Fargo into an omnibus account held with the mutual fund, which is a separate entity from the bank. Your investment in a mutual fund will be pooled with other investors in the Wells Fargo's general account with the mutual fund. An investment in a money market mutual fund is not insured by the Federal Deposit Insurance Corporation or any other government agency. Although the mutual funds seek to preserve the value of your investment at \$1.00 per share, it is possible to lose money by investing in a money market mutual fund. In addition, mutual funds are not guaranteed by Wells Fargo. For more information regarding the sweep option you chose, obtain a current prospectus by visiting*

*www.wellsfargo.com/advantagefunds, or by contacting your Wells Fargo relationship manager. Consider the investment objectives, risks, charges and expenses of the investment carefully before investing. This and other information about Wells Fargo Advantage Funds can be found in a current prospectus. Please read it carefully before investing.*

*\*NOT FDIC INSURED · NO BANK GUARANTEE · MAY LOSE VALUE*

Authorized individuals from Boise State University will be directed to contact their Boise-based Relationship Associate dedicated to the BSU relationship when the need arises to open, close, or modify any characteristics of the BSU account structure, or to accommodate changes in daily operations.

This process will be the same when the need arises to modify signature authority on any of the BSU accounts. Each account will be identified with a separate Commercial Account Authorization and Agreement (Signature Card). Updates to these agreements will be facilitated by completion of a Signature Amendment to the Commercial Account Authorization and Agreement (Signature Card). Accounts will be opened and/or closed upon receipt of written requests from individuals authorized to perform such tasks within Boise State University's Corporate Resolution, which will be executed upon establishment of the banking relationship.

Once accounts have been established, Boise State University will identify company administrators who will have access to an administration tool via the CEO web portal. CEO Self Administration can be used to easily control employee access and authorizations related to accounts, and can be used to set up and maintain employee access to web based services.

Monthly statements can be generated on a fiscal calendar basis without issue. Wells Fargo requests that customers provide monthly statement cutoff dates one year at a time 30 days prior to the first statement.

Wells Fargo provides access to its reports through Treasury Information Reporting via our *Commercial Electronic Office (CEO)* portal. Wells Fargo's reporting includes all transaction types that post to your accounts. Our standard storage provides seven days of history, with all report options available to view in HTML or PDF and download into a XLS, BAI v2 and CSV file. Additional storage of report information is available for 30, 60, and 90 calendar day histories.

- **Previous or Intra Day Composite** - Comprehensive balance, transaction summary, and transaction detail information for all your Wells Fargo accounts, including sweep accounts.



- **Sweep Account Position** - Complete sweep account information, including investment positions for the next day and end-of-day, previous-day investment balance, previous-day dividends earned, month-to-date dividend accruals, and total book value of cash for the next day.
- **DDA Cycled Statement** - An electronic statement of DDA (checking) activity, available the next business day after your statement cycle cutoff, so you don't have to wait for statements to arrive in the mail.
- **Account Reconciliation (ARP) Statements and Reports** - Full and partial ARP statements and reports available promptly after statement/report cycle cutoffs, eliminating the need to wait for reports to arrive in the mail.

BSU can filter all report data to reflect your needs. You can customize up to 100 report templates, which can be saved as "My Reports" for easy access to reports using the same criteria in the future. Users can generate reports in their "My Reports" and save to a panel they access from the *Commercial Electronic Office (CEO)* portal homepage.

### **3.2.2 (ME) RECORD OF PAID CHECKS**

A status of paid checks must be available online on an ad hoc basis throughout the month. At month end, status must be presented monthly via an electronic means such as CDROM and include an image of front and back of check. (The University prefers CDROM; however, other standard industry electronic methods of presenting monthly status may be acceptable. Proposer must identify within its proposal any alternate proposed methods.) Checks must be organized into sequential order by check number within individual cash accounts.

The Proposer must provide a detailed description of how it will provide the above requirements.

Wells Fargo captures paid check images and makes them available to customers via three delivery channels: Image File Import, WellsImage CD-ROM, and Online via the *Commercial Electronic Office (CEO)* portal.

- **Image File Import.** Our preferred image delivery service, Image File Import provides you with a daily transmission of paid check images and associated index information via Secure File Transport. Your image files will be available for downloading into your own internal archive system as early as 9:00 a.m. MT the day after posting. During the implementation phase, you choose whether you want the files to be sent to you in xml or PDF format.

- **WellsImage® CD.** With our *WellsImage* CD service, you can access digital images of your paid checks on CD-ROM. *WellsImage* CDs, which can hold up to 30,000 check images (front and back), can be delivered on a weekly, monthly, or fiscal calendar basis, and are available eleven business days after CD ROM cycle cut-off. Data and images can be archived and viewed via the Bank's state-of-the-art *WellsImage Viewer* software.
- **Online via the CEO portal.** Online image retrieval is available as part of our Stops-Images-Search service. Accessible through our *CEO* portal, this service makes images available for retrieval by 7:00 a.m. MT the day after they're posted. In addition to viewing items online, you can also print or download them to your computer. Once downloaded, check images can be faxed, emailed, etc.

### **3.2.3 (ME) Stop Payments**

The University must have online access to request an immediate stop payment on an issued check. The University also desires the ability to release a stop payment request online, if necessary. The Proposer must provide a description of the procedure utilized to request a stop payment, including the average timeframe for a request to be completed, and whether or not the ability to release a stop payment request is available online.

In those situations where you need to issue a stop payment order, it's typically essential that it be executed as quickly as possible. Wells Fargo gives you three ways to expedite stop payment orders:

- Over the Internet through our online *Commercial Electronic Office (CEO)* portal.
- Electronic transmission by including the stop payment information in your ARP issue file.
- By telephone using our InfoTouch® telephone service.

With all of these services, you can submit your stop payment requests 24 hours a day, seven days a week. Further, your request is processed in real-time, and requires no manual intervention. Stop payment requests can be made as late as 7:00 p.m. MT and still receive same-day posting.

When a stop payment order is submitted, our system automatically verifies whether the check was paid before the order is accepted. In verifying if a check has been paid, the system examines 180 days of history.

Stop payments remain in effect for six months. After this period, our commercial clients may take advantage of our Stop Renewal service. Stop Renewal gives you the ability to extend stop payments for up to six years (in 12 month increments), specify a pre-determined dollar threshold for automatic stop payment renewal, limit the number of times a stop payment will be automatically renewed, etc.

BSU does have the option to initiate a stop payment order on a range of checks. However, this requires that you first contact your Treasury Management Client Services representative to make the necessary arrangements.

By ensuring that your stop payment orders are processed as quickly as possible, and that they remain in force for an extended period of time, this comprehensive approach to stop payment requests minimizes your risk.

### **3.3 (M) PERSONNEL CHANGES**

Boise State University must approve all personnel changes from the original assigned personnel identified at time of contract award. Boise State University reserves the right to request the replacement of any person assigned to this contract by the Contractor and the Contractor must endeavor to comply with these requests."

Wells Fargo will endeavor to comply with Boise State University's request regarding personnel changes. In the event BSU is unhappy with a particular team member assigned to its relationship, it may voice its concerns to the Bank and the issue will be discussed on a case-by-case basis.

## 4.0 OPTIONAL SERVICE REQUIREMENTS

Where the University has noted a "preference" (i.e., use of the word "preferred") in the following subsections under 4.0, the Proposer must identify where preferred services are not offered, either in whole or in part, and describe alternative services offered by the Proposer intended to satisfy the stated need.

### 4.1 **(E) Pre-Loaded Debit Card Services**

The University is seeking a banking option that allows for advancement of funds to individuals without the risks associated with cash advances. In concept the University is looking for a vehicle similar to preloaded debit cards with the following preferred characteristics: cards that can be preloaded and reloaded, ability to inactive a card in the event of loss or theft, ability to withdraw cash from ATM machines, functionality to also use card as credit card at point of sale transactions.

Please provide a description of the services offered that accommodate the needs described above. The use of third parties to accommodate this need must be disclosed as well as a description of how the University and the third party would work together for customer service needs and problem resolution.

Wells Fargo offers several card products that could assist in the advancement of funds to individuals and fulfill the characteristics you have specified. Depending upon the situation there are several card programs available, including the Wells Fargo Stagecoach Prepaid Card service, the Wells Fargo PayCard Service, the *WellsOne* Commercial Card Declining Balance Card, and the Wells Fargo Gift Card program.

Wells Fargo offers two reloadable Visa branded prepaid card products geared towards Universities; the PayCard product and Stagecoach(SM) University Prepaid Card product. These products allow schools to disburse funds to individuals electronically via a prepaid card, eliminating the need for cash or checks.

The PayCard is designed specifically for payroll disbursement purposes. The Stagecoach University Prepaid card is designed to be offered to a broader population for a wide range of disbursements.

#### **Stagecoach University Prepaid Cards**

The Wells Fargo Stagecoach University Prepaid Card service will allow the University to make payments to prepaid cardholders by depositing funds to the cardholder's specified card number via transfer through the Automated Clearing House (ACH). Each cardholder can then access the deposited funds by using their prepaid card at ATM and point of sale networks, as well as any financial institution or merchant that accepts VISA debit cards.





Prepaid cards are ordered by the University via an easy to use website. For larger card orders a batch file may be submitted. Cards are then either shipped directly to the individual cardholder or shipped in bulk to the University.

Cards can be used to make purchases at Visa and Interlink merchant locations worldwide. The card can be used to access cash at all Plus ATMs. The Stagecoach University Prepaid card also has a card to bank account transfer capability, making it a product that satisfies the needs of cardholders with and without bank accounts.

Wells Fargo provides full customer service to cardholders for the University. Cardholders have access to the card balance and transaction information 24 hours a day via the prepaid website and 1-800 customer service. Transaction history can also be provided via a paper statement if the cardholder desires.

Wells Fargo offers its Prepaid Card service using Wildcard Systems provided by Fidelity National Information Services (FNIS). However, Wells Fargo provides full customer service to the University and its cardholders.

#### **Wells Fargo PayCard**

The Wells Fargo PayCard program is an alternative to payroll checks and can be used to pay your employees electronically, including those without bank accounts. Employees have immediate and convenient access to funds via ATM or point-of-sale networks anywhere VISA is accepted.

The University will establish the employee PayCard account via a web-based tool at which time a request for a new card will be created and sent to the employee within 5-7 days. Payroll files are transmitted to Wells Fargo via ACH as part of the University's direct deposit file.

Wells Fargo offers its PayCard program using Wildcard Systems provided by Fidelity National Information Services (FNIS). However, Wells Fargo provides full customer service to the University and its cardholders.

#### **WellsOne Commercial Card – Declining Balance Card**

As an existing *WellsOne* Commercial Card participant, Boise State University currently has the ability to take advantage of Declining Balance Cards and their variety of uses. Declining Balance Cards are just one of the many account parameters and controls BSU's Program Administrator can set when issuing *WellsOne* Commercial Cards. Declining balance



cards allow BSU to pre-set cards with budgeted spending amounts and periods of time that cards are active. Our customers sometimes issue them for the following uses:

- Employee Relocation
- Uniform Allowances
- Petty Cash
- Grant Fund Management
- Student Loans
- Flexible Spending Accounts
- Project Budgeting
- Employee Temporary Assignments
- Teacher Classroom Funds

Most purchasing card customers wish to retain as much control as possible over the day-to-day administration of their programs. However, they don't want to compromise security or performance by giving too much authority to too many different individuals. BSU can assure cardholder satisfaction and the right degree of responsiveness by granting your designated Program Administrator(s) the ability to perform the following tasks, anytime, anywhere, through Wells Fargo's web-enabled applications:

#### **Servicing BSU cardholders**

- Resetting passwords
- Editing cardholder profiles
- Changing credit limits
- Updating users' roles
- Moving cards
- Changing approvers
- Producing offline cardholder statements, when necessary
- If BSU wishes to take advantage of the Out-Of-Pocket reimbursement feature, using Wells Fargo system reports to manage the payment function. For example, he or she may pass data to your payroll department for those employees who don't have checking accounts, or who have incorrectly entered checking data into their profiles

#### **Servicing BSU departments**

- Accessing all available reports
- Generating T&E reports for BSU's Travel department
- Creating data downloads for BSU's GL interface
- If suspected abuse has been detected on submitted cardholder statements, assisting BSU's Accounting department

**Overseeing and administering the program**

- Disabling users
- Canceling cards
- Creating new users
- Requesting new cards
- Maintaining BSU's preferred hierarchy
- Specifying account parameters
- Managing statement review status
- Analyzing expenditures on a daily, weekly or monthly basis, or furnishing the data for others to do so
- Creating custom report queries
- Notifying people of any changes to the program by BSU, Wells Fargo, or Visa
- If a vendor is not currently capable of processing cards, contacting Wells Fargo's Supplier Connection; we will then work with the vendor to set up merchant processing
- Reviewing online invoices, reconciling, and monitoring debit of funds for the Wells Fargo designated account
- Making your Account Manager aware of any issues, problems, or ideas you have for improving the program

With a clear understanding of BSU's purchasing card standards, policies and procedures, your designated Account Manager will train your Program Administrator to perform all the tasks you expect of him or her. To maximize program value, we also recommend making your Program Administrators responsible and accountable for the following tasks:

- Notifying Wells Fargo of any card cancellations and contacting us immediately at 1-800-932-0036 with terminations or upon the loss of an employee
- Developing and maintaining commercial card procedures
- Promoting commercial card program awareness and appropriate utilization
- Processing internal applications for new users
- Providing orientation sessions for new cardholders and/or approvers prior to card distribution
- Assisting cardholders with disputed card charges and other "self-service" functions available to them online

At minimum, BSU must provide a point of contact who maintains a working knowledge of your company's purchasing, accounting and time and expense policies to act as program liaison between your company and your Wells Fargo Account Manager.



In the event that a card is stolen or a fraudulent charge is suspected of a cardholder, it should be reported to Wells Fargo by telephone at 1-800-932-0036, followed by email confirmation as soon as possible. BSU has no liability for charges made once a card has been properly reported to Wells Fargo as lost or stolen.

If eligible, the Commercial Card program provides up to \$100,000 per card, per year, liability protection through MasterCard to protect against fraudulent use of the Commercial Card by the cardholder. This protection is provided to BSU at no charge, if eligibility is met.

The Business Purchasing Service Center (BPSC) Fraud Detection Team is dedicated to monitoring the portfolio seven days a week in search of fraudulent and suspicious transactions. This activity includes counterfeit and skimmed accounts, as well as employee abuse and suspicious merchant activity.

For no additional charge, we will replace lost or stolen *WellsOne* Commercial Cards, usually within 48 hours. Should BSU need new cards in less than three to five days domestically or five to seven days internationally, Wells Fargo can deliver these rush orders in 48 hours for a nominal surcharge.

### **Wells Fargo Gift Card**

For Wells Fargo Gift Cards, you would purchase in bulk from Wells Fargo. They can be ordered via the CEO website. The order then goes to Wells Fargo Card Services Finance, which debits your designated DDA and then sends the order as part of your daily batch to eFunds. eFunds creates the card accounts, loads them with funds, and has another vendor emboss and ship the cards. eFunds handles all gift card customer service (for cardholders) via their toll-free number and web site. Any problems with the cards are handled by their customer service representatives. The cards are on their system of record, not Wells Fargo's. Gift Cards are through our vendor eFunds Prepaid Solutions, recently acquired by Fidelity Information Services. The University would not have any direct relationship with the vendor.

Gift Cards are accepted anywhere Visa<sup>®</sup> debit cards are accepted. Plus, they are more secure than certificates, checks, or cash since we replace lost Cards. *Please refer to the Gift Card Customer Agreement for more details about replacement cards and applicable fees.*





In terms of advantages of our cards over competitors, here are some:

- 3-year expiration date (some have expiration dates as short as 9 months)
- Account maintenance fee does not apply to unused funds on card until 12 months after the recipient has called in to activate the card. Many cards have fees that kick in after 6 months. In addition, many cards have the time period start for then the fees kick in start when the cards are sold, versus when they are activated. So a recipient could keep the card in his/her desk or drawer for 6 months without even activating it and then find out that fees have started to reduce the balance.
- No charges to call customer service and talk with a representative. Some issuers charge a fee per call, deducted from the balance on the card.
- All unused funds revert to the cardholder (with some cards, the issuer gets to keep unused balances on the cards after a certain time). Any unused funds on our cards after it expires get returned to the card holder if their address is on file. If not, they escheat to the state.
- Cards can be used internationally - many gift cards cannot be.
- No extra charge for personalized cards (i.e. with recipient's name embossed on card) or customer embossed group names or messages.

#### 4.2 **(E) Check Cashing Services for Personnel**

Please describe your ability to cash payroll checks drawn on University accounts at any branch, regardless of location, without fee.

Wells Fargo will cash payroll checks drawn on University accounts at any branch without fee in two ways:

**Positive Pay with Payee Validation** – Wells Fargo's Positive Pay service is fully incorporated into our teller system, which enables our tellers to verify a check has been issued and is on file with us before an item can be cashed. By including the Payee name as part of your the Positive Pay issue file along with all other Positive Pay data, and having the employee provide acceptable identification at a Wells Fargo store, there will be no check cashing fee to either Boise State University or its employees.

**Membership Banking** - Wells Fargo account holders are not charged for cashing their payroll checks. Our Membership<sup>®</sup> Banking program encompasses a customized package of financial services for each

employee participant that includes free checking, discounted loan pricing, and additional benefits not available to the general public. Membership Banking provides an additional employee benefit at NO incremental cost that increases direct deposit participation and reduces payroll expense. Wells Fargo can also assist your direct deposit enrollment efforts by producing brochures, posters, banners, payroll insets and other collateral materials.



## 5.0 PROPOSER INFORMATION

(Note: Providing this information is mandatory. Failure to provide any of this information will cause your proposal to be rejected.)

**5.1 (ME)** Proposer must provide a general description of the company, its organizational structure, the number of employees in each major area of the company, and its overview/history including, years of operation providing banking services similar to that described in this RFP, and the annual rating of your financial institution by national rating agencies.

Headquartered in San Francisco, Wells Fargo & Company (NYSE: WFC) is a holding company that operates through subsidiaries performing a wide variety of financial services. Its principal banking subsidiary is Wells Fargo Bank, N.A., which has nearly 6,000 local stores, each functioning as a headquarters for satisfying local customers' financial needs and helping them succeed financially ([www.wellsfargo.com](http://www.wellsfargo.com)).

Wells Fargo & Company is the oldest and largest financial services company headquartered in California. It is the successor to the banking and express business that began in San Francisco in 1852.

Wells Fargo & Company  
420 Montgomery Street  
San Francisco, CA 94104  
IRS# 41-0449260  
Incorporated in the State of Delaware

Principal Banking Subsidiary:

Wells Fargo Bank, N.A.  
420 Montgomery Street  
San Francisco, CA 94104  
IRS# 94-1347393

Incorporated under U.S. federal law as a national banking association

Wells Fargo Bank, N.A. is a national banking organization.

Our most recent annual report can be found by visiting:  
[https://www.wellsfargo.com/invest\\_relations/annual](https://www.wellsfargo.com/invest_relations/annual)

Our previous four quarterly can be obtained by visiting the following site and using the Wells Fargo FDIC Certificate No. 3511:  
[http://www2.fdic.gov/Call\\_TFR\\_Rpts/search.asp](http://www2.fdic.gov/Call_TFR_Rpts/search.asp)

Wells Fargo & Company (NYSE: WFC) is a diversified financial services company providing banking, insurance, investments, mortgage and



consumer finance through our 5,915 banking stores, the Internet and other distribution channels across North America and internationally.

We're headquartered in San Francisco, but we're decentralized so every local Wells Fargo store or office is a headquarters for satisfying all of our customers' financial needs and helping them succeed financially. Wells Fargo has \$549 billion in assets and 158,800 team members across our 80+ businesses. We're the United States' 25th largest employer. We ranked fifth in assets and sixth in market value of our stock among our peers as of September 30, 2007.

Our key rankings include:

- *Standard & Poor's Rating Service*: Only bank in the U.S. to be rated "AAA"
- *Moody's Investors Service*: "Aaa" credit-rated U.S. bank
- *Fortune*: Ranked 41<sup>st</sup> in revenue among all companies in all industries and the world's 19<sup>th</sup> most profitable company
- *Barrons*: Ranked 16<sup>th</sup> most admired company in the world
- *Forbes*: Ranked nation's 5<sup>th</sup> most Generous Corporate Foundation

Our vision is to satisfy all of our customers' financial needs, help them succeed financially, be the premier provider of financial services in every one of our markets, and be known as one of America's great companies.

Key Performance Measure	2004	2005	2006
Total Assets	\$427,849 million	\$481,741 million	\$481,996 million
Net Income	\$7,014 million	\$7,671 million	\$8,480 million
ROA	1.71%	1.72%	1.75%
ROE	19.56%	19.57%	19.65%
Equity / Assets	8.85%	8.44%	9.52%

To review the full Wells Fargo Bank, N.A. Annual Report, please use the following link: [https://www.wellsfargo.com/invest\\_relations/annual](https://www.wellsfargo.com/invest_relations/annual).

Wells Fargo Bank, N.A. Member FDIC

**5.2 (ME)** List a minimum of three (3) and a maximum of four (4) institutions of higher education or state agencies your firm has serviced in the last three years.

1. State of Idaho Treasurer's Office
2. State of Utah Treasurer's Office
3. Brigham Young University
4. Utah State University





**5.3 (ME)** The Proposer must provide references or names and point of contact information from three (3) customers currently using the Proposer's banking services (Higher Education preferred). All references must be current and have had a working relationship with your company within the last five (5) years.

Include the following information for each reference:

- 5.3.1 Client name and address;
- 5.3.2 Reference name, title, and phone number;
- 5.3.3 Brief overview of system delivered;
- 5.3.4 Description of deliverables;
- 5.3.5 Terms and conditions of deliverables;
- 5.3.6 Dates work was performed for the reference;
- 5.3.7 How long the system has been in use?

The Proposer may add additional information or references.

The University of Utah has been a client of Wells Fargo Bank since 1976 and currently utilizes the following Treasury Management products and services: Lockbox, Cash Vault, Account Reconciliation, Positive Pay, Zero Balance Accounts, ACH Services, Information Reporting, CDROM, Wire Transfers, Return Items, Event Messaging, Investment Sweep, Institutional Investments, Foreign Exchange, and Merchant Services.

Contact: Mel F. Smith  
Manager, Cash Management & Endowment  
Portfolio-Performance Reporting  
Investment Management Office  
201 S. President's Circle, Rm 402  
Salt Lake City, UT 84112-9025  
Phone: (801) 581-5992  
Email: [Mel.Smith@admin.utah.edu](mailto:Mel.Smith@admin.utah.edu)

Contact: Jeffery J. West, CPA, MBA  
Associate Vice President  
Financial & Accounting Services  
201 S Presidents Circle, Rm 408  
Salt Lake City, Utah 84112-9023  
Phone: (801) 581-7520  
Email: [Jeff.West@admin.utah.edu](mailto:Jeff.West@admin.utah.edu)

The University of Idaho has been a client of Wells Fargo Bank since 1975 and currently utilizes the following Treasury Management products and services: Depository Services, Account Reconciliation, Positive Pay, Zero





Balance Accounts, ACH Services, CDROM, Wire Transfers, Information Reporting, Investment Sweep, and Merchant Services.

Contact: Jana Stotler  
 Controller, Business and Account Services  
 P.O. Box 443166  
 Moscow, ID 83844  
 Phone: 208-885-6530  
 Email: [jana.stotler@uidaho.edu](mailto:jana.stotler@uidaho.edu)

Contact: Linda Keeney  
 Manager, Accounts Payable  
 P.O. Box 443166  
 Moscow, ID 83844  
 Phone: 208-885-5379  
 Email: [linda.keeney@uidaho.edu](mailto:linda.keeney@uidaho.edu)

The **University of Colorado** has been a client of Wells Fargo Bank since 1991 and currently utilizes the following Treasury Management products and services: Lockbox, Cash Vault, Reverse Positive Pay, Controlled Disbursement, CDROM, ACH Services, Wire Transfer, Information Reporting, Foreign Exchange, Event Messaging, Zero Balance Accounts, and Merchant Services.

Contact: Joseph D. Tinucci  
 Assistant Director of Asset Management  
 University of Colorado Treasurer's Office  
 1800 Grant Street, Suite 600  
 Denver, CO 80203  
 Phone: 303-837-2185  
 Email: [joe.tinucci@cu.edu](mailto:joe.tinucci@cu.edu)

**5.4 (M)** Provide a listing of branch locations in the Treasure Valley and the approximate distance to Boise State University, including remote locations such as West Campus and Canyon County campus.

Shown below are the four closest Wells Fargo branch locations to Boise State University's **Boise Campus**. Distance is calculated from 1910 University Dr., Boise:

Address	Distance	Hours	Services
<b>1. BROADWAY</b>	0.54 miles	Mon-Fri 9:00 AM-6:00 PM	<b>Branch</b>



1205 BROADWAY AVE, BOISE, ID 83706 Tel: 2084245019 <a href="#">Map and directions</a>		Sat 9:00 AM-4:00 PM Sun Closed	<ul style="list-style-type: none"> <li>• <a href="#">1 ATM(s)</a></li> <li>• <a href="#">Additional Services</a></li> </ul>
<b>2. CAPITOL</b> 505 W BANNOCK ST, BOISE, ID 83702 Tel: 2083451043 <a href="#">Map and directions</a>	0.82 miles	Mon-Fri 9:00 AM-6:00 PM Sat-Sun Closed	<b>Branch</b> <ul style="list-style-type: none"> <li>• <a href="#">1 ATM(s)</a></li> <li>• <a href="#">Additional Services</a></li> </ul>
<b>3/4. BOISE MAIN</b> 877 W MAIN ST, BOISE, ID 83702 Tel: 2083894020 <a href="#">Map and directions</a>	0.86 miles	Mon-Fri 9:00 AM-6:00 PM Sat 9:00 AM-4:00 PM Sun Closed	<b>Branch</b> <ul style="list-style-type: none"> <li>• <a href="#">1 ATM(s)</a></li> <li>• <a href="#">Additional Services</a></li> </ul>

Shown below are the four closest Wells Fargo branch locations to Boise State University's **Nampa Campus**. Distance is calculated from 5500 E. University Way, Nampa:

<b>1. IDAHO CENTER</b> 5607 E FRANKLIN RD, NAMPA, ID 83687 Tel: 2084652120 <a href="#">Map and directions</a>	0.85 miles	Mon-Fri 9:00 AM-6:00 PM Sat 9:00 AM-4:00 PM Sun Closed	<b>Branch</b> <ul style="list-style-type: none"> <li>• <a href="#">1 ATM(s)</a></li> <li>• <a href="#">Additional Services</a></li> </ul>
<b>2. NAMPA</b> 103 12TH AVE S, NAMPA, ID 83651 Tel: 2084637122 <a href="#">Map and directions</a>	2.62 miles	Mon-Fri 9:00 AM-6:00 PM Sat 9:00 AM-4:00 PM Sun Closed	<b>Branch</b> <ul style="list-style-type: none"> <li>• <a href="#">1 ATM(s)</a></li> <li>• <a href="#">Additional Services</a></li> </ul>
<b>3. NAMPA SOUTH 12TH AVENUE</b> 1401 12TH AVE RD, NAMPA, ID 83686 Tel: 2084666601 <a href="#">Map and directions</a>	4.06 miles	Mon-Fri 9:00 AM-6:00 PM Sat 9:00 AM-4:00 PM Sun Closed	<b>Branch</b> <ul style="list-style-type: none"> <li>• <a href="#">1 ATM(s)</a></li> <li>• <a href="#">Additional Services</a></li> </ul>
<b>4. KARCHER</b> 2122 W KARCHER RD,	4.83 miles	Mon-Fri 9:00 AM-6:00 PM	<b>Branch</b> <ul style="list-style-type: none"> <li>• <a href="#">1 ATM(s)</a></li> </ul>



NAMPA, ID 83651 Tel: 2084684820 <a href="#">Map and directions</a>		Sat 9:00 AM-4:00 PM Sun Closed	<ul style="list-style-type: none"> <li>• <a href="#">Additional Services</a></li> </ul>
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Shown below are the four closest Wells Fargo branch locations to Boise State University's **Canyon County Campus**. Distance is calculated from 2407 Caldwell Blvd., Nampa:

<b>1. KARCHER</b> 2122 W KARCHER RD, NAMPA, ID 83651 Tel: 2084684820 <a href="#">Map and directions</a>	0.37 miles	Mon-Fri 9:00 AM-6:00 PM Sat 9:00 AM-4:00 PM Sun Closed	<b>Branch</b> <ul style="list-style-type: none"> <li>• <a href="#">1 ATM(s)</a></li> <li>• <a href="#">Additional Services</a></li> </ul>
<b>2. CALDWELL CLEARWATER</b> 5218 CLEVELAND BLVD, CALDWELL, ID 83607 Tel: 2084545060 <a href="#">Map and directions</a>	2.23 miles	Mon-Fri 9:00 AM-6:00 PM Sat 9:00 AM-4:00 PM Sun Closed	<b>Branch</b> <ul style="list-style-type: none"> <li>• <a href="#">1 ATM(s)</a></li> <li>• <a href="#">Additional Services</a></li> </ul>
<b>3. NAMPA</b> 103 12TH AVE S, NAMPA, ID 83651 Tel: 2084637122 <a href="#">Map and directions</a>	3.30 miles	Mon-Fri 9:00 AM-6:00 PM Sat 9:00 AM-4:00 PM Sun Closed	<b>Branch</b> <ul style="list-style-type: none"> <li>• <a href="#">1 ATM(s)</a></li> <li>• <a href="#">Additional Services</a></li> </ul>
<b>4. NAMPA SOUTH 12TH AVENUE</b> 1401 12TH AVE RD, NAMPA, ID 83686 Tel: 2084666601 <a href="#">Map and directions</a>	4.22 miles	Mon-Fri 9:00 AM-6:00 PM Sat 9:00 AM-4:00 PM Sun Closed	<b>Branch</b> <ul style="list-style-type: none"> <li>• <a href="#">1 ATM(s)</a></li> <li>• <a href="#">Additional Services</a></li> </ul>

**5.5 (ME)** Provide a description of internal controls utilized by the Proposer intended to safeguard assets of the University.

Over the years, we have evolved our security activities in response to the changing online environment and customers' needs, and we are well prepared to meet this requirement. Wells Fargo has conducted an extensive risk assessment on all electronic banking and automated phone banking systems and we continue to implement electronic safeguards.

We have two major objectives in selecting the right electronic safeguards:



- Protecting our customers' information and assets
- Minimizing customer impact while providing multiple layers of protection wherever customer transactions call for added security

Wells Fargo relies on a vigilant and steadfast approach to online security. Because no single solution can ensure complete online security, we have developed a layered security approach with industry-leading solutions to protect customers' information and funds in a way that is seamless and also does not inconvenience them.

Most important is customer education, which helps customers learn their role in protecting their online identities

As all banks will need to comply by year-end with the new Federal Financial Institutions Examination Council (FFIEC) guidance, Wells Fargo is committed to meeting and exceeding them. Since we believe that no one solution can solve the problem of online security, we favor a layered security approach to protect our most important assets: our customers. From now on, additional protection will need to be implemented when risk warrants, such as:

- Multi-factor authentication: using at least one additional method to positively confirm a customer's identity (in addition to user name and password).
- Layered security: using security safeguards specific to each high-risk action (e.g., dollar limits for money-movement transactions, data encryption, data masking, and around-the-clock monitoring and risk management).
- Other controls: we believe in continual education of our customers and team members on how to prevent fraud.

**5.6 (ME)** Provide a description of services provided to assist the University with PCI compliance.

Wells Fargo Merchant Services is Payment Card Industry standard (PCI) certified and compliant. The PCI standard, created by the Bankcard Associations, follows the Visa Cardholder Information Security Policy (CISP) and MasterCard Secure Data Protection (SDP) programs.

Wells Fargo Merchant Services is compliant with the Associations' Payment Card Industry (PCI) standards and has Secure Socket layer Level 3 Encryption. User login ids, codes, and passwords are required to access data centers and host computers. Our servers' unused ports are locked and

no unused modules are installed. We have a comprehensive firewall and packet-monitoring utilities at all portals of connectivity and Intrusion Detection Systems monitor all connections from our data centers to the Internet.

#### 5.7 \* SECTION DELETED \*

**5.8 (ME)** Provide evidence of financial stability and capability to fund all costs associated with providing the services throughout the term of the Contract. This information will be used in the proposal evaluation process, so ensure completeness and accuracy.

NOTE: For publicly traded companies, provide copies of your SEC Form 10K for the last two years. Financial information is mandatory and failure to provide it will cause the response to be deemed non-responsive.

Wells Fargo & Company SEC Form 10K for the last two years, 2006 and 2007 are located in separate blue binder entitled "SEC Form 10K 2006 and 2007."

In lieu of a SEC Form 10K, privately held companies must submit a consolidated financial statement. The University requests that financial information be submitted on Appendix C, and that the data elements shown on Appendix C be included. However, Proposers may adjust the financial statement presentation as necessary.

Wells Fargo Bank, N.A. has the highest possible credit rating, "Aaa", from Moody's Investors Service and the highest credit rating given to a U.S. bank, "AAA", from Standard & Poor's Ratings Services. We have one of the highest debt ratings of any financial services company.

Wells Fargo & Company (as of August 13, 2007)	Fitch Ratings	Moody's	Standard & Poor's
Ratings Outlook	Positive	Stable	Stable
Long-term Issuer Rating	AA	Aa1	AA+
Short-term Issuer Rating	F1+	P-1	A-1+
Senior Unsecured	AA	Aa1	AA+
Subordinated	AA-	Aa2	AA
Preferred Stock	AA-	Aa3	AA-

Wells Fargo Bank, NA (as of August 13, 2007)	Fitch Ratings	Moody's	Standard & Poor's
Ratings Outlook	Positive	Stable	Stable
Long-term Issuer Rating	AA	Aaa	AAA
Short-term Issuer Rating	F1+	P-1	A-1+
Bank Deposits	AA+	Aaa	-



Senior Unsecured	AA	Aaa	AAA
Subordinated	AA-	Aa1	AA+
Bank Financial Strength Rating	-	A	-

The information provided is found on our Investor Relations site ([https://www.wellsfargo.com/invest\\_relations/debt](https://www.wellsfargo.com/invest_relations/debt)) and is provided for informational purposes only. We do not guarantee the accuracy or completeness of information on or available through this site, and we are not responsible for inaccuracies or omissions in that information or for actions taken in reliance on that information. Please read Legal Disclaimers ([https://www.wellsfargo.com/invest\\_relations/legal/](https://www.wellsfargo.com/invest_relations/legal/)) before using or relying on information on or available through this site. Potential investors in our securities should seek professional advice before they invest.

Key Performance Measure	2004	2005	2006
Total Assets	\$427,849 million	\$481,741 million	\$481,996 million
Net Income	\$7,014 million	\$7,671 million	\$8,480 million
ROA	1.71%	1.72%	1.75%
ROE	19.56%	19.57%	19.65%
Equity / Assets	8.85%	8.44%	9.52%

To review the full Wells Fargo Bank, N.A. Annual Report, please use the following link: [https://www.wellsfargo.com/invest\\_relations/annual](https://www.wellsfargo.com/invest_relations/annual).

*Wells Fargo Bank, N.A. Member FDIC*

**5.9 (ME)** Proposer must describe in detail its experience and qualifications performing services similar to those described in this solicitation.

#### **Wells Fargo's Proprietary ACH Platform**

Wells Fargo is a leader in the ACH industry. Since its inception, we've been actively involved in, and continue to be involved in, a variety of initiatives to shape the future of ACH.

Wells Fargo representatives serve on numerous ACH governing bodies, including the Rules and Operations Committee, NACHA Councils, NACHA Rules Work Groups, and the WesPay Board of Directors. In addition, Steve Ellis, Executive Vice President of our Wholesale Banking Group, is the Chairman of NACHA's Board of Directors.

Nowhere is this commitment more obvious than in the awards we've received from NACHA. Wells Fargo is the only organization to receive three consecutive annual awards from NACHA for ACH service quality and innovative ACH solutions.

- 2002 ACH Quality Award for Originating Financial Institutions. We received this award for developing our Wells Fargo Express CheckSM



check conversion services. This suite of service employs our proprietary Perfect Parsing<sup>®</sup> process to extract the information needed to create ACH debits from check MICR lines with extreme accuracy. This and other innovations give our check conversion customers the lowest rate of administrative returns in the nation.

- 2003 ACH Quality Award for Receiving Financial Institutions. We were awarded this honor for our work with NACHA and the FBI in identifying and stopping companies sending fraudulent telephone-initiated ACH debits to our commercial and consumer customers' accounts. Our unique ability to link fraudulent transactions to their originators was the key to reducing unauthorized ACH debits by 88%.
- 2004 George Mitchell Payments Systems Excellence Award. Our Home Mortgage unit received NACHA's highest honor for transforming our consumer mortgage payments system from 81% paper to 88% electronic.

This leadership role offers many advantages to BSU. At a strategic level, it demonstrates the commitment we've made to use ACH to improve the efficiency of your electronic transactions. At an operational level, it means we're at the forefront in providing innovative solutions that take advantage of ACH capabilities to improve cash flow and minimize your risk.

Wells Fargo is one of the largest and most experienced providers of ACH services in the nation. We currently have over 25,500 corporate ACH origination customers, and on average, we process over 1 billion transactions monthly. BSU can be certain that we have the experience and infrastructure to support your ACH operations both today and as your needs expand in the future.

### **Wire Transfer Service**

When selecting a bank's wire transfer service, it is important to consider whether that bank has adequate experience. Wells Fargo has provided corporate customers with electronic payment transfer services since 1852. In fact, throughout our history, Wells Fargo has been an active participant in the development of wire transfer networks, both in the U.S. and internationally. We have consistently delivered the most technologically sophisticated and reliable electronic funds transfer services available at any given time. BSU can be confident that we have the organizational experience, and the technology, to deliver the wire transfer services you require.

### **Merchant Services**





Our Relationship Managers have an average of over six years within the merchant payment industry and our management team averages over 15 years.

### **Controlled Disbursement**

One way to assess a bank's controlled disbursement experience is to determine the amount of presentments that are cleared on a routine basis. Month-to-date, November 2007, our controlled disbursement customers cleared approximately \$2.6 billion everyday. On average, this equates to approximately \$1 million per day for each of our 2,770 customers. As of the same time-period, our largest customer had average daily clearings of \$123 million.

These clearing volumes should indicate to BSU that we have the experience and infrastructure to support your operations.

### **Depository**

When you establish a relationship with a bank, it's important that they offer you a variety of depository services. This gives you more flexibility to choose the particular service that best suits your needs.

Wells Fargo offers a broad range of depository service channels, including night depository, cash vault, branch, and commercial ATM services. With the enactment of the Check 21 legislation, we also offer our *Desktop Deposit*<sup>®</sup> check conversion service. This gives you the ability to convert and deposit consumer checks without having to make a separate trip to the bank. Depository service options are priced according to channel. All fee information is listed in the attached pricing schedule.

In regards to outsourcing, we manage our entire depository processing operations and customer service functions in-house. The only exception to this is third-party vendors who are retained for non-critical functions such as coin rolling, verification of large coin deposits, and in a few remote locations, verification of cash vault deposits.

### **Night Depository**

Our Night Depository service is a convenient alternative for customers who wish to make deposits outside of normal business hours. Most of our full-service traditional branches are equipped with a night depository for commercial customers.

Once the service is implemented, you receive a key that allows you to access the night depository. You are also issued bank-approved disposable



deposit bags designed to accommodate both your cash and check deposits. Customers are permitted to make up to three deposits per drop.

All deposits are processed under dual control. For customers who use our post verification deposit service, the check portion of your deposit will be processed in the branch and the cash verified later, in the banking store, or at a nearby Wells Fargo cash vault. Audit controls will ensure that your deposit is accurately counted and verified.

During normal business days, deposits are credited the same day if they are received by the deposit deadline. In general, to receive same day credit, the deadline for night depository deposits is 6:00 a.m., Monday through Friday (local time) but the deadline can vary. Your local banking store will provide you with their deadline. Adjustment advices, if necessary, are mailed to the adjustment advice address you specify.

Each night depository location is designed to offer appropriate security, both for your deposit and for the employee who makes the deposit. To withstand a brute force attack, our night depositories are housed in a specially designed cabinet with a minimum Underwriters Laboratory (UL) rating of TL15. Further, night depository safes are protected with a single UL Group One combination lock that includes a dual-custody feature, door contact alarm protection, and a heat detector. Many locations also provide closed-circuit TV coverage on the merchant door of the Night Depository. These security measures effectively minimize the risk of theft.

### **Branch Deposits**

Our branch locations offer a variety of depository services. These include over the counter deposits, check only deposits, express deposits, and the ability to place cash and coin orders.

- **Over the counter Deposits.** Over the counter deposits can be made in instances where your cash deposit is usually less than \$10,000 and the number of checks is less than 400.
- **Dual-pouch tamper-evident bags.** This secure deposit bag is a two-section, disposable, tamper-evident deposit bag that we can provide to BSU for a fee. You insert cash in the top section of the bag, and checks and your deposit ticket in the bottom section. Each bag contains a bar code and unique 10-digit serial number, which is also printed on a tear strip at the top of the bag. You retain the tear strip as a record of the bag number. When you present the bag at the teller line, the checks and deposit slip are removed, and you're given provisional credit for

the full amount of the deposit. BSU may also choose to use a dual-pouch bag from a source other than Wells Fargo.

- **Coin and currency orders.** You can place coin and currency orders of \$2,500 or less, up to a maximum of \$5,000 per week.
- **Check-only courier deliveries.** Your courier service can deliver check-only deposits to the branch one hour before the branch cutoff deadline to receive same-day credit.

### **Desktop Deposit Service**

The *Desktop Deposit* service allows you to deposit checks to the bank electronically via the Internet, thereby saving both time and money.

Customers utilizing the *Desktop Deposit* service also take advantage of extended deposit deadlines and faster notice of returned items.

Checks are scanned utilizing a desktop scanner. Images are then reviewed and transmitted to the bank using the *Commercial Electronic Office*<sup>®</sup> (*CEO*<sup>®</sup>) Internet portal. Because we have integrated our *Desktop Deposit* service directly into the *CEO* portal, there is no need to install any additional software.

Service offerings for the *Desktop Deposit* service include:

- **Image Replacement Document (IRD) Processing:** All checks are processed as image exchange or Image Replacement Documents (IRDs). There are no restrictions on check eligibility—all U.S. checks can be converted on our desktop scanners. No special customer notification is required to collect the check from its image instead of the original physical item.
- **Check Conversion Decisioning Processing (coming soon).** Provided that you have completed the required customer notification, the *Smart Decision*<sup>SM</sup> process can convert eligible items to ACH debits. Mailed items would use the ARC standard entry class code. Since March 16, 2007, items received in person can be converted using the BOC standard entry class code. Ineligible items are processed via the check clearing channel using either image exchange or an IRD.

### **Cash Vault Deposits (via armored carrier)**

Our cash vault service is ideal for organizations that routinely make larger cash deposits. It relieves your staff from the responsibility of transporting your deposits to the bank, and it ensures safety and security. Our cash vault services also provides you the ability to place coin and currency orders.

This ensures you always have sufficient coin and currency supplies on hand to support your daily operations.

Ensuring deposit security and accuracy is a fundamental part of our cash vault system. During the implementation, for example, we provide BSU with deposit bags. These plastic, transparent, tamper-evident bags ensure the integrity of your deposit from the time it leaves your location until the time it is received at our vault.

After deposit bags are received at our facility, they're logged, given a bar code, and assigned a deposit ID number. Bar coding allows us to track your deposit throughout the verification process.

Checks that are included in the deposit are forwarded directly to our check processing group for encoding, balancing, and posting. The cash portion of your deposit is assigned to a vault teller. For security purposes, these assignments are made on a random basis. The vault teller opens the deposit and verifies the deposit amount. If a discrepancy is discovered, a teller supervisor recounts the cash. If the discrepancy exceeds \$50, we will telephone your designated contact to report the difference.

Service quality is important to BSU and the Wells Fargo Cash Vault system can be relied on to provide a high quality of service.

### Cash Vault Service Quality Statistics

Service	2005 Actual	2006 Actual	YTD ended February 28, 2007
Accuracy of Deposit Processing	99.98%	99.99%	99.98%
Deposit Credits on Time	99.99%	99.99%	100.00%
Deposits Verified within 48 Hours	100.00%	100.00%	100.00%
Accuracy Of Order Processing	99.98%	99.99%	100.00%
Orders Processed on Time	99.99%	99.99%	100.00%
Adjustment Notices Mailed on Time	100.00%	100.00%	100.00%
Customer Inquiries <45 Days Old on Time	99.97%	99.81%	99.95%
Customer Inquiries >45 Days Old on Time	99.96%	99.64%	100.00%

Ensuring optimal cash flow is one of the most important parts of the treasury management process. That's why it's so important that you understand the bank's deposit deadlines. Ensuring that deposits are made in

a timely manner will maximize cash flow and speed your access to the funds you deposit.

Also, organizations that accept cash as payment need sufficient on-hand supplies of both cash and currency to make change for their customers. At Wells Fargo, we offer our customers a change order system that is both flexible and easy to use.

The following table describes the cut off times for deposits and change orders, organized by location.

<b>Cash Vault Deposit and Change Order Deadlines (local time)</b>						
Cash Vault Location	Mixed Deposits	Check Only Deposits	Cash Only Deposits	Same-Day Change Orders - Touchtone	Same-Day Change Orders – CEO® or Transmission	Armored Carrier Pickup
IDAHO Boise, Idaho	4:30 p.m.	4:30 p.m.	4:30 p.m.	11:00 a.m.	10:30 a.m.	2:00 p.m.

### **Positive Pay Services**

Different organizations have different check volumes and information reporting requirements. So instead of trying to offer a one-size-fits-all solution, we offer three different positive pay products. This makes it easier for BSU to select the service that meets your needs.

### ***Perfect Presentment Positive Pay***

Our *Perfect Presentment* Positive Pay service is a same day positive pay service. In contrast to other positive pay services, *Perfect Presentment* is unique because we identify all stop payment items and positive pay exceptions, and we also correct exceptions due to encoding errors—before they post to your account. Consequently, the daily funding totals that we report to you will always match your posting totals.

With our *Perfect Presentment* Positive Pay service, you receive same-day exception and images reporting by 1:00 p.m. MT. You must then make your pay/return decisions by 12:00 p.m. MT, the next day. This gives you almost 24 hours to make your pay/return decision.



Regardless of which option you choose, you can use access our Internet-based ARP Register Maintenance service that's available through our *Commercial Electronic Office (CEO)* portal. The ARP Register Maintenance service lets you to update your check registers with voids, cancels, stops and new over-the-counter and location-issued checks. You can also use it to easily create check registers to clear Issue Notice Not Received (INNR) exceptions. ARP Register Maintenance files can be electronically transmitted. We update our systems with your transmission files many times throughout the day.

### **Image Positive Pay**

Our traditional Image Positive Pay service compares checks presented against your account to your issue files after the items post. With this service, we review all Positive Pay exceptions and reverse items that can be corrected such as encoding errors, and repost them on the following business day. This feature saves you time and money because it means that we research and resolve the majority of your exception items for you.

With our traditional Image Positive Pay service, you receive next day exception reporting and images by 9:00 a.m. MT. You then make your pay/return decisions by 3:00 p.m. MT.

### **Basic Positive Pay**

Our Basic Positive Pay is our most economical service, but it also provides you the earliest available exception reporting. Your files will contain all Positive Pay exception items, including encoding errors.

With our Basic Positive Pay service, you receive next day exception reporting by 6:00 a.m. MT. 98% of images requested are available by 7:00 a.m. MT and additional images are available by 11:30 a.m. MT. You then make your pay/return decisions by 1:00 p.m. MT. Payee Validation is not available on this service.

Regardless of which option you choose, you can access our Internet-based ARP Register Maintenance service that's available through our *Commercial Electronic Office (CEO)* portal. The ARP Register maintenance service lets you update your check registers with voids, cancels, stops and new over-the-counter and location-issued checks. You can also use it to easily create check registers to clear Issue Notice Not Received (INNR) exceptions. ARP Register Maintenance files can be electronically transmitted. We update our systems with your transmission files throughout the day.

### **Paid Check Images**

After a check has been presented and paid, it's important that your staff has the ability to locate and view check images. At Wells Fargo, we capture paid check images, and make them available to BSU through three delivery channels: CD-ROM, Online via the *Commercial Electronic Office (CEO)* portal, and through our Image File Import tool.

- **WellsImage CD.** With our *WellsImage* CD service, you can access digital images of your paid checks on CD-ROM. *WellsImage* CDs, which can hold up to 30,000 check images (front and back), can be delivered on a weekly, monthly, or fiscal calendar basis, and are available eleven business days after CD ROM cycle cut-off. Data and images can be archived and viewed via the Bank's state-of-the-art *WellsImage Viewer*<sup>™</sup> software.
- **Online via the CEO portal.** Online image retrieval is available as part of our Stops-Images-Search service. Accessible through our *CEO* portal, this service makes images available for retrieval by 7:00 a.m. MT the day after they're posted. In addition to viewing items online, you can also print or download them to your computer. Once downloaded, check images can be faxed, emailed, etc.
- **Image File Import.** Our Image File Import service provides you with a daily transmission of paid check images and associated index information via Secure File Transport. Your image files will be available for downloading into your own internal archive system as early as 9:00 a.m. MT the day after posting. During the implementation phase, you choose whether you want the files to be sent to you in xml or pdf format.

One of our treasury professionals can help you to select the service that is best for your needs. Whichever service you ultimately choose, though, it will be both easy and quick for your staff to locate a particular check and view it, print it, email it, or etc.

### **ARP Stop Payment Transmission**

Though relatively rare, there are circumstances when a stop payment order has to be issued for a batch of checks. The problem with the stop payment submission systems that most banks provide is that they require you to enter stop payment information manually, one at a time. Wells Fargo offers a more efficient alternative.

Our Stop Payment Transmission service allows you to transmit an issue file containing stop payments orders for a batch of items. This not only makes it easier on your staff, it also allows the stop payment orders to be





submitted more quickly. This decreases the likelihood that a check will be presented before the stop payment order takes effect.

**WellsOne Commercial Card – Declining Balance Card**

As an existing *WellsOne* Commercial Card participant, Boise State University currently has the ability to take advantage of Declining Balance Cards and their variety of uses. Declining Balance Cards are just one of the many account parameters and controls BSU’s Program Administrator can set when issuing *WellsOne* Commercial Cards. Declining balance cards allow BSU to pre-set cards with budgeted spending amounts and periods of time that cards are active.

The experience Wells Fargo has gained improving our own processes, as well as those of our clients, gives us unparalleled sensitivity to your cardholder issues, management reporting needs, and business/functional requirements. As we work with you on your existing program and potential expansion to the Declining Balance Card feature, our focus remains where yours is – on eliminating costly manual checks and purchase orders and reducing process cycle time.

Card Type	Comments	Usage
Purchasing	Single-Card platform allowing BSU to choose <i>only</i> the services needed for each cardholder.	Small Dollar Expenses: Supplies Services Equipment Insurance premiums Memberships Software Seminars
Travel & Entertainment		Travel Meals Entertainment
Fleet/Fuel		Fuel Maintenance
Ghost		No plastic





Card Type	Comments	Usage
Declining Balance	With or without plastic	Relocation Project Budgeting Petty Cash Special or Short Term Capital Projects

### Check Cashing services

We offer several options for cashing employees payroll checks at no charge to them: If you include the payee name in your issue file and they can provide acceptable identification at a Wells Fargo banking store, there is no charge to either you or your employee. If you do not include the payee name in your issue file, you may choose to absorb the check-cashing fee for your employees who cash their checks at a Wells Fargo store. If the employee is a Wells Fargo account holder, there is no charge. With enrollment in *Wells Fargo Membership* banking services, many of your employees could qualify for a free checking account as well as other benefits.

**5.10 (ME)** Provide resumes of personnel that will be assigned to this project. Resumes must be formatted as follows:

- 5.10.1 Name;
- 5.10.2 Position to be held in the project;
- 5.10.3 Current job function/title;
- 5.10.4 Current placement (work location);
- 5.10.5 Employment history;
- 5.10.6 Work history experience;
- 5.10.7 Education;
- 5.10.8 Certificates;
- 5.10.9 Licenses;
- 5.10.10 Special qualifications relevant to this project;
- 5.10.11 Personal business references.

### Executive Management:

- 5.10.1 Mark Lliteras
- 5.10.2 Manager of the Regional Commercial Banking Office
- 5.10.3 Executive Vice President and Manager
- 5.10.4 877 West Main Street – 3<sup>rd</sup> Floor Boise, Idaho  
208-393-2109  
[mlliter@wellsfargo.com](mailto:mlliter@wellsfargo.com)



- 5.10.5-9 Mark has been with Wells Fargo and the successor bank, First Security Corporation in Boise for over 35 years with the last 25+ years dealing with corporate, industrial and public entities. He currently manages the Commercial Banking Office for Southern Idaho servicing the market with over \$20 million in revenues. He oversees six relationship managers plus the support staff of twelve professionals.
- 5.10.10 As manager, Mark is responsible for overseeing loan quality and client satisfaction for all customers of the Commercial Banking Office.
- 5.10.11 Personal Business References available.

### **Local Wells Fargo Relationship Team:**

#### **Commercial Relationship Manager**

- 5.10.1 Linda Armstrong
- 5.10.2 As the primary contact for your Wells Fargo team, Linda is responsible for managing all aspects of your banking relationship.
- 5.10.3 Vice President and Commercial Relationship Manager
- 5.10.4 877 West Main Street – 3<sup>rd</sup> Floor Boise, Idaho  
208-393-2009  
[linda.k.armstrong@wellsfargo.com](mailto:linda.k.armstrong@wellsfargo.com)
- 5.10.5-6 Linda began her banking career 24 years ago in 1984 with First Security Corporation and now Wells Fargo, working in multiple areas of the bank, including branch management, lending, credit administration (managing department level credit audits while spearheading the credit due-diligence of several bank acquisitions) and has held a variety of Relationship Management positions. Joining the RCBO in 2001, Linda is an experienced and seasoned Commercial Relationship Manager who has handled agricultural, middle market, commercial, and medium to complex corporate loan portfolios while providing guidance and insight to her clients to assist them with meeting ever-changing treasury management, investment and other financial services and banking needs.
- 5.10.7-9 Linda is a past President of the Idaho Chapter of Risk Management Associates and a TWIN (Tribute to Women & Industry) Honoree for 2005. She is a member of two National Honorary Societies, Beta Gamma Sigma and Phi Kappa Phi, and was granted by Alpha Kappa Psi its Scholastic Student Achievement Award. She holds a double major in Finance and Management and Organization with a minor in Computer Science. Recognized as the Wall Street Journal Top Finance Student at Idaho State University, she graduated Summa Cum Laude with a 4.0 GPA and is an honors graduate of Pacific Coast Banking School through the University of Washington. She is a two year recipient of the First Security Circle of Excellence Award, selected as 1991 Class Representative – NW

- Intermediate Commercial Lending School and authored an award winning paper on municipal lending. Linda is currently an Executive Board Member and Treasurer of The Jesse Tree of Idaho, a rental assistance program for low-income individuals at risk of becoming homeless.
- 5.10.10 Linda's background is extensive, handling accounts with similar needs as BSU including the State of Idaho, and several of its Agencies. She oversees the State's Commercial Card program, works with University Foundation accounts - ISU and BSU and is responsible for managing the credit, banking services and investment needs for large corporate clients with the same or more extensive treasury management needs as BSU.

5.10.11 Personal Business References:

Name	E-Mail Address	Phone	Business
Mary Pat Thompson	MThompson@mwivet.com	(208) 955-9204	MWI Veterinary Supply, Inc.
Wade Olsen or Matt Brimhall	wade_olsen@amis.com Matt_Brimhall@amis.com	(208) 760-7762 (208) 226-6848	AMI Semiconductor/ On Semiconductor
John Rueb	JR@southwesthide.com	(208) 866-5666	Southwest Hide Co.
Roger Allen	roger@avest-rec.com	(208) 853-3711	Avest Limited Partnership
David Slonaker	DSlonaker@bcidaho.com	(208) 331-7456	Blue Cross of Idaho
Roger Egan or Leo Herrman	eganroge@isu.edu herrleo@isu.edu	(208) 282-2512 (208) 282-4277	Idaho State University
Duane Stueckle	dstueckle@hughs.net	(208) 336-0315	Amigo Investments

**Relationship Associate - Credit**

- 5.10.1 Aaron Book
- 5.10.2 Relationship Associate responsible for general customer service and all credit aspects of the relationship including monitoring overdrafts/ACH exposures.
- 5.10.3 Relationship Associate II - Credit
- 5.10.4 877 West Main Street – 3<sup>rd</sup> Floor Boise, Idaho  
208-393-2063  
[aaron.g.book@wellsfargo.com](mailto:aaron.g.book@wellsfargo.com)
- 5.10.5-6 Aaron began his career with the Wells Fargo RCBO in October 2006 after working as a credit analyst for four years with Capital Matrix, Inc., an SBA 504 commercial real estate lender located in Boise. Aaron's background includes a six-year commitment at Gowen Field serving with the U.S. Marine Corps Reserves. He was promoted four times to the rank of Sergeant. Aaron was the Assistant Bookkeeper reporting

- directly to the CFO for States Realty/Royal Fork Restaurant Corporation. He interacted and collaborated with fellow co-workers to ensure that tasks were accomplished. As a Relationship Associate, his primary duties include credit analysis and structuring, loan quality and covenant monitoring, and customer service of the team's relationships.
- 5.10.7-9 Aaron holds a Bachelor of Business Administration in Finance, 2001 from Boise State University. Certifications include NADCO Basic Portfolio Management Certificate, August 2006 and a NADCO Advanced Credit Analysis Certificate, November 2003.
- 5.10.10 Aaron will be the initial contact for BSU regarding any overdrafts on BSU accounts, responsible for notifying the University and following with University personnel through resolution. He will also coordinate customer service questions as needed acting as an additional resource for problem resolutions. Aaron's work history, his focus on customer service, and his desire to promptly answer questions and resolve issues as they arise are distinguished attributes. He is disciplined, remains focused on the task at hand, and gives prompt escalation if needed to ensure Boise State University is satisfied with the products and services that Wells Fargo Bank provides.
- 5.10.11 Personal Business References:

Name	E-Mail Address	Phone	Business
Jim Stout	jstout@idahopower.com	(208) 846-7893	Idaho Power
Jim Chambers	royalfork@qwest.net	(208) 362-2342	States Realty/Royal Fork Restaurant Corp
Jerry Bartels	jerryb@ivi-air.com	(208) 465-3713	Industrial Ventilation, Inc.

### **Relationship Associate – Treasury Management**

- 5.10.1 Launa Rightmeier
- 5.10.2 Relationship Associate responsible for coordinating all Treasury Management services and depository aspects of the relationship, including more complex problem resolutions, acts as the liaison for daily operational questions with the University's dedicated Client Service Consultant, handles account maintenance, documentation and general customer service.
- 5.10.3 Relationship Associate I – Treasury Management
- 5.10.4 877 West Main Street – 3<sup>rd</sup> Floor Boise, Idaho  
208-393-2012  
[right@wellsfargo.com](mailto:right@wellsfargo.com)
- 5.10.5-9 Launa has been with Wells Fargo, and its successor First Security for over 17 years. While in the Proof Department, Launa was recognized for her speed, efficiency, and accuracy of work. In 1996 she transferred to

- the Retail Operations group and gained a solid knowledge of all aspects of Branch Operations. She was a key contributor as her resourcefulness, insight, intuition, and problem resolution skills allowed her to research complicated issues quickly. In 2001 she joined the Regional Commercial Banking Office in her current capacity, with a primary responsibility to assist customers in resolving service issues by coordinating activities with various groups, internal bank departments, and outside vendors.
- 5.10.10 As the University's primary Treasury Management local contact Launa is uniquely qualified to handle the University's inquiries. She previously worked daily with BSU in its past Banking Services relationship with Wells Fargo and has a very good working knowledge of its needs. She has exceptional people skills, solid follow-up, and institutional in-depth knowledge of all aspects of CEO and the daily functioning of other Well Fargo treasury solutions. Handling a number of very large and complex banking services clients, Launa's experience makes her a valued component of our team. Customers consistently praise her work and enjoy interacting with her on a daily basis.

5.10.11 **Personal Business References:**

Name	E-Mail Address	Phone	Business
George Doumani	geodome@mindspring.com	(208) 336-7400	WENCO Inc.
Dee Anna Fowble	dfowble@aimintl.com	(208) 463-2125	AIM International
Suzanne Comontofski	Suzannec@appetizer.com	(208) 465-5111 ext. 13	Great American Appetizer
Matt Brimhall	Matt_Brimhall@amis.com	(208) 226-6848	AMI Semiconductor/ On Semiconductor

**Customer Service Manager**

- 5.10.1 Michele Hadley
- 5.10.2 As Customer Service Manager, Michele's key responsibilities include overseeing the Treasury Management Relationship Associates to ensure the highest quality and consistency in the service our customers are provided. She is also responsible for the monitoring of the department's risk exposure and compliance as it pertains to all aspects of the relationship, including monitoring of fraud/wires/overdrafts/ACH exposures.
- 5.10.3 Assistant Vice President and Customer Service Manager
- 5.10.4 877 West Main Street – 3<sup>rd</sup> Floor Boise, Idaho  
208-393-2221

- [michele.d.hadley@wellsfargo.com](mailto:michele.d.hadley@wellsfargo.com)
- 5.10.5-9 Michele began her banking career 30 years ago with First Security, now Wells Fargo. She has worked in several positions throughout the operations area. In her current position since 2000, Michele is responsible for the overall operations of the Regional Commercial Banking Office, including compliance, risk management, and providing general customer service on items requiring supervisor escalation. She will also act as back-up for the Treasury Management Relationship Associates anytime as needed.
- 5.10.10 Michele will oversee the customer service provided to the University. As Supervisor of Launa and the three other Treasury Management Associates in the office, she will be available for any complex issues requiring further escalation which may arise on the University's accounts. She will also provide guidance to the Credit Relationship Associate on any overdraft monitoring for BSU. With her extensive background, the number of large client relationships her Relationship Associates manage on a daily basis she is an invaluable additional resource for problem resolutions for the University.
- 5.10.11 Personal Business References:

Name	E-Mail Address	Phone	Business
Lindy Hofstetter	<a href="mailto:lindy.hofstetter@simplot.com">lindy.hofstetter@simplot.com</a>	(208) 389-7518	Simplot
Matt Brimhall	<a href="mailto:Matt_Brimhall@amis.com">Matt_Brimhall@amis.com</a>	(208) 226-6848	AMI Semiconductor/ On Semiconductor
Teri Smith	<a href="mailto:tsmith@thecreek.com">tsmith@thecreek.com</a>	(208) 265-7558	Coldwater Creek

### Treasury Management Sales

- 5.10.1 Ed Hiddleson
- 5.10.2 Treasury Management Sales Officer responsible for sales of new Treasury Management product and services. Routinely consults with customers to identify more efficient ways to accomplish day-to-day cash management needs.
- 5.10.3 Vice President and Treasury Management Sales Officer
- 5.10.4 877 West Main Street – 3<sup>rd</sup> Floor Boise, Idaho  
208-393-2226  
[edward.k.hiddleson@wellsfargo.com](mailto:edward.k.hiddleson@wellsfargo.com)
- 5.10.5-9 Ed began his banking career in Boise in 1990 and has worked in several areas of the bank, primarily in commercial and small business lending.

He has worked as a Treasury Management specialist since 2001 with the primary responsibility of identifying bank products and services that provide efficiencies for bank customers/prospects in their day-to-day cash management needs.

5.10.10 Ed will be the initial contact for BSU regarding discussion and implementation of any Treasury Management products and services identified in the RFP.

5.10.11 Personal Business References:

Name	Phone
Pat Vaughn	(208) 327-3445
Dave Dickey	(208) 939-7078
Rich Beath	(208) 377-6028

## Dedicated Client Service Consultant

### Client Service Consultant

5.10.1 Maria Zamagni

5.10.2 Wells Fargo Bank's Service Philosophy is to deliver one-stop service to our clients. As your dedicated Client Service Consultant, Maria Zamagni is assigned to Boise State University along with her assigned Service Partner, Zuinde Alexander. Maria can be reached at 415-243-7186, Monday through Friday, 9AM to 6PM. Zuinde can be reached at 415-243-7566 from 8:30AM to 5:30PM. You may also choose to call (800) 289-3557 for any available Client Service Consultant. Client Service Consultants are available between the hours of 6:00AM and 6:00PM PST. The Client Service Consultants will take immediate ownership and manage the issues through to resolution. The Client Service Consultants will also follow-up with you and communicate status of research requests.

5.10.3 Client Service Consultant

5.10.4 155 5<sup>th</sup> Street San Francisco, CA

415-243-7186

[Maria.A.Zamagni@wellsfargo.com](mailto:Maria.A.Zamagni@wellsfargo.com)

5.10.5-9 Maria has had over 10 years of experience in the banking industry. She started her career at Wells Fargo with treasury management client services and has held multiple positions. She is college educated, bilingual and maintains a strong work ethic. Maria has financial experience with three major financial institutions which has contributed to her vast banking experience and has worked with high value customer

accounts for eight years. Her background also includes working with a portfolio of high revenue Wholesale Mortgage customers for 12 years. She is friendly and very professional.

- 5.10.10 Maria will typically work daily with the University staff on its everyday operational questions at the direction of the local Relationship Associate I, Launa Rightmeier and the local Customer Service Manager, Michele Hadley to conduct research requests on the University's behalf. She is a skilled problem solver; she will be responsible for communicating the outcomes of daily, moderate to complex banking issues either directly to the University or depending on the complexity of the issue to either Launa, Michele, or Linda.

- 5.11 (M)** Proposer must be registered with the Office of the Secretary of State for Idaho to do business in the state of Idaho.

Wells Fargo is registered with the Secretary of State to do business in the State of Idaho.

- 5.12 (M)** Proposer must not be restricted, prohibited, or precluded by legislation or court orders from participating in any public contract or contract procurement.

Wells Fargo has no restrictions that the responders are aware of.



## 6.0 TRAINING

The Proposer must provide the training listed below:

### 6.1 (ME) Mandatory Training

#### 6.1.1 On site training during go-live

When you begin working with a new bank, it's important that you and your staff receive training on the systems you will be using. This speeds up the adoption process and makes it easy to begin using the new system with minimal disruptions.

A member of our Treasury Management Implementation Services group will travel to your site to deliver training on the new system. This training is provided at no additional cost to you. In addition to the initial onsite training service, self-directed, online tutorials are available for all *Commercial Electronic Office (CEO)* system applications.

#### 6.1.2 Train 10 (ten) Boise State University personnel for implementation and to accommodate staffing new hires and turnover.

At Wells Fargo, we strive to respond to the unique requirements that are inherent in every project. So unlike other banks that have a one-size-fits-all implementation process and timeline, we configure each implementation plan for the unique needs of each client. This allows us to customize the implementation plan for the specific size, scope, and complexity that's required.

When you choose Wells Fargo for banking services, the first thing we do is to assign a senior Implementation Associate to the project. The designated Implementation Associate is skilled and experienced in the transition process. The Implementation Associate will work directly with you and your staff to plan the implementation schedule and coordinate the process between our two organizations. Based on this planning effort, we'll present you with a customized plan and timetable that satisfies all of your requirements. We'll also review the plan with you to make sure it meets your expectations.

This custom approach to the transition ensures that the implementation plan and schedule meet the exact needs of your organization. In addition, having a designated senior Implementation Associate ensures a smooth transition for BSU.

### **Wells Fargo's Training Program**

An important part of service implementation involves determining what educational materials and training are required. Some services and individuals, for example, may require onsite training whereas others may only require written instructions or a telephone conversation. By taking a customized approach to implementation and training, Wells Fargo ensures that BSU's staff receives the training they need and that they are prepared when their new banking system goes live.

Wells Fargo recognizes the importance of having BSU feel comfortable and confident using our services from the very first day. To help us achieve this goal, we utilize the services of an internal team of training professionals to develop on-line, cutting-edge learning solutions for our customers. Listed below are several of the training options available to BSU:

**Instructor-led Programs via the Internet:** These training sessions are sometimes called "Webinars." During these learning sessions, your staff will dial into a conference call while following an interactive Internet presentation at the same time. Attendees may ask questions of the instructor, find solutions to their unique issues, and interact with other users.

**On-line Tutorials:** These on-demand, pre-recorded training modules are available on Wells Fargo's *Commercial Electronic Office (CEO)* Internet portal. This type of training offers flexibility, so your staff can complete training whenever it is most convenient for them. On-line tutorials are especially useful for training new hires or individuals learning a new job. These audio/visual recordings are available 24 hours a day, seven days a week.

**Customer Service:** Although we provide many on-line training tools, our goal is to always provide superior customer service and add a personal touch to our training. Your dedicated Client Service Officer is always available to walk you through the *CEO* portal and answer questions regarding usage of your new banking services.

### **Other Educational Resources**

**Electronic Payments Conference:** Wells Fargo Bank hosts an annual Electronic Payments Conference exclusively for our customers. We offer this conference at no charge. Particular emphasis is placed on the



use of technology. Customers will be presented with a variety of electronic products and service enhancements that will help reduce costs and increase efficiencies in the manner in which business is conducted.

**Help and Training Link in the CEO portal:** Our Internet portal includes access to a self-help site that incorporates frequently asked questions and online training. From here, you can access our on-line, interactive tutorials and sign-up for instructor-led online training classes (“webinars”).

**Technical Support:** Your dedicated Client Services Officer (CSO) is the primary person responsible for technical service. Within Client Services, a dedicated Technical Support Group is available to assist with technical issues that your CSO may not be able to resolve.

**User Manuals:** These handy reference guides will be supplied to you during the implementation process.

### 6.1.3 Identify a project lead scheduled to be assigned to this project during implementation

At Wells Fargo, we approach implementations of this type as a partnership. Our approach to implementation incorporates a highly experienced team of bankers who will work closely with BSU through every step of your transition to Wells Fargo.

The Wells Fargo Implementation Team will be led by an Implementation Associate who will work with internal bank partners and your staff to define and document requirements and develop a comprehensive implementation plan. The Implementation Associate will manage the project through final delivery and product training and usage, providing BSU with a single point of contact and a positive implementation experience.

Regular implementation meetings (usually weekly) are scheduled once the contract is awarded. At every meeting during your implementation, your Wells Fargo Implementation Team, Treasury Management Specialists, Relationship Managers and Relationship Associate will be present. Your assigned Client Service Officer will also join the meetings at the appropriate time, to become familiar with your accounts. There may be additional team members that attend when a product specialist is needed. A detailed timeline and updated account structure are a major focus of each meeting, to ensure that all tasks are being monitored and are on track to meet your target start date. Meeting minutes from the prior meeting,

agenda, timeline and account structure are provided via e-mail prior to every implementation meeting.

Wells Fargo has streamlined the implementation process by adding a pre-implementation phase, which has reduced our standard implementation timeframe. During this pre-implementation phase, you will work with the Implementation Associate, who will help our collective team identify the exact services to be implemented. The discussions will also cover file formats, delivery methods and answer any technical questions you may have about the services you have selected. Once approved, your Treasury Management Sales Representative will submit all necessary implementation paperwork to begin the implementation process.

After this pre-implementation phase, the implementation process includes the following milestones:

**Wells Fargo Kick Off Meeting:** Assigned resources develop a project plan based on detailed discussions of the team. Presumptions, issues and questions are documented for further discussion.

**BSU Kick Off Meeting:** Formal project kick off meeting is scheduled to resolve outstanding presumptions, issues and questions. Attendees include resources from our systems, other internal bank resources and our counterparts from BSU. Milestones, tasks and dates of the project are also discussed. A weekly Project Team meeting will be scheduled for the duration of the project.

**Application Development:** BSU builds transmission files, creates test checks, etc. Wells Fargo implementation builds BSU's services on each of our product platforms.

**Transmission Testing:** Testing is completed with BSU's participation and approval on input and output file formats. BSU sign-off is required to move transmission services into the production environment.

**BSU Staff Training:** Wells Fargo conducts initial product training sessions to ensure BSU staff members fully understand how to use their new banking services. Training will be conducted on-site at your location and sometimes via telephone, as deemed appropriate by the complexity of the service.

**Go Live:** We will work with BSU to monitor your first transmissions, deposit postings, etc to ensure service quality and ensure that services are meeting your needs. This initial monitoring phase also ensures that problems are quickly identified and corrective action begins.

**Transition from Implementation to Client Services for Ongoing Support:** We ensure that your Client Service Officer understands your account structure and services. If necessary, further training will be provided regarding BSU's processing requirements. Contact information is re-verified and distributed throughout Wells Fargo and BSU.

The plan described above is documented and turned into a customized, product by product, implementation schedule and timetable that is agreed upon by our two organizations. Wells Fargo's customized approach to

implementation and our team's broad implementation experience guarantees that BSU's transition to Wells Fargo will be a success.

**6.1.4 Provide 10 (ten) copies of manual on CD ROM with an option of obtaining additional copies in the future if necessary.**

Wells Fargo will provide BSU with 10 CD ROMs of all applicable product reference guides.

**The Proposer must provide a detailed description of how it will provide the requirements of 6.1.1 and 6.1.2, and must identify its project lead.**

At Wells Fargo, we approach implementations of this type as a partnership. Our approach to implementation incorporates a highly experienced team of bankers who will work closely with BSU through every step of your transition to Wells Fargo.

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Regular implementation meetings (usually weekly) are scheduled once the contract is awarded. At every meeting during your implementation, your Wells Fargo Implementation Team, Treasury Management Specialists, Relationship Managers and Relationship Associate will be present. Your assigned Client Service Officer will also join the meetings at the appropriate time, to become familiar with your accounts. There may be additional team members that attend when a product specialist is needed. A detailed timeline and updated account structure are a major focus of each meeting, to ensure that all tasks are being monitored and are on track to meet your target start date. Meeting minutes from the prior meeting, agenda, timeline and account structure are provided via e-mail prior to every implementation meeting.

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**Sample Implementation Timeline**

BSU Tasks	
Wells Fargo Tasks	
Joint Tasks	



*Developing Relationships. Providing Solutions.*

Action Item	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>ACH Direct Transmission</b>								
Approve ACH File Limits								
Gather Information: Confirm product and transmission method Explain Testing Process Confirm test technician								
Provide Welcome Package with ACH File Layout Specification								
ACH Initial Setup								
Issue ID's through email (takes up to 4 business days)								
Create ACH test file								
Review format of test file								
Transmission Testing								
Put ID's into production								
Finalize ACH Setup								
<i>ACH Direct Transmission implementation time can be shorter (or longer) depending on transmission testing.</i>								
<b>ARP/Positive Pay/ Payee Validation</b>								
Gather Information: Confirm product, transmission method and optional reports Explain Testing Process Confirm test technician								
Provide Welcome Package with ARP File Layout Specification								
Create ARP Test File								
Review format of test file								
Transmission Testing								
Put ID's into production								
Finalize ARP setup								
<i>ARP/Positive Pay/Payee Validation implementation time can be shorter (or longer) depending on transmission testing.</i>								
<b>Cash Vault</b>								
Gather Information: Verify Services and Effective Date								
Setup courier service								
Submit request to cash vault								
Order supplies/Training								
<i>Setup relies greatly on the number of cash vault locations being implemented.</i>								
<b>Controlled Disbursement</b>								



Gather Information: Make sure client understands they must pass check testing before ordering check stock Verify End Point								
Assign Account Numbers								
Provide Welcome Package with MICR Specifications and ARP documentation as applicable. See ARP Process for detailed information.								
Provide Test Checks								
Check Testing (MICR and Image)								
(See ARP Process. If transmission testing, must wait until finished to finalize Controlled Disbursement Setup.								
Finalize Setup								
<i>Controlled Disbursement implementation time can be shorter (or longer) depending on check testing.</i>								
<b>Commercial Electronic Office®</b>								
Gather Information: Verify services Go over Forms								
Review and Sign Forms (for services such as Internet ACH, Wire Transfer and Self Administration)								
Set up products requested								
Training								
<i>Commercial Electronic Office® implementations vary depending on the products being implemented.</i>								
<b>Desktop Deposit®</b>								
Establish Bank Defined Limits								
Gather Information: Frequency of Deposits Company Defined Limits Company Users								
Sign Setup Form								
Order Scanner(s)								
Training								
Finalize Setup								
<b>Payment Manager Plus<sup>SM</sup></b>								
Gather Information								
Provide Sample file and layout specification								
Resource team assigned								
Transmission Testing								
Finalize Setup								





*Payment Manager Plus<sup>SM</sup> implementation time can be shorter (or longer) depending on transmission testing and programming complexity.*

<b>WellsImage<sup>®</sup> (CD-Rom of Paid Checks)</b>								
Gather Information								
Provide MICR Check Specifications								
Provide Test Checks								
Check Testing (MICR and Image)								
Finalize WellsImage Setup								

*WellsImage<sup>®</sup> implementation time can be shorter (or longer) depending on check testing. It is also statement-cycle dependent (must add at beginning of statement cycle) if adding to an existing account*

<b>Retail Lockbox</b>								
Gather Information: Verify services Provide Coupon/Envelope Testing Guidelines/Transmission Specifications								
Provide File Layout (for Transmission)								
Request ID's (can take up to 4 business days)								
Coupon/Envelope Testing								
Transmission Testing								
Provide Lockbox Number and Live Date								
Finalize Setup								
Training								

*Retail Lockbox implementation time can be shorter (or longer) depending on transmission testing.*

<b>Wholesale Lockbox w/Imaging</b>								
Gather Information: Verify services Provide Invoice/Envelope Testing Guidelines								
Provide Test Invoices/Envelopes								
Invoice Testing								
Provide Lockbox Number and Live Date								
Training								

*Wholesale Lockbox w/Imaging implementation time can be shorter (or longer) depending on invoice testing.*



## 6.2 (E) Optional Training

### 6.2.1 Annual PCI compliance training for Boise State University personnel.

Please describe how you will provide the above requirement.

Wells Fargo Merchant Services provides our merchants various training opportunities On PCIDSS. These Opportunities range from, but are not limited to:

- 1) Two day PCIDSS seminars that reviews current security trends in the payment industry and educates merchants on the PCIDSS compliance validations requirements, use of compensating, and the importance of scoping their review properly.
- 2) Customized presentations on PCIDSS compliance requirements and trends
- 3) Conference calls with bank subject matter experts upon request
- 4) Merchant PCIDSS Webinars
- 5) Periodic Compliance news letters that contain information on PCIDSS
- 6) Annual Notification letter that inform merchant of their PCIDSS compliance level

## 7.0 EVALUATION

### 7.1 THE PROCESS

Upon opening the Division of Purchasing (Purchasing) will inspect the proposal for the following (not necessarily limited to the following):

- 7.1.1 That the proposal was timely per the published closing date and time;
- 7.1.2 That the proposal includes an original signed State of Idaho Signature page (attached in Sicomm);
- 7.1.3 That the proposal has not been qualified by the Proposer, meaning that the Proposer has not conditioned their proposal based upon the State accepting terms or conditions established by the Proposer;
- 7.1.4 That the cost proposal is present and sealed separately from the technical proposal;
- 7.1.5 That the proposal contains all required information;
- 7.1.6 Other unforeseen conditions that might deem the proposal non-responsive upon opening.

Purchasing will forward all responsive technical proposals to BSU for evaluation. BSU will establish an evaluation team. This team will evaluate and score the technical proposals

based on the evaluation criteria. Cost proposals will be evaluated and scored after the technical evaluation has been completed.

## 7.2 EVALUATION CRITERIA AND SCORING

The following table identifies the points assigned to each RFP section:

<u>Evaluated Sections</u>	<u>Maximum Possible Points</u>
Section 3.1 Service Requirements	175
Section 3.2 Web Solutions	200
Section 4.0 Optional Services	50
Section 5.0 Proposer Information	225
Section 6.0 Training	50
Cost	300
<b>TOTAL POSSIBLE POINTS</b>	<b>1,000</b>

## 7.3 COST PROPOSAL

Cost proposals (and all copies) must be in a separate sealed envelope from the remainder of the proposal, and no price information may appear in any other proposal section or subsection. Failure to comply with this instruction is grounds for rejection of the entire proposal.

Costs must be entered on the attached Appendices A and B and submitted as your cost proposal.

Cost points will be normalized using the following. The lowest cost proposal (grand total) will receive 300 points. The next lowest cost proposal will be divided into the lowest cost proposal and the resulting percentage will be multiplied by 300 to determine the points awarded. (Example: [Vendor 1: Cost proposal of \$100,000.00] [Vendor 2: Cost proposal of \$110,750.00] [Vendor 1 receives 300 points] [Vendor 2:  $(\$100,000.00 / \$110,750.00 = .9029) \times 300 \text{ points} = 270.87 \text{ points}$ ]) Cost points for all subsequent cost proposals will be normalized via this method.

## 8.0 AWARD

Any intent to award will be made to the responsive, responsible Proposer whose proposal receives the highest overall score. The University reserves the right to implement part or all of the proposed products and to phase implementation as best meets the needs of the University.

The University reserves the right to cancel this RFP at any time prior to a contract being established, if it is determined to be in the best interest of the University.



**Appendix A – Fixed Cost Proposal Sheet.** Proposers should add or delete lines as necessary to provide a comprehensive outline of costs to provide banking services for evaluation by the University. For any lines added, the proposer must enter a quantity and unit as well as a cost.

<u>Item Description</u>	<u>Cost Calculation</u>	<u>Quantity</u>	<u>Unit</u>	<u>Cost</u>
Checking Accounts				
Monthly maintenance fees		1	EA	
Per transaction fees		1	EA	
Sweep		1	EA	
			Total	
Depository Services				
Account maintenance		1	EA	
Credits		1	EA	
Debits		1	EA	
Reject checks paid		1	EA	
Deposited item		1	EA	
Deposited items returned		1	EA	
Redeposit return item		1	EA	
Account inquiry		1	EA	
Copy of check / deposit ticket		1	EA	
			Total	
NSF Checks				
Change Fund Services				
		1	EA	
Standard cyclical		1	EA	
Ad hoc		1	EA	
			Total	
Positive Pay / Reverse Positive Pay				
Reverse positive pay		1	EA	

Reverse POS pay per item	1	EA
Deposit recap maintenance	1	EA
Positive pay	1	EA
		Total

## Wires

Monthly maintenance fees	1	EA
Incoming wires	1	EA
Outgoing wires	1	EA
		Total

## ACH

Monthly maintenance fees	1	EA
Incoming ACH	1	EA
Outgoing ACH	1	EA
		Total

Merchant Services	1	EA
PCI/DSS Services	1	EA
Customer Services	1	EA
Audit Services	1	EA
Reporting	1	EA
		Total

Monthly maintenance fees	1	EA
Per transaction fees	1	EA
		Total





Image Services

Monthly maintenance fees	1	EA
Per transaction fees	1	EA
CD ROM fees	1	EA
Stop Payments	1	EA
Analysis Fees	1	EA
		Total

Income Please describe the items eligible for interest earnings how those earnings are calculated





**Appendix B – Fixed Cost Proposal Sheet “Optional Item”.**

Items 001 and 002 will not be included in the evaluation process, however budget permitting, The University may elect to exercise said options within sixty (60) days after the contract award date.

Section	Item Number	Item Description	Qty	Unit	Cost
4.0	001	Cost of Optional Banking	1	Year	
6.2	002	Cost of Optional Training	1	Year	





### Appendix C – Consolidated Balance Sheet

	December 31, 2005	December 31, 2006
<b>Assets</b>		
<b>Current Assets</b>		
Cash		
Receivable Net		
Inventories		
Prepaid Expenses		
<b>Total Current Assets</b>		
Fixed Assets Net		
<b>Total Assets</b>		
<b>Liabilities and Shareholders' (Owners') Equity</b>		
<b>Current Liabilities</b>		
Accounts Payable		
Income Tax Payable		
Interest Payable		
Current Portion of Long Term Debt		
<b>Total Current Liabilities</b>		
<b>Long Term Debt</b>		
Bonds Payable		
<b>Shareholders' (Owners') Equity</b>		
Common Stock (\$1.00 per value)		
Retained Earnings		
<b>Total Shareholder's (Owner's) Equity</b>		

Total Liabilities and Shareholders' (Owner's) Equity		
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## Appendix D – Client Questionnaire

Boise State University  
Banking Services RFP  
Reference Checks

Your organization has been identified by (banking services provider) as a reference for banking services. Please provide feedback relating to your organizations experience working with this banking services provider to assist Boise State University with evaluating a potential partnership with this banking services provider. Please be complete and accurate with your responses including both positive and negative feedback on a particular area. Please answer all questions. If your organization does not utilize a particular service with the banking institution, please indicate “N/A”.

Responses should be sent back directly to Brian Lee at the University (see subsection 5.13) prior to the closing date of the RFP. Responses sent otherwise will be disqualified from evaluation.

Please contact Jason Urquhart with questions. See subsection 2.2 of the RFP for contact information.

1. **Checking accounts** - Do you feel the checking account variety is sufficient to satisfy the banking services needs at your organization?

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

2. **Internal controls** – Has your organization encountered issues with this banking services provider as a direct result of lacking internal controls? For example, cash being withdrawn by unauthorized persons, withdrawals being debited incorrectly, insufficient security features, etc.

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

3. **Deposits** - Is the banking services vendor able to satisfy deposit requirements to your satisfaction, including working with a third party vendor for armored car services, acceptable processing timeframes of ad hoc deposits, etc?

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

4. **Positive pay** – Is the procedure utilized by the banking institution for positive pay transactions easy to use and cost effective? Has your organization encounter any issues related to this process?

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

5. **Wire transactions** - Is the wire transaction procedure reasonable to use, including modifiable templates, ability to predate transactions, have sufficient security features to allow for an approval process and restrict the same person from entering and approving a single wire? Do incoming wires provide sufficient detail to identify the transaction? If

not, is the banking institution able to provide more information at little or no cost to your organization?

- Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_
6. **ACH transactions** - Is the ACH transaction procedure reasonable to use, including sensible turnaround timeframes once files are submitted and suitable notification of bounced transactions via an effective communication method?
- Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_
7. **Merchant services** - Do you feel your organization receives effective communication from merchant service representatives regarding changes in the costing structure, ensuring your organization is setup in the most cost effective manner?
- Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_
8. **PCI compliance** – Do you feel the banking institution has effectively partnered with your organization and provides adequate consultation regarding PCI compliance issues?
- Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_
9. **Customer service** – Has this banking institution provided high-quality customer service to your organization including availability of resources when needed, responsiveness to needs, and problem resolution in a reasonable timeframe?
- Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_
10. **Audit services** – Are banking services personnel available to provide information to auditors when asked?
- Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_
11. **Web based reporting tools** – Are web based tools sufficient to provided the needed information for banking services including detail, summary transactions, ad hoc reporting, timely posting of transactions, and availability of data on a daily basis?
- Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_
12. **Record of paid checks** – Is your organization able to obtain a record of paid checks in an easy-to-use and timely fashion?
- Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_
13. **Stop payments** – Is the procedure utilized for stop payment requests easy-to-use and effective including timeliness of honoring the request?



Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

14. **Training** - Did you receive sufficient training for conversion as well as ongoing?

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

15. **Conversion** – Was the conversion to this banking services provider smooth?

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

16. Would you partner with this banking services provider again?

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Is there something we should have asked or should know about this banking services provider that you feel Boise State University should consider in evaluating this banking services provider?



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**UNIVERSITY OF IDAHO**

**SUBJECT**

Capital Project Authorization Increase Request, Design and Construct Residential Facility, UI Nancy M. Cummings Research, Education & Extension Center, Salmon, Idaho

**REFERENCE**

October 2006                      Initial Capital Project Authorization for Planning, Design and Construction Implementation - Regular Board Meeting

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedure, Section, V.K.1 & V.K.2

**BACKGROUND / DISCUSSION**

This is a request for additional Regent's Authorization to design and construct a Residential Facility to be located at the UI Nancy M. Cummings Research, Education & Extension Center, Salmon, Idaho.

In October 2006, the University of Idaho, College of Agricultural and Life Sciences, requested authorization to plan, design and construct a residential (dormitory) facility at the Nancy M. Cummings Research, Education & Extension Center located on approximately 1,025 acres of real property in Salmon, Idaho. This property was gifted to the University of Idaho with the agreement that the College of Agricultural and Life Sciences would promote research, economic development and educational opportunities for the residents of Lemhi and surrounding counties, and secondarily to the state of Idaho, the nation and the world.

The Initial Regents' Authorization level was set at \$1,500,000 for the project during the October, 2006 Regular Board meeting.

The design phase for the project was completed in June, 2008 and the University publicly opened bids in July of 2008. Based upon the bids received, the total project cost for the effort is now \$2,213,410. Evaluation of the bids revealed that the majority of this cost increase can be ascribed to construction escalation related to increasing fuel and transportation costs and the remote location in Salmon, Idaho. The College of Agricultural and Life Sciences has identified requisite funding to allow the award to proceed.

This request for additional authorization is based upon the bids received and will allow the University to award the project to the apparent low bidder.

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The project includes planning, pre-design, design, bid, award and construction phase activities necessary to construct a new building of approximately 7,430 GSF, complete. The facility as designed features 16 dormitory rooms for faculty, staff, students, administrative personnel and constituent groups, a family sleeping room, a large assembly space for conferences and community outreach events, restrooms, kitchen, laundry and ancillary spaces. The project includes all systems and appurtenances necessary for a complete and functional installation.

The project is fully consistent with the university's strategic plan and its goals related to research, extension and outreach.

**IMPACT**

Immediate fiscal impact of this effort is \$2,213,410. The project fund source is identified capital funds within the College of Agricultural and Life Sciences

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	Construction	\$1,832,100
Federal:	0	A/E Fees	188,450
Other (State & UI)	<u>2,213,410</u>	Contingency & Other	<u>192,860</u>
Total	\$2,213,410	Total	\$2,213,410

**ATTACHMENTS**

Attachment 1– Capital Project Tracking Sheet

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The College of Agricultural and Life Sciences has informed staff that in order to make up the increases in construction costs, they will have to align resources, downsize or eliminate capital projects and/or shift timelines on the projects that they will fund in the future.

Staff recommends approval.

**BOARD ACTION**

A motion to approve the request by the University of Idaho to increase the Capital Project Authorization for the Residential Facility, UI Nancy M. Cummings Research, Education & Extension Center, Salmon, Idaho from \$1,500,000 to \$2,213,410 to allow for the full implementation of the construction phase.

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

**Office of the Idaho State Board of Education  
Capital Project Tracking Sheet  
As of 23 Jul, 2008**

**History Narrative**

- 1 **Institution/Agency:** University of Idaho      **Project:** Residential Facility to be located at the UI Nancy M. Cummings Research, Education & Extension Center, Salmon, Idaho.
- 2 **Project Description:** Project includes planning, pre-design, design, bid, award and construction phase activities necessary construct a new building, complete, to house up to 16 dormitory rooms for faculty, staff, students, administrative personnel and constituent groups, a family sleeping room, a large assembly space for conferences and community outreach events, restrooms, kitchen, laundry and ancillary spaces. The project includes all systems and appurtenances necessary for a complete and functional installation.
- 3 **Project Use:** The project will house faculty, staff, students, administrative personnel and constituent groups while performing research and attending conferences and community outreach events. The project supports research, economic development and educational opportunities for the residents of Lemhi and surrounding counties, and to the state of Idaho.
- 4 **Project Size:** 7,430 GSF

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	Total Uses
9 <b>Initial Cost of Project</b>			\$ 1,500,000	\$ 1,500,000	\$ 150,000	\$ 1,227,000	\$ 123,000	\$ 1,500,000
10 <b>History of Revisions:</b>								
11 Additional Authorization Request, Jul 08			\$ 713,410	\$ 713,410	\$ 38,450	\$ 605,100	\$ 69,860	\$ 713,410
12								
13								
14 <b>Total Project Costs</b>	\$ -	\$ -	\$ 2,213,410	\$ 2,213,410	\$ 188,450	\$ 1,832,100	\$ 192,860	\$ 2,213,410

History of Funding:	PBF	ISBA	* Other Sources of Funds				Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other	Total		
18 Original Authorization, Oct 06			\$ 1,500,000			\$ 1,500,000	\$ 1,500,000	
19 Additional Authorization Request, Jul 08			\$ 713,410			\$ 713,410	\$ 713,410	
20						-	-	
21						-	-	
22						-	-	
23 <b>Total</b>	\$ -	\$ -	\$ 2,213,410	\$ -	\$ -	\$ 2,213,410	\$ 2,213,410	

26 \*\* Project Contingency



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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Capital Project Design Authorization Request, Interdisciplinary Studio Complex

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

**BACKGROUND / DISCUSSION**

The College of Art & Architecture offers the only comprehensive, interdisciplinary design and art program in Idaho. Accredited degrees are offered in architecture, landscape architecture, art, and virtual technology and design. In addition, the interior design program is currently preparing for accreditation review. Since being re-established in 2006, the College has experienced approximately 20% growth per year. An additional year has been added to the Master of Architecture degree to make it conform with comparable programs nationally. Additional studio space is needed to accommodate this growth as well as the emerging interdisciplinary goals of the College.

The University of Idaho is seeking approval to proceed with the planning and design phase of the interdisciplinary studio complex, which will be funded with private donations. The University will proceed with planning and design upon commitment of donations to cover the full estimated planning and design cost of \$400,000. Currently the University has a donation commitment of \$270,000.

The Interdisciplinary Studio Complex is conceived as a flexible, indoor/outdoor learning complex emphasizing the three-dimensional, constructible components of the curricula. Emphasis is placed on the ability to combine theoretical learning with practical construction. In addition, the complex will allow for non-traditional course structure in which content is delivered to multiple disciplines while retaining the core of each discipline. Thus, space will be flexible enough to bring classes together for short, two to eight week joint sessions which, in turn, will recombine into other classroom structures.

Space for studio and lecture classrooms will be augmented by space for construction of small and large projects, storage of tools and equipment, storage of accreditation materials, faculty offices, and research studios. The complex is conceived as a series of spaces that minimize barriers between enclosed and non-enclosed space. In other words, a series of enclosed spaces will be incorporated into a working garden.

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The complex will emphasize regenerative design through use of low technology and high performance design, achieving at least LEED® Silver standard. Emphasis will be placed on low carbon footprint, day-lighting, reliance on renewable energy, green roofs, recycling of water and other resources, reduction of storm water runoff, and other regenerative principles of design. It is anticipated that the regenerative performance will be researched over time by faculty and students. The ability to monitor performance will be designed into the complex.

The overall project design and construction cost currently is estimated to be in the range of \$3,500,000. This estimate will be more clearly established in the course of project design. As with the planning and design, the construction phase of the project is expected to be funded strictly through private donations. The University intends to seek the necessary authorization to construct the project at a later date, once project costs are more firmly identified and private funding is in place.

<b>Milestone</b>	<b>Date</b>
Regents Authorization for Design for Interdisciplinary Studio Complex	Aug 2008
Initiate design process, pending full funding commitment	Sep 2008
Complete design	Apr 2009
Regents Authorization for Construction	TBD

The projected timeline for the overall project will be developed following the design process and the identification of project funding. An updated set of milestones will be reviewed with the Board when seeking authorization of the construction phase of the project.

The project is fully consistent with the University's Strategic Plan, Long Range Campus Development Plan (LRCDP), and the Campus Infrastructure Master Plan.

**IMPACT**

The University has identified an architectural design firm, SH Architecture of Las Vegas, Nevada, headed by a University of Idaho alumnus, wishing to donate all architectural services for this stage of the project, at an approximate value of \$270,000. Donated services include basic architectural design services, project management and coordination with all sub-consultants, initial printing costs, a project manual in CSI format, and development of marketing material (renderings and brochure layout). The total cost of the planning and design stage is estimated to be \$400,000. The University anticipates funding the remaining portion of this phase of the project with private donations. Planning and design for the project will only be initiated once full funding is in place.

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For the Architecture firm as well as any other donated services, the University intends to require the firm to provide a qualifications statement and to conduct an interview to confirm that the proposed donated services meet the same selection criteria that would be used with a public Request for Qualifications (RFQ) process. The University will enter into a service contract with the architectural firm (and with any other provider of donated services), under the same base contract that it uses for all capital project services of a similar nature.

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	Construction	\$ 0
Federal (Grant):	\$ 0	A/E & Consultant Fees	\$ 400,000
Other (Private)	\$ 270,000*		
Other (Private TBD):	\$ 130,000		
Total	\$ 400,000	Total	\$ 400,000

\* estimated value of donated services

**ATTACHMENTS**

Attachment 1 – Capital Project Tracking Sheet

Page 4

**STAFF COMMENTS AND RECOMMENDATIONS**

All funding for this project from preliminary design through construction is from private donations.

Staff recommends approval.

**BOARD ACTION**

A motion authorizing the University of Idaho to proceed with project planning and design for an interdisciplinary studio complex, at a cost not to exceed \$400,000, to be funded with private in-kind donations and gift funds.

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

**Office of the Idaho State Board of Education  
Capital Project Tracking Sheet  
As of 10 July 2008**

**History Narrative**

- 1 **Institution/Agency:** University of Idaho                      **Project:** Interdisciplinary Studio Complex
- 2 **Project Description:** The Interdisciplinary Studio Complex is conceived as a flexible, indoor/outdoor learning complex emphasizing the three-dimensional, constructable components of the curricula. Space for studio and lecture classrooms will be augmented by space for construction of small and large projects, storage of tools and equipment, storage of accreditation materials, faculty offices, and research studios.
- 3 **Project Use:** The complex will allow for non-traditional course structure in which content is delivered to multiple disciplines while retaining the core of each discipline. Thus, space will be flexible enough to bring classes together for short, two to eight week joint sessions which, in turn, recombine into other classroom structures.
- 4 **Project Size:** TBD

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other**	Total Sources	Planning	Use of Funds Const	Other	Total Uses
Initial design phase authorization - Aug 2008*	\$ -	\$ -	\$ 400,000	\$ 400,000	\$ 400,000	\$ -	\$ -	\$ 400,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Project Costs</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 400,000</b>	<b>\$ 400,000</b>	<b>\$ 400,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 400,000</b>

History of Funding:	PBF	ISBA	Other Sources of Funds				Total Other	Total Funding
			Institutional Funds** (Gifts/Grants)	Student Revenue	Other			
Initial Authorization Request - design phase - Aug 08*	\$ -		\$ 400,000		\$ -	\$ 400,000	\$ 400,000	
	\$ -		\$ -			\$ -	\$ -	
	\$ -		\$ -			\$ -	\$ -	
						-	-	
						-	-	
<b>Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 400,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 400,000</b>	<b>\$ 400,000</b>	

25 \* UI will seek construction authorization from the Regents prior to initiating construction.

26 \*\* Gift is in the form of design services to be donated for the project

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**UNIVERSITY OF IDAHO**

**SUBJECT**

Approval for Collection Action – No. 1

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.7.  
Idaho Code Section 67-2345(d), (e) and (f).

**DISCUSSION**

Pursuant to Idaho Code Section 67-2345(f), this item will be discussed in executive session.

**IMPACT**

After considering probable litigation in executive session and materials submitted to the Board by counsel, if the Board wishes, it can grant authority to the University to commence litigation. The complaint, upon filing by the University, will become a public document.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comment.

**BOARD ACTION**

A motion to approve filing of the complaint discussed in executive session and authorize the General Counsel of the University of Idaho to sign the complaint and all other documents necessary for filing the complaint.

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

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**AUGUST 21-22, 2008**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Approval for Collection Action - No. 2.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.7.  
Idaho Code Section 67-2345(d), (e) and (f).

**DISCUSSION**

Pursuant to Idaho Code Section 67-2345(f), this item will be discussed in executive session.

**IMPACT**

After considering probable litigation in executive session and materials submitted to the Board by counsel, if the Board wishes, it can grant authority to the University to commence litigation. The complaint, upon filing by the University will become a public document.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comment.

**BOARD ACTION**

A motion to approve filing of the complaint discussed in executive session and authorize the General Counsel of the University of Idaho to sign the complaint and all other documents necessary for filing the complaint.

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



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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Approval for Collection Action – No. 3.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.7.  
Idaho Code Section 67-2345(d), (e) and (f).

**DISCUSSION**

Pursuant to Idaho Code Section 67-2345(f), this item will be discussed in executive session.

**IMPACT**

After considering probable litigation in executive session and materials submitted to the Board by counsel, if the Board wishes, it can grant authority to the University to commence litigation. The complaint, upon filing by the University will become a public document.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comment.

**BOARD ACTION**

A motion to approve filing of the complaint discussed in executive session and authorize the General Counsel of the University of Idaho to sign the complaint and all other documents necessary for filing the complaint.

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

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Purchase of privately-owned residence facility (Clearwater Hall) and considering a \$3.6M counter-offer

**REFERENCE**

October 2004	LCSC informed Board of shortage of residence hall space for Lewiston campus.
December 2004	Board asked for needs analysis and competitive RFP.
January 2005	Board asked LCSC to explore possibility of private enterprise building new residence halls, and/or advantages of self-financing without a lease.
March 2005	Board approved sale of tax-exempt bonds to fund the construction of a residence hall; however, at Board request, LCSC promised to postpone action until private firms had time to develop proposals.
October 2005	After LCSC was contacted by two firms (each proposing to fund and build a residence hall), the Board approved the sale of lots to provide land for private development of (College Place) residence hall.
June 2006	Board approved management agreement for the first of two privately-developed residence halls (College Place) located adjacent to Campus on 4 <sup>th</sup> St.
November 2006	Board approved management agreement for the second of two-privately developed residence halls (Clearwater Hall) located in downtown Lewiston.
April 2008	Board authorized LCSC to make offer to purchase residential portion of Clearwater Hall.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections V.I.1. through V.I.2. ("Acquisition of Real Property")

**BACKGROUND / DISCUSSION**

College Town Development Idaho (CTDI), the builders and current owners of the new residence facility (Clearwater Hall) which opened for operations in August 2006) on Main Street in downtown Lewiston, have asked LCSC to purchase the residential portion of the property. The investors in this private development project have incurred operating losses as a result of not having been able to lease the commercial space on the street level of the facility and lower-than-expected revenues for the residential portion of the facility.

CTDI's investment in Clearwater-Hall was made under the assumptions that the downstairs commercial space (approximately 25% of the square footage of the

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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building) would be leased out almost continuously, generating revenues of over \$120,000 per year, and that the 117 bed spaces in the residence hall portion of the building would be fully occupied 12 months each year. In the two years since the building opened, no tenants were placed in the commercial space, and occupancy rate upstairs averaged less than 80% over the Fall and Spring semesters. These lower-than-expected occupancy rates were due, in part, to: 1) problems with missing or non-functioning equipment/services when the facility opened; and 2) the simultaneous addition of two new residence halls (College Place and Clearwater Hall) creating temporary overcapacity (addition of approximately 200 beds). [This temporary housing glut was in sharp contrast to shortages experienced during the 3-year period prior to the opening of the two new privately-developed halls—a period in which dozens of spillover students were housed each year under contract at the local Red Lion hotel.]

LCSC's current management agreement with the owners limits the College's exposure to financial risk for facility operations. LCSC foregoes a small management fee when occupancy rates drop below 85%, while the owners bear the financial risk in the event commercial space and residential space revenues are lower than anticipated. Short-term cash flow problems and difficulties securing long-term financing are pressing the investors to divest.

LCSC analyzed the potential costs and benefits of purchasing the facility and was advised by the owners in January 2008, that they would be agreeable to LCSC discussing a possible offer of between \$3.8M and \$3.9M with the State Board for consideration—this represented a significant reduction from the owners' original position that the College should pay \$5.2M for the facility.

On April 17, 2008, the State Board, authorized LCSC to make an offer of \$3.8M—or the appraised value of the property (appraisal was still underway at the time of the April Board meeting)—whichever was lower.

LCSC's appraisal for the property (see Attachment 1), received in mid-July 2008, estimates that the "as is" commercial value of the property is \$2.8M (a weighted average of a \$2.48M "income approach" value, a \$2.925M "sales comparison approach" value, and a \$3.745M "cost approach" value).

LCSC, following Board guidance, subsequently offered CTDI \$2.8M for the residential portion of the facility. CTDI countered with arguments that the College's appraisal of the property reflected the value another outside business would be willing to pay for the facility to take CTDI's place and work with LCSC under the current arrangements and past demand rates (rather than the expected value to LCSC if it were to become the owner/operator)—and that a \$3.8M price was a bargain in light of the costs the State would incur to build a new facility. CTDI has invested over \$6.2M in the property. The Nez-Perce County Assessor (in April 2008) placed a \$3.8M value on the residential portion of the property. CTDI's bank (Key Bank) appraised the property at a value of

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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\$3.8M for the residential portion of the property to a commercial buyer (or \$4.8M for a tax-exempt State agency operation). Regional and national trends indicate that construction of a new facility of this capacity would cost approximately \$6M.

The College has worked closely with financial advisors to analyze possible financing options for the purchase, if it were to be acceptable to the Board. The College's offer assumes an amortization period of 27 years, based on financing via a 15-year, 4.9% secured note, with a balloon payment after 15 years. Potential revenues are projected at an 80% average annual occupancy rate during the regular academic year over the life of the investment, with only token revenue projected for summer months. LCSC's offer price would include purchase of all furniture (new condition) already in place in the facility.

LCSC's proposed \$3.6M counter-offer would represent fair value for the facility and its fixtures and furniture, providing funding to make minor repairs or upgrades to the facility, as needed.

**IMPACT**

During the period of the owners' financial difficulties, and despite high turnover of personnel at CTDI, the College has been able to sustain normal operations at Clearwater Hall. As of the time of writing, Clearwater Hall is at 100% capacity and there is a waiting list for residence hall spaces. If a suitable purchase arrangement cannot be worked out, LCSC students now living in (or programmed to backfill future openings in) Clearwater Hall would have to be relocated for the 2008-2009 school year, or, if foreclosure were to occur, operations at the facility might have to be negotiated out with the owners' bankers. Timely closure on a purchase would minimize disruptions to students and would channel revenue streams immediately to LCSC.

The Board strongly encouraged the private-public partnership approach as a method of quickly and inexpensively expanding residence space at LCSC. A good faith effort to sustain this existing residence hall would help support LCSC's students and the College's relations with other partners and the local community. In the event of a purchase, the College will need to maintain its current approval rights over the type of tenant business that would be eligible to lease the downstairs commercial space in close proximity to our students.

If the Board approves LCSC's request to make a counter-offer of \$3.6M for the facility, the College will proceed immediately to secure financing to lock in favorable interest rates, under the approach outlined above. The College assesses that a purchase of the facility lies within the financial means of the institution and, under a conservative business model would recoup the College's investment within approximately 10 years. Ownership of the facility would enable LCSC to improve services for student residents, decommission decrepit residence facilities, and improve utilization rates and quality factors for the College's residential program as a whole.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**ATTACHMENTS**

Attachment 1 – Appraisal of Clearwater Hall	Page 5
Attachment 2 – LCSC letter proposing \$2.8M purchase price	Page 86

**STAFF COMMENTS AND RECOMMENDATIONS**

As noted in the April staff comments, the construction costs for the building, which was opened in August 2006, amounted to \$6.2M. While the institution is not purchasing a new building, they believe the building has not depreciated very much in 1½ years. The value of the building based on the construction costs and 75% of the building would be \$4.65M compared to the appraised value of \$2.8M.

CTDI is still the owners and managers. The current estimated occupancy rate is about 100%. The prior year's occupancy rate was below 80% in part as a result of over-capacity getting ahead of actual growth. Even though occupancy is estimated at 100%, CTDI still wants to remove themselves from the financial risk.

Clearwater Hall is at 100% capacity and there is a waiting list for residence hall spaces. Should the property be foreclosed or sold to another party, the financial risks need to be assessed on either LCSC losing the residence hall spaces or negotiating with the bank or new owner.

**BOARD ACTION**

A motion to approve the request by Lewis-Clark State College to purchase the residential portion of Clearwater Hall from College Town Development Idaho, for \$3.6M, and to secure financing through a secured note to finance the purchase.

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No \_\_\_

# Appraisal Group NorthWest

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Real Estate Appraisers & Consultants

## *COMPLETE APPRAISAL-SUMMARY REPORT*

### *CLEARWATER APARTMENTS*

*402-418 Main Street*

*Lewiston, Idaho*

*As of April 8, 2008*

Prepared For

**LEWIS-CLARK STATE COLLEGE**

Prepared By

**MICHAEL J. SPRUTE, MAI**



**Appraisal Group NorthWest**Real Estate Appraisers & Consultants

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June 6, 2008

Kent Kinyon  
Controller  
Lewis-Clark State College  
500 8<sup>th</sup> Avenue, Controller's Office  
Lewiston, ID 83501

**RE: Complete Appraisal-Summary Report**  
Clearwater Apartments  
402-418 Main Street  
Lewiston, Idaho

Dear Mr. Kinyon:

At your request, I have analyzed the real property referenced above to estimate the market value of the Fee Simple Interest as it appeared on April 15, 2008, the date of inspection. This appraisal is described in detail in the attached Complete Summary report that consists of 44 pages and Addenda.

This appraisal report has been prepared in accordance with the Standards of Professional Practice and Code of Ethics of the Appraisal Institute, the Uniform Standards of Professional Appraisal Practice of the Appraisal Foundation and my interpretation of the current reporting requirements of federally regulated lending institutions. No required approach was omitted and the analysis developed for each is adequate.

On April 8, 2008, and at other times since, I personally inspected the subject property and investigated the market for this type of property and other pertinent facts affecting value. The subject property is a two and three story, ±34,314sf, 32-suite student housing facility with 117 bedrooms above a main floor of commercial space on a ±19,500sf useable site in downtown Lewiston. I have also talked with well-informed brokers, other appraisers, assessors and other property owners in the community for the purpose of forming an opinion of value.

I have prepared an opinion of the market value as of the date of inspection. Based on my examination and study of the property and the market, and subject to the assumptions and limiting conditions contained in this report, the estimated market value of the Fee Simple Interest in the subject property is **\$2,800,000**, "AS IS" with **\$2,600,000** attributed to the real property and **\$200,000** for the furniture, fixtures and equipment.

Respectfully,



Michael J. Sprute, MAI  
Idaho State Certified General Appraiser  
Cert. No. CGA-163

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1225 N. Argonne Rd., Suite B· Spokane Valley, WA 99212  
(509) 324-3555 • FAX: (509) 534-2021

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

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## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

## CERTIFICATION

I certify that, to the best of my knowledge and belief:

- The statements of fact contained in this report are true and correct.
- The reported analyses, opinions and conclusions are limited only by the reported assumptions and limiting conditions, and are my personal, unbiased professional analyses, opinions, and conclusions.
- I have no present or prospective interest in the property that is the subject of this report and I have no personal interest or bias with respect to the parties involved.
- My compensation is not contingent upon the reporting of predetermined value or direction in value that favors the cause of the client, the amount of the value estimate, the attainment of a stipulated result, or the occurrence of a subsequent event. The appraisal assignment is not based on a requested minimum or maximum valuation, a specific valuation or the approval of a loan.
- My analyses, opinions and conclusions were developed, and this report has been prepared, in conformity with the Uniform Standards of Professional Appraisal Practice, and the requirements of the Code of Professional Ethics and the Standards of Professional Appraisal Practice of the Appraisal Institute. The use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives.
- I have made a personal inspection of the property that is the subject of this report.
- No one provided significant professional assistance to the person signing this report.
- As of the date of this report, I, Michael J. Sprute, MAI, have completed the requirements under the continuing education program of the Appraisal Institute.



Michael J. Sprute, MAI  
*Idaho State Certified General Appraiser*  
Cert. No. CGA-163

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**SUBJECT PHOTOS**



View Southeast of the older west half from Main Street



View southeast of new 4-Story building from Main Street

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**SUBJECT PHOTOS**



**View southwest from 5<sup>th</sup> Street and Main Street**



**View westerly from across 5<sup>th</sup> Street**

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**SUBJECT PHOTOS**



**View northerly from the 5<sup>th</sup> Street hill.**



**View north of the new building from the top of the steep hill to the south.**

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**SUBJECT PHOTOS**



**View northerly of the older building from the steep hill to the south.**



**View west along Main Street from east of 5<sup>th</sup>.**

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**SUBJECT PHOTOS**



**Typical Living area**



**Average size bedroom**



**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**SUBJECT PHOTOS**



**Typical bathroom**



**Shower/toilet area**



**Typical shower**

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**SUBJECT PHOTOS**



**Common area in central core by the elevator.**



**Laundry room.**

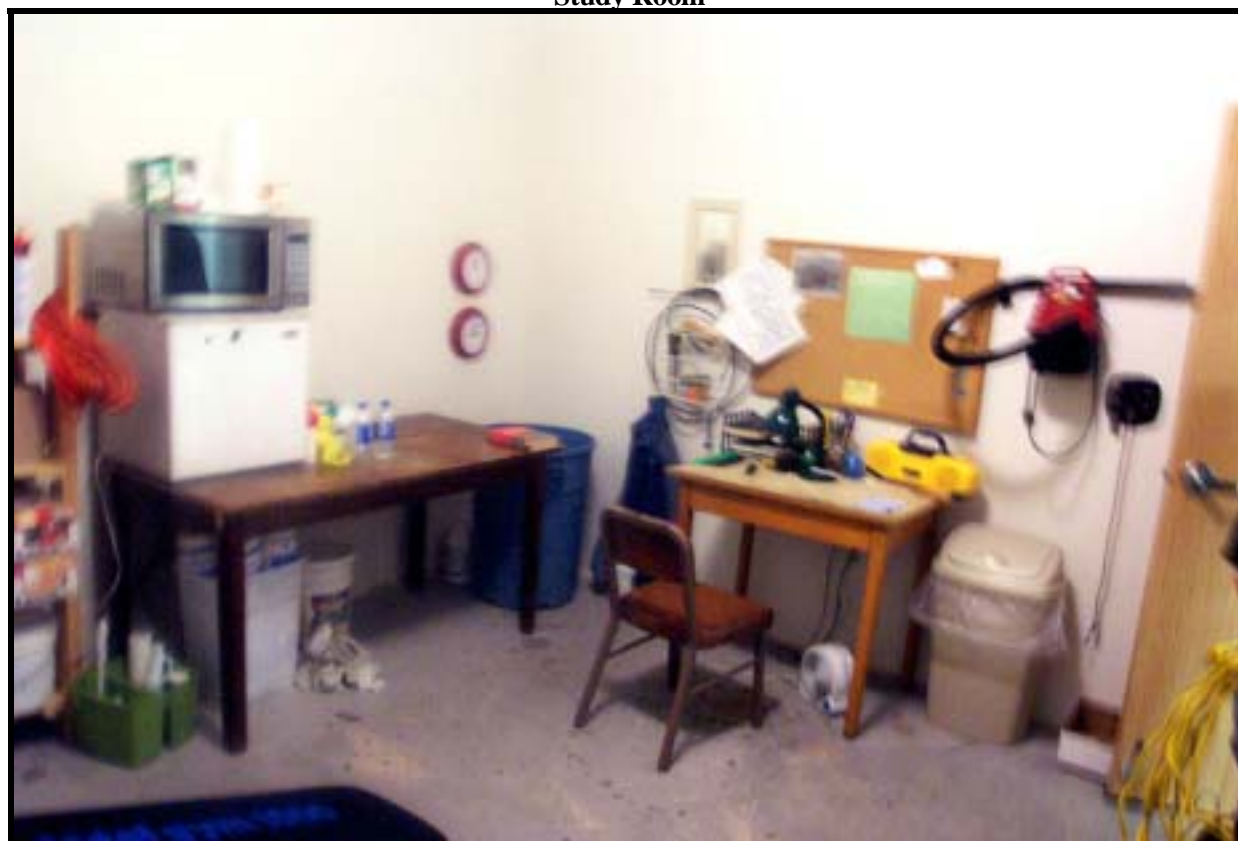
**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**SUBJECTPHOTOS**



**Study Room**



**Maintenance Room**

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

The following Complete Appraisal, Summary Report is intended to comply with the reporting requirements as set forth under standards rule 2-2(b) of the Uniform Standards for Professional Appraisal Practice (USPAP). It contains an adequate discussion of the data, reasoning, and analyses that were used to develop the opinion of value. It also includes an adequate description of the subject property, the property's locale, the market for the property type, and the appraiser's opinion of highest and best use. All data, reasoning, and analyses used to arrive at an opinion of value are contained in this report. The depth of discussion is sufficient for the need of the client, and for the intended use as stated herein.

This report is prepared for the sole use and benefit of the client and is based, in part, upon documents, writing, and information owned and possessed by the client. Neither this report, nor any of the information contained herein shall be used or relied upon for any purpose by any person or entity other than the client. The appraiser is not responsible for the unauthorized use of this report.

CLIENT:	Lewis-Clark State College Kent Kinyon, Controller
PROPERTY APPRAISED:	Clearwater Apartments, 117 cluster style bedrooms in 32 suites above a main floor retail space not included.
PROPERTY LOCATION:	402 & 410 Main Street, Lewiston, Idaho
PURPOSE OF THE APPRAISAL:	Estimate Market Value AS IS.
INTENDED USE OF THE APPRAISAL:	Purchase & Mortgage Loan Considerations.
PROPERTY RIGHTS APPRAISED:	Fee Simple Interest
IMPORTANT DATES:	
Date of Inspection:	April 8, 2008
Date of Report:	June 24, 2008
SITE DESCRIPTION:	
Size:	±39,100sf gross with ±19,500sf useable.
Access:	Good frontage on Main Street and 5 <sup>th</sup> Street.
Topography:	Nearly level for the building site to a very steep hillside.
Zoning:	Commercial in Lewiston.
IMPROVEMENT DESCRIPTION:	
Type & Construction:	Average to good quality, wood and steel frame with concrete, brick and dryvit exterior.
Size:	34,314sf gross on two and three floors. 117 bedrooms, 32 suites.
Year Built:	West half built in 1910 and remodeled in 2006. East half is new in 2006.
Quality & Condition:	Average to good quality and condition.
HIGHEST and BEST USE:	College apartments as developed.

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**SUMMARY OF CONCLUSIONS**

## LAND VALUE:

Size	32 UNITS
Rate/Unit	<u>\$10,000</u>
Indicated Value, Rounded	\$320,000

## COST APPROACH

Total Cost New ±34,314sf @ \$143.20	\$4,913,940
Depreciation from all Causes	<u>1,474,180</u>
Depreciated Cost	\$3,439,760
Land Value	<u>\$320,000</u>
Total Indicated Value, Rounded	<b>\$3,745,000</b>

## INCOME APPROACH:

Total Effective Gross Income	\$402,358
Expenses	<u>\$201,001</u>
Net Operating Income	\$413,712
Overall Capitalization Rate	7.50
Indicated Value	\$2,551,513
Less Adjustments	<u>\$70,000</u>
<i>Income Approach Conclusion, Rounded</i>	<b>\$2,480,000</b>

## SALES COMPARISON APPROACH:

Price/Unit: \$85,000 x 32	\$2,720,000
Price/sf: \$80.00 x 34,314	\$2,745,000
Price/Bedroom: \$25,000 x 117	\$2,925,000
Effective Gross Income Multiplier:	
8.25 x \$402,358	\$3,320,000
<i>Sales Comparison Approach Conclusion, Rounded</i>	<b>\$2,925,000</b>

“AS IS” VALUE CONCLUSION **\$2,800,000**

## EXPOSURE PERIOD ESTIMATE:

## MARKETING PERIOD ESTIMATE:

**Critical Issues & Important Considerations**

The subject property is the second through fourth floors of a three and four story facility built in 2006 with about 13,350sf of lobby and retail on the main floor. There has not been a condominium declaration or documents prepared for transferring the ownership of these upper floors. This appraisal assumes that the final condo documents will include the basic areas outlined in this report with common area access to the main floor lobby/elevator/stairwell area. There are no atypical appraisal problems, except that this type of facility rarely sells. This appraisal assumes that there is no significant hazardous contamination and the opinions of value are predicated on a “clean” site.

**Delineation of Title**

In 2004-05, Clearwater Historic Development, LLC acquired 402 Main, a three-story brick building know as the Adams Building and 410 Main, a vacant parcel that had been developed with a three story

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**CLEARWATER APARTMENTS**

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COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

building that was destroyed by fire. Clearwater designed, remodeled and built the existing buildings in 2006. On April 26, 2006, the subject parcels were transferred to College Town Development Idaho, LLC by Quit Claim Deed.

### **Purpose and Intended Use**

The purpose of this appraisal is to estimate the market value of the fee simple interest in the subject property "As Is" on April 8, 2008. The function and intended use of this appraisal is to provide the client with value estimates as a basis for purchase and collateral loan purposes.

Real property includes the interest, benefits and rights inherent in the ownership of physical real estate, subject to the four powers of government; that is, taxation, eminent domain, police power and escheat. A fee simple estate is an estate without limitations or restrictions. A leased fee estate is a property held in fee with the right of use and occupancy conveyed by lease to others.

### **Scope of the Analysis**

To estimate the market value of the fee simple interest in the subject parcels, I have investigated the market in which the subject is situated and attempted to identify and analyze all relevant data that may affect or indicate property value. These data include economic and demographic trends, comparable sales data, absorption rates, rental information including vacancy and expenses, and significant rates and ratios relating to value. In my research, I interviewed sellers, purchasers, brokers and other individuals familiar with value, sales and trends in the market.

In developing this appraisal, I have attempted to be aware of, understand, and correctly employ the recognized methods and techniques necessary to produce a credible appraisal. Each appraisal generally includes the Cost Approach, Sales Comparison Approach and Income Approach to Value. This is a complete summary appraisal that includes a sufficient analysis of the Cost, Sales and Income approaches.

I performed a physical inspection of the subject property, including the site and exterior and interior of the improvements. The local and regional market was surveyed and researched for data and factors that relate to and impact the value of the subject property. The local and regional market was investigated and researched for similar comparable sales and rental data so that an estimate of value by the Sales Comparison and Income Approaches could be made. When possible, sales data were verified by the buyer, seller, or broker. A rental survey was also made to identify both market rent levels and vacancies for the Income Approach. In my opinion, the complete appraisal process per USPAP requirements was performed.

For the purpose of this assignment, I have considered the Cost, Income and Sales Comparison Approaches to Value. I have gathered data from the Cities of Lewiston and Clarkston, Nez Perce County, State of Idaho, various brokers and sales people, as well as buyers and sellers in the county in order to compile sufficient information from which to form an opinion of value on the subject property.

### **Definition of Value**

**Market Value** is defined as: "The most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller each acting prudently and knowledgeably, and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

buyer under conditions whereby:

1. Buyer and seller are typically motivated;
2. Both parties are well informed or well advised, and both acting in what they consider their own best interest;
3. A reasonable time is allowed for exposure in the open market;
4. Payment is made in terms of cash in United States dollars and in terms of financial arrangements comparable thereto; and
5. The price represents the normal consideration for the property sold, unaffected by special or creative financing or sales concessions granted by anyone associated with the sale.<sup>1</sup>

**Conformity with the USPAP and Competency Provision**

This appraisal has been developed to conform to the Uniform Standards of Professional Appraisal Practice (USPAP) adopted by the Appraisal Standards Board of the Appraisal Foundation, and with the Standards of Professional Practice and Code of Ethics of the Appraisal Institute. I have not departed from the USPAP. The appraisal is reported in a summary format. In my opinion, all significant information necessary to reach a reasonable value conclusion has been disclosed in the report.

I am familiar with the appraisal of this type of property and with the locale in which the subject is located. I believe I have sufficient education and experience to appraise the subject property. I have not appraised any similar apartment style cluster housing, however, I have appraised college apartments over the last eight to ten years. I have researched the market for sales and consulted other knowledgeable appraisers regarding the appraisal of similar facilities. Consequently, I found no need to take special measures to conform to the competency provision of the USPAP.

No information that was required or considered necessary for the completion of the appraisal is unavailable. Adequate information was gathered from which to form an opinion of value. However, if in the future additional pertinent information becomes available, I reserve the right to consider the information and its impact on the value estimated herein. Such review and consideration may be at an additional fee.

**Reasonable Exposure/Marketing Period**

The exposure period is the length of time the subject property would have been offered for sale prior to the date of the appraisal at a price that would have resulted in a sale at the estimated value on the date of the appraisal. The marketing period is the time required for the sale of the subject property as of the date of value, recognizing its characteristics and the market conditions. The subject property is of a size and quality that would be attractive to many investors. It is located in an attractive downtown area with good exposure and access. Most of the sales used in the Sales Comparison Approach were of comparable properties with an exposure /marketing time of generally less than one year.

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<sup>1</sup> Office of the Comptroller of the Currency under 12 CFR, Part 34, Subpart C-Appraisals, 34.42, Definitions (f).

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**The Appraisal is Subject to the Following  
Limiting Conditions**

Unless otherwise stated, this appraisal report is made expressly subject to the following conditions and stipulations:

This appraisal report is considered confidential between the appraiser and the client, Lewis-Clark State College.

This appraisal report has been prepared in accordance with appraisal standards and reporting requirements of the Appraisal Foundation and the Appraisal Institute.

Neither all nor part of the contents of this report shall be conveyed to the public through any electronic or written media without the written consent and approval of the author, particularly as to valuation conclusions, the identity of the appraiser, or the firm that he is associated with, or any reference to the Appraisal Institute or the MAI designation.

In the course of developing this appraisal, I relied on information gathered from numerous individuals. Although I have attempted to verify these data where possible, I assume no liability should these data be proven inaccurate. The data is assumed to be true and correct as reported.

The date of value to which the opinions expressed in this report apply is set forth in the letter of transmittal. I assume no responsibility for economic or physical factors occurring at some later date that may affect the opinions stated herein. Should additional pertinent information become available after the date of the appraisal, the appraisal may be subject to revision at an additional fee.

Any projections included in this report are utilized to assist in the valuation process and are based on current market conditions, anticipated short-term supply and demand factors, and a local economy similar to the current economy. Therefore, the projections are subject to changes in future conditions that I cannot accurately predict and that could affect the future income or value projections.

I do not intend to express an opinion on legal matters that would require specialized investigation or knowledge beyond that ordinarily employed by real estate appraisers, although such matters may be discussed in the report. A reasonable attempt has been made to consider all available governmental regulations or restrictions, but I assume no responsibility for future conditions that are not readily available or public knowledge at the time the appraisal is made.

No opinion as to title is rendered. Data on ownership and the legal description were obtained from sources generally considered reliable. Title is assumed to be marketable and free and clear of all liens and encumbrances, easements, and restrictions, except those specifically discussed in the report.

I have made no engineering survey. Except as specifically stated, data relative to size and area was taken from sources considered reliable, and no encroachment of real property improvements is assumed to exist.

Maps, plats, and exhibits included herein are for illustration only as an aid in visualizing matters discussed within the report. They should not be considered as surveys or relied upon for any other purpose.



**CLEARWATER APARTMENTS**COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

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No opinion is expressed as to the value of subsurface oil, gas, or mineral rights, and the property is not known to be subject to surface entry for the exploration or removal of such materials, except as is expressly stated.

Testimony or attendance in court or at any other hearing is not required by reason of rendering this appraisal, unless such arrangements are made a reasonable time in advance.

The liability of the appraiser and his employees, is limited to the client only and only up to the amount of the fee actually received for the assignment. Further, there is no accountability, obligation, or liability to any third party. If this report is placed in the hands of anyone other than the client, the client shall make such party aware of all limiting conditions and assumptions of the assignment and related discussions. The appraiser is in no way responsible for any costs incurred to discover or correct any deficiency in the property.

No detailed soil studies covering the subject property were available to the appraisers. Therefore, premises as to soil qualities employed in this report are not conclusive but have been considered consistent with information available to me.

Various brokers and owners provided income and expense data utilized herein, but do not represent audited returns. The property is appraised assuming it to be under responsible ownership and competent management, and available for its highest and best use.

It is assumed that there is full compliance with all applicable federal, state, and local environmental regulations and laws, unless noncompliance is stated, defined, and considered in the appraisal report. The presence of substances such as asbestos, ureaformaldehyde foam insulation, and other potentially hazardous material, or the existence of underground storage tanks for petroleum products, may affect the value of the property. I am not qualified to detect such substances. The value estimate is predicated on the assumption that there are no such materials or tanks on or in the property in a form or condition that would cause a loss in value.

This appraisal has been developed under the assumption that there has been no discharge, dumping, spillage, uncontrolled loss, seepage, migration, or storage of hazardous substances that would adversely affect the value of the subject property. No responsibility is assumed for any such conditions or for any expertise or engineering knowledge required to discover them. The client is urged to retain experts in the various fields if desired.

Where the value of the various components of value are shown separately, the value of each is segregated only as an aid to better estimate that value of the subject. The independent value of the various components may or may not be the market value of the component.

CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

REGIONAL and CITY DATA



REGIONAL MAPS



Internet Aerial

**CLEARWATER APARTMENTS**

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The subject parcels are located in the central downtown area of the city of Lewiston in the Lewis-Clark Valley, which is bisected by the Washington and Idaho borders formed by the Snake River. The “sister-cities” of Lewiston and Clarkston are located on opposite sides of the Snake River, at its confluence with the Clearwater River in a deep valley formed by these two rivers. Lewiston and Clarkston are located approximately 335 miles southeast of Seattle, 350 miles east of Portland, 211 miles southwest of Missoula, 271 miles northwest of Boise, and 114 miles south of Spokane. Lewiston is the county seat of Nez Perce County. Clarkston is located in Asotin County, and the city of Asotin is the county seat.

The Lewis Clark valley, including Nez Perce County, ID and Asotin County, WA, has a combined population of near 60,000 people. Nearly 90% of the area’s population lives within the city limits of the two primary urban areas. The valley population has grown only about 1.5% over the last five years while the State of Idaho has grown 10.5%. There has been little in-migration and expansion of the employment base. However, unemployment remains fairly low with an average unemployment of less than 4%.

Lewiston and the Moscow/Pullman area, located about 30 miles to the north, are rivals for regional shopping in North Central Idaho, Southeastern Washington, and the Northeastern Oregon area. Lewiston has long been the dominant supply and financial center of the region, however, in recent years, Moscow/Pullman has proven serious competition with two shopping malls. A new shopping center, including a Payless Drug Store and a Safeway grocery store, was completed a few years ago in Pullman. Both communities have added Wal-Marts with the Lewiston-Clarkston Valley now having the only Costco. Moscow and Pullman are the locations of the University of Idaho and Washington State University, respectively.

The most important economic base to the Lewiston-Clarkston area in addition to the Potlatch Corporation is the most easterly extension of the Columbia-Snake Inland Waterway. With the completion of the Lower Granite Dam in 1975, slack water navigation reached the area continuing to expand the economy and creating several ports. The main products being shipped downstream are logs and grain from the Ports of Clarkston, Wilma and Lewiston. Chips are being shipped to U.S. Ports of the West Coast, while logs are being shipped as far as the Orient. Finished paper products from the Potlatch Corporation are also being shipped from Lewiston to ports all over the world.

The major employer in the area is Potlatch Corporation with ±2,100 employees and a pulp and paper mill located east of the Lewiston city limits. Potlatch continues to operate two plywood mills at two other North Idaho locations. It has shut down several sawmills in other communities in recent years; however, their pulp and paper mill remains profitable and is the dominant industry in the area. Regence-Blue Shield of Idaho employs ±1,000 in the region and ATK (formerly Blount/Omark), employs ±680 and constructed a new plant in the Lewiston Orchards providing 40 new jobs. Bennett Lumber Products (sawmill) is the largest employer in Clarkston. St. Joseph Medical Center with ±808 employees, Lewiston School District with ±710, Lewis-Clark State College with 720 and Clarkston School District with 350 employees are other large employers in the area.

Recent additions to the retail market include Wal-Mart and Costco who each developed 155,000 square foot outlets respectively in Lewiston and Clarkston. Other relatively recent projects have included a Big 5 Sporting Goods, Home Depot, Staples, and Petco. Several banks, small retail centers and restaurants as well as a new Safeway have opened in recent years. Though the new stores have created hundreds of jobs, many of them were simply transfers from the smaller retail outlets no longer able to

**CLEARWATER APARTMENTS**

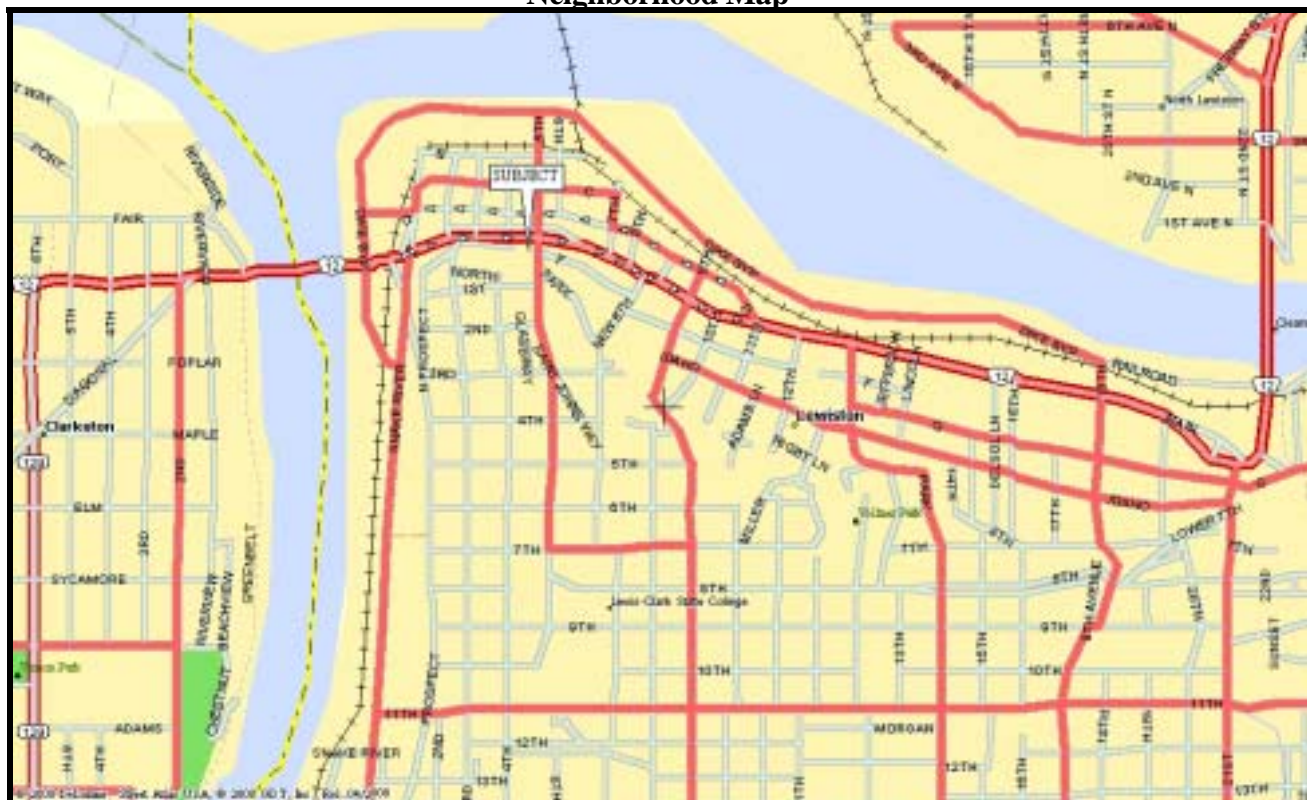
COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

compete with these giants. The demand for older/smaller commercial properties is less than the current supply, and a high vacancy rate, particularly among older buildings in secondary locations is occurring.

The local economy is expected to be stable, with a slow growth pattern fueled by normal population increases. The outlook for most secondary and older real estate is for limited demand in the short term and a stable pattern over the long term. Until the demand for goods and services increases to a level that will support the occupancy of the available space, the vacancy rates will remain relatively high and real estate sales and leases will continue at a sluggish pace.

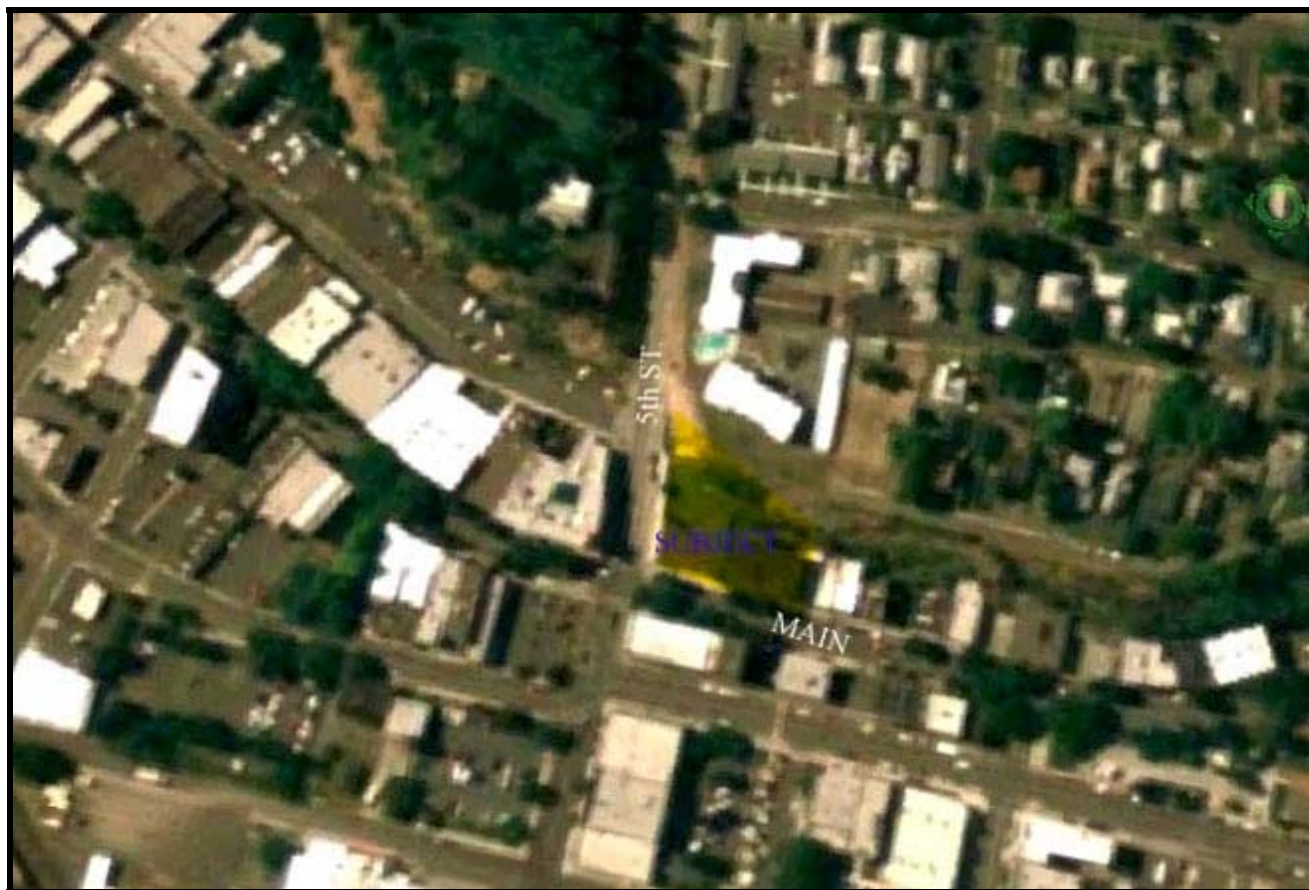
**NEIGHBORHOOD DESCRIPTION**

**Neighborhood Map**



## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008



**MSN Aerial looking South.**

The subject properties are located at the southwesterly corner of Main Street and 5<sup>th</sup> Street near the core of the downtown area. The “central business district” is that area south of the Clearwater River from roughly a few blocks west of the Highway 12 bridge on the east to the Snake River on the west. This is a ±three to five block wide area running along the north side of a steep bluff upon which the remainder of Lewiston is constructed.

The neighborhood is generally one to three story commercial facilities including general office, banks, general retail and some entertainment businesses such as lounges and restaurants. The original commercial improvements were built in the early 1900’s with some construction in the 1970’s and 1980’s. There has been little new construction over the past ±20 years, although there has been some major remodeling projects.

Main Street is a one-way, two lane arterial through the westerly ±10 blocks of the downtown area, coupled with D Street, one block north. Across 5<sup>th</sup> Street to the east of the subject is a two-story, multi-tenant, mixed use retail and office complex with street level entries on both levels from Main and F Streets. In the block to the east is mostly two story buildings with mostly retail uses on the main floor and office uses above. Across Main Street from the subject property is an older, two-story brick building housing some Lewis-Clark State College outreach facilities. Further west are one and two story retail and office buildings including some lounges and restaurants.

Because of the steep bluff south of the downtown area, north/south access to and through the area is limited to just a few streets including 5<sup>th</sup> Street, 8<sup>th</sup> and 14<sup>th</sup>. The downtown streets are mostly two lane, with traffic lights at major intersections. East/west access is via D and Main Streets and a

CLEARWATER APARTMENTS

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Dyke Bypass route along the Clearwater River. The majority of the rest of the streets in the neighborhood are paved, two lane city streets with curbs and sidewalks. All utilities are available throughout the neighborhood. Electricity, natural gas and telephone service are provided by private companies. Municipal water and sewer is available from the City of Lewiston.

The subject remodel and new construction is one of a very few new projects in the downtown area over the past ten years. The downtown area is mostly older buildings with generally smaller retail users and office tenants. Most new retail and restaurant construction has been along 21<sup>st</sup> Street and Thain Road in southeast Lewiston. Recent construction has included a large Wal-Mart, Home Depot and similar facilities.

The downtown area remains a stable identifiable commercial district with a good mix of commercial, retail, office and service businesses. It is the location of the County Courthouse complex, City offices and police department. The general outlook is continued stability, but with slow to moderate growth. There is a substantial amount of vacant storefronts in the downtown area, some of which have been vacant for a few years. There has been little demand for space by new retail tenants because the new growth and development has been along 21<sup>st</sup>, Thain Road and other suburban arterials. The downtown has been in a slow decline for decades with some changes to a lower intensity use for many buildings. The population growth is projected at less than 1% per year, and it could be a few years before the present supply of commercial buildings in the downtown Lewiston area is absorbed.

PROPERTY DESCRIPTION



## CLEARWATER APARTMENTS

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## Assessor's Plat Map

## SITE DESCRIPTION

**Location:** The subject parcels are in a good location on the southwest corner of Main Street and 5<sup>th</sup> Street. They have common street addresses of 402-410 Main Street, Lewiston, Idaho.

**Legal Description:** The following legal description is from the 2006 Quit Claim Deed:

Order No.: 15568

## EXHIBIT "A"

SITUATE IN NEZ PERCE COUNTY, STATE OF IDAHO TO WIT:

The East part of Lot 2, Block 29, of the City of Lewiston, according to the recorded official plat thereof now on file in the office of the County Recorder of Nez Perce County, Idaho, described as follows:

Commencing at a point on the South line of "E" Street, at the Northeast corner of said Lot 2, Block 29; thence West on the South line of "E" Street a distance of 28 feet; thence Southerly parallel with and 28 feet from the East line of Lot 2, Block 29, of said City of Lewiston, to the North line of Lot 4, of Acres known as Thatcher place; thence Easterly on the said North line of Lot 4 of Acres of said City of Lewiston to the Southeast corner of said Lot 1, Block 29 of said City of Lewiston; thence North on said East line of said Lot 2, Block 29, to the PLACE OF BEGINNING.

AND ALSO:

Part of Lot 2, Block 29, of the City of Lewiston, Nez Perce County, State of Idaho, according to the official plat of said City now on file in the office of the County recorder, of Nez Perce County, State of Idaho, commencing at a point on the South line of "E" Street at the Northeast corner of Lot owned by Eugene L. Alford in Lot 2, Block 29, of said City as disclosed by that certain Decree of Distribution in the matter of the Estate of A. H. Alford, deceased, recorded in Book 6 of Orders at page 171; thence East on said South line of "E" Street a distance of 32 feet to a point; thence Southerly parallel with and 28 feet from the East line of said Lot 2, Block 29 of said City of Lewiston to the North line of Lot 4 of Acres known as the Thatcher Place; thence Westerly on said North line of said Lot 4 of Acres to the Southeast corner of said Alford lot; thence Northerly on the East line of said Alford lot to the PLACE OF BEGINNING.

AND ALSO:

Lot 1, Block 29, ORIGINAL CITY OF LEWISTON, Idaho, according to the recorded plat thereof, ALSO;

Commencing at the Southeast corner of Lot 1, Block 29 in the City of Lewiston, County of Nez Perce, State of Idaho; thence Easterly at right angles to the East line of said Lot 1 a distance of 16 feet; thence Northerly and parallel with the said East line of said Lot a distance of 30 feet; thence Northerly a distance of 94.5 feet to a point on said East line of said Lot 1, which point is also the present Southeast corner of the building known as the

## CLEARWATER APARTMENTS

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Weisgerber Building; thence Southerly along the East line of said Lot 1 in said Block 29 to the PLACE OF BEGINNING, said strip of land begin formerly a part of 5th Street in said City of Lewiston.

AND

A part of Lot 2, Block 29, according to the official survey and plat of the CITY OF LEWISTON, in said County and State and more particularly described and bounded as follows, to-wit:

Commencing at the Northeast corner of Lot 3 of said Block 29, running thence Easterly along the South line of E Street a distance of 68 feet; thence Southerly at right angles to said E Street to the South line of said Lot 2; thence Westerly along the South line of Lot 2 to the Southeast corner of Lot 3; thence Northerly along the East line of said Lot 3 to the POINT OF BEGINNING.

AND ALSO:

A part of Lot 3 of said Block 29, according to the official survey and plat of the CITY OF LEWISTON, in said County and State and more particularly described and bounded as follows, to-wit:

Commencing at the Northwest corner of Lot 2 in said Block 29; running thence Westerly along the South line of E Street a distance of 22 feet; thence Southerly at right angles to E Street a distance of 165 feet to the South line of said Lot 3; thence Easterly along the South line of said Lot 3 to the Southwest corner of said Lot 2; thence Northerly along the West line of said Lot 2 to the POINT OF BEGINNING.



**CLEARWATER APARTMENTS**

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**Size and Topography:** The subject site is an irregular parcel with  $\pm 198$ ft on Main Street and a maximum depth of  $\pm 260$ ft on 5<sup>th</sup> Street with a minimum width of  $\pm 155.02$ ft on the west. The total site area is  $\pm 39,100$ sf, according to my measurements of the above plat map. The useable area is  $\pm 19,500$ sf because of the steep hillside in the south half of the site. No soil survey was taken, but the site appears to be of a sandy clay loam with some rock outcroppings typical of the Lewiston area with no major construction problems evident in the surrounding, older buildings. The property does not appear to be within a Federally Identified Flood Hazard Area and is in Zone C on FIRM CP1601040001B, effective 1/20/1982.

**Access:** Almost all of the entire useable area of the site is developed with the building improvements with vehicle access off 5<sup>th</sup> Street at the southeast corner of the useable portion of the site. If vacant, the parcel could presumably be developed with some vehicle access from Main Street. Both Main and 5<sup>th</sup> are arterials providing the site with good access to most areas of Lewiston and Clarkston.

**Services:** The City of Lewiston provides water and sewer service. Refuse service; electricity, natural gas, and cable television services are available from private purveyors. Police and fire protection are good with no public bus service currently available.

**Hazardous Materials:** No Phase 1 Environmental Site Assessment was provided for this appraisal. I am not qualified to detect or evaluate the inappropriate storage or disposal of hazardous material or products, although no suspicious containers or leaks were observed. The client should seek a Level 1 site assessment from a qualified provider if they so desire. The appraiser's conclusions of values assume that the property is free of any significant contamination. I reserve the right to re-analyze the value conclusions if significant contamination is found. Presumably any site remediation was done before the new building was constructed in 2006.

**Zoning:** The subject parcels are zoned C-4, General Commercial in the City of Lewiston. This zone allows a wide variety of commercial uses including retail sales and services, service stations, eating and drinking establishments, offices, banks and personal service uses. The existing use is allowed under this zone. Parking standards vary depending upon the use. The subject property is within the boundaries of the Central Business District where parking requirements do not apply. If not within the CBD, the subject facility would need 95 parking spaces.

**Easements and Encroachments:** A preliminary title report was not provided for this appraisal. Only the typical utility easements are assumed to encumber the subject parcels. Based on a visual inspection of the subject parcels, there does not appear to be any easements or encroachments that adversely affect the subject's use and utility. According to the plans furnished for this assignment, some of the brick facing on the existing west building may be in the right of way for Main Street. This is not uncommon for old buildings in the downtown area.

**Assessed Valuation and Taxes:** The subject parcels are assessed under Nez Perce County Assessor's Parcel No.'s RPL0360029002AA, RPL 03600290010A and RPL0360029002BA. The total current assessed value is \$100,650 for the land and \$4,153,921 for the improvements for a total of \$4,254,571. 2007 taxes were \$78,971.26.

## CLEARWATER APARTMENTS

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**Improvement Description**

The westerly  $\pm 90$ ft of the subject property is improved with a three-story building constructed in 1910 and formerly known as the "Adams Building". It has a concrete foundation and is of concrete, steel and brick construction with brick exterior walls. It was remodeled in 2006 in conjunction with the construction of the new four-story building attached to the east. Exterior windows were replaced with fixed, vinyl, double and single hung, thermo-pane with low e glass. The interior second and third floors have mostly wood frame partitions with painted drywall walls and ceilings. Interior finish is the same as the new building and described below.

The new structure has a reinforced concrete foundation, a steel frame and has a combination of brick veneer and hardi-lap siding for the second through fourth floors above a first floor of reinforced concrete. It has vinyl windows, with steel and safety glass exterior doors. The roof is single ply membrane over tapered, rigid insulation up to R-38 on a steel deck. Exterior walls have R-21 batt insulation. The second floor is 6" composite concrete on a steel deck with steel floor joists. The third and fourth floors are 1.5" concrete on a plywood deck with wood TJI joists. Interior construction is 6" metal stud partition walls with painted drywall walls and ceilings. Floors are mostly commercial grade carpet with sheet vinyl in kitchenette and bathroom areas as well as the laundry area and some sealed concrete in storage and maintenance areas.

The interior of the old building is remodeled into two, four-bedroom suites and two, five-bedroom suites per floor with a laundry facility on the second floor and a study room on the third floor. Each suite has a small common room with limited kitchenette of  $\pm 4$ ft or 5ft counter space, small refrigerator and wall-mounted microwave. The five bedroom suites have two bathrooms each with a 4ft and 5ft vanity, 36" square, fiberglass shower stall and toilet area. Each bedroom has a lock-off door, and motel style, electric, through-the-wall or ceiling mounted HVAC system. Each floor has a handicap accessible restroom in the hallway next to the entry to the new building.

The interior of the new building contains six, 4-bedroom, one bath suites and one 2-bedroom, one bath suite on the second floor and five, 4-bedroom, one bath suites and two, 3-bedroom, one bath suites on the third and fourth floors. Each floor also has a one-bedroom, one bath suite for the resident assistant. All of the suites have a  $\pm 4$ ft vanity with single sink and about half of the suites have  $\pm 5$ ft feet of kitchenette counters and the others have  $\pm 4$ ft. All have a 36" square, fiberglass shower stall and toilet area. Each bedroom has a lock-off door, and motel style, electric, through-the-wall or ceiling mounted HVAC system.

The central common area between the two buildings has a lounge area, elevator access and stairwell. Each building has a second central stairwell providing access to Main Street for the old building and off the second level to the rear of the new building.

**Site Improvements:** The buildings occupy most of the useable portion of the subject parcels. There are retaining walls and chain link fencing along the south line of the useable portion. There are four ft, six ft and 8ft wide sidewalks leading from the rear of the second floor of the new building and used as primary pedestrian access to the complex. There is also a small amount of lawn, crushed rock landscaped area and a concrete maintenance vehicle parking pad in front of a fenced dumpster area.

**CLEARWATER APARTMENTS**COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

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**Quality and Condition:** The improvements are of average to good quality and appeal. The existing building was completely gutted and rebuilt with new windows, insulation, electric wiring, plumbing and roof cover as well as new partition walls and interior finish. The effective age of all of the improvements is about two years.

**Functional Utility:** The improvements have adequate functional utility for their intended use as student housing in conjunction with Lewis-Clark State College. The floor plans are functional, although common area kitchenette/living rooms and toilet/shower areas are small. Clearance is 3ft past the showers and 2.75ft in the toilet area.

**Personal Property, Fixtures, and Equipment**

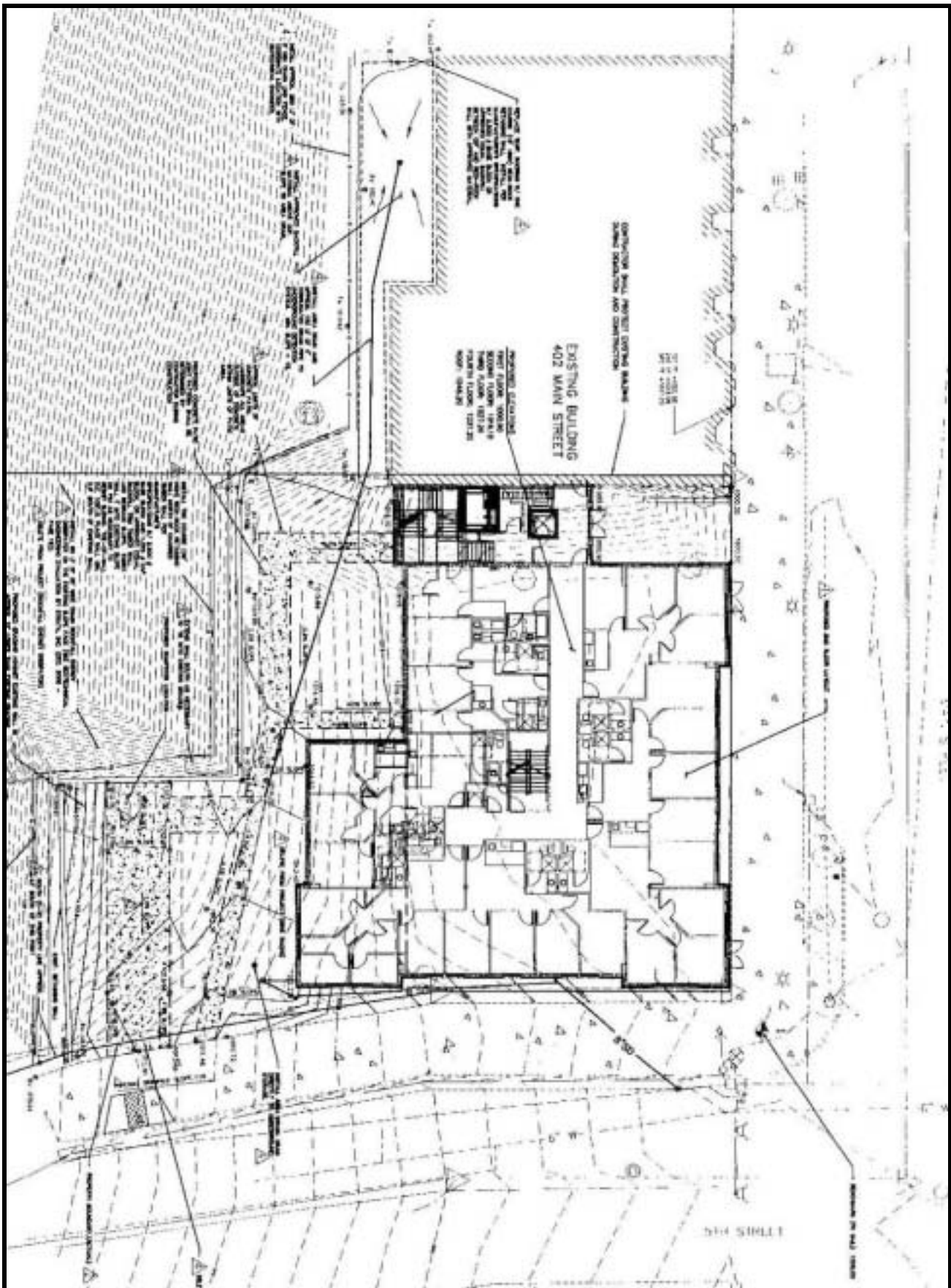
Each suite is equipped with a refrigerator, microwave, table and two chairs as well as single beds, small desks with chairs and wardrobe closets in each bedroom. There is also common area furniture, washers and dryers in the laundry room and study room tables and chairs. All of these items are needed for the facility to function as student housing and included in the valuation of the facility.

**Occupancy and Use of Subject**

The subject facility is leased to Lewis-Clark State College for use as student housing. They lease only the second through fourth floors and access through the common lobby with elevator and stairwell on the main floor between the two buildings. The lease will be discussed in the Income Approach section of this report.

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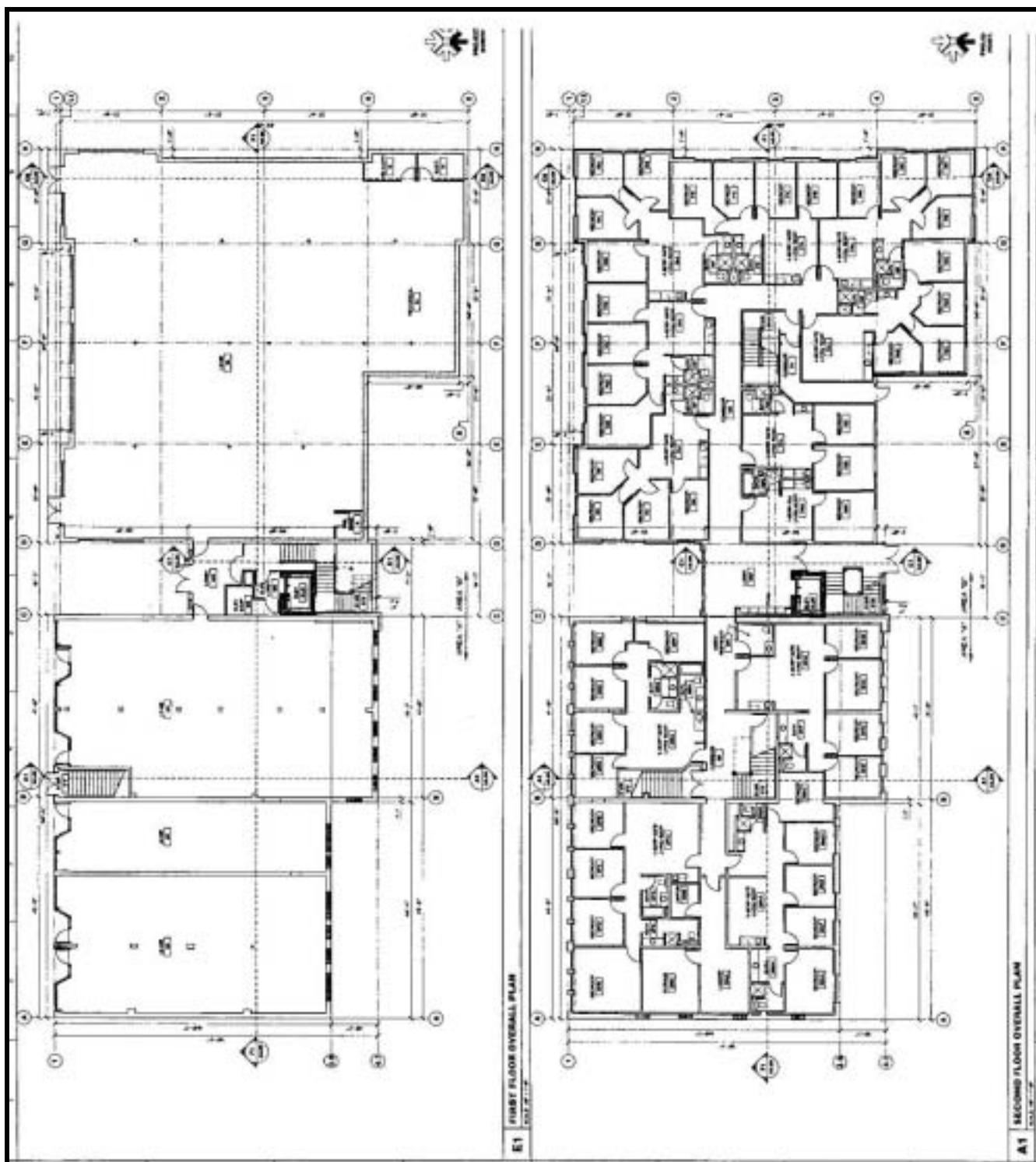
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Site Topographic Plan

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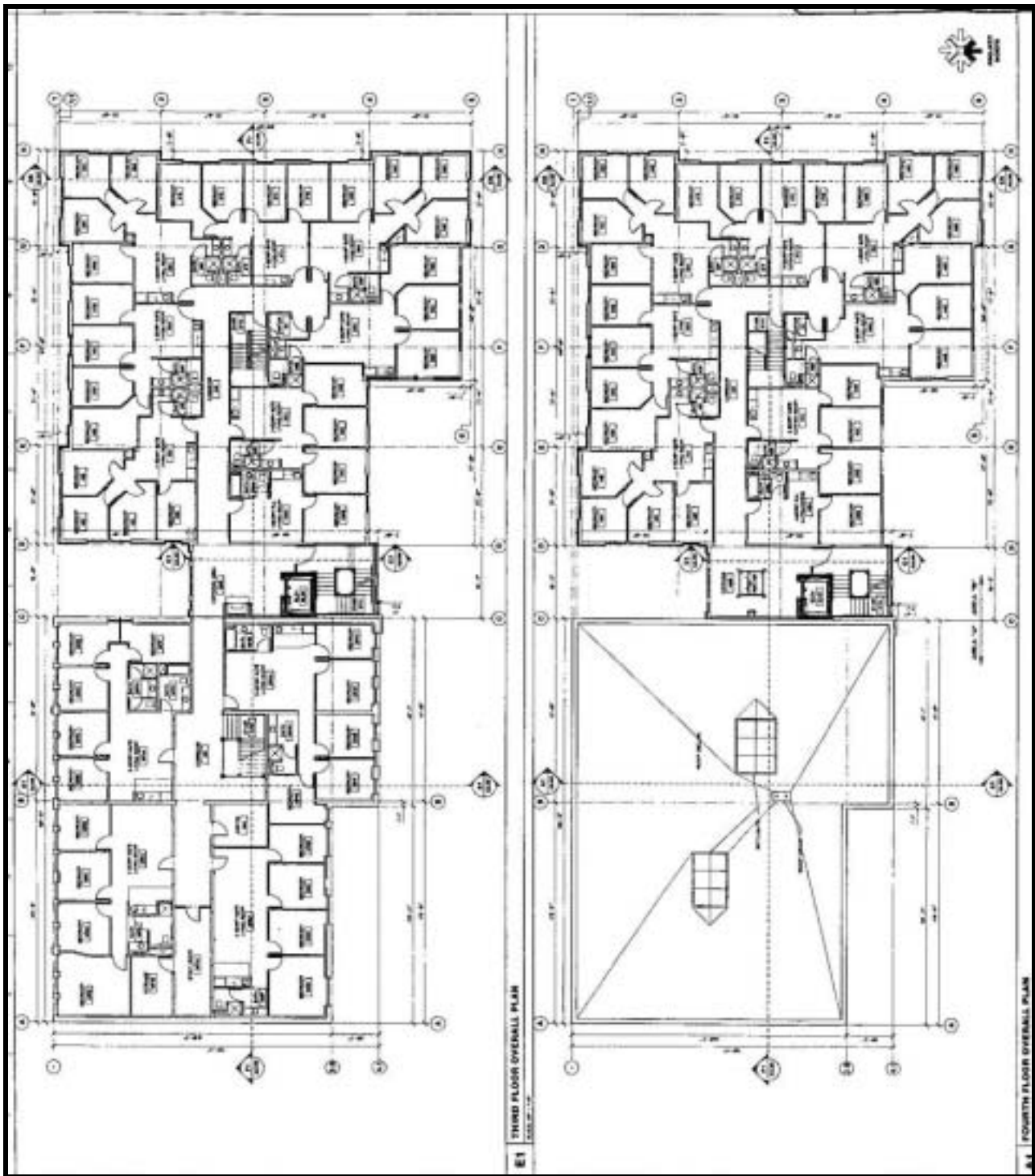
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First and Second Floors (only lobby of first floor considered)

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Third and Fourth Floor Plans

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## HIGHEST AND BEST USE

## Definition

Highest and best use is defined as follows: "The most profitable and likely use to which a property can be put. The opinion of such use may be based on the highest and most profitable continuous use to which the property is adapted and needed, or likely to be in demand in the reasonably near future. However, elements affecting value that depend upon events or a combination of occurrences that, while within the realm of possibilities are not fairly shown to be reasonably probable should be excluded from consideration. Also, if the intended use is dependent upon an uncertain act of another person, the intention cannot be considered."

"That use of the land which may reasonably be expected to produce the greatest net return to land over a given period of time. That legal use which will yield to land the highest present value; sometimes called optimum use."<sup>2</sup>

The following tests must be passed in determining highest and best use. The use must be legal. The use must be probable, not speculative or conjectural. There must be a demand for such use. The use must be profitable. The use must be such as to return to land the highest net return. The use must be such as to deliver the return for the longest period of time.

## The Subject Parcels As Vacant

**Physical Uses:** The useable area of the subject parcels is ±19,500sf with good frontage and visibility along Main Street at 5<sup>th</sup> Street in nearly the center of the downtown area. A variety of uses are physically possible including most commercial uses of the surrounding properties. Typical buildings in the general area are one to three stories with a scattering of older, taller buildings.

**Legal Uses:** The subject parcels are zoned C-4, General Commercial under the current Zoning Ordinance. This zone allows for a wide variety of commercial uses. Surrounding uses include boutique retail, offices, banks and general commercial uses.

**Reasonable and Probable Uses:** Because of their size, location and accessibility, the most reasonable and probable uses of the subject parcels, if vacant, would be for development with two-story, mixed-use, general commercial buildings with adequate access, landscaping and some parking. This location is near the center of the downtown area of Lewiston. There has been limited demand for new commercial and office uses in the general area with most new development outside of the downtown area partly due to a lack of onsite or adjacent parking in the downtown area. Many of the typical downtown tenants, including commercial banks have moved to the suburbs. The sites could accommodate a wide variety of mixed commercial uses. Single or multi-tenant buildings of up to ±55,000sf could be developed on four floors including parking. One possible scenario would be to develop the ground floor with retail with the next two levels for parking and two levels of office and/or apartments above.

**Conclusion - Highest and Best Use as if Vacant:** In my opinion, the highest and best use of the subject parcels as vacant would be for single or multi-tenant, mixed use commercial buildings of two to

<sup>2</sup> American Institute of Real Estate Appraisers - Appraisal Terminology and Handbook

**CLEARWATER APARTMENTS**

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three stories. Demand for new buildings has been slow with no new buildings in the last twenty or more years. Most new construction has been to the southeast of the subject parcels along 21<sup>st</sup> Street, Thain Road and in the Orchards area. It may be several years before a large mixed-use project would be feasible. Unless a buyer with a specific use was found, the likely purchaser if the parcels were vacant would be a speculative investor willing to hold the parcels for future development.

**The Subject Site as Improved**

The subject parcels are improved with a three and four story development with retail space on the Main Street level and two and three levels of resident suites above. This appraisal is only of the upper level resident suites. The total gross area is ±34,314sf above a ±13,392sf first floor that is unfinished retail. There are 32 suites with 117 bedrooms.

Before the subject facility was constructed in 2006, Lewis-Clark State College, LCSC was having to rent rooms in the Red Lion Motel on 21<sup>st</sup> Street about 1.5 miles from campus. Beginning in the fall of 2003, the College rented 23 rooms with steady increases each fall to 47 rooms for the fall of 2005. During 2005 and early 2006, the subject facility was constructed along with the 88 bedroom, College Place located across 4<sup>th</sup> St from the campus. This created an abundance of student housing. The College has tried to balance occupancy between the two new facilities, but the overall occupancy rate for all student housing has declined to 85% to 88% for the fall enrollment and 64% to 66% for the spring semester.

Because two projects were built when only one was needed, the supply far exceeds the demand at the present time. As a result, overall occupancy is less than desirable for both College Place and the subject Clearwater Hall. Although the College may eventually remove some older facilities from the housing pool, overall occupancy will still remain below desirable levels for the next few years. The College closed Talkington, a 95 room facility for the fall of 2006 that substantially helped increase occupancy for the subject and College Place and may close the 29 room Parrish House next year. That would also boost occupancy for the subject by an average of 10 rooms per semester. However, overall occupancy will still be below 60% because of the slow summer months.

The rental market in Lewiston is not very strong and there has been no new construction of large apartment complexes greater than 10 units for several years. The College is unable to demand that students rent or reserve rooms during the summer months and is trying to increase occupancy by renting blocks of rooms for a variety of activities including sports camps, music camps and even family reunions. Occupancy during the summer months will be fairly slow for the next few years and may not approach 20% or 20 to 25 rooms per month for a couple of years.

In my opinion, the subject facility is a special use limited primarily to student housing because of its design and lack of additional onsite amenities such as parking. Parking appears to be a limiting factor for the retail space on the main level that is not a part of this appraisal. The retail space has been offered for lease for two years and is still vacant. It is competing with space along 21<sup>st</sup> and Thain Road that has adequate, drive-up parking for customers as well as employees. Other buildings in the downtown area also appear to suffer from the lack of parking with vacancy levels higher than in the outlying areas. Parking would also help if the subject student housing were to be converted to another use such as offices or senior housing.

In my opinion, it would not be cost effective to convert the subject facility from student housing to



**CLEARWATER APARTMENTS**

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senior housing. It is possible to convert the units, however, the bathroom areas are too narrow for access by walkers, people with canes or wheelchairs. The toilet areas are even narrower and would be tight for handicap rails or pull bars. It would be expensive to remodel the bathrooms to be acceptable for elderly housing. Most of the bedrooms are designed for a single bed and do not have built-in closets or room for additional furniture. The community facilities needed for a senior housing facility would have to be constructed on the main floor of the subject building that is not a part of this appraisal. Senior housing generally has large community rooms, game rooms, exercise rooms and community eating areas as well as a commercial kitchen. These would all have to be developed on the main floor.

It is beyond the scope of this appraisal to assess the demand for senior housing in downtown Lewiston. Lewiston is a retirement area for the surrounding farming communities in north central Idaho, but new facilities are mostly one-story and located in the suburban areas closer to new shopping areas and medical and dental offices. A 42 unit facility was built in 2007 on Bryden. The lack of convenient parking would again be a detriment for any senior facility that would be competing with new suburban facilities. The small rooms and shared bathrooms would also be less than desirable.

There does not appear to be a strong demand for new office space in the downtown area, again, due in part to a lack of convenient parking. It would be less expensive to convert the apartment suites into office suites. Most of the suites could be utilized as they are with the living/kitchenette areas used for reception and the bedrooms for private offices. The restrooms would also not need to be upgraded because each floor has a handicap accessible restroom in the hallway. The biggest drawback would be lack of demand for office space without convenient parking. Also, office suites would be limited to the size of the existing apartment suites without substantial remodeling. There would also be a lack of large executive offices without remodeling.

In my opinion, the subject is a special use facility limited to student housing in bedroom suites with the existing layout without substantial expense to convert to another use. There does not appear to be a strong demand that would absorb  $\pm 34,314$ sf of office space or other uses that would be feasible.

**SUMMARY OF VALUATION ANALYSIS**

The subject property is the second through fourth floors of a two building complex connected by a common lobby/elevator/stairwell area. No condominium declaration or other documents have been prepared, however, I assume that the necessary documents will be drawn to closely reflect the property as described. Because the subject improvements are a two-year, special purpose facility, the Cost Approach is considered as an indication of the value before any deductions for being an over improvement. Recent land sales have been analyzed to estimate the contributory value of the subject site for the subject 32 units. No sales of newer dormitories or apartment project similar to the subject were found in the Washington, Idaho or Oregon area. I have uses sales of improved apartment properties in Moscow and Pullman in order to derive some indications of value by the Sales Comparison Approach was concluded. A rental survey was conducted to identify market rent, vacancies, and expenses, and to provide the basis to estimate the net operating income for the subject. Capitalization rates were derived from the comparable investment properties, and a value estimate by the Income Approach was concluded.

## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

## COST APPROACH

The Cost Approach normally involves estimating the cost new of the improvements and depreciation from all sources. This is added to the estimated land value as if vacant and ready for development to its highest and best use. Because this is a special use facility, the Cost Approach will be a primary method in forming an opinion of value.

## LAND VALUE

The market value of the subject site, as if vacant, is estimated by direct comparison with recent sales of land similar to the subject site in terms of physical and locational features, and Highest and Best Use. Since the subject property is valued as a condominium above retail space on Main Street, I have attempted to form an opinion of value of the contributory value of the land on a price per unit basis, based upon what a developer would pay to develop an apartment complex or senior housing center of similar size.

Only two sales of larger apartment complexes were found in the Lewiston area over the past two years. A 24, 920sf site at 5<sup>th</sup> & Linden was purchased for a 10 unit apartment in February 2007 for \$85,000 or \$8,500/unit. A 140,575sf parcel at 906 Bryden was purchased in January 2007 for \$425,000 for a 42 unit senior housing center or \$10,119/unit. A 10 unit apartment site of 48,730sf was purchased in May 2003 at 1<sup>st</sup> Street and 19<sup>th</sup> Avenue for \$95,000 or \$9,500/unit. A 66,952sf site at 230 Baker Street in Moscow, Idaho was purchased in March 2008 for \$301,282 or \$8,369/unit for a 36 unit apartment complex.

## Land Value Conclusion

The subject parcels are in a good location but not as good as some of the comparables for apartment development. The sales summarized above show a range of  $\pm$ \$8,500 to \$10,100/unit for typical apartment projects in the Lewiston area. In my opinion, a rate of \$9,500/unit would be reasonable for the subject project. This rate applied to the 32 units results in a value indication of **\$304,000**.

## IMPROVEMENT VALUE

The subject project was reportedly constructed for a cost of  $\pm$ \$6,000,000 in 2005-06 including the  $\pm$ 13,392sf main floor. The total overall cost for the  $\pm$ 47,706sf was  $\pm$ \$125.77/sf including the land and site improvements.

The *Marshall Valuation Service* Cost Handbook indicates a current cost for an average quality, Class A, steel frame, dormitory facility similar to the subject with brick, steel or concrete panel exterior walls with some ornamentation, interior walls and ceilings of drywall and carpet floors, one bath per three students, and average electric service of \$121.77 after allowances for local cost adjustments. This description best fits the subject improvements.

A  $\pm$ 44,000sf, three-story, brick and steel, 160 bed dormitory is under construction at Whitworth College in Spokane at a reported cost near \$7,000,000 or \$159.09/sf. This facility will include lounge areas and a large kitchen area as well as more bathrooms than the subject facility. The cost is approximate and included demolition of two small, older dorms. It is supportive of the cost indicated by the cost service.

For this analysis, I have used a building cost of \$120.00/sf including plans, engineering, permits and sewer connection. This cost includes all soft costs except financing costs and developer's profit.

**CLEARWATER APARTMENTS**

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The site improvements of paving, landscaping, sidewalks, fencing, retaining walls and exterior lighting have been added in at \$100,000, which is about \$2.91/sf including a pro-rata share of soft costs. These costs are based on the Marshall Valuation Service and the known costs for local site improvements.

**Entrepreneurial Profit & Financing Costs**

Entrepreneurial profit is the measure of a fee that a developer will earn upon the sale of an investment property that compensates him for putting together the various elements required in a successful real estate investment project. These elements include the acquisition of the land, construction of the building and the leasing of the project to appropriate tenants at a market rental rate. In my opinion, entrepreneurial profit of 8% would be reasonable for the subject property. Financing costs include interest during construction and the financing fee. Based on a loan of \$4,000,000 and a 6.25% interest rate, construction interest for one year is estimated at \$250,000 and the financing fee at \$60,000.

**DEPRECIATION**

Depreciation may occur in three basis forms; physical, functional, or from external forces. Physical depreciation includes such things as the age of the improvements, general wear and tear, and deferred maintenance. This depreciation may be curable or incurable. Functional obsolescence is present if the design and/or building characteristics are not well conceived or well utilized. External obsolescence is when forces outside the subject property cause an adverse influence. This could occur through depressed market conditions, certain legislative actions, neighborhood transitions, adverse adjacent property influences, or various other reasons.

The subject improvements are about two years old and have been reasonably maintained with no extraordinary wear or abuse noted on inspection. Based on a normal economic life of  $\pm 40$  years, physical depreciation of 5% would be reasonable for general wear. The subject improvements are functional for their intended use as student housing with little wasted space and serviceable floor plans. The bedrooms are of adequate size, the bathrooms are utilitarian and the common areas are somewhat small but functional. There is no basis for any additional charge for functional obsolescence in my opinion.

The subject facility was built at the same time that a competing facility was built with 88 rooms across from the College. As a result, both facilities have suffered some economic loss due to an over supply of student housing for the next several years. In the Sales Comparison Approach analysis, I have estimated an adjustment of 25% for the economic loss. This is primarily due to the vacancy in the units during the summer months, although, occupancy during the school year is also lower than the typical  $\pm 95\%$  occupancy expected for competing apartment units. Occupancy is expected to increase over the next few years and a long-term allowance for external obsolescence of 25% appears reasonable.

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**Cost Approach Summary**

<b>Cost New</b>		
Building	±34,312sf @ \$120/sf	\$4,117,440
Exterior Site Improvements	Lump Sum	\$100,000
<b>Total Hard Costs</b>		<b>\$4,217,440</b>
Construction Interest and Financing		\$310,000
Developer's Profit	@8%	\$386,500
<b>Total Cost New</b>		<b>\$4,913,940</b>
Depreciation from all Causes	@30%	\$1,474,180
<b>Depreciated Cost</b>		<b>\$3,439,760</b>
<b>Land Value</b>	<b>32 units @ \$9,500/unit</b>	<b>\$304,000</b>
<b>Cost Approach Value Indication</b>		<b>\$3,743,760</b>
<b>Rounded to</b>	<b>\$3,745,000</b>	

The indicated value by the Cost Approach is **\$3,745,000**

**SALES COMPARISON APPROACH**

The Sales Comparison Approach to Value is based on the premise that a knowledgeable purchaser would pay no more for a property than the cost of obtaining another equally desirable property of similar functional utility. To employ the Sales Comparison Approach, the market is researched for recent sales of improved properties similar to the subject. These comparable sales are then compared to the subject for physical, functional, and economic differences.

**IMPROVED SALES**

To value the subject property via the Sales Comparison Approach, the general Inland Northwest area was researched for sales of similar, newer, student housing or dormitories. I have researched the Eastern Washington and North Idaho area for sales of similar facilities. My research included perusing national sales data basis including Costar and LoopNet, calling various other appraisers in North Idaho and Eastern Washington, as well as Assessor's offices in several counties. I was not able to find any comparable sales of similar dormitories or student housing.

In order to form some opinion of the value of the subject improvements, I analyzed eight sales of newer apartment complexes in the Moscow, Idaho and Pullman, Washington area. These are larger college towns, home to the University of Idaho and Washington State University, respectively. The apartment market in both cities is generally driven by the demand for student housing. As a result, I have analyzed the sales on a price per bedroom as well as the more traditional price per unit, price per square foot and gross rent multiplier.

## CLEARWATER APARTMENTS

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*Improved Sale # 1*

**Sale Date:** 02-14-2008  
**Analysis \$:** \$1,350,000  
**# of Units:** 24  
**Unit Rates:** \$65.41/sf (GBA)  
 \$65.41/sf (NRA)  
**\$56,250/unit**

**ECONOMIC ANALYSIS:**

**PGI:** \$184,320  
**Vac. @ 5.0%** \$9,216  
**EGI:** \$175,104  
**Exp. @ 38.0%** \$66,585  
**NOI:** \$108,519  
**Cap Rate** 8.0%  
**GIM** 7.32

CompID: #6479 © AGNW Status: Sale

**Identification:** Lenter 12 plexes  
**Address:** 1531 & 1579 Lenter Street, Moscow, Latah County, ID  
**Location:** Just south of Laurder

<b>Instrument:</b> WD#520075	<b>Grantor:</b> Rick & Roseta Beebe
<b>Property Rights:</b> Leased Fee	<b>Grantee:</b> Anac 319 Rodeo, LLC
<b>Sale Price:</b> \$1,350,000	<b>Marketing Time:</b> Not on market
<b>Financing:</b> Cash to Seller	<b>Confirmation:</b> Roseta Beebe (208) 882-8391 TDG
<b>Analysis Price:</b> \$1,350,000	
<b>Sale Comments:</b>	

<b>Parcel #:</b> RPM-0520-0001-004 & -003	<b>GBA / NRA:</b> 20,640 sf / 20,640 sf
<b>Zoning:</b> High Density Residential R4	<b>Age:</b> 1995
<b>Site Size:</b> 0.760 acres	<b>Quality/Condition:</b> Average / Average
<b>Units/Bldgs.:</b> 24 units in (2) 3-story bldgs.	<b>HVAC:</b> Electric Wall Heaters
<b>Density:</b> 31.6 Units per Acre	<b>Construction:</b> Wood frame, vinyl siding, Gable, composition roof structure
<b>Avg. Unit Size:</b> 860.00 sf	

**Legal:** Block 1, Lots 3 & 4, Lathen Subdivision, City of Moscow, Latah County, ID.

**Description:** **Site:** This site is located in the southeast portion of the City of Moscow, south of Highway 8 and a block west of Highway 95, about two blocks south of the southern edge of the University of Idaho campus. **Building:** This property is improved with two, 12 plex buildings that are relatively typical of college-oriented housing that caters to University of Idaho Students. One of the buildings is double-loaded with a covered central breezeway that provides access to four, 860-sf 2br/1ba units on each of the three levels. The other building has a walk-up design, but the same unit mix and type. Each unit has washers/dryers, and a small patio/deck. The buildings were in average condition for their age of about 13 years at the time of sale.

**Remarks:** This property was sold from a local investor to another local investor.

The economic analysis is based on the actual average rents of \$640 at the time of sale, which were believed to be at market. Expenses are estimated by the appraiser based on actual expenses of other similar complexes, including \$500 for maintenance and repairs (inc. \$200 for rsvs) and 6% for management.

## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

*Improved Sale # 2*

<b>Sale Date:</b>	<b>01-01-2007</b>
<b>Analysis \$:</b>	\$2,152,500
<b># of Units:</b>	<b>24</b>
<b>Unit Rates:</b>	\$78.67/sf (GBA) \$78.67/sf (NRA) <b>\$89,688/unit</b>
<b>ECONOMIC ANALYSIS:</b>	
<b>PGI:</b>	\$257,472
<b>Vac. @ 5.0%</b>	\$12,874
<b>EGI:</b>	\$244,598
<b>Exp. @ 34.4%</b>	\$84,030
<b>NOI:</b>	\$160,568
<b>Cap Rate</b>	<b>7.5%</b>
<b>GIM</b>	<b>8.36</b>

CompID: #6478 © AGNW Status: Sale

<b>Identification:</b>	University Village II		
<b>Address:</b>	1137 & 1153 W. "A" Street, Moscow, Latah County, ID		
<b>Location:</b>	Just east of Baker Street		
<b>Instrument:</b>	WD#510940	<b>Grantor:</b>	CS Blum Properties-2, LLC
<b>Property Rights:</b>	Leased Fee	<b>Grantee:</b>	University Village II, LLC
<b>Sale Price:</b>	\$2,100,000	<b>Marketing Time:</b>	Not on market
<b>Financing:</b>	Cash to Seller	<b>Confirmation:</b>	Trevor Young, C-21 (208) 292-5110
<b>Analysis Price:</b>	\$2,152,500		University City Rentals TDG
<b>Sale Comments:</b>	Price is adjusted upward 2.5% to reflect the fact that a broker was not involved in the transaction.		
<b>Parcel #:</b>	RPM-004-0001-005B & -006B	<b>GBA / NRA:</b>	27,360 sf / 27,360 sf
<b>Zoning:</b>	High Density Residential R4	<b>Age:</b>	2001
<b>Site Size:</b>	1.083 acres	<b>Quality/Condition:</b>	Average / Average+
<b>Units/Bldgs.:</b>	24 units in (2) 3-story bldgs.	<b>HVAC:</b>	Electric Wall Heaters
<b>Density:</b>	22.2 Units per Acre	<b>Construction:</b>	Wood frame, vinyl siding, Gable, composition roof structure
<b>Avg. Unit Size:</b>	1140.00 sf		
<b>Legal:</b>	The West 115.3' of Lot 5, Block 1, Baker Addition to City of Moscow, Latah County, ID.		
<b>Description:</b>	<p><b>Site:</b> This site is located in a quickly developing area north of Pullman Road about two blocks north of the University of Idaho campus. There is extensive commercial services available along Pullman Road adjacent to the south. This is a popular area for new college-oriented housing. <b>Building:</b> This property is improved with two 12 plex buildings that are relatively typical of college-oriented housing that caters to University of Idaho Students. The buildings are double-loaded with a covered central breezeway that provides access to two 3br/2ba units on one side and two 4br/2ba units on the other. The 3br units contain 1,070 sf each, and the 4br units have 1,210 sf. All units have laundry rooms with washers/dryers and a patio/deck with enclosed storage space. The buildings were in average+ condition for their age of about 5 years at the time of sale.</p>		
<b>Remarks:</b>	<p>This property was sold from the original builder to a local investor, who owns Palouse Properties, and manages the developer's apartment complexes. The buyer had bought phase I of this complex several years earlier, which was identical. The seller indicated that the sale price may have been slightly low due to the fact that a broker was not involved. To account for this, a 2.5% or roughly half of a commission has been factored in.</p> <p>The economic analysis is based on the actual average rents at the time of sale of \$780 for the 3br units and \$1,08 for the 4br units, which were believed to be at market. These are 12-month equivalent rents. The actual rents were \$850 and \$1,100 for the 10 school months and 1/2 price for June and July. Expenses are estimated by the appraiser based on actual expenses of other similar complexes, including \$550 for maintenance and repairs (inc. \$250 for rsvs) and 6% for management.</p>		

## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**Improved Sale # 3**

<b>Sale Date:</b>	<b>08-31-2006</b>
<b>Analysis \$:</b>	\$1,726,700
<b># of Units:</b>	<b>36</b>
<b>Unit Rates:</b>	\$53.29/sf (GBA) \$53.29/sf (NRA) <b>\$47,964/unit</b>
<b>ECONOMIC ANALYSIS:</b>	
<b>PGI:</b>	\$244,080
<b>Vac. @ 6.0%</b>	<u>\$14,645</u>
<b>EGI:</b>	\$229,435
<b>Exp. @ 42.8%</b>	<u>\$98,287</u>
<b>NOI:</b>	\$131,148
<b>Cap Rate</b>	<b>7.6%</b>
<b>GIM</b>	<b>7.07</b>

CompID: #6477 © AGNW Status: Sale

**Identification:** Northwood 36-Unit  
**Address:** 1424, 1486, & 1536 Northwood Street, Moscow, Latah County, ID  
**Location:** Just south of Styner

<b>Instrument:</b>	WD#508058	<b>Grantor:</b>	Smith Family Revocable Trust
<b>Property Rights:</b>	Leased Fee	<b>Grantee:</b>	Douglas & Joanna Grant
<b>Sale Price:</b>	\$1,726,700	<b>Marketing Time:</b>	Not on market
<b>Financing:</b>	Cash to Seller	<b>Confirmation:</b>	Trevor Young, C-21 (208) 292-5110
<b>Analysis Price:</b>	\$1,726,700		University City Rentals TDG
<b>Sale Comments:</b>			

<b>Parcel #:</b>	RPM-0225-004-004A, -006A, & -008A	<b>GBA / NRA:</b>	32,400 sf / 32,400 sf
<b>Zoning:</b>	High Density Residential R4	<b>Age:</b>	1992-1994
<b>Site Size:</b>	1.247 acres	<b>Quality/Condition:</b>	Average / Average
<b>Units/Bldgs.:</b>	36 units in (3) 3-story bldgs.	<b>HVAC:</b>	Electric Wall Heaters
<b>Density:</b>	28.9 Units per Acre	<b>Construction:</b>	Wood frame, vinyl siding, Gable, composition roof structure
<b>Avg. Unit Size:</b>	900.00 sf		

**Legal:** Block 4, Lots 4-9, Deerfield Addition to City of Moscow, Latah County, ID.

**Description:** **Site:** This site is located in the southeast portion of the City of Moscow, south of Highway 8 and a few blocks east of Highway 95. The University of Idaho campus is about a half mile to the west. **Building:** This property is improved with three, 12 plex buildings that are relatively typical of college-oriented housing that caters to University of Idaho Students. The buildings are double-loaded with a covered central breezeway that provides access to four, 2br/1ba units on each of the three levels. The units contain 900 sf each, have laundry rooms with washers/dryers, and a patio/deck with enclosed storage space. The buildings were in average condition for their age of about 14 years at the time of sale.

**Remarks:** This property was sold from a local investor to a Colorado-based investor. The same buyer also previously purchased an 24-unit complex across Northwood to the east six months earlier.

The economic analysis is based on the actual average rents of \$565 at the time of sale, which were believed to be at market. Expenses are based on the actuals reported at the time of sale, with some adjustments made by the appraiser to reflect market-based averages over a holding period, including \$500 for maintenance and repairs (inc. \$200 for rsvs) and 6% for management.

## CLEARWATER APARTMENTS

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**Improved Sale # 4**

**Sale Date:** 08-10-2006  
**Analysis \$:** \$2,095,000  
**# of Units:** 23  
**Unit Rates:** \$89.47/sf (GBA)  
 \$89.47/sf (NRA)  
**\$91,087/unit**

**ECONOMIC ANALYSIS:**

**PGI:** \$241,044  
**Vac. @ 4.0%** \$9,642  
**EGI:** \$231,402  
**Exp. @ 35.5%** \$82,233  
**NOI:** \$149,169  
**Cap Rate** 7.1%  
**GIM** 8.69

CompID: #6476 © AGNW Status: Sale

<b>Identification:</b>	Taylor Street Apts		
<b>Address:</b>	621, 701, 703 Taylor Steet, Moscow, Latah County, ID		
<b>Location:</b>	Immediately south of U of I campus		
<b>Instrument:</b>	WD#507477	<b>Grantor:</b>	Southridge Properties, LLC
<b>Property Rights:</b>	Leased Fee	<b>Grantee:</b>	Marietta Davis Trust
<b>Sale Price:</b>	\$2,095,000	<b>Marketing Time:</b>	N/A
<b>Financing:</b>	Cash to Seller	<b>Confirmation:</b>	Trevor Young, C-21 (208) 292-5110
<b>Analysis Price:</b>	\$2,095,000		TDG
<b>Sale Comments:</b>			
<b>Parcel #:</b>	RPM-00000187945 & RPM-00000187940	<b>GBA / NRA:</b>	23,416 sf / 23,416 sf
<b>Zoning:</b>	High Density Residential R4	<b>Age:</b>	1977 (hse) & 1997 (apts)
<b>Site Size:</b>	0.865 acres	<b>Quality/Condition:</b>	Average / Average
<b>Units/Bldgs.:</b>	23 units in (3) 3-story bldgs.	<b>HVAC:</b>	Electric Wall Heaters
<b>Density:</b>	26.6 Units per Acre	<b>Construction:</b>	Wood frame, vinyl siding, Gable, composition roof structure
<b>Avg. Unit Size:</b>	1018.00 sf		
<b>Legal:</b>	Lengthy legal description retained in file. City of Moscow, Latah County, ID.		
<b>Description:</b>	<p><b>Site:</b> This site is located immediately south of the University of Idaho campus in the southwest portion of the City of Moscow, south of Highway 8 and a few blocks west of Highway 95. It has very good access to campus.</p> <p><b>Building:</b> This property is improved with a 9-plex, a 12-plex, both of which were built in 1997, and an 8br house that was built in 1977. The apartment buildings contain a total of 21 units, with (9) 4br/2ba units that average 1,100 sf, (9) 3br/2ba units that average 750 sf, and (3) 2br/1ba units that average 650 sf. Each unit has a washer &amp; dryer. The units are relatively small for their br/ba count. Construction of those buildings is three-story, walk-up, motel style with vinyl siding and comp roofs. Those buildings were in average condition. The house contains three stories, with a total living area of 4,816 sf, with 8brs and 3bas. In this analysis, the house has been included as two 4br units, bringing the total number of units to 23.</p>		

**Remarks:** This property was sold from a local investor to another local investor.

The economic analysis is based on the actual average rents at the time of sale, which were \$2,016 for the house, \$1,027 for the 4br units, \$770 for the 3br units, and \$568 for the 2br units, which are believed to be at market. These are 12-month equivalent rents. The actual rents were \$2,200, \$1,120, \$840, and \$620 for the 10 school months and 1/2 price for June and July. Expenses are based on the actuals reported at the time of sale, with some adjustments made by the appraiser to reflect market-based averages over a holding period, including \$550 for maintenance and repairs (inc. \$250 for rsvs) and 6% for management.



## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

*Improved Sale # 5*

<b>Sale Date:</b>	<b>03-08-2006</b>
<b>Analysis \$:</b>	\$1,300,000
<b># of Units:</b>	<b>24</b>
<b>Unit Rates:</b>	\$54.17/sf (GBA) \$54.17/sf (NRA) <b>\$54,167/unit</b>
<b>ECONOMIC ANALYSIS:</b>	
<b>PGI:</b>	\$182,880
<b>Vac. @ 6.0%</b>	<u>\$10,973</u>
<b>EGI:</b>	\$171,907
<b>Exp. @ 40.9%</b>	<u>\$70,343</u>
<b>NOI:</b>	\$101,564
<b>Cap Rate</b>	<b>7.8%</b>
<b>GIM</b>	<b>7.11</b>

CompID: #6475 © AGNW Status: Sale

**Identification:** Northwood 24-Unit  
**Address:** 1435 & 1443 Northwood Street, Moscow, Latah County, ID  
**Location:** Just south of Styner

<b>Instrument:</b>	WD#503441	<b>Grantor:</b>	Smith Family Revocable Trust
<b>Property Rights:</b>	Leased Fee	<b>Grantee:</b>	Douglas & Joanna Grant
<b>Sale Price:</b>	\$1,300,000	<b>Marketing Time:</b>	Not on market
<b>Financing:</b>	Cash to Seller	<b>Confirmation:</b>	Trevor Young, C-21 (208) 292-5110
<b>Analysis Price:</b>	\$1,300,000		University City Rentals TDG
<b>Sale Comments:</b>			

<b>Parcel #:</b>	RPM-0225-002-014E	<b>GBA / NRA:</b>	24,000 sf / 24,000 sf
<b>Zoning:</b>	High Density Residential R4	<b>Age:</b>	1994
<b>Site Size:</b>	0.954 acres	<b>Quality/Condition:</b>	Average / Average
<b>Units/Bldgs.:</b>	24 units in (2) 3-story bldgs.	<b>HVAC:</b>	Electric Wall Heaters
<b>Density:</b>	25.2 Units per Acre	<b>Construction:</b>	Wood frame, vinyl siding, Gable, composition roof structure
<b>Avg. Unit Size:</b>	1000.00 sf		

**Legal:** Block 2, Lot 14, Less S 141.5' & less tax parcel #5110, Deerfield Addition to City of Moscow, Latah County, ID.

**Description:** **Site:** This site is located in the southeast portion of the City of Moscow, south of Highway 8 and a few blocks east of Highway 95. The University of Idaho campus is about a half mile to the west. **Building:** This property is improved with two, 12 plex buildings that are relatively typical of college-oriented housing that caters to University of Idaho Students. The buildings are double-loaded with a covered central breezeway that provides access to four 2br/2ba units on each of the three levels. The units contain 1,000 sf each, have laundry rooms with washers/dryers, and a patio/deck with enclosed storage space. The buildings were in average condition for their age of 12 years at the time of sale.

**Remarks:** This property was sold from a local investor to a Colorado-based investor. The same buyer also subsequently purchased an 36-unit complex across Northwood to the west six months later.

The economic analysis is based on the actual average rents of \$635 at the time of sale, which were believed to be at market. Expenses are based on the actuals reported at the time of sale, with some adjustments made by the appraiser to reflect market-based averages over a holding period, including \$500 for maintenance and repairs (inc. \$200 for rsvs) and 6% for management.

## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

*Improved Sale # 6*

Sale Date: 01-15-2005

Analysis \$: \$3,860,000

# of Units: 60

Unit Rates: \$62.69/sf (GBA)  
\$62.69/sf (NRA)  
**\$64,333/unit****ECONOMIC ANALYSIS:**

PGI: \$513,000

Vac. @ 5.0% \$25,650

EGI: \$487,350

Exp. @ 39.4% \$192,000

NOI: \$295,350

Cap Rate 7.7%

GIM 7.52

CompID: #4275 © AGNW Status: Sale

<b>Identification:</b>	Clark Terrace Apartments		
<b>Address:</b>	100 NW Terre View Drive, Pullman, Whitman County, WA		
<b>Location:</b>	Terre View Drive, west of Hwy 27.		
<b>Instrument:</b>	N/A - Pending	<b>Grantor:</b>	Kevin Kirkman
<b>Property Rights:</b>	Leased Fee	<b>Grantee:</b>	Confidential
<b>Sale Price:</b>	\$4,000,000	<b>Marketing Time:</b>	Not Listed
<b>Financing:</b>	Cash to Seller	<b>Confirmation:</b>	Kirk Kirkman, seller (509) 334-7444
<b>Analysis Price:</b>	\$3,860,000		TDG
<b>Sale Comments:</b>	Sale price adjusted downward for value of 3.2 acres of excess land that could support another 40 units, which the seller estimated a contributory value of \$140,000 (\$3,500/unit).		
<b>Parcel #:</b>	1-1018-99-00-01-000, -02-000, -03-000, & -04-000	<b>GBA / NRA:</b>	61,570 sf / 61,570 sf
<b>Zoning:</b>	Multifamily Residence Zone R2	<b>Age:</b>	1992
<b>Site Size:</b>	2.300 acres	<b>Quality/Condition:</b>	Average + / Average
<b>Units/Bldgs.:</b>	60 units in (10) 2-story bldgs.	<b>HVAC:</b>	Electric Wall Heaters & TTW A/C Units
<b>Density:</b>	26.0 Units per Acre	<b>Construction:</b>	Wood frame, vinyl siding, Gable, composition roof structure
<b>Avg. Unit Size:</b>	1026.00 sf		
<b>Legal:</b>	Lots A, B, C, D, Kirkman Short Plat #1, City of Pullman, Whitman County, WA.		
<b>Description:</b>	<p><b>Site:</b> This is a hillside site located about one mile northwest of the Washington State University campus in Pullman, WA. The gross site area was 5.5 acres, but 3.24 acres was excess land. The site has a moderate view amenity and is served by all utilities. <b>Building:</b> This is an average quality garden-style apartment complex that was built in the early 1990s. It consists of 60 units in 10 buildings, with (22) 2bd/1ba units that average 910 sf, and (38) 3bd/1ba units that average 1,080 sf. Each unit has dishwasher, garbage disposal, refrigerator, stove/oven, through-the-wall air-conditioning, and washer/dryer hook-ups. Project amenities include a play area and a carport parking space for each unit. The complex is in relatively good condition for its age. The seller spent about \$125,000 replacing all of the sidewalks and upgrading the landscaping in 2004.</p>		
<b>Remarks:</b>	<p>The economic analysis is based on market rents and expenses of \$3,200/unit, which is slightly lower than the reported amount of \$3,400/unit, which was abnormally high in 2004. Market rents for the 2bd units was estimated at \$650, while the 3bd units was \$725 by the seller. Actual rents were very close to this level. Additional income is made through about 30 washer/dryer sets that are rented out to the tenant separately for \$30/month, which are included in the sale.</p> <p>The seller indicated he listed the property on Loopnet and received a full-price offer within 12 hours. That sale fell through and the seller now has a minority stake (~10%) in the buying entity, which is a local group of investors.</p>		

## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**Improved Sale # 7**

<b>Sale Date:</b>	<b>12-15-2004</b>
<b>Analysis \$:</b>	\$1,105,000
<b># of Units:</b>	<b>14</b>
<b>Unit Rates:</b>	\$73.92/sf (GBA) \$73.92/sf (NRA) <b>\$78,929/unit</b>
<b>ECONOMIC ANALYSIS:</b>	
<b>PGI:</b>	\$131,520
<b>Vac. @ 5.0%</b>	<b>\$6,576</b>
<b>EGI:</b>	\$124,944
<b>Exp. @ 35.0%</b>	<b>\$43,730</b>
<b>NOI:</b>	\$81,214
<b>Cap Rate</b>	<b>7.3%</b>
<b>GIM</b>	<b>8.40</b>

CompID: #4395 © AGNW Status: Sale

**Identification:** Terre View Apartments  
**Address:** 215, 225, & 235 Terre View Dr., Pullman, Whitman County, WA  
**Location:** 2 blocks west of Highway 27

<b>Instrument:</b>	N/A-Pending	<b>Grantor:</b>	E & K Properties
<b>Property Rights:</b>	Leased Fee	<b>Grantee:</b>	Confidential
<b>Sale Price:</b>	\$1,105,000	<b>Marketing Time:</b>	Couple months
<b>Financing:</b>	Cash to Seller	<b>Confirmation:</b>	Kevin Kirkman, seller TDG
<b>Analysis Price:</b>	\$1,105,000		
<b>Sale Comments:</b>			

<b>Parcel #:</b>	115530002010000, 20000, & 30000	<b>GBA / NRA:</b>	14,948 sf / 14,948 sf
<b>Zoning:</b>	Multifamily Residence Zone R2	<b>Age:</b>	1996
<b>Site Size:</b>	1.023 acres	<b>Quality/Condition:</b>	Average / Average +
<b>Units/Bldgs.:</b>	14 units in (3) 2&3-story bldgs.	<b>HVAC:</b>	Electric Wall Heaters & TTW A/C Units
<b>Density:</b>	13.7 Units per Acre	<b>Construction:</b>	Wood frame, vinyl siding, Gable, composition roof structure
<b>Avg. Unit Size:</b>	1068.00 sf		

**Legal:** Lots 1, 2, & 3, Block 2, Village Green #4, City of Pullman, Whitman County, WA.

**Description:** **Site:** This site is located about two blocks west of Highway 27 along Terre View Drive. The site is moderately sloping and has been excavated for the development. The topography allows for a view amenity, which is common in the immediate neighborhood. The site located within a somewhat newer residential area that has an extensive amount of multi-family development. **Building:** This site is improved with two, four plexes and a six plex that contain a total of 14 garden flat style units. The buildings are of average quality, with vinyl siding and an average quality composition roof cover. The two four plexes are two-stories, while the six plex is three stories. The floor plat of all the buildings is 2,216 sf. There are (2) 2bd/1.75ba units that contain 988 sf, and (12) 3bd/1.75 ba units that have 1,081 sf. The buildings are in average to above average condition for their age. The site is fully paved and landscaped and parking is open.

**Remarks:** This property is located in Pullman, WA, which is the home to Washington State University. The property is almost entirely occupied by college students. The property is being sold by a local developer that has developed dozens of projects in the local market.

The economic analysis is based on market rents of \$795 for the 3bd units and \$710 for the 2bd units. The actual rents at the time of sale resulted in a scheduled gross income that was 4% less than potential gross income based on market rents. The expense estimate is based on actual expenses, including 6% management.

## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

*Improved Sale # 8*

<b>Sale Date:</b>	<b>04-29-2004</b>
<b>Analysis \$:</b>	\$2,985,000
<b># of Units:</b>	<b>40</b>
<b>Unit Rates:</b>	\$75.55/sf (GBA) \$75.55/sf (NRA) <b>\$74,625/unit</b>
<b>ECONOMIC ANALYSIS:</b>	
<b>PGI:</b>	\$325,200
<b>Vac. @ 3.0%</b>	\$9,756
<b>EGI:</b>	\$315,444
<b>Exp. @ 31.3%</b>	\$98,593
<b>NOI:</b>	\$216,851
<b>Cap Rate</b>	<b>7.3%</b>
<b>GIM</b>	<b>9.18</b>

CompID: #3401 © AGNW Status: Sale

<b>Identification:</b>	Vandal Point Apartments		
<b>Address:</b>	705 N. Jefferson Street, Moscow, Latah County, ID		
<b>Location:</b>	Northwest corner Jefferson Street & McKinley Street		
<b>Instrument:</b>	WD#486697	<b>Grantor:</b>	Vandal Pointe, LLC
<b>Property Rights:</b>	Leased Fee	<b>Grantee:</b>	Arne & Linda Michelson
<b>Sale Price:</b>	\$2,985,000	<b>Marketing Time:</b>	Not Listed
<b>Financing:</b>	Cash to Seller	<b>Confirmation:</b>	Leo Notar, broker (208) 664-1461
<b>Analysis Price:</b>	\$2,985,000		TDG
<b>Sale Comments:</b>			
<b>Parcel #:</b>	RPM0765001003B A	<b>GBA / NRA:</b>	39,509 sf / 39,509 sf
<b>Zoning:</b>	Multi-Family	<b>Age:</b>	2003
<b>Site Size:</b>	1.480 acres	<b>Quality/Condition:</b>	Average + / New
<b>Units/Bldgs.:</b>	40 units in (1) 2-3-story bldgs.	<b>HVAC:</b>	Electric Wall Heaters
<b>Density:</b>	27.0 Units per Acre	<b>Construction:</b>	Wood frame, vinyl siding, Gable, composition roof structure
<b>Avg. Unit Size:</b>	988.00 sf		

**Legal:** South 190' of Lot 3, Block 1, Parkview Estates Addition to Moscow, Latah County, ID.

**Description:** **Site:** This site is located at the northern edge of Moscow, at the south edge of an area that has seen significant new development over the last several years, including single family residential, duplexes, this apartment complex, and limited new commercial development. The site is mildly sloping and the relatively high-density development has minimal landscaping. **Building:** This is an average to slightly above average quality apartment complex that was completed in mid 2003. It features wood frame construction with vinyl siding and a gable roof with average quality composition shingle cover. The complex essentially consists of five buildings that are connected, but separated by exterior, covered breezeways. About 50% of the buildings are three story, while the rest are two story. The unit mix is 32, two-bedroom, two-bathroom and 8, three-bedroom, two-bathroom. The overall average unit size is 988 sf, which equates to a little over 950 sf for the two bedroom units and 1,100-sf for the three bedroom units. Each unit has a full-size washer and dryer and patio/balcony. The complex was in new condition at the time of sale.

**Remarks:** This property is located in a city of about 22,000 in the Central Panhandle of Idaho. The primary demand driver is the University of Idaho. This complex was not on the market and sold from the developer to a Coeur d'Alene, ID based investor. The complex was finished in July 2003 and was full within a month or so. The Moscow market is reported to be very strong and the complex had a waiting list at the time the sale was negotiated, which was February 2004. Because of tax implications, the closing was delayed until July 2004.

The economic analysis was based on actual rents, which were deemed to be at market, and actual and pro-forma expenses, including 5% for management, and 5% for maintenance and repairs including reserves. Because of the strong market, a vacancy factor of 3% was employed, resulting in a cap rate of 7.26%.

## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

## SALES COMPARISON APPROACH SUMMARY

SALE	1	2	3	4	5	6	7	8
DATE	2/14/2008	1/1/2007	8/31/2006	8/10/2006	3/8/2006	1/15/2005	12/15/2004	4/29/2004
ADDRESS	1531&79 Lenter Moscow, Id	1137 &53 A Moscow, Id	1424-1536 Northwood Moscow, Id	621-703 Taylor Moscow, Id	1435-43 Northwood Moscow, ID	100 NW Terre View Pullman, WA	215-235 NW Terre View Pullman, WA	705 N. Jefferson Moscow, Id
SALE PRICE	\$1,350,000	\$2,152,500	\$1,726,700	\$2,095,000	\$1,300,000	\$3,860,000	\$1,105,000	\$2,985,000
YEAR BLT	1995	2001	92-94	1997	1994	1992	1996	2003
# UNITS	24	24	36	23	24	60	14	40
# BEDROOMS	48	84	72	77	48	158	40	88
SIZE	20,640sf	27,360	32,400	23,416	24,000	61,570	14,948	39,509
P/UNIT	\$56,250	\$89,688	\$47,964	\$91,087	\$54,167	\$64,333	\$78,929	\$74,625
P/BEDROOM	\$28,125	\$25,625	\$23,982	\$27,208	\$27,083	\$24,430	\$27,625	\$33,920
P/SF	\$65.41	\$78.67	\$53.29	\$89.47	\$54.17	\$62.69	\$73.92	\$75.55
EGRM	7.71	8.8	7.53	9.05	7.56	7.92	8.84	9.46
ADJUSTMENTS								
MKT CNDTNS	1%	6%	8%	8%	11%	17%	18%	21%
AGE/COND	16.50%	6.00%	16.50%	12.00%	15.00%	16.50%	9.00%	0.00%
LOCATION	-25%	-25%	-25%	-25%	-25%	-25%	-25%	-25%
VALUE INDICATIONS								
P/BEDROOM	\$26,181	\$22,826	\$23,871	\$26,004	\$27,329	\$26,344	\$28,101	\$32,835
P/SF	\$60.89	\$70.08	\$53.04	\$85.51	\$54.66	\$67.60	\$75.19	\$73.13
P/UNIT	\$52,362	\$79,890	\$47,743	\$87,057	\$54,659	\$69,372	\$80,290	\$72,237
EGIM	7.71	8.8	7.53	9.05	7.56	7.92	8.84	9.46

## SALES ANALYSIS

All sales were of the fee simple interest and do not require adjustments for property rights or financing terms. The sales are adjusted for seller contracts, below market financing, cash equivalency and conditions of sale. The resulting analysis price is the basis for additional adjustments for differences in physical features. Each sale has differing building sizes, number of units, bedrooms and bathrooms. The sales span a time period of about four years. During this time, the market for residential income properties has been relatively strong in Nez Perce County, North Idaho and Eastern Washington. A market conditions adjustment of 5% per year was made for the sales.

The most significant adjustment is for the location of the subject facility in Lewiston where the occupancy rate is reduced because of the oversupply of student housing caused by the construction of two competing projects at the same time with nearly twice as many units as were needed, although the College did close a 95 room older dormitory to offset some of the oversupply. During the first full year of occupancy, the subject facility averaged 45.7% for the 12 months to the end of August 2007. Average occupancy for the nine-month school year was 61%. For the next nine months, the average occupancy was 61.7% through May 2008. Occupancy during the school year should gradually increase over the next couple of years to  $\pm 75\%$ . The College has always had a problem with spring quarter enrollment and occupancy with a differential of  $\pm 20\%$  to 25% between the fall semester and the spring semester for most years from 2001 through 2008. (See chart and graph on Page 46) The differential has been narrowing over the last two years, declining from 38% to 48% in 2003 and 2004.

In my opinion, occupancy levels should stabilize at 85% average for the nine month school year within a few years and 25% during the summer months. This would result in an average annual occupancy rate of 70% compared to a  $\pm 95\%$  average occupancy rate for the comparable sales. I have used an adjustment of 25% for location, which is the difference in the average occupancy rate.

## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**Sale 1** is a February 2008 sale of a 13-year-old, three-story, average quality, 24 unit apartment complex near the south end of Moscow within walking distance of the University of Idaho. All of the units are  $\pm$ 860sf, two bedroom, one bath with washers, dryers and small decks or patios. Average rent was \$640/mo or \$320/bedroom. This sale is adjusted 1% for market conditions, 16.5% for age and condition and (25%) for location to arrive at value indications of \$26,181/bedroom, \$60.89/sf and \$52,362/unit with an effective gross rent multiplier (EGRM) of 7.71.

**Sale 2** is a January 2007 purchase of a six year old, 24 unit complex in two, three-story buildings with 12, three bedroom, two bath units and 12, four-bedroom, two bath units each with washers, dryers and small decks or patios. During the school year for ten months, the rent is \$850 for the 3-bedroom units or \$283.33/room and \$1,100/mo for the 4-bedroom or \$275/room with half price for June and July. After adjustments of 6% for market conditions, 6% for age and condition and (25%) for location, this sale indicates \$22,826/bedroom, \$70.08/sf, and \$79,890/unit with an EGRM of 8.80.

**Sale 3** is an August 2006 sale of a  $\pm$ 13-year-old, 36 unit, three-story complex located about ½ mile from the University of Idaho. All of the units are 900sf, 2-bedroom, one bath with washers, dryers and small patios or decks. The average rent was \$565 or \$282.50/bedroom. After adjustments of 8% for market conditions, 16.5% for age and condition and (25%) for location, this sale indicates \$23,871/bedroom, \$53.04/sf, and \$47,743/unit with an EGRM of 7.53.

**Sale 4** is an August 2006 sale of a 9-year old, 21 unit apartment complex with a remodeled, 29-year old, 8 bedroom house with an effective age of 10 years. There are 9, 4-bedroom, two bath units and 12, 3-bedroom, two bath units each with washers, dryers and small decks or patios. After adjustments of 8% for market conditions, 12% for age and condition and (25%) for location, this sale indicates \$26,004/bedroom, \$85.51/sf, and \$87,057/unit with an EGRM of 9.05.

**Sale 5** is a March 2006 sale of a 24 unit, 3-story complex located about ½ mile from the University of Idaho. All units are 1,000sf, 2-bedroom, 2-bath, with washers, dryers and decks or patios. After adjustments of 11% for market conditions, 15% for age and condition and (25%) for location, this sale indicates \$27,329/bedroom, \$54.66/sf, and \$54,659/unit with an EGRM of 7.56.

**Sale 6** is a January 2005 purchase of a 13-year-old, 60 unit complex of 10 buildings located about one mile from Washington State University in Pullman. There are 22, 2-bedroom, one bath units and 38, 3-bedroom, one bath units with washers, dryers, decks or patios and carports. After adjustments of 17% for market conditions, 16.5% for age and condition and (25%) for location, this sale indicates \$26,344/bedroom, \$67.60/sf, and \$69,372/unit with an EGRM of 7.92.

**Sale 7** is a December 2004 purchase of an 8-year-old, 14 unit complex located about one mile from Washington State University in Pullman. There are 32, 2-bedroom, two bath units and 8, 3-bedroom, two bath units. After adjustments of 21% for market conditions and (25%) for location, this sale indicates \$32,835/bedroom, \$73.13/sf, and \$72,237/unit with an EGRM of 8.84.

**Sale 8** is an April 2004 purchase of a 1-year-old, 40 unit complex located about one mile from the University of Idaho near the north end of Moscow. There are 2, 2-bedroom, two bath units and 12, 3-bedroom, two bath units. After adjustments of 18% for market conditions, 9% for age and condition and (25%) for location, this sale indicates \$28,101/bedroom, \$75.19/sf, and \$80,290/unit with an EGRM of 9.46.

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**CLEARWATER APARTMENTS**COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

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**SALES COMPARISON APPROACH CONCLUSION**

The sales produced adjusted rates of \$53.04/sf to \$85.51/sf. The subject has more bedrooms per unit and is larger than most of the comparables. In my opinion, a value rate toward the high end of the range would be appropriate. At \$80/sf the 34,314sf of gross area has an indicated value of \$2,745,120. The sales produced a range of \$47,743/unit to \$87,057/unit. At \$85,000/unit, the 32 units have an indicated value of \$2,720,000. The indicated range per bedroom was \$22,826 to \$32,835, with six sales indicating a narrower range of \$23,871 to \$28,101. The subject has fewer bathrooms and less kitchen amenities than the comparables and a rate towards the middle of the range would be reasonable. At \$25,000/bedroom, the indicated value for the 117 bedrooms is \$2,925,000. At an effective gross rent multiplier of 8.25, the stabilized effective gross income of \$402,358 has an indicated value of \$3,319,454.

In my opinion, the indicated value of the subject complex is **\$2,925,000** by the Sales Comparison Approach.

**INCOME APPROACH**

The Income Approach to Value is based on the premise that a knowledgeable purchaser would pay no more for the property than the cost of obtaining an equally desirable, similar property as an investment, providing similar risk and opportunities for return on and return of the investment.

This approach analyzes the value of the property through the eyes of a typical investor. The gross income the property can generate is estimated by comparison with competitive properties. Deductions are made for expenses paid by the owner, resulting in an indication of net income. Net income is then capitalized into a value estimate at a rate that is commensurate with the risks inherent with the ownership of the property. This approach is most appropriate where there is an active rental and investor-driven market for the type of property being appraised.

Lewis-Clark State College (LCSC) has a management agreement with College Town Development Idaho, LLC through the State of Idaho, acting by and through the State of Idaho Board of Education as Board Trustees for LCSC. The initial term is 120 months (10 years) beginning August 23, 2006. The agreement contains a voluntary termination clause by providing the other party with written notice on or before March 1<sup>st</sup> of any year with termination on August 14<sup>th</sup> of the then applicable calendar year.

LCSC will manage the day-to-day operation of Clearwater Hall including collecting all rents, paying all bills and maintaining all areas except the first floor retail spaces. The owner will pay real property and personal property taxes, real estate and liability insurance, and all utilities and will reimburse LCSC for all maintenance costs, except lawn mowing, trimming of shrubbery and other routine lawn maintenance. LCSC uses their general facilities maintenance crew to maintain the subject property.

The initial minimum monthly rent for the first lease year was \$390/residence unit (bedroom), inclusive of the cost of local telephone and basic cable TV in the common room of each pod and broadband internet service in each residence unit. The rent has been renegotiated for 2007-08 to \$365/residence unit except for \$335 for two small bedrooms and \$395 for four large bedrooms. LCSC owes rent on a unit if occupied on the first day of the month, regardless of whether a student is

**CLEARWATER APARTMENTS**COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

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leaving. The agreement provides for annual escalations of the minimum rent of not less than 3% per year, however, because of the vacancy rate in the project, this provision has not been utilized.

LCSC is to receive a management fee of 2% of rent installments paid if the amount is between 85% and 90% of potential gross rent, 3% if between 90% and 95% and 4% if 95% or higher. At the current occupancy levels, no management fee is due.

There have been few management agreements similar to the subject. College Place has an agreement modeled after the subject agreement, according to LCSC staff. Their rental payment was \$375/unit for fiscal 2008. The units are slightly larger and located across from the college with some on-site parking.

Brewster Hall at Eastern Washington University in Cheney, Washington was constructed in 2002 and master leased to the University. It is 4-stories with a main floor of retail and located on a secondary street in downtown Cheney, at 410 2<sup>nd</sup> Street, one block north of the main street. It has 135 rooms of similar construction to the subject. Eastern is a much larger campus with enrollment over 7,500. The 2009 school year rate for Brewster Hall is \$527.89/month.

**Vacancy**

For the first nine months of occupancy, the average occupancy was 61.0% with no summer occupancy leaving a 12 month occupancy rate of 45.7% with the fall semester at 78.0% and the spring at 47.4%. For the past nine month school year, the occupancy level increased slightly to 61.7% with overall 12 month occupancy at 46.3% if no activity during the summer months. If summer occupancy averages 15 rooms per night, overall occupancy will increase to 49.5%. Occupancy during the school year should gradually increase over the next couple of years to  $\pm 75\%$ . Fall semester occupancy was 73.3% and the spring 2008 semester was 52.5%, after allocating 60 rooms for May.



**CLEARWATER APARTMENTS**

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Number of Suites:	32
Number of Beds:	117
Occupancy:	Sept 2006 - 95
	Oct 2006 - 92
	Nov 2006 - 91
	Dec 2006 - 87
	Jan 2007 - 58
	Feb 2007 - 55
	Mar 2007 - 54
	Apr 2007 - 53
	May 2007 - 57
	Sept 2007 - 78
	Oct 2007 - 90
	Nov 2007 - 88
	Dec 2007 - 87
	Jan 2008 - 63
	Feb 2008 - 63
	Mar 2008 - 61
	Apr 2008 - 60

**Room Occupancy per LCSC**

	2001fa	2002sp	2002fa	2003sp	2003fa	2004sp	2004fa	2005sp	2005fa	2006sp	2006fa	2007sp	2007fa	2008sp
Clark	71	25	76	79	80	54	75	40	74	48	75	61	71	55
CAMP					9	7	6	5	5	4				
Parrish	26	7	27	10	28	17	27	15	28	24	18	16	19	21
Red Lion					23	19	32	29	47	39				
Talkington	87	22	90	34	91	53	95	48	88	62			17	
College Place											76	59	67	60
Clearwater											90	60	95	64
Totals	184	54	193	123	231	150	235	137	240	177	259	196	269	200
Percentage	94%	28%	98%	60%	113%	73%	115%	67%	117%	85%	85%	64%	88%	66%

2001fa	2002sp	2002fa	2003sp	2003fa	2004sp	2004fa	2005sp	2005fa	2006sp	2006fa	2007sp	2007fa	2008sp
185	54	194	124	232	151	236	138	241	178	260	197	270	201

Lewis-Clark Residence Halls with average semester occupancy.

## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

LCSC Fall Semester Enrollment History on Census Day								
	2000	2001	2002	2003	2004	2005	2006	2007
Total Fall 10th Day Headcount	2702	2953	3108	3471	3325	3451	3394	3612

LCSC Fall Semester FTE* History on Census Day								
	2000	2001	2002	2003	2004	2005	2006	2007
Total Fall 10th Day FTE	2143	2275	2385	2576	2635	2614	2597	2650

\*FTE = Full-Time Equivalent (total number of credit hours divided by 15)

## Fall Semester Enrollment

The residence halls have had fluctuating occupancy over the past six years with gradually increasing levels peaking when the College had to lease rooms from the Red Lion until the subject property and College Place were built in 2006. In 2006, the College closed the ±95 room Talkington Hall and is considering closing or selling Parrish Hall eliminating another 29 rooms. This would increase occupancy in College Place and Clearwater Halls.

Enrollment has gradually been increasing over the past six years. The total enrollment includes the Coeur d'Alene, Idaho center with 367 in 2005, 358 in 2006 and 341 in 2007. Lewiston enrollment was 3,084 in 2005, 3,036 in 2006 and 3,271 in 2007. Overall FTE enrollment has increased ±1% annually over the last four years.

In my opinion, a long-term vacancy and collection loss allowance of 30.0% would be reasonable for the subject property. This is equivalent to an occupancy rate of 95% for the fall semester, 75% for the spring semester and 25% for the summer months. Occupancy for the spring semester has always been a problem with a differential of up to 38% to 40% in 2002 and 2003 declining to 21% and 22% in 2006 and 2007. It is possible that spring enrollment will continue to increase, however, I have already projected a healthy increase in summer usage that will be hard to achieve in the next few years. In the following summary, I have projected stabilized occupancy of 70% in about two years.

**Expenses/NOI**

I have been furnished with the income and expenses for the subject property for the last 2-plus years and have included them in the Addenda. I have included professional management expenses at 5.0%, which is not currently being charged. Professional management fees for apartment projects are generally from 5% to 7%. A more competitive rate may be around 6%, however, with the changes taking place and the higher than normal vacancy rate, a rate of 5.0% appears reasonable.

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

Current real estate taxes are \$78,972 based on a total assessed value of \$4,254,571 including the main floor retail space. In my opinion, the assessed value for the subject portion of the project could be reduced because of the decreased occupancy projections. I have estimated real estate taxes at \$54,000 based on an assessed value of \$2,900,000. Personal property taxes are currently \$5,262 based on a value of \$283,434 and have been included at \$5,300. Property and liability insurance has been estimated at 15¢/sf or \$5,150.

Water/sewer/garbage and electricity was ±\$30,500 for the past twelve months and have been increased in the second and third years to account for the increased occupancy. Elevator maintenance was estimated at \$1,900, telephone and internet service at \$29,000 and cable TV at \$11,170 but have only been increased at 2.5% because they are more fixed and do not fluctuate with occupancy.

Repairs and maintenance were less than ±\$3,000 for the past twelve months because the project is nearly new. I have used an allowance of 12¢/sf or \$4,120 for normal repairs and maintenance. Although there will be periodic replacement of some shorter life building components such as carpet and HVAC units, a replacement allowance has not been included. Buyers of residential rental property know that these costs will occur and the allowance is reflected in the overall capitalization rate used, since the comparable sales do not include any allowance.

Typical salaries and wages would be for an on-site manager during half of the working day and a half-time maintenance/repair employee. I have allocated an expense of \$24,000 for two part-time employees including some benefits allowance. I have included miscellaneous expenses of \$2,400/year for audits, professional fees, etc.

**Direct Capitalization**

Direct capitalization converts the estimate of net annual income into an indication of value. Capitalization rates are derived from comparable sales of similar grade investment properties that appeal to the same level of investor as the subject property. The eight sales included had overall capitalization rates of 8.0%, 7.5%, 7.6%, 7.1%, 7.8%, 7.7%, 7.3%, and 7.3%, respectively. The most recent sale indicated the highest rate. Overall rates had been declining for the past few years but have begun to increase due to the changing economy and shortage of available money. The recent national housing crisis has caused many traditional lenders to reconsider the types of properties they are willing to lend on. Also, investors have turned to investments other than real estate, causing a further erosion of available money. In my opinion, these sales support an overall rate of 7% to 8% as reasonable in the Lewiston area. Rates for residential income property in the Kootenai County and Spokane County area have been closer to 7% with some below. For this analysis, I have used an overall capitalization rate of 7.50%.

Below is a summary of the Income Approach.

## CLEARWATER APARTMENTS

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

CLEARWATER HALL  
INCOME APPROACH SUMMARY

		FIRST YEAR/MO	ANNUAL	SECOND YEAR/MO	ANNUAL	THIRD YEAR/MO	ANNUAL
<b>GROSS INCOME</b>							
STANDARD ROOMS	110	\$375	\$495,000	\$385	\$508,200	\$400	\$528,000
SMALL ROOMS	5	\$345	\$20,700	\$355	\$21,300	\$370	\$22,200
LARGE CORNER	2	\$405	<u>\$9,720</u>	\$415	<u>\$9,960</u>	\$430	<u>\$10,320</u>
<b>TOTAL GROSS INCOME-UNITS</b>	117		\$525,420		\$539,460		\$560,520
<b>VACANCY &amp; COLLECTION LOSSES</b>		38.0%	\$199,660	33.33%	\$179,802	30.0%	\$ 168,156
<b>EFFECTIVE GROSS INCOME-UNITS</b>			\$325,760		\$359,658		\$ 392,364
<b>MISCELLANEOUS INCOME</b>							
DEPOSITS RETAINED		\$5,000		\$5,750		\$6,325	
LAUNDRY		\$2,250		\$2,588		\$2,846	
VENDING COMMISSIONS		<u>\$650</u>		<u>\$748</u>		<u>\$822</u>	
SUBTOTAL			<u>\$7,900</u>		<u>\$9,085</u>		<u>\$9,994</u>
<b>TOTAL GROSS INCOME</b>			<b>\$333,660</b>		<b>\$368,743</b>		<b>\$402,358</b>
<b>EXPENSES</b>							
MANAGEMENT	5%	\$ 16,683		5%	\$ 18,437	5%	\$ 20,118
REAL ESTATE TAXES		\$ 54,000		\$ 55,350		\$ 56,734	
PERSONAL PROPERTY TAXES		\$ 5,300		\$ 5,433		\$ 5,568	
PROPERTY & LIABILITY INSURANCE		\$ 5,150		\$ 5,279		\$ 5,411	
SALARIES & WAGES		\$ 24,000		\$ 24,600		\$ 25,215	
REPAIRS & MAINTENANCE		\$ 4,120		\$ 4,223		\$ 4,329	
ELECTRICITY & GAS		\$ 21,000		\$ 23,100		\$ 25,410	
WATER & SEWER		\$ 9,500		\$ 10,450		\$ 11,495	
CABLE TV		\$ 11,170		\$ 11,449		\$ 11,735	
TELEPHONE & INTERNET		\$ 29,000		\$ 29,725		\$ 30,468	
ELEVATOR MAINTENANCE		\$ 1,900		\$ 1,948		\$ 1,996	
MISCELLANEOUS		<u>\$ 2,400</u>		\$ 2,460		\$ 2,522	
<b>TOTAL EXPENSES</b>			<b><u>\$184,223</u></b>		<b><u>\$192,453</u></b>		<b><u>\$201,001</u></b>
<b>NET OPERATING INCOME</b>			<b>\$141,537</b>		<b>\$167,205</b>		<b>\$191,363</b>
<b>OVERALL CAPITALIZATION RATE</b>			<b>7.50%</b>		<b>7.50%</b>		<b>7.50%</b>
<b>INDICATED VALUE</b>			<b>\$ 1,887,165</b>		<b>\$ 2,229,398</b>		<b>\$ 2,551,513</b>

The indicated value at stabilized occupancy in the third year is \$2,551,513, rounded to \$2,550,000. From this value, I have deducted the lost income less the 5% management of \$47,335 for the first year and \$22,950 for the second year or a total of \$70,000, rounded to arrive at a current value of \$2,480,000.

**CLEARWATER APARTMENTS**

COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

**RECONCILIATION & VALUE CONCLUSION**

<b>Method</b>	<b>Value Indication</b>
Cost Approach	\$3,745,000
Sales Comparison Approach	\$2,925,000
Income Approach	\$2,480,000

In the process of analyzing income-producing properties, the Income Approach to Value is normally given more weight than when analyzing owner-occupied properties. Consideration should be given to this approach because this is a special purpose, student housing facility that does not have any good comparable sales from which to derive a value indication. The sales used in the Sales Comparison Approach were all of apartments in the university cities of Moscow, Idaho and Pullman, Washington. The Effective Gross Profit Multiplier indication of \$3,320,000 is higher than the Sales Comparison Approach but lower than the Cost Approach. The income and expenses derived were based on current expenses for the most part and appear to be reasonable. The overall capitalization rate of 7.5% was bracketed by the sales used. In my opinion, this approach should be given equal weight with the other two approaches.

The Sales Comparison Approach indication of \$2,925,000 was derived by comparing recent sales of apartment complexes in the Moscow, Idaho and Pullman, Washington area. This approach should be given supporting consideration in the final value estimate because the sales were not of college housing similar to the subject, although the analysis on a per bedroom basis was reasonably reflective of the subject facility. The price per unit indication of \$85,000/unit or \$2,720,000 and per square foot indication of \$80/sf or \$2,745,000 were on the high side of the adjusted range of the comparables but reasonably well supported.

The Cost Approach indication of \$3,745,000 is an estimate of the cost new including soft costs and developer's profit with an estimate of overall depreciation due primarily to the lower than typical occupancy levels compared to apartments. This approach should set the lower limit of value if the project is successful. The undepreciated cost should set the upper limit of value.

In final analysis, I believe that all three approaches have some validity, however, the most weight should be given to the Income Approach indication. Therefore, it is my opinion that the estimated market value of the fee simple interest in the subject resident student housing facility "As Is" is:

**TWO MILLION EIGHT HUNDRED THOUSAND DOLLARS . . . \$2,800,000**  
**Including Fixtures and Equipment**

**FIXTURES AND EQUIPMENT ALLOCATION**

The value is allocated between real estate, furniture, fixtures, and equipment to comply with USPAP requirements. The real estate is identified as the building improvements, asphalt paving, concrete, landscaping, land, etc. The furniture, fixtures and equipment (F,F&E) are the common area furniture, beds, desks, wardrobe closets, refrigerators, microwaves, tables, chairs, etc. to furnish the complex for student housing. The total new value of the FF&E is ±\$285,000. I have allocated the same depreciation of 30% to arrive at a current value of \$200,000. The allocation between real estate and fixtures is shown below.

**CLEARWATER APARTMENTS**COMPLETE APPRAISAL-SUMMARY REPORT As of April 8, 2008

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	<u>“As Is”</u>
Land, Building & Site Improvements	\$2,600,000
Furniture, Fixtures and Equipment	<u>\$200,000</u>
 Total Indicated Value	 <b>\$2,800,000</b>

**A D E N D A**

**COLLEGE TOWN STUDENT HOUSING**

**MANAGEMENT AGREEMENT  
FOR PROPERTY AT 402-418 MAIN STREET  
LEWISTON, IDAHO**

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**EXHIBITS:**

- Exhibit A: Legal Description of Project
- Exhibit B: Project Plans and Specifications
- Exhibit C: Owner FF&E
- Exhibit D: Reserved.
- Exhibit E: Form of Project Management Financial Report
- Exhibit F: Form of Annual Budget
- Exhibit G: Form of Residence Program Terms, Conditions, Rules, and Regulations
- Exhibit H: Form of Rental Agreement
- Exhibit I: Signage Criteria
- Exhibit J: Student Tenant Permitted FF&E

## MANAGEMENT AGREEMENT

**THIS MANAGEMENT AGREEMENT** ("Agreement") is made as of the 23<sup>rd</sup> day of August 2006 ("**Effective Date**"), by and between COLLEGE TOWN DEVELOPMENT IDAHO LLC, a Washington limited liability company ("**Owner**"), and STATE OF IDAHO, ACTING BY AND THROUGH THE STATE OF IDAHO BOARD OF EDUCATION AS BOARD OF TRUSTEES FOR LEWIS-CLARK STATE COLLEGE ("**Manager**").

### RECITALS

**A.** Owner is the owner of record of that certain real property described in Exhibit A attached hereto and incorporated herein by this reference ("**Property**"), and the building and improvements located thereon as set forth on Exhibit B attached hereto and incorporated herein by this reference ("**Building**") Except for the Retail Spaces (as defined below), the Property and the Building together with any other improvements now or hereafter located on the Property is herein collectively referred to as the "**Project**."

**B.** Owner desires to develop the Project for the purposes of retaining Manager to utilize and manage the Project as part of Manager's Residence Program for Student Tenants (as those terms are defined herein) attending Lewis Clark State College (the "**College**"), and Manager desires to manage the Project on behalf of Owner for the purpose of providing additional residential living options for students attending the College.

**C.** Owner is willing to develop the Project at its sole cost and expense in a form and manner acceptable to Manager based on Manager's willingness to enter into this Agreement, and Manager is willing to manage the Project in accordance with the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the above recitals and mutual covenants contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Owner and Manager agree as follows:

### AGREEMENT

#### 1. Development.

**1.1 Scope of Development.** Owner agrees, at its sole cost and expense, to redevelop the Project substantially in conformance with Exhibit B attached hereto and incorporated herein by this reference. For purposes of this Agreement, the Project shall include all areas of the Building exclusive of the Retail Spaces, including without limitation, all Residences (as defined below), hallways, lobby areas, storage areas, and mailrooms of the Building, and each all as set forth in more detail on Exhibit B. As used herein, "**Residences**" shall comprise those portions of the Project intended as primary accommodation and housing for Student Tenants, including each single bedroom (each, a "**Residence Unit**"), a "**Common Room**", which adjoins a pod of from one (1) to five (5) Residence Units, a lounge area, and a

study lounge, all as set forth in Exhibit B. Each of the Residences, and Residence Units, shall be equipped with the Owner FF&E (as defined below) which is set forth in more detail in Exhibit C.

**1.2 Development Period** As of the Effective Date, Owner shall undertake development of the Project substantially in accordance with Exhibit B such that the same shall be Ready for Management (as those terms are defined below) on or before August 23, 2006 ("**Target Delivery Date**"). Notwithstanding the foregoing, the Manager shall not be required to accept delivery of the Project prior to the Target Delivery Date. For purposes of this Agreement, "**Ready for Management**" shall mean that certain date when (a) Owner obtains and provides to Manager temporary or permanent certificate of occupancy for the Project, (b) the Project is otherwise ready for possession and the Residences are ready and available for inhabitation by Student Tenants; provided that Owner shall be entitled to complete certain punch list items, landscaping, and other required items of completion to the Project that do not preclude Owner from obtaining the foregoing occupancy certificate and otherwise do not prohibit Manager from performing its obligations under the Rental Agreements, including without limitation delivering the Residences to Student Tenants for access and possession as contemplated in this Agreement and the Rental Agreements, and (c) Owner is otherwise ready, willing and able to deliver the same to Manager in accordance with this Agreement.. The date of August 23, 2006, or the date when the Project is Ready for Management, whichever is later, is sometimes hereinafter referred to as the "**Commencement Date**" or the "**Delivery Date**".

**1.3 Delivery Date Contingency.** Notwithstanding anything to the contrary in Section 1.2 above, in the event Owner is unable to make the Residences Ready for Management on or before the Target Delivery Date, Owner shall not be liable to Manager for damages, claims or liability, including any indirect or consequential damages, arising from or related to any such delay or failure by Owner to make the Residences Ready for Management, and the delivery thereof to Manager, as provided for in Section 1.2 above. In the event Owner is unable to comply with the Target Delivery Date, and such failure to comply is not the direct or indirect result of any Manager Delay (as defined below), Manager's sole and exclusive remedies shall be to require Owner to (i) assist Manager in procuring and contracting temporary housing for all Student Tenants with valid Rental Agreements (as those terms are defined below) reasonably acceptable to Owner and Manager; (ii) to reimburse Manager not more often than monthly for any costs directly related to the procurement and use of such temporary housing, but only to the extent that such costs exceed the then-applicable aggregate rent received by Manager pursuant to any and all valid Rental Agreements in effect for which such temporary housing has been procured; and (iii) abate all **Rent Installments** ("**Rent Installments**" means the periodic payments of Minimum Monthly Rent or Minimum Daily Rent and any Owner's Additional Rent or Pro-Rata Rent payable to Owner under this Agreement) from the Target Delivery Date until such time as the Residences are Ready for Management.

For purposes of this Section 1.3, a "**Manager Delay**" shall mean any delay caused by Manager in the performance of any of its obligations hereunder, including without limitation the action or inaction of Manager, its employees and agents, or the gross negligence or willful misconduct by the same.

## 2. Term of Agreement.

**2.1 Initial Term.** The initial term of this Agreement ("**Initial Term**") shall commence on August 23, 2006 ("**Commencement Date**"), and shall continue thereafter until the latter of the last day of the one-hundred-twentieth (120<sup>th</sup>) month thereafter or expiration of the last Rental Agreement (as defined below) validly entered into by Manager ("**Expiration Date**"). Notwithstanding the foregoing, the Management Responsibility (as defined below) shall not arise, and Manager shall not be obligated regarding the same, until that certain date on which Owner makes the Residences Ready for Management and delivers the same to Manager as contemplated herein ("**Management Commencement Date**").

## 2.2 Right of First Offer.

**2.2.1 Right of First Offer.** Owner shall grant Manager a right of first offer (the "**ROFO**") to purchase the Project; provided that (a) this Agreement shall be in full force and effect, and (b) there shall not exist any Event of Default or any facts which with the giving of notice or passage of time, or both, would constitute an Event of Default. If at any time during the Initial Term or any Extended Terms Owner intends to offer the Project for sale, Owner shall provide written notice of such intention to Manager (the "**ROFO Notice**"). For sixty (60) days after receipt of the ROFO Notice (the "**ROFO Negotiation Period**"), Owner and Manager shall negotiate in good faith regarding terms for a sale of the Project to Manager. During the ROFO Negotiation Period, Owner will not actively market the Project and Owner will not negotiate with any potential purchasers of the Project other than Manager. If Owner and Manager agree on terms on which Owner will sell the Project to Manager during the ROFO Negotiation Period, such terms will be documented in a purchase and sale agreement ("**PSA**") to be executed between Owner and Manager. If Owner and Manager do not execute a PSA during the ROFO Negotiation Period, or if Manager is in monetary default under this Agreement at the time of the ROFO Notice, then the ROFO granted hereunder shall lapse and Owner will be free to market the Project for sale. Notwithstanding the foregoing, the ROFO shall remain in full force and effect in the event Owner fails to market the Project or removes the Project from sale for any reason.

**2.2.2 ROFO Personal.** The ROFO, and the respective provisions set forth in this Section 2.2, are personal to, and for the exclusive benefit of, the Manager, and no Transferee other than a Permitted Transferee (as those terms are defined below) shall have any right, title or interest whatsoever in the ROFO granted to Manager under this Section 2.2.

**2.2.3 Affiliate and Other Permitted Transfers.** Notwithstanding anything to the contrary herein, the ROFO shall not apply to any purchase, merger, consolidation, joint venture or reorganization of Owner (an "**Ownership Change**"), or any transfer of the Project to any affiliate of Owner. For purposes of this Section 2.2.3, "**Affiliate**" shall mean any corporation, partnership, or other entity: (a) which owns or controls the majority of ownership interests of Owner, either directly or indirectly through other entities; (b) the majority of ownership interests of which is owned or controlled by Owner; (c) the majority of whose ownership interests is owned or controlled by an entity described in (a); or (d) which owns or controls a majority of the ownership interests of Owner.

**2.3 Voluntary Termination.** Either party may terminate this Agreement without cause by providing the other party with written notice of termination in accordance with Section 17 herein on or before March 1<sup>st</sup> of any year during the Initial Term or any Renewal Term ("**Termination Notice**"). Following proper delivery of a Termination Notice, this Agreement shall terminate on August 14<sup>th</sup> of the then applicable calendar year, and thereafter, each of the parties shall fully and unconditionally released from the terms and conditions of this Agreement from and after the date of termination subject to any terms and conditions herein that expressly survive expiration or sooner termination of this Agreement.

### **3. Management of Residences.**

**3.1 Delegation of Management Responsibility.** Commencing on the Commencement Date, Owner hereby engages and appoints Manager as the sole and exclusive manager and operator of the Residences, and Manager hereby accepts such appointment from Owner, which such appointment shall empower and obligate Manager to exclusively supervise, direct and control management and operation of the Residences in accordance with the terms and conditions set forth in this Agreement ("**Management Responsibility**"). Notwithstanding the foregoing, Manager's Management Responsibility under this Agreement or otherwise shall not include, nor shall Manager have any rights or responsibilities for, the management and/or operation of any of the retail spaces located on the first floor of the Building in which the Project is located, but specifically excluding that portion of the first floor of the Building identified as Manager's Management Responsibility, all as set forth in more detail on Exhibit B ("**Retail Spaces**"). As used herein, the term "Project" specifically excludes the Retail Spaces.

**3.2 Scope of Management Responsibility.** Pursuant to the Management Responsibility, and subject to the terms and conditions set forth in this Agreement, Manager shall have the exclusive responsibility, duty and obligation to service, promote, operate and manage the Residences on a day-to-day basis in an efficient and economical manner at Manager's sole cost and expense ("**Manager Expenses**"). Without limiting the foregoing, and in addition to other requirements and subject to any other limitations as may otherwise be set forth in this Agreement, Manager shall perform and otherwise provide the following services, and incur at its sole cost any Manager Expenses related thereto or arising thereunder, as follows:

(a) hire, employ, manage and at all times maintain adequate staffing necessary to undertake and perform the Management Responsibility, as well as determine and implement personnel policies and practices relating to the management and operation of the Project generally, terms and conditions of employment, recruiting, screening, selection, hiring, training, compensation, employee benefits, supervision, discipline, dismissal and replacement;

(b) unless otherwise provided for and set forth herein, establish all relevant prices, price schedules, rates, rate schedules, rents, lease charges and concession charges for the Project and the Residences specifically;

(c) negotiate and administer Rental Agreements with Student Tenants pursuant to the Residence License (as those terms are defined below);

(d) negotiate and administer in its own name, or in the name and on behalf of Owner as and where applicable, any leases and licenses for all appropriate areas of the Project;

(e) provide marketing and sales services for the Project in conformance with College requirements and standards;

(f) obtain and keep in full force and effect in accordance with applicable law, in its own name, or in Owner's name as applicable, any and all license and permits to the extent the same is within the control of Manager,

(g) negotiate, enter into, and administer in its own name, or in the name and on behalf of Owner as and where applicable, any contracts, licenses and purchase orders for services, inventories, provisions, and supplies that are necessary for maintenance and operation of the Project, and to use the same exclusively in the management and operation of the Project;

(h) institute in its own name, or in the name of Owner as and where applicable, any and all legal actions or proceedings necessary for, or incident to, operation and maintenance of the Project; provided, however, the Manager is not required to institute or to participate as a party in litigation with Owner's contractors, subcontractors, architects, engineers or agents in any dispute arising from the original development or construction of the Project by Owner;

(i) maintain the facilities associated with the Project in good repair and condition as set forth in more detail pursuant to Section 7.1 herein, including without limitation the Owner Maintenance Obligations and Owner FF&E subject to the provisions of Section 7.2 below;

(j) collect all rent, security deposits, charges, fees, sums and other amounts due from Student Tenants of the Residences in accordance with this Agreement and the Rental Agreement;

(k) maintain a comprehensive system of management records, books and accounts which shall belong to Owner. Owner and any party designated by Owner shall have at all times access to such records, accounts and books, including without limitation all files, rent rolls, invoices, receipts, and other materials pertaining to the Residences and/or this Agreement, all of which Manager covenants to keep safe, available and separate from any records not relating to the Residences, Manager's Management Responsibility and/or this Agreement;

(l) provide Owner on or before the fifteenth (15<sup>th</sup>) day of each month during the Initial Term and any Renewal Terms a report substantially in the form attached hereto as Exhibit E and incorporated herein by this reference;

(m) prepare not later than thirty (30) days following the Commencement Date and not later than March 1<sup>st</sup> of each year of the Initial Term and any Renewal Terms thereafter, an annual budget substantially in the form attached hereto as Exhibit F and incorporated herein by this reference;

(n) Deliver to Owner not later than August 1<sup>st</sup>, January 1<sup>st</sup>, and May 15<sup>th</sup> respectively in each Lease Year of the Initial Term and any Extended Terms an "**Occupancy Schedule**" for the upcoming Rental Term (as hereinafter defined). The Occupancy Schedule shall set forth the anticipated occupancy of the Project for the upcoming Rental Term, the identifying number, but not the name, of each Student Tenants or other occupant, room number of the Residence Unit occupied by such person, and the Rental Rate to be paid for each such Residence Unit. The Occupancy Schedule shall be updated monthly by the Monthly Occupancy Reports to be submitted under Section 5.4.4, provided that, during the Summer Rental Term (as hereinafter defined), such update shall be retrospective;

(o) Reserved;

(p) use reasonable care to provide, at all times, for the safety and security of the Project, including without limitation the Project, Student Tenants and their personal property, guests and invitees;

(q) perform such other tasks as are customary and usual in the operation of a residential living facility of a class and standing equal to the Project and as otherwise required to operate and maintain the Project as contemplated under this Agreement or as may be reasonably specified by Owner from time to time; and

(r) negotiate and administer, in its own name and on its own behalf, concession agreements for all appropriate areas of the Project. Manager shall be entitled to receive and retain all commissions and other compensation payable as a result of those concession agreements.

**3.3 Reimbursement of Expenses and other Payment to Manager** All Owner Expenses (as defined below) properly and validly incurred by Manager in accordance with the terms and conditions of this Agreement shall be for the account of, on behalf of, and at the expense of Owner. For administrative and economic efficiency, the parties agree that Owner Expenses will be accumulated by Manager until the total of those unpaid Owner Expenses equals at least One Hundred Dollars (\$100) before Manager submits an invoice for those accumulated Owner Expenses to Owner. For the same reasons, Manager agrees that it will not invoice Owner for minor repair costs which are an Owner's Expense where materials used have a value of less than Twenty Five Dollars (\$25) per job and are taken from Manager's existing inventory of low-cost materials and where any work is performed by Manager's salaried employees during their regular work day. Owner shall reimburse any Owner Expenses within thirty (30) days following submission of an invoice to Owner for such expenditure by Manager. Any invoice not paid within such thirty (30) day period shall bear interest from the date of the invoice at the Agreed Rate (as hereinafter defined) until paid. Other amounts payable by Owner to Manager under this



Agreement (including Management Fees as hereinafter defined) shall bear interest from the due date of such payment at the Agreed Rate.

**3.4 Conditions to Management Responsibility.** Unless otherwise expressly provided in this Agreement, Manager shall be temporarily excused from its obligations under this Agreement:

(a) to the extent and whenever Manager shall be prevented from compliance with such obligation(s) by events of Force Majeure (as defined below); or

(b) to the extent that such obligations cannot reasonably be performed a result of any breach of any representation, warranty or covenant contained in this Agreement or default hereunder by Owner.

**4. Manager's Compensation.**

**4.1 Management Fees.** For purposes of this Section 4.1 specifically, and the Agreement generally, the following terms shall as follows: (a) the fall semester during which Student Tenants are in occupancy under fall semester Rental Agreements (as defined below) beginning on approximately August 20<sup>th</sup> and ending approximately December 31<sup>st</sup>, shall hereinafter be referred to as the "**Fall Rental Term**", (b) the spring semester during which Student Tenants are in occupancy under spring semester Rental Agreements beginning approximately January 1<sup>st</sup>, and ending approximately May 19<sup>th</sup>, shall hereinafter be referred to as the "**Spring Rental Term**," and (c) the period between the Spring Rental Term and the Fall Rental Term beginning May 20<sup>th</sup> and ending August 19<sup>th</sup> shall hereinafter be referred to as the "**Summer Rental Term**," each of which periods is hereafter sometimes referred to as a "**Rental Term**" or collectively as "**Rental Terms**", and in the aggregate which are collectively referred to as a "**Lease Year**". During the Initial Term and any Renewal Terms, Owner shall pay Manager a management fee based upon the Rent Installments remitted to Owner under the terms of this Agreement. Within ten (10) days after the end of each Rental Term, Owner shall advance to Manager a certain percentage of the Rent Installments collected and paid to Owner during such Rental Term as a management fee ("**Management Fee**") based on the following methodology:

(a) Determine the gross Rent Installments paid to Owner during the preceding Rental Term.

(b) Determine the gross Rent Installments which would have been generated for the entire preceding Rental Term if Student Tenants had occupied one hundred percent (100%) of the Residence Units (excluding only one Residence Unit in the RD Apartment) for the entire preceding Rental Term and had paid Rent Installments for such entire Rental Term at the Minimum Monthly Rental Rate (as defined below) in effect for such Lease Year.

(c) Divided the amount computed under Item (a) by the amount computed under Item (b) to determine the actual percentage of total occupancy for the preceding

Rental Term. If the resulting percentage is less than eighty-five percent (85%), Manager shall not be entitled to receive any Management Fee for the preceding Rental Term.

(d) If the percentage computed under Item (c) equals or exceeds eighty-five percent (85%), then the Management Fee shall be calculated as follows:

(i) Four percent (4%) of Rent Installments paid to Owner if the percentage is ninety-five percent (95%) or higher.

(ii) Three percent (3%) of the Rent Installments paid to Owner if the percentage is less than ninety-five percent (95%) but greater than or equal to ninety percent (90%).

(iii) Two percent (2%) of the Rent Installments paid to owner if the percentage is less than ninety percent (90%) but is greater than or equal to eighty-five percent (85%).

(e) For the purpose of computing the Management Fee for the Summer Rental Term, the entire Rent Installment to be remitted to the Owner on or before May 5 for the month of May will be considered part of the Rent Installments paid to Owner for the Spring Rental Term. Daily Rent collected and paid to Owner during the portion of the month of May which is included in the Summer Rental Term shall be considered rent paid to Owner for the Summer Rental Term. Daily Rent collected and paid to Owner for occupancy during the month of August will not be paid to Owner until September but will also be considered rent paid to Owner for the Summer Rental Term. The portion of the January Rent Installment to be paid in December under Section 5.5.1(g) will be considered part of the Rent Installments paid to Owner in the Spring Rental Term.

## 5. Leasing Requirements.

5.1 Rental Agreement. Subject to Section 5.2 below, Manager shall lease available occupancy in the Residence Units of each of the Residences exclusively to registered students in good standing with the College and other persons participating in programs affiliated with the College and, during the Summer Rental Term, other persons to whom Residence Units are rented by Manager (all being hereinafter referred to as "**Student Tenants**"), all pursuant to the College's residence hall program and in accordance with the terms and conditions governing the same established and promulgated by the College from time to time ("**Residence Program**"), which such Residence Program's terms, conditions and guidelines are set forth in Exhibit G attached hereto and incorporated herein by this reference. In the event of any conflict between the Residence Program and this Agreement, this Agreement shall control to the extent of such conflict. For purposes of this Section 5 specifically and this Agreement generally, and subject to anything to the contrary herein, Owner hereby grants Manager an exclusive license during the Initial Term and any Extension Terms to enter into lease agreements with Student Tenants for occupancy of the Residences and related administration of the same as contemplated in this Agreement ("**Residence License**"). The residence License is also expressly subject to Owner's right to lease Residence Units reserved in Section 5.7 herein. For each and every leasing of

occupancy in the Residences to a Student Tenant, Manager shall, in its own name, enter into and execute a rental agreement in the form attached hereto as Exhibit H and incorporated herein by this reference ("**Rental Agreement**") at rental rates, not less than the applicable Minimum Rental Rates as set forth below. Manager shall provide Owner with a copy of each executed Rental Agreement not later than ten (10) days following execution of each such Rental Agreement. Subject to Owner's assumption rights/obligations pursuant to Section 5.8 herein, Manager may redact the names of the Student Tenants from the copies of the Rental Agreements provided to the Owner.

**5.2 Minimum Monthly and Daily Rental Rates.** The "**Minimum Monthly Rent**" for the first Lease Year shall be Three Hundred Ninety and no/100 Dollars (\$390.00) per Residence Unit, inclusive of the cost of local telephone and basic cable TV in the Common Room of each pod of Residence Units and broadband internet service in each Residence Unit. No later than February 15, 2007, and on or before February 15<sup>th</sup> in each subsequent Lease Year, Owner and Manager shall, by mutual agreement, determine the Minimum Monthly Rent for the upcoming Lease Year. Notwithstanding the foregoing, the Minimum Monthly Rent shall increase annually at the rate of not less than three percent (3%) per Lease Year. The "**Minimum Daily Rent**" shall be one thirtieth (1/30<sup>th</sup>) of the Minimum Monthly Rent.

**5.3 Additional Rent – Summer Term.** The parties expect that during the Summer Rental Term, Manager may be able to rent Residence Units at a daily rental rate which is in excess of the Minimum Daily Rent. The amount of such excess is hereinafter referred to as "**Additional Rent,**" and such Additional Rent actually collected will be shared between Owner and Manager as follows:

(a) Owner shall be entitled to receive all Additional Rent from the Summer Rental Term actually collected by Manager until Owner has received an amount for the Lease Year equal to eighty-five percent (85%) of the product which results from multiplying the number of Residence Units in the Project (excluding only one Residence Unit in the RD Apartment) times the Minimum Monthly Rental Rate in effect for the Lease Year, times twelve (12) months.

(b) Thereafter, any Additional Rent for the Summer Rental Term actually received by Manager shall be paid one-half (1/2) to Owner and the remaining one-half (1/2) shall be retained by Manager.

**5.4 Additional Rent – Fall and Spring Terms.** The parties understand that any rent in excess of the Minimum Monthly Rent which is payable by Student Tenants during either the Fall or Spring Rental Terms, together with all forfeitures, unearned rent or other payments attributable to occupancy during either the Fall or Spring Rental Terms shall be retained by and belong to Manager.

**5.5 Remittance of Rent.**

**5.5.1 Duty to Collect** Irrespective of Manager's ability or inability to actually collect any Rent Installments and any other sums due and payable from occupants under existing Rental Agreements, Manager hereby covenants that for the Fall Rental Term and Spring Rental Terms, it shall pay Owner the Minimum Monthly Rent for each Residence Unit occupied by a Student Tenant on the first day of each month during the Fall Rental Term and the Spring Rental Term (it being understood that September shall be considered the first month of the Fall Rental Term and that Minimum Monthly Rent payment for September will not be increased because that period includes a part of the month of August during which Student Tenants are in occupancy nor will the Minimum Monthly Rent payment for the month of May be reduced because that month includes a part of the month of May during which Student Tenants are not in occupancy), plus Pro-Rata Rent, as hereinafter defined. Monthly Rent Installments during the Fall and Spring Semester Rental Terms shall be computed by multiplying the number of Units occupied on the first day of each month, beginning with the month of September by the Minimum Monthly Rent as determined under Section 5.2. In addition to the foregoing, and after taking into account any adjustments reflected in the September 20th payment and the January 20th payment provided below, the Manager shall pay to Owner, as part of the applicable Rent Installment, the pro-rata portion of the Minimum Monthly Rent payable for the preceding month by a Student who occupies a Residence Unit after the first day of the preceding month ("**Pro-Rata Rent**"); Provided, further that Owner shall not be entitled to Pro-Rata Rent for a Residence Unit if Owner has received the Minimum Monthly Rent for that Residence Unit for the preceding month. Irrespective of when rent is collect by Manager, Monthly Rent Installments shall be remitted to Owner as follows:

- (a) September 5<sup>th</sup> - Seventy-five percent (75%) of Rent Installment. for the month of September
- (b) September 20<sup>th</sup> - The remainder of the September Rent Installment, after adjustment for rent refunds and late registrations
- (c) October 5<sup>th</sup> - Rent Installment for the month of October.
- (d) November 5<sup>th</sup> - Rent Installment for the month of November.
- (e) December 5<sup>th</sup> - Rent Installment for the month of December.
- (f) December 26<sup>th</sup> - Seventy-five percent (75%) of the Rent Installment for the month of January based upon occupancy for the month of December.
- (g) January 20<sup>th</sup> - The remainder of the January Rent Installment after adjustment for non-returns, refunds and late registration
- (h) February 5<sup>th</sup> - Rent Installment for the month of February.

- (i) March 5<sup>th</sup> – Rent installment for the month of March.
- (j) April 5<sup>th</sup> – Rent Installment for the month of April
- (k) May 5<sup>th</sup> – Rent Installment for the month of May.

Manager shall collect and remit an entire Minimum Monthly Rent Payment for the month of December for each Student Tenant occupying a Residence Unit on December 1, even though school is not in session for the latter portion of December. Manager will also collect and remit an entire Minimum Monthly Rent Payment for the month of January for each Student Tenant occupying a Residence Unit on the first day of the spring semester even though that day will be after the 1<sup>st</sup> day of January.

**5.5.2 Summer Rental Term.** Irrespective of Manager's ability or inability to actually collect the Minimum Daily Rent, Manager hereby covenants that for the Summer Rental Term, it shall pay Owner the Minimum Daily Rent for each day a Residence Unit is occupied by a Student Tenant, plus an amount equal to any Owner's Additional Rent actually collected by Manager. Minimum Daily Rent and any Owner's Additional Rent owing for a month during the Summer Rental Term shall be remitted to Owner by the 10<sup>th</sup> day of the following month.

**5.5.3 Method of Payment.** The amounts to be remitted to Owner under this Section 5 shall be placed in a separate Agency Account within the College's accounting system and shall be disbursed from said Agency Account as provided herein.

**5.5.4 Occupancy Reports.** At the time Rent Installments are remitted to Owner, Manager shall submit an "**Occupancy Report**" identifying each Residence Unit occupied during the period for which the Rent Installment is paid and, for the Summer Rental Term, the period the Residence Unit was occupied.

**5.6 Delinquent or Missed Rent Installments.** Any Rent Installment or other charges, sums or fees which are due and payable by Manager under the provisions of this Agreement and which are not paid when due shall bear interest from the date due until paid at an annual rate (hereinafter the "**Agreed Rate**") equal to five percent (5%) in excess of prime rate published in the Wall Street Journal as such rate changes from time to time.

**5.7 Lease-Up Schedule.**

(a) Manager hereby covenants and agrees that it shall use commercially reasonable efforts to market and fully lease-up the Residences each and every Lease Year.

(b) With regard to leasing-up of the Residences specifically, Manager shall lease occupancy in the Residences on a floor-by-floor basis beginning with the lowest floor in each Building and progressing to the next highest floor until all floors in the Building are fully occupied. Under no circumstances shall Manager be entitled to lease any Residence Unit on any

higher floor until occupancy on the immediately lower floor of the Building has been fully leased up pursuant to validly executed Rental Agreements for all of the available Residence occupancy on such immediately lower floors of each Building without first obtaining the Owner's written consent, which consent shall not be unreasonably withheld, conditioned or delayed. By way of example, Manager would not be permitted to lease occupancy on the fourth floor of one Building until occupancy for the third floor of the Building had been fully leased in compliance with this Section 5.7(b). Additionally, in the event Manager is unable to fully lease ninety percent (90%) occupancy of the Residences for any given Rental Term, inclusive of the RD Apartment (as that term is defined below), then any and all remaining, unoccupied Residence Units not subject to valid Rental Agreements shall, after the forty-fifth (45<sup>th</sup>) day of that Rental Term, be unavailable to Manager for the then applicable Rental Term without Owner's prior written consent, which consent shall not be unreasonably withheld, conditioned, or delayed subject to Section 5.7(c) below. For purposes of this Section 5.7(b), Manager and Owner have designated Unit 212, A, B and C a pod composed of Units 212B and 212C and the adjoining Common Room (212A) as the residential director apartment ("**RD Apartment**"). One Residence Unit within the RD Apartment shall not be subject to, or included in the calculation of, Rent Installments, and shall not require execution of a valid Rental Agreement to be included in calculation of occupancy on any floor of the Building. The second Residence Unit in the RD Apartment shall not be rented by Manager to a Student Tenant and shall be used exclusively as an office and conference room for the Residence Director and the Residence Assistants. Manager shall have no obligation to pay Minimum Monthly or Daily Rent for this second Residence Unit while so used, but this second Residence Unit shall not be considered to be occupied for the purposes of calculating percentage of occupancy for any purpose under this Agreement.

(c) **Owner's Right to Lease Residence Units**. In the event Manager is unable in any given Rental Term to lease all of the Residence Units in the Project after the forty-fifth (45<sup>th</sup>) day of that Rental Term, Owner shall have the exclusive right, but not the obligation, to lease any such unoccupied Residence Units for the then current Rental Term or any remainder term thereof to tenants that Owner may solicit and accept, provided, that prior to placing any occupant in available Residence Units then managed by Manager, Owner must first provide Manager with a five-day (5) written notice of the occupant Owner intends to place in a Unit. In the event Manager refuses to accept the proposed occupant, Manager must respond in writing within such five-day (5) period as to why it rejects the proposed occupant and also within such five-day (5) period, Owner and Manager shall attempt to mutually agree as to whether the occupant shall be entitled to take possession of a Unit. Failure to agree shall result in a decision being made no later than five (5) days of the expiration of the initial five-day (5) notice period by LCSC's Vice-President for Administrative Services and a good faith decision by the Vice-President of Administrative Services shall be binding upon both parties. The exercise of any Owner Leasing Rights shall be documented by Owner executing a form of Lease Agreement prepared by Owner utilizing the same format that Manager is then using for all other Units. Manager shall have no responsibility for the collection of rent from Owner's tenants, nor shall Manager be responsible for the actions of said tenants or the repair or replacement of damage caused by said tenants.

**5.8 Owner's Right to Deal Directly with Student Tenants**. In the event of any Event of Default, early termination of this Agreement, or other event which results in the

removal or replacement of Manager, Owner shall have the right but not the obligation, in its sole discretion, to (a) assume any or all of the Rental Agreements with Student Tenants for the then-applicable Lease Session and step into all of the rights, duties and obligations of Manager thereunder (and Manager shall draft any and all Rental Agreements with Student Tenants to authorize the same), or (b) enter into a new lease agreement with any or all of the Student Tenants for the then-remaining Lease Period. In the event Owner does not elect to assume the Rental Agreements or enter into new lease agreements with any or all of the Student Tenants for the then-applicable Lease Session, such Rental Agreements so affected shall be deemed terminated without any liability to Owner. Manager hereby covenants to include any and all relevant provisions in the Rental Agreements to effect the provisions of this Section 5.8. The rights set forth in this Section 5.8 shall explicitly be in addition to, and not subject to offset against, any default remedies provided to Owner pursuant to Section 11 of this Agreement. Notwithstanding the foregoing provisions of this Section 5.8, Owner agrees that if the termination occurs during the Fall or Spring Rental Terms, Owner will assume from Manager those Rental Agreements which conform to the provisions of Exhibit H, as that Rental Agreement may from time to time be amended with the approval of Owner, for the remainder of the then-current Rental Term, so long as the Rental Agreement provides for rent which is at least equal to the then applicable Minimum Monthly Rent. Manager shall promptly pay Owner all prepaid rent received by Manager upon the Rental Agreements assumed by Owner, which prepaid rent shall be determined by proration as of the termination date. Manager shall also remit to Owner the unexpended portions of security and other deposits made by Student Tenants whose Rental Agreements are assumed by Owner.

## 6. Use of Residences.

6.1 Residential Area. The Project, and the Residences and Residence Units, shall be used for the primary housing of Student Tenants and other incidental uses reasonably related thereto and in support thereof in accordance with the Residence Program or otherwise as Manager sees fit, provided that nothing herein shall authorize Manager to use or allow use of the Residences in any manner contrary to the terms and conditions of the Rental Agreement ("**Permitted Use**").

6.2 Compliance with Applicable Laws and Prohibited Uses. Manager shall not allow the Residences, or any portion thereof, to be occupied or used contrary to any applicable statute, rule, order, ordinance, requirement or regulation, or in any manner which would: (a) violate any certificate of occupancy affecting the same; (b) cause injury to the improvements or overload the floors; (c) constitute a public or private nuisance or waste; or (d) increase the cost of Owner's Insurance (as defined below) maintained by Owner relating to the Residences (collectively, the "**Prohibited Uses**"). Manager hereby covenants and agrees that it will promptly, upon discovery of any Prohibited Use, take all reasonable steps necessary to compel the discontinuance of such use. In the event that any Prohibited Use results in an increase in the cost or expense of Owner's Insurance, Manager shall pay any such increased costs or expenses in Owner's Insurance in connection with such Prohibited Use.

**6.3 Prohibited Use of Retail Spaces.** Owner hereby covenants not to lease or otherwise allow any of the Retail Spaces to be used as a pornographic bookstore or any other pornographic entertainment operation.

**7. Maintenance and Repair of the Residences.**

**7.1. Manager Duties, Obligation and Liabilities.**

**7.1.1 Manager's Maintenance Duties.** Pursuant to the Management Responsibility, Manager shall be responsible for, and the Management Expenses shall include, the obligation to maintain, repair and replace, as and when necessary, all aspects of the Project, including, without limitation, the Residences and all janitorial and trash removal services relating thereto ("**Manager Maintenance Duties**"). Additionally, Manager's Maintenance Duties shall additionally include any and all of Owner's Maintenance Duties (as defined below) in the event any of the same are caused by, result from, or are otherwise attributable, whether directly or indirectly, the negligence or willful misconduct of Manager, including, without limitation, any of the same arising under or as a result of the Management Responsibility.

**7.1.2 Manager's Changes and Alterations.** Manager, at its sole cost and expense as a Management Expense, may make any modifications, improvements, alterations or additions to the Residences ("**Alterations**"), provided that such Alterations (a) do not affect the exterior appearance of the Building; (b) do not or add or subtract from the square footage of the Residences, including without limitation any floor area of the Building and/or any Residences therein, (c) do not otherwise affect the structural, electrical or mechanical systems of the Building and/or Residences; and (d) do not in the aggregate cost in excess of Fifteen Thousand and no/100 Dollars (\$15,000.00) in any twelve (12) month period. Any other Alteration by Manager shall require Owner's prior written consent, which consent shall be in Owner's reasonable discretion to condition, delay or withhold. Notwithstanding the foregoing, prior to Manager undertaking any Alteration, Manager shall (w) notify Owner not less than ten (10) days prior to beginning such Alteration; (x) deliver to Owner a copy of the plans for such Alteration, if any; (y) properly obtain and deliver to Owner copies of any and all necessary permits required under Applicable Laws (as defined below) to undertake and complete such Alteration; and (z) perform and complete all Alterations in a good and workmanlike manner in compliance with Applicable Laws. Along with any request for Owner's consent, and prior to commencement of any Alteration or delivery of any materials to the Residences, Manager shall first furnish Owner with the names and addresses of all contractors performing work on the Alteration. Manager shall be liable for any damages and shall pay all costs and expenses, including Attorneys' Fees (as defined below) incurred by Owner in any way connected to or arising from claims and liabilities resulting from the negligence on the part of itself, its employees or its officers in the performance or completion of such Alteration. Unless otherwise notified by Owner in writing, Manager shall remove at its sole cost and expense any and all Alterations upon expiration of the Initial Term or any Renewal Terms, or the sooner termination of this Agreement, and shall repair any damage related thereto such that the Residences is restored to prior condition preceding each such Alteration.



**7.1.3 Mechanic's Liens.** Manager shall not suffer or permit any mechanic's lien or other lien to be filed against all or any portion of the Project because of any Authorized Repair, Alteration, or other work, labor, services, equipment or materials supplied or claimed to have been supplied to the Residences at the request of Manager, or anyone holding all or any portion of the Project through Manager, including any Student Tenants. If any such lien is filed against all or any portion of the Project, Owner shall give Manager immediate notice of the filing and Manager shall cause the lien to be discharged within thirty (30) days after Owner's demand. For the purposes hereof, the term "discharge" shall mean the payment of the lien or the posting of a bond with respect thereto allowed under Idaho law. If Manager fails to discharge such lien within such period, in addition to any other right or remedy Owner may have, after five (5) days prior written notice to Manager, Owner may, but shall not be obligated to, discharge the lien by paying to the claimant the amount claimed to be due or by procuring the discharge in any other manner that is now or may in the future be permitted by law. Any amount paid by Owner, together with all reasonable and actual costs, fees and expenses in connection therewith, including Owner's reasonable Attorneys' Fees, together with interest thereon at the Agreed Rate, shall be repaid by Manager to Owner on demand by Owner. Manager shall be liable for any damages and shall pay costs, damages, expenses, including Attorneys' Fees, and shall be solely liable for any liabilities, penalties, claims, demands and obligations, resulting from such lien.

**7.2 Owner's Duties, Obligations and Liabilities.**

(a) Unless otherwise expressly provided for herein, Owner shall be financially responsible for, but Manager shall undertake as part of the Management Responsibility, the maintenance, repair, and replacement, as and when necessary, of all aspects of the Project, expressly excluding any Management Responsibility and/or Manager's Maintenance Duties relating to the Project, but including without limitation (i) all structural and mechanical elements of the Project, including all foundations, exterior walls, roof structure, window, gutters, and exterior glazing, exterior doors, and Building envelope, (ii) all electrical, mechanical, HVAC, water, telecommunications, and other utility systems, lines and conduits located within the Building, (iii) the elevator, (iv) Owner's Additional Maintenance Obligation (as defined in Section 7.2(c)), and (v) all aspects of the Retail Spaces ("**Owner Maintenance Obligations**"). Manager shall be authorized to incur costs on account of the Owner without Owner's prior written consent for any Owner Maintenance Obligations which are less than five hundred dollars (\$500.00) per incident and less than five thousand dollars (\$5000.00) in the aggregate during any given Rental Term; provided, however, that these limitations shall not apply and Owner's prior written consent shall not be required if immediate repairs are reasonably necessary to prevent further damage to the Project. Owner also agrees that it will not unreasonably withhold, condition or delay any consent required under this Section 7.2(a). Costs incurred by Manager for Owner Maintenance Obligations are Owner Expenses and shall be reimbursed to Manager as provided in Section 3.3.

(b) Additionally, Owner shall, at its sole cost and expense, provide certain furnishings, fixtures, and equipment for the Residences and each Residence Unit as set forth on Exhibit C, ("**Owner FF&E**") The parties recognize that the repair and replacement of the Owner FF&E, to the extent the costs of such repairs and replacement is not properly payable from tenant security deposits, is the joint obligation of the parties; provided that Manager shall

be responsible for undertaking all such maintenance, repair, and replacement obligations as part of the Management Responsibility. The Cost of such maintenance, repair and replacement of Owner's FF&E shall be paid one-half (1/2) by Owner and one-half (1/2) by Manager. Owner's share of such cost is an Owner Expense and shall be reimbursed to Manager as provided in Section 3.3.

(c) Owner shall also be responsible for the cost incurred by Manager to repair or replace any damage, deterioration or defects in the Project resulting from defects in the original design, materials or workmanship of the Project ("**Owner's Additional Maintenance Obligation**"); provided that Manager gives the Owner written notice of the damage, deterioration or defect within one (1) year of the date the Project is ready for Management. The cost of satisfying Owner's Additional Maintenance Obligation expense and shall be reimbursed to Manager as provided in Section 3.3.

**7.3 Maintenance of Landscaping.** Manager shall also be responsible for the maintenance of the landscaping and irrigation systems on the south side of the Building. Lawn mowing, trimming of shrubbery and other routine maintenance shall be done by Manager, at Manager's expense. All other costs, including, without limitation, servicing, repair or replacement of irrigation systems or their components, replacement of planting or poor drainage problems will be an Owner's Expense and will be reimbursed to Manager as provided in Section 3.3; provided that Owner shall not be responsible for any such costs resulting from Manager's negligence or willful misconduct in Manager's performance of Owner's landscaping obligations.

**7.4 Taxes.** Owner shall pay, before delinquency all real estate and personal property taxes assessed against the land and improvements of which the Project is a part and against the Owner FF&E.

**7.5 Utilities.** Owner shall timely pay, when due, all charges and costs for utilities or services furnished to the Project, including water, sewer, gas and electricity, together with broadband internet, for each Residence Unit and basic cable and local telephone service to each Common Room.

**7.6 Common/Shared Costs.** In the event any of the Residences share any utilities, services, equipment, or the like ("**Shared Resources**") which fall under Owner's Maintenance Duties, and/or the Building, excluding the Residences but including without limitation the Retail Spaces, share any Shared Resources which fall under Manager's Maintenance Duties, then such Shared Costs shall be paid by Manager pursuant to Manager's Maintenance Duties on a pro-rata basis based on the proportion that the gross square footage of the Residences comprise of the Building, and by Owner pursuant to Owner's Maintenance Duties on a pro-rata basis based on the gross square footage of the Building excluding the Residences but expressly including the Retail Spaces.

**7.7 Failure to Comply.** Any failure by Owner or Manager to comply with this Section 7 shall be deemed a default of this Agreement and shall be governed pursuant to and in accordance with Section 11 below.

## 8. Insurance.

**8.1 Owner's Insurance.** Owner shall keep the Project insured in an amount equivalent to their full insurable replacement cost thereof against loss or damage by fire and such other risks as are customarily covered with respect to such property, including sprinkler leakage, windstorms, hail, explosions, vandalism, theft, malicious mischief, civil commotion and such other coverage capable of being covered by a standard coverage insurance policy. Owner shall additionally carry commercial general liability insurance covering the Project, which policy shall have a combined single limit of not less than One Million and no/100 Dollars (\$1,000,000.00), per occurrence, coverage on an occurrence basis, with a deductible of not more than Ten Thousand and no/100 Dollars (\$10,000.00) (collectively, "**Owner's Insurance**"). Such Owner's Insurance shall name Manager as an additional insured.

**8.2 Manager's Insurance.** Manager, at its sole cost and expense, shall keep any and all of Manager's inventory, equipment, furniture, fixtures and other personal property located in or used in connection with the Residences ("**Manager's Personal Property**") insured in an amount equivalent to the full insurable replacement cost against loss or damage by fire and such other risks as are customarily covered with respect to such property, including sprinkler leakage, windstorms, hail, explosions, vandalism, theft, malicious mischief, civil commotion and such other coverage capable of being covered by a standard coverage insurance policy. Manager may additionally, at Manager's option and, at its sole cost and expense, carry business interruption and extra expense insurance in a sufficient amount to protect Manager against any additional costs and lost income associated with interruption of its business from the Project for a period not less than one (1) year (collectively, "**Manager's Insurance**").

**8.3 General Provisions** All policies required under Sections 8.1 and 8.2 shall be written by companies licensed in the state in which the Project is located; provided, however, that Manager is authorized to insure its property through the State of Idaho Self-Insured Risk Program. Each such policy shall be evidenced by a certificate of insurance issued by the insurance company issuing the policy. The certificate or certificates of insurance for the policy or policies to be provided under Section 8.1, together with a copy of the endorsement naming Manager as an additional insured under Owner's commercial general liability insurance, shall be promptly provided to Manager by Owner. The certificate or certificates of insurance for the policy or policies to be provided under Section 8.2 shall be promptly provided to Owner by Manager. Each certificate shall provide the policy with respect to which the certificate is issued, shall not be cancelled unless at least twenty (20) days prior written notice of cancellation shall have been mailed to the party to whom the certificate is to be provided.

**8.4 Blanket Insurance Coverage.** Nothing in this Section 8 shall prevent Owner from maintaining insurance of the kinds and in the amounts required by Section 8.1 under a blanket insurance policy or policies covering other properties owned or operated by Owner in addition to the Project; provided, however, that (a) each policy contains the various provisions and coverage amounts required by this Section 8, and (b) the certificate for such policy includes a statement from the insurer setting forth the coverage maintained and the amounts exclusively allocated to the Project.

**8.5 Release and Waiver of Subrogation.** Notwithstanding any other provision of this Agreement, Owner and Manager each hereby waives, releases and discharges the other, its agents and employees from all claims whatsoever arising out of loss, claim, expense, damage or destruction covered or coverable by insurance required by Sections 8.1 and 8.2 or covered by other casualty insurance it may carry (a "Loss"), notwithstanding that such Loss may have been caused by the other, its agents or employees. Owner and Manager each hereby agrees to look to its insurance coverage only upon such Loss. Owner's Insurance described in Section 8.1 shall contain a waiver of subrogation clause as to Manager. Manager's Insurance required by Section 8.2 shall contain a waiver of subrogation clause as to Owner.

**9. Compliance with Laws.**

**9.1 Generally.** As of the Delivery Date, Owner represents and warrants that the Project complies with all current laws, ordinances, orders, rules, regulations and requirements of all federal, state, municipal and other governmental bodies having jurisdiction over the Project as of the Commencement Date ("**Applicable Laws**"). Manager shall as of the date of the Delivery Date and throughout the Initial Term and any Renewal Term comply with any and all Applicable Laws, including without limitation any and all Applicable Laws with regard to the Residences and the Project generally, the Management Responsibility, Maintenance and Repair Obligations, Rental Agreements, and the Student Tenants and Residence Program.

**9.2 Compliance with Hazardous Materials Laws.** Manager shall comply with all federal, state and local laws, ordinances, codes, regulations, orders and decrees, as they now exist or are hereafter amended, including all policies, interpretations, guidelines, directions, or recommendations ("**Hazardous Materials Laws**") relating to industrial hygiene, environmental protection or the use, analysis, generation, manufacture, storage, presence, release, disposal or transportation of any petroleum products, flammable explosives, asbestos, urea formaldehyde, polychlorinated biphenyls, radioactive materials or waste, or other hazardous, toxic, contaminating or polluting materials, substances or wastes, including any materials defined as "hazardous substances," "hazardous wastes," "hazardous materials" or "toxic substances" (collectively, "**Hazardous Materials**") under any such Hazardous Materials Laws. For purposes of this Agreement, any reference to Applicable Laws shall include any and all Hazardous Materials Laws as applicable.

Manager shall manage the Residences pursuant to its Management Responsibility in a manner designed to prevent the release of any Hazardous Materials. If any release of any quantity of Hazardous Materials occurs in, on, under or about the Residences and/or the Project generally of which Manager is or becomes aware, Manager shall promptly notify all appropriate governmental agencies and Owner. Manager shall promptly and fully investigate, remediate and remove all such Hazardous Materials released by Manager, its employees, agents or invitees, in accordance with all applicable governmental requirements and shall restore the affected portions of the Residences and/or Project. Manager shall promptly provide Owner with copies of all reports, analyses and correspondence in Manager's possession relating to such release and the remediation thereof. Upon expiration or earlier termination of this Agreement, Manager shall cause all Hazardous Materials located in, on, under or about the Residences and/or Project as a result of the acts or omissions of Manager to be removed from the Project and transported for

use, storage or disposal in compliance with all applicable Hazardous Materials Laws. Manager shall not take any remedial action in response to the presence of any Hazardous Materials in, on, about or under the Residences and/or the Project generally, nor enter into any settlement agreement, consent decree or other compromise with respect to any claims relating to the Residences and/or the Project generally without first notifying Owner of Manager's intention to do so and affording Owner ample opportunity to appear, intervene or otherwise protect Owner's interest with respect thereto. At the expiration or earlier termination of this Agreement, Manager shall remove all tanks or fixtures which were placed in the Residences (and the Project generally as and where applicable) by Manager during the term of this Agreement and which contain, have contained or are contaminated with, Hazardous Materials. Notwithstanding the foregoing, Manager shall not be financially responsible for any costs, including, but not limited to, remediation costs, resulting from the activities of Student Tenants, their guests or invitees, in the Project unless such costs also resulted from the negligence or willful misconduct of Manager, including, without limitation, Manager's duties, obligations and liabilities pursuant to the Management Responsibility and the Manager Maintenance Duties.

Manager shall notify Owner in writing immediately upon receiving notice of: (a) any enforcement, clean-up, removal or other governmental or regulatory action effecting the Residences instituted, completed or threatened pursuant to any Hazardous Materials Laws; (b) any claim made or threatened by any person against Manager, Owner or the Residences and the Project generally, relating to damage, contribution, cost recovery, compensation, loss or injury resulting from or claimed to result from any Hazardous Materials; and (c) any reports made to any environmental agency arising out of or in connection with any Hazardous Materials in, on or about the Residences and the Project generally or with respect to any Hazardous Materials removed from the Residences and the Project generally. Manager shall also provide to Owner, as promptly as possible, and in any event within five (5) business days after Manager first receives or sends the same, copies of all claims, reports, complaints, notices, warnings or asserted violations relating in any way to the Residences or Manager's use thereof. Upon written request of Owner, Manager shall promptly deliver to Owner copies of hazardous waste manifests, if Manager is required by applicable law to obtain such manifests, reflecting the legal and proper disposal of all such Hazardous Materials removed or to be removed from the Residences and the Project generally. All such manifests shall list Manager or its agent as a responsible party and in no way shall attribute responsibility for any such Hazardous Materials to Owner.

**9.3 Hazardous Materials Representation by Owner.** Owner warrants to its actual knowledge, that except as disclosed in the environmental assessment prepared by Jim Kolva and Associates, dated November 10, 2005, and the Asbestos Survey of the Adams Building, 405 Main Street, Lewiston, Idaho prepared by EnviroScience, dated December, 2006 (the "**Environmental Assessments**"), which Environmental Assessments Manager hereby acknowledges that it has received and reviewed, that no hazard substance, toxic waste, or other substance has been produced, disposed of, or is or has been kept on the Project. Owner further warrants that to Owner's actual knowledge, no items disclosed in the Environmental Assessments will subject the Manager to any damages, penalty, or other liability under any applicable local, state or federal law or regulation. Further, Owner represents to Manager that, to its actual knowledge, neither Owner nor any other person has caused the generation, storage or

release of Hazardous Materials in, on, about or upon the Project (including but not limited to the Residences), except as disclosed in the Environmental Assessments, the Good Faith Survey and/or in accordance with Hazardous Materials Laws and prudent industry practices regarding construction of the Property (including, but not limited to, the Residences).

**9.4 Hazardous Substances Indemnification.** Manager shall defend and hold harmless Owner and Owner's officers, directors, partners, managers, members, employees, agents, successors and assigns against any and all claims, and shall pay all costs and expenses arising from all liabilities, damages, penalties, forfeitures, losses, obligations, investigation costs, remediation and removal costs, natural resource damages and expenses (including Attorneys' Fees) (collectively "**Damages**") arising in whole or in part, directly or indirectly, from (a) the presence or release of Hazardous Materials, in, on, under, upon or from the Residences and the Project generally as a result of acts or omissions of Manager or its employees, agents or invitees; (b) the transportation or disposal of Hazardous Materials to or from the Residences and the Project generally by, at the request or with the permission of Manager, its employees, agents or invitees, (c) the violation of any Hazardous Materials Laws by Manager, its employees or agents; (d) the failure of Manager, its employees or agents to comply with the terms of this Section 9; or (e) the use, storage, generation or disposal of Hazardous Materials in, on or about the Residences and the Project generally by Manager or its employees, agents contractors, assignees, sublessees or invitees during the Initial Term and any Renewal Terms. Owner shall defend (with legal counsel reasonably acceptable to Manager) and hold harmless Manager, its officers, directors, employees, agents, successors and assigns against any and all Damages arising out of the presence or release of Hazardous Materials in, on or about the Residences and the Project generally released by Owner, its employees, agents, contractors or invitees (other than Manager) or resulting from any breach of the representation and warranty contained in Section 9.3 above. The parties recognize that neither party is indemnifying the other for Damages arising out of acts of third parties not under either party's control. The respective rights and obligations of Owner and Manager under this Section 9 shall survive the expiration or earlier termination of this Agreement. Notwithstanding the foregoing, Manager shall have no indemnity obligations with respect to claims, costs or expenses resulting from the actions of Student Tenants, their guests or invitees in the Project, unless the matter giving rise to such claims, costs or expenses also results from the negligence or willful misconduct of Manager.

**9.5 Discrimination.** Owner assures and certifies that it will comply with all applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101-12213) and the Idaho State Law Against Discrimination, as well as the regulations adopted thereunder (collectively, the "**ADA Rules & Regulations**"). Owner, at Owner's expense, will provide that the Project complies with the minimum legal/regulatory requirements of the ADA Rules and Regulations at the time of acceptance by Manager and during the term of the Agreement. Manager shall have sole responsibility and liability for managing the placement of Student Tenants in rooms which are appropriate under ADA Rules and Regulations. Neither Owner nor Manager shall have any obligation to the other under this Agreement to make any part of the Project ADA-compliant outside the minimum legal/regulatory requirements, notwithstanding the fact that Manager may have more Student Tenants requiring such rooms than are available and/or that can be made available by relocating other Student Tenants.

## QUALIFICATIONS OF MICHAEL J. SPRUTE, MAI

### PROFESSIONAL MEMBERSHIPS & ASSOCIATIONS:

- Member, Appraisal Institute (MAI #6759)
- Certified General Appraiser, Washington State No. 1100908
- Certified General Appraiser, Idaho No. ICA-63
- 1993 President, Inland Northwest Chapter
- Past President, SREA, Spokane Chapter #59, 1987-1989
- Past President, SREA Permian Basin Chapter #142, 1984-1986
- Midland, Texas, Board of Realtors – Institute Affiliate Member
- Past Texas Licensed Real Estate Broker

### BUSINESS EXPERIENCE:

- Principle, Appraisal Group Northwest, formed May 2000
- Owner, Sprute Appraisals, Spokane, Washington, April 1994 to May 2000
- Appraiser, Auble & Associates, Inc., Spokane, WA, June 1987 to March 1994
- Owner, Sprute & Associates, Midland, Texas, June, 1985 to June, 1987
- Manager, Midland Office of Cantrell Appraisal Company, May 1982 to May 1985
- Staff Appraiser, James S. Black & Company, Spokane, WA, 1977 to May, 1982
- Appraiser and Loan Officer, Equitable Savings & Loan, Spokane, WA, 1976 to 1977
- Residential Appraiser, Fidelity Mutual Savings Bank, Spokane, 1973 to 1976

### EDUCATION:

- Graduate of University of Idaho – 1973, Bachelor of Science Degree in Finance
- American Institute of Real Estate Appraisers – Awarded MAI Designation in 1983
- Society of Real Estate Appraiser (SREA) – Awarded SRPA in 1982, resigned 1990
- Various appraisal seminars sponsored by the Appraisal Institute & others

### PROPERTY TYPES ANALYZED:

- |  |                                      |
|--|--------------------------------------|
| • Apartment Condominium Conversion     | • Apartment Complexes                |
| • Condos - Office, Retail, Residential | • Bank Buildings                     |
| • Farms and Ranches                    | • Golf Courses                       |
| • Hardware/Retail Stores               | • Health Clubs                       |
| • Industrial Buildings                 | • Hotels/Motels                      |
| • Office Buildings                     | • Lumber Companies                   |
| • Medical Office Buildings             | • Restaurants & Shopping Centers     |
| • Commercial & Retail Buildings        | • Warehouses                         |
| • Racquetball Clubs                    | • Various Special Purpose Properties |
| • Subdivision – Commercial             | • Subdivision – Residential          |

### PARTIAL LIST OF CLIENTELE:

- |                                 |                        |
|---------------------------------|------------------------|
| • U.S. Bancorp Mortgage Company | • City of Spokane      |
| • Walt Worthy Enterprises       | • F & M Bank           |
| • Washington Trust Bank         | • Paine Hamblen        |
| • Inland Northwest Bank         | • County of Spokane    |
| • Wells Fargo Bank              | • Washington State DOT |
| • Eastern Washington University | • AmericanWest Bank    |

**STATE OF WASHINGTON**  
 DEPARTMENT OF LICENSING – BUSINESS AND PROFESSIONS DIVISION  
 THIS CERTIFIES THAT THE PERSON NAMED HEREON IS AUTHORIZED, AS PROVIDED BY LAW, AS A  
**CERTIFIED GENERAL REAL ESTATE APPRAISER**



**MICHAEL J SPRUTE**  
 1225 N. ARGONNE ROAD, SUITE B  
 SPOKANE WA 99212

<b>Cert/Lic No.</b> 1100908	<b>Issued Date</b> 12/30/1991	<b>Expiration Date</b> 08/26/2009
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*Elizabeth A. Luce*  
Director

PL-620-153 (R/2/04)

**Bureau of Occupational Licenses**  
**Department of Self Governing Agencies**  
 The person named has met the requirements for licensure and is entitled  
 under the laws and rules of the State of Idaho to operate as a(n)  
**CERTIFIED GENERAL APPRAISER**

**MICHAEL J SPRUTE**  
**1225 N. ARGQNNE RD.SUITE B**  
**CITY OF SPOKANE VALLEY WA 99212**



<i>Tana Cory</i> <b>Tana Cory</b> Chief, B.O.L.	<b>CGA-63</b> Number	<b>08/26/2008</b> Expires
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July 23, 2008

Fred M. DiCosola  
College Town Development Idaho, LLC  
2222 Harvard Avenue East  
Seattle WA 98102

Re: Offer for Clearwater Hall Residential Space

Dear Fred:

Following up on our recent discussions, this letter confirms that we are prepared to offer you \$2.8M for the residential space in Clearwater Hall. This offer complies with the guidance we received from our board of trustees (State Board of Education), stipulating that we could make an offer equal to the lower of \$3.8M or the appraised value of the facility. The \$2.8M figure corresponds to the “as is” value conclusion in the recently-completed appraisal by Michael Sprute (Appraisal Group Northwest).

We continue to be very interested in acquiring the residential space in the building as expeditiously as possible, and I look forward to your response.

Please call if I can assist with additional information.

Sincerely,

Chet Herbst  
Vice President for Finance and Administration

Cc: Dene K. Thomas (President)

500 8<sup>th</sup> Avenue  
Lewiston, ID 83501-2698  
[www.lcsc.edu](http://www.lcsc.edu)

PH: (208) 792-2240  
FAX: (208) 792-2077

An Affirmative Action / Equal Opportunity Employer

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Purchase three strategically-situated properties along the western edge of campus to alleviate parking shortages

**REFERENCE**

June 2008 Board authorized LCSC to negotiate with owners to secure three properties on 4<sup>th</sup> Street, Lewiston ID

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections V.I.1 through V.I.2

**BACKGROUND / DISCUSSION**

Lewis-Clark State College has engaged in discussions with three property owners along the College's western border on 4<sup>th</sup> Street, in Lewiston's Normal Hill area. Acquisition of these three properties—the only remaining properties not owned by LCSC on 4<sup>th</sup> Street, between 11<sup>th</sup> Ave and 7<sup>th</sup> Ave—is needed in order to complete the final phase of LCSC's 4<sup>th</sup> Ave parking project to redress acute parking shortages for the College. Two of the properties are homes, and the College recently received appraisals on the properties. The third property is currently being leased from the owners and is already used as a parking lot—this property was appraised by the College in October 2007 during the search for locations for the College's new Nursing/Health Sciences building and associated parking. After receiving LCSC's initial offer for this property, the owners paid for another appraisal which estimated a significantly higher value for the lots. Based on indications that the owners of the third property were seeking exorbitant compensation, LCSC received permission from the Board (June 2008) to condemn the property under eminent domain, if the President deemed this to be necessary.

Attachment 1 provides an overhead view of the properties in question. The properties highlighted in red are already owned by the College. Those shaded in blue (indicated by the three red arrows on the map) are privately owned. The properties labeled #3 (1014 4<sup>th</sup> St) and #6 (1024 4<sup>th</sup> St) are modest single dwellings. The northernmost property labeled #38A is currently used as a parking lot and has been leased to the College on a yearly basis by the owners.

The area (already owned by the College) immediately north of the leased parking lot is now being used as a staging area during the construction of the new Nursing/Health Sciences building, and it will be paved as a permanent parking lot upon completion of the building, using existing funds within the overall Design-Build project. Construction is currently underway on the two central blocks along 4<sup>th</sup> Street (between 10<sup>th</sup> Ave and 8<sup>th</sup> Ave) to provide additional parking prior to the

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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start of the fall semester. Phase II of the 4<sup>th</sup> Street parking project would add the two remaining blocks for expanded parking (between 11<sup>th</sup> Ave and 7<sup>th</sup> Ave) as part of LCSC's approved Permanent Building Fund request for FY09.

The owner of the property at 1014 4<sup>th</sup> Street has accepted LCSC's offer of \$135,000 for the house, contingent upon Board approval. This offer, which includes relocation expenses, is within 10% of the appraised value of the property (Attachment 2).

The owner of the property at 1024 4<sup>th</sup> Street has accepted LCSC's offer of \$163,000 for the house, contingent upon Board approval. This offer, which includes relocation expenses, is within 10% of the appraised value of the property (Attachment 3).

The owners of the property currently leased to LCSC for use as a parking lot, have accepted LCSC's offer of \$100,000 for the property, which was negotiated as a compromise between the College appraiser's estimate of approximately \$70,000 and the owners' separate appraisal of over \$150,000. Board approval of LCSC's negotiated \$100,000 offer will permit uninterrupted use of the parking lot and avoid the expense and delay associated with litigation under eminent domain.

**IMPACT**

Current funding from an approved Permanent Building Fund project for the Phase II 4<sup>th</sup> Street parking project is sufficient to purchase the three properties in question for the offered prices. Two other property acquisitions, previously approved by the Board, were deferred in order to concentrate resources on the acquisition of the three strategic sites on the west edge of campus as part of the scope of the 4<sup>th</sup> Street parking expansion effort.

**ATTACHMENTS**

Attachment 1 – Overhead chart of LCSC properties	Page 5
Attachment 2 – Appraisal for 1014 4 <sup>th</sup> Street property	Page 7
Attachment 3 – Appraisal for 1024 4 <sup>th</sup> Street property	Page 27

**STAFF COMMENTS AND RECOMMENDATIONS**

Although the purchase price of the parking lot is \$30,000 above the appraised value of \$70,000, staff believes this is more beneficial than pursuing litigation under eminent domain

Staff recommends approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**BOARD ACTION**

A motion to approve the request by Lewis-Clark State College to purchase the property at 1014 4<sup>th</sup> St., Lewiston, for \$135,000.

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

A motion to approve the request by Lewis-Clark State College to purchase the property at 1024 4<sup>th</sup> St., Lewiston, for \$163,000.

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

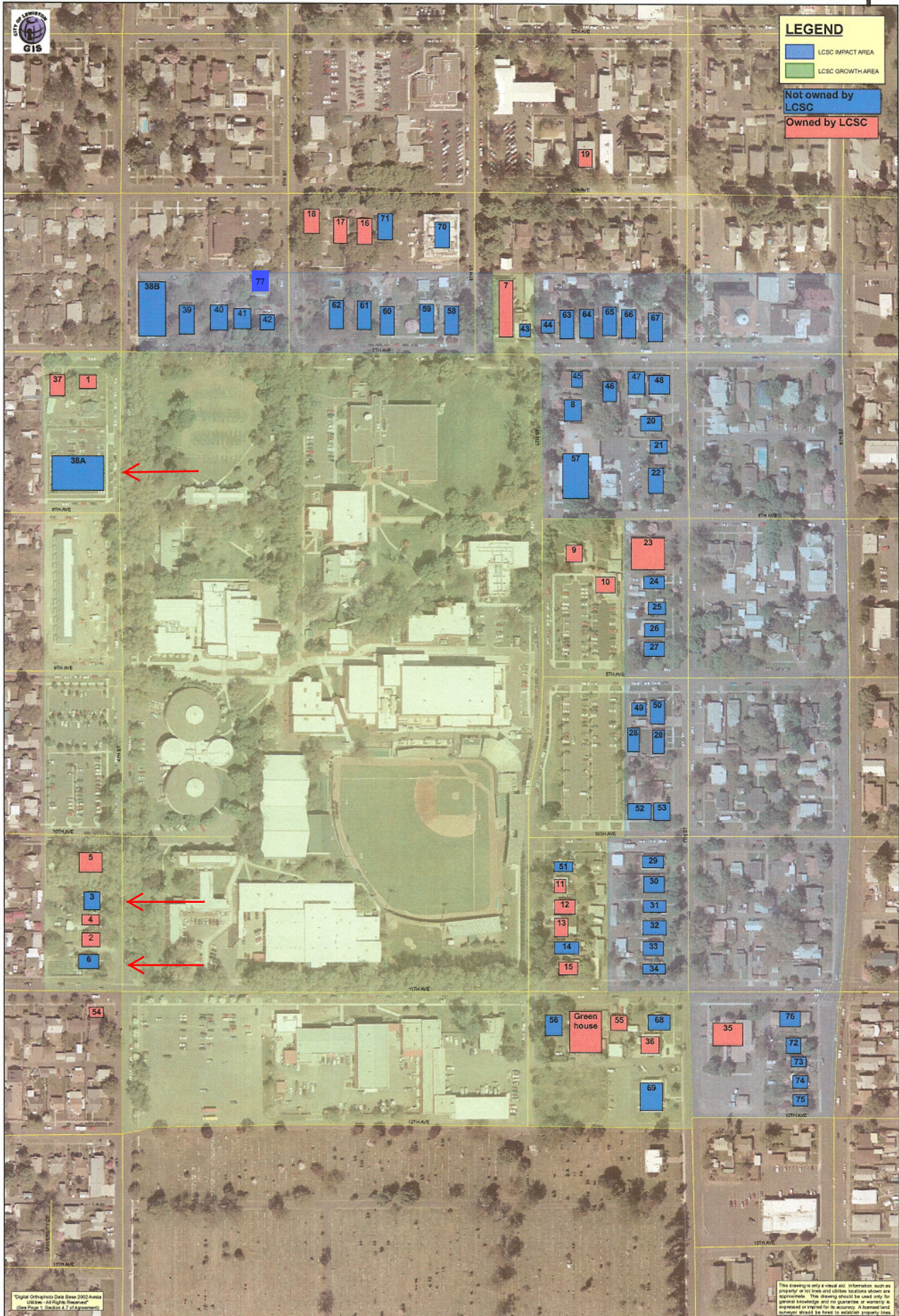
A motion to approve the request by Lewis-Clark State College to purchase the leased property on Lots 5, 6, and 7, Block 2, Holcomb's First Addition, Lewiston, for \$100,000.

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

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CITY OF LEWISTON  
PUBLIC WORKS DEPARTMENT

1 inch equals 100 feet



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# INVOICE

**FROM:**  
 Wayne T. Agee  
 Western Appraisal  
 1014 Main St.  
 Lewiston, ID 83501

Telephone Number: (208) 746-9891      Fax Number: (208) 746-9895

INVOICE NUMBER	
RL5588	
DATE	
Fielded 06/20/2008	
REFERENCE	
Internal Order #:	RL5588
Lender Case #:	
Client File #:	
Main File # on form:	RL5588
Other File # on form:	RL5588
Federal Tax ID:	
Employer ID:	

**TO:**

Lewis-Clark State College  
 500 8th Ave.  
 Lewiston, ID 83501

Telephone Number: 792-2240      Fax Number:  
 Alternate Number:      E-Mail: lkloewen@lcsc.edu

## DESCRIPTION

**Lender:** Lewis-Clark State College      **Client:** Lewis-Clark State College  
**Purchaser/Borrower:** N/A  
**Property Address:** 1014 4th St  
 City: Lewiston  
 County: Nez Perce      State: ID      Zip: 83501-2728  
**Legal Description:** Lewiston: Rand Tract Subdivision, Lot 10, Block 11

FEES	AMOUNT
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1004 URAR	400.00
<b>SUBTOTAL</b>	400.00

PAYMENTS	AMOUNT
----------	--------

Check #:	Date:	Description:	
Check #:	Date:	Description:	
Check #:	Date:	Description:	
<b>SUBTOTAL</b>			
<b>TOTAL DUE</b>			<b>\$ 400.00</b>



# Uniform Residential Appraisal Report

RL5588  
File # RL5588

The purpose of this summary appraisal report is to provide the lender/client with an accurate, and adequately supported, opinion of the market value of the subject property.

SUBJECT

Property Address 1014 4th St City Lewiston State ID Zip Code 83501-2728  
 Borrower N/A Owner of Public Record Toby L. Martin County Nez Perce  
 Legal Description Lewiston: Rand Tract Subdivision, Lot 10, Block 11  
 Assessor's Parcel # RPL12300110100A Tax Year 2007 R.E. Taxes \$ 732.92  
 Neighborhood Name Lewiston Map Reference 35-A Census Tract 9904.00  
 Occupant  Owner  Tenant  Vacant Special Assessments \$ N/A  PUD HOA \$ N/A  per year  per month  
 Property Rights Appraised  Fee Simple  Leasehold  Other (describe)  
 Assignment Type  Purchase Transaction  Refinance Transaction  Other (describe) Estimate of Current Market Value for Possible Purchase  
 Lender/Client Lewis-Clark State College Address 500 8th Ave., Lewiston, ID 83501  
 Is the subject property currently offered for sale or has it been offered for sale in the twelve months prior to the effective date of this appraisal?  Yes  No  
 Report data source(s) used, offering price(s), and date(s). MLS, Discussion with Owner

CONTRACT

I  did  did not analyze the contract for sale for the subject purchase transaction. Explain the results of the analysis of the contract for sale or why the analysis was not performed. N/A  
 Contract Price \$ N/A Date of Contract N/A Is the property seller the owner of public record?  Yes  No Data Source(s)  
 Is there any financial assistance (loan charges, sale concessions, gift or downpayment assistance, etc.) to be paid by any party on behalf of the borrower?  Yes  No  
 If Yes, report the total dollar amount and describe the items to be paid.

NEIGHBORHOOD

**Note: Race and the racial composition of the neighborhood are not appraisal factors.**

Neighborhood Characteristics		One-Unit Housing Trends		One-Unit Housing		Present Land Use %	
Location	<input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	Property Values	<input type="checkbox"/> Increasing <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Declining	PRICE	AGE	One-Unit	75 %
Built-Up	<input checked="" type="checkbox"/> Over 75% <input type="checkbox"/> 25-75% <input type="checkbox"/> Under 25%	Demand/Supply	<input type="checkbox"/> Shortage <input checked="" type="checkbox"/> In Balance <input type="checkbox"/> Over Supply	\$ (000)	(yrs)	2-4 Unit	7 %
Growth	<input type="checkbox"/> Rapid <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Slow	Marketing Time	<input type="checkbox"/> Under 3 mths <input checked="" type="checkbox"/> 3-6 mths <input type="checkbox"/> Over 6 mths	50	Low 0	Multi-Family	5 %
Neighborhood Boundaries The subject neighborhood is bounded by the Clearwater River to the North, Snake River to the West, 17th St. to the East and 18th Ave. to the South.		650	High 120	Commercial	10 %		
Neighborhood Description The subject is located in a primarily single family residential neighborhood with commercial properties located on the arterial streets. Employment, schools and retail shopping are a short commute from the subject property. Single family residential properties in the neighborhood vary in size, style, age and value. Sites vary in size from 3,500 sq. ft. to 12,000 sq. ft.		135	Pred. 50	Other	3 %		
Market Conditions (including support for the above conclusions) Sales have slowed over the past year after two years of appreciation in the market. Current market times average less than 111 days and sale prices are currently about 99% of list. Few concessions are necessary for sales, however, some sellers are offering to assist with closing costs. New construction continues at a decreased rate.							

Dimensions 50' x 142' Area 7,100 Sq.Ft. Shape Rectangular View Average  
 Specific Zoning Classification R3 Zoning Description R3, Medium Density Residential (7,500 sq. ft. minimum)  
 Zoning Compliance  Legal  Legal Nonconforming (Grandfathered Use)  No Zoning  Illegal (describe)  
 Is the highest and best use of subject property as improved (or as proposed per plans and specifications) the present use?  Yes  No If No, describe

SITE

Utilities	Public	Other (describe)	Public	Other (describe)	Off-site Improvements - Type	Public	Private
Electricity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Water	<input checked="" type="checkbox"/>	Street Asphalt	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sanitary Sewer	<input checked="" type="checkbox"/>	Alley Asphalt	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FEMA Special Flood Hazard Area  Yes  No FEMA Flood Zone C FEMA Map # 1601040003B FEMA Map Date 1/20/1982  
 Are the utilities and off-site improvements typical for the market area?  Yes  No If No, describe  
 Are there any adverse site conditions or external factors (easements, encroachments, environmental conditions, land uses, etc.)?  Yes  No If Yes, describe

IMPROVEMENTS

General Description	Foundation	Exterior Description	materials/condition	Interior	materials/condition
Units <input checked="" type="checkbox"/> One <input type="checkbox"/> One with Accessory Unit	<input type="checkbox"/> Concrete Slab <input type="checkbox"/> Crawl Space	Foundation Walls	Concrete/Av	Floors	Wd,Crp,Wdlm,V/A+
# of Stories 1 Story	<input checked="" type="checkbox"/> Full Basement <input type="checkbox"/> Partial Basement	Exterior Walls	Hardboard/Av+	Walls	Drywall,Plaster/Av
Type <input checked="" type="checkbox"/> Det. <input type="checkbox"/> Att. <input type="checkbox"/> S-Det./End Unit	Basement Area 672 sq.ft.	Roof Surface	Comp. Shingle/Av	Trim/Finish	Wood,Paint/G
<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Proposed <input type="checkbox"/> Under Const.	Basement Finish 49 %	Gutters & Downspouts	Metal/G	Bath Floor	Vinyl/Av+
Design (Style) 1 Story/Bsmnt	<input checked="" type="checkbox"/> Outside Entry/Exit <input type="checkbox"/> Sump Pump	Window Type	Wood/Av	Bath Wainscot	Vinyl/Av
Year Built 1945	Evidence of <input type="checkbox"/> Infestation	Storm Sash/Insulated	Wood/Insulated/Av+	Car Storage	<input type="checkbox"/> None
Effective Age (Yrs) 7-10	<input type="checkbox"/> Dampness <input type="checkbox"/> Settlement	Screens	Partial/Av	<input checked="" type="checkbox"/> Driveway	# of Cars 2
Attic <input type="checkbox"/> None	Heating <input checked="" type="checkbox"/> FWA <input type="checkbox"/> HWBB <input type="checkbox"/> Radiant	Amenities	<input type="checkbox"/> Woodstove(s) #	Driveway Surface	Gravel
<input type="checkbox"/> Drop Stair <input type="checkbox"/> Stairs	<input type="checkbox"/> Other Fuel Gas	<input type="checkbox"/> Fireplace(s) #	<input checked="" type="checkbox"/> Fence	Garage	# of Cars
<input type="checkbox"/> Floor <input checked="" type="checkbox"/> Scuttle	Cooling <input type="checkbox"/> Central Air Conditioning	<input type="checkbox"/> Patio/Deck	<input checked="" type="checkbox"/> Porch	Carport	# of Cars
<input type="checkbox"/> Finished <input type="checkbox"/> Heated	<input checked="" type="checkbox"/> Individual Wdw <input type="checkbox"/> Other	<input type="checkbox"/> Pool	<input type="checkbox"/> Other	Att.	<input type="checkbox"/> Det. <input type="checkbox"/> Built-in

Appliances  Refrigerator  Range/Oven  Dishwasher  Disposal  Microwave  Washer/Dryer  Other (describe)  
 Finished area above grade contains: 4 Rooms 2 Bedrooms 1 Bath(s) 704 Square Feet of Gross Living Area Above Grade  
 Additional features (special energy efficient items, etc.). Energy efficiency is typical of a residence of this style, quality and condition in the market area.  
 Describe the condition of the property (including needed repairs, deterioration, renovations, remodeling, etc.). Upon observation the appraiser found the subject residence to be in above average overall condition for it's effective age. The subject residence has received several recent updates including new interior and exterior paint, metal gutters and downspouts, trim, electrical wiring, insulation, floor coverings and a newly finished basement area including a family room and den. No repairs, alterations or inspections are required as conditions to this appraisal report.  
 Are there any physical deficiencies or adverse conditions that affect the livability, soundness, or structural integrity of the property?  Yes  No If Yes, describe  
 Does the property generally conform to the neighborhood (functional utility, style, condition, use, construction, etc.)?  Yes  No If No, describe

# Uniform Residential Appraisal Report

RL5588  
File # RL5588

There are 12 comparable properties currently offered for sale in the subject neighborhood ranging in price from \$ 115,000 to \$ 150,000		There are 14 comparable sales in the subject neighborhood within the past twelve months ranging in sale price from \$ 115,000 to \$ 150,000					
FEATURE	SUBJECT	COMPARABLE SALE # 1	COMPARABLE SALE # 2	COMPARABLE SALE # 3			
Address	1014 4th St Lewiston, ID 83501-2728	816 7th Ave. Lewiston, ID 83501	1210 10th St Lewiston, ID 83501-2918	1216 14th St. Lewiston, ID 83501			
Proximity to Subject		0.44 miles NE	0.46 miles E	0.78 miles E			
Sale Price	\$ N/A	\$ 149,000	\$ 139,500	\$ 119,000			
Sale Price/Gross Liv. Area	\$ sq.ft.	\$ 172.85 sq.ft.	\$ 120.99 sq.ft.	\$ 158.67 sq.ft.			
Data Source(s)		County Records, MLS	County Records, MLS, Files	County Records, MLS			
Verification Source(s)		County Records, MLS	County Records, MLS, Files	County Records, MLS			
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	+(-) \$ Adjustment	DESCRIPTION	+(-) \$ Adjustment	DESCRIPTION	+(-) \$ Adjustment
Sales or Financing Concessions		FHA Seller Pd.Costs	-4,335	Conventional None		FHA No Concession	
Date of Sale/Time		04/15/08 - 63		04/30/08 - 43		01/10/08 - 65	
Location	Lewiston	Lewiston		Lewiston		Lewiston	
Leasehold/Fee Simple	Fee Simple	Fee Simple		Fee Simple		Fee Simple	
Site	7,100 Sq.Ft.	9,360 sq. ft.	-4,500	4,800 Sq.Ft.	+7,500	3,600 sq. ft.	+10,000
View	Average	Average		Average		Average	
Design (Style)	1 Story/Bsmt	1 Story/Bsmt		1 Story/Bsmt		1 Story/Bsmt	
Quality of Construction	Average	Average		Average		Average	
Actual Age	A 63, E 7-10	A 90, E 10-12		A 83, E 10-12		A 83, E 7-10	
Condition	Average+	Average+		Average+		Average+	
Above Grade Room Count	Total Bdrms. Baths	Total Bdrms. Baths		Total Bdrms. Baths		Total Bdrms. Baths	
	4 2 1	4 2 1		5 2 1		4 2 1	
Gross Living Area	704 sq.ft.	862 sq.ft.	-3,950	1,153 sq.ft.	-11,250	750 sq.ft.	-1,150
Basement & Finished Rooms Below Grade	672 Sq.Ft. 327 Finished	862 sq. ft. 862 Finished	-1,350 -6,400	962 Sq.Ft. 962 Finished	-2,050 -7,600	750 sq. ft. Unfinished	-550 +3,900
Functional Utility	Average	Average		Average		Average	
Heating/Cooling	GFA/Wall	GFA/CAC	-1,000	GFA/CAC	-1,000	GFA/CAC	-1,000
Energy Efficient Items	Average	Average		Average		Average	
Garage/Carport	O.S.P.	O.S.P.		O.S.P.		1-G Att.	-3,500
Porch/Patio/Deck	Porches	Porch,Patio		Porch,Deck		Porch,Patio	
Aux Heat	None	Fireplace	-1,000	Fireplace	-1,000	None	
Other Amenities	Fence,Shed	Fence,Shed		Fence,Shed		Fence,Shed	
Net Adjustment (Total)		<input type="checkbox"/> + <input checked="" type="checkbox"/> -	\$ -22,535	<input type="checkbox"/> + <input checked="" type="checkbox"/> -	\$ -15,400	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	\$ 7,700
Adjusted Sale Price of Comparables		Net Adj. 15.1 % Gross Adj. 15.1 %	\$ 126,465	Net Adj. 11.0 % Gross Adj. 21.8 %	\$ 124,100	Net Adj. 6.5 % Gross Adj. 16.9 %	\$ 126,700

SALES COMPARISON APPROACH

I  did  did not research the sale or transfer history of the subject property and comparable sales. If not, explain

My research  did  did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.

Data Source(s) County Records, Owner, MLS

My research  did  did not reveal any prior sales or transfers of the comparable sales for the year prior to the date of sale of the comparable sale.

Data Source(s) County Records, MLS

Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).

ITEM	SUBJECT	COMPARABLE SALE #1	COMPARABLE SALE #2	COMPARABLE SALE #3
Date of Prior Sale/Transfer	None Found	None Found	None Found	None Found
Price of Prior Sale/Transfer	N/A	N/A	N/A	N/A
Data Source(s)	CountyRec,MLS,Owner	County Records, MLS	County Records, MLS	County Records, MLS
Effective Date of Data Source(s)	06/20/2008	06/23/2008	06/23/2008	06/23/2008

Analysis of prior sale or transfer history of the subject property and comparable sales The subject property has not transferred in the past 3 years. None of the comparable sales have transferred in 1 year prior to the sales dates given. Neither the subject property or any of the comparable sales are currently subject to a sale or listing agreement. Competing listing # 1 is currently subject to a listing agreement.

Summary of Sales Comparison Approach There have been several sales over the past year in the subject market area with some similarity to the subject property. The five comparable sales given are the most recent and similar to the subject in size, age, condition, utility and function. All of the comparable sales required fairly similar adjustment and were therefore given individual consideration in the indicated value by the Sales Comparison Approach. Competing listing # 1 was added in order to bolster the opinion of market value indicated by the comparable sales. Upon adjustment the competing listing indicates a stable market area. FOR FURTHER COMMENTS ON THE ADJUSTMENTS MADE IN THE SALES COMPARISON APPROACH SEE THE COMMENTS SECTION ON PAGE # 3.

Indicated Value by Sales Comparison Approach \$ 125,000

Indicated Value by: Sales Comparison Approach \$ 125,000 Cost Approach (if developed) \$ 119,874 Income Approach (if developed) \$ N/A

The Sales Comparison Approach is generally the most accurate reflection of what buyers are currently paying in the market area. Therefore, the indicated value by the Sales Comparison Approach was given the most weighting in the in final opinion of value below. The Cost Approach was not given any consideration in the final opinion of value. There is insufficient market data to produce the Income Approach.

This appraisal is made  "as is",  subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed,  subject to the following repairs or alterations on the basis of a hypothetical condition that the repairs or alterations have been completed, or  subject to the following required inspection based on the extraordinary assumption that the condition or deficiency does not require alteration or repair:

Based on a complete visual inspection of the interior and exterior areas of the subject property, defined scope of work, statement of assumptions and limiting conditions, and appraiser's certification, my (our) opinion of the market value, as defined, of the real property that is the subject of this report is \$ 125,000 , as of 06/20/2008 , which is the date of inspection and the effective date of this appraisal.

RECONCILIATION

# Uniform Residential Appraisal Report

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File # RL5588

ADDITIONAL COMMENTS

**HIGHEST AND BEST USE:** The current residential use of the subject property is legal, physically possible, financially feasible and appropriately supported. It is the appraiser's opinion that the "highest and best use" of the subject property is residential.

**MARKET DATA:** The comparable sales used in the Sales Comparison Approach for the subject property were the most recent in the subject market area with some similarity to the subject property. Following is a general discussion of the adjustments made in the Sales Comparison Approach. Adjustments are based on the appraiser's analysis of recent residential sales in the subject market area.

**COMPARABLE 1:** The Seller paid some of the Buyer's normal closing costs and prepaids on this transaction. Therefore, an adjustment for favorable financing was necessary. Upon analysis of recent residential site sales in the market area the appraiser determined that an adjustment was necessary for the comparable's larger site. The comparable residence is older, however, it has recently received several updates and shows similar signs of wear and tear associated with age and use as the subject property. Living area was adjusted at \$25 per sq. ft. and rounded to the nearest \$50. Unfinished basement area was adjusted at \$7 per sq. ft. and rounded to the nearest \$50. Finished basement area was adjusted at \$12 per sq. ft. and rounded to the nearest \$50. The comparable residence's cooling system is more functional for year round use. The comparable residence has a secondary heat source which is more functional for year round use.

**COMPARABLE 2:** All adjustments were made as before.

**COMPARABLE 3:** Site, living area, basement areas and cooling system were adjusted as before. The comparable property has a garage which provides additional enclosed storage and work space.

**COMPARABLE 4:** All adjustments were made as before. The comparable property does not have a storage shed, which provides additional enclosed storage and work space.

**COMPARABLE 5:** Site was adjusted as before. The comparable residence is older and shows more wear and tear associated with age and use. The comparable property has an under ground sprinkler system. All other adjustments were made as before.

COST APPROACH

**COST APPROACH TO VALUE (not required by Fannie Mae)**

Provide adequate information for the lender/client to replicate the below cost figures and calculations.

Support for the opinion of site value (summary of comparable land sales or other methods for estimating site value) The most recent R3 site sales with similarity to the subject site in location, access, topography and utility for development would have a dollar per square foot range of \$2.38 to \$4.50. The subject site has an average location, level topography average access and utility as it is an interior lot with alley access. Therefore, the appraiser has determined that the subject site would have a dollar per square foot value of approximately \$4.25 or \$30,000

ESTIMATED <input type="checkbox"/> REPRODUCTION OR <input checked="" type="checkbox"/> REPLACEMENT COST NEW	OPINION OF SITE VALUE .....	= \$	30,000
Source of cost data Marshall and Swift Cost Handbook	DWELLING 704 Sq.Ft. @ \$ 89.11 .....	= \$	62,733
Quality rating from cost service Average Effective date of cost data 12/2006	Unfin. Bsmt. 672 Sq.Ft. @ \$ 20.93 .....	= \$	14,065
Comments on Cost Approach (gross living area calculations, depreciation, etc.)	Finished Basement, Floor Cover .....	= \$	14,082
Site value is based upon the analysis given above. Cost was developed from Marshall & Swift Cost Manual, adjusted by the appraiser's files and with local cost data obtained through discussions with local contractors.	Garage/Carport Sq.Ft. @ \$ .....	= \$	
	Total Estimate of Cost-New .....	= \$	90,880
	Less Physical Functional External		
Physical depreciation is based on the age/life method and adjusted for the local market. See attached building sketch for residence dimensions.	Depreciation 10,606 .....	= \$(	10,606)
	Depreciated Cost of Improvements .....	= \$	80,274
	"As-is" Value of Site Improvements .....	= \$	9,600
	Fence, Shed, Water, Sewer .....	= \$	
Estimated Remaining Economic Life (HUD and VA only) 53 Years	<b>INDICATED VALUE BY COST APPROACH</b> .....	= \$	119,874

INCOME

**INCOME APPROACH TO VALUE (not required by Fannie Mae)**

Estimated Monthly Market Rent \$	N/A	X Gross Rent Multiplier	N/A	= \$	N/A	Indicated Value by Income Approach
Summary of Income Approach (including support for market rent and GRM)						

PUD INFORMATION

**PROJECT INFORMATION FOR PUDs (if applicable)**

Is the developer/builder in control of the Homeowners' Association (HOA)?  Yes  No Unit type(s)  Detached  Attached

Provide the following information for PUDs ONLY if the developer/builder is in control of the HOA and the subject property is an attached dwelling unit.

Legal Name of Project

Total number of phases	Total number of units	Total number of units sold
Total number of units rented	Total number of units for sale	Data source(s)

Was the project created by the conversion of existing building(s) into a PUD?  Yes  No If Yes, date of conversion.

Does the project contain any multi-dwelling units?  Yes  No Data Source

Are the units, common elements, and recreation facilities complete?  Yes  No If No, describe the status of completion.

Are the common elements leased to or by the Homeowners' Association?  Yes  No If Yes, describe the rental terms and options.

Describe common elements and recreational facilities.

## Uniform Residential Appraisal Report

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This report form is designed to report an appraisal of a one-unit property or a one-unit property with an accessory unit; including a unit in a planned unit development (PUD). This report form is not designed to report an appraisal of a manufactured home or a unit in a condominium or cooperative project.

This appraisal report is subject to the following scope of work, intended use, intended user, definition of market value, statement of assumptions and limiting conditions, and certifications. Modifications, additions, or deletions to the intended use, intended user, definition of market value, or assumptions and limiting conditions are not permitted. The appraiser may expand the scope of work to include any additional research or analysis necessary based on the complexity of this appraisal assignment. Modifications or deletions to the certifications are also not permitted. However, additional certifications that do not constitute material alterations to this appraisal report, such as those required by law or those related to the appraiser's continuing education or membership in an appraisal organization, are permitted.

**SCOPE OF WORK:** The scope of work for this appraisal is defined by the complexity of this appraisal assignment and the reporting requirements of this appraisal report form, including the following definition of market value, statement of assumptions and limiting conditions, and certifications. The appraiser must, at a minimum: (1) perform a complete visual inspection of the interior and exterior areas of the subject property, (2) inspect the neighborhood, (3) inspect each of the comparable sales from at least the street, (4) research, verify, and analyze data from reliable public and/or private sources, and (5) report his or her analysis, opinions, and conclusions in this appraisal report.

**INTENDED USE:** The intended use of this appraisal report is for the lender/client to evaluate the property that is the subject of this appraisal for a mortgage finance transaction.

**INTENDED USER:** The intended user of this appraisal report is the lender/client.

**DEFINITION OF MARKET VALUE:** The most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller, each acting prudently, knowledgeably and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby: (1) buyer and seller are typically motivated; (2) both parties are well informed or well advised, and each acting in what he or she considers his or her own best interest; (3) a reasonable time is allowed for exposure in the open market; (4) payment is made in terms of cash in U. S. dollars or in terms of financial arrangements comparable thereto; and (5) the price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions\* granted by anyone associated with the sale.

\*Adjustments to the comparables must be made for special or creative financing or sales concessions. No adjustments are necessary for those costs which are normally paid by sellers as a result of tradition or law in a market area; these costs are readily identifiable since the seller pays these costs in virtually all sales transactions. Special or creative financing adjustments can be made to the comparable property by comparisons to financing terms offered by a third party institutional lender that is not already involved in the property or transaction. Any adjustment should not be calculated on a mechanical dollar for dollar cost of the financing or concession but the dollar amount of any adjustment should approximate the market's reaction to the financing or concessions based on the appraiser's judgment.

**STATEMENT OF ASSUMPTIONS AND LIMITING CONDITIONS:** The appraiser's certification in this report is subject to the following assumptions and limiting conditions:

1. The appraiser will not be responsible for matters of a legal nature that affect either the property being appraised or the title to it, except for information that he or she became aware of during the research involved in performing this appraisal. The appraiser assumes that the title is good and marketable and will not render any opinions about the title.
2. The appraiser has provided a sketch in this appraisal report to show the approximate dimensions of the improvements. The sketch is included only to assist the reader in visualizing the property and understanding the appraiser's determination of its size.
3. The appraiser has examined the available flood maps that are provided by the Federal Emergency Management Agency (or other data sources) and has noted in this appraisal report whether any portion of the subject site is located in an identified Special Flood Hazard Area. Because the appraiser is not a surveyor, he or she makes no guarantees, express or implied, regarding this determination.
4. The appraiser will not give testimony or appear in court because he or she made an appraisal of the property in question, unless specific arrangements to do so have been made beforehand, or as otherwise required by law.
5. The appraiser has noted in this appraisal report any adverse conditions (such as needed repairs, deterioration, the presence of hazardous wastes, toxic substances, etc.) observed during the inspection of the subject property or that he or she became aware of during the research involved in performing the appraisal. Unless otherwise stated in this appraisal report, the appraiser has no knowledge of any hidden or unapparent physical deficiencies or adverse conditions of the property (such as, but not limited to, needed repairs, deterioration, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) that would make the property less valuable, and has assumed that there are no such conditions and makes no guarantees or warranties, express or implied. The appraiser will not be responsible for any such conditions that do exist or for any engineering or testing that might be required to discover whether such conditions exist. Because the appraiser is not an expert in the field of environmental hazards, this appraisal report must not be considered as an environmental assessment of the property.
6. The appraiser has based his or her appraisal report and valuation conclusion for an appraisal that is subject to satisfactory completion, repairs, or alterations on the assumption that the completion, repairs, or alterations of the subject property will be performed in a professional manner.

## Uniform Residential Appraisal Report

RL5588  
File # RL5588**APPRAISER'S CERTIFICATION:** The Appraiser certifies and agrees that:

1. I have, at a minimum, developed and reported this appraisal in accordance with the scope of work requirements stated in this appraisal report.
2. I performed a complete visual inspection of the interior and exterior areas of the subject property. I reported the condition of the improvements in factual, specific terms. I identified and reported the physical deficiencies that could affect the livability, soundness, or structural integrity of the property.
3. I performed this appraisal in accordance with the requirements of the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.
4. I developed my opinion of the market value of the real property that is the subject of this report based on the sales comparison approach to value. I have adequate comparable market data to develop a reliable sales comparison approach for this appraisal assignment. I further certify that I considered the cost and income approaches to value but did not develop them, unless otherwise indicated in this report.
5. I researched, verified, analyzed, and reported on any current agreement for sale for the subject property, any offering for sale of the subject property in the twelve months prior to the effective date of this appraisal, and the prior sales of the subject property for a minimum of three years prior to the effective date of this appraisal, unless otherwise indicated in this report.
6. I researched, verified, analyzed, and reported on the prior sales of the comparable sales for a minimum of one year prior to the date of sale of the comparable sale, unless otherwise indicated in this report.
7. I selected and used comparable sales that are locationally, physically, and functionally the most similar to the subject property.
8. I have not used comparable sales that were the result of combining a land sale with the contract purchase price of a home that has been built or will be built on the land.
9. I have reported adjustments to the comparable sales that reflect the market's reaction to the differences between the subject property and the comparable sales.
10. I verified, from a disinterested source, all information in this report that was provided by parties who have a financial interest in the sale or financing of the subject property.
11. I have knowledge and experience in appraising this type of property in this market area.
12. I am aware of, and have access to, the necessary and appropriate public and private data sources, such as multiple listing services, tax assessment records, public land records and other such data sources for the area in which the property is located.
13. I obtained the information, estimates, and opinions furnished by other parties and expressed in this appraisal report from reliable sources that I believe to be true and correct.
14. I have taken into consideration the factors that have an impact on value with respect to the subject neighborhood, subject property, and the proximity of the subject property to adverse influences in the development of my opinion of market value. I have noted in this appraisal report any adverse conditions (such as, but not limited to, needed repairs, deterioration, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) observed during the inspection of the subject property or that I became aware of during the research involved in performing this appraisal. I have considered these adverse conditions in my analysis of the property value, and have reported on the effect of the conditions on the value and marketability of the subject property.
15. I have not knowingly withheld any significant information from this appraisal report and, to the best of my knowledge, all statements and information in this appraisal report are true and correct.
16. I stated in this appraisal report my own personal, unbiased, and professional analysis, opinions, and conclusions, which are subject only to the assumptions and limiting conditions in this appraisal report.
17. I have no present or prospective interest in the property that is the subject of this report, and I have no present or prospective personal interest or bias with respect to the participants in the transaction. I did not base, either partially or completely, my analysis and/or opinion of market value in this appraisal report on the race, color, religion, sex, age, marital status, handicap, familial status, or national origin of either the prospective owners or occupants of the subject property or of the present owners or occupants of the properties in the vicinity of the subject property or on any other basis prohibited by law.
18. My employment and/or compensation for performing this appraisal or any future or anticipated appraisals was not conditioned on any agreement or understanding, written or otherwise, that I would report (or present analysis supporting) a predetermined specific value, a predetermined minimum value, a range or direction in value, a value that favors the cause of any party, or the attainment of a specific result or occurrence of a specific subsequent event (such as approval of a pending mortgage loan application).
19. I personally prepared all conclusions and opinions about the real estate that were set forth in this appraisal report. If I relied on significant real property appraisal assistance from any individual or individuals in the performance of this appraisal or the preparation of this appraisal report, I have named such individual(s) and disclosed the specific tasks performed in this appraisal report. I certify that any individual so named is qualified to perform the tasks. I have not authorized anyone to make a change to any item in this appraisal report; therefore, any change made to this appraisal is unauthorized and I will take no responsibility for it.
20. I identified the lender/client in this appraisal report who is the individual, organization, or agent for the organization that ordered and will receive this appraisal report.

# Uniform Residential Appraisal Report

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21. The lender/client may disclose or distribute this appraisal report to: the borrower; another lender at the request of the borrower; the mortgagee or its successors and assigns; mortgage insurers; government sponsored enterprises; other secondary market participants; data collection or reporting services; professional appraisal organizations; any department, agency, or instrumentality of the United States; and any state, the District of Columbia, or other jurisdictions; without having to obtain the appraiser's or supervisory appraiser's (if applicable) consent. Such consent must be obtained before this appraisal report may be disclosed or distributed to any other party (including, but not limited to, the public through advertising, public relations, news, sales, or other media).

22. I am aware that any disclosure or distribution of this appraisal report by me or the lender/client may be subject to certain laws and regulations. Further, I am also subject to the provisions of the Uniform Standards of Professional Appraisal Practice that pertain to disclosure or distribution by me.

23. The borrower, another lender at the request of the borrower, the mortgagee or its successors and assigns, mortgage insurers, government sponsored enterprises, and other secondary market participants may rely on this appraisal report as part of any mortgage finance transaction that involves any one or more of these parties.

24. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature," as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.

25. Any intentional or negligent misrepresentation(s) contained in this appraisal report may result in civil liability and/or criminal penalties including, but not limited to, fine or imprisonment or both under the provisions of Title 18, United States Code, Section 1001, et seq., or similar state laws.

**SUPERVISORY APPRAISER'S CERTIFICATION:** The Supervisory Appraiser certifies and agrees that:

1. I directly supervised the appraiser for this appraisal assignment, have read the appraisal report, and agree with the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.
2. I accept full responsibility for the contents of this appraisal report including, but not limited to, the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.
3. The appraiser identified in this appraisal report is either a sub-contractor or an employee of the supervisory appraiser (or the appraisal firm), is qualified to perform this appraisal, and is acceptable to perform this appraisal under the applicable state law.
4. This appraisal report complies with the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.
5. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature," as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.

**APPRAISER**

Signature Wayne T. Agee  
 Name Wayne T. Agee  
 Company Name Western Appraisals  
 Company Address 1014 Main St., Lewiston, ID 83501  
 Telephone Number (208) 746-9891  
 Email Address wayne@westernapp.com  
 Date of Signature and Report 06/24/2008  
 Effective Date of Appraisal 06/20/2008  
 State Certification # \_\_\_\_\_  
 or State License # LRA-1868  
 or Other (describe) \_\_\_\_\_ State # \_\_\_\_\_  
 State ID  
 Expiration Date of Certification or License 12/30/2008

ADDRESS OF PROPERTY APPRAISED  
1014 4th St  
Lewiston, ID 83501-2728

APPRAISED VALUE OF SUBJECT PROPERTY \$ 125,000

**LENDER/CLIENT**

Name \_\_\_\_\_  
 Company Name Lewis-Clark State College  
 Company Address 500 8th Ave., Lewiston, ID 83501  
 Email Address lkloewen@lcsc.edu

**SUPERVISORY APPRAISER (ONLY IF REQUIRED)**

Signature \_\_\_\_\_  
 Name \_\_\_\_\_  
 Company Name \_\_\_\_\_  
 Company Address \_\_\_\_\_  
 Telephone Number \_\_\_\_\_  
 Email Address \_\_\_\_\_  
 Date of Signature \_\_\_\_\_  
 State Certification # \_\_\_\_\_  
 or State License # \_\_\_\_\_  
 State \_\_\_\_\_  
 Expiration Date of Certification or License \_\_\_\_\_

**SUBJECT PROPERTY**

- Did not inspect subject property  
 Did inspect exterior of subject property from street  
 Date of Inspection \_\_\_\_\_  
 Did inspect interior and exterior of subject property  
 Date of Inspection \_\_\_\_\_

**COMPARABLE SALES**

- Did not inspect exterior of comparable sales from street  
 Did inspect exterior of comparable sales from street  
 Date of Inspection \_\_\_\_\_

# Uniform Residential Appraisal Report

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File # RL5588

FEATURE	SUBJECT	COMPARABLE SALE # 4			COMPARABLE SALE # 5			COMPARABLE SALE # 6		
Address	1014 4th St Lewiston, ID 83501-2728	206 13th Ave. Lewiston, ID 83501			1008 N St. Lewiston, ID 83501					
Proximity to Subject		0.21 miles SW			0.56 miles SE					
Sale Price	\$ N/A	\$ 129,500			\$ 120,000			\$		
Sale Price/Gross Liv. Area	\$ sq.ft.	\$ 166.03 sq.ft.			\$ 133.33 sq.ft.			\$ sq.ft.		
Data Source(s)		County Records, MLS			County Records, MLS					
Verification Source(s)		County Records, MLS			County Records, MLS					
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	+(-) \$ Adjustment	DESCRIPTION	+(-) \$ Adjustment	DESCRIPTION	+(-) \$ Adjustment	DESCRIPTION	+(-) \$ Adjustment	
Sales or Financing Concessions		FHA No Concession		FHA No Concession						
Date of Sale/Time		10/01/07 - 34		02/15/08 - 32						
Location	Lewiston	Lewiston		Lewiston						
Leasehold/Fee Simple	Fee Simple	Fee Simple		Fee Simple						
Site	7,100 Sq.Ft.	6,400 sq. ft.		+1,500	3,550 sq. ft.		+10,000			
View	Average	Average			Average					
Design (Style)	1 Story/Bsmt	1 Story/Bsmt			1 Story/Bsmt					
Quality of Construction	Average	Average			Average					
Actual Age	A 63, E 7-10	A 70, E 7-10			A 88, E 15-20		+2,500			
Condition	Average+	Average+			Average		+5,000			
Above Grade	Total Bdrms. Baths	Total Bdrms. Baths		Total Bdrms. Baths		Total Bdrms. Baths		Total Bdrms. Baths		
Room Count	4 2 1	4 2 1		4 2 1						
Gross Living Area	704 sq.ft.	780 sq.ft.		-1,900	900 sq.ft.		-5,100	sq.ft.		
Basement & Finished Rooms Below Grade	672 Sq.Ft. 327 Finished	780 sq. ft. 507 Finished		-750 -2,150	816 sq. ft. 780 Finished		-1,000 -5,450			
Functional Utility	Average	Average			Average					
Heating/Cooling	GFA/Wall	GFA/CAC		-1,000	GFA/Wall		+1,000			
Energy Efficient Items	Average	Average			Average					
Garage/Carport	O.S.P.	1-G Det.		-3,500	O.S.P.					
Porch/Patio/Deck	Porches	Porch,Patio			Porch,Patio					
Aux Heat	None	None			Fireplace		-1,000			
Other Amenities	Fence,Shed	Fence		+1,000	Fnc,UGSS,Shd		-1,000			
Net Adjustment (Total)		<input type="checkbox"/> + <input checked="" type="checkbox"/> -		\$ -6,800	<input checked="" type="checkbox"/> + <input type="checkbox"/> -		\$ 4,950	<input type="checkbox"/> + <input type="checkbox"/> - \$		
Adjusted Sale Price of Comparables		Net Adj. 5.3 % Gross Adj. 9.1 %		\$ 122,700	Net Adj. 4.1 % Gross Adj. 26.7 %		\$ 124,950	Net Adj. % Gross Adj. % \$		
Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).										
ITEM	SUBJECT		COMPARABLE SALE # 4		COMPARABLE SALE # 5		COMPARABLE SALE # 6			
Date of Prior Sale/Transfer	None Found		None Found		None Found					
Price of Prior Sale/Transfer	N/A		N/A		N/A					
Data Source(s)	CountyRec,MLS,Owner		County Records, MLS		County Records, MLS					
Effective Date of Data Source(s)	06/20/2008		06/23/2008		06/23/2008					
Analysis of prior sale or transfer history of the subject property and comparable sales See comments on page # 2										
Analysis/Comments See comments section on page # 3 for further comments on the comparable sale.										

## Additional Listings

RL5588  
File # RL5588

FEATURE	SUBJECT	LISTING # 1			LISTING # 2			LISTING # 3		
Address	1014 4th St Lewiston, ID 83501-2728	821 3rd St. Lewiston, ID 83501								
Proximity to Subject		0.14 miles NW								
List Price	\$ N/A	\$ 120,000			\$			\$		
List Price/Gross Liv. Area	\$ sq.ft.	\$ 153.85 sq.ft.			\$ sq.ft.			\$ sq.ft.		
Last Price Revision Date	N/A	05/12/2008								
Data Source(s)		County Records, MLS								
Verification Source(s)		County Records, MLS								
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	+(-) \$ Adjust.	DESCRIPTION	+(-) \$ Adjust.	DESCRIPTION	+(-) \$ Adjust.	DESCRIPTION	+(-) \$ Adjust.	
Sales or Financing Concessions		Listing LP to SP Ratio	-1,200							
Days on Market		39								
Location	Lewiston	Lewiston								
Leasehold/Fee Simple	Fee Simple	Fee Simple								
Site	7,100 Sq.Ft.	4,750 sq. ft.			+7,500					
View	Average	Average								
Design (Style)	1 Story/Bsmt	1 Story/Bsmt								
Quality of Construction	Average	Average								
Actual Age	A 63, E 7-10	A 88, E 12-15			+2,500					
Condition	Average+	Average			+5,000					
Above Grade Room Count	Total Bdrms. Baths	Total Bdrms. Baths		Total Bdrms. Baths		Total Bdrms. Baths		Total Bdrms. Baths		
	4 2 1	4 2 1								
Gross Living Area	704 sq.ft.	780 sq.ft.			-1,900			sq.ft.		
Basement & Finished Rooms Below Grade	672 Sq.Ft. 327 Finished	780 sq. ft. 338 Finished			-750					
Functional Utility	Average	Average								
Heating/Cooling	GFA/Wall	GFA/CAC			-1,000					
Energy Efficient Items	Average	Average								
Garage/Carport	O.S.P.	1-G Det.			-3,500					
Porch/Patio/Deck	Porches	Porch,Patio								
Aux Heat	None	Fireplace			-1,000					
Other Amenities	Fence,Shed	Fence			+1,000					
Net Adjustment (Total)		<input checked="" type="checkbox"/> + <input type="checkbox"/> -	\$ 6,650	<input type="checkbox"/> + <input type="checkbox"/> -	\$	<input type="checkbox"/> + <input type="checkbox"/> -	\$	<input type="checkbox"/> + <input type="checkbox"/> -	\$	
Adjusted List Price of Comparables		Net 5.5 %		Net %		Net %		Net %		
		Gross 21.1 %	\$ 126,650	Gross %	\$	Gross %	\$	Gross %	\$	

Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).

ITEM	SUBJECT	LISTING # 1	LISTING # 2	LISTING # 3
Date of Prior Sale/Transfer	None Found	None Found		
Price of Prior Sale/Transfer	N/A	N/A		
Data Source(s)	CountyRec,MLS,Owner	County Records, MLS		
Effective Date of Data Source(s)	06/20/2008	06/23/2008		

Comments: This is a competing listing in the market area of the subject property. Based upon the appraiser's analysis of recent residential sales in the market area, an adjustment was made for the average list price to sales price ratio which is currently at 99% in the subject neighborhood. This means that a single family residences with similarity to the subject property are currently selling at 99% of their asking or list price. The competing residence is older and shows more wear and tear associated with age and use. Above grade living area was adjusted at \$25 per square foot and rounded to the nearest \$50. Unfinished basement area was adjusted at \$7 per sq. ft. and rounded to the nearest \$50. Finished basement area was adjusted at \$12 per sq. ft. and rounded to the nearest \$50. The comparable's cooling system is less functional than the subject's cooling system for year round use. The competing property has a garage which is more functional for enclosed storage and work space. The comparable residence has a secondary hear source which is more functional for year round use. The comparable property does not have any additional exterior storage and work space provided by a storage shed.



**Subject Photo Page**

Borrower/Client	N/A				
Property Address	1014 4th St				
City	Lewiston	County	Nez Perce	State ID	Zip Code 83501-2728
Lender	Lewis-Clark State College				



**Subject Front**

1014 4th St  
 Sales Price N/A  
 Gross Living Area 704  
 Total Rooms 4  
 Total Bedrooms 2  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 7,100 Sq.Ft.  
 Quality Average  
 Age A 63, E 7-10



**Subject Rear**



**Subject Street**

**Subject Interior Photo Page**

Borrower/Client	N/A			
Property Address	1014 4th St			
City	Lewiston	County	Nez Perce	State ID
Lender	Lewis-Clark State College			
				Zip Code 83501-2728

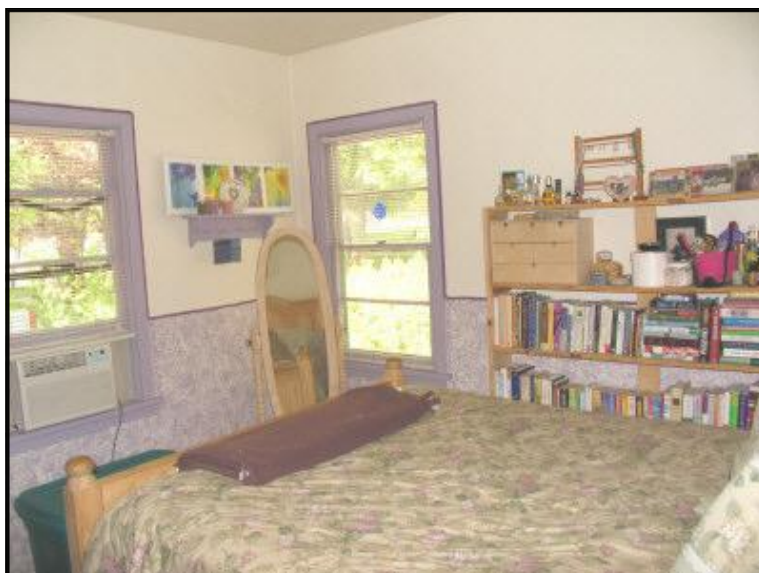


**Living Room**

1014 4th St  
 Sales Price N/A  
 Gross Living Area 704  
 Total Rooms 4  
 Total Bedrooms 2  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 7,100 Sq.Ft.  
 Quality Average  
 Age A 63, E 7-10



**Bedroom**



**Bedroom**

**Subject Interior Photo Page**

Borrower/Client	N/A				
Property Address	1014 4th St				
City	Lewiston	County	Nez Perce	State ID	Zip Code 83501-2728
Lender	Lewis-Clark State College				

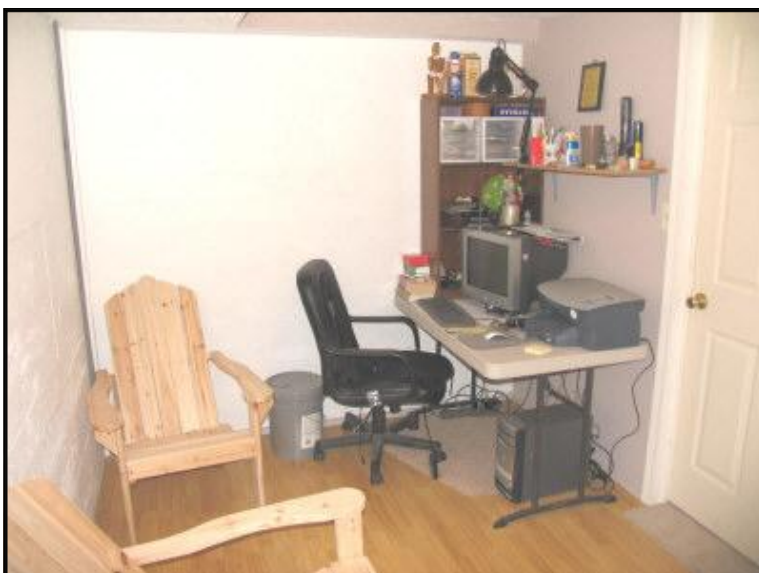


**Kitchen**

1014 4th St  
 Sales Price N/A  
 Gross Living Area 704  
 Total Rooms 4  
 Total Bedrooms 2  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 7,100 Sq.Ft.  
 Quality Average  
 Age A 63, E 7-10



**Bathroom**



**New Basement Den**

**Subject Interior Photo Page**

Borrower/Client	N/A			
Property Address	1014 4th St			
City	Lewiston	County	Nez Perce	State ID
Lender	Lewis-Clark State College			
				Zip Code 83501-2728

**New Basement Family Room**

1014 4th St  
 Sales Price N/A  
 Gross Living Area 704  
 Total Rooms 4  
 Total Bedrooms 2  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 7,100 Sq.Ft.  
 Quality Average  
 Age A 63, E 7-10



**Basement Storage**



**Basement Utility/Storage**



**Comparable Photo Page**

Borrower/Client	N/A			
Property Address	1014 4th St			
City	Lewiston	County	Nez Perce	State ID      Zip Code 83501-2728
Lender	Lewis-Clark State College			



**Comparable 1**

816 7th Ave.  
 Prox. to Subject 0.44 miles NE  
 Sales Price 149,000  
 Gross Living Area 862  
 Total Rooms 4  
 Total Bedrooms 2  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 9,360 sq. ft.  
 Quality Average  
 Age A 90, E 10-12



**Comparable 2**

1210 10th St  
 Prox. to Subject 0.46 miles E  
 Sales Price 139,500  
 Gross Living Area 1,153  
 Total Rooms 5  
 Total Bedrooms 2  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 4,800 Sq.Ft.  
 Quality Average  
 Age A 83, E 10-12



**Comparable 3**

1216 14th St.  
 Prox. to Subject 0.78 miles E  
 Sales Price 119,000  
 Gross Living Area 750  
 Total Rooms 4  
 Total Bedrooms 2  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 3,600 sq. ft.  
 Quality Average  
 Age A 83, E 7-10

**Comparable Photo Page**

Borrower/Client	N/A			
Property Address	1014 4th St			
City	Lewiston	County	Nez Perce	State ID      Zip Code 83501-2728
Lender	Lewis-Clark State College			



**Comparable 4**

206 13th Ave.  
 Prox. to Subject      0.21 miles SW  
 Sales Price            129,500  
 Gross Living Area    780  
 Total Rooms           4  
 Total Bedrooms       2  
 Total Bathrooms      1  
 Location                Lewiston  
 View                     Average  
 Site                       6,400 sq. ft.  
 Quality                 Average  
 Age                        A 70, E 7-10



**Comparable 5**

1008 N St.  
 Prox. to Subject      0.56 miles SE  
 Sales Price            120,000  
 Gross Living Area    900  
 Total Rooms           4  
 Total Bedrooms       2  
 Total Bathrooms      1  
 Location                Lewiston  
 View                     Average  
 Site                       3,550 sq. ft.  
 Quality                 Average  
 Age                        A 88, E 15-20

**Comparable 6**

Prox. to Subject  
 Sales Price  
 Gross Living Area  
 Total Rooms  
 Total Bedrooms  
 Total Bathrooms  
 Location  
 View  
 Site  
 Quality  
 Age

**Listing Photo Page**

Borrower/Client	N/A				
Property Address	1014 4th St				
City	Lewiston	County	Nez Perce	State ID	Zip Code 83501-2728
Lender	Lewis-Clark State College				



**Listing 1**

821 3rd St.  
 Proximity to Subject 0.14 miles NW  
 List Price 120,000  
 Days on Market 39  
 Gross Living Area 780  
 Total Rooms 4  
 Total Bedrooms 2  
 Total Bathrooms 1  
 Age A 88, E 12-15

**Listing 2**

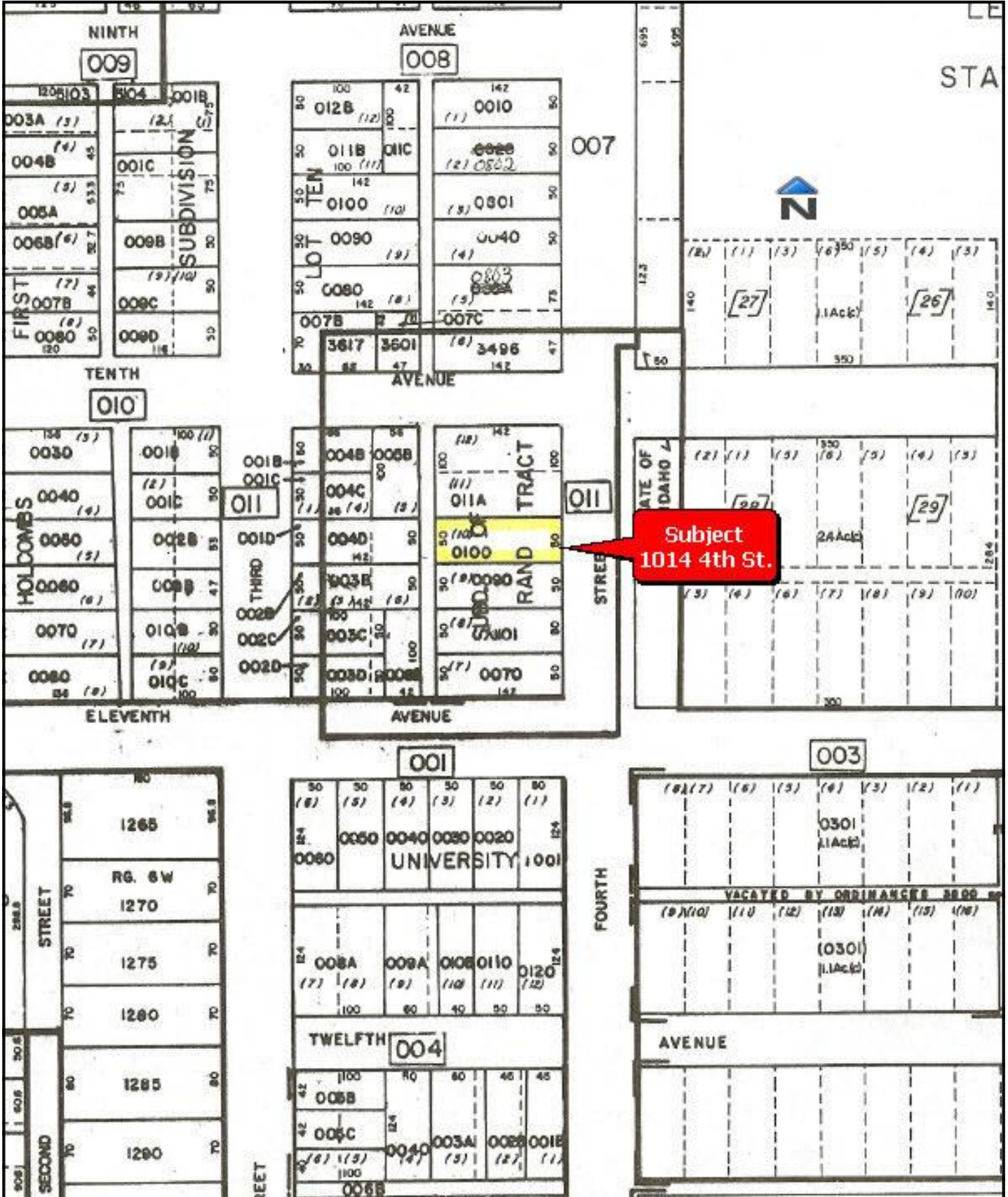
Proximity to Subject  
 List Price  
 Days on Market  
 Gross Living Area  
 Total Rooms  
 Total Bedrooms  
 Total Bathrooms  
 Age

**Listing 3**

Proximity to Subject  
 List Price  
 Days on Market  
 Gross Living Area  
 Total Rooms  
 Total Bedrooms  
 Total Bathrooms  
 Age

Site Plat

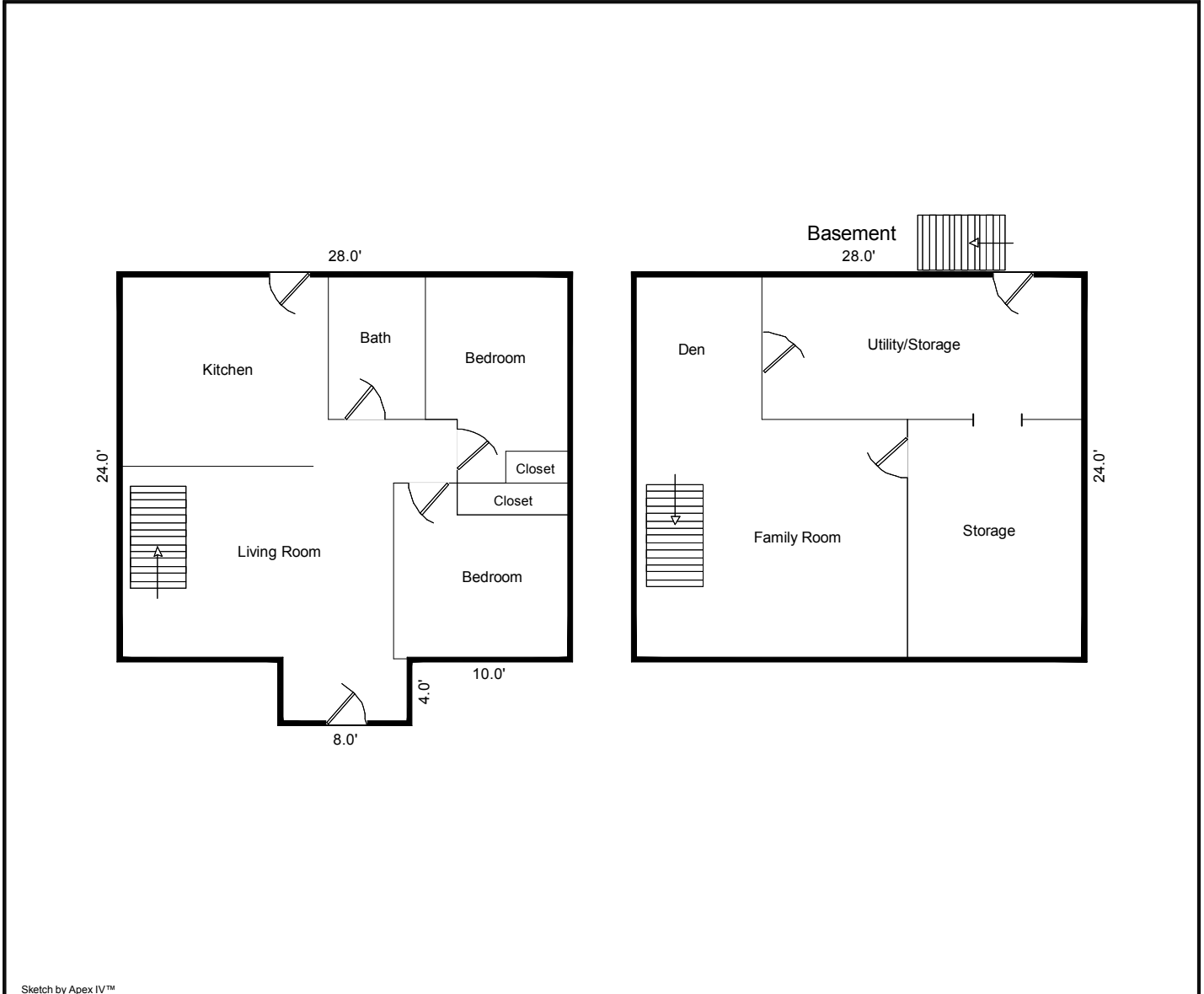
Borrower/Client	N/A				
Property Address	1014 4th St				
City	Lewiston	County	Nez Perce	State ID	Zip Code 83501-2728
Lender	Lewis-Clark State College				





**Building Sketch**

Borrower/Client	N/A		
Property Address	1014 4th St		
City	Lewiston	County	Nez Perce
State ID		Zip Code	83501-2728
Lender	Lewis-Clark State College		



Sketch by Apex IV™

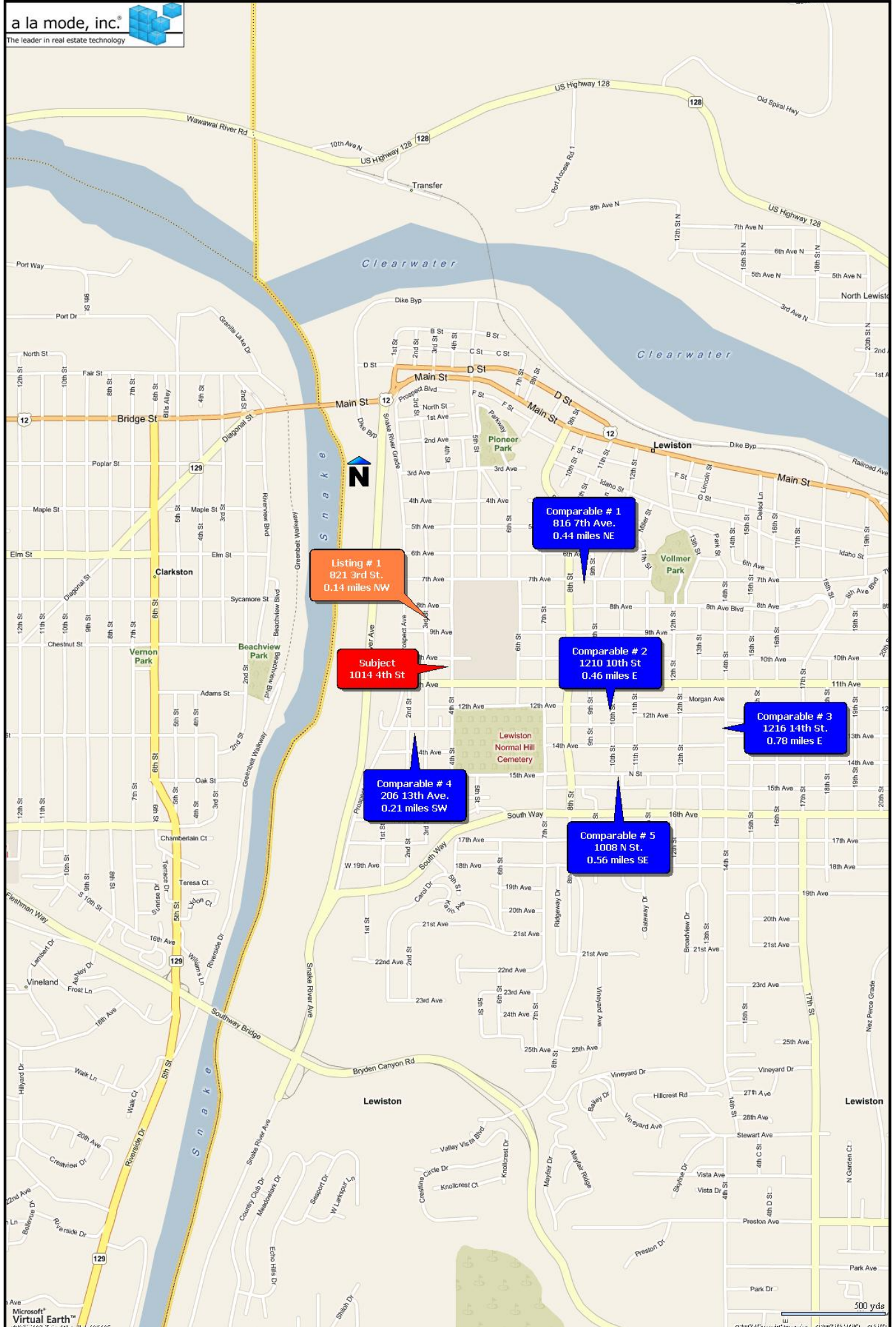
Comments:

AREA CALCULATIONS SUMMARY			
Code	Description	Size	Net Totals
GLA1	First Floor	704.00	704.00
BSMT	Basement	672.00	672.00
TOTAL LIVABLE (rounded)			704

LIVING AREA BREAKDOWN		
Breakdown		Subtotals
First Floor		
4.0	x 8.0	32.00
24.0	x 28.0	672.00
2 Calculations Total (rounded)		704

### Location Map

Borrower/Client	N/A			
Property Address	1014 4th St			
City	Lewiston	County	Nez Perce	State ID      Zip Code 83501-2728
Lender	Lewis-Clark State College			

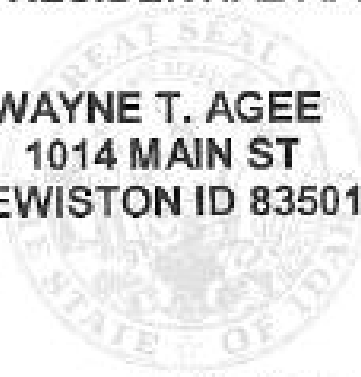


**License**

Borrower/Client	N/A			
Property Address	1014 4th St			
City	Lewiston	County	Nez Perce	State ID      Zip Code 83501-2728
Lender	Lewis-Clark State College			

**Bureau of Occupational Licenses**  
**Department of Self Governing Agencies**  
The person named has met the requirements for licensure and is entitled  
under the laws and rules of the State of Idaho to operate as a(n)  
**LICENSED RESIDENTIAL APPRAISER**

**WAYNE T. AGEE**  
**1014 MAIN ST**  
**LEWISTON ID 83501**



*Tana Cory*  
**Tana Cory**  
Chief, B.O.L.

**LRA-1868**  
Number

**12/30/2008**  
Expires

# INVOICE

**FROM:**  
 Wayne T. Agee  
 Western Appraisal  
 1014 Main St.  
 Lewiston, ID 83501

Telephone Number: (208) 746-9891      Fax Number: (208) 746-9895

INVOICE NUMBER
RL5585
DATE
Fielded 06/13/2008

**TO:**

Lewis Clark State College  
 500 8th Ave.  
 Lewiston, ID 83501

Telephone Number: 792-2240      Fax Number:  
 Alternate Number:      E-Mail: lkloewen@lcsc.edu

REFERENCE
Internal Order #: RL5585
Lender Case #:
Client File #:
Main File # on form: RL5585
Other File # on form: RL5585
Federal Tax ID:
Employer ID:

## DESCRIPTION

**Lender:** Lewis Clark State College      **Client:** Lewis Clark State College  
**Purchaser/Borrower:** N/A  
**Property Address:** 1024 4th St.  
 City: Lewiston  
 County: Nez Perce      State: ID      Zip: 83501  
**Legal Description:** Lewiston: Rand Tract Subdivision, Lot 7, Block 11

FEES	AMOUNT
------	--------

1004 URAR	400.00
<b>SUBTOTAL</b>	400.00

PAYMENTS	AMOUNT
----------	--------

Check #:      Date:      Description:	
Check #:      Date:      Description:	
Check #:      Date:      Description:	
<b>SUBTOTAL</b>	
<b>TOTAL DUE</b>	<b>\$ 400.00</b>

# Uniform Residential Appraisal Report

RL5585  
File # RL5585

The purpose of this summary appraisal report is to provide the lender/client with an accurate, and adequately supported, opinion of the market value of the subject property.

SUBJECT

Property Address 1024 4th St. City Lewiston State ID Zip Code 83501  
 Borrower N/A Owner of Public Record Diane A. Rapier County Nez Perce  
 Legal Description Lewiston: Rand Tract Subdivision, Lot 7, Block 11  
 Assessor's Parcel # RPL12300110070A Tax Year 2007 R.E. Taxes \$ 2,318.52  
 Neighborhood Name Lewiston Map Reference 35-A Census Tract 9904.00  
 Occupant  Owner  Tenant  Vacant Special Assessments \$ N/A  PUD HOA \$ N/A  per year  per month  
 Property Rights Appraised  Fee Simple  Leasehold  Other (describe)  
 Assignment Type  Purchase Transaction  Refinance Transaction  Other (describe) Estimate of Current Market Value for Possible Purchase  
 Lender/Client Lewis Clark State College Address 500 8th Ave., Lewiston, ID 83501  
 Is the subject property currently offered for sale or has it been offered for sale in the twelve months prior to the effective date of this appraisal?  Yes  No  
 Report data source(s) used, offering price(s), and date(s). MLS, Discussion with Owner

CONTRACT

I  did  did not analyze the contract for sale for the subject purchase transaction. Explain the results of the analysis of the contract for sale or why the analysis was not performed. N/A  
 Contract Price \$ N/A Date of Contract N/A Is the property seller the owner of public record?  Yes  No Data Source(s)  
 Is there any financial assistance (loan charges, sale concessions, gift or downpayment assistance, etc.) to be paid by any party on behalf of the borrower?  Yes  No  
 If Yes, report the total dollar amount and describe the items to be paid.

NEIGHBORHOOD

**Note: Race and the racial composition of the neighborhood are not appraisal factors.**

Neighborhood Characteristics		One-Unit Housing Trends		One-Unit Housing		Present Land Use %	
Location	<input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	Property Values	<input type="checkbox"/> Increasing <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Declining	PRICE	AGE	One-Unit	75 %
Built-Up	<input checked="" type="checkbox"/> Over 75% <input type="checkbox"/> 25-75% <input type="checkbox"/> Under 25%	Demand/Supply	<input type="checkbox"/> Shortage <input checked="" type="checkbox"/> In Balance <input type="checkbox"/> Over Supply	\$ (000)	(yrs)	2-4 Unit	7 %
Growth	<input type="checkbox"/> Rapid <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Slow	Marketing Time	<input type="checkbox"/> Under 3 mths <input checked="" type="checkbox"/> 3-6 mths <input type="checkbox"/> Over 6 mths	50	Low 0	Multi-Family	5 %
Neighborhood Boundaries The subject neighborhood is bounded by the Clearwater River to the North, Snake River to the West, 17th St. to the East and 16th Ave. to the South.				650	High 120	Commercial	10 %
Neighborhood Description The subject is located in a primarily single family residential neighborhood with commercial properties located on the arterial streets. Employment, schools and retail shopping are a short commute from the subject property. Single family residential properties in the neighborhood vary in size, style, age and value. Sites vary in size from 3,500 sq. ft. to 12,000 sq. ft.				135	Pred. 50	Other	3 %
Market Conditions (including support for the above conclusions) Sales have slowed over the past year after two years of appreciation in the market. Current market times average less than 111 days and sale prices are currently about 99% of list. Few concessions are necessary for sales, however, some sellers are offering to assist with closing costs. New construction continues at a decreased rate.							

Dimensions 50' x 142' Area 7,100 Sq.Ft. Shape Rectangular View Average  
 Specific Zoning Classification R3 Zoning Description R3, Medium Density Residential (7,500 sq. ft. minimum)  
 Zoning Compliance  Legal  Legal Nonconforming (Grandfathered Use)  No Zoning  Illegal (describe)  
 Is the highest and best use of subject property as improved (or as proposed per plans and specifications) the present use?  Yes  No If No, describe

SITE

Utilities	Public	Other (describe)	Public	Other (describe)	Off-site Improvements - Type	Public	Private
Electricity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Water	<input checked="" type="checkbox"/>	Street Asphalt	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sanitary Sewer	<input checked="" type="checkbox"/>	Alley Asphalt	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FEMA Special Flood Hazard Area  Yes  No FEMA Flood Zone C FEMA Map # 1601040003B FEMA Map Date 1/20/1982  
 Are the utilities and off-site improvements typical for the market area?  Yes  No If No, describe  
 Are there any adverse site conditions or external factors (easements, encroachments, environmental conditions, land uses, etc.)?  Yes  No If Yes, describe

IMPROVEMENTS

General Description	Foundation	Exterior Description	materials/condition	Interior	materials/condition
Units <input checked="" type="checkbox"/> One <input type="checkbox"/> One with Accessory Unit	<input type="checkbox"/> Concrete Slab <input type="checkbox"/> Crawl Space	Foundation Walls	Concrete/Av	Floors	Crpt,Wd,Vnyl/Av-
# of Stories 1.5 Story	<input checked="" type="checkbox"/> Full Basement <input type="checkbox"/> Partial Basement	Exterior Walls	Wood Shingle/Av-	Walls	Plstr,Dywl,Pnl/Av-
Type <input checked="" type="checkbox"/> Det. <input type="checkbox"/> Att. <input type="checkbox"/> S-Det./End Unit	Basement Area 977 sq.ft.	Roof Surface	Comp. Shingle/Av	Trim/Finish	Wood,Paint/Av-
<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Proposed <input type="checkbox"/> Under Const.	Basement Finish 80 %	Gutters & Downspouts	Metal/Av	Bath Floor	Vinyl/Av
Design (Style) 1.5 Story/Bsmt	<input type="checkbox"/> Outside Entry/Exit <input type="checkbox"/> Sump Pump	Window Type	Vinyl/Av+	Bath Wainscot	Vinyl,Metal/Av
Year Built 1930	Evidence of <input type="checkbox"/> Infestation	Storm Sash/Insulated	Mix/Av	Car Storage	<input type="checkbox"/> None
Effective Age (Yrs) 20-25	<input type="checkbox"/> Dampness <input type="checkbox"/> Settlement	Screens	Screens/Av+	<input checked="" type="checkbox"/> Driveway	# of Cars 1
Attic <input type="checkbox"/> None	Heating <input checked="" type="checkbox"/> FWA <input type="checkbox"/> HWBB <input type="checkbox"/> Radiant	Amenities	<input type="checkbox"/> Woodstove(s) #	Driveway Surface	Gravel
<input type="checkbox"/> Drop Stair <input type="checkbox"/> Stairs	<input type="checkbox"/> Other Fuel Gas	<input checked="" type="checkbox"/> Fireplace(s) # 2	<input checked="" type="checkbox"/> Fence	<input checked="" type="checkbox"/> Garage	# of Cars 1
<input type="checkbox"/> Floor <input checked="" type="checkbox"/> Scuttle	Cooling <input checked="" type="checkbox"/> Central Air Conditioning	<input checked="" type="checkbox"/> Patio/Deck	<input checked="" type="checkbox"/> Porch	<input type="checkbox"/> Carport	# of Cars
<input type="checkbox"/> Finished <input type="checkbox"/> Heated	<input type="checkbox"/> Individual <input type="checkbox"/> Other	<input type="checkbox"/> Pool	<input type="checkbox"/> Other	<input type="checkbox"/> Att.	<input checked="" type="checkbox"/> Det. <input type="checkbox"/> Built-in

Appliances  Refrigerator  Range/Oven  Dishwasher  Disposal  Microwave  Washer/Dryer  Other (describe)  
 Finished area above grade contains: 6 Rooms 3 Bedrooms 1 Bath(s) 1,361 Square Feet of Gross Living Area Above Grade  
 Additional features (special energy efficient items, etc.). Energy efficiency is typical of a residence of this style, quality and condition in the market area.

Describe the condition of the property (including needed repairs, deterioration, renovations, remodeling, etc.). Upon observation the appraiser found the subject residence to be in below average overall condition for it's effective age in the market area. The subject exterior paint and interior floor coverings are showing signs of deferred maintenance associated with age and use. The subject garage was considered a storage shed in the Sales Comparison Approach due to it's lack of vehicular access, which limits the utility and function of the improvement. No repairs, alterations or inspections are required as conditions to this appraisal report.  
 Are there any physical deficiencies or adverse conditions that affect the livability, soundness, or structural integrity of the property?  Yes  No If Yes, describe

Does the property generally conform to the neighborhood (functional utility, style, condition, use, construction, etc.)?  Yes  No If No, describe

# Uniform Residential Appraisal Report

There are 5 comparable properties currently offered for sale in the subject neighborhood ranging in price from \$ 120,000 to \$ 180,000		There are 9 comparable sales in the subject neighborhood within the past twelve months ranging in sale price from \$ 120,000 to \$ 180,000			
FEATURE	SUBJECT	COMPARABLE SALE # 1	COMPARABLE SALE # 2	COMPARABLE SALE # 3	
Address	1024 4th St. Lewiston, ID 83501	1444 14th St. Lewiston, ID 83501	1414 14th Ave. Lewiston, ID 83501	203 16th Ave. Lewiston, ID 83501	
Proximity to Subject		0.82 miles SE	0.84 miles E	0.34 miles SW	
Sale Price	\$ N/A	\$ 142,500	\$ 155,000	\$ 176,600	
Sale Price/Gross Liv. Area	\$ sq.ft.	\$ 113.82 sq.ft.	\$ 107.64 sq.ft.	\$ 108.01 sq.ft.	
Data Source(s)		County Records, MLS	County Records, MLS	County Records, MLS	
Verification Source(s)		County Records, MLS	County Records, MLS	County Records, MLS	
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	+(-) \$ Adjustment	DESCRIPTION	+(-) \$ Adjustment
Sales or Financing Concessions		Conventional No Concession		FHA No Concession	
Date of Sale/Time		04/04/08 - 53		02/21/08 - 30	
Location	Lewiston	Lewiston		Lewiston	
Leasehold/Fee Simple	Fee Simple	Fee Simple		Fee Simple	
Site	7,100 Sq.Ft.	4,800 sq. ft.	+7,500	7,100 sq. ft.	+1,500
View	Average	Average		Average	
Design (Style)	1.5 Story/Bsmt	1.5 Story/Bsmt		1.5 Story/Bsmt	
Quality of Construction	Average	Average		Average	
Actual Age	A 78, E 20-25	A 78, E 15-20	-2,500	A 67, E 20-25	
Condition	Below Average	Average	-5,000	Below Average	
Above Grade Room Count	Total Bdrms. Baths	Total Bdrms. Baths		Total Bdrms. Baths	
	6 3 1	6 3 1		6 4 1.75	
Gross Living Area	1,361 sq.ft.	1,252 sq.ft.	+2,750	1,440 sq.ft.	-2,000
Basement & Finished Rooms Below Grade	977 Sq.Ft. 782 Finished	928 sq. ft. 232 Finished	+6,600	960 sq. ft. 240 Finished	+6,500
Functional Utility	Average	Average		Average	
Heating/Cooling	GFA/CAC	GFA/CAC		GFA/CAC	
Energy Efficient Items	Average	Average		Average	
Garage/Carport	O.S.P.	1-G Det.	-3,500	1-G Det.	-3,500
Porch/Patio/Deck	Porch,Patio	Porch,Patio		Porch,Deck	
Aux Heat	Stack Fireplace	Gas Stove		Fireplace	
Other Amenities	Fence,Shed	Fence	+2,000	Fence,UGSS	
Net Adjustment (Total)		☒ + ☐ -	\$ 7,850	☐ + ☒ -	\$ -1,000
Adjusted Sale Price of Comparables		Net Adj. 5.5 % Gross Adj. 20.9 %	\$ 150,350	Net Adj. 0.6 % Gross Adj. 9.0 %	\$ 154,000
				Net Adj. 8.7 % Gross Adj. 12.6 %	\$ 161,150
I <input checked="" type="checkbox"/> did <input type="checkbox"/> did not research the sale or transfer history of the subject property and comparable sales. If not, explain					
My research <input type="checkbox"/> did <input checked="" type="checkbox"/> did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.					
Data Source(s) County Records, Owner, MLS					
My research <input type="checkbox"/> did <input checked="" type="checkbox"/> did not reveal any prior sales or transfers of the comparable sales for the year prior to the date of sale of the comparable sale.					
Data Source(s) County Records, MLS					
Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).					
ITEM	SUBJECT	COMPARABLE SALE #1	COMPARABLE SALE #2	COMPARABLE SALE #3	
Date of Prior Sale/Transfer	None Found	None Found	None Found	None Found	
Price of Prior Sale/Transfer	N/A	N/A	N/A	N/A	
Data Source(s)	CountyRec,MLS,Owner	County Records, MLS	County Records, MLS	County Records, MLS	
Effective Date of Data Source(s)	06/13/2008	06/16/2008	06/16/2008	06/16/2008	
Analysis of prior sale or transfer history of the subject property and comparable sales The subject property has not transferred in the past 3 years. None of the comparable sales have transferred in 1 year prior to the sales dates given. Neither the subject property or any of the comparable sales are currently subject to a sale or listing agreement. Competing listing # 1 is currently subject to a listing agreement.					
Summary of Sales Comparison Approach There have been several sales over the past year with some similarity to the subject property. The five comparable sales used in the Sales Comparison Approach are the most recent and similar to the subject in design, size, age, condition, utility and function. Comparable sales # 1 and # 2 are the most recent sales of 1 1/2 Story residences with basements that are similar to the subject in size, age, condition, utility and function. Therefore, comparable's # 1 and # 2 were given the most consideration in the indicated value by the Sales Comparison Approach. A competing listing was also added in order to bolster the indicated value by the Sales Comparison Approach. FOR FURTHER COMMENTS ON THE SUBJECT PROPERTY AND THE ADJUSTMENTS MADE IN THE SALES COMPARISON APPROACH SEE THE COMMENTS SECTION ON PAGE # 3.					
Indicated Value by Sales Comparison Approach \$ 152,000					
Indicated Value by: Sales Comparison Approach \$ 152,000 Cost Approach (if developed) \$ 140,875 Income Approach (if developed) \$ N/A					
The Sales Comparison Approach is generally the most accurate reflection of what buyers are currently paying in the market area. Therefore, the indicated value by the Sales Comparison Approach was given the most weighting in the in final opinion of value below. The Cost Approach was not given any consideration in the final opinion of value. There is insufficient market data to produce the Income Approach.					
This appraisal is made <input checked="" type="checkbox"/> "as is", <input type="checkbox"/> subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed, <input type="checkbox"/> subject to the following repairs or alterations on the basis of a hypothetical condition that the repairs or alterations have been completed, or <input type="checkbox"/> subject to the following required inspection based on the extraordinary assumption that the condition or deficiency does not require alteration or repair:					
Based on a complete visual inspection of the interior and exterior areas of the subject property, defined scope of work, statement of assumptions and limiting conditions, and appraiser's certification, my (our) opinion of the market value, as defined, of the real property that is the subject of this report is \$ 152,000 , as of 06/13/2008 , which is the date of inspection and the effective date of this appraisal.					

SALES COMPARISON APPROACH

RECONCILIATION

# Uniform Residential Appraisal Report

RL5585  
File # RL5585

**HIGHEST AND BEST USE:** The current residential use of the subject property is legal, physically possible, financially feasible and appropriately supported. It is the appraiser's opinion that the "highest and best use" of the subject property is residential.

**MARKET DATA:** The comparable sales used in the Sales Comparison Approach for the subject property were the most recent in the subject market area with some similarity to the subject property. Following is a general discussion of the adjustments made in the Sales Comparison Approach. Adjustments are based on the appraiser's analysis of recent residential sales in the subject market area.

**SUBJECT:** The subject property consists of a 7,100 sq. ft. site with a 1,361 sq. ft. 1 1/2 Story residence on a 977sq. ft. partially finished basement area. There is an older detached garage to the rear of the property. The vehicular access to the garage area has been blocked by improvements and only serves as a storage shed area. Upon observation the appraiser noted that the subject residence shows several signs of wear and tear associated with age and use. The exterior paint is in need of replacement, as it is peeling and exposing the exterior siding of the residence to the elements. The interior floor coverings are worn and in need of replacement or refinish. The majority of the basement area does not have a ceiling finish, as well, the basement floor coverings are worn and in need of replacement. Due to these factors, it is the appraiser's opinion that the subject residence is in below average overall condition for the subject neighborhood and market area.

ADDITIONAL COMMENTS

**COMPARABLE 1:** Upon analysis of recent residential site sales in the market area the appraiser determined that an adjustment was necessary for the comparable's smaller site. The comparable residence shows less wear and tear associated with age and use. Living area was adjusted at \$25 per sq. ft. and rounded to the nearest \$50. No adjustment was necessary for the comparable's slightly smaller unfinished basement area as it is similar in utility and function. Finished basement area was adjusted at \$12 per sq. ft. and rounded to the nearest \$50. The comparable property has a garage area that is accessible for a vehicle and provides additional utility and function. The comparable property does not have a storage shed.

**COMPARABLE 2:** The comparable residence has a more marketable above grade bedroom and bathroom count. Living area, finished basement area and garage were adjusted as before. The comparable's under ground sprinkler system would have a similar market value to the subject's storage shed, therefore, no adjustment was necessary.

**COMPARABLE 3:** All adjustments were made as before.

**COMPARABLE 4:** All adjustments were made as before.

**COMPARABLE 5:** The comparable residence has recently received several updates and shows considerably less wear and tear associated with age and use. Bedroom count, bathroom count, living area, unfinished basement area, finished basement area and garage were adjusted as before. The comparable residence does not have a secondary heat source which is more functional for year round use. The comparable property does not have a storage shed which provides additional exterior storage and work space.

### COST APPROACH TO VALUE (not required by Fannie Mae)

Provide adequate information for the lender/client to replicate the below cost figures and calculations.

Support for the opinion of site value (summary of comparable land sales or other methods for estimating site value) The most recent R3 site sales with similarity to the subject site in location, access, topography and utility for development would have a dollar per square foot range of \$2.38 to \$4.50. The subject site has an average location, level topography good access and utility as it is a corner site. Therefore, the appraiser has determined that the subject site would have a dollar per square foot value of approximately \$4.50 or \$32,000.

COST APPROACH

ESTIMATED <input type="checkbox"/> REPRODUCTION OR <input checked="" type="checkbox"/> REPLACEMENT COST NEW	OPINION OF SITE VALUE .....	= \$	32,000
Source of cost data Marshall and Swift Cost Handbook	DWELLING 1,361 Sq.Ft. @ \$ 71.47 .....	= \$	97,271
Quality rating from cost service Average Effective date of cost data 12/2006	Unfin. Bsmt. 977 Sq.Ft. @ \$ 16.75 .....	= \$	16,365
Comments on Cost Approach (gross living area calculations, depreciation, etc.)	Finished Basement, Floor Cover, Fireplace .....	= \$	25,391
Site value is based upon the analysis given above. Cost was developed from Marshall & Swift Cost Manual, adjusted by the appraiser's files and with local cost data obtained through discussions with local contractors.	Garage/Carport Sq.Ft. @ \$ .....	= \$	
	Total Estimate of Cost-New .....	= \$	139,027
	Less Physical Functional External		
Physical depreciation is based on the age/life method and adjusted for the local market. See attached building sketch for residence dimensions.	Depreciation 46,338 .....	= \$(	46,338)
	Depreciated Cost of Improvements .....	= \$	92,689
	"As-is" Value of Site Improvements .....	= \$	16,186
	Shed, Fence, Patio, Porch, Water, Sewer		
Estimated Remaining Economic Life (HUD and VA only) 40 Years	INDICATED VALUE BY COST APPROACH .....	= \$	140,875

### INCOME APPROACH TO VALUE (not required by Fannie Mae)

INCOME

Estimated Monthly Market Rent \$	N/A	X Gross Rent Multiplier	N/A	= \$	N/A	Indicated Value by Income Approach
Summary of Income Approach (including support for market rent and GRM)						

### PROJECT INFORMATION FOR PUDs (if applicable)

Is the developer/builder in control of the Homeowners' Association (HOA)?  Yes  No Unit type(s)  Detached  Attached

Provide the following information for PUDs ONLY if the developer/builder is in control of the HOA and the subject property is an attached dwelling unit.

Legal Name of Project

PUD INFORMATION

Total number of phases Total number of units Total number of units sold

Total number of units rented Total number of units for sale Data source(s)

Was the project created by the conversion of existing building(s) into a PUD?  Yes  No If Yes, date of conversion.

Does the project contain any multi-dwelling units?  Yes  No Data Source

Are the units, common elements, and recreation facilities complete?  Yes  No If No, describe the status of completion.

Are the common elements leased to or by the Homeowners' Association?  Yes  No If Yes, describe the rental terms and options.

Describe common elements and recreational facilities.

## Uniform Residential Appraisal Report

RL5585  
File # RL5585

This report form is designed to report an appraisal of a one-unit property or a one-unit property with an accessory unit; including a unit in a planned unit development (PUD). This report form is not designed to report an appraisal of a manufactured home or a unit in a condominium or cooperative project.

This appraisal report is subject to the following scope of work, intended use, intended user, definition of market value, statement of assumptions and limiting conditions, and certifications. Modifications, additions, or deletions to the intended use, intended user, definition of market value, or assumptions and limiting conditions are not permitted. The appraiser may expand the scope of work to include any additional research or analysis necessary based on the complexity of this appraisal assignment. Modifications or deletions to the certifications are also not permitted. However, additional certifications that do not constitute material alterations to this appraisal report, such as those required by law or those related to the appraiser's continuing education or membership in an appraisal organization, are permitted.

**SCOPE OF WORK:** The scope of work for this appraisal is defined by the complexity of this appraisal assignment and the reporting requirements of this appraisal report form, including the following definition of market value, statement of assumptions and limiting conditions, and certifications. The appraiser must, at a minimum: (1) perform a complete visual inspection of the interior and exterior areas of the subject property, (2) inspect the neighborhood, (3) inspect each of the comparable sales from at least the street, (4) research, verify, and analyze data from reliable public and/or private sources, and (5) report his or her analysis, opinions, and conclusions in this appraisal report.

**INTENDED USE:** The intended use of this appraisal report is for the lender/client to evaluate the property that is the subject of this appraisal for a mortgage finance transaction.

**INTENDED USER:** The intended user of this appraisal report is the lender/client.

**DEFINITION OF MARKET VALUE:** The most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller, each acting prudently, knowledgeably and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby: (1) buyer and seller are typically motivated; (2) both parties are well informed or well advised, and each acting in what he or she considers his or her own best interest; (3) a reasonable time is allowed for exposure in the open market; (4) payment is made in terms of cash in U. S. dollars or in terms of financial arrangements comparable thereto; and (5) the price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions\* granted by anyone associated with the sale.

\*Adjustments to the comparables must be made for special or creative financing or sales concessions. No adjustments are necessary for those costs which are normally paid by sellers as a result of tradition or law in a market area; these costs are readily identifiable since the seller pays these costs in virtually all sales transactions. Special or creative financing adjustments can be made to the comparable property by comparisons to financing terms offered by a third party institutional lender that is not already involved in the property or transaction. Any adjustment should not be calculated on a mechanical dollar for dollar cost of the financing or concession but the dollar amount of any adjustment should approximate the market's reaction to the financing or concessions based on the appraiser's judgment.

**STATEMENT OF ASSUMPTIONS AND LIMITING CONDITIONS:** The appraiser's certification in this report is subject to the following assumptions and limiting conditions:

1. The appraiser will not be responsible for matters of a legal nature that affect either the property being appraised or the title to it, except for information that he or she became aware of during the research involved in performing this appraisal. The appraiser assumes that the title is good and marketable and will not render any opinions about the title.
2. The appraiser has provided a sketch in this appraisal report to show the approximate dimensions of the improvements. The sketch is included only to assist the reader in visualizing the property and understanding the appraiser's determination of its size.
3. The appraiser has examined the available flood maps that are provided by the Federal Emergency Management Agency (or other data sources) and has noted in this appraisal report whether any portion of the subject site is located in an identified Special Flood Hazard Area. Because the appraiser is not a surveyor, he or she makes no guarantees, express or implied, regarding this determination.
4. The appraiser will not give testimony or appear in court because he or she made an appraisal of the property in question, unless specific arrangements to do so have been made beforehand, or as otherwise required by law.
5. The appraiser has noted in this appraisal report any adverse conditions (such as needed repairs, deterioration, the presence of hazardous wastes, toxic substances, etc.) observed during the inspection of the subject property or that he or she became aware of during the research involved in performing the appraisal. Unless otherwise stated in this appraisal report, the appraiser has no knowledge of any hidden or unapparent physical deficiencies or adverse conditions of the property (such as, but not limited to, needed repairs, deterioration, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) that would make the property less valuable, and has assumed that there are no such conditions and makes no guarantees or warranties, express or implied. The appraiser will not be responsible for any such conditions that do exist or for any engineering or testing that might be required to discover whether such conditions exist. Because the appraiser is not an expert in the field of environmental hazards, this appraisal report must not be considered as an environmental assessment of the property.
6. The appraiser has based his or her appraisal report and valuation conclusion for an appraisal that is subject to satisfactory completion, repairs, or alterations on the assumption that the completion, repairs, or alterations of the subject property will be performed in a professional manner.



## Uniform Residential Appraisal Report

RL5585  
File # RL5585**APPRAISER'S CERTIFICATION:** The Appraiser certifies and agrees that:

1. I have, at a minimum, developed and reported this appraisal in accordance with the scope of work requirements stated in this appraisal report.
2. I performed a complete visual inspection of the interior and exterior areas of the subject property. I reported the condition of the improvements in factual, specific terms. I identified and reported the physical deficiencies that could affect the livability, soundness, or structural integrity of the property.
3. I performed this appraisal in accordance with the requirements of the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.
4. I developed my opinion of the market value of the real property that is the subject of this report based on the sales comparison approach to value. I have adequate comparable market data to develop a reliable sales comparison approach for this appraisal assignment. I further certify that I considered the cost and income approaches to value but did not develop them, unless otherwise indicated in this report.
5. I researched, verified, analyzed, and reported on any current agreement for sale for the subject property, any offering for sale of the subject property in the twelve months prior to the effective date of this appraisal, and the prior sales of the subject property for a minimum of three years prior to the effective date of this appraisal, unless otherwise indicated in this report.
6. I researched, verified, analyzed, and reported on the prior sales of the comparable sales for a minimum of one year prior to the date of sale of the comparable sale, unless otherwise indicated in this report.
7. I selected and used comparable sales that are locationally, physically, and functionally the most similar to the subject property.
8. I have not used comparable sales that were the result of combining a land sale with the contract purchase price of a home that has been built or will be built on the land.
9. I have reported adjustments to the comparable sales that reflect the market's reaction to the differences between the subject property and the comparable sales.
10. I verified, from a disinterested source, all information in this report that was provided by parties who have a financial interest in the sale or financing of the subject property.
11. I have knowledge and experience in appraising this type of property in this market area.
12. I am aware of, and have access to, the necessary and appropriate public and private data sources, such as multiple listing services, tax assessment records, public land records and other such data sources for the area in which the property is located.
13. I obtained the information, estimates, and opinions furnished by other parties and expressed in this appraisal report from reliable sources that I believe to be true and correct.
14. I have taken into consideration the factors that have an impact on value with respect to the subject neighborhood, subject property, and the proximity of the subject property to adverse influences in the development of my opinion of market value. I have noted in this appraisal report any adverse conditions (such as, but not limited to, needed repairs, deterioration, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) observed during the inspection of the subject property or that I became aware of during the research involved in performing this appraisal. I have considered these adverse conditions in my analysis of the property value, and have reported on the effect of the conditions on the value and marketability of the subject property.
15. I have not knowingly withheld any significant information from this appraisal report and, to the best of my knowledge, all statements and information in this appraisal report are true and correct.
16. I stated in this appraisal report my own personal, unbiased, and professional analysis, opinions, and conclusions, which are subject only to the assumptions and limiting conditions in this appraisal report.
17. I have no present or prospective interest in the property that is the subject of this report, and I have no present or prospective personal interest or bias with respect to the participants in the transaction. I did not base, either partially or completely, my analysis and/or opinion of market value in this appraisal report on the race, color, religion, sex, age, marital status, handicap, familial status, or national origin of either the prospective owners or occupants of the subject property or of the present owners or occupants of the properties in the vicinity of the subject property or on any other basis prohibited by law.
18. My employment and/or compensation for performing this appraisal or any future or anticipated appraisals was not conditioned on any agreement or understanding, written or otherwise, that I would report (or present analysis supporting) a predetermined specific value, a predetermined minimum value, a range or direction in value, a value that favors the cause of any party, or the attainment of a specific result or occurrence of a specific subsequent event (such as approval of a pending mortgage loan application).
19. I personally prepared all conclusions and opinions about the real estate that were set forth in this appraisal report. If I relied on significant real property appraisal assistance from any individual or individuals in the performance of this appraisal or the preparation of this appraisal report, I have named such individual(s) and disclosed the specific tasks performed in this appraisal report. I certify that any individual so named is qualified to perform the tasks. I have not authorized anyone to make a change to any item in this appraisal report; therefore, any change made to this appraisal is unauthorized and I will take no responsibility for it.
20. I identified the lender/client in this appraisal report who is the individual, organization, or agent for the organization that ordered and will receive this appraisal report.

# Uniform Residential Appraisal Report

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21. The lender/client may disclose or distribute this appraisal report to: the borrower; another lender at the request of the borrower; the mortgagee or its successors and assigns; mortgage insurers; government sponsored enterprises; other secondary market participants; data collection or reporting services; professional appraisal organizations; any department, agency, or instrumentality of the United States; and any state, the District of Columbia, or other jurisdictions; without having to obtain the appraiser's or supervisory appraiser's (if applicable) consent. Such consent must be obtained before this appraisal report may be disclosed or distributed to any other party (including, but not limited to, the public through advertising, public relations, news, sales, or other media).
22. I am aware that any disclosure or distribution of this appraisal report by me or the lender/client may be subject to certain laws and regulations. Further, I am also subject to the provisions of the Uniform Standards of Professional Appraisal Practice that pertain to disclosure or distribution by me.
23. The borrower, another lender at the request of the borrower, the mortgagee or its successors and assigns, mortgage insurers, government sponsored enterprises, and other secondary market participants may rely on this appraisal report as part of any mortgage finance transaction that involves any one or more of these parties.
24. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature," as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.
25. Any intentional or negligent misrepresentation(s) contained in this appraisal report may result in civil liability and/or criminal penalties including, but not limited to, fine or imprisonment or both under the provisions of Title 18, United States Code, Section 1001, et seq., or similar state laws.

**SUPERVISORY APPRAISER'S CERTIFICATION:** The Supervisory Appraiser certifies and agrees that:

1. I directly supervised the appraiser for this appraisal assignment, have read the appraisal report, and agree with the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.
2. I accept full responsibility for the contents of this appraisal report including, but not limited to, the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.
3. The appraiser identified in this appraisal report is either a sub-contractor or an employee of the supervisory appraiser (or the appraisal firm), is qualified to perform this appraisal, and is acceptable to perform this appraisal under the applicable state law.
4. This appraisal report complies with the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.
5. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature," as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.

<p><b>APPRAISER</b></p> <p>Signature <u><i>Wayne T. Agee</i></u>                  Name <u>Wayne T. Agee</u>                  Company Name <u>Western Appraisals</u>                  Company Address <u>1014 Main St., Lewiston, ID 83501</u></p> <p>Telephone Number <u>(208) 746-9891</u>                  Email Address <u>wayne@westernapp.com</u>                  Date of Signature and Report <u>06/17/2008</u>                  Effective Date of Appraisal <u>06/13/2008</u>                  State Certification # _____                  or State License # <u>LRA-1868</u>                  or Other (describe) _____ State # _____                  State <u>ID</u>                  Expiration Date of Certification or License <u>12/30/2008</u></p> <p>ADDRESS OF PROPERTY APPRAISED  <u>1024 4th St.</u>  <u>Lewiston, ID 83501</u></p> <p>APPRAISED VALUE OF SUBJECT PROPERTY \$ <u>152,000</u></p> <p>LENDER/CLIENT                  Name _____                  Company Name <u>Lewis Clark State College</u>                  Company Address <u>500 8th Ave., Lewiston, ID 83501</u>                  Email Address <u>lkloewen@lcsc.edu</u></p>	<p><b>SUPERVISORY APPRAISER (ONLY IF REQUIRED)</b></p> <p>Signature _____                  Name _____                  Company Name _____                  Company Address _____</p> <p>Telephone Number _____                  Email Address _____                  Date of Signature _____                  State Certification # _____                  or State License # _____                  State _____                  Expiration Date of Certification or License _____</p> <p><b>SUBJECT PROPERTY</b></p> <p><input type="checkbox"/> Did not inspect subject property  <input type="checkbox"/> Did inspect exterior of subject property from street                  Date of Inspection _____  <input type="checkbox"/> Did inspect interior and exterior of subject property                  Date of Inspection _____</p> <p><b>COMPARABLE SALES</b></p> <p><input type="checkbox"/> Did not inspect exterior of comparable sales from street  <input type="checkbox"/> Did inspect exterior of comparable sales from street                  Date of Inspection _____</p>
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# Uniform Residential Appraisal Report

RL5585  
File # RL5585

	FEATURE			SUBJECT			COMPARABLE SALE # 4			COMPARABLE SALE # 5			COMPARABLE SALE # 6		
	Address	1024 4th St. Lewiston, ID 83501			1023 3rd St. Lewiston, ID 83501			323 7th Ave. Lewiston, ID 83501							
Proximity to Subject				0.05 miles W			0.28 miles N								
Sale Price	\$ N/A			\$ 149,000			\$ 180,000			\$					
Sale Price/Gross Liv. Area	\$ sq.ft.			\$ 102.69 sq.ft.			\$ 84.71 sq.ft.			\$ sq.ft.					
Data Source(s)				County Records, MLS			County Records, MLS								
Verification Source(s)				County Records, MLS			County Records, MLS								
VALUE ADJUSTMENTS	DESCRIPTION			DESCRIPTION			+(-) \$ Adjustment			DESCRIPTION			+(-) \$ Adjustment		
Sales or Financing Concessions				FHA No Concession						FHA No Concession					
Date of Sale/Time				09/25/07 - 197						06/11/08 - 100					
Location	Lewiston			Lewiston						Lewiston					
Leasehold/Fee Simple	Fee Simple			Fee Simple						Fee Simple					
Site	7,100 Sq.Ft.			3,500 sq. ft.			+10,000			7,100 sq. ft.					
View	Average			Average						Average					
Design (Style)	1.5 Story/Bsmt			1.5 Story/Bsmt						1.5 Story/Bsmt					
Quality of Construction	Average			Average						Average					
Actual Age	A 78, E 20-25			A 78, E 15-20			-2,500			A 80, E 12-15			-5,000		
Condition	Below Average			Average			-5,000			Average+			-7,500		
Above Grade	Total	Bdrms.	Baths	Total	Bdrms.	Baths				Total	Bdrms.	Baths	-2,000		
Room Count	6	3	1	6	3	1				7	5	2	-1,000		
Gross Living Area	1,361 sq.ft.			1,451 sq.ft.			-2,250			2,125 sq.ft.			-19,100		
Basement & Finished	977 Sq.Ft.			984 sq. ft.						1,200 sq. ft.			-1,550		
Rooms Below Grade	782 Finished			492 Finished			+3,500			180 Finished			+7,200		
Functional Utility	Average			Average						Average					
Heating/Cooling	GFA/CAC			GFA/CAC						GFA/CAC					
Energy Efficient Items	Average			Average						Average					
Garage/Carport	O.S.P.			1-G Det.			-3,500			1-G Det.			-3,500		
Porch/Patio/Deck	Porch,Patio			Porch,Patio						Porch,Patio					
Aux Heat	Stack Fireplace			Fireplace						None			+1,000		
Other Amenities	Fence,Shed			Fence,UGSS						Fence			+2,000		
Net Adjustment (Total)				<input checked="" type="checkbox"/> + <input type="checkbox"/> -			\$ 250			<input type="checkbox"/> + <input checked="" type="checkbox"/> -			\$ -29,450		
Adjusted Sale Price of Comparables				Net Adj. 0.2 %						Net Adj. 16.4 %					
				Gross Adj. 18.0 %			\$ 149,250			Gross Adj. 27.7 %			\$ 150,550		
Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).															
ITEM	SUBJECT			COMPARABLE SALE # 4			COMPARABLE SALE # 5			COMPARABLE SALE # 6					
Date of Prior Sale/Transfer	None Found			None Found			None Found								
Price of Prior Sale/Transfer	N/A			N/A			N/A								
Data Source(s)	CountyRec,MLS,Owner			County Records, MLS			County Records, MLS								
Effective Date of Data Source(s)	06/13/2008			06/16/2008			06/16/2008								
Analysis of prior sale or transfer history of the subject property and comparable sales See comments on page # 2															
Analysis/Comments See comments section on page # 3 for further comments on the comparable sale.															

Additional Listings

RL5585  
File # RL5585

Table with columns: FEATURE, SUBJECT, LISTING # 1, LISTING # 2, LISTING # 3. Rows include: Address 1024 4th St. Lewiston, ID 83501; Proximity to Subject 0.80 miles NE; List Price \$ N/A vs \$ 149,500; List Price/Gross Liv. Area \$ sq.ft. vs \$ 96.83 sq.ft.; Last Price Revision Date N/A vs 01/02/2008; Data Source(s) County Records, MLS; Verification Source(s) County Records, MLS; VALUE ADJUSTMENTS with DESCRIPTION and +/- \$ Adjust.; Sales or Financing Concessions Listing LP to SP Ratio -1,495; Days on Market 171; Location Lewiston; Leasehold/Fee Simple Fee Simple; Site 7,100 Sq.Ft. vs 9,165 sq. ft. -2,500; View Average; Design (Style) 1.5 Story/Bsmt; Quality of Construction Average; Actual Age A 78, E 20-25 vs A 88, E 20-25; Condition Below Average; Above Grade Room Count (Total, Bdrms., Baths) 6, 3, 1 vs 6, 3, 1; Gross Living Area 1,361 sq.ft. vs 1,544 sq.ft. -4,600; Basement & Finished Rooms Below Grade 977 Sq.Ft. Finished vs 561 sq. ft. Unfinished +2,900 vs +9,400; Functional Utility Average; Heating/Cooling GFA/CAC; Energy Efficient Items Average; Garage/Carport O.S.P.; Porch/Patio/Deck Porch, Patio vs Prch, Pat, Decks; Aux Heat Stack Fireplace vs Fireplace; Other Amenities Fence, Shed vs Fence, Sheds; Net Adjustment (Total) \$ 3,705; Adjusted List Price of Comparables (Net 2.5% vs Gross 14.0%) \$ 153,205.

Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).

ITEM	SUBJECT	LISTING # 1	LISTING # 2	LISTING # 3
Date of Prior Sale/Transfer	None Found	None Found		
Price of Prior Sale/Transfer	N/A	N/A		
Data Source(s)	CountyRec,MLS,Owner	County Records, MLS		
Effective Date of Data Source(s)	06/13/2008	06/16/2008		

Comments: The competing listing provided above was added in order to further bolster the opinion of market value indicated in the Sales Comparison Approach. The current average list price to sales price ratio for the subject market area is 99%. This means that the average house offered for sale on the open market sells for approximately 99% of the asking price. This was accounted for in the grid provided above and deducted from the asking price of the competing listing. All other adjustments to the competing listing were made as described on page # 3 for the comparable sales. Upon adjustment, the competing listing indicates a stable market area.

**Subject Photo Page**

Borrower/Client	N/A			
Property Address	1024 4th St.			
City	Lewiston	County	Nez Perce	State ID      Zip Code 83501
Lender	Lewis Clark State College			



**Subject Front**

1024 4th St.  
 Sales Price            N/A  
 Gross Living Area    1,361  
 Total Rooms            6  
 Total Bedrooms        3  
 Total Bathrooms      1  
 Location                Lewiston  
 View                     Average  
 Site                       7,100 Sq.Ft.  
 Quality                  Average  
 Age                        A 78, E 20-25



**Subject Rear**



**Subject Street**

**Subject Interior Photo Page**

Borrower/Client	N/A				
Property Address	1024 4th St.				
City	Lewiston	County	Nez Perce	State ID	Zip Code 83501
Lender	Lewis Clark State College				



**Living Room**

1024 4th St.  
 Sales Price N/A  
 Gross Living Area 1,361  
 Total Rooms 6  
 Total Bedrooms 3  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 7,100 Sq.Ft.  
 Quality Average  
 Age A 78, E 20-25



**Kitchen**



**Dining**

**Subject Interior Photo Page**

Borrower/Client	N/A				
Property Address	1024 4th St.				
City	Lewiston	County	Nez Perce	State ID	Zip Code 83501
Lender	Lewis Clark State College				



**Bedroom**

1024 4th St.  
 Sales Price N/A  
 Gross Living Area 1,361  
 Total Rooms 6  
 Total Bedrooms 3  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 7,100 Sq.Ft.  
 Quality Average  
 Age A 78, E 20-25



**Bathroom**



**Bedroom**

**Subject Interior Photo Page**

Borrower/Client	N/A				
Property Address	1024 4th St.				
City	Lewiston	County	Nez Perce	State	ID Zip Code 83501
Lender	Lewis Clark State College				



**2nd Floor Bedroom**

1024 4th St.  
 Sales Price N/A  
 Gross Living Area 1,361  
 Total Rooms 6  
 Total Bedrooms 3  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 7,100 Sq.Ft.  
 Quality Average  
 Age A 78, E 20-25



**Basement 3/4 Bath**



**Basement Family Room**



**Comparable Photo Page**

Borrower/Client	N/A				
Property Address	1024 4th St.				
City	Lewiston	County	Nez Perce	State ID	Zip Code 83501
Lender	Lewis Clark State College				



**Comparable 1**

1444 14th St.  
 Prox. to Subject 0.82 miles SE  
 Sales Price 142,500  
 Gross Living Area 1,252  
 Total Rooms 6  
 Total Bedrooms 3  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 4,800 sq. ft.  
 Quality Average  
 Age A 78, E 15-20



**Comparable 2**

1414 14th Ave.  
 Prox. to Subject 0.84 miles E  
 Sales Price 155,000  
 Gross Living Area 1,440  
 Total Rooms 6  
 Total Bedrooms 4  
 Total Bathrooms 1.75  
 Location Lewiston  
 View Average  
 Site 7,100 sq. ft.  
 Quality Average  
 Age A 67, E 20-25



**Comparable 3**

203 16th Ave.  
 Prox. to Subject 0.34 miles SW  
 Sales Price 176,600  
 Gross Living Area 1,635  
 Total Rooms 6  
 Total Bedrooms 3  
 Total Bathrooms 1.75  
 Location Lewiston  
 View Average  
 Site 6,400 sq. ft.  
 Quality Average  
 Age A 62, E 15-20

**Comparable Photo Page**

Borrower/Client	N/A				
Property Address	1024 4th St.				
City	Lewiston	County	Nez Perce	State ID	Zip Code 83501
Lender	Lewis Clark State College				



**Comparable 4**

1023 3rd St.  
 Prox. to Subject 0.05 miles W  
 Sales Price 149,000  
 Gross Living Area 1,451  
 Total Rooms 6  
 Total Bedrooms 3  
 Total Bathrooms 1  
 Location Lewiston  
 View Average  
 Site 3,500 sq. ft.  
 Quality Average  
 Age A 78, E 15-20



**Comparable 5**

323 7th Ave.  
 Prox. to Subject 0.28 miles N  
 Sales Price 180,000  
 Gross Living Area 2,125  
 Total Rooms 7  
 Total Bedrooms 5  
 Total Bathrooms 2  
 Location Lewiston  
 View Average  
 Site 7,100 sq. ft.  
 Quality Average  
 Age A 80, E 12-15

**Comparable 6**

Prox. to Subject  
 Sales Price  
 Gross Living Area  
 Total Rooms  
 Total Bedrooms  
 Total Bathrooms  
 Location  
 View  
 Site  
 Quality  
 Age

**Listing Photo Page**

Borrower/Client	N/A			
Property Address	1024 4th St.			
City	Lewiston	County	Nez Perce	State ID      Zip Code 83501
Lender	Lewis Clark State College			



**Listing 1**

1326 6th Ave.  
 Proximity to Subject 0.80 miles NE  
 List Price 149,500  
 Days on Market 171  
 Gross Living Area 1,544  
 Total Rooms 6  
 Total Bedrooms 3  
 Total Bathrooms 1  
 Age A 88, E 20-25

**Listing 2**

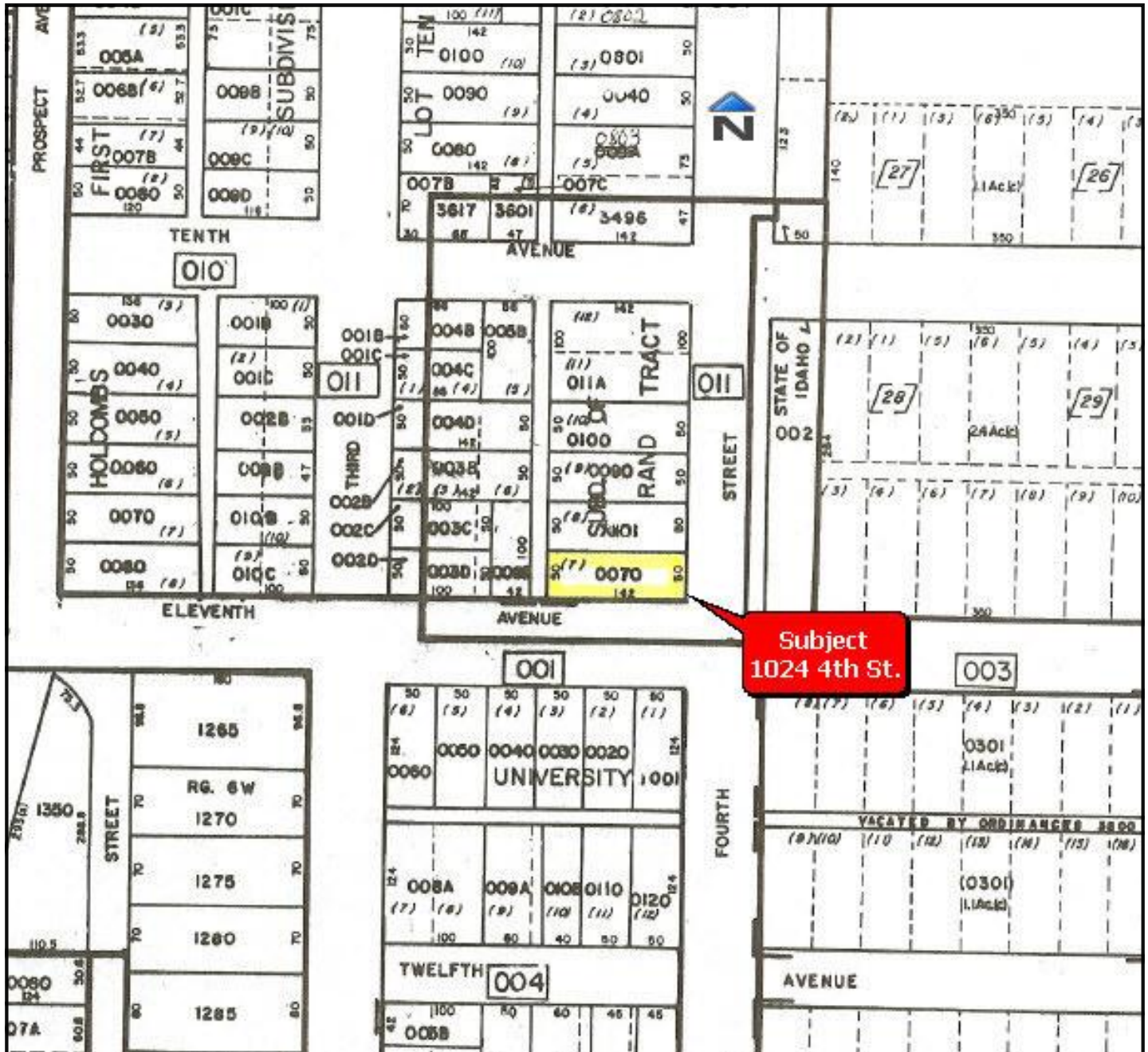
Proximity to Subject  
 List Price  
 Days on Market  
 Gross Living Area  
 Total Rooms  
 Total Bedrooms  
 Total Bathrooms  
 Age

**Listing 3**

Proximity to Subject  
 List Price  
 Days on Market  
 Gross Living Area  
 Total Rooms  
 Total Bedrooms  
 Total Bathrooms  
 Age

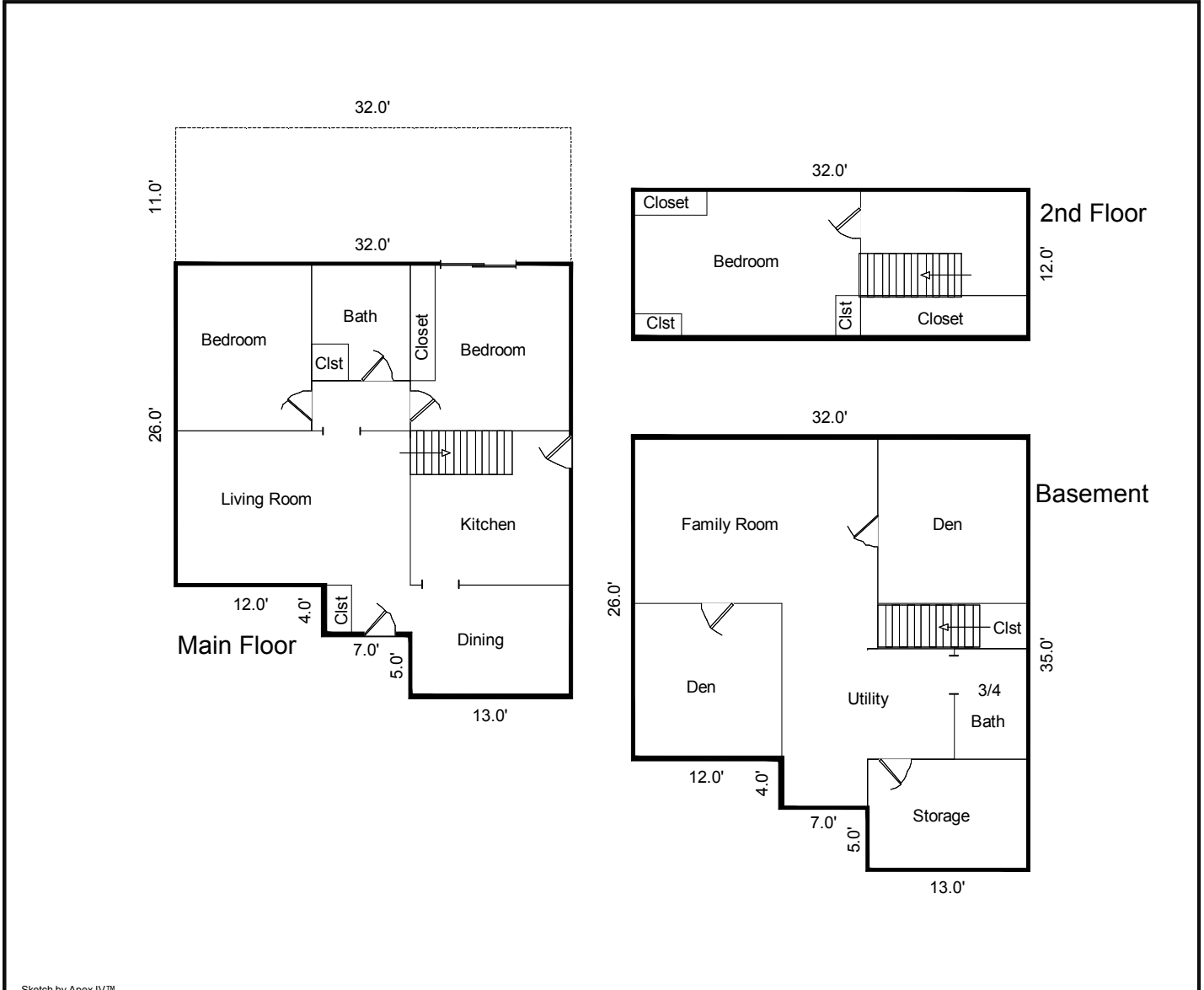
Site Plat

Borrower/Client	N/A			
Property Address	1024 4th St.			
City	Lewiston	County	Nez Perce	State ID Zip Code 83501
Lender	Lewis Clark State College			



**Building Sketch**

Borrower/Client	N/A			
Property Address	1024 4th St.			
City	Lewiston	County	Nez Perce	State ID      Zip Code 83501
Lender	Lewis Clark State College			



Sketch by Apex IV™

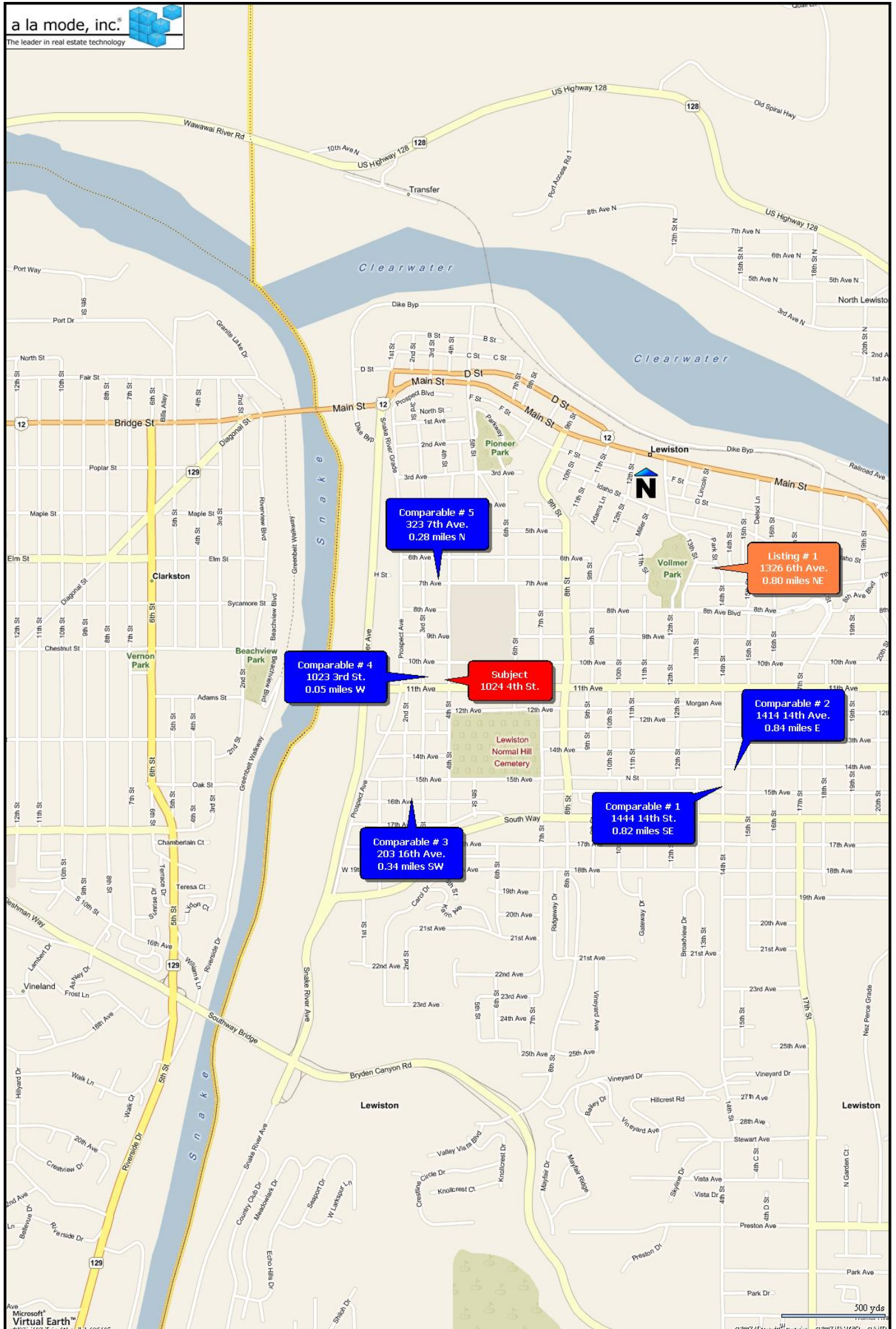
Comments:

AREA CALCULATIONS SUMMARY			
Code	Description	Size	Net Totals
GLA1	First Floor	977.00	977.00
GLA2	Second Floor	384.00	384.00
BSMT	Basement	977.00	977.00
P/P	Covered Patio	352.00	352.00
TOTAL LIVABLE (rounded)			1361

LIVING AREA BREAKDOWN			
Breakdown			Subtotals
<b>First Floor</b>			
20.0	x	30.0	600.00
12.0	x	26.0	312.00
5.0	x	13.0	65.00
<b>Second Floor</b>			
12.0	x	32.0	384.00
4 Calculations Total (rounded)			1361

### Location Map

Borrower/Client	N/A				
Property Address	1024 4th St.				
City	Lewiston	County	Nez Perce	State ID	Zip Code 83501
Lender	Lewis Clark State College				



**License**

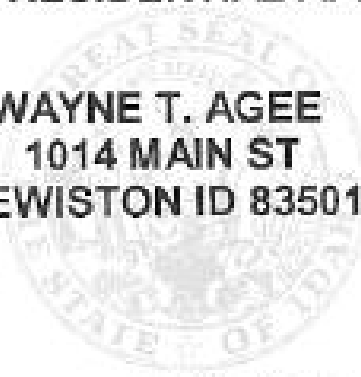
Borrower/Client	N/A			
Property Address	1024 4th St.			
City	Lewiston	County	Nez Perce	State ID      Zip Code 83501
Lender	Lewis Clark State College			

**Bureau of Occupational Licenses**  
**Department of Self Governing Agencies**

The person named has met the requirements for licensure and is entitled  
under the laws and rules of the State of Idaho to operate as a(n)

**LICENSED RESIDENTIAL APPRAISER**

**WAYNE T. AGEE**  
**1014 MAIN ST**  
**LEWISTON ID 83501**



*Tana Cory*  
**Tana Cory**  
Chief, B.O.L.

**LRA-1868**  
Number

**12/30/2008**  
Expires

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Sale of the Magnuson Alumni House and conversion of the Serval Home, which currently serves as the residence for the ISU President and his family, into a larger and more useful Alumni house

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section V.I.1.d. and e., and 2.f., and I.E.3.a.

**BACKGROUND/DISCUSSION**

The Magnuson Alumni House has served the alumni of ISU since it was purchased by the Alumni Association in 1977. It was built in 1916 for \$11,000 by John Hood, a merchant who owned the Golden Rule, one of the early retail stores in Pocatello. When Hood decided to exit the retail business, he sold his store to a former co-worker named J.C. Penney, who already had a string of retail stores. The house was designed by Palmer Rogers, an area resident who later moved to New York City and joined a firm which designed Madison Square Garden and the Washington Arch.

For years, the alumni office had been squeezed into the Student Union and needed more space for files, staff, and entertaining. The home was a good fit, but it was an expensive endeavor. Fortunately, an alumnus, Harry F. Magnuson, generously made the down payment and guaranteed the note. Although the tribute could not match his generosity, the house was named in his honor.

While the Magnuson House is unique and provides generous charm and appeal, the needs of the Alumni Association have outgrown the structure. For many years, the Alumni Association and its Board have known the facility is too small. Given the University is over 100 years old and has graduated nearly 70,000 students, alumni activities and needs have outgrown the historical Magnuson Alumni House. To better respond to the desires of ISU alumni and encourage the education of future students, the Alumni Association mounted a capital campaign some years ago to build a new Alumni House and Visitor Center on campus. However, bringing this project to fruition will require significant funding and will take many years to accomplish. That time may well be fully extended given the current adverse economic climate. In the meantime, the Alumni Association has proposed that they move into the Serval Home which will effectively accommodate their needs. After review by the President and his senior staff, it was concluded that ISU should accept the Alumni proposal.

The Serval Home, located on South 7<sup>th</sup> Avenue in Pocatello, was built in 1918, and originally owned by Xavier and Julia Serval. In 1949, past President Carl W. McIntosh requested approval to purchase the home as the primary residence for



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 21-22, 2008**

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the president of what was then Idaho State College. Much discussion ensued concerning the building of a new home versus the remodeling of an older home. On July 5, 1951, the State Board of Education purchased the Serval Home for \$22,134 for the land and building, with an additional expenditure of \$6,879 for furnishings and repairs. This facility has served as the primary residence for ISU's president ever since.

Idaho State University proposes that the Alumni Association move into the Serval Home, which serves as the primary residence for the University President and his family, and that the Magnuson House be sold. The Serval Home is significantly larger than the Magnuson House and will provide better opportunity to foster, cultivate and maintain a more unified Alumni Association and sustain a general concern and interest for ISU, as well as encourage support from the composite groups in its history. The Serval Home will enhance the Association's ability to enable former students to continue their affiliation with ISU and its activities, programs, and learning experiences. In addition, it will provide a more effective space for the Association to conduct their business to help ensure continued growth and development of the University.

The University President would acquire a personal residence for himself and his family and be provided a housing allowance and typical related costs, details of which would be determined by ISU Finance and Administration and the Executive Director of the Board. The housing allowance method will be less expensive to the University and, overall, the proposal will have the effect of reducing total costs of maintenance and upkeep on two university-owned, older homes.

Both the Magnuson House and the Serval House are owned in fee simple by the Board for the University. Appraisals on both houses are expected to be completed prior to the August Board meeting.

**ATTACHMENTS**

Attachment 1 - Letter from ISU Alumni Association	Page 5
Attachment 2 - Photographs of the Magnuson and Serval houses	Page 6
Attachment 3 - Zoning Status of Serval House	Page 7

**IMPACT**

This proposal would provide the Alumni Association with significantly more functional space, which is more serviceable in relation to the goals and objectives of the Association. The move will result in the ability to deliver more and better service to alumni and other constituents, including prospective students, donors, and other guests. As noted above, there is no increase in overall costs to the institution and we believe on-going maintenance costs will be reduced.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**STAFF COMMENTS AND RECOMMENDATIONS**

Board policy I.E.3.a provides that three (3) institutions own homes that are the most suitable facilities available for this purpose. At these institutions, the presidents are required to live in the official residences provided.

The policy also stipulates that in the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in the official residence.

Should the Board approve this request, Board policy I.E.3.a will be revised to reflect the lower number of institution owned homes.

Staff recommends approval.

**BOARD ACTION**

Motion to approve the waiver of Board policy I.E.3.a which requires the president to live in the official residence provided and to approve a housing allowance to be provided that is similar in value to living in the official residence.

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

Motion to approve the move of the Alumni Association from the Magnuson House to the Serval House.

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

Motion to approve the sale of the Magnuson Alumni House at an amount greater than or equal to the appraised value.

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

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July 29, 2008

Attachment 1

Dr. Kent Tingey  
Vice President for University Advancement  
Idaho State University  
921 S. 8<sup>th</sup> Avenue  
Administration 264 Stop 8024  
Pocatello, Idaho 83209-8024

Dear Dr. Tingey:

As **president** of the Idaho **State University Alumni Association**, I write to recommend to you that **the Alumni Association and alumni staff** move from their current location, the Magnuson House, into a new location, the President's residence—the Serval House.

The current alumni office is woefully inadequate. For several years the association has engaged in an effort to generate financial resources with the hope of constructing a new Alumni and Visitor Center. A more adequate facility is critical as the Alumni Association undertakes an increased role in building Idaho State University, including efforts to raise friends, generate increased financial resources, build political support, help in recruitment and enrollment efforts, promote business support and generally help Idaho State University continue to grow and develop.

Considering our campaign efforts, I believe the most realistic opportunity for a significant upgrade of the Alumni and Visitor Center at this time is to sell the Magnuson House and move into the Serval House, creating a superb Alumni venue. Advantages of this move, which I believe would pay rich dividends in our efforts to help build the University, include more desperately needed space, additional guest parking, and a more up-to-date structure with an opportunity to host potential students, alumni, legislators, friends, faculty, donors and other guests.

I ask that the University consider our request to sell the current facility, move the Alumni Association and the Alumni and Visitor Center into the Serval House and have Idaho State University provide for a level of upkeep and maintenance for what would be the new Alumni and Visitor Center.

Dr. Tingey, the current center is inadequate and I believe the move would provide a considerable opportunity for the Alumni Association to make a better contribution to building Idaho State University among its many constituents. I ask you to consider this request.

Sincerely,

Ron Stephenson, President  
Idaho State University Alumni Association

**Alumni Relations**  
921 South 8th Avenue,  
Stop 8033  
Pocatello, Idaho  
83209-8033

Phone: (208) 282-3755  
(800) 933-4781  
Fax: (208) 282-2541  
[www.isu.edu/alumni](http://www.isu.edu/alumni)

ISU Is An Equal Opportunity Employer



Servel Home  
341 S. 7<sup>th</sup> Ave.  
Pocatello, Idaho



Magnuson Alumni House  
554 S. 7<sup>th</sup> Ave.  
Pocatello, Idaho



PLANNING & DEVELOPMENT SERVICES

911 North 7th Avenue P.O. Box 4169  
Pocatello, Idaho 83205-4169

July 31, 2008

Idaho State University  
State Board of Education

Re: Servel House at 341 South 7<sup>th</sup> Avenue, Pocatello, Idaho

To Whom It May Concern:

Please be advised that the property located at **341 South 7<sup>th</sup> Avenue** in Pocatello, ID is zoned Residential with an open space factor of 2.0 and with a Critical Stabilization Area overlay. The Critical Stabilization Area overlay is in place to protect the residential neighborhood from commercial businesses encroaching and to help maintain the residential nature of the neighborhood.

This home has served as the residence for the President of Idaho State University. In that function, many social functions have taken place both inside and outside the residence. Because of this and the ownership of the residence being Idaho State University, staff has determined that it could be considered a "public community center" under our current zoning ordinance (17.20.090(Q)). Therefore, if it were to become the Alumni House it would be considered a permitted use.

If you have any other questions about this property or zoning requirements, please feel free to contact me at 234-6500.

Sincerely,

Terri Neu  
Assistant Planner

C: Planning Division Staff

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**Plan Review/  
Planning Services**  
Phone: (208) 234-6161  
Fax: (208) 234-6257  
(208) 234-6586

**Neighborhood &  
Community Services**  
Phone: (208) 234-6185  
Fax: (208) 234-6586

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AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER

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**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>SUPERINTENDENT'S UPDATE</b>	Information Item
2	<b>SCHOOL DISTRICT PROPERTY TRANSFER, LAKELAND – WEST BONNER (NUNNALLEE PETITION)</b>	Motion to approve
3	<b>SCHOOL DISTRICT PROPERTY TRANSFER, KUNA – MERIDIAN</b>	Motion to approve
4	<b>PENDING RULES – 08-0202-0801- CERTIFICATION DEFINITIONS</b>	Motion to approve
5	<b>PENDING RULES – 08-0202-0802 – AMENDMENT TO PROFESSIONAL GROWTH</b>	Motion to approve
6	<b>PENDING RULE– 08-0203-0802 – IDAHO MATHEMATICS COURSE STANDARDS FOR SECONDARY MATHEMATICS</b>	Motion to approve
7	<b>TEMPORARY RULE – 08.02.03.004, IDAHO CONTENT STANDARDS - CHEMISTRY</b>	Motion to approve
8	<b>TEMPORARY RULE – 08.02.03.004, IDAHO CONTENT STANDARDS - HUMANITIES</b>	Motion to approve
9	<b>SLDS GRANT</b>	Motion to approve
10	<b>2007-2008 FINAL ACCREDITATION SUMMARY REPORT OF IDAHO SCHOOLS</b>	Motion to approve
11	<b>PROFESSIONAL STANDARDS COMMISSION APPOINTMENT</b>	Motion to approve



**STATE DEPARTMENT OF EDUCATION  
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**12 CURRICULAR MATERIALS ADOPTION** Motion to approve

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**STATE DEPARTMENT OF EDUCATION  
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**SUBJECT**

Superintendent of Public Instruction Update to the State Board of Education

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

N/A

**DISCUSSION**

N/A

**IMPACT**

N/A

**STAFF COMMENTS AND RECOMMENDATIONS**

N/A

**BOARD ACTION**

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

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**STATE DEPARTMENT OF EDUCATION**  
**AUGUST 21-22, 2008**

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**SUBJECT**

Excision and Annexation of Land from West Bonner County School District to Lakeland Joint School District – Nunnallee petition

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-308, Idaho Code;  
IDAPA 08.02.01.050, Rules Governing Administration

**BACKGROUND/DISCUSSION**

Section 33-308 of Idaho Code prescribes the procedure for excision and annexation of land from one school district to another. The Lakeland Joint School District Board of Trustees has transmitted the proposal and petition containing the required documents which is submitted to the State Board of Education for approval. If the proposal is approved, it will be sent to the electors of the area affected.

Christel Nunnallee initiated this petition for excision from the West Bonner County school district and annexation to Lakeland Joint School District as a result of the property transfer petition submitted by Tonya Reed which the Board approved at the April 2008 meeting and the voters approved on June 17, 2008. Ms. Nunnallee learned of the proposed transfer at the public hearing on Ms. Reed's petition. Her children are in the same situation as the children in Ms. Reed's petition and she would have liked her property to be included in the first petition – exclusion in Ms. Reed's position was not intentional. Ms. Nunnallee worked with the superintendents of both districts to resolve concerns with her petition and ensure that the proposed boundaries and description of the property to be transferred were clear. Neither district opposes the property transfer.

Pursuant to IDAPA 08.02.01.050 a hearing officer was appointed to review the request and a public hearing was held. The same hearing officer was used for both petitions. The hearing officer strongly recommends approval of the proposed property transfer simply based upon the convenience to the parents and students and the close proximity to the Lakeland Joint School District and the access to the Spirit Lake schools.

**IMPACT**

If approved the property transfer will be voted on by the electors in the effected area.

**ATTACHMENTS**

Attachment 1 – Hearing Officer Findings and Recommendation

Page 3

**STATE DEPARTMENT OF EDUCATION  
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**BOARD ACTION**

A motion to accept the findings and conclusions issued by the hearing officer and to approve the recommendation of the hearing officer to excise and annex property from West Bonner School District to Lakeland School District as proposed in the petition submitted by Chris Nunnallee.

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

BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition dated 2/29/08 )  
Requesting the annexation of territory from )  
West Bonner County School District No. 83.)  
)  
)  
To the )  
)  
)  
Lakeland Joint School District No. 272. )  
)  
..... )

**FINDINGS OF FACT, CONCLUSIONS  
OF LAW AND RECOMMENDATION**

**INTRODUCTION**

A Hearing was conducted on Tuesday, July 15, 2008, by the Board's designated Hearing Officer, Edwin L. Litteneker at the Spirit Lake Elementary School, 32605 N 5<sup>th</sup> Street, Spirit Lake, Idaho 83869. The Hearing was conducted for purposes of receiving public comment on a petition of residents within the West Bonner County School District No. 83 to excise territory from the West Bonner County School District No. 83 and annex that territory into the Lakeland Joint School District No. 272.

The Hearing was attended by approximately 20 people who signed in on the sign in sheet which is attached and included in the Transmission of the Record. Exhibit 1 is also included in the Record and shows the specific geographic area in the petition and the number of affected families.

The West Bonner County School District No. 83 and the Lakeland Joint School District No. 272 received petitions from residents generally located in Sections 29 and 30 of Township

**STATE DEPARTMENT OF EDUCATION  
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54 North Range 4 West, Boise Meridian in Bonner County. The area is in the general vicinity of the St. Germaine Road and is described on Exhibit No. 1 be excised from the West Bonner County School District No. 83 and annexed into the Lakeland Joint School District No. 272.

The initial petition was filed during the pendency of an annexation election to excise adjacent property from the West Bonner County School District No. 83 and annex the property into the Lakeland School District No. 272. Since this subject petition concerned an area that was not physically adjacent to the Lakeland School District, the consideration of this petition was delayed until after the election was held on the prior annexation. The prior annexation was unanimously approved by the residents within that effected area.

This petition was then set for hearing. The petitions were considered by both School Districts and both School Districts took a neutral position on the proposed excise and annexation.

Testimony was presented favoring the excision and annexation. No testimony was presented opposing the excision and annexation. The residents within the area to be annexed were also in favor of the excision and annexation. Also present at the hearing were administrative representatives from both School Districts.

The Hearing was conducted pursuant to Idaho Code Section 33-308 for purposes of making Findings of Fact, Conclusions of Law and Recommendations to the Idaho State Board of Education.

Such notices as required by law were provided and the notification of the Hearing was posted on the public reader board at the Spirit Lake Elementary School and was personally delivered to all affected property owners within the subject area.

**FINDINGS OF FACT**

The area proposed to be excised from the Bonner County School District No. 83 and annexed to the Lakeland Joint School District No. 272 is approximately a half square mile area at the southern end of Bonner County and is now the southern most area in the West Bonner County School District.

The area to be annexed is immediately adjacent to the northern boundary of the Lakeland Joint School District No. 272. The City of Spirit Lake is immediately adjacent to the south of the West Bonner County District No. 83 boundary line. The residents within the area to be annexed have Spirit Lake addresses.

The indentified area is a little more than a mile from the Spirit Lake Elementary School. The Timberlake Junior High School and Timberlake Senior High School are also located in the Spirit Lake vicinity approximately two and a half miles away. In addition to having Spirit Lake addresses, the residents in the affected area have Spirit Lake phone numbers, are served by the Spirit Lake Fire Department and have children who attend the Spirit Lake Elementary School. There are nine residential parcels effected by this proposed annexation. There are five school aged children within these nine residences all who presently attend the Lakeland Joint School District No. 272.

The Priest River Community where West Bonner District High School and Junior High Schools are located are more than twenty miles from the area to be annexed. The children residing in the area to be annexed do not frequently participate in Priest River's events or activities and are substantially more socially connected to the Spirit Lake area.



**STATE DEPARTMENT OF EDUCATION  
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Students residing in the effected area and attending the West Bonner County School District No. 83 have an approximate two and a half hour bus ride each morning and each evening to travel from their homes to school and to return.

The amount of travel time makes it extremely difficult for the students to participate in after school or extracurricular activities and if they are required for whatever reason to stay after school or get to school early it is necessary for the parents to drive as much as forty six miles for a round trip to deliver or retrieve the children from school and return home.

No testimony was offered as to the bonded indebtedness of either of the districts though and Administrators from both Districts were present.

**CONCLUSIONS OF LAW**

Idaho Code Section 33-308 requires the State Board of Education make a determination as to the appropriateness of submitting the proposed petition to an election participated in by the residents of the area to be excised and annexed.

The present residents of the area to be annexed either signed the petition or indicated their consent to the proposed annexation.

The State Board is to approve the proposal if it is in the best interests of the children residing in the area to be annexed and that the excision of territory would not leave the West Bonner County School District No. 83 with excess bonded debt.

The amount of time and distance of travel necessary to transport the students in the effected area to the schools of the West Bonner County School District No. 83 is not in the students' best interest.

Attending Spirit Lake Elementary School and Timberlake Junior and Senior High Schools would be in the students' best interests.

**STATE DEPARTMENT OF EDUCATION  
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The students' opportunity to participate in after school activities, to go to school with their peers and to not have substantial and significant travel considerations justifies the finding that the proposal is in the best interest of the students.

No testimony was offered as to whether there would be any excess bonded debt as a result of the excision of the territory. Therefore, no recommendation can be made as to that particular statutory provision.

**RECOMMENDATION**

It is recommended that the State Board of Education approve the proposal to excise and annex territory from the West Bonner County School District No. 83 into the Lakeland Joint School District No. 272.

The proposal is in the best interests of the students, however, this recommendation is premised on the assumption that the excision of territory from the West Bonner County School District No. 83 would not leave the District with a bonded indebtedness in excess of the legal limit.

This recommendation is strongly made to the State Board of Education that the proposal be accepted by the State Board of Education simply based upon the convenience to the parents and students and the close proximity to the Lakeland Joint School District No. 272 and the access to the Spirit Lake Schools.

Finally it is the recommendation of the Hearing Officer that the State Board of Education authorize an election to submit the matter to the voters within the designated area.

DATED this 23 day of July 2008.



---

Edwin L. Litteneker  
Hearing Officer

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document was:

Mailed by regular first class mail,  
And deposited in the United States  
Post Office

Sent by facsimile.

Sent by Federal Express, overnight  
Delivery

Hand delivered

To: Tom Taggart  
Lakeland Joint School District No. 272  
P.O. Box 39  
Rathdrum, Idaho 83858

Mike McGuire  
West Bonner County School District No. 83  
P.O. Box 2531  
Priest River, Idaho 83856

Chris Nunnallee  
P.O. Box 0828  
Spirit Lake, Idaho 83869

On this 23 day of July 2008.



Edwin L. Litteneker

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

07-15-08 West Bonner County SD / Lakeland Joint SD

NAME	ADDRESS	INTEND TO COMMENT
CHRIS NUNNALLEE	828T. GERMAINE	YES
BARB MOERLE	357 ST GERMAINE	NO
Adam Moehle	357 St Germaine	
John Moehle	357 ST GERMAINE	
Jim Sinsley	188 ST GERMAINE	YES
Barb Sinsley	188 ST Germaine	
Tonya Reed	655 SL Cutoff	yes
Rob Reed	" "	NO
KEVIN HARKEN	3763 SL CUTOFF Rd.	NO
Raeann Sutherland	547 Knapps Rd	No
Mike RME / Jim	402 Trandt Ct	No
Julie Cronnelly	31775 Nl. Middle Ave.	yes
Kimi McLaughlin	3430 Spirit Lake Cutoff Rd	yes
Chris McLaughlin	" " " " "	NO
Virginia Hammond	1098 Paisley Road	No

Lakeland School District #272 - EXISTING

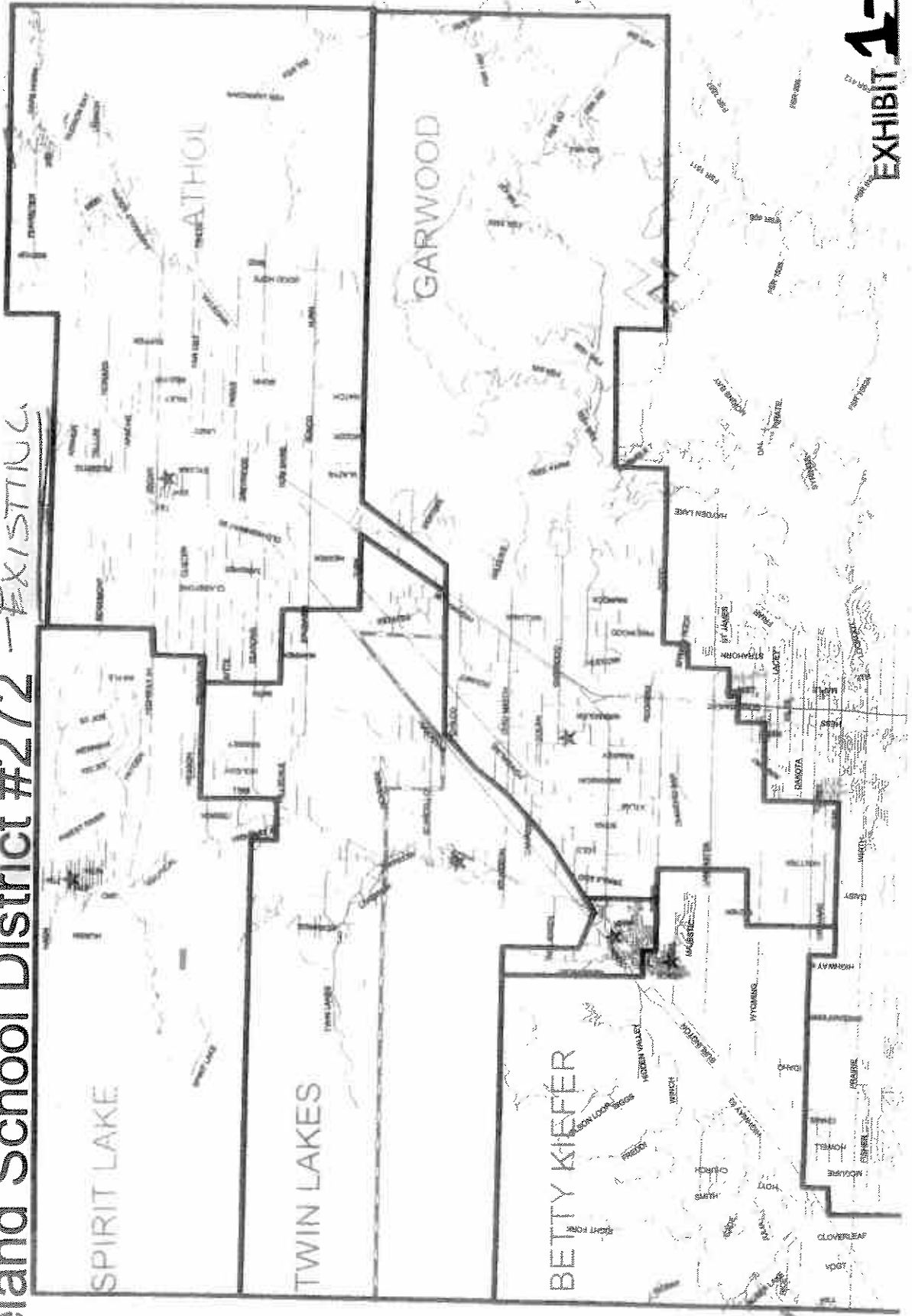


EXHIBIT 1-B

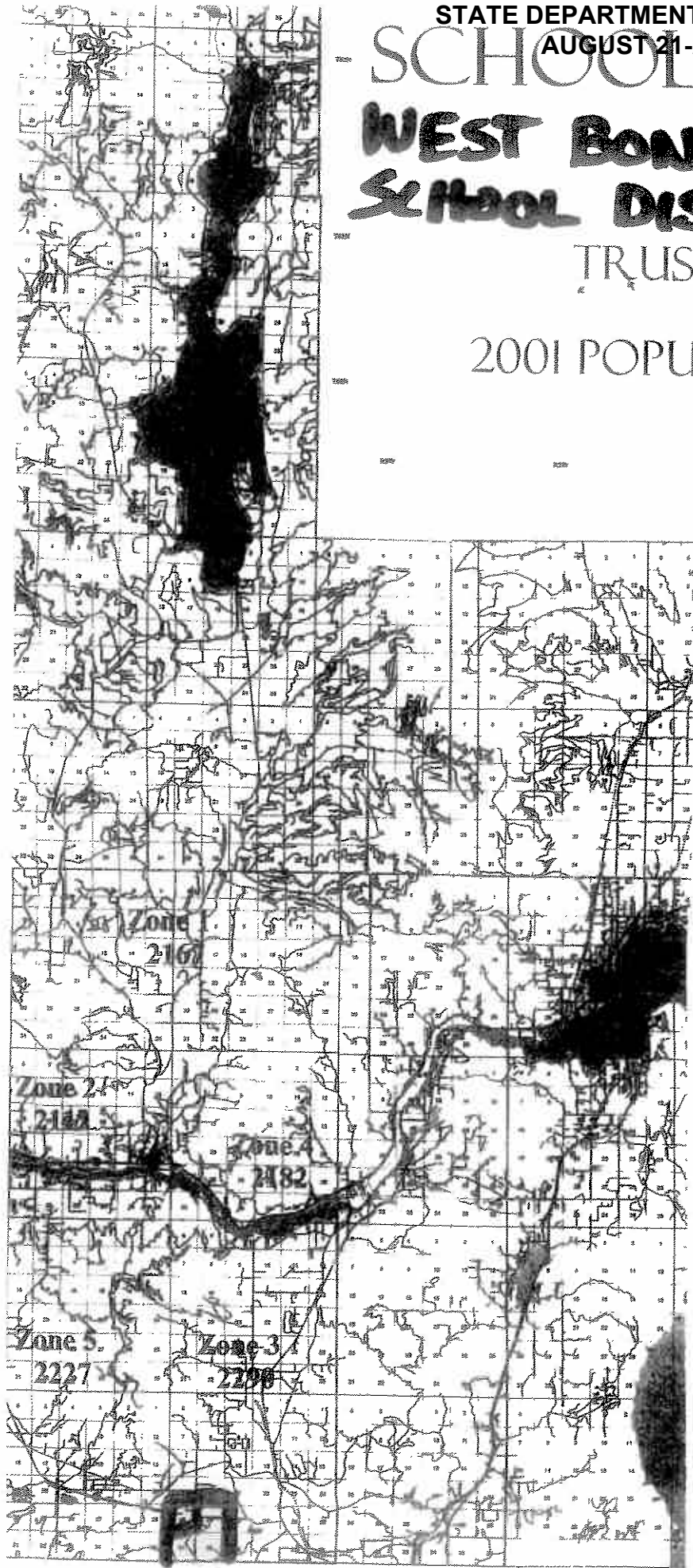
AUGUST 21-22, 2008

# SCHOOL

## WEST BONNER CO. SCHOOL DISTRICT #83

TRUS

2001 POPU



SDE PROPOSED EXCLUSION AREA

Petition to Annex a portion of Section 30 and 29 of Bonner  
County Residents into Lakeland Joint School District #272  
**\*\*Doing What Is Right For The Kids\*\***

**Petition Summary and Background:** The petition is to request annexation of ST. Germaine Road residents located in a portion of Section 30 and 3 parcels adjoining St. Germaine located in Section 29 to the Lakeland Joint School District #272. This petition can only be signed by Bonner County registered voters in 04W, Section 30, St. Germaine Road and these 3 parcels in Section 29.

**Legal Property Description:** The legal description of the properties to be annexed and excised from the West Bonner School District No.83 to the Lakeland Joint School District No. 272 are as follows: All parcels of land located in the Northeast quarter of Section 30, Township 54 North, Range 4 West of the Boise Meridian, Bonner County Idaho; Except the North half of the Northeast quarter together with parcels located in Section 29, Township 54 North, Range 4 West southwest  $\frac{1}{4}$ , northwest  $\frac{1}{4}$ , except South  $\frac{1}{2}$ , South  $\frac{1}{2}$ , Southwest  $\frac{1}{4}$ , Northwest  $\frac{1}{4}$  AND South  $\frac{1}{2}$ , South  $\frac{1}{2}$ , Northwest  $\frac{1}{4}$ ., Northwest  $\frac{1}{4}$ .

**Action Petitioned For:** We the undersigned, are concerned citizens who urge the STATE BOARD of EDUCATION to act now by listening to the People, hear our concerns for the well being of our children, and send the annexation request to Vote! Our children's future depends on it!

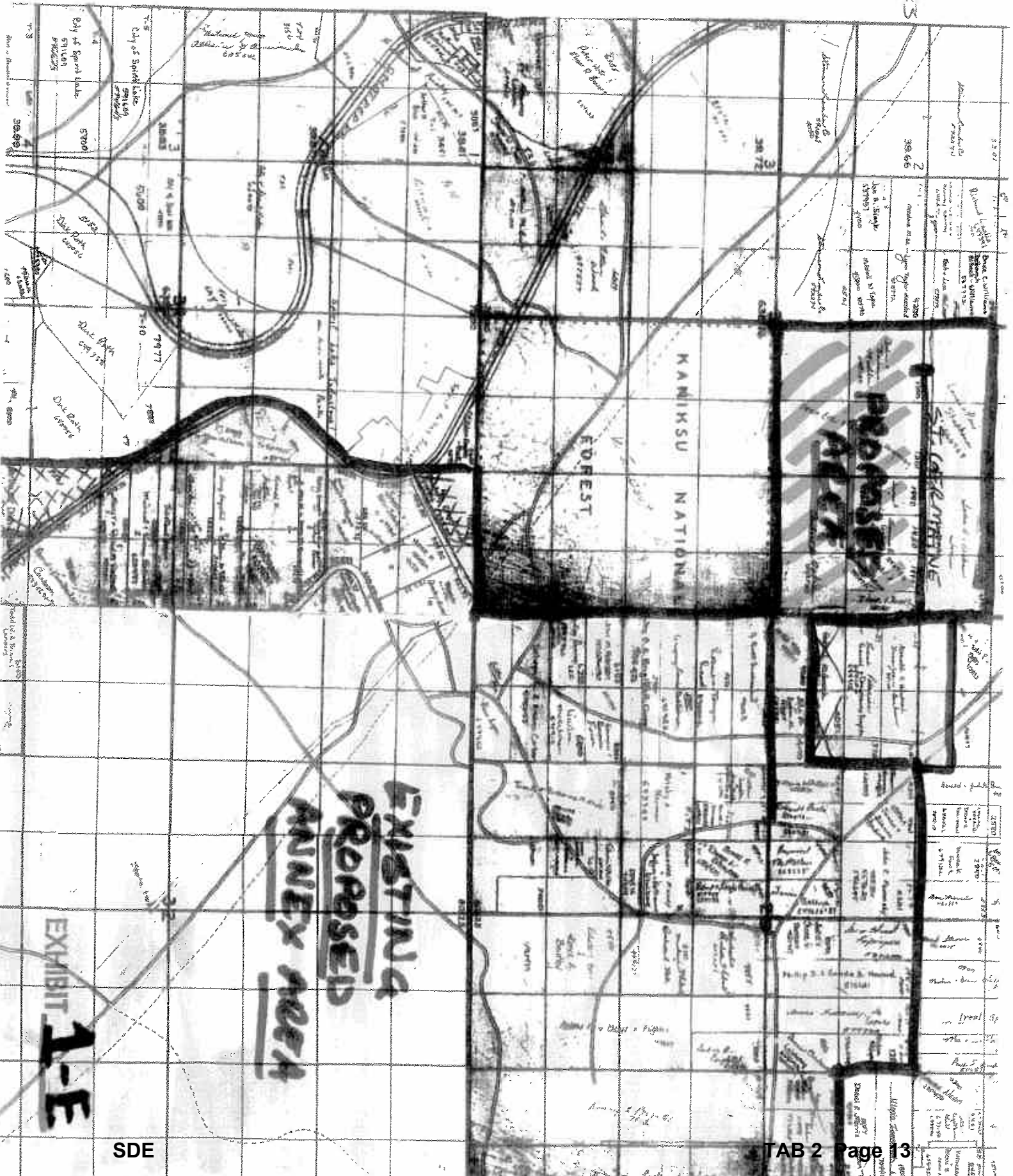
EXHIBIT 1-D

AUGUST 21-22, 2008

PROPOSED ANNEXATION AREA

WELAND  
SPIRIT  
LAKE

WEST  
BINNEK  
SCHOOL  
DISTRICT  
18+ MILES  
↑



SDE

EXHIBIT I-E



STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

EDWIN L. LITTENEKER  
ATTORNEY AT LAW  
LICENSED IN IDAHO & WASHINGTON

P.O. Box 321  
322 Main St.  
Lewiston, ID 83501  
Telephone: 208-746-0344  
Facsimile: 208-798-8387  
Email: ed@littenekerlaw.com

July 23, 2008

Joan MacMillan  
State Department of Education  
P.O. Box 83720  
Boise, ID 83720-0027

Re: *In the matter of the Petition dated 2/29/2008 Requesting the annexation of  
territory from West Bonner County School District No. 83*

Dear Ms. MacMillan:

Enclosed please find the original Transmittal of the Record and the Record in this matter. I will forward my billing statement under separate cover.

It was a pleasure to be of assistance in this matter. If you have any questions, please do not hesitate to contact me.

Sincerely,



Edwin L. Litteneker  
Attorney at Law

ELL:hjg

Enc.

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

**BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION**

In the matter of the petition dated 2/29/08 )  
Requesting the annexation of territory from )  
West Bonner County School District No. 83.)

**TRANSMITTAL OF THE RECORD**

To the )  
)  
)  
)  
Lakeland Joint School District No. 272, )  
)  
\_\_\_\_\_ )

I, Edwin L. Litteneker, the Hearing Officer for the above-entitled hearing, transmit the following to the State Superintendent of Public Education:

1. West Bonner County School District's letter to the Idaho State Board of Education, dated February 27, 2008.
2. West Bonner County School District's letter to the Idaho State Board of Education with attachments, dated February 27, 2008.
3. Chris Nunnallee's Petition to Annex a portion of Section 30 of Bonner County Residents into Lakeland Joint School District with attachments, dated February 29, 2008.
4. Charles Kinsey's letter to Joan MacMillan, dated March 11, 2008.
5. West Bonner County School District's letter to the Idaho State Board of Education, dated March 14, 2008.
6. Notice of Scheduling and Status Conference by Telephone, dated April 17, 2008.
7. Charles Kinsey's letter to Edwin L. Litteneker, dated April 25, 2008.
8. Michael McGuire's letter to Edwin L. Litteneker, dated April 25, 2008.
9. Notice of Hearing & Pre Hearing Order, dated April 25, 2008.
10. Chris Nunnallee's Petition to Annex a portion of Section 30 of Bonner County Residents into Lakeland Joint School District with attachments, dated April 28, 2008.
11. Charles Kinsey's letter to Edwin L. Litteneker, dated April 30, 2008.
12. Charles Kinsey's letter to Joan MacMillan, dated May 13, 2008.
13. Notice Vacating Hearing, dated May 20, 2008.
14. West Bonner County School District's letter to the Idaho State Board of Education, dated May 23, 2008.

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

15. Notice of Scheduling and Status Conference by Telephone. dated June 25, 2008.
16. Notice of Hearing & Pre Hearing Order. dated July 2, 2008.
17. Sign in sheet from July 15, 2008 hearing.
18. 1 Audio tape of the hearing held on July 15, 2008.
19. Exhibit 1 – Map.
20. Findings of Fact, Conclusion of Law & Decision with attachments, dated July 23, 2008.

DATED this 23 day of July 2008.



---

Edwin L. Litteneker  
Hearing Officer

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document without the attachments was:

Mailed by regular first class mail,  
And deposited in the United States  
Post Office

Sent by facsimile.

Sent by Federal Express, overnight  
Delivery

Hand delivered

To: Tom Taggart  
Lakeland Joint School District No. 272  
P.O. Box 39  
Rathdrum, Idaho 83858

Mike McGuire  
West Bonner County School District No. 83  
P.O. Box 2531  
Priest River, Idaho 83856

Chris Nunnallee  
P.O. Box 0828  
Spirit Lake, Idaho 83869

On this 23 day of July 2008.



Edwin L. Litteneker

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

02/27/2008 13:49

2084484629

WBCSD83

PAGE 02/02



**WEST BONNER COUNTY SCHOOL DISTRICT NO. 83**  
221 Main Priest River, Idaho 83856  
Phone: 208-448-4439 Fax: 208-448-4629  
[www.sd83.k12.id.us](http://www.sd83.k12.id.us)

February 27, 2008

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

Re: Annexation Proposal Amendment

Dear Board Members,

The Trustees of West Bonner County School District #83 have reviewed the amended annexation proposal as submitted by Christel Nunnallee and agree to accept the proposal with the following changes:

All proposed property South of Germaine Rd should be annexed into the Lakeland Joint School District #272 and all proposed property North of Germaine Rd. should remain in West Bonner County School District #83.

The Board of Trustees request a revised legal property description be prepared to include this change and document Germaine Road as a dividing line.

The West Bonner County School District #83 Board of Trustees accept the remaining boundary changes as shown on the Petition Map.

Respectfully Submitted,

  
Leonard Parenteau  
Chairman of the Board

  
Michael McGuire  
Superintendent of Schools

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

02/27/2008 17:12

2884484

WBCSD83

PAGE 02/02



**WEST BONNER COUNTY SCHOOL DISTRICT NO. 83**  
221 Main Priest River, Idaho 83856  
Phone: 208-448-4439 Fax: 208-448-4629  
[www.sd83.k12.id.us](http://www.sd83.k12.id.us)

February 27, 2008

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

Re: **Annexation Proposal between Lakeland Joint School District #272 and West Bonner County School District #83.**

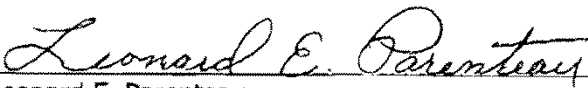
Dear Board Members,


The Trustees of West Bonner County School District #83 wishes to resend our letter of February 27, 2008 regarding the request to amended the original annexation petition.

The Trustees do support the original petition but cannot support the amended proposal until given the opportunity to meet and discuss the information that has been presented to the Board.

The next regular meeting of the West Bonner Co. Board of Trustees is scheduled for March 12, 2008. The Board will take the amended proposal under consideration at that time and notify the State Board of Education of its decision.

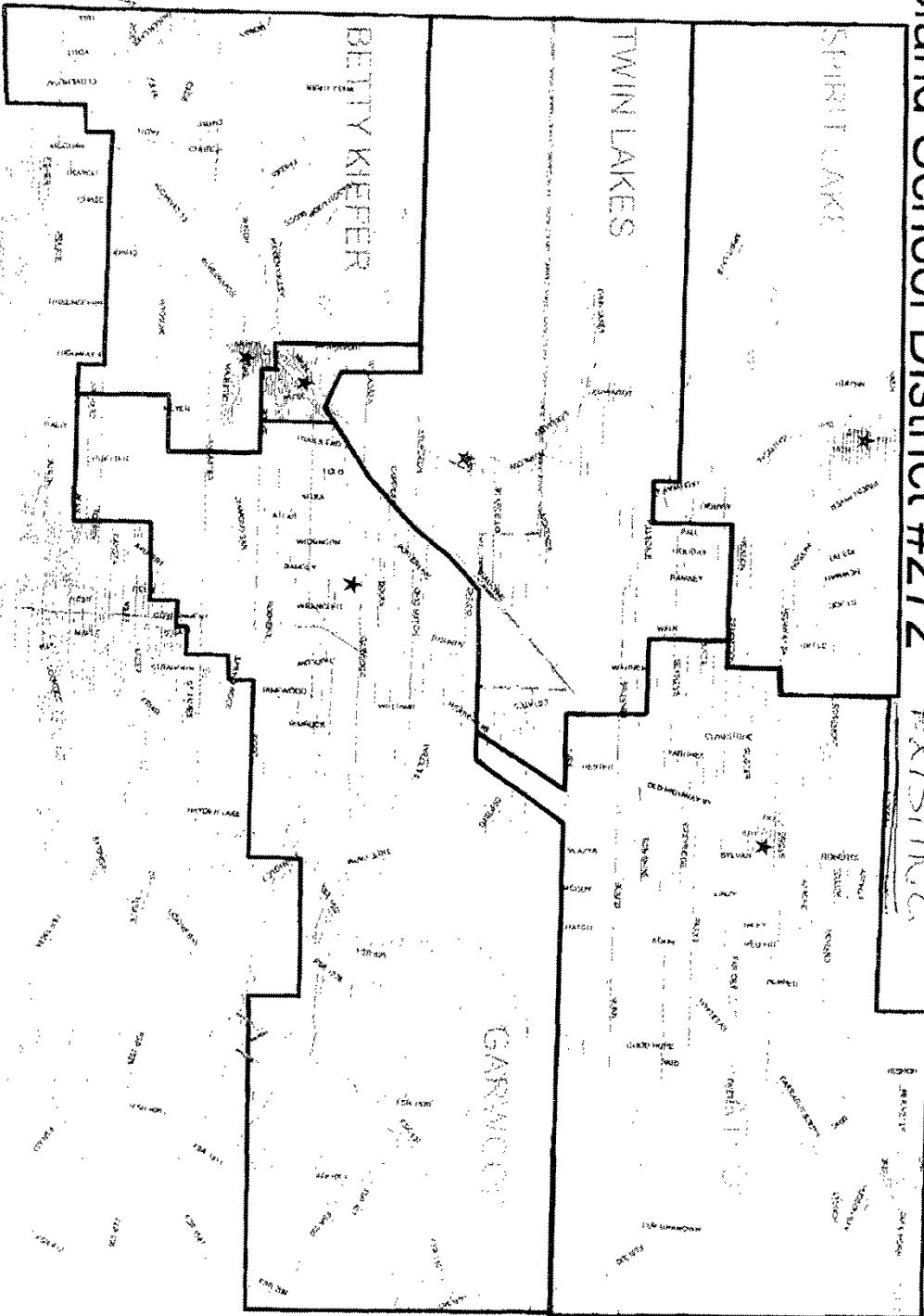
Respectfully Submitted,

  
\_\_\_\_\_  
Leonard E. Parenteau  
Chairman of the Board

  
\_\_\_\_\_  
Michael McGuire  
Superintendent of Schools

Lakeland School District #2772

EXISTING



02/29/2008 FRI 13:24 FAX 2086873799 Twin Lakes Realty

010/013

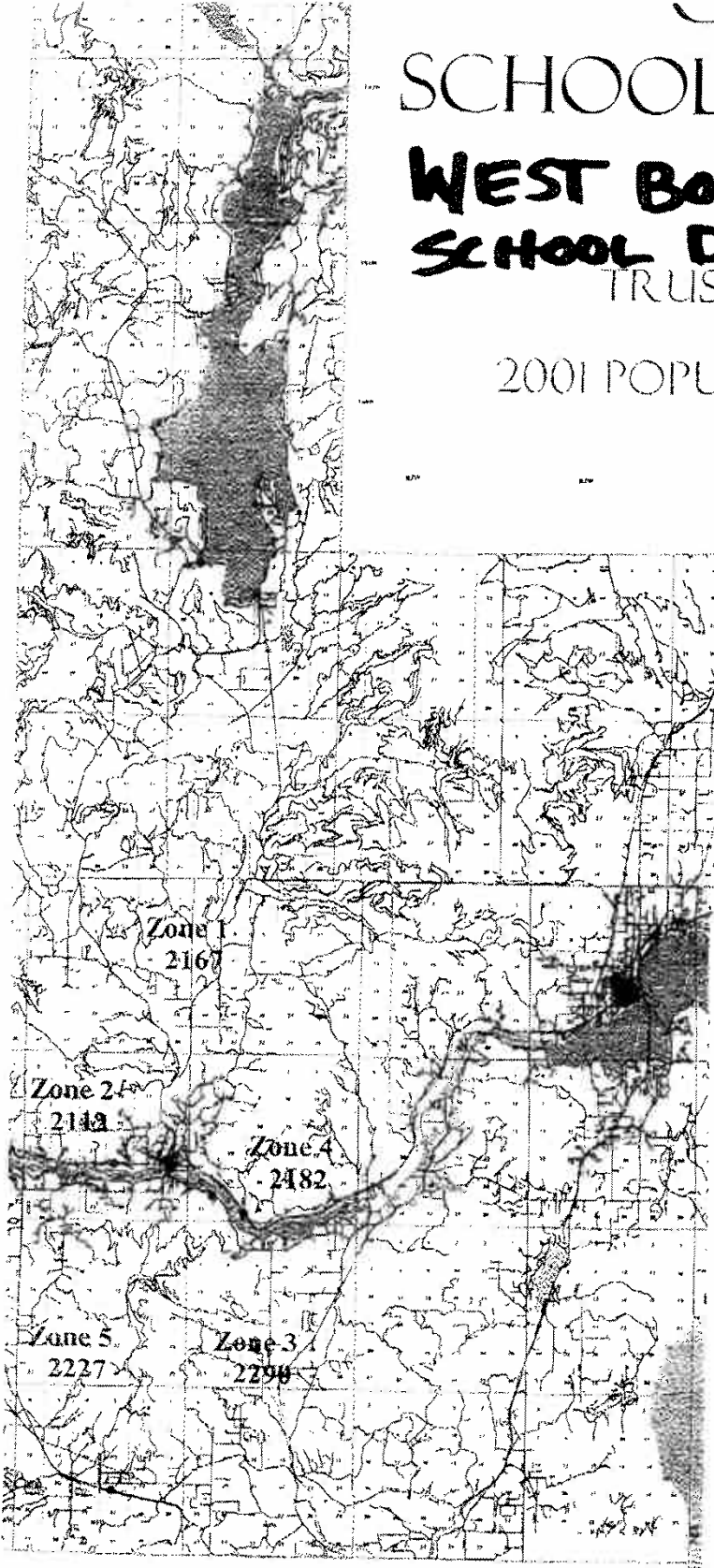
SCHOOL

**WEST BONNER CO.  
SCHOOL DISTRICT #83**

TRUS

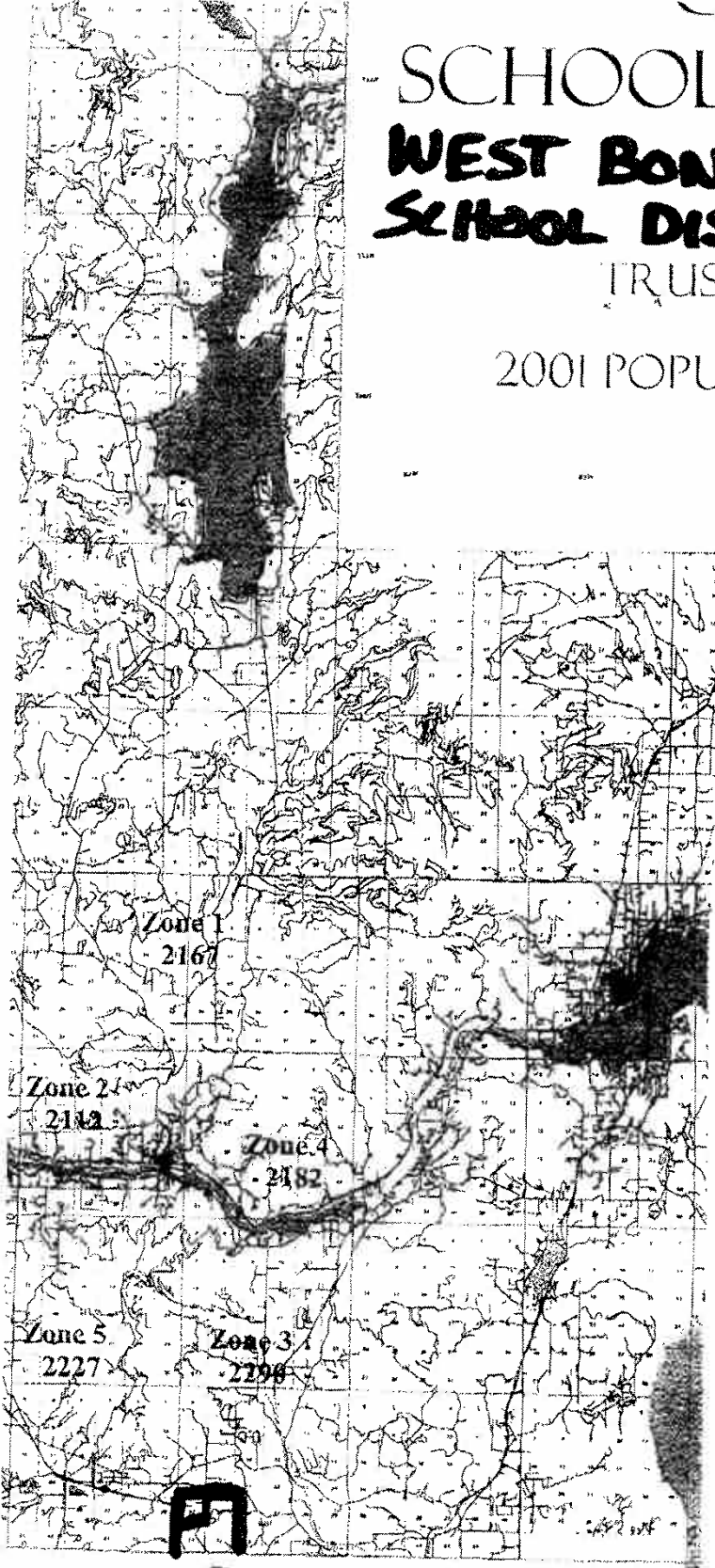
EXISTING

2001 POPU





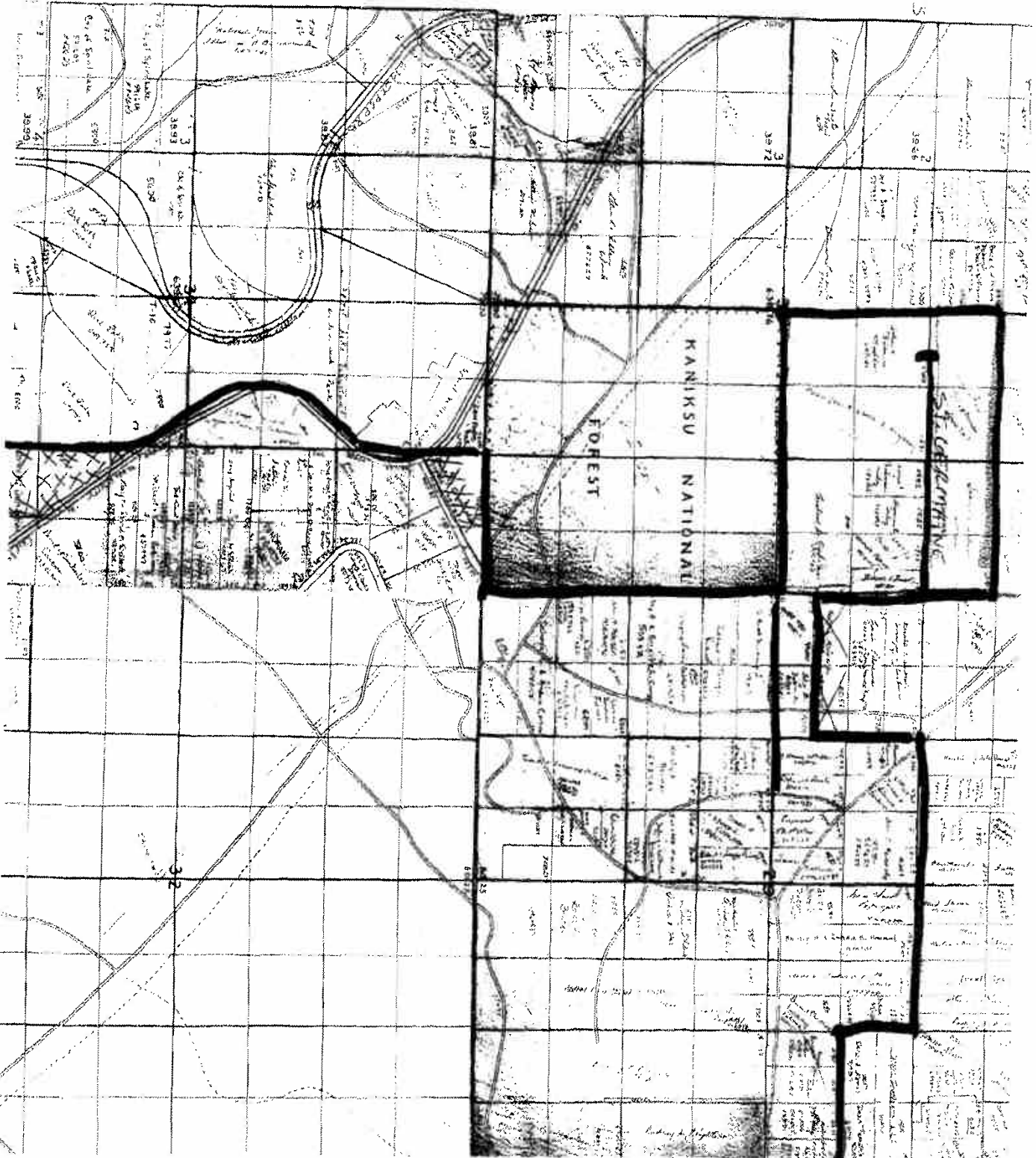
SCHOOL  
WEST BONNER CO.  
SCHOOL DISTRICT #83.  
TRUS  
2001 POPU



PROPOSED EXCISION AREA

PROPOSED ANNEXATION AREA

WEST  
KANSAS  
SCHOOL  
DISTRICT  
187  
MILES  
↑

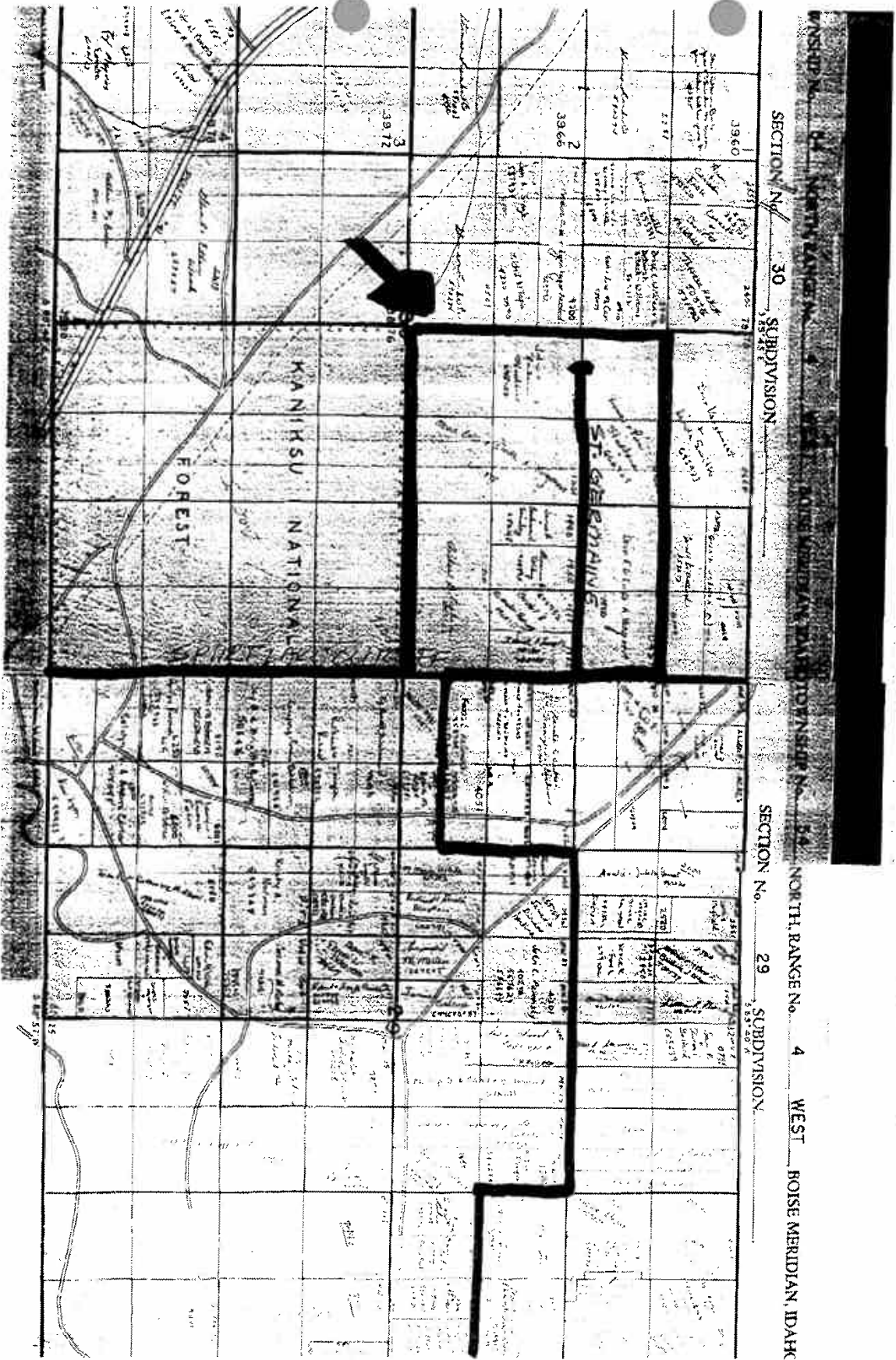


4/21/2008  
S. J. HALL  
LAW

012/013

02/29/2008 FRI 13:24 FAX 2086873799 Twin Lakes Realty

PROPOSED AMENDED ANNEXATION MAP



013/013

02/29/2008 FRI 13:25 FAX 2086873799 Twin Lakes Realty



PUBLIC SCHOOL STUDENT LIST FOR DRIVER EDUCATION

District Name Jerome School District Number 261 Scheduled Class End Date 5/16/08  
 Class Start Date 2/22/08 No.      Day      Year       
 Instructor(s) Classroom: Mary Bubak Instructor(s) Behind-the-Wheel: Mary Bubak

No.	Driver License (DL) number (Use 9 digit number)	P A S S	F A I L	Date Completed OR Failed	STUDENT NAME			Birth Date	SEX	AGE	COMPLETED HOURS			For Driver Education Use Only
					Last	First	Middle				CLASS ROOM	BTW	OBS	
17	VG4735496				Miranda	Joshua	Andrew	9-15-91	M	16				Incomplete
18	VG478586A				Powell	Kenneth	Jake	7-25-93	M	14 1/2				
19	VG4735728				Ramirez	Liliana		1-19-92	F	16				
20	VG473561F				Ridgway	Nicole	Anne	6-4-92	F	15 1/2				
21	VG479560H				Ridgway	Tara	Jaye	6-4-92	F	15 1/2				
22	VG473565I				Sandoual	Martin	Armando	10-17-91	M	16				
23	VG473549I				Saylor	Kaieia	Marie	8-23-91	F	16 1/2				
24	VG473002I				Sedano-Popoca	Kato		2-18-92	M	16				
25	VG473569B				Spitz	Christophe	Jay	11-14-91	M	16				
26	VG472212A				Thomason	Shanissa	Ruthann	5-31-91	F	16 1/2				
27	VG473580B				Thompson	Mathew	Michael	7-9-92	M	15 1/2				
28	VG473613B				Black	Jamie	Elizabeth	8-10-93	F	14 1/2				
29	VG473589F				Walker	Keeley	Patricia	3-4-92	F	15 1/2				
30	VG473564K				Woodcock	Christine	M	5-3-91	F	16 1/2				
31	VG473607H				Anderson,	Greyden	Kyle	8-17-92	M	15 1/2				
32	VG470777E				Reece,	Stephanie	Elizabeth	5-7-92	F	15 1/2				

This student list is true and correct to the best of my knowledge and belief. Mary Bubak

→ Copy final list to local driver licensing agency within 3 business days after the student completes the course.  
 → Return Failed permits to driver licensing within 3 business days after the student fails.  
 → Copy initial list to the State Department of Education within 10 days after the class begins. (Fax 334-3484)  
 → Copy final list to SDE with Claim for Refund.



PUBLIC SCHOOL STUDENT LIST FOR DRIVER EDUCATION

District Name: Jerome School District Number: 261 Class Start Date: 2/22/08 Scheduled Class End Date: 5/16/08  
 Mo. Day Year Mo. Day Year

Instructor(s) Classroom: Mary Bubak Instructor(s) Behind-the-Wheel: Mary Bubak

Driver License (DL) number (Use 9 digit number)	P A S S	F A I L	Date Completed OR Failed	STUDENT NAME			Birth Date	SEX	AGE	For Driver Education Use Only			
				Last	First	Middle				CLASS ROOM	COMPLETED HOURS	BTW	OBS
1 VG473603E				Baxter	Kimberly	Noel	12-21-92	F	15				Incomplete
2 VG473562D				Beceera	Alejandro		12-17-90	M	17				Transferred IN or OUT
3 YC355473 F				Bingle	Matthew	Emmanuel	6-16-92	M	15 1/2				
4 VG473575F				Bland	Jamie	Nicole	4-24-90	F	17 1/2				
5 VG473559D				Boguslawski	Alexander	K	9-10-92	M	15 1/2				
6 VG473558F				Boguslawski	Bethany	Lynn	8-20-91	F	16 1/2				
7 VG473552G				Cahey	Joseph	Noah	10-18-92	M	15 1/2				
8 VG473574H				Crossen	Taylor	Beaxton	11-12-92	M	15				
9 VG473587J				Davis	Cody	Michael	3-26-92	M	16 1/2				
10 VG473567E				Graham	Tiffany	Amber	4-09-92	F	15 1/2				
11 VG473576G				Hall	McCallister		7-31-92	F	15 1/2				
12 VG473568C				Heck	Marcus	Lawrence	3-10-92	M	15 1/2				
13 VG473572A				Hermansen	Christopher	S	1-25-88	M	15				
14 VG473573J				Heuee	Cody	Allen Wade	2-6-92	M	16				
15 VG473550K				Levdanskij	Anna		11-13-92	F	16				
16 VG473551I				Levdanskij	Yana		11-13-92	F	16				

This student list is true and correct to the best of my knowledge and belief. Mary Bubak

- Copy final list to local driver licensing agency within 3 business days after the student completes the course.
- Return failed permits to driver licensing within 3 business days after the student fails.
- Copy initial list to the State Department of Education within 10 days after the class begins. (Fax 334-3484)
- Copy final list to SDE with Claim for Reimbursement.

11C-10055L  
Effective 5/24/05

PUBLIC SCHOOL STUDENT LIST FOR DRIVER EDUCATION

District Name		Class Start Date		Class End Date		Scheduled Class End Date		Instructor(s) Behind-the-Wheel			
Jeome School District Number 261		2 / 22 / 08		5 / 16 / 08				Mary Bubak			
Instructor(s) Classroom:		STUDENT NAME		Birth Date	SEX	AGE	COMPLETED HOURS		For Driver Education Use Only		
Mary Bubak		Last	First	Middle			CLASS ROOM	BTW	OBS	IN or OUT	Incomplete
1	VG4735496	MIRANDA	JOSHUA	ANDREW	M	16					
2	VG478526A	POWELL	KENNETH	JAKE	M	14 1/2					
3	VG478572B	RAMIREZ	LILIANA		F	16					
4	VG473561F	RIDGWAY	NICOLE	ANNE	F	15 1/2					
5	VG473560H	RIDGWAY	TARA	JAYE	F	15 1/2					
6	VG473565I	SANDOUAL	MARTIN	ARMANDO	M	16					
7	VG478549I	SAYLOR	KAIELA	MARIE	F	16 1/2					
8	VG473002I	SEDANO-POPOCA	KATO		M	16					
9	VG473563B	SPITZ	CHRISTOPHER	JAY	M	16					
10	VG472212H	THOMASON	SHARISSA	RUTHANNA	F	16 1/2					
11	VG478580B	THOMPSON	MATTHEW	MICHAEL	M	15 1/2					
12	VG473613B	BLACK	JAMIE	ELIZABETH	F	14 1/2					
13	VG473589F	WATKINS	KEELEY	PATRICIA	F	15 1/2					
14	VG473564K	WOODCOCK	CHRISTINE	M	F	16 1/2					
15	VG473607H	ANDERSON	GREYDEN	KYLE	M	15 1/2					
16	VG470707E	REECE	STEPHANIE	ELIZABETH	F	15 1/2					

This student list is true and correct to the best of my knowledge and belief  
 Mary Bubak  
 → Copy final list to local driver licensing agency within 3 business days after the student completes the course.  
 → Return Failed permits to driver licensing within 3 business days after the student fails.  
 → Copy initial list to the State Department of Education within 10 days after the class begins. (Fax 334-3484)  
 → Copy final list to SDE with Claim for Reimbursement.

Petition to Annex a portion of Section 30 of Bonner County  
Residents into Lakeland Joint School District  
**\*\*Doing What Is Right For The Kids\*\***

Attention Joan:

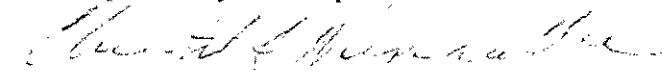
2/29/08

As per our phone conversations, I am faxing you the information I have compiled regarding including the portion of section 30, know as St. Germaine Road into the proposed annexation area. I have included maps from both districts, West Bonner County 83 and Lakeland Joint School District 272. I have also included maps of how the proposed area would tie into the existing proposed area. I have, for purposes of clarity drawn a line around all the parcels which have access off of St. Germaine, however, I have had recommendations from the school districts to possibly only include the south portion of St. Germaine, making the road the actual boundary line. I am leaving this decision up to the State Board at this time. I have also included the school district letters and petition papers.

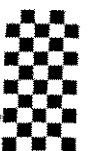
Currently there are only two families with children located on St. Germaine, all currently already attending Lakeland School District at this time. Both families live on the south side of St. Germaine.

Please let me know if you have any further questions. If possible, I would like to be included on the agenda for the April 17 and 18 State School Board meetings. I am currently on both school district meetings to be held March 10 and 12.

Thank you for your help and time in this matter,



Chris Nunnallee  
PO Box 0828  
Spirit Lake, ID 83869  
(208) 661-2464



Petition to Annex a portion of Section 30 of Bonner County  
Residents into Lakeland Joint School District  
**\*\*Doing What Is Right For The Kids\*\***

**Petition Summary and Background:** The petition is to request annexation of ST. Germaine Road residents only located in a portion of section 30 to the Lakeland Joint School District #272. This petition can only be signed by Bonner County registered voters in 04W, Section 30, St. Germaine Road.

**Legal Property Description:** The legal description of the properties to be annexed and excised from the West Bonner School District No.83 to the Lakeland Joint School District No. 272 are as follows: Parcels of land located in the Northeast quarter of Section 30, Township 54 North, Range 4 West of the Boise Meridian, Bonner County Idaho; Except the North half of the Northeast quarter.

**Action Petitioned For:** We the undersigned, are concerned citizens who urge the STATE BOARD of EDUCATION to act now by listening to the People, hear our concerns for the well being of our children, and send the annexation request to Vote! Our children's future depends on it!



**Petition to Annex a portion of section 30 of Bonner  
County residents into Lakeland Joint School District  
#272**

**\*\*Doing What Is Right For The Kids\*\***

Printed Name	Signature	Address	Phone
1 Christel Nunnallee	<i>Christel Nunnallee</i>	82 St. Germaine	661-7464
2 JOHN MOEARLE	<i>John Moearle</i>	357 St. Germaine	623-2513
3 BARBARA MOEARLE	<i>Barbara Moearle</i>	357 St. Germaine	623-2513
4 Barbara Sinsley	<i>Barbara Sinsley</i>	188 St. Germaine	623-2845
5 James A Sinsley	<i>James A Sinsley</i>	198 St Germaine	623-2845
6 Thomas B Cowley	<i>Thomas B Cowley</i>	168 St Germaine Rd	623-6231
7 Debra D Cowley	<i>Debra D Cowley</i>	168 Germaine Rd	623-6231
8 Anne Coscarone	<i>Anne Coscarone</i>	768 Spring Lake Cir	623-7113
9 Rose Wandaus	<i>Rose Wandaus</i>		
10			
11			
12			

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008



LAKELAND SCH

PAGE 01/01

**LAKELAND JOINT SCHOOL DISTRICT #272**  
15506 N. Washington Street P.O. Box 39  
Rathdrum, Idaho 83858

Phone: 208.687.0431 Fax: 208.687.1884 Web: [Lakeland272.org](http://Lakeland272.org)


March 11, 2008

Joan MacMillan  
Idaho State Department of Education  
P.O. Box 83720  
Boise, ID 83720

Dear Ms. MacMillan,

At their regularly scheduled meeting on March 10, 2008, the Board of Trustees of Lakeland Joint School District 272 considered an annexation petition presented by Ms. Chris Nunnalee. Although the Board was sympathetic to Ms. Nunnalee's situation, there was a great deal of concern about additional problems this annexation would create, especially as more residents move into the area and try to determine which school district their children attend. The northern border of the Lakeland district (and southern boundary of the West Bonner district) would be drawn in a very haphazard manner. In addition, it appears the petition is lacking some of the required elements of Idaho Code 33-308. The Board does understand Ms. Nunnalee has tried to expedite this petition to align with a previous annexation/excision request, but they do not feel this has allowed for sufficient consideration and research. For these reasons and others, the Board of Trustees of Lakeland Joint School District voted unanimously to oppose the petition moving forward at this time. Please feel free to contact me if you have additional questions.

Sincerely,

  
Charles Kinsey,  
Superintendent of Schools

C: Chris Nunnalee

Mike McGuire, Superintendent  
West Bonner County School District



**WEST BONNER COUNTY SCHOOL DISTRICT NO. 83**  
221 Main Priest River, Idaho 83856  
Phone: 208-448-4439 Fax: 208-448-4629  
[www.sd83.k12.id.us](http://www.sd83.k12.id.us)

March 14, 2008

The Idaho State Board of Education  
P.O. Box 83720  
Boise, ID 83720-0027

**Re: Annexation Proposal between Lakeland Joint School District  
#272 and West Bonner County School District #83.**

Dear Board Members,

At their regularly scheduled meeting on March 12, 2008, the Board of Trustees of West Bonner County School District #83 considered an annexation petition presented by Kris Nunnalee.

The Trustees voted unanimously to oppose the petition at this time. They will wait for notification of a new hearing with the Lakeland School District.

Please contact me if you have any additional questions.

Respectfully Submitted,

A handwritten signature in cursive script that reads "Leonard E. Parenteau".

Leonard E. Parenteau  
Chairman of the Board

A handwritten signature in cursive script that reads "Michael McGuire".

Michael McGuire  
Superintendent of Schools

BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition dated 2/29/08 )  
Requesting the annexation of territory from )  
West Bonner County School District No. 83.)  
)  
)  
To the )  
)  
)  
)  
Lakeland Joint School District # 272. )  
)  
)  
District. )  
\_\_\_\_\_ )

**NOTICE OF SCHEDULING  
& STATUS CONFERENCE  
BY TELEPHONE**

NOTICE IS HEREBY GIVEN that a scheduling conference will be held via telephone on Friday, April 25, 2008 at 10:00 a.m. for purposes of determining the present status of this matter and for choosing a mutually agreeable date and time for a hearing in this matter.

The Hearing Officer, Edwin L. Litteneker, will initiate the call in this matter to Charles Kinsey at (208) 687-0431, Mike McGuire at (208) 448-4439 ext. 226 and to Chris Nunnallee at (208) 661-2464.

DATED this 17 day of April 2008.



Edwin L. Litteneker  
Hearing Officer

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document was:

Mailed by regular first class mail,  
And deposited in the United States  
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Sent by facsimile

Sent by email

Sent by Federal Express, overnight  
Delivery

Hand delivered

To: Charles Kinsey  
Lakeland Joint School District No. 272  
P.O. Box 39  
Rathdrum, Idaho 83858

Mike McGuire  
West Bonner County School District No. 83  
P.O. Box 2531  
Priest River, Idaho 83856

Chris Nunnallee  
P.O. Box 0828  
Spirit Lake, Idaho 83869

On this 17 day of April 2008.



Edwin L. Litteneker

STATE DEPARTMENT OF EDUCATION

AUGUST 21-22, 2008

LAKELAND JOINT SCHOOL DISTRICT #272

15506 N. Washington Street P.O. Box 39

Rathdrum, Idaho 83858

Phone: 208.687.0431 Fax: 208.687.1884 Web: Lakeland272.org



April 25, 2008

Edwin L. Litteneker, Hearing Officer  
P.O. Box 321  
Lewiston, ID 83501

Dear Mr. Litteneker,

After review of the petition for annexation/excision and our telephone conversation this morning, I have significant concerns about the appropriateness of continuing with a hearing. The Lakeland Board of Trustees did receive the petition on March 10, and you are in receipt of my letter to the State Department of Education dated March 11, 2008. In presentation to the Board and in the actual petition, the territory requested to be annexed/excised is not fully delineated; thus who is impacted and may want to attend the hearing is not clear. I understand that Ms. Nunnalee was attempting to allow the decision about the northern boundary of this area to be flexible, but it has resulted in many questions. In addition, without a clear legal description, the requirements of Idaho Code 33-308 do not appear to have been met.

In summary, it would be inappropriate to hold a public hearing until the requirements of Idaho Code 33-308 are met. This would include a clear "legal description of the area proposed to be excised from one district and annexed to another...". This description in final form as a part of a complete petition should be presented to the Boards of Trustees of both school districts. As of this date the Boards have not seen, or acted on, a petition that meets all requirements of Idaho Code. Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads 'Charles Kinsey'.

Charles Kinsey,  
Superintendent of Schools

C: Chris Nunnalee  
Mike McGuire, Superintendent  
West Bonner County School District  
Joan MacMillan  
Idaho State Department of Education

APR 26 2008



**WEST BONNER COUNTY SCHOOL DISTRICT NO. 83**  
221 Main Priest River, Idaho 83856  
Phone: 208-448-4439 Fax: 208-448-4629  
[www.westbonnerschools.org](http://www.westbonnerschools.org)

April 25, 2008

Edwin L. Litteneker  
Attorney at Law  
Hearing Officer  
P.O. Box 321  
Lewiston, ID 83501

Re: **Annexation Proposal between Lakeland Joint School District #272 and West Bonner County School District #83.**

Dear Attorney Litteneker,

As a result of the April 25, 2008 conference call, the West Bonner County Board of Trustees would like to express its objections to the Annexation Proposal as presented by Chris Nunnalee.

The Proposal does not have a specific legal description which identifies what boundaries are being considered for the purpose of annexation. We believe a more identifiable boundary must be established before moving forward.

Please contact me if you have any additional questions.

Respectfully Submitted,

A handwritten signature in black ink that reads "Michael McGuire". The signature is written in a cursive style.

Michael McGuire  
Superintendent of Schools  
West Bonner County School District #83

APR 26 2008

BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition dated 2/29/08 )  
Requesting the annexation of territory from )  
West Bonner County School District No. 83, )  
)  
To the )  
)  
)  
Lakeland Joint School District No. 272, )  
)  
\_\_\_\_\_ )

**NOTICE OF HEARING &  
PRE HEARING ORDER**

The parties participated in a telephone conference call on the 25<sup>th</sup> day of April 2008, conducted by the designated Hearing Officer, Edwin L. Litteneker.

Participating were Charles Kinsey, on behalf of the Lakeland Joint School District, Mike McGuire on behalf of the West Bonner County School District and Chris Nunnallee on behalf of the Petitioners.

The petitioners have presented to the School Board of the West Bonner County School District No. 83 and the Lakeland School District No. 272 a petition to excise territory presently within the West Bonner County School District and annex the territory into the Lakeland School District pursuant to Idaho Code § 33-308.

Based upon discussions with the parties, the following Notice of Hearing & Pre-Hearing Order is entered;



STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

That the Hearing in this matter shall commence on Thursday, May 22, 2008. The hearing will begin at 7:00 p.m. The Hearing will be held at Spirit Lake Elementary, 32605 N. 5<sup>th</sup>, Spirit Lake, Idaho 83869.

The hearing will be electronically recorded by the Hearing Officer. If a court reporter is requested the expense shall be born by the party making the request.

The petitioners shall present any appropriate and relevant information for the Hearing Officer's considerations. Such information can be submitted verbally or in a written statement signed by the person making the statement and include the address of the person making the statement.

The School Districts will respond to any of the information presented should the District determine that a response is appropriate.

The Petitioners will make this Notice of Hearing available to the patrons within the area to be excised and annexed.

Individual contact with the Hearing Officer is discouraged. Any matter requiring additional discussion may be scheduled by contacting the Hearing Officer at [ed@littenekerlaw.com](mailto:ed@littenekerlaw.com) or by calling the Hearing Officer at 208-746-0344.

DATED this 25<sup>th</sup> day of April 2008.



---

Edwin L. Litteneker  
Hearing Officer

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document was:

Mailed by regular first class mail.  
And deposited in the United States  
Post Office

Sent by facsimile.

Sent by Federal Express, overnight  
Delivery

Hand delivered

To: Charles Kinsey  
Lakeland Joint School District No. 272  
P.O. Box 39  
Rathdrum, Idaho 83858

Mike McGuire  
West Bonner County School District No. 83  
P.O. Box 2531  
Priest River, Idaho 83856

Chris Nunnallee  
P.O. Box 0828  
Spirit Lake, Idaho 83869

On this 25<sup>th</sup> day of April 2008.



Edwin L. Litteneker

RECEIVED  
APR 28 2008

Petition to Annex a portion of Section 30 and 29 of Bonner  
County Residents into Lakeland Joint School District #272

**\*\*Doing What Is Right For The Kids\*\***

Attention Chuck:

4/28/08

As per our phone conversations, and our meeting out at St. Germaine, I am forwarding you the information I have complied regarding including the portion of Section 30, know as St. Germaine Road and three parcels located in Section 29 into the proposed annexation area. As per conversations I have gone ahead and revised the proposed north and east border to be more contiguous with the existing proposed annexation area that Tonya Reed is pursuing. I feel that this does make more sense, I have given it a lot of thought and also based on my conversations and my meeting with you decided that this new border the most sense. It encompasses all the residents located off of St.Germaine as well as the 3 parcels located directly across Spirit Lake Cut Off, but does not extend all the way to the next road which would be Ediah Road. I think that this line would make it clear to both school districts where the line is, make bus transportation easier to figure out and make a straighter north border line matching into Tonya Reed's original proposal.

Currently there are only two families with children located on St. Germaine, all currently already attending Lakeland School District at this time. Both families live on the south side of St. Germaine. This new proposed border would still include those original families, plus add one more with no children. The other parcels located in this area are vacant land.

Please let me know if you have any other questions. I would like to be included in your May 14<sup>th</sup> School Board Meeting and would like to proceed with the hearing scheduled for this. I am revising the legal also and should have that to you tomorrow.

Thank you for your help and time in this matter,



Chris Nunnallee

PO Box 0828

Spirit Lake, ID 83869 (208) 661-2464

Petition to Annex a portion of Section 30 and 29 of Bonner  
County Residents into Lakeland Joint School District #272  
**\*\*Doing What Is Right For The Kids\*\***

**Petition Summary and Background:** The petition is to request annexation of St. Germaine Road residents located in a portion of Section 30 and 3 parcels adjoining St. Germaine located in Section 29 to the Lakeland Joint School District #272. This petition can only be signed by Bonner County registered voters in 04W, Section 30, St. Germaine Road and these 3 parcels in Section 29.

**Legal Property Description:** The legal description of the properties to be annexed and excised from the West Bonner School District No.83 to the Lakeland Joint School District No. 272 are as follows: All parcels of land located in the Northeast quarter of Section 30, Township 54 North, Range 4 West of the Boise Meridian, Bonner County Idaho; Except the North half of the Northeast quarter together with parcels located in Section 29, Township 54 North, Range 4 West southwest  $\frac{1}{4}$ , northwest  $\frac{1}{4}$ , except South  $\frac{1}{2}$ , South  $\frac{1}{2}$ , Southwest  $\frac{1}{4}$ , Northwest  $\frac{1}{4}$  AND South  $\frac{1}{2}$ , South  $\frac{1}{2}$ , Northwest  $\frac{1}{4}$ , Northwest  $\frac{1}{4}$ .

**Action Petitioned For:** We the undersigned, are concerned citizens who urge the STATE BOARD of EDUCATION to act now by listening to the People, hear our concerns for the well being of our children, and send the annexation request to Vote! Our children's future depends on it!

**Petition to Annex sections of Bonner County residents  
into Lakeland Joint School District #272  
\*\*Doing What Is Right For The Kids\*\***

	Printed Name	Signature	Address	Phone
1	Christel Nunnallee	<i>Christel Nunnallee</i>	82 St. Germaine	661-2464
2	John MOEHRLE	<i>John Moehle</i>	357 ST. Germaine	623-2513
3	BARBARA MOEHRLE	<i>Barbara Moehle</i>	357 ST. GERMAINE	623-2513
4	Barbara Sinsley	<i>Barbara L. Sinsley</i>	188 St. Germaine	623-2848
5	JAMES A. SINSLEY	<i>James A. Sinsley</i>	188 St. Germaine	623-28
6	THOMAS B. CONLEY	<i>Thomas B C</i>	168 St Germaine Rd	623-6231
7	Debra D Woodley	<i>Debra D Woodley</i>	168 St Germaine R	6236231
8	ELAINE COSBOENE	<i>Elaine Cosboene</i>	768 SPIRIT LAKE CUTOFF	20862345
9	Dale Hannahs	<i>Dale Hannahs</i>	82 St. Germaine	661-2464
10				
11				
12				



STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008



LAKELAND JOINT SCHOOL DISTRICT #272  
15506 N. Washington Street P.O. Box 39  
Rathdrum, Idaho 83858

Phone: 208.687.0431 Fax: 208.687.1884 Web: [Lakeland272.org](http://Lakeland272.org)

April 30, 2008

Edwin L. Litteneker, Hearing Officer  
P.O. Box 321  
Lewiston, Idaho 83501

Dear Mr. Litteneker,

On April 28, 2008, Chris Nunnallee provided me with a copy of a new map of areas proposed for annexation and a letter of explanation. I asked for the complete petition and legal description. She indicated that these items would be provided. Assuming all items are provided, the petition will be presented to the Lakeland Board of Trustees on May 12, 2008. This new information clears up the concern about the intent for the exact location of the boundary, but it may further "muddy" the existing process. The new map includes the area of the original petition and additional areas that were not a part of the original.

Please advise as to your intent pertaining to the hearing scheduled for May 22, 2008, at Spirit Lake Elementary.

Sincerely,

A handwritten signature in cursive script that reads "Charles Kinsey".

Charles Kinsey,  
Superintendent of Schools

C: Joan MacMillan  
Idaho State Department of Education

Enc: Letter, Map

MAY 01 2008

STATE DEPARTMENT OF EDUCATION

AUGUST 21-22, 2008

LAKELAND JOINT SCHOOL DISTRICT #272

15506 N. Washington Street P.O. Box 39

Rathdrum, Idaho 83858

Phone: 208.687.0431 Fax: 208.687.1884 Web: [Lakeland272.org](http://Lakeland272.org)



May 13, 2008

Joan MacMillan  
Idaho State Department of Education  
P.O. Box 83720  
Boise, ID 83720

Dear Ms. MacMillan,

At their regularly scheduled meeting on May 12, 2008, the Board of Trustees of Lakeland Joint School District reviewed a petition for annexation of property in sections 29 and 30 (54N Range 4W) of Bonner County to Lakeland Joint School District #272 and excision from West Bonner County School District #83. The petition was presented to the Board of Trustees by Ms. Chris Nunnallee. Although a significant portion of the property was included in a previous petition from Ms. Nunnallee, this was presented and treated as a new petition and a replacement of the former petition. The Board did vote to take "no position" on the petition at this time. The Board could take a position either in favor of, or opposed to, at a later date as the process continues. The Board also acknowledges that this petition will not meet the requirements of Idaho Code 33-308 if the annexation/excision proposed by Ms. Tonya Reed is not approved by voters on June 17, 2008.

The Board appreciates your helpfulness in resolving confusion about the status of this and previous petitions.

Sincerely,

A handwritten signature in cursive script that reads "Charles Kinsey".

Charles Kinsey,  
Superintendent of Schools

Enc: Petition and accompanying information (Ms. MacMillan only)

C: Mike McGuire, Superintendent  
West Bonner County School District

Chris Nunnallee



BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition dated 2/29/08 )  
Requesting the annexation of territory from )  
West Bonner County School District No. 83.)

NOTICE VACATING HEARING

To the )  
)  
)  
Lakeland Joint School District # 272. )  
)  
District. )

NOTICE IS HEREBY GIVEN that the hearing currently set in this matter for Thursday May 22, 2008 at 7:00 p.m., is vacated based upon the fact that at this time the subject property is not adjacent to the Lakeland Joint School District. An election is pending to annex adjacent property to the Lakeland School District and it would be inappropriate for this matter to be heard until a decision has been made on whether the subject property is adjacent to the Lakeland School District.

DATED this 20 day of May 2008.



Edwin L. Littenecker  
Hearing Officer

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document was:

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And deposited in the United States  
Post Office

Sent by facsimile

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Sent by Federal Express, overnight  
Delivery

Hand delivered

To: Charles Kinsey  
Lakeland Joint School District No. 272  
P.O. Box 39  
Rathdrum, Idaho 83858  
Fax # (208) 687-1884

Mike McGuire  
West Bonner County School District No. 83  
P.O. Box 2531  
Priest River, Idaho 83856  
Fax # (208) 448-4629

Chris Nunnallee  
P.O. Box 0828  
Spirit Lake, Idaho 83869

On this 20 day of May 2008.



Edwin L. Litteneker



**WEST BONNER COUNTY SCHOOL DISTRICT NO. 83**  
221 Main Priest River, Idaho 83856  
Phone: 208-448-4439 Fax: 208-448-4629  
[www.sd83.k12.id.us](http://www.sd83.k12.id.us)

May 23, 2008

The Idaho State Board of Education  
P.O. Box 83720  
Boise, ID 83720-0027

Re: **Annexation Proposal between Lakeland Joint School District #272 and West Bonner County School District #83.**

Dear Board Members,

At their regularly scheduled meeting on May 21, 2008, the Board of Trustees of West Bonner County School District #83 considered the revised annexation petition presented by Kris Nunnalee.

The Trustees voted unanimously to take a neutral position on the petition at this time.

Please contact me if you have any additional questions.

Respectfully Submitted,

A handwritten signature in cursive script that reads "Leonard E. Parenteau".

Leonard E. Parenteau  
Chairman of the Board

A handwritten signature in cursive script that reads "Michael McGuire".

Michael McGuire  
Superintendent of Schools

cc: Edwin L. Litteneker  
Attorney at Law  
Hearing Officer  
P.O. Box 321  
Lewiston, ID 83501

BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition dated 2/29/08 )  
Requesting the annexation of territory from )  
West Bonner County School District No. 83.)  
 )  
 )  
To the )  
 )  
 )  
Lakeland Joint School District # 272. )  
 )  
 )  
District. )  
\_\_\_\_\_ )

NOTICE OF SCHEDULING  
& STATUS CONFERENCE  
BY TELEPHONE

NOTICE IS HEREBY GIVEN that a scheduling conference will be held via telephone on Wednesday, July 2, 2008 at 9:00 a.m. for purposes of determining the present status of this matter and for choosing a mutually agreeable date and time for a hearing in this matter.

The Hearing Officer, Edwin L. Litteneker, will initiate the call in this matter to Lakeland School District at (208) 687-0431. Mike McGuire at (208) 448-4439 ext. 226 and to Chris Nunnallee at (208) 661-2464.

DATED this 25 day of June 2008.



Edwin L. Litteneker  
Hearing Officer

NOTICE OF SCHEDULING  
& STATUS CONFERENCE  
BY TELEPHONE

I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
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To:

Lakeland Joint School District No. 272  
P.O. Box 39  
Rathdrum, Idaho 83858

Mike McGuire  
West Bonner County School District No. 83  
P.O. Box 2531  
Priest River, Idaho 83856

Chris Nunnallee  
P.O. Box 0828  
Spirit Lake, Idaho 83869

On this 25 day of June 2008.



Edwin L. Litteneker

BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition dated 2/29/08 )  
Requesting the annexation of territory from )  
West Bonner County School District No. 83.)  
)  
)  
To the )  
)  
)  
Lakeland Joint School District No. 272. )  
)  
\_\_\_\_\_ )

**NOTICE OF HEARING &  
PRE HEARING ORDER**

The parties participated in a telephone conference call on the 2<sup>nd</sup> day of July 2008, conducted by the designated Hearing Officer, Edwin L. Litteneker.

Participating were Tom Taggart, on behalf of the Lakeland Joint School District, Mike McGuire on behalf of the West Bonner County School District and Chris Nunnallee on behalf of the Petitioners.

The petitioners have presented to the School Board of the West Bonner County School District No. 83 and the Lakeland School District No. 272 a petition to excise territory presently within the West Bonner County School District and annex the territory into the Lakeland School District pursuant to Idaho Code § 33-308.

Based upon discussions with the parties, the following Notice of Hearing & Pre-Hearing Order is entered;

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

That the Hearing in this matter shall commence on Tuesday, July 15, 2008. The hearing will begin at 6:00 p.m. The Hearing will be held at Spirit Lake Elementary, 32605 N. 5<sup>th</sup>, Spirit Lake, Idaho 83869.

The hearing will be electronically recorded by the Hearing Officer. If a court reporter is requested the expense shall be born by the party making the request.


The petitioners shall present any appropriate and relevant information for the Hearing Officer's considerations. Such information can be submitted verbally or in a written statement signed by the person making the statement and include the address of the person making the statement.

The School Districts will respond to any of the information presented, should the District determine that a response is appropriate.

The Petitioners will make this Notice of Hearing available to the patrons within the area to be excised and annexed.

Individual contact with the Hearing Officer is discouraged. Any matter requiring additional discussion may be scheduled by contacting the Hearing Officer at [ed@littenekerlaw.com](mailto:ed@littenekerlaw.com) or by calling the Hearing Officer at 208-746-0344.

DATED this 2 day of July 2008.

  
\_\_\_\_\_  
Edwin L. Litteneker  
Hearing Officer

I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document was:

X Mailed by regular first class mail,  
And deposited in the United States  
Post Office

\_\_\_\_\_ Sent by facsimile.

\_\_\_\_\_ Sent by Federal Express, overnight  
Delivery


\_\_\_\_\_ Hand delivered

To: Tom Taggert  
Lakeland Joint School District No. 272  
P.O. Box 39  
Rathdrum, Idaho 83858

Mike McGuire  
West Bonner County School District No. 83  
221 Main Street  
Priest River, Idaho 83856

Chris Nunnallee  
P.O. Box 0828  
Spirit Lake, Idaho 83869

On this 2 day of July 2008.

  
\_\_\_\_\_  
Edwin L. Littenecker



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**STATE DEPARTMENT OF EDUCATION**  
**AUGUST 21-22, 2008**

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**SUBJECT**

Excision and Annexation of Land from Kuna Joint School District to Meridian Joint School District

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-308, Idaho Code;  
IDAPA 08.02.01.050, Rules Governing Administration

**BACKGROUND/DISCUSSION**

Section 33-308 of Idaho Code prescribes the procedure for excision and annexation of land from one school district to another. The Meridian Joint School District Board of Trustees has transmitted the proposal and petition containing the required documents which is submitted to the State Board of Education approval. If the proposal is approved, it will be sent to the electors of the area affected.

Michael Rothwell, the petitioner, moved his family in November 2005 into their house on East Vantage Point Lane. In October 2005 Mr. Rothwell received incorrect information from the Meridian School District that this property was in the Meridian School District and because of this error the Meridian School District later agreed to accept his children through open enrollment. Mr. Rothwell's children and the other children affected by this petition currently attend the Meridian School District; however, the families are responsible for transporting their children to and from school. This has become costly and inconvenient for the family prompting Mr. Rothwell to initiate this petition to alter the boundaries of the school districts to excise three parcels from the Kuna School District and annex them into the Meridian School District. The Kuna School District opposes the transfer, and the Meridian School Districts supports the transfer based solely on the misinformation given to Mr. Rothwell before he purchased his home. The Meridian School District notes their approval is not an indication of a desire to approve annexation requests in the future.

Pursuant to IDAPA 08.02.01.050 a hearing officer was appointed to review the request and a public hearing was held. The hearing officer recommends denial of the petition. The hearing officer concluded that it is an unfortunate circumstance which resulted from incorrect information and human error; however, the Kuna School District was never consulted about the district boundaries prior to the Rothwell's purchase, and in fact, would not have enrolled their daughter for the 2006-2007 school year if the Rothwell home had not been in the Kuna School District. The hearing officer further concludes it would set a bad precedent to allow three homes out of a sixteen home subdivision to be transferred. This boundary change would result in even greater confusion and problems in the future.

**STATE DEPARTMENT OF EDUCATION**  
**AUGUST 21-22, 2008**

---

**IMPACT**

If approved the property transfer will be voted on by the electors in the effected area.

**ATTACHMENTS**

Attachment 1 – Hearing Officer Findings and Recommendation

Page 3

**BOARD ACTION**

A motion to accept the findings and conclusions in the recommended order issued by the hearing officer and to deny the petition for the excision and annexation of property from Kuna Joint School District to Meridian Joint School District.

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

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

---

JEAN R. URANGA  
Hearing Officer  
714 North 5th Street  
P.O. Box 1678  
Boise, Idaho 83701  
Telephone: (208) 342-8931  
Facsimile: (208) 384-5686  
Idaho State Bar No. 1763

BEFORE THE IDAHO DEPARTMENT OF EDUCATION

In the Matter of the Petition )  
of: )  
KUNA JOINT SCHOOL DISTRICT #3 ) **FINDINGS OF FACT, CONCLUSIONS**  
-vs- ) **OF LAW AND RECOMMENDED ORDER**  
MERIDIAN JOINT SCHOOL DISTRICT )  
#2, )  
\_\_\_\_\_ )

This matter is before the Hearing Officer based upon the Petition of Michael Rothwell, which was also signed by Thayne Fisher and Steven Case. An evidentiary hearing on the Petition was conducted May 29, 2008, at 1:30 p.m. Jay Hummel, Superintendent of the Kuna School District, appeared representing the Kuna School District. Bruce Gestrin, Assistant Superintendent for the Meridian School District, appeared representing the Meridian School District. Michael Rothwell appeared representing himself.

**FINDINGS OF FACT**

The written petition and Mr. Rothwell's testimony reveals he purchased a home on Vantage Pointe Lane in November, 2005. Mr. Rothwell has four children whose current ages are 7, 11, 13 and 16.

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER - 1

Prior to purchasing their home, Mr. Rothwell's children were attending school in the Kuna School District and the Rothwell family was looking for a new home in the Kuna School District. However, some of the children were unhappy with their schools and the family decided to look for a new house in the Meridian School District.

The Rothwells found a home on Vantage Pointe Lane which they liked. Prior to purchasing the home, Mr. Rothwell emailed three schools in the Meridian School District, including Lake Hazel Elementary, Lake Hazel Middle School and Mountain View High School in early October, 2005. All three Meridian schools advised Mr. Rothwell the home was in the Meridian School District. Copies of those emails are attached to Mr. Rothwell's Petition. In addition, the prior owner of the home advised Mr. Rothwell that his children attended Meridian schools and the realtor advised Mr. Rothwell the home was in the Meridian School District.

In February or March, 2006, Mr. Rothwell was informed his daughter was not in a Mountain View High School boundary. Rather, it was determined the Rothwell home on Vantage Pointe Lane was, in fact, in the Kuna School District.

Mr. Rothwell spoke with Eric Exline, who works for the Meridian School District. Since the Meridian School District officials were the ones who made the mistake, it was agreed that all of Mr. Rothwell's children could attend Meridian schools, but the District would not provide busing. Consequently, all four of the Rothwell children now attend Meridian schools, but Mr.

Rothwell's wife is required to provide all transportation. They found transporting the children is becoming costly. Consequently, he did some research and found the statute authorizing Petitions for Excision and Annexation.

Mr. Rothwell submitted his Petition and the required attachments. The Petition is marked for purposes of the record as Exhibit 1. It does not bear a date. The Petition was also signed by two other adjacent homeowners, Thayne Fisher and Steven Case. Steve Case has no children and Mr. Fisher has two children. One of the Fisher children attends Bishop Kelly and the other child, in the sixth grade, attends school in the Meridian district. Mr. Fisher provides transportation for his daughter to the Meridian school.

A review of the maps submitted by Mr. Rothwell with the Petition indicate the current boundary between the Kuna District and the Meridian District in the vicinity of Vantage Pointe Lane runs in a straight line east and west from west of Kuna Meridian Road over to Cloverdale Road. Vantage Pointe Lane forms part of the boundary. The proposed boundary change would move three homes into the Meridian School District from the Kuna School District. The section of Vantage Pointe Lane where the three properties are located is a cul-de-sac with sixteen lots in the existing subdivision. From the arial view maps submitted by Mr. Rothwell, it does not appear that all of those lots have been currently developed. Mr. Rothwell testified there is planned development of a subdivision north of Vantage Pointe Lane, which will be in the

Meridian School District, but those homes would not be in the same cul-de-sac where Mr. Rothwell resides.

Pursuant to the applicable statute, both the Meridian Joint School District No. 2 and the Kuna Joint School District No. 3 reviewed the Petition.

The Meridian Joint School District No. 2 submitted their response. (Exhibit 3.) They heard the Petition request March 18, 2008, and voted to approve the annexation request. (It should be noted their letter indicates the Petition was heard "March 18, 2001.") The Meridian District voted to approve the request "because the district had provided Mr. Rothwell with information indicating that the property in question, prior to its purchase, was provided by district staff." In their letter, the Meridian Board of Trustees expressed reservations about changing school boundaries without a compelling reason. In this case, they supported the request because it was a small geographic area and a small number of students being impacted. The change would also not have a significant impact on the tax base of either district. The Meridian Board expressed their opinion that future requests should not be granted if they are based primarily on economic reasons. They also concurred their approval should not be viewed as setting any kind of precedent or indication of a desire to approve annexation requests in the future.

The Kuna Joint School District No. 3 submitted their response to the State Board of Education by letter dated March 31, 2008. On March 11, 2008, Mr. Rothwell addressed the Board concerning his

requested annexation. The Board of Trustees of the Kuna School District No. 3 voted to reject the petition request. The Board minutes indicate the request was disapproved for the reason that the Kuna District did not wish to create exceptions and set precedent for boundary changes.

At the hearing, Mr. Hummel presented a written statement which was admitted as Exhibit A. He testified the current boundaries have been in place since the middle of the last century. Mr. Hummel expressed extreme concern about setting precedent in changing boundaries which have been in existence for many years. All parties concede the proposed boundary change does not in any way affect the bonded debt of either district. Mr. Hummel noted Mr. Rothwell's two younger children had attended Kuna Schools in the 2005-2006 school year and Mr. Rothwell left one of his daughters at Teed Elementary in the Kuna District for the 2006-2007 school year. Since Kiara could not have attended Teed Elementary for the 2006-2007 school year if she had not been in the Kuna District, Mr. Hummel contends Mr. Rothwell was fully aware of the boundary status. Mr. Hummel noted Mr. Rothwell did not contact any schools in the Kuna School District for clarification of their boundaries before buying the house. Mr. Hummel also noted that only three homes in a seventeen [sic] parcel subdivision were involved in the Petition. Mr. Hummel's proposed solution is that the Meridian School District continue to accept the children in the Meridian District on an open enrollment basis and provide transportation for the children.



Bruce Gestrin, testified for the Meridian School District. He stated they were not trying to expand their boundaries or their tax base. They did not seek the Petition and do not want to set precedent either. He conceded the issue is not about the quality of education since both Districts do an outstanding job. The Meridian District determined it was in the best interest of the children to allow them to continue in the Meridian schools. Since Meridian School District employees advised the Rothwells they were in the District, Meridian has been willing to accommodate them in their schools. Mr. Gestrin, upon questioning, indicated the Meridian District would look into the possibility of providing busing for the children.

#### CONCLUSIONS OF LAW

Idaho Code §33-308 provides the procedure for requesting excision and annexation of school district territory. Subsection (1) allows one-fourth or more of the school district electors, residing in an area of not more than 50 square miles, to petition for annexation of an area from one school district to another contiguous school district.

Idaho Code §33-308(4) provides that the State Board of Education shall approve the proposal if two conditions are met. First, the excision and annexation must be in the best interest of the children residing in the area described and second, excision must not leave a school district with a bonded debt in excess of the limit prescribed by law. If a proposal is approved, the matter is then submitted to the school district electors residing in the

area described.

All parties concede the proposed annexation has no effect on the bond indebtedness of either district. The administrative rules of the State Board of Education further clarify what criteria will be considered in determining the best interests of children residing in the area IDAPA 08.02.01. IDAPA 08.02.01.03.b sets forth four factors to be considered in determining the best interests of the children residing in the area described.

With respect to the first factor, no evidence was presented by any parties regarding the safety and distance of the children from the applicable schools.

With respect to the second factor, Mr. Rothwell testified his children are happier in the Meridian School District and it is costly for his family to transport the children. As noted, neither the Meridian District nor the Kuna District wish to set any kind of precedent. The Kuna District is opposed to the petition and Meridian District supported the petition only because it was their employees that made the mistake.

With respect to the third factor, no clear evidence was presented regarding the adjustment of the children to their home and neighborhood environment. Apparently, three of the four children have attended schools in the Meridian School District for two years and the third child has attended a Meridian school for one year.

With respect to the fourth factor, the evidence indicates that the Meridian School District, based upon their error, is willing to

and has accepted the children into its school district.

The Hearing Officer concludes that this is an unfortunate circumstance which resulted due to three separate schools within the Meridian School District providing incorrect information to Mr. Rothwell before purchasing his home. However, the Kuna School District was never consulted about the District boundaries prior to the Rothwells' purchase and, in fact, would not have enrolled Kiara Rothwell for the 2006-2007 school year if the Rothwells home had not been in the Kuna School District. It would be inappropriate to approve a change of school district boundaries any time a human error occurs.

The Hearing Officer further concludes that it would set a bad precedent to allow three homes out of a sixteen home subdivision to be excised and annexed into another district. All homes in the current subdivision and on the cul-de-sac in which the Rothwell home is located are in the Kuna School District. Further, all homes south of Vantage Pointe which will be built in the future will also be in the Kuna School District. Such a boundary change to move three lots into another district would result in even greater confusion and problems in the future.

**RECOMMENDED ORDER**

Based upon the foregoing, it is recommended that the Petition for Excision from the Kuna School District and Annexation to the Meridian School District be DENIED.

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

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DATED This 5<sup>th</sup> day of June, 2008.

  
JEAN R. URANGA  
Hearing Officer

CERTIFICATE OF MAILING

I HEREBY CERTIFY That on this 5<sup>th</sup> day of June, 2008, I served true and correct copies of the foregoing FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER by depositing copies thereof in the United States mail, postage prepaid, in envelopes addressed to:

Michael Rothwell  
3689 E. Vantage Pointe Lane  
Meridian, Idaho 83642

Susan Crew, Clerk  
Kuna Board of Trustees  
Kuna Joint School District No. 3  
1450 Boise Street  
Kuna, Idaho 83634

Trish Duncan, Clerk  
Clerk of the Board  
Joint School District No. 2  
1303 E. Central Drive  
Meridian, Idaho 83642

Joan MacMillan  
State Department of Education  
P.O. Box 83720  
650 West State Street, 2<sup>nd</sup> Floor  
Boise, Idaho 83720-0027

  
JEAN R. URANGA

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

---

JEAN R. URANGA  
Hearing Officer  
714 North 5th Street  
P.O. Box 1678  
Boise, Idaho 83701  
Telephone: (208) 342-8931  
Facsimile: (208) 384-5686  
Idaho State Bar No. 1763

BEFORE THE IDAHO DEPARTMENT OF EDUCATION

In the Matter of the Petition )  
of: )  
)  
KUNA JOINT SCHOOL DISTRICT #3 ) **CERTIFICATE OF RECORD**  
)  
-vs- )  
)  
MERIDIAN JOINT SCHOOL DISTRICT )  
#2, )  
\_\_\_\_\_ )

The Hearing Officer hereby certifies the record in the above-entitled case and hereby transmits the official record to:

Joan MacMillan  
State Department of Education  
P.O. Box 83720  
650 West State Street, 2<sup>nd</sup> Floor  
Boise, Idaho 83720-0027

Pursuant to Idaho Code §67-5249, the record includes the following:

- (1) All notices of proceedings, pleadings, motions, briefs, petitions and intermediate rulings in this case;
- (2) Evidence received or considered;
- (3) No statement of matters officially noticed was submitted by either party;

CERTIFICATE OF RECORD - 1

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

JEAN R. URANGA  
Hearing Officer  
714 North 5th Street  
P.O. Box 1678  
Boise, Idaho 83701  
Telephone: (208) 342-8931  
Facsimile: (208) 384-5686  
Idaho State Bar No. 1763

RECEIVED

JUN 06 2008

State Dept. of Education

BEFORE THE IDAHO DEPARTMENT OF EDUCATION

In the Matter of the Petition )  
of: )  
KUNA JOINT SCHOOL DISTRICT #3 )  
-vs- )  
MERIDIAN JOINT SCHOOL DISTRICT )  
#2, )  
\_\_\_\_\_ )

CERTIFICATE OF EXHIBITS

Jean R. Uranga, the Hearing Officer in the above-entitled matter, hereby certifies that copies of the following Exhibits were admitted into evidence at the hearing conducted in this matter on May 29, 2008:

DOCUMENTS SUBMITTED PRIOR TO HEARING		
Exhibit No.	Description	
1	Petition	Admitted
2	Kuna Joint School District #3 District Map	Admitted
3	Meridian Joint School District #2 letter dated March 21, 2008	Admitted
4	Kuna Joint School District #3 letter dated March 31, 2008	Admitted

CERTIFICATE OF EXHIBITS - 1

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

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EXHIBITS SUBMITTED AT THE HEARING		
Exhibit No.	Description	
A	Kuna Joint School District No. 3 School District Boundary Annexation Request dated May 29, 2008	Admitted
B	Email dated April 3, 2008 from Jay Hummel to Linda Clark re: busing boundaries	Admitted
C	Joint School District No. 2 Pupil Transportation Department busing schedule	Admitted



JEAN R. URANGA

The proposed change involves three homes, two of which have children. The current school district boundary ends right at the entrance to Vantage Pointe Lane. Due to a curve in the road, at present the homes built off Vantage Pointe Lane are in the Kuna School District. Future homes are planned off Vantage Pointe Lane, before the curve in the road, and they will be in the Meridian School District. So the homes built off this road will already be split between districts regardless of this change. As it is only three homes requesting this change, and they are closest to the homes that will be built and will belong to the Meridian School District, we believe this change will have little to no physical impact. Meridian buses currently drive past the lane every day, so there will be little, if any, impact to the bus route.

The reason this change is being requested is that one of the three homes was bought by a family with four children in November 2005. Because it was important that they purchase a home in the Meridian School District, they looked at the maps printed on the Meridian School district websites and knew that it was close to the border. The owners, BEFORE buying this home, contacted the Meridian District and were informed by three different employees in 3 different departments that the home was definitely in the Meridian School District (see attached email). The previous owner of the home said his children attended Meridian Schools and that the bus picked up/dropped off his children. Even with this assurance, the buyers did due diligence to verify the school district. Had they been informed by the Meridian School District that it was not in their district they would have NOT have purchased this home. Subsequently they bought this home during a high housing market time period and spent money and time improving the home and property. Some of the other home owners living on Vantage Pointe Lane were also told that they were in the Meridian School District upon buying their property. Until February of 2006, the Meridian School District believed that all these homes were in their boundaries. The children want to be in the Meridian School District and do not want to move again, having just adjusted after a traumatic move less than 2 years ago. However, the issues of busing, services, and sports are of great importance.

Of the 6 children this change affects, one attends Bishop Kelley and has no intentions of attending either school district affected by this change. While the change involves 5 children and 3 homes (only 2 of which have children), the effect upon the children and their families is of great impact. Both homes with children, in proposed area, are currently already attending schools in the Meridian School District. They cannot utilize busing and other services important to them because they are not officially in the school district. They cannot participate in the sports programs. Not having access to busing is a hardship, having a negative impact on the families, financially and in the amount of time needed to drop off/pick up the children from school. In addition, one family bought a home they would not have bought had it been known that it was not in Meridian School District.

We believe that the boundary change should be made because the homeowners looked beyond the fact that the home's MLS information listed Meridian as the school district and the fact that the previous home owners' children attended Meridian Schools and were picked up by the Meridian District school bus.



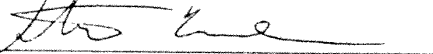




STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

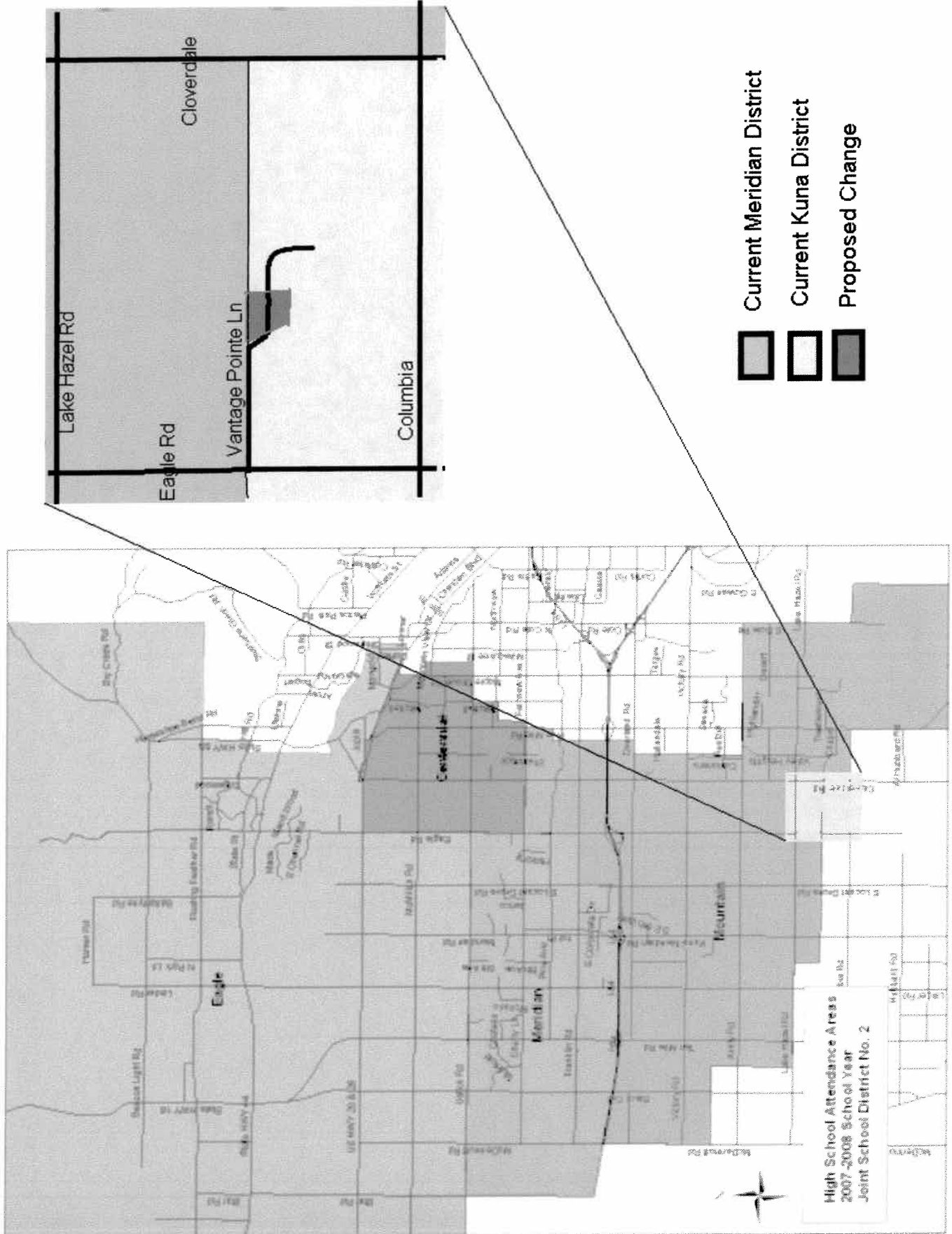
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In accordance with Idaho Statute 33-308, the undersigned petition for the annexation of property from Kuna School District to Meridian School district.

Name	Address	Signature
Michael Rothwell	3689 E. Vantage Pointe Ln Meridian, ID 83642	
Thayne Fisher	3690 E. Vantage Pointe Ln Meridian, ID 83642	
Steven Case	3652 E. Vantage Pointe Ln Meridian, ID 83642	


STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008





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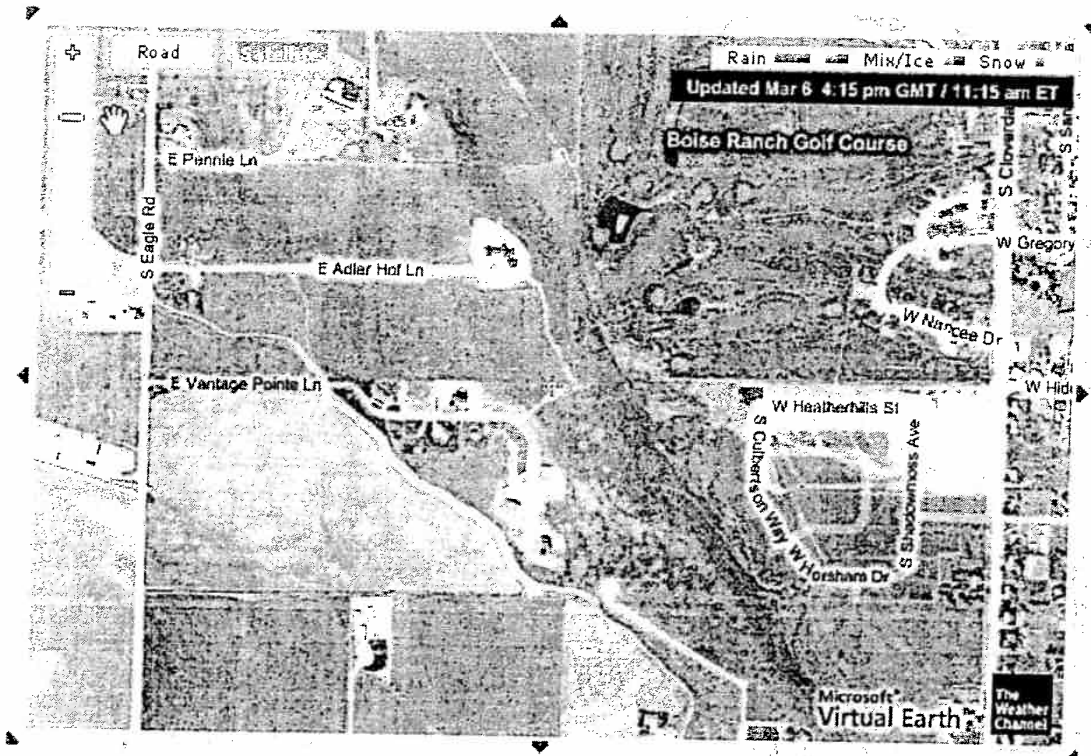
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[Points of Interest](#) | [Weather Layers](#) | [Transparency](#) | 40% In Motion | [◀](#) [▶](#) [⏪](#) [⏩](#)

Legal Description of proposed change:

Vantage Pointe Sub-division

Section: 2N1E04

Block: 1

Lots: 19, 04, 05

Parcel numbers: R8970710190, R8970710050, R8970710040,



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Address Search Results

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17 items found, displaying all items. 1

Parcel	Year	Address
<a href="#">R8970710030</a>	2007	E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710180</a>	2007	3727 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710110</a>	2007	3918 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710170</a>	2007	3765 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710060</a>	2007	3728 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710190</a>	2007	3689 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710090</a>	2007	3842 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710070</a>	2007	3766 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710160</a>	2007	3841 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710040</a>	2007	3652 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710080</a>	2007	3804 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710130</a>	2007	3994 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710120</a>	2007	3956 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710150</a>	2007	3917 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710100</a>	2007	3880 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710145</a>	2007	3955 E VANTAGE POINTE LN MERIDIAN ID 83642
<a href="#">R8970710050</a>	2007	3690 E VANTAGE POINTE LN MERIDIAN ID 83642

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*17 parcels*

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

---

Rothwell, Michael

---

From: SARAH STOBAUGH [SARAH.STOBAUGH@mail.sd01.k12.id.us]  
Sent: Tuesday, October 04, 2005 9:02 AM  
To: Rothwell, Michael  
Subject: Re: School boundaries

That address is in the Meridian School District, so you'll have to contact them to find out what school students would attend. Their telephone number is 888-6701.

>>> "Rothwell, Michael" <[michael.rothwell@hp.com](mailto:michael.rothwell@hp.com)> 10/4/2005 8:57 AM >>>  
I would like to know what school boudaries the following address falls in:

3689 E. Vantage Pointe Lane  
Meridian

Thank you.

Michael

Rothwell, Michael

---

From: nelsonb@meridianschools.org  
Sent: Wednesday, October 05, 2005 8:45 AM  
To: Rothwell, Michael  
Subject: Re: School boundaries

10/05/05

Good Morning Mr. Rothwell,

Yes. That address is Lake Hazel Middle School

Barb Nelson  
Counselor Secretary/Registrar

Subject: School boundaries  
Date sent: Tue, 4 Oct 2005 10:08:39 -0700  
From: "Rothwell, Michael" <michael.rothwell@hp.com>  
To: <nelsonb@meridianschools.org>

> I would like to know if the following address is within your school  
> boudaries:  
>  
> 3689 E. Vantage Pointe Lane  
> Meridian  
>  
> I thank you.  
>  
> Michael  
>  
>



**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

---

Rothwell, Michael

---

From: Renee [maherrl@meridianschools.org]  
Sent: Thursday, October 06, 2005 9:12 AM  
To: Rothwell, Michael  
Subject: (Fwd) (Fwd) School Boundaries

Mr Rothwell, I am the registrar at Mountain View High School. I looked at the map and called transportation to make sure you are in our boundaries. You are. If you have a new student, he or she will need to check out of the school they are attending now, bring the check out sheet, transcript, birth certificate, immunization records, and a proof of address with you when you come pick up a packet. We can make an appointment to see the counselor to make sure your student gets in the correct classes. Hope this helps.

Thanks.

Renee Maher  
Registrar  
MVHS

From: "Randy Fout" <four@meridianschools.org>  
To: maherrl@meridianschools.org  
Date sent: Wed, 05 Oct 2005 15:40:57 -0600  
Subject: (Fwd) School Boundaries  
Priority: normal

Renee, Can you answer this question??

Randy

I would like to know if the following address is within your school boundaries:

3689 E. Vantage Pointe Lane  
Meridian

Thank you.

Michael

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

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I spoke to you on the phone on Thursday 2/21 regarding an annexation from Kuna School District to Meridian School District. I believe that I have everything needed, according to Idaho Statutes. Please let me know when you receive this information and schedule me for the March School Board meeting. I would like to come to the meeting to answer any questions and present my information.

I can be reached at: 208.409.5256

Email: [marothwell@yahoo.com](mailto:marothwell@yahoo.com)

Please confirm by email when you receive this information.

Michael Rothwell.

**FEB 25 2008**

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

3/6/2008 9:08 51 AM

Kuna Joint School District #3  
District Map



EXHIBIT  
2



SUPERINTENDENT  
Dr. Linda Clark

# Joint School District No. 2

1303 E. Central Drive • Meridian, Idaho 83642 • (208) 855-4500 • Fax (208) 350-5962

March 21, 2008

Mr. Mike Rush  
Interim Executive Director  
State Board of Education  
650 W. State Street, Room 307  
Boise, Idaho 83720-0037

RECEIVED

MAR 24 2008

OFFICE OF THE IDAHO  
STATE BOARD OF EDUCATION

RE: Michael Rothwell's Petition for Excision and Annexation under Idaho Code 33-308

Dear Mr. Rush:

The Board of Trustees of Joint School District No. 2 received a petition from Michael Rothwell requesting the excision of three parcels of property from Joint School District No. 3 (the "Kuna School District") and annexation into Joint School District No. 2 (the "Meridian School District"). The requested property is located along the southern boundary of Joint School District No. 2 and includes three parcels of approximately 1.2 acres each. The parcel addresses are 3689, 3690 and 3653 East Vantage Pointe Lane, Meridian, Idaho 83642.

As prescribed in Idaho Code 33-308, each school board named in the petition shall provide the State Board of Education a recommendation regarding the petition request. The Joint School District No. 2 Board of Trustees heard the petition request on March 18, 2001, and by the vote of 4 to 1 the board approved the annexation request for the following reason:

- In his testimony, Mr. Rothwell explained his desire to reside in Joint School District No. 2 and described and documented the research he had done to identify which school district his property on East Vantage Pointe Lane was located in prior to purchasing the property. This research included e-mails to three schools in Joint School District No. 2, each of which indicated that the address (3689 East Vantage Pointe Lane) was in the same district. The Board of Trustees of Joint District No. 2 voted to approve the annexation request because the request meets all the requirements of Idaho Code 33-308 and because the district had provided Mr. Rothwell with information indicating that the property in question, prior to its purchase, was provided by district staff.

The Board of Trustees of Joint School District No. 2 also expressed reservations about changing school boundaries without a compelling reason to do so. In this case, the proposed annexation is a very small geographic area, the number of students being



impacted is small, and the change will not have a significant impact on the tax base of either district. The Board of Trustees expressed concerns about future requests that could have significant impact in the affected districts, or that could be requested primarily for economic, rather than student-driven, reasons. For these reasons the Board of Trustees of Joint School District No. 2 do not view this recommendation for approval as a precedent or indication of a desire to approve annexation requests in the future.

Sincerely,



Trish Duncan  
Clerk of the Board  
Joint School District No. 2

**Joint School District  
No. 2**

# Memo

**To:** Board of Trustees; Superintendent Dr. Linda Clark  
**From:** Eric Exline  
**CC:** Michal Rothwell  
**Date:** February 26, 2008  
**Re:** Annexation Request

---

The tax implication of the request to annex three properties into the Joint School District No. 2 from Joint School District No 3 are as follows:

Joint District No 2 Levy Rate: .00365

Joint District No. 3 Levy Rate: .00331

Each of the three homes requesting to be annexed into Joint School District No. 2 have taxable market values of approximately \$580,000. If this annexation request is approved, the taxes paid for education will increase by approximately \$200 per year.

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

KUNA JT. SCHOOL DISTRICT NO. 3

1450 Boise Street  
Kuna, Idaho 83634  
Phone: (208)922-1000  
FAX: (208)922-5646

Jay W. Hummel  
Superintendent

Wendy Johnson  
Administrator of Student Services

March 31, 2008

Mr. Mike Rush  
State Board of Education  
P.O. Box 83720  
Boise, Idaho 83720

RE: 33-308 Excision and Annexation of Territory

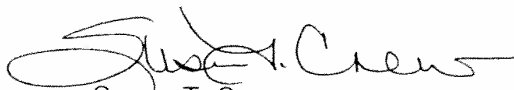
Dear Mr. Rush;

At our regular scheduled School Board meeting held on March 11, 2008, we were presented with a petition to excise from the Kuna Jt. School District No. 3 from Mr. Michael Rothwell, patron. After a discussion between the Board and Mr. Rothwell, the Board voted unanimously to reject the petition.

Per Idaho Code 33-308 I have enclosed a copy of his petition and an unofficial copy of the minutes from this meeting.

Please let me know if I can be of further assistance.

Respectfully,



Susan T. Crew  
Clerk, Kuna Board of Trustees

Enclosures

RECEIVED

APR 0 2008

OFFICE OF THE IDAHO  
STATE BOARD OF EDUCATION



*The Kuna School District inspires each student to become a lifelong learner and a contributing, responsible citizen.*

MINUTES OF A REGULAR MEETING OF THE BOARD OF TRUSTEES OF  
KUNA JT. SCHOOL DISTRICT NO. 3, HELD IN THE  
KUNA HIGH SCHOOL LIBRARY, KUNA, IDAHO  
MARCH 11, 2008

UNOFFICIAL

SCHOOL BOARD TRUSTEES:

Jim Ford, Chairman  
Carl Ericson, Vice-Chairman  
Ginny Greger, Trustee  
Connie Roberts, Trustee  
David Case, Trustee

UNOFFICIAL

SUPERINTENDENT &  
DISTRICT STAFF:

Jay Hummel  
Wendy Johnson, Administrator of Student Services  
Alex Simpson, Treasurer  
Susan Crew, Clerk

*(Diane Schmerbauch's Culinary Arts Class at Kuna High School served a delicious dinner to the Board)*

**OTHER STAFF PRESENT:** Devan DeLashmutt, Administrator of Information Technology; Sharee Adkins, Communications Coordinator; Layne Saxton, Projects Manager; Val Swanson, Food Nutrition Specialist; Lyle Bailey, KHS Principal; Ken Lilienkamp, Teed Elementary Principal; Karla Reynolds, Ross Elementary Principal and Michele Gumm, Admin. Assistant of Student Services.

**I. WORK SESSION:** The Board met in a work session at 5:45 p.m.

Budget Workshop - Alex Simpson, Finance Manager, gave an informal presentation concerning the 2008-2009 Budget. A formal presentation is scheduled for June, 2008.

**RECESS:** The work session recessed at 6:45 p.m. The regular meeting reconvened at 7:00 p.m.

**II. REGULAR SESSION**

**OTHER STAFF PRESENT:** Devan DeLashmutt, Administrator of Information Technology; Sharee Adkins, Communications Coordinator; Layne Saxton, Projects Manager; Val Swanson, Food Nutrition Specialist; and Michele Gumm, Admin. Assistant of Student Services.

Chairman Ford called the Board meeting to order at 7:00 p.m.

**A. APPROVE AGENDA:** Chairman Ford asked for any changes or additions to the agenda.

Vice-Chairman Ericson moved to approve the agenda. Trustee Case seconded the motion. Vote held: Jim Ford, yes; Connie Roberts, yes; Carl Ericson, yes; Ginny Greger, yes; Dave Case, yes. Motion passed.

**B. COMMUNICATIONS:** Chairman Ford reminded the board of the Special Session Board Meeting March 14, 2008, 7:30 am at the Support Services Facilities to review bids.

**C. SUPERINTENDENT'S REPORT:** Mr. Hummel invited the board to attend a tour of the Nampa Professional program at Columbia High School March 12, 2008 at 8:00 am.

**D. OTHER REPORTS:** None

UNOFFICIAL



**REGULAR SCHOOL BOARD MEETING MINUTES – MARCH 11, 2008**

**E. CONSENT AGENDA:** Chairman Ford called for questions on the items included in the consent agenda:

**1-3. MINUTES, BILL LISTS, BUILDING CHECK REGISTERS & FUND BALANCES:** Minutes of the February 12, 2008, regular School Board meeting; bill list; and February 2008 building check registers from Hubbard Elementary, Reed Elementary, Ross Elementary, Teed Elementary, Indian Creek Elementary, Crimson Point Elementary and secondary fund balances from Kuna Middle School and Kuna High School and January 2008 check register for Kuna High School.

- 4. PERSONNEL REPORT**
- 5. BUDGET STATUS REPORT**
- 6. EXTENDED FIELD TRIP REQUESTS**

Trustee Case moved to approve the consent agenda as presented. Trustee Greger seconded the motion. Vote held: Jim Ford, yes; Connie Roberts, yes; Carl Ericson, yes; Ginny Greger, yes; Dave Case, yes. Motion passed.

**F. DELEGATIONS:** None.

**G. UNFINISHED BUSINESS:**

**1. BOND PROJECTS REVIEW/APPROVAL:** Layne Saxton presented to the board an update on the 2007-2008 Bond Projects budget, a construction report and a worksheet developed by Layne Saxton and Devan DeLashmutt to track project expenditures.

**2. REQUEST PERMISSION TO BID ON NETWORK:** Mr. Delashmutt shared with the board the need to go to bid for network upgrades, which was part of the original bond project list.

Trustee Roberts moved to approve request to go to bid to redo wiring at Teed, Hubbard, Hubbard Annex and Kuna Middle School. Vice-Chairman Ericson seconded the motion. Vote held: Jim Ford, yes; Connie Roberts, yes; Carl Ericson, yes; Ginny Greger, yes; Dave Case, yes. Motion passed.

**H. NEW BUSINESS, DISCUSSION/ACTION ITEMS:**

**1. PATRON REQUEST FOR BOUNDARY CHANGE:**

Patron Michael Rothwell addressed the Board concerning school boundaries and that he, and two other neighbors, desire to be annexed into the Meridian School District. Mr. Rothwell stated he was miss-informed by Meridian School District as to which school district his children would attend when deciding to purchase his home in 2005. Through further discussion Mr. Rothwell said one of his children did attend Teed Elementary School last year, in the Kuna School District. It was also discussed that there are 17 parcels in this subdivision and only three had signed the petition. Chairman Ford and Trustee Roberts expressed concern that approval of this request would open Kuna School District up to other requests for exceptions and therefore, set precedence. (Exhibit A)

Vice-Chairman Ericson moved to deny the petition to request a boundary change. Trustee Roberts seconded the motion. Vote held: Jim Ford, yes; Connie Roberts, yes; Carl Ericson, yes; Ginny Greger, yes; Dave Case, yes. Motion passed.

**STATE DEPARTMENT OF EDUCATION  
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**REGULAR SCHOOL BOARD MEETING MINUTES – MARCH 11, 2008**

- 2. ZONE 5 TRUSTEE ELECTION RESOLUTION:** Trustee Zone 5 is up for election this year. Carl Ericson is currently the Zone 5 Trustee. The election will be held on May 20, 2008. (EXHIBIT B)

Trustee Case moved to adopt the resolution for Zone 5 trustee election. Trustee Greger seconded the motion. Vote held: Jim Ford, yes; Connie Roberts, yes; Carl Ericson, yes; Ginny Greger, yes; Dave Case, yes. Motion passed.

- 3. 2008-2009 CALENDAR APPROVAL:** Superintendent Hummel presented to the Board for approval the 2008-2009 School Calendar that had been voted on by administrators and staff and had been modified to include the approved teacher training days. (EXHIBIT A)

Trustee Greger moved to approve the 2008-09 district school calendar as presented. Vice-Chairman Ericson seconded the motion. Vote held: Jim Ford, yes; Connie Roberts, yes; Carl Ericson, yes; Ginny Greger, yes; Dave Case, yes. Motion passed.

- 4. PERMISSION TO BID FOR LIBRARY SOFTWARE:** Mr. Delashmutt presented to the board the need to go to bid on new library software to manage inventory and tracking of library books.

Trustee Case moved to give permission to go to bid for library software. Trustee Roberts seconded the motion. Vote held: Jim Ford, yes; Connie Roberts, yes; Carl Ericson, yes; Ginny Greger, yes; Dave Case, yes. Motion passed.

- I. GOOD OF THE ORDER:** Chairman Ford requested that a date be set for new pictures and badges be made for the school board members. Susan Crew agreed to set up a date and notify the board.

**V. ADJOURNMENT:** Trustee Case moved to adjourn the meeting at 7:40 pm. Vice-Chairman Ericson seconded the motion.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Vice-chairman

\_\_\_\_\_  
Trustee

\_\_\_\_\_  
Trustee

\_\_\_\_\_  
Trustee

\_\_\_\_\_  
Clerk

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008

**KUNA JT. SCHOOL DISTRICT NO. 3**

1450 Boise Street  
Kuna, Idaho 83634  
Phone: (208)922-1000  
FAX: (208)922-5646

Jay W. Hummel  
Superintendent

Wendy Johnson  
Administrator of Student Services

**School District Boundary Annexation Request**

May 29, 2008

Around the middle of last century, the State of Idaho consolidated hundreds of small school districts to form pretty much what we have today. Thus, the present boundary between the Kuna and Meridian School Districts was drawn. I don't believe there has been any change to those boundaries, between our two districts, since this time. So, this would be a first for us (Meridian and Kuna), and therefore how this decision is made could set a precedence for all future similar requests. With the rapid growth in Ada and Canyon County, we have been informally asked a number of times about the process for changing school district boundaries by both the Nampa and Melba School Districts. To date, none of these conversations have risen to the formal level of the request presently in front of us.

This annexation request by a Kuna School District (KSD) patron (whose property borders the Meridian School District, MSD) raises some important issues; however, it appears that Idaho Code (33-308) may limit the scope of the possible issues to just two:

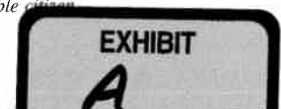
"The state board shall approve the proposal provided:

- (a) The excision and annexation is in the best interests of the children residing in the area described in the petition; and
  - (b) The excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limit then prescribed by law.
- If either condition is not met, the state board shall disapprove the proposal."

In regard to (a), the following facts are true:

1. Some of the children residing in this area have already attended the KSD prior to Mr. Rothwell's request for boundary clarification from the MSD:
  - i. Mr. Rothwell enrolled two daughters (on or about 9/1/05), and they attended, for the 2005-06 school year; Kiarra, 5<sup>th</sup> grade at Teed Elementary, and Liessa, 3<sup>rd</sup> grade at Ross Elementary. He re-enrolled Kiarra, and she attended, at Teed Elementary for the 2006-07 school year.
  - ii. Mr. Rothwell made contact with the MSD, requesting boundary clarification on October 4, 5, and 6 of 2005.
2. It appears Mr. Rothwell was fully aware of his boundary status prior to his request from the MSD. I don't believe he ever contacted the KSD for clarification because there was no need to do so. We would not have registered his children if he could not have proven that he was a KSD resident. The KSD has been able to deny open enrollment to out-of-district students for the last two decades because of over crowding. The lead secretary at Teed Elementary, Ann Kollman, has work for the KSD since 1989 and is the person responsible, at this school, for assuring this district policy is followed. She helped Mr. Rothwell register his children.

*The Kuna School District inspires each student to become a lifelong learner and a contributing, responsible citizen.*



**KUNA JT. SCHOOL DISTRICT NO. 3**

1450 Boise Street  
Kuna, Idaho 83634  
Phone: (208)922-1000  
FAX: (208)922-5646

Jay W. Hummel  
Superintendent

Wendy Johnson  
Administrator of Student Services

3. The Kuna and the Meridian School Districts both have excellent educational reputations, based on a long history of well prepared students, who receive their education in up-to-date facilities that are safe and clean.
4. Annually, the KSD receives three times as many out-of-district student requests to attend our schools than requests to leave.

In regard to (b), the excision of the territory, as proposed, will not leave the KSD with a bonded debt in excess of the limit prescribed by law.

The following is a record of all contacts between Mr. Rothwell and the KSD having to do with his Annexation request:

- |         |   |
|---------|---|
| 2/21/08 | KSD Board Clerk, Susan Crew, received a call from Mr. Rothwell regarding a petition to the KSD school board for excision/annexation.          |
| 2/25/08 | We received the actual petition in the mail, from Mr. Rothwell. Superintendent Hummel called and emailed Mr. Rothwell to acknowledge receipt. |
| 2/28/08 | The petition request was placed on the agenda for the March 11 <sup>th</sup> KSD regular board meeting.                                       |
| 3/11/08 | At the regular school board meeting on March 11th, the KSD trustees voted unanimously to reject the petition.                                 |
| 3/31/08 | Susan Crew mailed the annexation packet to the State Board of Education.  |

The following issues are of concern to the Kuna School District:

1. The three homes making this request are located in a 17 parcel subdivision located on E. Vantage Lane, all of which are presently part of the KSD.
2. Although the excision of this property will not violate the law, the loss of any property value will permanently damage the bonding capacity of the KSD.

Possible solution...

If the MSD believes it has some responsibility in this situation, they could accept Mr. Rothwell's children into their district through the open enrollment process. As well, according to Lanette Daw, Financial Specialist for the Idaho Department of Education, the MSD could transport these children by absorbing a small amount of non-reimbursable costs.

This solution is a win-win: Mr. Rothwell children could attend the MSD with no additional expense; the MSD could count these children for ADA revenue to recoup all of their related educational expenses, except for a small amount for transportation; the KSD does not lose part of their permanent revenue stream; the State Board would not be setting a precedent for all future annexation requests.

*The Kuna School District inspires each student to become a lifelong learner and a contributing, responsible citizen.*

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**From:** Jay Hummel  
**To:** Clark Linda  
**Date:** Thu, Apr 3, 2008 1:52 PM  
**Subject:** Fwd: Busing Boundaries

Linda,  
Thank you meeting with us yesterday. We feel you really listened to our concerns, took them seriously, and are acting accordingly.  
Attached is today's response from the State in regard to the transportation of students outside of your district.  
The way I read this, there is a legal, relatively low cost way to transport these few students, allowed by the State.  
Jay

Jay W. Hummel  
Superintendent  
Kuna Jt. School District No. 3  
1450 Boise Street  
Kuna, ID 83634  
Phone: 208-922-1000  
FAX: 208-922-5646  
Email: [jhummel@kunaschools.org](mailto:jhummel@kunaschools.org)

>>> Linda Braswell 04/03/08 9:21 AM >>>

>>> "Lanette Daw" <[LDaw@sde.idaho.gov](mailto:LDaw@sde.idaho.gov)> 04/03/08 9:14 AM >>>

Linda,

Per our conversations, following are some reference guidelines or regulations on crossing a neighboring district's boundaries:

SISBO pg. 74, in part, (Standards for Idaho School Buses and Operations):  
Properly enrolled students living in district of residence but attending school in a non-resident district, under the provisions of 33-1402, Idaho Code (enrollment options), may be transported; however, all related "yellow school bus" mileage shall be reported as non-reimbursable. Exceptions shall be permitted when transporting students(s) to out-of-district school demonstrates cost effectiveness. In any event, cooperative written agreements, as detailed in 33-1402, Idaho Code, shall be required.

In summary of the situation at hand, we interpret related mileage to be the mileage from the last eligible Meridian bus stop to the non-resident student's bus stop in Kuna. A written agreement is required for such out-of-district transportation. Since Kuna SD is already servicing the area and receives ADA funding for those students, it is not in Kuna's best interest to enter into such agreement. Since it is not for cost-effective purposes, it is not in Meridian's best interest to go out of district and set a precedence. Meridian SD should already have policies in place for addressing open enrollment busing that requires the parent/guardian to bring the student to a bus stop within the district or to school, as detailed in 33-1402.

I hope this helps to clarify the regulations. Please contact me if you have any additional questions.

Lanette Daw  
Financial Specialist, School Transportation

Division of Finance and Information Technology  
Idaho Department of Education  
650 W. State St., 2nd Fl.





**JOINT SCHOOL DISTRICT NO. 2  
PUPIL TRANSPORTATION DEPARTMENT**

April 4, 2008

To: Phyllis Sanderson  
Fm: Brenda Saxton

Re: Nearest bus stops to Vantage Pointe Ln

**Guidelines for bus loads**

Elementary bus loads ok up to 65  
Middle & High bus loads 45-50

**Lake Hazel Elementary**

Bus number: 604	Room available on bus
Stop: 7510 S. Cloverdale Rd	
Pick-up time: 8:32	
Stop: 12142 W. Columbia Rd	
Pick-up time: 8:31	
Bus number 97-11	Room available on bus
Stop: 2310 E. Lake Hazel Rd	
Pick-up time: 8:42	
Bus number 97-16	Bus load 50 students
Stop: S. Apsley Way & W. Huntly Dr	
Pick-up time: 8:39	
Bus number 98-10	Room available on bus
Stop: 12545 W. Medalist Dr	
Pick-up time: 8:34	



**Lake Hazel Middle School**

Bus number 131  
Stop: 12142 W. Columbia Rd  
Pick-up time: 7:29

Bus load 46 (bus considered full)

Bus number 96-7  
Stop: 3727 E. Lake Hazel Rd  
Pick-up time: 7:25

Room available on bus

Bus number 98-2  
Stop: 2310 E. Lake Hazel Rd  
Pick-up time: 7:17

Bus load 46 (bus considered full)

Bus number 99-3  
Stop: 7510 S. Cloverdale Rd  
Pick-up time: 7:17

Bus load 55 (bus considered full)

**Mountain View High School**

Bus number 407  
Stop: E. Columbia Rd & S. Green Acres Dr  
Pick-up time: 6:55

Room available on bus

Stop: 3727 E. Lake Hazel Rd  
Pick-up time: 7:08

Bus number 95-5  
Stop: 5205 S. Eagle Rd  
Pick-up time: 7:05

Bus load 45 (Bus full)  
95's smaller bus

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**SUBJECT**

Pending Rules – Docket 08-0202-0801- Certification Definitions

**REFERENCE**

November 2, 2008                      The State Board of Education unanimously approved each of the temporary and proposed rules that were later combined into a single docket 08-0202-0801.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1201, Idaho Code; Section 33-1204, Idaho Code; Section 33-105, Idaho Code; Section 33-107, Idaho Code

**BACKGROUND/DISCUSSION**

No public comment was received for this rule. The complete text of the proposed rule was published in the January 2, 2008 Idaho Administrative Bulletin, Vol. 08-1, pages 43-49.

Following are a list of changes made based on the recommendations of the Professional Standards Commission:

Section 023.03: The change from Education Media Generalist to Library Media Specialist reflects the degree title universities/colleges use most often nationwide for this endorsement. The course titles were changed to reflect university/college course offering titles.

Section 023.10: This rule change clarifies the original intent of the Gifted and Talented endorsement and to provide consistency with the wording of other endorsements.

Section 024: The word change from “reading” to “literacy” better reflects what is required of a teacher seeking this endorsement. Reading, writing, speaking, and listening are all part of communicating effectively and learning to be critical thinkers. The global marketplace requires effective communication not only in reading but in the other areas as well.

Section 027: This terminology change clarifies the requirement of a professional RN license instead of “nursing certificate.”

**ATTACHMENTS**

Attachment 1 – Pending Rule - Docket 08-0202-0801

Page 3

**BOARD ACTION**

A motion to approve Pending Rules – Docket No. 08-0202-0801 – Certification Definitions.

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



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**023. ENDORSEMENTS E - L.**

**01. Earth Science (6-12).** Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology. (4-11-06)

**02. Economics (6-12).** Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from economics and finance course work in one (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education. (4-11-06)

~~**03. Education Generalist Specialist (K-12).** Twenty (20) semester credit hours in the field of Education Media or Library Science, including a minimum of: fifteen (15) credit hours of course work distributed among each of the following: Material Selection/~~ (3-16-04)

~~**a. Collection Development;** (3-16-04)~~

~~**b. Literature for Youth;** (3-16-04)~~

~~**c. Organization** (3-16-04)~~

~~**d. School Library Administration/ of Educational Materials;** (3-16-04)~~

~~**e. Library Automation/Information Technologies Research Methods** (3-16-04)~~

**043. English (6-12).** Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-16-04)

**054. English as a New Language (ENL) (K-12).** Twenty (20) semester credit hours to include four (4) semester credit hours in Modern Languages; three (3) semester credit hours in Cultural Diversity; three (3) semester credit hours in ENL Methods; three (3) semester credits in Linguistics; three (3) semester credit hours in Foundations, Federal and State Law, Theory, Testing/Identification of Limited English Proficient Students; one (1) semester credit in ENL Practicum or Field Experience; and three (3) semester credit hours in an ENL related elective. (3-30-07)

**065. Family and Consumer Science (6-12).** (3-16-04)

**a.** Thirty (30) semester credit hours to include coursework in each of the following: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Clothing and Textiles, Cultural Dress, Fashion Merchandising, or Design Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; and, Integration of Family Consumer Sciences or Family Consumer Science Methods. (3-16-04)

**b.** Occupational Teacher Preparation as provided in Sections 034 through 038. (3-16-04)

**076. Foreign Language (6-12 or K-12).** Twenty (20) semester credit hours in a specific foreign language including course work in two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an

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endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course. (4-11-06)

**087. Geography (6-12).** Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-11-06)

**098. Geology (6-12).** Twenty (20) semester credit hours in the area of Geology. (3-16-04)

**109. Gifted and Talented (K-12).** Twenty (20) semester credit hours, to include a minimum of three (3) semester credits hours in each of the following: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum and Instruction for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. Remaining course work must be in the area of gifted education. (3-16-04)(11-2-07)T

**140. Health (6-12).** Twenty (20) semester credit hours to include course work in Organization/ Administration/Planning of a School Health Program; Health and Wellness; Methods of Teaching Health; Mental/ Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse; and Theories of Behavior Changes. Remaining semester credits must be in health-related course work. (3-30-07)

**121. History (6-12).** Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (4-11-06)

**132. Humanities (6-12).** An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (4-11-06)

**143. Journalism (6-12).** Follow one (1) of the following options: (3-16-04)

**a.** Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (3-16-04)

**b.** Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

**0314. ~~Education-Library Media Generalist Specialist~~ (K-12).** Twenty (20) semester credit hours in the field of Education Media or Library Science, including a minimum of: ~~fifteen (15) credit hours of course work distributed among each of the following: Material Selection/~~ (11-2-07)T

**a.** Collection Development/Materials Selection; (11-2-07)T

**b.** Literature for Youth or Children; (11-2-07)T

**c.** Organization ~~of Information (Cataloging and Classification)~~; (11-2-07)T

**d.** School Library Administration/Management of Educational Materials; and (11-2-07)T

**e.** Library Automation/Information Technologies ~~Research Methods~~ and Information Literacy. (3-16-04)(11-2-07)T

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**15. Literacy (K-12).** Twenty (20) semester credit hours in the area of Literacy including a minimum of three (3) semester credit hours in each of the following areas: Foundations of Reading or Developmental Reading; Reading in the Content Area; Literature for Youth; Psycholinguistics or Language Development; Corrective/ Diagnostic/Remedial Reading; and Teaching Writing. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. Remaining credits MUST be taken in the area of teaching literacy.

(11-2-07)T

**024. ENDORSEMENTS M - Z.**

**01. Marketing Technology Education (6-12).** (3-16-04)

**a.** Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; and Curriculum and Materials Marketing, with remaining credit hours in the field of business. (3-16-04)

**b.** Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

**02. Mathematics - Basic (6-12).** Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)

**03. Mathematics (6-12).** Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (4-11-06)

**04. Music (6-12 or K-12).** Twenty (20) semester credit hours to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary music methods course. (4-11-06)

**05. Natural Science (6-12).** An endorsement in: Biological Science, Physical Science, Physics, Chemistry, Earth Science, Geology, or Agriculture Science and Technology. Twenty-four (24) semester credit hours are required in each endorsement area as follows: (4-11-06)

**a.** Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-11-06)

**b.** Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-11-06)

**c.** Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-11-06)

**d.** Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-11-06)

**e.** Agriculture Science and Technology Endorsement. Minimum of four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. Remaining course work must be from the sciences: Biology, Chemistry, Earth Science or Geology, and Physics. (4-11-06)

**06. Physics (6-12).** Twenty (20) semester credit hours in the area of Physics. (3-16-04)

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- 07. Physical Education (PE) (6-12 or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; Elementary PE Methods; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; Motor Behavior; and Current CPR and First Aid Certification. (3-30-07)
- 08. Physical Education/Health.** Must have an endorsement in both physical education and health. (3-30-07)
- 09. Physical Science (6-12).** Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)
- 10. Psychology.** Twenty (20) semester credit hours in the area of Psychology. (3-16-04)
- ~~**11. Reading (6-12 or K-12).** Twenty (20) semester credit hours in the area of reading including a minimum of fifteen (15) semester credit hours distributed among each of the following areas: Foundations of Reading or Developmental Reading; Reading in the Content Area; Literature for Youth; Psycholinguistics or Language Development; and Corrective/Diagnostic/Remedial Reading. To obtain a Reading K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (3-16-04)~~
- 121. Social Studies (6-12).** Must have an endorsement in History, American Government/Political Science, Economics, Sociology, Psychology, or Geography plus a minimum of twenty (20) semester credit hours of which the following are required: a minimum of six (6) semester credit hours of general U.S. history survey; a minimum of three (3) semester credit hours of American Government. The remaining semester credit hours must include course work from all of the following areas: World History, Geography, Economics, Sociology, and Psychology. (4-11-06)
- 132. Sociology (6-12).** Twenty (20) semester credit hours in the area of Sociology. (3-16-04)
- 143. Sociology/Anthropology (6-12).** Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)
- 154. Technology Education (6-12).** (3-16-04)
- a.** Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation; and Principles of Technology. (3-16-04)
- b.** Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

**(BREAK IN CONTINUITY OF SECTIONS)**

**027. PUPIL PERSONNEL SERVICES CERTIFICATE.**

Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. (3-16-04)

**01. Counselor Endorsement (K-12).** To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. (3-16-04)

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a. Hold a master's degree and provide verification of completion of an approved program of graduate study in school guidance and counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, one-half of which must be in a K-12 school setting. Previous school counseling experience may be considered to help offset the field experience clock hour requirement. (3-16-04)

b. An institutional recommendation is required for a School Counselor K-12 Endorsement. (3-16-04)

**02. School Psychologist Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-16-04)

a. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program. (3-16-04)

b. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology. (3-16-04)

c. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum three hundred (300) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (3-16-04)

**03. School Nurse Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of the following requirements. (3-16-04)

a. The candidate must possess a valid ~~registered professional nursing certificate~~ (RN) license issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health-related field from an accredited institution. ~~(3-16-04)~~(11-2-07)T

b. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed ~~N~~nine (9) semester credit hours ~~shall be taken for from an accredited~~ university or college ~~credit~~ in at least three (3) of the following areas: (11-2-07)T

i. ~~assessment of student health~~ Health program management; (11-2-07)T

ii. ~~Child and adolescent health issues~~; (11-2-07)T

iii. ~~Counseling, psychology, or social work~~; or (11-2-07)T

iv. ~~Methods of education~~ instruction. (11-2-07)T

c. Additionally, each candidate must have two (2) years' full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. ~~(3-16-04)~~(11-2-07)T

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**04. Provisional Endorsement - School Nurse.** This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid ~~registered~~ professional nursing (RN) license certificate in Idaho. An Interim Certificate – ~~School Nurse~~ will be issued for ~~two (2)~~ three (3) years while the applicant is meeting the educational requirements, and it is not renewable. ~~(3-16-04)~~(11-2-07)T

**05. Speech-Language Pathologist Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

**06. Audiology Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

**07. School Social Worker Endorsement.** This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options: (3-16-04)

**a.** A master's degree in social work from an Idaho college or university approved by the State Board of Education, or a master's degree in social work from an out-of-state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

**b.** A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. (3-16-04)

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**SUBJECT**

Pending Rule Docket 08-0202-0802 – Application Procedures / Professional Development

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1258, Idaho Code

**REFERENCE**

April 17, 2008

M/S (Luna/Westerberg): To approve the temporary and proposed rule change to IDAPA 08.02.02.060, Rules Governing Uniformity, Application Procedures/Professional Development. Motion carried unanimously.

**BACKGROUND/DISCUSSION**

A public hearing was held Friday, June 20, 2008 and no public comment was received. The complete text of the proposed rule was published in the June 4, 2008 Idaho Administrative Bulletin, Vol. 08-6, pages 45-47.

Below is the original description from the April 17, 2008 Board meeting regarding the need for the rule:

The Idaho Education Association opposed this rule change last year citing concerns that the change would unreasonably limit the credits an educator could apply toward recertification requirements and consequently discourage teachers from seeking another teaching degree or new endorsement.

The rule change also explicitly states that all coursework commencing prior to September 1, 2008 will be accepted for certification.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket 08-0202-0802 – Application Procedures / Professional Development Page 3

**BOARD ACTION**

A motion to approve the Pending Rule Docket 08-0202-0802 – Application Procedures / Professional Development.

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



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**060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.**

**01. Application for Idaho Certificate.** To obtain, renew, or reinstate an Idaho certificate, the applicant will submit an application on a form supplied by the State Department of Education or the State Division of Professional-Technical Education. (3-16-04)

**02. State Board of Education Requirements for Professional Growth.** (4-1-97)

**a.** Credits taken for recertification must be educationally related to the professional development of the applicant. (4-1-97)

**i.** Credits must be specifically tied to content areas and/or an area of any other endorsement; and/or (4-18-08)T

**ii.** Credits must be specific to pedagogical best practices or for administrative/teacher leadership; and/or (4-18-08)T

**iii.** Credits must be tied to a specific area of need designated by local district or LEA administration. (4-18-08)T

**b.** Graduate or undergraduate credit will be accepted for recertification. Credit must be college transferable and completed through an accredited college or university. (4-1-97)

**c.** All requests for equivalent inservice training to apply toward recertification must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Professional-Technical Specialist Certificates must receive State Division of Professional-Technical Education approval of inservice training and course work prior to applying for renewal. (3-16-04)

**d.** At least fifteen (15) hours of formal instruction must be given for each hour of inservice credit granted. (4-1-97)

**e.** Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

**f.** Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement. (4-1-97)

**g.** All credits gained through coursework taken during the validity period of the certificate and commencing prior to September 1, 2008 shall be accepted toward recertification. (4-18-08)T

**h.** An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (4-18-08)T

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**03. State Board of Education Professional Development Requirements.** (4-1-97)

- a.** Districts will have professional development plans. (4-1-97)
- b.** All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)
- c.** At least three (3) semester credits will be taken for university or college credit. Verification will be by official transcript. (4-1-97)

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**SUBJECT**

Pending Rule – 08-0203-0802 – Idaho Mathematics Course Standards for Secondary Mathematics, Extended Content Standards and Cut Scores for Science Alternate Assessment

**REFERENCE**

April 17, 2008                      M/S (Luna/Thilo): To approve the Idaho Mathematics Course Standards for Secondary Mathematics courses to be incorporated by reference into rule. Motion carried unanimously.

April 17, 2008                      M/S (Luna/Agidius): To approve the temporary and proposed rule change to IDAPA 08.02.03.004., Rules Governing Thoroughness, to incorporate the Idaho Content Standards for Secondary Mathematics. Motion carried unanimously.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1612, Idaho Code;  
IDAPA 08.02.03.004, Rules Governing Thoroughness

**BACKGROUND/DISCUSSION**

High School Math Standards were available for public comment on the State Department of Education website during the month of June. The high school math standards committee met on July 7<sup>th</sup> to review comments and made some revisions based on those recommendations. The comments included some logistical items such as grammar, punctuation, numbering, etc. A formatting change moved the list of skill statements at the end of each standard to match each objective within the standard. Skill Statements will be easier to reference by having them listed directly under each objective.

In the Geometry standards, the wording in the introductory paragraph was changed to reflect the NCTM process standards and the recommendations by the National Math Panel. Some additional wordsmithing was done to make it more concise for readers to interpret. Goal 2.2.2 and its subsequent skill statements were added along with vocabulary to provide more direction for educators. Standard 3 was changed significantly to match NCTM standards and based on feedback from Achieve, Inc.

The Pre-Calculus indexing was changed from MA (Math Analysis) to PC (Pre-Calculus) to reflect the pre-calculus title. Previous to the 2008 review these standards were titled math analysis. Pre-Calculus more accurately reflects the content.

No substantive changes were made to any of the other standards. Formatting and punctuation corrections were made.

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There were no changes made to the extended content standards.

The complete text of the proposed rule was published in the June 4, 2008 Idaho Administrative Bulletin, Vol. 08-6, pages 48-49.

**IMPACT**

These new standards will provide an important resource for the Idaho Board of Education, State Department of Education and local school districts in meeting the new math requirements.

**ATTACHMENTS**

Attachment 1 – Revisions to Algebra I	Page 3
Attachment 2 – Revisions to Algebra II	Page 11
Attachment 3 – Revisions to Geometry	Page 17
Attachment 4 – Pending Rule Docket 08-0203-0802	Page 25

**BOARD ACTION**

Motion to approve the revisions to the Idaho Mathematics Course Standards for Secondary Mathematics courses to be incorporated by reference into rule.

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

Motion to approve pending rule Docket 08-0203-0802 – Idaho Mathematics Course Standards for Secondary Mathematics, Extended Content Standards and Cut Scores for Science Alternate Assessment

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

IDAHO CONTENT STANDARDS  
ALGEBRA I  
MATHEMATICS

**Students are expected to know content and apply skills from the K-8 standards.**

Mathematical reasoning and problem solving processes will be incorporated throughout all mathematics standards. When solving problems, students should think ahead about a strategy, form conjectures, test ideas with special cases, try different approaches, check for errors and reasonableness of solutions as a regular part of routine work, and devise independent ways to verify results. Students will demonstrate knowledge and communicate mathematical thinking through words, numbers, symbols, charts, graphs, tables, diagrams, and models.

**Maintenance Concepts** should have been taught previously and are important foundational concepts that will be applied in this course. Continued facility with and understanding of the Maintenance Concepts is essential for success in the objectives for this course.

**Objectives** provide the focus for this course. They will be taught using a variety of methods and applications so that students attain a deep understanding of these concepts and are able to apply them to solve ~~contextual situations~~ real-world problems.

**Skill Statements** ~~provide~~ are provided when appropriate for clarity and direction to achieve each objective. Students need to demonstrate proficiency in these skills upon completion of this course.

The appropriate use of technological tools is encouraged to assist students in the formation and testing of conjectures, creating graphs and data displays, and determining and assessing lines of best fit for data.

**Standard 1: Number and Operation**

**Maintenance Concepts for Standard 1**

- Compare, order, describe, and classify rational numbers to include integers, fractions, decimals, and absolute values.
- Add, subtract, multiply, and divide rational numbers.
- Read, write, and represent rational numbers.
- Convert between standard and scientific notation ~~and~~.
- Evaluate numerical expressions with whole number exponents.
- Apply number theory concepts to include primes, composites, prime factorizations, least common multiples, and greatest common factors.
- Evaluate numerical expressions using order of operations.
- Estimate to predict computation results.
- Understand the meanings and effects of operations with fractions, decimals, and integers.

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**Goal 1.1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.1.1.1 Demonstrate meanings for real numbers, absolute value, integer exponents, and square roots.

Skill Statements:

- a. Classify real numbers as rational or irrational.
- b. Distinguish between exact and approximate values of irrational numbers.
- c. Locate the position of a number on the number line and know its distance from the origin is its absolute value.
- d. Approximate the location of an irrational number on a number line.
- e. Demonstrate the meanings of terms with exponents which are integers.

AI.1.1.2 Demonstrate how the properties of real numbers apply to rational numbers.

Skill Statement:

- a. Demonstrate that squaring and taking the square root are inverse operations.

**Goal 1.2: Understand meanings of operations and how they relate to one another.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.1.2.1 Judge the effects of multiplication, division, addition, subtraction, exponents, and square roots on the magnitudes of quantities.

Skill Statement:

- a. Estimate square roots between consecutive integers.

**Goal 1.3: Compute fluently and make reasonable estimates.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.1.3.1 Perform computations with exponents, radicals, and scientific notation.

Skill Statements:

- a. Use order of operations and the properties of real numbers (substitution, commutative, associative, distributive, inverse, identity, multiplicative property of zero) to simplify expressions including polynomials, rational expressions, and expressions containing radicals and absolute values.
- b. Simplify square roots containing radicands which are not perfect squares.
- c. Add, subtract, and multiply square roots.
- d. Multiply and divide numbers in scientific notation.

AI.1.3.2 Apply number sense to contextual situations and judge reasonableness of solutions.

Skill Statements:

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- a. Use appropriate methods to estimate answers and know if they are reasonable.
- b. Select a suitable method of computing from mental mathematics, paper and pencil, calculators, or computers.

AI.1.3.3 Use the properties of real numbers to simplify expressions.

Skill Statements:

- a. Use the properties of exponents to add, subtract, and multiply polynomials, and to divide a polynomial by a monomial.
- b. Factor polynomials using greatest common factor.
- c. Factor quadratic expressions where the leading coefficient is 1 or -1.

Suggested Vocabulary and Symbols

absolute value, base, power, exponent, radical, radicand, rationalize, distributive property, evaluate, irrational number, perfect squares and cubes, principal square root, properties of the real number system, rational number, real number system, square root, squaring, monomial, binomial, trinomial, polynomial, coefficient, leading coefficient, like terms, factor (noun and verb), FOIL, simplest form, term, constant, degree of polynomial, degree of a term

**Standard 2: Concepts and Principles of Measurement**

**Maintenance Concepts for Standard 2**

- Understand both metric and customary systems of measurement.
- Understand relationships among units and convert from one unit to another within the same system and between systems.
- Understand, select, and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume.
- Use appropriate methods and units to estimate measurements.
- Select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision.
- Select and use formulas to determine the circumference and area of circles.
- Select and use formulas to determine the perimeters and areas of triangles and quadrilaterals.
- Develop strategies to determine the areas of irregular shapes.
- Solve problems involving scale factors, rates, ratios, and proportions.

**Goal 2.1: Understand measurable attributes of objects and the units, systems, and processes of measurement.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.2.1.1 Make decisions about units and scales that are appropriate for a given problem.

Skill Statement:

- a. Appropriately scale a graph for a given situation.



**Goal 2.2: Apply appropriate techniques, tools, and formulas to determine measurements.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.2.2.1 Convert rates using dimensional analysis.

Skill Statement:

- a. Use dimensional analysis to convert rates ~~between customary and metric systems; i.e. miles per hour to meters per second.~~ within the U.S. customary system and within the metric system.

Suggested Vocabulary and Symbols

dimensional analysis, unit rate, scaling, intervals

**Standard 3: Concepts and Language of Algebra and Functions**

**Maintenance Concepts for Standard 3**

- Represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic rules.
- Relate and compare different forms of representation for a relationship.
- Demonstrate an initial conceptual understanding of different uses of variables.
- Determine solutions for one- and two-step linear equations.
- Recognize and generate equivalent forms for simple algebraic expressions.
- Model and solve contextualized problems using various representations such as graphs, tables, and equations.
- Identify attributes of the Cartesian coordinate system, such as quadrants, origin, and axes.

**Goal 3.1: Understand patterns, relations, and functions.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.3.1.1 Represent linear patterns and functional relationships in a table and as a graph.

Skill Statements:

- a. Determine whether a relation is a function given graphs, charts, ordered pairs, mappings, or equations.
- b. Define and interpret relations and functions numerically, graphically, and algebraically.
- c. Use patterns of change in function tables to develop the concept of rate of change.
- d. Identify domain and range for given graphs, charts, ordered pairs, and mappings.

~~Given one or more of the following:~~

- ~~a. the graph of a line~~
- ~~b. written description of a situation that can be modeled by a linear function~~
- ~~c. two or more collinear points~~

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- d. a point and slope,  
then the student will do one or more of the following:
- a. write the equation or inequality in slope intercept, point slope, and standard form.
  - b. graph the resulting equation or inequality
  - c. interpret the solution in light of the context
  - d. evaluate the equation or inequality for a given value
  - e. create a table of values
  - f. find and interpret the slope (rate of change) and intercepts in relation to the context.
    - e. Graph linear equations and inequalities on a coordinate plane when given a contextual situation, a table of values, two or more collinear points, the slope and intercept of the line, or an equation.
    - f. Create a table of values given a contextual situation or a linear equation.
    - g. Graph one-variable inequalities, compound inequalities, and absolute value equations and inequalities on a number line.

AI.3.1.2 Describe the graphs of linear and quadratic functions and discuss ~~it's~~ their appearances in terms of the basic concepts of intercepts and slope rate of change.

Skill Statements:

Compare and contrast the graphs of  $x = k$ ,  $y = k$ ,  $y = kx$  and  $y = kx + b$  where  $k$  and  $b$  are rational numbers.

Identify  $y = ax^2 + bx + c$  as a quadratic function where  $a$ ,  $b$ , and  $c$  are constants with  $a = 1$  or  $a = -1$ .

Identify the graph of a quadratic function as a parabola that opens up when  $a = 1$  and down when  $a = -1$ , and relate  $c$  to where the graph of the function crosses the  $y$ -axis.

- a. Given the graph of a line, appropriate context, two or more collinear points, or an equation, determine the slope, x-intercept, and y-intercept of a line.
- b. Identify a quadratic function by its degree.
- c. Identify the graphs of quadratic functions as parabolas that open up or down depending upon the leading coefficients in the equations.
- d. Relate the solutions of quadratic functions to the points where the graphs of the functions cross the x-axes.

**Goal 3.2: Represent and analyze mathematical situations and structures using algebraic symbols.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.3.2.1 ~~Determine the equation for a line, solve linear equations and inequalities.~~ Represent linear patterns and relationships with an equation.

Skill Statements:

- a. Evaluate functions written in function notation.
- b. Write linear equations and inequalities in various forms given the graph of a line, a contextual situation, two or more collinear points, a point and the slope of a line, or a set of data.

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AI.3.2.2 ~~Solve and describe linear systems of equations and inequalities using numbers, symbols, and graphs. Recognize and generate equivalent forms of algebraic expressions and solve equations, inequalities, and systems of equations.~~

Skill Statements:

- a. ~~Model real-world events using linear systems with contextual situations by writing systems of linear equations containing no more than two variables.~~
- b. Solve an equation involving several variables for one variable in terms of the others.
- c. Solve multi-step linear equations and inequalities.
- d. Solve one-variable compound inequalities.
- e. Solve one-variable absolute value equations and inequalities.
- f. Solve linear systems of equations and inequalities involving two variables using multiple strategies.
- g. Solve quadratic equations by factoring.

**Goal 3.3: Use mathematical models to represent and understand quantitative relationships.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.3.3.1 ~~Draw reasonable conclusions about a situation being modeled.~~

AI.3.3.2 Develop proportional relationships to solve problems.

~~Determine percent of increase and decrease to solve problems.~~

~~Write equations and inequalities to represent data.~~

Skill Statements:

- a. Solve problems using proportions.

~~Determine percent of increase and decrease to solve problems.~~

~~Write equations and inequalities to represent data.~~

- b. Solve percent application problems.

**Goal 3.4: Analyze change in various contexts.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.3.4.1 Interpret changes to the parent function  $y = x$ .

Skill Statement:

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~~Relate the factors of a quadratic equation to the solutions of the equation  $(x-r)(x-s)=0$ ,  $(x=r)$  and  $(x=s)$  and to the points  $((r,0)$  and  $(s,0)$ ) where the graph of the function crosses the  $x$  axis.~~

~~Determine whether a relation is a function given graphs, charts, ordered pairs, mappings, or equations.~~

~~Define and interpret relations and functions numerically, graphically, and algebraically.~~

~~Use patterns of change in function tables to develop the concept of rate of change.~~

~~Identify domain and range for given graphs, charts, ordered pairs, and mappings.~~

- a. Compare and contrast the graphs of  $x = k$ ,  $y = k$ ,  $y = kx$  and  $y = kx + b$  where  $k$  and  $b$  are rational numbers.

Suggested Vocabulary and Symbols

compound inequality, direct variation, inverse variation, domain, range, function, equation, function notation ( $f(x)$ ), half-plane, inequality, intersecting lines, linear, parabola, roots, zeros, parallel, perpendicular, percent of increase and decrease, point-slope form, proportion, quadratic equation in standard form, rate of change, relation, slope, slope-intercept form, solution, standard form, system of linear equations, x-intercept, y-intercept, zero product property, addition and multiplication properties of equality

**Standard 4: Concepts and Principles of Geometry**

No objectives at this course level.

**Standard 5: Data Analysis, Probability, and Statistics**

Rather than looking at statistics and algebra as separate entities, these concepts will be interwoven throughout the course. The study of graphs and functions will be conducted in conjunction with real data sets to further develop the natural link between statistics and algebra.

**Maintenance Concepts for Standard 5**

- Analyze and interpret tables, charts, and graphs including frequency tables, scatter plots, broken line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots.
- Explain and justify conclusions drawn from tables, charts, and graphs.
- Collect, organize, and display data with appropriate notation in tables, charts, and graphs, including scatter plots, broken line graphs, line plots, bar graphs, histograms, and stem-and-leaf plots.
- Choose and calculate the appropriate measure of central tendency—mean, median, and mode.

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- Explain the significance of distribution of data, including range, frequency, gaps, and clusters.
- Model situations of probability using simulations.
- Recognize equally likely outcomes.
- Explain that probability ranges from 0% to 100% and identify a situation as having high or low probability.
- Make predictions based on experimental and theoretical probabilities.
- Conduct statistical experiments and interpret results using tables, charts, or graphs.
- Use proportionality and the basic understanding of probability to make and test conjectures about the results of experiments and simulations.

**Goal 5.1: Collect, organize, and display data using a variety of formats.**

No objectives at this course level.

**Goal 5.2: Select and use appropriate statistical methods to analyze data.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.5.2.1 Make predictions and draw conclusions based on measures of central tendency.

Skill Statements:

- a. Find missing data when given an expected mean.
- b. Predict how changes in data (such as inclusion/exclusion of additional data or outliers) will affect measures of central tendency.
- c. ~~Make correct decisions relating to statistical data.~~ Identify and explain misleading uses of data.

AI.5.2.2 Make predictions using linear relations, scatter plots, trend lines, charts, and tables.

Skill Statements:

- a. Graph scatter plots, sketch lines of best fit, and identify positive and negative correlations.
- b. Predict how changes in data will affect line of best fit.
- c. Write the equation of a line of best fit.

**Goal 5.3: Develop and evaluate inferences and predictions that are based on data.**

No objectives at this course level.

**Goal 5.4: Understand basic concepts of probability.**

No objectives at this course level.

Suggested Vocabulary and Symbols

line of best fit, positive and negative correlation, data, central tendency, frequency, gap, cluster, probability

IDAHO CONTENT STANDARDS  
ALGEBRA II  
MATHEMATICS

**Students are expected to know content and apply skills from Algebra I and prior math courses.**

Mathematical reasoning and problem solving processes will be incorporated throughout all mathematics standards. When solving problems, students should think ahead about a strategy, form conjectures, test ideas with special cases, try different approaches, check for errors and reasonableness of solutions as a regular part of routine work, and devise independent ways to verify results. Students will demonstrate knowledge and communicate mathematical thinking through words, numbers, symbols, charts, graphs, tables, diagrams, and models.

**Objectives** provide the focus for this course. They will be taught using a variety of methods and applications so that students attain a deep understanding of these concepts and are able to apply them to solve contextual situations.

**Skill Statements** provide clarity and direction to achieve each objective. Students need to demonstrate proficiency in these skills upon completion of this course.

The appropriate use of technological tools is encouraged to assist students in solving problems and the formation and testing of conjectures.

**Standard 1: Number and Operation**

**Goal 1.1: Understand numbers, ways of representing numbers, relationships among numbers, and number system.**

**Objective(s): By the end of Algebra II, the student will be able to:**

- AII.1.1.1 Compare and contrast the properties of numbers and number systems within the complex number system to include rational, irrational, and imaginary numbers and factorials.

Skill Statements:

- Define and explain the meaning of  $i$  as a solution to the equation  $x^2 = -1$ .
- Identify expressions of the form  $a + bi$  as complex numbers.
- Identify complex conjugates.
- Demonstrate the meaning of  $x!$ .

- AII.1.1.2 Demonstrate meaning of complex numbers as solutions to polynomial equations that do not have real solutions.

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Skill Statements:

- a. Identify real and imaginary roots for polynomial equations.

AII.1.1.3 Recognize matrices as a method of arranging data.

Skill Statement:

- a. Identify the dimensions of a matrix.

AII.1.1.4 Develop an understanding of the properties of logarithmic expressions and expressions with rational exponents.

Skill Statements:

- a. Identify a logarithmic function as the inverse of an exponential function.
- b. Convert between expressions containing radical form and those containing rational exponents.

**Goal 1.2: Understand meanings of operations and how they relate to one another.**

**Objective(s): By the end of Algebra II, the student will be able to:**

AII.1.2.1 Develop an understanding of the properties of, and representations for, the addition, subtraction, and multiplication of matrices.

Skill Statement:

- a. Identify which real number properties apply to matrices.

**Goal 1.3: Compute fluently and make reasonable estimates.**

**Objective(s): By the end of Algebra II, the student will be able to:**

AII.1.3.1 Simplify expressions within the complex number system.

Skill Statements:

- a. Simplify rational expressions, expressions with rational exponents, and logarithmic expressions.
- b. Simplify and estimate radical expressions having various indices.
- c. Express the square root of a negative number in the form  $bi$ , where  $b$  is real.
- d. Simplify complex fractions.
- e. Convert between radical expressions and expressions with rational exponents.
- f. Use properties of logarithms to simplify logarithmic expressions.

AII.1.3.2 Perform computations on expressions within the complex number system.

Skill Statements:

- a. Perform operations with matrices to include scalar multiplication, addition, subtraction, and matrix multiplication (2 by 2).

- b. Add, subtract, and multiply radical expressions and expressions containing rational exponents.
- c. Use long division or synthetic division to divide a polynomial by a lower degree polynomial.
- d. Add, subtract, multiply, and divide rational expressions.
- e. Perform computations in the complex number system.

**Standard 2: Concepts and Principles of Measurement**

**Goal 2.1: Understand measurable attributes of objects and the units, systems, and processes of measurement.**

**Objective(s): By the end of Algebra II, the student will be able to:**

AII.2.1.1 Recognize the relationship between radian and degree measures.

Skill Statements:

- a. Convert between degree and radian measures.

**Goal 2.2: Apply appropriate techniques, tools, and formulas to determine measurements.**

**Objective(s): By the end of Algebra II, the student will be able to:**

No objectives at this course level.

<u>Suggested Vocabulary and Symbols</u>
radian measure

**Standard 3: Concepts and Language of Algebra and Functions**

**Goal 3.1: Understand patterns, relations, and functions.**

**Objective(s): By the end of Algebra II, the student will be able to:**

AII.3.1.1 Represent patterns and functional relationships in a table and as a graph.

Skill Statements:

- a. Graph absolute value functions.
- b. Graph quadratic equations and inequalities.
- c. Graph polynomial functions.
- d. Graph exponential functions.
- e. Graph circles.



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AII.3.1.2 Describe the graphs of polynomial and absolute value functions and discuss their attributes in terms of the basic concepts of maximum, minimum, intercepts, and roots.

**Skill Statements:**

- a. Determine the nature of the roots of an equation by using the discriminant.
- b. Recognize contexts in which quadratic models are appropriate.
- c. Identify the graphs of absolute value functions and identify their key characteristics.
- d. Identify a polynomial function by its degree.
- e. Identify the graphs of polynomial functions.
- f. Relate the solutions of polynomial functions to the points where the graphs cross the x-axis.

**Goal 3.2: Represent and analyze mathematical situations and structures using algebraic symbols.**

**Objective(s): By the end of Algebra II, the student will be able to:**

AII.3.2.1 Write equations and inequalities in multiple forms.

**Skill Statement:**

- a. Rewrite equations of parabolas and circles in standard form.

AII.3.2.2 Recognize and generate equivalent forms of algebraic expressions and solve equations, inequalities, and systems of equations and inequalities.

**Skill Statements:**

- a. Solve systems of linear equations and linear inequalities.
- b. Solve radical equations and inequalities.
- c. Solve rational equations.
- d. Solve logarithmic equations.
- e. Solve equations containing a variable in the exponent.
- f. Use the quadratic formula, factoring, and completing the square to solve quadratic equations.
- g. Find all roots of polynomial functions using various methods.

**Goal 3.3: Use mathematical models to represent and understand quantitative relationships.**

**Objective(s): By the end of Algebra II, the student will be able to:**

No objectives at this course level.

**Goal 3.4: Analyze change in various contexts.**

**Objective(s): By the end of Algebra II, the student will be able to:**

AII.3.4.1 Interpret how changes to an equation affect the parent graph of the equation.

Skill Statements:

- a. Compare and contrast the graphs of  $f(x) = x^2$  to  $f(x) = a(x-h)^2 + k$ .
- b. Recognize graphs of the following and how changes impact them:

$$y = x, y = x^2, y = x^3, y = \frac{1}{x}, y = \sqrt{x}, \text{ and } y = |x|.$$

Suggested Vocabulary and Symbols

complex fraction, rational expression, degree, extraneous roots, inverse, constraints, feasible region, independent variables, dependent variables, factor (verb and noun), zeros of a function, root, domain, range, coincident, consistent systems, inconsistent systems, maximum, minimum, bounded regions, unbounded regions,  $f(x)$ , discriminant, linear programming, vertex form of a quadratic, synthetic division, synthetic substitution, standard form, parabola, focus of parabola, joint variation, direct variation, inverse variation, exponential growth and decay, cubic, quartic, quadratic, vertex, vertices, focus, directrix, axis of symmetry

**Standard 4: Concepts and Principles of Geometry**

**Goal 4.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**

**Objective(s): By the end of Algebra II, the student will be able to:**

AII.4.1.1 Use trigonometric relationships to determine lengths and angle measures.

Skill Statements:

- a. Demonstrate the proper use of the Law of Sines and the Law of Cosines to solve triangles.

**Goal 4.2 Specify locations and describe spatial relationships using coordinate geometry and other representational systems.**

AII.4.2.1 Analyze the graphs of circles and parabolas.

Skill Statement:

- a. Graph circles and parabolas and their transformations.

**Goal 4.3:** Apply transformations and use symmetry to analyze mathematical situations.

No objectives at this course level.

**Goal 4.4:** Use visualization, spatial reasoning, and geometric models to solve problems.

No objectives at this course level.

Suggested Vocabulary and Symbols

sine, cosine, tangent, secant, cosecant, cotangent

**Standard 5: Data Analysis, Probability, and Statistics**

No objectives at this course level.

IDAHO CONTENT STANDARDS  
GEOMETRY  
MATHEMATICS

**Students are expected to know content and apply skills from Algebra I and prior math courses.**

Mathematical reasoning and problem solving processes will be incorporated throughout all mathematics standards. When solving problems, students should think ahead about a strategy, form conjectures, test ideas with special cases, try different approaches, check for errors and reasonableness of solutions as a regular part of routine work, and devise independent ways to verify results. Students will demonstrate knowledge and communicate mathematical thinking through words, numbers, symbols, charts, graphs, tables, diagrams, and models.

**Maintenance Concepts** should have been taught previously and are important foundational concepts that will be applied in this course. Continued facility with and understanding of the Maintenance Concepts is essential for success in the objectives for this course.

**Objectives** provide the focus for this course. They will be taught using a variety of methods and applications so that students attain a deep understanding of these concepts and are able to apply them to solve ~~contextual situations~~ real-world problems.

**Skill Statements** are provided when appropriate for ~~provide~~ clarity and direction to achieve each objective. Students need to demonstrate proficiency in these skills upon completion of this course.

The appropriate use of technological tools is encouraged to assist students in solving problems and the formation and testing of conjectures. ~~the formation and testing of conjectures, creating graphs and data displays, and determining and assessing lines of best fit for data.~~

**Standard 1: Number and Operation**

**Maintenance Concepts for Standard 1**

- Use ratios, including  $\pi$ , and proportions to solve problems.
- Classify real numbers as rational or irrational.
- Distinguish between exact and approximate values of irrational numbers.
- Approximate the location of an irrational number on a number line.
- Use appropriate methods to estimate answers and know if they are reasonable.
- Select a suitable method of computing from mental mathematics, paper and pencil, calculators, or computers.
- Simplify square roots ~~radicals~~-containing radicands which are not perfect squares.
- Find exact and approximate values for square roots ~~radicals~~.

**Goal 1.1: Understand numbers, ways of representing numbers, relationships among numbers, and number system.**

**Objective(s): By the end of Geometry, the student will be able to:**

~~G.1.1.1 Compare and contrast the properties of numbers and number systems within the real number system to include rational and irrational numbers.~~

G.1.1.1 Understand the meanings of real numbers.

Skill Statements:

- Define and explain the meaning of  $\pi$  ~~as the ratio of the circumference of a circle to its diameter.~~
- Recognize  $\pi$  as an irrational number.
- Use 3.14 and/or  $\frac{22}{7}$  as an approximation for  $\pi$ .

**Goal 1.2: Understand meanings of operations and how they relate to one another.**

No objectives at this course level.

**Goal 1.3: Compute fluently and make reasonable estimates.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.1.3.1 Judge the reasonableness of numerical computations and their results.

Skill Statements:

- Use appropriate methods to estimate answers and know if they are reasonable.
- Simplify expressions in terms of  $\pi$ .

Suggested Vocabulary and Symbols

$\pi$ , radical, irrational

**Standard 2: Concepts and Principles of Measurement**

**Maintenance Concepts for Standard 2**

- Understand both metric and customary systems of measurement.
- Understand relationships among units and convert from one unit to another.
- Understand, select, and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume.
- Use appropriate methods and units to estimate measurements.
- Select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision.

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- Select and use formulas to determine the circumference and area of circles, perimeters and areas of triangles and quadrilaterals.
- Develop strategies to determine the areas of irregular shapes.
- Solve problems involving scale factors, rates, ratios, and proportions.

**Goal 2.1: Understand measurable attributes of objects and the units, systems, and processes of measurement.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.2.1.1 ~~Make decisions about units that are appropriate~~ Select appropriate units for problems involving measurements.

Skill Statement:

- a. Determine appropriate units for distance, angle measure, area, and volume.
- b. Judge the effects of scale factors on length, area, and volume.

**Goal 2.2: Apply appropriate techniques, tools, and formulas to determine measurements.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.2.2.1 Understand and use formulas to calculate the perimeter, circumference, area, surface area, and volume of geometric figures.

Skill Statements:

- a. Determine the circumference, area, and area of a sector of a circle.
- b. Determine the perimeter and area of triangles, parallelograms, and other regular polygons.
- c. Determine the surface area and volume of prisms, cylinders, pyramids, cones, and spheres.

G.2.2.2 Understand and apply definitions, theorems, corollaries, and postulates to determine measurement.

Skill Statements:

- a. Apply the segment addition postulate to determine lengths of segments.
- b. Apply the angle addition postulate to determine the measures of angles.
- c. Determine the measures of angles in relation to adjacent, complementary, supplementary, vertical, linear pairs, and the special angle pairs formed by parallel lines and transversals.
- d. Understand and apply the Pythagorean Theorem for problem solving.
- e. Determine the lengths and measures of arcs of a circle.
- f. Determine the lengths of segments and measure of angles formed by radii, chords, secants, and tangents of circles.
- g. Determine the measures of inscribed and central angles and their corresponding intercept arcs.

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- h. Determine the sums of the interior and exterior angles of a polygon.
- i. Determine the measure of each interior and exterior angle of a regular polygon.

Suggested Vocabulary and Symbols

apothem, base of a polygon, cone, circumference, cylinder, diameter, face, lateral area, prism, pyramid, regular polygon, radii, semicircle, sphere, altitude, arc length, axioms, postulates, central angle, chord, common tangent, consecutive interior angles or same side interior angles, corollary, diagonal, exterior angle, interior angle, hemisphere, hypotenuse, inscribed angle, intercepted arc, legs of a right triangle, legs of a trapezoid, linear pair, segment notation, major arc, minor arc, point of tangency, Pythagorean triple, Pythagorean Theorem, secant line, tangent line, secant segment, sector of a circle, vertex

**Standard 3: Concepts and Language of Algebra and Functions**

**Maintenance Concepts for Standard 3**

- Define and interpret relations and functions numerically, graphically, and algebraically.
- Write equations and inequalities to represent data.
- Solve multi-step linear equations and inequalities.
- Add, subtract, and multiply polynomials.
- Divide a polynomial by a monomial.
- Factor polynomials including using greatest common factor.
- Write the equation or inequality in slope-intercept, point-slope, and standard form.
- Graph linear equations.
- Interpret the solution in light of the context.
- Evaluate the equation or inequality for a given value.
- Create a table of values.
- Find and interpret the slope (rate of change) and intercepts in relation to the context.
- Solve linear systems of equations and inequalities involving two variables using multiple strategies.

**Goal 3.1: Understand patterns, relations, and functions.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.3.1.1 Describe the graphs of linear functions and discuss their appearances in terms of the basic concepts of intercepts and rate of change.

Skill Statements:

- a. Given the equation of a line, determine the slopes of the lines parallel and perpendicular to the given line.
- b. Given the equation of a line, graph the lines parallel and perpendicular to it through a given point.

**Goal 3.2: Represent and analyze mathematical situations and structures using algebraic symbols.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.3.2.1 Represent linear patterns and relationships with an equation.

Skill Statements:

- a. Write equations of parallel and perpendicular lines.

**Goal 3.3: Use mathematical models to represent and understand quantitative relationships.**

No objectives at this course level.

**Goal 3.4: Analyze change in various contexts.**

No objectives at this course level.

**Standard 4: Concepts and Principles of Geometry**

**Maintenance Concepts for Standard 4**

- Know and apply algebraic properties (commutative, associative, distributive, inverse, identity, multiplicative property of zero, properties of equality).
- Develop proportional relationships to solve problems.
- Describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties.
- Draw and measure various angles and shapes using appropriate tools.

**Goal 4.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.4.1.1 Analyze properties and determine attributes of two- and three-dimensional objects.

Skill Statements:

- a. Apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, and angles.
- b. Use accepted geometric notation for lines, planes, segments, rays, angles, similarity and congruence.
- c. Identify and determine relationships in adjacent, complementary, supplementary, and vertical angles, and in linear pairs.



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- d. Identify and use the special angle pairs formed by parallel lines and a transversal.
- e. Identify the parts of a circle including radius, diameter, major/minor arcs, chords, secants and tangents.
- f. Classify angles by their measure (acute, right, obtuse, straight).
- g. Classify triangles by side and angle (acute, right, obtuse, scalene, isosceles, equilateral, equiangular).
- h. Classify quadrilaterals by their attributes (parallelograms, trapezoids, rectangles, rhombi, squares).
- i. Classify polygons by sides and concavity.

G.4.1.2 Explore congruence and similarity among classes of two dimensional objects and solve problems involving them.

Skill Statements:

- a. Identify and apply congruency and similarity in two-dimensional figures.
- b. Identify the scale factor between two similar figures and use it to find missing lengths.
- c. Solve problems involving geometric mean.

G.4.1.3 Establish the validity of geometric conjectures using inductive and deductive reasoning.

Skill Statements:

- a. Construct logical arguments, form conjectures, judge their validity, and give counterexamples to disprove statements.
- b. Informally or formally prove lines are parallel or perpendicular using special angle pair theorems.
- c. Informally or formally prove triangles are congruent using SSS, SAS, ASA and AAS.

Students should see the power of deductive proof in establishing the validity of general results from given conditions. Students should explore ideas, develop conjectures, and test counterexamples in order to effectively produce and present logical arguments with emphasis on careful explanation of the reasoning, rather than on the form of proof used (e.g., paragraph proof or two-column proof).

G.4.1.4 Apply trigonometric relationships to determine lengths and angle measures.

Skill Statements:

- a. Identify and apply special right triangle relationships (30-60-90 and 45-45-90) to determine the lengths of the sides of a triangle.
- b. Relate similarity of right triangles to the trigonometric functions.
- c. Identify sine, cosine and tangent ratios in right triangles and use them to model contextual problems.

**Goal 4.2 Specify locations and describe spatial relationships using coordinate geometry and other representational systems.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.4.2.1 Use Cartesian coordinates to analyze geometric situations.

Skill Statements:

- a. Determine the midpoint of a segment in the coordinate plane.
- b. Given two endpoints of a segment in a coordinate plane, determine the length of the segment using the distance formula.

~~G.4.2.2. —Solve problems involving two-dimensional objects represented with Cartesian coordinates.~~

**Goal 4.3: Apply transformations and use symmetry to analyze mathematical situations.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.4.3.1 Understand and represent translations, reflections, dilations, and rotations of objects in the plane.

Skill Statement:

- a. Use transformational geometry to rotate, translate, dilate, and reflect two-dimensional figures.

**Goal 4.4: Use visualization, spatial reasoning, and geometric models to solve problems.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.4.4.1 Draw and construct representations of two dimensional geometric objects using a variety of tools.

Skill Statement:

- a. Identify and construct medians, altitudes, angle bisectors, and perpendicular bisectors using straightedge and compass.

Suggested Vocabulary and Symbols

acute triangle, adjacent angles, adjacent sides, alternate interior, alternate exterior angles, angle bisector, angle of elevation, angle of depression, axioms, postulates, base angles of an isosceles triangle, base angles of an isosceles trapezoid, bisect, collinear, compass, concave polygon, concentric circles, conclusion, hypothesis, conditional statement, congruent, conjecture, consecutive interior angles or same side interior angles, construction, convex polygon, coplanar, corollary, corresponding angles, cosine, sine, tangent, diagonal, dilation, distance formula, exterior angle, interior angle, geometric mean, image, inductive and deductive reasoning, inscribed polygon, legs of an isosceles triangle, line of reflection, perpendicular, segment notation, major arc, minor arc, median of a triangle, midpoint, midpoint formula, midsegment of a trapezoid, net, parallel, perpendicular bisector, pre-image, reflection, rotation, scale factor, scalene triangle, similar, skew, special right triangles, transformation, translation,

transversal, trigonometric ratio, two-column proof, vertex

**Standard 5: Data Analysis, Probability, and Statistics**

No objectives at this course level.

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IDAHO ADMINISTRATIVE CODE IDAPA 08.02.03 State Board of Education Rules Governing Thoroughness

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-30-07)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. ~~(11-2-07)F~~ (04-18-08)T

**02. The Idaho English Language Development Standards.** The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**04. The Idaho English Language Assessment (IELA) Achievement Standards.** The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards.** Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**06. The Idaho ~~Alternative Assessment~~ Extended Content Standards.** The Idaho ~~Alternative Assessment~~ Extended Content Standards as adopted by the State Board of Education on April 18, 2008. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov> ~~(11-2-07)F~~ (04-18-08)T

**07. The Idaho Alternative Assessment Extended Achievement Standards.** Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (10-11-07)T

**09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (10-11-07)T

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**SUBJECT**

Temporary Rule – 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Chemistry Standards

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1612, Idaho Code  
IDAPA 08.02.03.004, Rules Governing Thoroughness

**BACKGROUND/DISCUSSION**

The 2007 Legislature approved increased high school graduation requirements, which will first impact Idaho students who enter the ninth grade in the fall of 2009 (graduating class of 2013). Under the new requirements, students need to complete a minimum of six credits in science, and four of these credits must be laboratory courses. Secondary sciences shall include instruction in the following areas:

- Biology;
- Physical science or chemistry;
- Earth, space, environment, or approved applied science.

The Chemistry Standards are a result of the need for a 3<sup>rd</sup> year science course for the graduating class of 2013. The Chemistry Standards for Grades 11-12 are a list of fundamental areas of study as determined by a panel of Idaho high school and higher education chemistry instructors.

These standards need to be in temporary rule because they need to be in use prior to the end of the legislative session. A proposed rule for these standards will be brought to the Board next year during the regular rulemaking year.

**IMPACT**

These standards are needed to meet the increased high school graduation requirements for science.

**ATTACHMENTS**

Attachment 1 – Temporary Rule, 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference	Page 3
Attachment 2 – Idaho Content Standards for Chemistry	Page 5

**BOARD ACTION**

Motion to approve the Idaho Content Standards for Chemistry to be incorporated by reference into rule.

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

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Motion to approve the temporary rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate by reference the Idaho Content Standards for Chemistry.

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

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IDAHO ADMINISTRATIVE CODE IDAPA 08.02.03 State Board of Education Rules Governing Thoroughness

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-30-07)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education on April 17, 2008 and Chemistry and Humanities Content Standards as adopted by the State Board of Education on August 21, 2008. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. ~~(11-2-07)F~~ (08-21-08)T

**02. The Idaho English Language Development Standards.** The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**04. The Idaho English Language Assessment (IELA) Achievement Standards.** The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards.** Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**06. The Idaho ~~Alternative Assessment~~ Extended Content Standards.** The Idaho ~~Alternative Assessment~~ Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov> ~~(11-2-07)F~~ (04-17-08)T

**07. The Idaho Alternative Assessment Extended Achievement Standards.** Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (10-11-07)T

**09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (10-11-07)T



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IDAHO CONTENT STANDARDS  
GRADE 11-12  
CHEMISTRY

Students are expected to know content and apply skills from previous grades.

**Standard 1: Nature of Science**

Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.

**Goal 1.1: Understand Systems, Order, and Organization**

**Objective(s): By the end of Chemistry, the student will be able to:**

- 11-12.C.1.1.1 Use the periodic table to predict physical and chemical properties.

**Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation**

**Objective(s): By the end of Chemistry, the student will be able to:**

- 11-12.C.1.2.1 Describe the historical development of the periodic table.
- 11-12.C.1.2.2 Create and interpret graphs of data.
- 11-12.C.1.2.3 Explain and interpret the key concepts of the kinetic molecular theory.
- 11-12.C.1.2.4 Distinguish the common theories defining acids and bases.

**Goal 1.3: Understand Constancy, Change, and Measurement**

**Objective(s): By the end of Chemistry, the student will be able to:**

- 11-12.C.1.3.1 Identify, compare and contrast physical and chemical properties and changes and appropriate computations.
- 11-12.C.1.3.2 Perform computations using scientific notation, the metric system and dimensional analysis.
- 11-12.C.1.3.3 Compute measurement uncertainty to include precision, accuracy and the rules for significant digits.
- 11-12.C.1.3.4 Perform calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- 11-12.C.1.3.5 Analyze and solve reaction stoichiometry problems.
- 11-12.C.1.3.6 Express concentrations of solutions in various ways including molarity.
- 11-12.C.1.3.7 Interpret how the presence of solute particles affect the properties of a solution and be able to do calculations involving colligative properties.
- 11-12.C.1.3.8 Analyze quantitative relationships involved in acid/base chemistry including pH.

**Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State**

No objectives in Chemistry.

**Goal 1.5: Understand Concepts of Form and Function**

No objectives in Chemistry.

**Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills**

**Objective(s): By the end of Chemistry, the student will be able to:**

- 11-12.C.1.6.1 Demonstrate an understanding of the scientific method.
- 11-12.C.1.6.2 Select and use appropriate scientific equipment, materials and techniques.

**Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors**

**Objective(s): By the end of Chemistry, the student will be able to:**

- 11-12.C.1.7.1 Explain how a series of historically related and documented experiments led to the current model and structure of the atom.

**Goal 1.8: Understand Technical Communication**

**Objective(s): By the end of Chemistry, the student will be able to:**

- 11-12.C.1.8.1 Correctly write symbols, formulas and names for common elements, ions and compounds.
- 11-12.C.1.8.2 Communicate scientific investigations and information clearly.

**Standard 2: Physical Science**

Students explain the structure and properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential and/or kinetic, and as energy contained in a field.

**Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions**

**Objective(s): By the end of Chemistry, the student will be able to:**

- 11-12.C.2.1.1 Explain and understand how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- 11-12.C.2.1.2 Predict the polarity of chemical bonds using electronegativity.
- 11-12.C.2.1.3 Predict physical properties of compounds based upon the attractive forces between atoms and molecules.
- 11-12.C.2.1.4 Distinguish and classify all matter into appropriate categories.

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- 11-12.C.2.1.5 Explain the relationship and reactions of acids, bases, and salts.
- 11-12.C.2.1.6 Explain the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.

**Goal 2.2: Understand Concepts of Motion and Forces**

**Objective(s): By the end of Chemistry, the student will be able to:**

- 11-12.C.2.2.1 Describe the Kinetic Molecular Theory as it applies to phases of matter.

**Goal 2.3: Understand the Total Energy in the Universe is Constant**

**Objective(s): By the end of Chemistry, the student will be able to:**

- 11-12.C.2.3.1 Explain and calculate the changes in heat energy that occur during chemical reactions and phase changes.
- 11-12.C.2.3.2 Demonstrate the conservation of matter by balancing chemical equations.
- 11-12.C.2.3.3 Differentiate between exothermic and endothermic chemical reactions during chemical or physical changes.

**Goal 2.4: Understand the Structure of Atoms**

**Objective(s): By the end of Chemistry, the student will be able to:**

- 11-12.C.2.4.1 Interpret the classic historical experiments that were used to identify the components of an atom and its structure.
- 11-12.C.2.4.2 Deduce the number of protons, neutrons and electrons for an atom or ion.
- 11-12.C.2.4.3 Describe the relationship between the structure of atoms and light absorption and emission.
- 11-12.C.2.4.4 Determine and illustrate electron arrangements of elements using electron configurations and orbital energy diagrams.

**Goal 2.5: Understand Chemical Reactions**

**Objective(s): By the end of Chemistry, the student will be able to:**

- 11-12.C.2.5.1 Illustrate the Law of Conservation of Mass and the Law of Definite Proportions.
- 11-12.C.2.5.2 Classify, write and balance chemical equations for common types of chemical reactions and predict the products.
- 11-12.C.2.5.3 Describe the factors that influence the rates of chemical reactions.

**Standard 3: Biology**

No goals or objectives in Chemistry.

**Standard 4: Earth and Space Systems**

No goals or objectives in Chemistry.

**Standard 5: Personal and Social Perspectives; Technology**

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Students understand that science and technology interact and impact both society and the environment.

**Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced**

**Objective(s): By the end of Chemistry, the student will be able to:**

11-12.C.5.1.1 Demonstrate the ability to work safely and effectively in a chemistry laboratory.

**Goal 5.2: Understand the Relationship between Science and Technology**

**Objective(s): By the end of Chemistry, the student will be able to:**

11-12.C.5.2.1 Assess the role of chemistry in enabling technological advances.

**Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them**

**Objective(s): By the end of Chemistry, the student will be able to:**

11-12.C.5.3.1 Evaluate the role of chemistry in energy and environmental issues.

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**SUBJECT**

Temporary Rule – 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Humanities Standards

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1612, Idaho Code  
IDAPA 08.02.03.004, Rules Governing Thoroughness

**BACKGROUND/DISCUSSION**

The Humanities Standards include the following subjects: dance, interdisciplinary humanities, music, theatre, visual arts, and world languages. The Humanities Standards were reviewed and revised in 2008. The newly reviewed Humanities Standards have removed numbering that pertained to the original numbering system. All subjects made slight revisions in wording and adding/deleting words or phrases that were cumbersome or unclear. The revised standards incorporate wording that pertains to P21 (21<sup>st</sup> Century Partnership) skills, emphasizing skills that directly involve: critical thinking, problem solution, creativity, interpersonal skills, self-direction, accountability, and social responsibility.

In the spring of 2009, Humanities curricular materials will be reviewed and adopted in the summer of 2009. A proposed rule for these standards will be brought to the Board next year during the regular rulemaking year.

**IMPACT**

These standards are needed in temporary rule because they will be in use prior to the end of the legislative session.

**ATTACHMENTS**

Attachment 1 – Temporary Rule, 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference Page 3  
Attachment 2 – Revisions to the Idaho Content Standards for Humanities Page 5

**BOARD ACTION**

Motion to approve the Idaho Content Standards for Humanities to be incorporated by reference into rule.

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

Motion to approve the temporary rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate by reference the Idaho Content Standards for Humanities.

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

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IDAHO ADMINISTRATIVE CODE IDAPA 08.02.03 State Board of Education Rules Governing Thoroughness

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-30-07)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education on April 17, 2008 and Chemistry and Humanities Content Standards as adopted by the State Board of Education on August 21, 2008. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. ~~(11-2-07)F~~ (08-21-08)T

**02. The Idaho English Language Development Standards.** The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

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IDAHO CONTENT STANDARDS  
GRADE K-3  
HUMANITIES: DANCE

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 demonstrate dance movements as associated with places, historical events, and themes across various cultures and disciplines.

**Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.1.1.1 Identify and perform dances associated with particular places and events. ~~(868.01.d1)~~
- K-3.D.1.1.2 Identify historical events that have influenced dance. ~~(868.01.d2)~~
- K-3.D.1.1.3 Discuss common subjects, ideas, and themes in dances from different cultures. ~~(868.01.d3)~~
- K-3.D.1.1.4 Describe the role dance plays in today's society. ~~(868.01.d4)~~

**Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.1.2.1 Compare dance and other art forms associated with various cultures in various time periods. ~~(868.02.d1)~~
- K-3.D.1.2.2 Identify common themes or ideas found in other art forms and explore them through movement (e.g., students identify the theme of sadness found in a painting and improvise the idea through movement using “sad” music). ~~(868.02.d2)~~

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about dance.~~—Students in grades K-3 develop an arts vocabulary and respond through movement and discussion to ideas and themes in dance.

**Goal 2.1: ~~Conduct analyses in dance. Exercise sound reasoning in understanding and making choices in dance.~~**

**Objective(s): By the end of Grade 3, the student will be able to:**

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- K-3.D.2.1.1 Talk about dance as a means of communicating meaning. ~~(870.01.d1)~~
- K-3.D.2.1.2 Show through movement how the human body is used to express or communicate action, idea, or experience. ~~(870.01.d2)~~

**Goal 2.2: ~~Formulate and express opinions Engage in reasoned dialogue and make decisions~~ about dance performances.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.2.2.1 Create movement based on a theme (e.g., improvise on the topic of ~~family~~the solar system). ~~(870.02.d2)~~
- K-3.D.2.2.2 Show how dance elicits various interpretations. ~~(870.02.d3)~~
- K-3.D.2.2.3 Develop and apply ~~arts dance~~ vocabulary when discussing dance forms. ~~(870.03.d1)~~
- K-3.D.2.2.4 ~~Suggest ways the artists get ideas.~~ ~~(870.03.d3)~~ Create a dance phrase, working productively with others, respecting diverse perspectives.
- K-3.D.2.2.5 Voice personal preferences about dances within a classroom or other setting. ~~(870.03.d4)~~
- K-3.D.2.2.65 Observe a dance performance, discuss its meaning, and voice a personal response to it.

**Standard 3: Creation/Performance/Presentation**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through dance articulately and expressively.~~ Students in grades K-3 identify and demonstrate movement qualities, body shapes, levels, pathways, and tempos. Students create and perform movement phrases individually and collectively.

**Goal 3.1: Identify and practice concepts essential to dance.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.3.1.1 Identify and practice different movement qualities (e.g., ~~glide, slide, wiggle, swing~~bend, rise, fall, jump).
- K-3.D.3.1.2 Demonstrate how the body can change, create shapes, change levels, and move through pathways and in space at various speeds. ~~(872.02.d1)~~
- K-3.D.3.1.3 ~~Improvise movement based on various stimuli (e.g., music, verbal clues, sound).~~ ~~(872.01.d4)~~ Demonstrate dance phrases, following a specific floor pattern.

**Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.3.2.1 Repeat demonstrated body movements and rhythm patterns. ~~(872.02.d2)~~
- K-3.D.3.2.2 Move as an individual and as part of a group without talking. ~~(872.02.d3)~~
- K-3.D.3.2.3 Move at various tempos.

**Goal 3.3: Communicate in dance through creative expression.**

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**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.3.3.1 Use ~~movement~~ dance vocabulary to compose a dance phrase. ~~(872.03.d1)~~
- K-3.D.3.3.2 Create a ~~movement~~ dance phrase with a beginning, middle, and end. ~~(872.03.d2)~~
- K-3.D.3.3.3 ~~Use original ideas and/or concepts from other sources~~ Develop, communicate new ideas to others ~~to create through~~ movement. ~~(872.03.d3)~~
- K-3.D.3.3.4 Express ideas, moods, and feelings through dance. ~~(872.03.d4)~~

IDAHO CONTENT STANDARDS  
GRADE 4-5  
HUMANITIES: DANCE

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4-5 research and perform various existing dances and create their own original work based on other art disciplines.

**Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.1.1.1 Research and perform dance forms that have evolved during specific periods of history (e.g., social, cultural, professional). ~~(902.01.d1)~~
- 4-5.D.1.1.2 Explain how a dance from a culture or time period reflects values of its society. ~~(902.01.d2)~~
- 4-5.D.1.1.3 Identify ways in which dance has been transmitted from one generation to another.

**Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.1.2.1 Create a dance based on another art form (e.g., students create a movement phrase based on a poem, a piece of music, or from a costume). ~~(902.02.d1)~~

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and converse about dance. Students in grades 4-5 articulate how dance communicates ideas and meaning through artistic choices. Students draw conclusions about dance performances through discussion and observation.

**Goal 2.1: ~~Conduct analyses in dance. Exercise sound reasoning in understanding and making choices in dance.~~**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.2.1.1 Discuss and show how dance creates and communicates meaning. ~~(904.01.d1)~~

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- 4-5.D.2.1.2 Speculate and experiment with how different artistic choices can change the meaning of a dance. ~~(904.01.d2)~~

**Goal 2.2: Formulate and express opinions ~~Engage in reasoned dialogue and make decisions~~ about dance performances.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.2.2.1 Discuss how dance reveals themes and ideas. ~~(904.02.d1)~~
- ~~4-5.D.2.2.2 Identify ways in which other disciplines relate to movement and dance (e.g., repetition in painting and music). (904.02.d2)~~
- 4-5.D.2.2.2 Discuss the process and effort involved in developing an idea into a dance work.
- 4-5.D.2.2.3 Observe a dance performance and explain how the dance conveyed feelings or ideas.

**Standard 3: Creative Expression/Performance/Presentation**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through dance articulately and expressively.~~ Students in grades 4-5 identify and practice weight shifts and jumps. Students practice warm-up skills and movement phrases from different genres. Students improvise and create choreography to solve movement problems with a partner or a group.

**Goal 3.1: Identify and practice concepts essential to dance.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.3.1.1 Identify and practice ~~weight shifts, lateral movement, elevation, and jumps. (906.01.d1)~~ transfer of weight, elevation, turning, and falling at varying speeds.
- 4-5.D.3.1.2 Memorize set patterns of movement. ~~(906.01.d2)~~
- 4-5.D.3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies. ~~(906.01.d4)~~

**Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.3.2.1 Perform dances from at least two different ~~genres~~ dance disciplines (jazz, ballet, modern, tap, folk).
- 4-5.D.3.2.2 Demonstrate a rhythmic pattern through movement. ~~(906.02.d2)~~

**Goal 3.3: Communicate in dance through creative expression.**

**Objective(s): By the end of Grade 5, the student will be able to:**

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- 4-5.D.3.3.1 Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways, **using stage directions. and in space at various speeds.**
- 4-5.D.3.3.2 ~~Create a variety of solutions to~~ **Analyze** a movement problem (e.g., move to the floor from standing without using your hands, move like a caterpillar) with a partner or a group, **and create a solution.** ~~(906.03.d4)~~

IDAHO CONTENT STANDARDS  
GRADE 6-8  
HUMANITIES: DANCE

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 investigate and perform a historical dance. Students compare traditional and modern art forms.

**Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.1.1.1 Investigate one dance tradition of the United States and perform it (e.g., square dance, ~~tap dance~~, Native American dance). ~~(936.01.d1)~~
- 6-8.D.1.1.2 Examine the influence of historical events on the development of the dance form they have performed. ~~(936.01.d2)~~
- ~~6-8.D.1.1.3 Examine the role of dance in holidays and traditional celebrations.~~

**Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.1.2.1 ~~Compare traditional and modern dance and find a counterpart with another art form sharing traditional and modern forms. (936.02.d2)~~ Compare ballet and modern dance, and find a counterpoint with music.
- 6-8.D.1.2.2 Create a set, costumes, or props for a dance.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about dance.~~ Students in grades 6-8 develop criteria and vocabulary for evaluating dance. Students apply the skills of critique in analyzing a dance performance.

**Goal 2.1: ~~Conduct analyses in dance. Exercise sound reasoning in understanding and making choices in dance.~~**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.2.1.1 Identify criteria for evaluating dance. ~~(938.03.d2)~~



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6-8.D.2.1.2 Use appropriate vocabulary when analyzing a dance performance. ~~(938.03.d1)~~

**Goal 2.2: Formulate and express opinions Engage in reasoned dialogue and make decisions about dance performances.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.2.2.1 Compare how various dance ~~forms disciplines~~ express different ideas. ~~(938.02.d2)~~
- 6-8.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance. ~~(938.01.d3)~~
- 6-8.D.2.2.3 Discuss various responses and interpretations of a dance performance. ~~(938.01.d2)~~

**Standard 3: Creative Expression/Performance/Presentation**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through dance articulately and expressively.~~ Students in grades 6-8 practice correct increasing strength, flexibility, balance, alignment, and control. Students execute on-and off-balance movement and movement in the three planes. Students create and follow a floor pattern. Students develop their own choreography and work collaboratively with another choreographer.

**Goal 3.1: Identify and practice concepts essential to dance.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.3.1.1 Practice correct strengthening and stretching sequences. ~~(940.01.d1)~~
- 6-8.D.3.1.2 Practice maintaining both stationary and moving alignment, balance, and control. ~~(940.01.d5)~~

**Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.3.2.1 Identify and execute on- and off-balance movement phrases. ~~(940.02.d1)~~
- 6-8.D.3.2.2 Identify and execute movements in the three planes (vertical, horizontal, and sagittal). ~~(940.02.d2)~~
- 6-8.D.3.2.3 Create and follow a floor pattern. ~~(940.02.d3)~~
- 6-8.D.3.2.4 Select and/or make costumes that support the intent of a dance. ~~(940.02.d4)~~

**Goal 3.3: Communicate in dance through creative expression.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.3.3.1 Choreograph and perform short dance works of two different dance ~~stylesdisciplines~~. ~~(940.03.d1)~~
- 6-8.D.3.3.2 Choreograph a duet. ~~(940.03.d4)~~
- 6-8.D.3.3.3 Create a round or canon for a group of dancers to perform. ~~(940.03.d5)~~

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6-8.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else.  
(940.03.d6)

IDAHO CONTENT STANDARDS  
GRADE 9-12  
HUMANITIES: DANCE

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

**Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.**

**Objective(s): By the end of Grade 12, the student will be able to:**

9-12.D.1.1.1 Discuss how dance has a history, purpose, and function in cultures.  
(970.01.d2)

9-12.D.1.1.2 Choreograph a dance that illustrates a significant historical event, discovery, or concept. (970.01.d1)

**Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of Grade 12, the student will be able to:**

9-12.D.1.2.1 Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance. (970.02.d1)

9-12.D.1.2.2 Create an original dance that is inspired by visual arts, music, theatre, or literary works.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about dance.~~ Students in grades 9-12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

**Goal 2.1: Conduct analyses in dance.**

**Objective(s): By the end of Grade 12, the student will be able to:**

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- 9-12.D.2.1.1 Develop and use dance vocabulary to discuss a variety of dance ~~forms and styles.~~ ~~(973.01.d1)~~ disciplines.
- 9-12.D.2.1.2 Write a critique of a dance performance, examining how dance creates and communicates meaning. ~~(973.01)~~

**Goal 2.2: Formulate and express opinions ~~Engage in reasoned dialogue and make decisions~~ about dance performances.**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.2.2.1 Discuss how dance can reveal ~~or portray political and/or cultural issues.~~ ~~(973.02.d1)~~ human thought and global issues.
- 9-12.D.2.2.2 Critique a dance performance on the merit of how well it communicates its meaning.
- 9-12.D.2.2.3 Create ~~and revise~~ a dance, articulating reasons for artistic decisions. ~~and what was gained or lost by those decisions.~~
- 9-12.D.2.2.4 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, choreography, and other aspects of a dance presentation.
- 9-12.D.2.2.5 Examine how a dance may elicit interpretations different from those intended by the choreographer and/or dancer. ~~(973.03.d3)~~

**Standard 3: Creative Expression/Performance/Presentation**

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Communicate through dance articulately and expressively.~~ Students in grades 9-12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

**Goal 3.1: Identify and practice concepts essential to dance.**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different genres. ~~(975.01.d1)~~
- 9-12.D.3.1.2 Perform contrasting movement qualities within a dance phrase (e.g., rise and fall, tension and release, glide and dart).
- 9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment, balance, and control.

**Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.3.2.1 Study a piece of choreography and ~~interpret~~ analyze it.
- 9-12.D.3.2.2 Identify the characteristics of a particular dance ~~style~~ discipline.

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- 9-12.D.3.2.3 Create a dance incorporating characteristics of a particular dance style.discipline.

**Goal 3.3: Communicate in dance through creative expression.**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.3.3.1 Create a movement phrase, using contrast in energy and tempo.  
9-12.D.3.3.2 Choreograph a dance based on a theme. (975.03.d1)  
9-12.D.3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g., spoken word, sound effects).  
9-12.D.2.1.3 Discuss the aesthetics of dance.(975.03.d5)

IDAHO CONTENT STANDARDS  
GRADE 9-12  
HUMANITIES: INTERDISCIPLINARY

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines.~~ Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.

**Goal 1.1: Understand the historical and cultural contexts of the arts and humanities disciplines.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.I.1.1.1 Identify, in context, events and people influential in the development of historical events and/or movements and living cultures. ~~(962.01.a)~~
- 9-12.I.1.1.2 Demonstrate the ways in which the arts and humanities reflect events. ~~(962.01.b)~~
- 9-12.I.1.1.3 Illustrate how an artifact symbolizes and reflects a particular culture and/or time period. ~~(962.01.c)~~

**Goal 1.2: Understand the interrelationships within the arts and humanities disciplines.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.I.1.2.1 Acquire a working vocabulary of two or more arts and humanities disciplines. ~~(962.02.a)~~
- 9-12.I.1.2.2 Compare and contrast the products and processes of two arts and humanities disciplines. ~~(962.02.b)~~
- 9-12.I.1.2.3 Illustrate the relationship between two or more arts and humanities disciplines and the extent to which they enhance or influence each other. ~~(962.02.c)~~
- 9-12.I.1.2.4 Create an original work that shows the relationship between two or more arts and humanities disciplines.

**Goal 1.3: Understand the interrelationships between cultures.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.I.1.3.1 Identify the ways the structure of an art or discipline mirrors the structure and values of society. ~~(962.03.a)~~

- 9-12.I.1.3.2 Identify the ways that the humanities disciplines affect human relationships.  
(962.03.b)

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts and humanities. They build literacy and develop critical thinking through analysis and interpretation

~~Conduct analyses, engage in discussions, and demonstrate informed judgment about philosophical, aesthetic, or ethical humanities issues across two or more humanities disciplines~~  
Interdisciplinary Humanities students research and analyze important cultural, artistic, and societal issues as they relate to two or more arts and humanities disciplines (e.g., visual art, music, theatre, dance, world language, history, literature). Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.

**Goal 2.1: Conduct analyses in the arts and humanities disciplines.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.I.2.1.1 Relate arts and humanities disciplines to ethical and/or human issues.  
(964.01.a)
- 9-12.I.2.1.2 Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas. (964.01.b)
- 9-12.I.2.1.3 Research and present findings about the role of artworks in a society.

**Goal 2.2: Engage in discussions about arts and humanities issues.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.I.2.2.1 Analyze an artifact or idea and debate its meaning in the context of its societal values. (964.02.a)
- 9-12.I.2.2.2 Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct. (964.02.b)
- 9-12.I.2.2.3 Discuss ways in which the arts and humanities break through and create class barriers. (964.02.c)
- 9-12.I.2.2.4 Discuss the significance of artworks in a society.

**Goal 2.3: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts and humanities issues.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.I.2.3.1 Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others. (964.03.a)
- 9-12.I.2.3.2 Create an original work that offers a response to a human problem.

**Standard 3: Creative Expression/Performance/Presentation**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate in the humanities disciplines articulately and with creative expression.~~

~~Interdisciplinary~~ Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or imitate significant works in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a(n) historical period, culture, or universal theme.

**Goal 3.1: Understand concepts essential to interdisciplinary study.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.I.3.1.1 Discuss the role of diverse cultures within the arts and humanities. ~~(966.01.a)~~
- 9-12.I.3.1.2 Identify universal themes in the arts and humanities disciplines. ~~(966.01.b)~~
- 9-12.I.3.1.3 Select and exhibit works that communicate a common meaning.

**Goal 3.2: Communicate in the humanities disciplines through application of knowledge and skills.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.I.3.2.1 Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview. ~~(966.02.a)~~
- 9-12.I.3.2.2 Interpret how a literary/artistic work relates to the history and/or culture from which it originated. ~~(966.02.b)~~
- 9-12.I.3.2.3 Replicate or imitate a literary/artistic masterpiece, composition, genre, or style through its distinguishing characteristics.

**Goal 3.3: Communicate in the humanities disciplines through creative expression.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.I.3.3.1 Express, through means other than expository writing, an understanding and appreciation of the arts and humanities. ~~(966.03.a)~~
- 9-12.I.3.3.2 Illustrate a connection between two humanities disciplines, showing how they compliment one another. ~~(966.03.b)~~
- 9-12.I.3.3.3 Create an artistic work that expresses the uniqueness of a historical period or cultural influence. ~~(966.03.c)~~
- 9-12.I.3.3.4 Create a literary work that targets a universal theme.



IDAHO CONTENT STANDARDS  
GRADE K-3  
HUMANITIES: MUSIC

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 discuss the history, culture, and traditions found in selected musical examples. Students identify ideas and emotions expressed through music and ~~compare a musical selection with another art form.~~ examine how they relate to other disciplines within that culture.

**Goal 1.1: Discuss the historical and cultural contexts of music.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.Mu.1.1.1 Name the historical or cultural background of musical selections learned. ~~(868.01.a1)~~
- K-3.Mu.1.1.2 Identify the country or region of musical selections learned. ~~(868.01.a2)~~
- K-3.Mu.1.1.3 ~~Discuss~~Recognize characteristics of suitable music for various occasions and traditions.

**Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines of music and culture.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.Mu.1.2.1 Identify ideas and emotions that are expressed through music and other disciplines. ~~(868.02.a1)~~
- ~~K-3.Mu.1.2.2~~ ~~Compare a musical selection with another art form that uses a similar style.~~ ~~(868.02.a2)~~

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades K-3 ~~identify~~differentiate among simple musical forms; and identify instrument families; and voices. Students discuss preferences for musical examples. Students explain the role of music in their lives.

**Goal 2.1: Conduct analyses in music.**

**Objective(s): By the end of Grade 3, the student will be able to:**

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- K-3.Mu.2.1.1 Examine music as a way to communicate emotions. ~~(870.01.a2)~~
- K-3.Mu.2.1.2 Use music vocabulary to discuss specific works of music. ~~(870.01.a3)~~
- K-3.Mu.2.1.3 Identify sounds of different instrument families and voices.
- K-3.Mu.2.1.4 ~~Identify~~ Differentiate among simple musical forms when they are heard.

**Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ Formulate and express opinions about musical performances.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.Mu.2.2.1 Discuss the importance of music in one's own life. ~~(870.02.a1)~~
- K-3.Mu.2.2.2 Discuss preferences for musical examples using familiar musical terms. ~~(870.03.a2)~~
- ~~K-3.Mu.2.2.3 Demonstrate proper concert behavior.~~
- K-3.Mu.2.2.3 Draw conclusions about the meaning of the term "classical music." ~~(870.02.a2)~~

**Standard 3: Creative Expression/Performance/Presentation**

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Communicate through music articulately and expressively.~~ Students in grades K-3 read and perform simple music notation. Students perform alone and in groups on pitch and in rhythm responding to the conductor. Students create melodic or rhythmic responses using instructor guidelines. Students move to the beat of music.

**Goal 3.1: Utilize concepts essential to music.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.Mu.3.1.1 Sing independently with a clear tone and on pitch.
- K-3.Mu.3.1.2 Identify symbols and notation in music. ~~(906.01.a3)~~
- K-3.Mu.3.1.3 Read music notation in simple meters or groupings using a system of symbols, numbers, or letters. ~~(872.01.a1)~~

**Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.Mu.3.2.1 Identify and perform simple songs from different cultures and genres. ~~(872.02.a1)~~
- K-3.Mu.3.2.2 Illustrate group singing and instrumental skills in response to conductor cues. ~~(872.02.a2)~~
- K-3.Mu.3.2.3 Echo rhythmic or melodic patterns accurately.
- ~~K-3.Mu.3.2.4 Evaluate and demonstrate proper behavior for different types of music performances.~~

**Goal 3.3: Communicate through music with creative expression.**

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**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.Mu.3.3.1     Improvise musical "answers" to given rhythmic and/or melodic phrases.  
~~(872.03.a3)~~
- K-3.Mu.3.3.2     Move to the beat of music ~~in both organized and free style~~ in a prescribed manner. ~~(872.03.a2)~~
- K-3.Mu.3.3.3     Improvise movement that is stylistically appropriate to music (e.g., free style).~~(872.03.a4)~~

IDAHO CONTENT STANDARDS  
GRADE 4-5  
HUMANITIES: MUSIC

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4-5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.

**Goal 1.1: Discuss the historical and cultural contexts of music.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.Mu.1.1.1 Describe how musical elements are used in music of our own culture as well as other cultures.
- 4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods. ~~(902.01.a2)~~
- 4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history. ~~(902.01.a3)~~
- 4-5.Mu.1.1.4 Recognize the uses of music in everyday life.

**Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.Mu.1.2.1 Identify similarities and differences in the meanings of terms common to other arts disciplines. ~~(902.02.a2)~~
- 4-5.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style.
- 4-5.Mu.1.2.3 Describe ways that music is related to other subject areas ~~within an historical context.~~

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades 4-5 identify specific elements of music and sounds of various instruments and voices. Students discuss the importance of music in

today's society. Students express personal preferences for a specific work using appropriate arts vocabulary.

**Goal 2.1: Conduct analyses in music.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.Mu.2.1.1 Describe music as a form of communication. (904.01.a2)
- 4-5.Mu.2.1.2 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre). (904.01.a1)
- ~~4-5.Mu.2.1.3 Identify the sounds of various instruments and voices.~~
- 4-5.Mu.2.1.3 Use music vocabulary to discuss specific compositions of various styles and cultures. (904.01.a3)

**Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ Formulate and express opinions about musical performances.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.Mu.2.2.1 Discuss the importance of music in our society. (904.02.a1)
- 4-5.Mu.2.2.2 Express personal preferences for a specific work using appropriate arts vocabulary. (904.03.a1)
- ~~4-5.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior. (904.03.a4)~~
- 4-5.Mu.2.2.3 Identify and discuss copyright issues in music. (904.03.a2)

**Standard 3: Creative Expression/Performance/Presentation**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through music articulately and expressively.~~ Students in grades 4-5 use standard music symbols and terms to read, notate, and perform music. Students sing, **alone and with others**, accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students **also** perform in groups blending vocal/instrumental sounds and **matching dynamics, breath control, phrasing, and interpretation in response to the conductor** follow a conductor. Students improvise simple melodic phrases.

**Goal 3.1: Utilize concepts essential to music.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.Mu.3.1.1 Improvise simple melodic phrases. (940.01.a1)
- ~~4-5.Mu.3.1.2 Use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics.~~
- 4-5.Mu.3.1.2 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. (906.01.a2)
- ~~4-5.Mu.3.1.4 Identify specific instruments in a recording or live performance. (906.01.a4)~~

**Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.**

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**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.Mu.3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons. ~~(906.02.a1)~~
- 4-5.Mu.3.2.2 Perform independent instrumental parts while other students sing or play contrasting parts. ~~(906.02.a3)~~
- 4-5.Mu.3.2.3 **Sing/play** accurately with appropriate dynamics, breath control, phrasing, and interpretation **while following a conductor.**
- 4-5.Mu.3.2.4 **Discuss and demonstrate the importance of proper concert behavior.**

**Goal 3.3: Communicate through music with creative expression.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.Mu.3.3.1 Improvise, create, or arrange music within specifies guidelines (style, form, instrumentation). ~~(906.03.a3)~~
- ~~4-5.Mu.3.3.2 Sing expressively, either alone or in a musical group.~~
- ~~4-5.Mu.3.3.3 Play rhythmic, melodic and harmonic classroom instruments expressively~~
- 4-5.Mu.3.3.2 **Sing/play** an improvised simple melody in a call and response context.
- 4-5.Mu.3.3.3 Move to the beat of music ~~in both organized and free style~~ in an organized manner.
- 4-5.Mu.3.3.4 Improvise movement that is stylistically appropriate to music (e.g., free style).
- 4-5.Mu.3.3.5 **Create original rhythmic/melodic ostinatos to accompany group performances.**

IDAHO CONTENT STANDARDS  
GRADE 6-8  
HUMANITIES: MUSIC

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

**Goal 1.1: Discuss the historical and cultural contexts of music.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.Mu.1.1.1 Analyze the relationship of a country's traditions and its music. ~~(936.01.a1)~~
- 6-8.Mu.1.1.2 Identify the historical period during which musical works being studied were composed. ~~(936.01.a2)~~
- 6-8.Mu.1.1.3 Discuss the relationship of music to the historical period in which it was composed. ~~(936.01.a2)~~
- 6-8.Mu.1.1.4 Identify ~~the roles of prominent~~ musicians in ~~contemporary~~ society.

**Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.Mu.1.2.1 Compare a musical style with another art form sharing a similar style or movement. ~~(936.02.a2)~~
- 6-8.Mu.1.2.2 Discuss similarities among various disciplines ~~and of~~ the arts.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades 6-8 describe and analyze aural examples of music, using correct musical terminology. Students identify a musical theme. Students develop criteria for high musical quality. Students evaluate musical performances.

**Goal 2.1: Conduct analyses in music.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.Mu.2.1.1 Identify a musical theme.

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- 6-8.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.
- 6-8.Mu.2.1.3 Identify the sounds of voices and musical instruments as they are used in musical works.
- 6-8.Mu.2.1.4 Discuss the style of a musical selection.

**Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ Formulate and express opinions about musical performances.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.Mu.2.2.1 ~~Describe the significance of music in contemporary society. (938.02.a3)~~ Discuss the roles of professional and amateur musicians in society.
- 6-8.Mu.2.2.2 Express personal preference for music using appropriate musical terminology. (973.03.a1)
- ~~6-8.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire. (940.03.a4)~~
- 6-8.Mu.2.2.3 Debate copyright issues in music. (938.03.a3)
- 6-8.Mu.2.2.4 Develop criteria for high musical quality. (938.03.a2)
- 6-8.Mu.2.2.5 Evaluate constructively the quality of one's performance and the performances of others. (938.03.a2)

**Standard 3: Creative Expression/Performance/Presentation**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through music articulately and expressively.~~ Students in grades 6-8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor and using appropriate dynamics and phrasing. Students perform or compose music using a variety of sound sources. Students ~~articulate~~ formulate a method of consistent musical practice.

**Goal 3.1: Utilize concepts essential to music.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- ~~6-8.Mu.3.1.1 Improvise simple rhythmic and/or melodic accompaniments. (906.01.a1)~~
- 6-8.Mu.3.1.1 Read and notate pitches in treble and bass clef (grand staff).
- 6-8.Mu.3.1.2 Read and notate music **symbols** (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression). (940.01.a2)
- 6-8.Mu.3.1.3 ~~Articulate~~Formulate a method of consistent musical practice.

**Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 8, the student will be able to:**



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- ~~6-8.Mu.3.2.1~~ — ~~Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. (940.01.a3)~~
- 6-8.Mu.3.2.1 Sing/play accurately and expressively in at least 3-part harmony using with good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor. (940.02.a1)
- 6-8.Mu.3.2.3 Sing/play expressively with appropriate dynamics and phrasing, considering the intent of the music's creator.
- 6-8.Mu.3.2.3. Discuss and demonstrate the importance of proper concert behavior and attire.
- 6-8/Mu.3.2.3. Demonstrate interpersonal skills through working collaboratively and productively with others.

**Goal 3.3: Communicate through music with creative expression.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.Mu.3.3.1 Create a melody when given specific guidelines. (872.03.a1)
- 6-8.Mu.3.3.2 Improvise simple rhythmic and/or melodic accompaniments.
- ~~6-8.Mu.3.3.2~~ — ~~Perform a work of music considering the intent of its creator. (940.03.a)~~
- 6-8.Mu.3.3.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music. (940.03.a1)

IDAHO CONTENT STANDARDS  
GRADE 9-12  
HUMANITIES: MUSIC

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines. ~~Students identify famous musicians in contemporary society.~~

**Goal 1.1: Discuss the historical and cultural contexts of music.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.Mu.1.1.1 Identify representative musical works from a variety of cultures and historical periods. ~~(971.01.a1)~~
- 9-12.Mu.1.1.2 Outline the purpose and function of a particular form of music through history. ~~(971.01.a2)~~
- 9-12.Mu.1.1.3 Compare and contrast aesthetical aspects of music from different cultural perspectives. ~~(971.01.a3)~~
- 9-12.Mu.1.1.4 ~~Identify famous musicians in contemporary society.~~ Identify the roles of musicians in society.

**Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.Mu.1.2.1 Discuss connections between the history of one art form or style and another related art form or style. ~~(971.02.a2)~~
- 9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.

**Goal 2.1: Conduct analyses in music.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.Mu.2.1.1 Recognize ~~common themes~~ commonalities in the use of musical elements appearing in music throughout history. (973.01.a4)
- 9-12.Mu.2.1.2 Develop and use music vocabulary to discuss musical forms. (973.01.a1)
- 9-12.Mu.2.1.3 Compare two contrasting musical works. (973.01.a2)
- 9-12.Mu.2.1.4 Discuss the similarities and differences of artistic styles of music performed. (973.01.a3)

**Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ Formulate and express opinions about musical performances.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.Mu.2.2.1 ~~Discuss the roles of professional and amateur musicians in society-~~ (904.02.a2)-Evaluate how music participation is critical to global culture.
- 9-12.Mu.2.2.2 Explain personal preferences for musical styles and pieces, using proper terminology. (938.02.a1)
- ~~9-12.Mu.2.2.3 — Discuss and demonstrate the importance of proper concert behavior and attire.~~
- 9-12.Mu.2.2.3 Offer an alternative for copyright infringement both for the consumer and the artist. (973.03.a3)
- 9-12.Mu.2.2.4 Develop criteria for high musical quality and apply it to a live musical performance. (973.02.a1)
- 9-12.Mu.2.2.5 Evaluate constructively the quality of one's performance and the performances of others. (973.03.a4)

**Standard 3: Creative Expression/Performance/Presentation**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through music articulately and expressively.~~ Students in grades 9-12 perform an instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies. Students ~~articulate~~ formulate a method of consistent and efficient musical practice.

**Goal 3.1: Utilize concepts essential to music.**

**Objective(s): By the end of high school, the student will be able to:**

- ~~9-12.Mu.3.1.1 — Improvise musical lines using rhythm, melodic embellishments, and harmony. (975.01.a1)~~
- 9-12.Mu.3.1.1 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.

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- 9-12.Mu.3.1.2 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.
- 9-12.Mu.3.1.2 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements.
- 9-12.Mu.3.1.3 ~~Articulate~~Formulate a method of consistent and efficient musical practice. (975.01.a2)

**Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.Mu.3.2.1 Perform in groups, in at least 4 parts, blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor. (906.03.a1)
- 9-12.Mu.3.2.2 Interpret/perform a musical selection, respecting the intent of its creator. (975.02.a2)
- 9-12.Mu.3.2.3 Perform in a small ensemble or as a soloist using appropriate musical technique. (975.02.a1)
- 9-12.Mu.3.3.4 Discuss and demonstrate the importance of proper concert behavior and attire.
- 9-12.Mu.3.3.5 Demonstrate interpersonal skills by working collaboratively and productively with others.

**Goal 3.3: Communicate through music with creative expression.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.Mu.3.3.1 Improvise rhythmic and melodic variations on given melodies. (975.03.a4)
- 9-12.Mu.3.3.2 Perform level-appropriate musical works with expression and technical accuracy. (975.03.a3)
- 9-12.Mu.3.3.3 Create an original harmony to accompany a melody.
- ~~9-12.Mu.3.3.3 Demonstrate level-appropriate solo and ensemble skills. (975.03.a1)~~
- ~~9-12.Mu.3.3.4 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. (975.03.a2)~~

IDAHO CONTENT STANDARDS  
GRADE K-3  
HUMANITIES: THEATRE

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.

**Goal 1.1: ~~Explain~~ Identify the historical and cultural contexts of theatre.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.1.1.1 Identify a dramatic presentation as belonging to the past ~~or~~ present. ~~or future.~~
- K-3.T.1.1.2 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story). ~~(868.01.e1)~~
- K-3.T.1.1.3 Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

**Goal 1.2: ~~Explain~~ Identify the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.1.2.1 ~~Discuss~~ Dramatize how theatre is enhanced by dance, visual art, and music. ~~(868.02.e1)~~
- K-3.T.1.2.2 Compare a written ~~(visual or oral)~~ story with a dramatic performance of that same story. ~~(868.02.e2)~~

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades K-3 identify and discuss the elements and meaning of a dramatic performance, using ~~arts-theatre~~ vocabulary. Students explain personal preference about a dramatic performance.

**Goal 2.1: Conduct analyses ~~in~~ of theatre.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.2.1.1 ~~Discuss~~ Use drama as a form of communication. ~~(870.01.e2)~~
- K-3.T.2.1.2 Use ~~arts theatre~~ vocabulary to discuss a dramatic performance. ~~(870.01.e3)~~

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- K-3.T.2.1.3 Identify and describe the character, plot, and setting in stories.
- K-3.T.2.1.4 ~~Speculate-Discuss on~~ the meaning of a performance.

**Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances.~~ Exercise sound reasoning in understanding and making choices about theatre.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.2.2.1 Verbalize personal preferences for ~~various~~ types of drama. ~~(870.01.e1)~~
- K-3.T.2.2.2 Identify the beginning, middle, and ending of dramatic performances. ~~(870.01.e2)~~
- K-3.T.2.2.3 ~~Explain-Express~~ preferences for ~~different parts~~ the various aspects of a dramatic performance. ~~(870.01.e3)~~
- K-3.T.2.2.4 Explain the importance of theatre in one's own life.

**Standard 3: Creation/Performance/Presentation**

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

~~Communicate through theatre articulately and expressively.~~ Students in grades K-3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.

**Goal 3.1: ~~Identify~~ Utilize concepts essential to theatre.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.3.1.1 Create characters, environments, and situations for dramatization. ~~(872.01.e1)~~
- K-3.T.3.1.2 Vary movement, vocal pitch, tempo, and tone for different characters. ~~(872.01.e2)~~

**Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.3.2.1 Use dialogue to tell stories. ~~(872.02.e1)~~
- K-3.T.3.2.2 Interact in imaginary situations. ~~(872.02.e2)~~
- K-3.T.3.2.3 Choose scenery, props, costumes, and makeup for a production. ~~(872.02.e3)~~
- K-3.T.3.2.4 ~~Demonstrate appropriate behavior while attending and/or participating in theatrical events.~~

IDAHO CONTENT STANDARDS  
GRADE 4-5  
HUMANITIES: THEATRE

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4-5 portray historical events and various cultures using theatrical elements. Students discuss theatre as a means of reflecting history and culture. Students analyze the interrelationships of the arts in a live performance.

**Goal 1.1: ~~Explain~~ Identify the historical and cultural contexts of theatre.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.1.1.1 Translate a specific historical event into a dramatic presentation. ~~(902.01.e1)~~
- 4-5.T.1.1.2 Create stage props and scenery that convey historical accuracy in a dramatic reenactment. ~~(902.01.e2)~~
- 4-5.T.1.1.3 ~~Improvise~~ Create dialogue involving historical figures. ~~(902.01.e3)~~
- 4-5.T.1.1.4 ~~Discuss~~ Identify the value of theatre as a means of reflecting history and culture.

**Goal 1.2: ~~Explain~~ Identify the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.1.2.1 Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance. ~~(902.02.e1)~~

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades 4-5 use selected criteria to critique performances and justify reasons for personal preferences. Students discuss and analyze the themes and elements of theatre. Students identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

**Goal 2.1: Conduct analyses ~~in~~ of theatre.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.2.1.1 Develop and use theatre vocabulary. ~~(904.01.e1)~~
- 4-5.T.2.1.2 Use selected criteria to critique a dramatic performance.
- 4-5.T.2.1.3 Compare and contrast film, television, and theatre as ~~different~~ distinct genres.
- 4-5.T.2.1.4 ~~Discuss-Examine~~ theatre as ~~effective or ineffective~~ a means ways to communicate meaning.
- 4-5.T.2.1.5 Justify reasons for personal preference concerning a dramatic performance.

**Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances.~~  
Exercise sound reasoning and understanding in making choices about theatre.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.2.2.1 Identify how theatre reveals universal themes. ~~(904.02.e1)~~
- 4-5.T.2.2.2 Analyze how facial expression and body language reveal meaning. ~~(904.02.e2)~~
- 4-5.T.2.2.3 Evaluate one's own performance of a scene and the performances of others. ~~(904.03.e4)~~
- ~~4-5.T.2.2.4 Discuss how lighting, sets, and costumes can create meaning in a dramatic performance. (904.03.e2)~~
- 4-5.T.2.2.54 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.
- 4-5.T.2.2.5 Explain the importance of theatre in our society.

**Standard 3: Creation/Performance/Presentation**

~~Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.~~

~~Communicate through theatre articulately and expressively.~~ Students in grades 4-5 improvise and create dramatizations based on a variety of sources. Students use theatrical elements to convey mood and environment. Students collaborate to produce original and retold narratives. Students show respect for their work and the work of others.

**Goal 3.1: ~~Identify-Utilize~~ concepts essential to theatre.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.3.1.1 Improvise dialogue to tell stories and convey information.
- 4-5.T.3.1.2 Create characters, environments, and situations for dramatization.
- 4-5.T.3.1.3 Vary movements, vocal pitch, tempo, and tone for different characters.

**Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.3.2.1 ~~Select materials to~~ Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production. ~~(906.02.e1)~~
- ~~4-5.T.3.2.2 Use theatrical elements to convey mood and environment. (906.02.e2)~~
- 4-5.T.3.2.2 Demonstrate basic stage movement.



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- 4-5.T.3.2.3 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- 4-5.T.3.2.4 Show respect for personal work and works of others.

**Goal 3.3: Communicate through theatre with creative expression.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.3.3.1 Create characters and plots from a variety of sources.
- ~~4-5.T.3.3.2 Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance. (906.03.c3)~~
- 4-5.T.3.3.2 Create a short dramatic scene from narrative literature.
- 4-5.T.3.3.3 Improvise scenes collaboratively, based on relationships and social situations. (906.03.c1)

IDAHO CONTENT STANDARDS  
GRADE 6-8  
HUMANITIES: THEATRE

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 identify and discuss the historical roots of theatre. Students distinguish between different types of acting and identify ways various cultures have used theatre to communicate ideas. Students use and analyze the use of multiple art forms in theatre.

**Goal 1.1: ~~Explain~~ Examine the historical and cultural contexts of theatre.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.1.1.1 ~~Identify~~ Investigate theatre's Greek roots. ~~(936.01.e1)~~
- 6-8.T.1.1.2 Identify the ways in which many cultures have used theatre to communicate ideas.
- 6-8.T.1.1.3 ~~Discuss~~ Compare and contrast various historical changes and developments in the theatre and stage. ~~(936.01.e2)~~
- 6-8.T.1.1.4 Delineate the differences ~~between melodramatic and realistic~~ among various acting styles, genres, and time periods.

**Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.1.2.1 Utilize multiple art forms to communicate ideas effectively.
- 6-8.T.1.2.2 ~~Analyze a dramatic performance's use of multiple art forms.~~ Analyze how other art forms contribute to a dramatic performance.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades 6-8 compare and contrast theatre of different cultures. Students identify and discuss dramatic elements in a work. Students formulate and defend personal preferences about dramatic performances. Students use theatrical vocabulary to discuss a performance. Students analyze a character's role, actions, and the consequences for actions.

**Goal 2.1: Conduct analyses ~~in~~ of theatre.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.2.1.1 ~~Investigate and evaluate~~ Employ theatre as a way to create and communicate meaning. (938.01.e1)
- 6-8.T.2.1.2 Compare and contrast the theatre of different cultures. (938.01.e2)
- 6-8.T.2.1.3 ~~Discuss-Compare~~ one's interpretation of a dramatic scene with ~~the~~ interpretations of others. (938.01.e3)
- 6-8.T.2.1.4 Identify ~~and discuss dramatic~~ the theatrical elements that contribute to the meaning of a dramatic work. (938.01.e4)

**Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances.~~  
Exercise sound reasoning and understanding in making choices about theatre.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.2.2.1 Describe the role of the protagonist and the antagonist in a dramatic performance.
- 6-8.T.2.2.2 ~~Discuss-Recognize~~ the elements of conflict, climax, and theme as they relate to theatrical texts.
- 6-8.T.2.2.3 Analyze a character's actions and the consequences they create.
- 6-8.T.2.2.4 Defend one's personal preferences for ~~parts~~ the various aspects of a dramatic work. (938.03.e1)
- 6-8.T.2.2.5 ~~Discuss-Utilize~~ drama as a study of human character and personality. (938.03.e2)
- 6-8.T.2.2.6 Use theatrical vocabulary to ~~assess-critique~~ a dramatic performance. (938.03.e3)
- 6-8.T.2.2.7 Explain how lighting, sets, and costumes can create meaning in a dramatic performance.
- 6-8.T.2.2.8 Identify roles of professional and amateur performers and theatre technicians in our society.

**Standard 3: Creation/Performance/Presentation**

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

~~Communicate through theatre articulately and expressively.~~ Students in grades 6-8 improvise dialogue and create characters, environments, and situations. Students describe how theatrical and technical elements create meaning in a performance. Students demonstrate basic stage movement and the physical tools for acting. Students use pantomime to tell a story.

**Goal 3.1: ~~Identify-Utilize~~ concepts essential to theatre.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.3.1.1 Improvise dialogue to tell stories and convey information at a personal level. (940.01.e1)
- 6-8.T.3.1.2 Create characters, environments and situations to convey a specific idea or mood. (940.01.e2)
- 6-8.T.3.1.3 Vary movements and vocal qualities to convey an interpretation of a character. (940.01.e3)

**Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.3.2.1 Identify and describe how ~~theatrical- performance and technical elements (e.g., characterization, scenery, lighting, costumes)~~ communicate the meaning and intent of a dramatic presentation. ~~(940.02.e1)~~
- 6-8.T.3.2.2 ~~Use technical elements of theatre to communicate meaning.~~ Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.
- 6-8.T.3.2.3 Use pantomime ~~theatre~~ to communicate an idea or tell a story.
- 6-8.T.3.2.4 Demonstrate basic stage movement.
- 6-8.T.3.2.5 Demonstrate the **use of** physical tools for acting (voice, movement, facial expression, gestures).
- 6-8.T.3.2.6 ~~Show respect for personal work and works of others. (940.03.e5)~~

**Goal 3.3: Communicate through theatre with creative expression.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.3.3.1 ~~Perform or create~~ Create and perform an original work. ~~(940.03.e1)~~
- 6-8.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, ~~and or~~ beliefs. ~~(940.03.e2)~~
- 6-8.T.3.3.3 Plan and direct scripted scenes. ~~(940.03.e3)~~
- 6-8.T.3.3.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events. ~~(940.03.e4)~~

IDAHO CONTENT STANDARDS  
GRADE 9-12  
HUMANITIES: THEATRE

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare ~~universal-stock~~ characters and archetypes from various cultures. Students create and analyze the use of other art forms in dramatic performances.

**Goal 1.1: ~~Explain~~ Examine the historical and cultural contexts of theatre.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.1.1.1 ~~Identify~~ Investigate representative dramatic works from a variety of cultures and historical periods. ~~(971.01.e3)~~
- 9-12.T.1.1.2 ~~Illustrate~~ Demonstrate an understanding of cultural and historical perspectives required by a specific ~~text script.~~ ~~(971.01.e1)~~
- 9-12.T.1.1.3 Identify historical periods and their theatrical styles. ~~(971.01.e3)~~
- 9-12.T.1.1.4 Describe and compare ~~universal-stock~~ characters, archetypes, and universal themes ~~situations~~ in dramas from various cultures and periods.
- 9-12.T.1.1.5 Investigate representative playwrights from a variety of cultures and historical periods.

**Goal 1.2: ~~Explain~~ Identify the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of high school, the student will be able to:**

- ~~9-12.T.1.2.1 — Create works that integrate processes and concepts of other art forms.~~
- 9-12.T.1.2.21 Analyze how other art forms contribute to a dramatic performance.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades 9-12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.

**Goal 2.1: Conduct analyses ~~in~~ of theatre.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.2.1.1 Develop and use theatre vocabulary to critique dramatic performances or written plays. ~~(972.01.e1)~~
- 9-12.T.2.1.2 Compare and contrast ~~the relationship between~~ traditional theatre and contemporary trends in entertainment. ~~(972.01.e3)~~
- 9-12.T.2.1.3 Analyze the central action of the play and discuss its cause and effect.
- 9-12.T.2.1.4 Evaluate how well the ~~dramatic~~ text or production met its intended objectives.

**Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances. Exercise sound reasoning and understanding in making choices about theatre.~~**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.2.2.1 ~~Describe-Develop~~ and defend one's critique of a dramatic performance. ~~(971.03.e1)~~
- 9-12.T.2.2.2 Analyze production and performance appropriateness of a theatrical work within a given community. ~~(972.03.e2)~~
- 9-12.T.2.2.3 Compare and contrast modern drama with the theatre of earlier periods.
- 9-12.T.2.2.4 ~~Analyze how technical elements can create meaning in a dramatic performance.~~
- 9-12.T.2.2.5 Evaluate how theatrical participation is critical to global culture.

**Standard 3: Creation/Performance/Presentation**

~~Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.~~

~~Communicate through theatre articulately and expressively.~~ Students in grades 9-12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.

**Goal 3.1: ~~Identify-Utilize~~ concepts essential to theatre.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.3.1.1 Interpret and perform scripts to convey story and meaning to an audience. ~~(975.01.e1)~~
- 9-12.T.3.1.2 Research and apply physical, emotional, and social dimensions in creating character. ~~(975.01.e2)~~
- ~~9-12.T.3.1.3—Analyze theatrical elements of a dramatic performance. (975.01.e3)~~
- 9-12.T.3.1.4 Utilize theatrical terminology in appropriate settings.

**Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.3.2.1 ~~Show how~~ Demonstrate how artistic choices can affect performances and formal productions. (975.02.e1)
- 9-12.T.3.2.2 ~~Construct~~ Create imaginative scripts that convey story and meaning to an audience. (975.02.e2)
- 9-12.T.3.2.3 Interpret/perform a work respecting the intent of its creator. (975.02.e3)
- 9-12.T.3.2.4 Create works that integrate processes and concepts of other art forms.
- 9-12.T.3.2.5 Use theatrical elements to convey mood and environment.
- 9-12.T.3.2.6 Plan and utilize technical theatre elements to support a dramatic text.
- 9-12.T.3.2.7 Demonstrate appropriate behavior while attending and/or participating in theatrical events.

**Goal 3.3: Communicate through theatre with creative expression.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.3.3.1 Develop and sustain a character that communicates with the audience. (975.03.e1)
- 9-12.T.3.3.2 Organize and conduct rehearsals for production. (975.03.e2)
- ~~9-12.T.3.3.3 Plan and develop original set designs that support a dramatic text.~~ (975.03.e3)
- 9-12.T.3.3.3 Create a dramatic work that expresses personal understanding, opinions, ~~and~~ or beliefs. (975.03.e4)
- 9-12.T.3.3.4 Build characters and portray situations through improvisation

**Goal 3.3: Communicate through theatre with creative expression.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.3.3.1 Create spontaneous dialogue to express or create characters within a scene. (872.03.e1)
- K-3.T.3.3.2 Create and present original or historical/fictional stories.
- K-3.T.3.3.3 Assume roles based on personal experiences, imagination, and reading. (872.03.e2)
- K-3.T.3.3.4 Show respect for personal work and works of others.

IDAHO CONTENT STANDARDS  
GRADE K-3  
HUMANITIES: VISUAL ARTS

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture. ~~Students name ways in which visual arts compare to other art forms.~~

**Goal 1.1: Discuss the historical and cultural contexts of the visual arts.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K.VA.1.1.1 Compare and contrast key differences and similarities in art works from different time periods or cultures.
- K.VA.1.1.2 Identify the purpose or function of a work of art that was created in the past. ~~(868.01.b2)~~
- K.VA.1.1.3 Explain how art is a visual record of human ideas and a reflection of the culture of its origin.

**Goal 1.2: ~~Explain~~ Discuss the ~~interrelationships among interconnections between the visual and performing arts disciplines.~~arts and societies.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K.VA.1.2.1 Name ways in which a work of visual art is ~~similar to another art form.~~ ~~(868.02.b1)~~reflects the culture from which it came.
- K.VA.1.2.2 Identify ideas and emotions that are expressed through visual arts and other disciplines. ~~(868.02.b2)~~

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and communicate about the visual arts.~~ Students in grades K-3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully. ~~Students use problem-solving techniques to respond to, create, and refine visual art forms.~~

**Goal 2.1: Conduct analyses in the visual arts.**



**Objective(s): By the end of Grade 3, the student will be able to:**

- K.VA.2.1.1 Identify and respond to characteristics and content of various visual art forms. ~~(870.01.b1)~~
- K.VA.2.1.2 Examine the visual arts as a form of communication. ~~(870.01.b2)~~
- K.VA.2.1.3 Use arts vocabulary to discuss specific works of art. ~~(870.01.b3)~~
- ~~K.VA.2.1.4 Identify the symbols used in works of art.~~
- K.VA.2.1.5 Identify the elements (line, shape, color) in art works and environments.

**Goal 2.2: ~~Engage in reasoned dialogue and make informed decisions about the visual arts. Exercise sound reasoning and understanding in making choices in the visual arts.~~**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K.VA.2.2.1 Discuss the importance of visual art in one's own life. ~~(870.02.b1)~~
- K.VA.2.2.2 Discuss how art works can elicit different responses. ~~(904.03.b2)~~
- K.VA.2.2.3 Express personal preferences for specific works and styles. ~~(872.02.b3)~~
- K.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- K.VA.2.2.5 Show respect for personal work and works of others. ~~(872.03.b1)~~
- K.VA.2.2.6 Dictate or write an artist's statement (tell what the work is about).

**Standard 3: Creation/Performance/Presentation**

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Communicate and respond through the visual arts articulately and expressively.~~ Students in grades K-3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.

**Goal 3.1: Demonstrate skills essential to the visual arts.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K.VA.3.1.1 Acquire and use skills necessary for applying arts techniques, media, and processes. ~~(872.01.b1)~~
- K.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- K.VA.3.1.3 Apply the elements of color, shape, and line in artwork.
- K.VA.3.1.4 Demonstrate skills of observation in the production of artwork.

**Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K.VA.3.2.1 Name and use different art materials to express an idea. ~~(872.02.b1)~~
- K.VA.3.2.2 Apply artistic concepts, knowledge, and skills to original artwork.
- K.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator. ~~(872.02.b2)~~

**Goal 3.3: Communicate through the visual arts with creative expression.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.
- K.VA.3.3.2 Create artwork about self, family, and personal experiences.

IDAHO CONTENT STANDARDS  
GRADE 4-5  
HUMANITIES: VISUAL ARTS

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical ~~A~~and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4–5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history. ~~Students describe the interrelationships of the elements of various arts disciplines.~~

**Goal 1.1: Discuss the historical and cultural contexts of the visual arts.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.VA.1.1.1 Compare and contrast specific works of art from different time periods or cultures. ~~(902.01.b1)~~
- 4-5.VA.1.1.2 Identify specific works as belonging to a particular era in art history. ~~(902.01.b4)~~
- 4-5.VA.1.1.3 Explain how a specific work of art reflects events in history and/or culture. ~~(902.01.b2)~~
- 4-5.VA.1.1.4 Compare and contrast works of art that represent different cultures that existed during the same period of history. ~~(902.01.b3)~~

**Goal 1.2: Explain the ~~interrelationships~~ **interconnections** among visual and performing arts disciplines.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.VA.1.2.1 Classify the ways in which ideas and subject matter of arts disciplines are related. ~~(902.02.b1)~~
- 4-5.VA.1.2.2 Describe how elements of various arts depict ideas and emotions. ~~(902.02.b2)~~

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and communicate about the visual arts.~~ Students in grades 4-5 use appropriate arts vocabulary to discuss works of art. Students respond to the visual arts as a form of communication, using the elements, materials, techniques, and processes of art. Students

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construct meaning based on elements found in a work of art. Students identify personal preference for works of art.

**Goal 2.1: Conduct analyses in the visual arts.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.VA.2.1.1 Identify and respond to differences between art materials, techniques, and processes. ~~(904.01.b1)~~
- 4-5.VA.2.1.2 Construct meaning based on elements found in a work of art.
- 4-5.VA.2.1.3 Use appropriate arts vocabulary to discuss a variety of art works. ~~(904.01.b2)~~
- 4-5.VA.2.1.4 Discuss how symbols, subject, and themes create meaning in art. ~~(870.02.b2)~~
- 4-5.VA.2.1.5 Identify elements (line, shape, form, value, texture, color, space) in artworks and environments.

**Goal 2.2: ~~Engage in reasoned dialogue and make informed decisions about the visual arts.~~ Exercise sound reasoning and understanding in making choices in the visual arts.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.VA.2.2.1 Observe and describe the presence of the visual arts in today's society.
- 4-5.VA.2.2.2 Discuss how an artwork's properties (e.g., elements, media, techniques) can elicit different responses.
- 4-5.VA.2.2.3 Identify personal preference as one of many criteria used to determine excellence in works of art.
- 4-5.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- 4-5.VA.2.2.5 Show respect for personal work and works of others. ~~(906.03.b4)~~
- 4-5.VA.2.2.6 Write an artist's statement (what the picture depicts and why and how the work was created).

**Standard 3: Creation/Performance/Presentation**

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Communicate through the visual arts articulately and expressively.~~ Students in grades 4-5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist's statements.

**Goal 3.1: Demonstrate skills essential to the visual arts.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.VA.3.1.1 Acquire skills necessary for using arts techniques, media, and processes. ~~(906.01.b1)~~

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- 4-5.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 4-5.VA.3.1.3 Apply the elements of color, shape, line, value, form, texture and space in artwork.
- 4-5.VA.3.1.4 Demonstrate skills of observation through rendering of objects and subject matter from life.

**Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.VA.3.2.1 Demonstrate how different media, techniques, and processes are used to communicate ideas. ~~(906.01.b1)~~
- 4-5.VA.3.2.2 Experiment with ways in which subject matter, symbols, and ideas are used to communicate meaning. ~~(906.02.b1)~~
- 4-5.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator.

**Goal 3.3: Communicate through the visual arts with creative expression.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.
- 4-5.VA.3.3.2 Create a work of art based on personal experience, and/or emotional response. ~~(906.03.b2)~~
- 4-5.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.

IDAHO CONTENT STANDARDS  
GRADE 6-8  
HUMANITIES: VISUAL ARTS

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts. ~~Students recognize the interrelationships among visual and performing arts disciplines.~~

**Goal 1.1: Discuss the historical and cultural contexts of the visual arts.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.VA.1.1.1 Identify distinguishing characteristics of style in the work of individual artists and art movements.
- 6-8.VA.1.1.2 Identify and compare works of art and artifacts from major periods on a chronological timeline.
- 6-8.VA.1.1.3 Analyze the influence of history, geography, and technology of the culture upon a work of art. (936.01.b2)
- 6-8.VA.1.1.4 Analyze the visual arts of different cultures and time periods and compare to one's own culture.

**Goal 1.2: Explain the interrelationships interconnections among visual and performing arts disciplines.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.VA.1.2.1 Identify the role of visual arts in theatre, dance, and musical productions. (971.02.b1)
- 6-8.VA.1.2.2 ~~Communicate ways in which integrated art forms create meaning.~~ Understand choices made by artists to create meaning. .

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and communicate about the visual arts.~~ Students in grades 6-8 analyze and interpret respond works of art through properties, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students

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discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and ~~exhibiting~~ exhibition of art.

**Goal 2.1: Conduct analyses in the visual arts.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.VA.2.1.1 Identify and respond to characteristics and content of various art forms. ~~(938.01.b1)~~
- 6-8.VA.2.1.2 Construct meaning based on elements and principles found in a work of art.
- 6-8.VA.2.1.3 Interpret a variety of art works using appropriate arts vocabulary.
- 6-8.VA.2.1.4 Identify symbols, themes and iconography commonly used in selected diverse cultures.
- 6-8.VA.2.1.5 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of principles in their work and the works of others.

**Goal 2.2: ~~Engage in reasoned dialogue and make informed decisions about the visual arts.~~ Exercise sound reasoning and understanding in making choices in the visual arts.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.VA.2.2.1 Investigate the various purposes art plays in society today.
- 6-8.VA.2.2.2 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.
- 6-8.VA.2.2.3 Determine criteria used in making informed judgments about art.
- 6-8.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events. ~~(940.03.b3)~~
- 6-8.VA.2.2.5 Show respect for personal work and works of others. ~~(940.03.b4)~~
- 6-8.VA.2.2.6 Write an artist's statement (foundational background on the subject and the artist and why the work is important to the artist and what medium was employed to express the work).
- 6-8.VA.2.2.7 Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. ~~(938.03.b3)~~
- ~~6-8.VA.2.2.7 Demonstrate collaborative and interpersonal skills by working productively with others, while creating works of art.~~

**Standard 3: Creation/Performance/Presentation**

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Communicate through the visual arts articulately and expressively.~~ Students in grades 6-8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and

styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent ~~in written form~~ by writing an artist's statement.

**Goal 3.1: Demonstrate skills essential to the visual arts.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.VA.3.1.1 Identify attributes that make a specific art media, technique or process effective in communicating an idea. (940.01.b1)
- 6-8.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 6-8.VA.3.1.3 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates an idea.
- 6-8.VA.3.1.4 Produce art that demonstrates refined observation skills from life.
- 6-8.VA.3.1.5 Experiment with ideas, techniques, and styles in an artist's sketchbook.
- 6-8.VA.3.1.6 Critique one's own work with the intention of revision and refinement.
- 6-8.VA.3.1.6 ~~Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.~~

**Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.VA.3.2.1 Illustrate how visual structures and functions of art improve communication of one's ideas. (940.02.b1)
- 6-8.VA.3.2.2 Demonstrate the ability to utilize personal interest, current events, media or techniques as sources for expanding artwork.
- 6-8.VA.3.2.3 Create an original artwork that illustrates the influence of a specific artist or artistic style.
- 6-8.VA.3.2.4 Use visual, spatial, and temporal concepts to communicate meaning in a work of art.
- 6-8.VA.3.2.5 Create two pieces that depict a common theme, idea, or style of art.

**Goal 3.3: Communicate through the visual arts with creative expression.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.VA.3.3.1 Utilize different media, techniques, and processes in the visual arts.
- 6-8.VA.3.3.2 Create a work of art that expresses personal experience, opinions, and/or beliefs. (940.03.b2)
- 6-8.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.
- 6-8.VA.3.3.4 Describe and plan the visual presentation of an artistic work.



IDAHO CONTENT STANDARDS  
GRADE 9-12  
HUMANITIES: VISUAL ARTS

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 assess the impact of history, society, and the environment upon works of art. Students analyze meaning through identifying cultural symbols and icons. Students compare major periods and movements in visual art to other disciplines in the arts and humanities.

**Goal 1.1: Discuss the historical and cultural contexts of the visual arts.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.VA.1.1.1 Identify representative visual works of art from a variety of cultures and historical periods. ~~(971.01.b2)~~
- 9-12.VA.1.1.2 Outline the history and function of a particular visual art form. ~~(971.01.b4)~~
- 9-12.VA.1.1.3 Compare and contrast the historical, social, and environmental contexts that influence artistic expression. ~~(971.01.b3)~~
- 9-12.VA.1.1.4 Compare and contrast aesthetics from different cultural perspectives. ~~(971.01.b3)~~

**Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.VA.1.2.1 Compare art forms that share common characteristics (e.g. form, line, space). ~~(936.02.b2)~~
- 9-12.VA.1.2.2 Analyze a visual art product or art performance that integrates media, processes, and/or concepts from other performing arts disciplines.
- 9-12.VA.1.2.3 Relate the trends and movements in visual art to other disciplines in the arts and humanities. ~~(971.02.b3)~~

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about the visual arts.~~ Students in grades 9-12 critique works of art using well-articulated rationale and appropriate arts vocabulary. Students analyze an artist's use of elements and principles in a work of art. Students identify the role of art and artists in today's society. Students discuss the nature of aesthetics and debate ethical issues pertaining to art.

**Goal 2.1: Conduct analyses in the visual arts.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.VA.2.1.1 Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives. ~~(973.01.b2)~~
- 9-12.VA.2.1.2 Construct meaning and support well-developed interpretations of works of art with evidence.
- 9-12.VA.2.1.3 Critique works of art employing appropriate arts vocabulary. ~~(971.01.b1)~~
- 9-12.VA.2.1.4 Identify iconography in an artist's work or a body of work and analyze the meaning.
- 9-12.VA.2.1.5 Analyze an artist's use of elements, principles, and how they contribute to one's interpretation of the artwork.

**Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.VA.2.2.1 Identify the role of the arts in today's society, including career and avocation opportunities. ~~(973.02.b1)~~
- 9-12.VA.2.2.2 Discuss the nature of art or aesthetic issues.
- 9-12.VA.2.2.3 Articulate criteria for determining excellence in artwork.
- 9-12.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events. ~~(975.02.b2)~~
- 9-12.VA.2.2.5 Show respect for personal work and work of others. ~~(975.02.b3)~~
- 9-12.VA.2.2.6 Write an artist's statement that describes a series of works (background information on the artist, artists and movements that were influential on the work, significance of the body of work).
- 9-12.VA.2.2.7 Debate dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. ~~(973.03.b2)~~
- 9-12.VA.2.2.8 **Demonstrate collaborative and interpersonal skills by working productively with others, while creating works of art.**

**Standard 3: Creation/Performance/Presentation**

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Communicate through visual arts articulately and expressively.~~ Students in grades 9-12 select appropriate media and apply artistic techniques and processes with confidence and intention. Students use elements and principles to solve visual arts problems. Students demonstrate well-developed observational skills. Students clearly communicate personal statements, ideas, or themes through a body of artwork and ~~an~~ accompanying artist's statements. Students use the creative process and a personal sketchbook to plan and create a body of work. Students critique their own artwork and the work of others with the purpose of improving it.

**Goal 3.1: Demonstrate skills essential to the visual arts.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.VA.3.1.1 Select and apply media, techniques, and processes effectively and with artistic intention.
- 9-12.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 9-12.VA.3.1.3 Demonstrate how (elements and principles) can be used to solve specific visual arts problems. ~~(975.01.b4)~~
- 9-12.VA.3.1.4 Present convincing or accurately rendered subjects that demonstrate refined observational skills.
- 9-12.VA.3.1.5 Plan, record, and analyze a body of work through keeping an artist's journal or sketchbook.
- 9-12.VA.3.1.6 Critique one's own work with the intent of revision and refinement.
- 9-12.VA.3.1.7 **Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.**

**Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.VA.3.2.1 Choose purposefully between visual characteristics of a variety of media and use these to communicate one's own idea.
- 9-12.VA.3.2.2 Discriminate and select from a variety of symbols, subject matter, and ideas to communicate clearly personal statements. ~~(975.03.b2)~~
- 9-12.VA.3.2.3 Create an interpretation of a work respecting the intent of its creator. ~~(906.03.b1)~~
- 9-12.VA.3.2.4 Select and utilize visual, spatial, and temporal concepts to enhance meaning in artwork.
- 9-12.VA.3.2.5 Create a body of work that develops a specific theme, idea or style of art.

**Goal 3.3: Communicate through the visual arts with creative expression.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.VA.3.3.1 Plan and produce a work of art applying media, techniques, and processes with skill, confidence, and sensitivity. ~~(975.03.b1)~~
- 9-12.VA.3.3.2 Apply various symbols, subjects, and ideas in one's artwork. ~~(975.03.b2)~~
- 9-12.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create and critique a work of art.
- 9-12.VA.3.3.4 Determine and execute appropriate visual presentation of an original artwork.

IDAHO CONTENT STANDARDS  
GRADE 7-12  
HUMANITIES: WORLD LANGUAGES - LEVEL 1

**Standard 1: Acquisition and use of language.**

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

**Goal 1.1: Listening**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context.
- 7-12.WL1.1.1.2 Capture essential information from everyday conversations and short passages (e.g., cognates, context clues).
- 7-12.WL1.1.1.3 Recognize basic sentence types (e.g., questions, sentences, commands, negative and positive).
- 7-12.WL1.1.1.4 Comprehend question words (e.g., who, what, when, where, how).
- 7-12.WL1.1.1.5 Recognize number and gender signals.
- 7-12.WL1.1.1.6 Distinguish between formal and informal address.

**Goal 1.2: Speaking**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts.
- 7-12.WL1.1.2.2 Express preferences, desires, opinions, and feelings.
- 7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges.

**Goal 1.3: Reading**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.
- 7-12.WL1.1.3.2 Recognize written forms of basic vocabulary.
- 7-12.WL1.1.3.3 Associate the written text with spoken forms.
- 7-12.WL1.1.3.4 Recognize cognates and borrowed words.

**Goal 1.4: Writing**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.1.4.1 Write basic vocabulary and short sentences (e.g., from dictation, picture cues, cloze activities, word banks).
- 7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.
- 7-12.WL1.1.4.3 Rewrite sentences, using substitutions.

7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.

### **Standard 2: Critical Thinking**

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze, modify, and manipulate language elements.~~ Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use ~~present tense verbs correctly~~ verb patterns (e.g., a ~~specific tense when appropriate~~). Students use a short, comprehensible sentence structure, although it may not be completely accurate.

#### **Goal 2.1: Analysis of Language Elements and Products**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.2.1.1 Manipulate components of simple statements, questions, and commands (e.g., parts of speech, punctuation, and word order).
- 7-12.WL1.2.1.2 Derive meaning from word order.
- 7-12.WL1.2.1.3 Recognize appropriate ~~verb endings in the present tense~~ verb patterns in context or tense.
- 7-12.WL1.2.1.4 Compare linguistic elements among languages.
- 7-12.WL1.2.1.5 Recognize systematic changes in word families.

#### **Goal 2.2: Modification and Manipulation of Language Elements and Products**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.2.2.1 Use systematic changes within word families to expand vocabulary.
- 7-12.WL1.2.2.2 Use ~~appropriate verb endings in the present tense~~ acquired verbs ~~appropriately~~ to convey meaning.
- 7-12.WL1.2.2.23 Modify sentences to express positive and negative aspects.
- 7-12.WL1.2.2.34 Organize components of statements, questions, and commands to convey meaning ~~individually and collaboratively~~.

### **Standard 3: History, Geography, and Culture**

Demonstrate an understanding of ~~the historical, geographical, and cultural contexts of the target language~~ how people and cultures are connected across time in the geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture.

~~Cultural discussions are largely in English.~~

**Goal 3.1: Historical Context**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture.
- 7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins).

**Goal 3.2: Geographical Context**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.
- 7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.

**Goal 3.3: Cultural Context**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.
- 7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.
- 7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g., forms of address, levels of familiarity).

IDAHO CONTENT STANDARDS  
GRADE 7-12  
HUMANITIES: WORLD LANGUAGES – LEVEL 2

The student is expected to know content and apply skills from Level 1.

**Standard 1: Acquisition and use of language.**

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of **tensesettings (place and time)**. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

**Goal 1.1: Listening**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.1.1.1 Comprehend expanding vocabulary in isolation and in context.
- 7-12.WL2.1.1.2 Follow general classroom instruction in the target language.
- 7-12.WL2.1.1.3 Distinguish if an action described is taking place in the past, present, or future.
- 7-12.WL2.1.1.4 Comprehend speech in a variety of forms (e.g., regional accents, teacher talking in varying rates of delivery).

**Goal 1.2: Speaking**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.1.2.1 Engage in an extended conversation about rehearsed topics.
- 7-12.WL2.1.2.2 Retell stories and present information (e.g., from texts, visual clues, Internet sources).
- 7-12.WL2.1.2.3 Read texts aloud.
- 7-12.WL2.1.2.4 Respond to familiar, unrehearsed questions and situations using appropriate target language.

**Goal 1.3: Reading**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.1.3.1 Read and comprehend short passages consisting of familiar vocabulary.
- 7-12.WL2.1.3.2 Read and comprehend short passages that contain some unfamiliar vocabulary.
- 7-12.WL2.1.3.3 Scan authentic sources to gain specific information through visual clues and cognates.

7-12.WL2.1.3.4 Read more complex, annotated passages with supplied vocabulary.

#### **Goal 1.4: Writing**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.1.4.1 Write in a variety of ~~forms and a minimum of two tenses using acquired vocabulary structures~~ using acquired vocabulary to focus on time, events, and settings.
- 7-12.WL2.1.4.2 Create paragraph-length writings about familiar topics.

#### **Standard 2: Critical Thinking**

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze, modify, and manipulate language elements.~~ Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, ~~in all tenses taught (past, present, future, etc.) and for nouns and pronouns~~ verbal expression, and vocabulary. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

#### **Goal 2.1: Analysis of Language Elements and Products**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.2.1.1 Recognize appropriate verb ~~endings in all tenses learned~~ patterns (e.g., tenses and intonations).
- 7-12.WL2.2.1.2 Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions).
- 7-12.WL2.2.1.3 Predict meaning of unfamiliar words based on context and word families.

#### **Goal 2.2: Modification and Manipulation of Language Elements and Products**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.2.2.1 Manipulate language structures to demonstrate comparative and superlative relationships.
- 7-12.WL2.2.2.2 Use language structures to express degrees of preference or differences (e.g., “I like hamburgers,” “I prefer hamburgers to hotdogs”).
- 7-12.WL2.2.2.3 Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object).

#### **Standard 3: History, Geography, and Culture**

Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.



~~Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language.~~ Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

**Goal 3.1: Historical Context**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.3.1.1 Analyze the impact of selected historical figures and events on the target culture.

**Goal 3.2: Geographical Context**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.3.2.1 Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity).

**Goal 3.3: Cultural Context**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.3.3.1 Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations).

IDAHO CONTENT STANDARDS  
GRADE 7-12  
HUMANITIES: WORLD LANGUAGES – LEVELS 3-4

The student is expected to know content and apply skills from Levels 1–2.

**Standard 1: Acquisition and use of language.**

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

**Goal 1.1: Listening**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.1.1.1 Comprehend vocabulary related to class themes and literature.
- 7-12.WL3.1.1.2 Comprehend extended passages and peer conversations in the target language.
- 7-12.WL3.1.1.3 Gather key information from longer passages.
- 7-12.WL3.1.1.4 Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).
- 7-12.WL3.1.1.5 Comprehend authentic speech.

**Goal 1.2: Speaking**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.1.2.1 Engage in an extended conversation about unrehearsed topics.
- 7-12.WL3.1.2.2 Use alternatives to express meaning (e.g., circumlocution, synonyms, antonyms).
- 7-12.WL3.1.2.3 Engage in a planned conversation on a thematic topic (e.g., role playing, panel discussion, discussion of a literary work).

**Goal 1.3: Reading**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.1.3.1 Acquire new vocabulary through reading.
- 7-12.WL3.1.3.2 Identify the key elements or main idea of authentic information texts.
- 7-12.WL3.1.3.3 Summarize content of passages (e.g., poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).

7-12.WL3.1.3.4 Read and comprehend extended narratives.

#### **Goal 1.4: Writing**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.1.4.1 Write in a variety of forms about thematic subjects.
- 7-12.WL3.1.4.2 Incorporate all acquired tenses, structures, and vocabulary in original works.

#### **Standard 2: Critical Thinking**

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze, modify, and manipulate language elements.~~ Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

#### **Goal 2.1: Analysis of Language Elements and Products**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.2.1.1 Infer meaning of an unfamiliar word based on its grammatical position and origins.
- 7-12.WL3.2.1.2 Recognize appropriate verb ~~endings in all tenses and voices learned patterns~~ (e.g., modes, tenses, and intonations).
- 7-12.WL3.2.1.3 Compare idiomatic and figurative expressions among languages.
- 7-12.WL3.2.1.4 Predict the meaning of a word based on its origin and usage in the sentence.

#### **Goal 2.2: Modification and Manipulation of Language Elements and Products**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.2.2.1 Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet).
- 7-12.WL3.2.2.2 Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets).

#### **Standard 3: History, Geography, and Culture**

Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

**Goal 3.1: Historical Context**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.3.1.1 Examine selected historical figures and events in depth.
- 7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.

**Goal 3.2: Geographical Context**

- 7-12.WL3.3.2.1 Discuss geography in context of class themes.

**Goal 3.3: Cultural Context**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.3.3.1 React to current events in the target language.
- 7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.
- 7-12.WL3.3.3.3 Demonstrate a willingness to be open and responsive to new and diverse perspectives.

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**STATE DEPARTMENT OF EDUCATION**  
**AUGUST 21-22, 2008**

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**SUBJECT**

Statewide Longitudinal Data System Grant Application

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.N.  
Section 33-110, Idaho Code

**BACKGROUND/DISCUSSION**

The Institute of Education Sciences (IES) recently announced the Statewide Longitudinal Data System Grants application request. These grants are offered to help states plan, design, develop, and implement statewide longitudinal kindergarten through grade 12 (K-12) data systems.

The No Child Left Behind Act of 2001 and state accountability interests require increasingly detailed data and analyses for educational decision-making. Meeting these requirements poses challenges to states that do not have student-level longitudinal data needed to meet reporting and analytical requirements efficiently. Additionally, states, and the districts that provide them with data, have limited staff resources to address multiple, often simultaneous, requests for data from Federal, state, and other stakeholders. States and districts also often lack the technology to support the varied information and analytic needs of their stakeholders. Statewide longitudinal data systems may be the only efficient means of addressing these growing business needs.

The purpose of the grant program is to promote the generation and accurate and timely use of data that are needed to 1) comply with the Elementary and Secondary Education Act of 1965 and other reporting requirements, and 2) facilitate analyses and research to improve student academic achievement and close achievement gaps.

The ability to collect longitudinal data makes it possible to follow students' academic progress as they move from grade to grade; determine the value-added and efficiencies of specific schools and programs; identify consistently high-performing schools so educators and the public can learn from best practices; evaluate the effect of teacher preparation and training programs on student achievement; and, focus school systems on preparing a higher percentage of students to succeed in rigorous high school courses, college, and challenging jobs.

Funds made available under this grant program are to supplement, and not supplant, other state or local funds used for developing or improving State data systems.

IES estimates that grants to plan, develop, and implement a statewide longitudinal data system may range up to \$6,000,000. States may also submit grants that seek to expand existing K-12 statewide data systems to allow for

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linkages between the K-12 system and other education-related systems, ranging up to \$3,000,000.

A longitudinal data system capable of providing timely, valid, and relevant data will assist in providing policymakers and educators answers they need to the questions that are the core of educational effectiveness.

Under federal law, only State Educational Agencies (SEAs) are eligible to apply for these grants. As Idaho's SEA the State Board of Education (SBOE) must submit this grant application. The Office of the State Board of Education (OSBE) will provide oversight for the process of applying for this grant; however, the foundation portion of the K-12 grant funds will be allocated to the State Department of Education (SDE) to supplement their ongoing efforts to develop a statewide K-12 longitudinal data system. OSBE staff, working with the institutions, will develop the expansion portion of the grant submittal for planning a linkage between the K-12 system and postsecondary institutions related systems. Funds received for this portion of the grant will be allocated to OSBE.

SDE has contracted with ESP Solutions for approximately \$35,000 to assist in completing the K-12 foundation portion of the grant application. Details of work to be completed with the grant funds will be outlined in the grant application, and agreed upon by both SDE and OSBE. OSBE will work with SDE on the additional proposal to expand existing K-12 statewide data systems to allow for linkages between the K-12 system and other education-related systems. The grant application is due on September 25, 2008. Due to the quick turnaround time, there will not be an opportunity for SBOE to review the final grant application. SDE and OSBE will coordinate the administration of the grant to insure compliance with the requirements. The final grant application will be reviewed by the Executive Director and the Board's legal counsel prior to submittal.

The portion of the grant related to linking the K-12 and postsecondary systems will only be submitted if it can be adequately developed in the amount of time available and does not jeopardize the K-12 foundation portion of the grant. This portion of the grant is not likely to amount to the total \$3,000,000 available. OSBE will only be preparing this portion for up to the amount needed to accomplish the plan development, not implementation. The Federal Project officer for this grant has assured OSBE staff that should Idaho submit for both portions of the grant that one portion would not jeopardize the award of the other portion. While the grant must be submitted as one, it will be awarded based on the merit of each individual section not as a whole.

**IMPACT**

If Idaho submits an application and is awarded a Statewide Longitudinal Data Systems Grant, the State will receive up to \$6,000,000 to supplement SDE's legislative appropriations for K-12 statewide longitudinal data systems efforts and

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up to \$3,000,000 to use towards planning and possible development of linkages between the K-12 system and Idaho's postsecondary systems. The State will have a two to five year period to fulfill the conditions of the grant award if received.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

A motion to approve the Office of the Board of Education and Department of Education to collaboratively develop the application for the Statewide Longitudinal Data Systems Grant, and authorize the Executive Director to submit, once fully reviewed by Board staff and legal counsel and approved by the Division of Financial Management.

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



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**STATE DEPARTMENT OF EDUCATION**  
**AUGUST 21-22, 2008**

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**SUBJECT**

2007-2008 Final Accreditation Summary Report of Idaho Schools.

**REFERENCE**

February 28-29, 2008      M/S (Stone/Hall): To approve the request by the State Department of Education and the Northwest Association of Accredited Schools to approve the 2007-2008 Accreditation summary Report of Idaho Schools as submitted. Motion carried 5-0 (Luna absent)

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-119, Idaho Code  
Idaho Administrative code, IDAPA 08.02.02 – Section 140, Accreditation

**BACKGROUND/DISCUSSION**

According to IDAPA 08.02.02.140, all public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, and private and parochial schools. (Section 33-119, Idaho Code). Schools will meet the accreditation standards of the Northwest Association of Accredited Schools and an annual accreditation report will be submitted to the State Board of Education.

To receive accredited status for the 2007-2008 school year, schools serving grades 9-12 and those other schools that wish to be accredited were required to submit a Northwest Association of Accredited Schools (NAAS) Annual Report or an Initial Application for Membership. The Idaho NAAS Committee, which represents each region of the state, met on October 22<sup>nd</sup> and 23<sup>rd</sup> to review the Annual Reports and recommend accreditation approval ratings for each school, state institution and participating private school. The Committee recommends one of three ratings for schools:

1. **Approved:** The school satisfactorily completed the self-assessment and mostly meets the standards of the Association.
2. **Advised:** The school fails to identify or is in the process of addressing standards that are “not presently met.” Schools will also be placed on the “Advised” list when no observable effort has been made, by the second year, to identify or address standards that have been previously identified as “not presently met.”
3. **Warned:** When a significant number of the standards are “not presently met.” A “Warned” classification is usually given after a school has been “Advised” and the failure to meet the standards persists.
4. **Dropped:** A school shall be dropped from membership after two consecutive “Warned” assignments.

This report serves as the final Annual Report including additional schools who filed for accreditation after the original report was submitted and approved in

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February 2008. Schools not completing an Annual Report or an Initial Application for Membership by the time of the February report were provided an additional opportunity to fulfill this year's accreditation requirements. This final report is submitted for final approval by the State Board of Education and includes all schools accredited by the Idaho Northwest Association of Accredited Schools.

**ATTACHMENTS**

Attachment 1 – 2007-2008 Accreditation Final Summary Report of  
Idaho Schools

Page 3

**BOARD ACTION**

A motion to approve the 2007-2008 Accreditation Final Summary Report of Idaho Schools as submitted.

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

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

**Accreditation Summary for the Northwest Association of Accredited Schools JUNE 2007/08**



**Key:**  
**SES=Supplemental Education Schools**  
**DES=Distance Education Schools**  
**STES=Supplementary Travel Education Schools**

State or Agency: [IDAHO](#)

<b>Category</b>	<b>High Schools</b>	<b>Middle Level</b>	<b>Elementary</b>	<b>Special Purpose</b>	<b>K-12</b>	<b>SES</b>	<b>DES</b>	<b>STES</b>	<b>Totals</b>
Schools Approved	(111) <b>115</b>	(26) <b>27</b>	(20) <b>22</b>	(29) <b>30</b>	(22) <b>23</b>	(5) <b>6</b>	(4) <b>5</b>		(217) <b>228</b>
Schools Advised	(1)								(1)
Schools Warned	<b>1</b>								<b>1</b>
Schools Dropped									
New Provisional Schools	(27) <b>23</b>	(16) <b>17</b>	(8) <b>6</b>	(7) <b>6</b>	(9) <b>15</b>				(67) <b>67</b>
Provisional Warned									
<b>Total Accredited</b>	(112) <b>139</b>	(26) <b>44</b>	(20) <b>28</b>	(29) <b>36</b>	(22) <b>38</b>	(5) <b>6</b>	(4) <b>5</b>		(218) <b>296</b>
Schools Withdrawn		1	0	0	0				1

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**LIST ALL SCHOOLS BELOW** *(Alphabetical by category)*

<b>Name</b> <i>(Alphabetical by category)</i>	<b>Address</b> <b>City, Zip</b>	<b>Enroll-ment</b>	<b>Date of Last Self-Study Onsite Visit</b>	<b>Date of Next Self-Study Onsite Visit</b>	<b>Rating</b>	<b>Public or Non-Public</b>	<b>New</b>	<b>Provi-sional</b>	<b>Category</b>	<b>3<sup>rd</sup> Party</b>
I-DEA Idaho Distance Education Academy	410 3 <sup>rd</sup> Ave. Bovill, ID 83806	32	2007	2010	Approved	NP		1st	Distance Education	
Idaho Digital Learning Academy	1906 S Vista Ave Boise, ID 83705	1004	2005	2011	Approved w/comment	Public			Distance Education	
Idaho Virtual Academy	1488 S Eagle Flight Way Boise, ID 83719	2025	2005-2006	2007-2008	Approved	Public			Distance Education	
New Freedom Academy	740 S. Woodruff Idaho Falls, ID 83406	5	2006		Approved	NP		2nd	Distance Education	
University of Idaho Independent Study Program	P O Box 443225 Moscow, ID 83844-3225				Approved	Public			Distance Education	ITC
A. B. McDonald Elementary School	2323 East D St Moscow, ID 83843	444	2005-2006	2010-2011	Approved	Public			Elementary	
Adventist Christian Academy	P O Box 50156 Idaho Falls, ID 83405-0156				Approved	NP			Elementary	SDA
Boise Valley Adventist School	925 N Cloverdale Rd Boise, ID 83713-8919				Approved	NP			Elementary	SDA
Bellevue Elementary School	Bellevue, ID		2007-2008			Public	2nd		Elementary	
Bruneau Elementary School	Bruneau, ID		2007-2008			Public	2nd		Elementary	
Cole Valley Christian Elementary School	8775 Ustick Road Boise, ID 83704				Approved	NP			Elementary	ACSI

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Cornerstone Christian School	P O Box 1877 Bonners Ferry, ID 83805				Approved	NP			Elementary	SDA
Driggs Elementary School	211 Howard Ave Driggs, ID 83422	270	2001	2007	Approved	Public			Elementary	
Jefferson Montessori	Rigby, ID				Approved				Elementary	
Holmes Elementary School	210 A Ave. East Wilder, ID 83676	206	2006	2007	Approved	Public			Elementary	
J. Russell Elementary School	119 N. Adams St Moscow, ID 83843	161	2004	2010	Approved	Public			Elementary	
Lena Whitmore Elementary School	110 S Blaine St Moscow, ID 83843	301	2004	2010	Approved	Public			Elementary	
Marsing Elementary School	PO Box 340 Marsing, ID 83639	413	2002- 2003	2008- 2009	Approved	Public			Elementary	
McCall Adventist Christian School	3592 Longview Rd McCall, ID 83638				Approved	NP			Elementary	SDA
Palouse Hills Adventist School	3148 Tomer Road Moscow, ID 83843				Approved	NP			Elementary	SDA
Pend Oreille Valley Adventist School	33820 Hwy 41 Oldtown, ID 83822				Approved	NP			Elementary	SDA
Salmon Adventist School	400 Fairmont Salmon, ID 83467				Approved	NP			Elementary	SDA
Tetonia Elementary School	PO Box 129 Tetonia, ID 83452	125	2002	2008	Approved	Public		3 <sup>rd</sup>	Elementary	
The Community School	P O Box 2118 Sun Valley, ID 83353				Approved	NP			Elementary	PNAIS
Treasure Valley SDA School	P O Box 396 Payette, ID 83661				Approved	NP			Elementary	SDA

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Victor Elementary School	PO Box 169 Victor, ID 83455	197	2002	2008	Approved	Public			Elementary	
West Park Elementary School	510 Home St Moscow, ID 83843	276	2004- 2005	2010- 2011	Approved	Public			Elementary	
Aberdeen High School	Aberdeen ID		2007- 2008	2008- 2009	Approved	Public			High	
American Falls High School	2966 S Frontage Road American Falls, ID 83211-5404	498	2003	2009	Approved	Public			High	
Bear Lake High School	330 Boise St Montpelier, ID 83254	401	2003		Approved	Public			High	
Bishop Kelly High School	7009 Franklin Rd Boise, ID 83704	654	2005	2011	Approved	NP			High	
Blackfoot High School	870 South Fisher St Blackfoot, ID 83221- 3305	1137	2005- 2006	2007- 2008	Approved	Public			High	
Bliss High School	Bliss, ID		2002- 2003	2008- 2009	Approved	Public			High	
Boise High School	1010 Washington St Boise, ID 83702-5493	1342	2004- 2005		Approved	Public			High	
Bonnors Ferry High School	6485 Tamarack Ln. Bonnors Ferry, ID 83805-8539	498	2005	2011	Approved	Public			High	
Bonneville High School	3165 East Iona Rd Idaho Falls, ID 83401- 1350	1125	2004	2007	Approved	Public			High	
Borah High School	6001 Cassia St Boise, ID 83709	1577	2004		Approved	Public			High	

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Buhl High School	Buhl, ID		2002- 2003	2008- 2009	Approved	Public			High	
Burley High School	#1 Bobcat Blvd Burley, ID 83318-2105	978			Approved	Public			High	
Butte County High School	PO Box 655 Arco, ID 83213	159	2005	2010	Approved	Public			High	
Caldwell Senior High School	3401 South Indiana Caldwell, ID 83605	1660	2005- 2006	2006- 2007	Approved	Public			High	
Camas County High School	PO Box 370 Fairfield, ID 83327- 0370	63	2001	2008	Approved	Public			High	
Cambridge High School	PO Box 39 Cambridge, ID 83610- 0039	88	2002	2008	Approved	Public			High	
Capital High School	8055 Goddard Boise, ID 83704	1531	2006	2007	Approved	Public			High	
Cascade Jr./Sr. High School	PO Box 291 Cascade, ID 83611-0291	187	2004- 2005	2006- 2007	Approved	Public			High	
Centennial High School	12400 W. McMillan Boise, ID 83713	1903	2005	2006	Approved	Public			High	
Century High School	7801 Diamondback Drive Pocatello, ID 83204	1036	2003	2008	Approved	Public			High	
Challis Jr/Sr High School	PO Box 304 Challis, ID 83226	210	2005	2007	Approved w/comments	Public			High	
Clark Fork Jr/Sr High School	PO Box 129 Clark Fork, ID 83811	123	2005	2011	Approved	Public			High	



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Coeur d'Alene High School	North 5530 Fourth St Coeur d'Alene, ID 83815-9266	1578	2002	2008	Approved	Public			High	
Cole Valley Christian High School	200 E. Carlton Meridian, ID 83642				Approved	NP			High	ACSI
Declo High School	505 East Main Declo, ID 83323	314	2003- 2004	2009- 2010	Approved	Public			High	
Eagle Academy High School	100 S Academy Ave Eagle, ID 83616	156	2004		Approved	Public			High	
Eagle High School	574 North Park Lane Eagle, ID 83616	2086	2003- 2004	2009- 2010	Approved	Public			High	
Emmett High School	721 W. 12 <sup>th</sup> St. Emmett, ID 83617	666			Approved	Public			High	
Filer High School	3915 N. Wild Cat Way Filer, ID 83301	454	2006	2009	Approved	Public			High	
Firth High School	PO Box 247 Firth, ID 83236	256			Approved	Public			High	
Fruitland High School	PO Box A Fruitland, ID 83619- 2637	531	2003- 2004	2009	Approved	Public			High	
Gem State Adventist Academy	16115 S. Montana Ave Caldwell, ID 83607- 8237				Approved	NP			High	SDA
Glenns Ferry High School	639 N Bannock Ave Glenns Ferry, ID 83623- 2885	164	1996- 1997	2007- 2008	Approved	Public			High	
Gooding High School	1050 7 <sup>th</sup> Ave West Gooding, ID 83330	370	2001	2007	Approved	Public			High	

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Grace Jr/Sr High School	PO Box 348 Grace, ID 83241-0348	212	2001	2007	Approved	Public			High	
Highland Senior High School	1800 Bench Rd Pocatello, ID 83201	1310	2001- 2002	2007- 2008	Approved	Public			High	
Hillcrest High School	2800 Owen St Idaho Falls, ID 83406- 7644		2003	2009	Approved	Public			High	
Homedale High School	203 East Idaho Homedale, ID 83628	358	2005	2011	Approved	Public			High	
Horseshoe Bend Middle/High School	398 School Drive Horseshoe Bend, ID 83629	180	2005	2008	Approved	Public			High	
Idaho Falls High School	601 South Holmes Ave Idaho Falls, ID 83401	1276	2002		Approved	Public			High	
Jerome High School	104 Tiger Drive Jerome, ID 83338	930	2000	2006	Approved	Public			High	
Kamiah High School	Rt 1, Box 720 Kamiah, ID 83536	163	2002	2008	Approved	Public			High	
Kellogg High School	2 Jacobs Gulch Kellogg, ID 83837	443	2005	2011	Approved	Public			High	
Kendrick Jr/Sr High School	2001 Hwy 3 Kendrick, ID 83537	157	2003	2009	Approved	Public			High	
Kimberly High School	141 Center St West Kimberly, ID 83341	427	2004	2009	Approved	Public			High	
Kootenai High School	13030 E. O'Gara Rd. Harrison, ID 83833- 9710	136	1992		Approved	Public			High	
Kuna High School	637 W. Deer Flat Rd Kuna, ID 83634	1164	2001	2006	Approved	Public			High	

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Lake City High School	6101 Ramsey Rd Coeur d'Alene, ID 83815-8407	1564	2004	2010	Approved	Public			High	
Lakeland High School	Box 69/7006 W. Hwy 53 Rathdrum, ID 83858- 0069	614	2003	2009	Approved	Public			High	
Lakeside High School	PO Box 130 Plummer, ID 83851	152			Approved	Public			High	
Lapwai High School	PO Box 247 Lapwai, ID 83540	151	2004	2009	Approved	Public			High	
Lewiston Senior High School	1114 Ninth Ave Lewiston, ID 83851	1143			Approved	Public			High	
Lighthouse Christian School	259 Main Ave E Twin Falls, ID 83301				Approved	NP			High	ACSI
Madison Senior High School	134 Madison Ave Rexburg, ID 83440	987	2003	2009	Approved	Public			High	
Magic Valley Christian High School	PO Box 5494 Twin Falls, ID 83303- 5494				Approved	NP			High	ACSI
Magic Valley High School	512 Main Ave N Twin Falls, ID 83301	146			Approved	Public			High	
Malad High School	181 Jenkins Ave Malad, ID 83252	280	2003	2009	Approved	Public			High	
Marsh Valley High School	12655 South Old Hwy 91 Arimo, ID 83214-0180	396	2004	2010	Approved	Public			High	
Marsing High School	301 8th Ave W Marsing, ID 83639	209	2005	2006	Approved	Public			High	

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McCall-Donnelly High School	401 N. Mission Street McCall, ID 83638-0401	369	2004	2010	Approved	Public			High	
Melba High School	PO Box 185 Melba, ID 83641	236	2004	2010	Approved	Public			High	
Meridian High School	1900 West Pine Ave Meridian, ID 83642- 1999	2108	2002	2008	Approved	Public			High	
Middleton High School	511 West Main Middleton, ID 83644	789	2005- 2006	2006- 2007	Approved	Public			High	
Minico High School	292 West 100 South Rupert, ID 83350	1189	2002	2007	Approved	Public			High	
Moscow Senior High School	402 East 5th St Moscow, ID 83843- 2923	580	2004	2010	Approved	Public			High	
Mountain Home High School	300 South 11 <sup>th</sup> East St Mountain Home, ID 83647-3299	812	2004	2006	Approved	Public			High	
Mountain View High School	2000 S Millenium Way Meridian, ID 83642- 1551	2388		2007	Approved	Public			High	
Mullan Jr/Sr High School	PO Box 71 Mullan, ID 83846-0071	73	1999	2006	Approved	Public			High	
Murtaugh Jr/Sr High School	Murtaugh ID		2007- 2008	2013- 2014	Approved	Public			High	
Nampa Senior High School	203 Lake Lowell Ave Nampa, ID 83686-6654	1276	2004- 2005	2010- 2011	Approved	Public			High	

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New Plymouth High School	207 South Plymouth Avenue New Plymouth, ID 83655-0050	288	2004-2005		Approved	Public			High	
North Fremont High School	3581 E. 1300 N. Ashton, ID 83420-5024	331	2003	2008	Approved	Public			High	
Notus High School	25260 Notus Rd. Notus, ID 83656	151	2005-2006	2006-2007	Approved	Public			High	
Oakley High School	PO Box 135 Oakley, ID 83346	157	2005	2007	Approved	Public			High	
Orofino High School	300 Dunlap Road Orofino, ID 83544	362	2003-2004	2008-2009	Approved	Public			High	
Parma High School	137 Panther Way Parma, ID 83660	305	2003	2009	Approved	Public			High	
Payette High School	1500 Sixth Ave South Payette, ID 83661-3300	529	2005-2006	2006-2007	Approved	Public			High	
Pocatello High School	325 North Arthur St Pocatello, ID 83204	1141	1996	2007	Approved	Public			High	
Post Falls High School	2800 E Poleline Ave Post Falls, ID 83854-0040	1511	2004	2010	Approved	Public			High	
Potlatch Jr/Sr High School	130 6 <sup>th</sup> St. Potlatch, ID 83855-8757	255	2005		Approved	Public			High	
Prairie High School	Box 540 Cottonwood, ID 83522	147	2004-2006	2006-2007	Approved	Public			High	
Preston High School	151 East 2 <sup>nd</sup> South Preston, ID 83263-1359	778	2003-2004	2009-2010	Approved	Public			High	
Priest River-Lamanna High School	PO Box 549 Priest River, ID 83852	483	2004	2010	Approved	Public			High	

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Raft River Jr/Sr High School	PO Box 68 Malta, ID 83342	147	2003	2009	Approved	Public			High	
Richard McKenna Charter High School	1993 East 8 <sup>th</sup> St North, Suite 105 Mountain Home, ID 83647-3378	306	2005	2006	Approved	Public			High	
Rigby High School	290 North 3800 East Rigby, ID 83442	828	2001	2007	Approved	Public			High	
Rimrock Jr/Sr High School	39678 St. Hwy. 78 Bruneau, ID 83604- 9707	180	2005	2007	Approved	Public			High	
Ririe High School	PO Box 568 Ririe, ID 83443	223	2004	2008	Approved	Public			High	
Salmon High School	Box 790 Salmon, ID 83467-0790	364	2004	2010	Approved	Public			High	
Sandpoint High School	401 South Division St Sandpoint, ID 83864	1221	2005	2007	Approved	Public			High	
Shelley High School	570 West Fir Street Shelley, ID 83274	637	2005- 2006	2006- 2007	Approved	Public			High	
Shoshone Bannock School	PO Box 790 Fort Hall, ID 83203- 0790	135			Warned	NP		3 <sup>rd</sup>	High	
Shoshone High School	61 East Hwy 24 Shoshone, ID 83352	137	2003- 2004	2007- 2008	Approved	Public			High	
Skyline High School	1767 Blue Sky Drive Idaho Falls, ID 83402	1103	2005	2010	Approved	Public			High	
Skyview High School	1303 East Greenhurst Nampa, ID 83686-7216	1265	2004- 2005	2010- 2011	Approved	Public			High	

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Snake River High School	922 West Hwy 39 Blackfoot, ID 83221- 5307	588	2004	2009	Approved	Public			High	
Soda Springs High School	100 North 300 East Soda Springs, ID 83276	294	2006- 2007	2007- 2008	Approved	Public			High	
South Fremont High School	855 North Bridge St. Anthony, ID 83445- 5414	449	2004	2010	Approved	Public			High	
St. Maries High School	424 Hell's Gulch Road St. Maries, ID 83861	389	2004	2010	Approved	Public			High	
Sugar-Salem High School	#1 Digger Drive Sugar City, ID 83448- 1113	391	2004- 2005	2010	Approved	Public			High	
Teton High School	555 Ross Ave. Driggs, ID 83422	446	2005	2007	Approved	Public			High	
The Community School	PO Box 2118 Sun Valley, ID 83353				Approved	NP			High	PNAIS
Timberlake Senior High School	PO Box 909 Spirit Lake, ID 83869- 0909	548	2003	2009	Approved	Public			High	
Timberline High School	1150 Highway 11 Weippe, ID 83553	172			Approved	Public			High	
Timberline High School	701 East Boise Ave Boise, ID 83706	1007	2003	2009	Approved	Public			High	
Troy Jr/Sr High School	PO Box 280 Troy, ID 83871-0280	161	2003	2009	Approved	Public			High	
Twin Falls High School	1615 Filer Ave East Twin Falls, ID 83301- 4299	1371	2005	2007	Approved	Public			High	

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Vallivue High School	1407 Homedale Rd. Caldwell, ID 83607	1482	2002- 2003	2007- 2008	Approved	Public			High	
Wallace High School	1 Miners Alley Wallace, ID 83873-2260	248	2003	2009	Approved	Public			High	
Weiser High School	690 W. Indianhead Rd Weiser, ID 83672	565	2004	2006	Approved	Public			High	
Wendell High School	750 E. Main St. Wendell, ID 83355	330	2001	2006	Approved	Public			High	
West Jefferson High School	1260 East 1500 North Terreton, ID 83450	228	2005	2011	Approved	Public			High	
West Side High School	PO Box 89 Dayton, ID 83232	175	2002- 2003		Approved	Public			High	
Westview High School	335 5 <sup>th</sup> St Idaho Falls, ID 83401	196	2006	2007	Approved	Public		2nd	High	
Wilder Middle/High School	PO Box 488 Wilder, ID 83676	235	2006	2007	Approved	Public			High	
Wood River High School	P O Box 990 Hailey, ID 83333	850	2002	2008	Approved	Public			High	
Rolling Hills Public Charter School	12781 Ashcreek St. Boise, ID 83713	268	2006	2006- 2007	Approved	Public		2 <sup>nd</sup>	K-12	
Carey School	Box 266 Carey, ID 83320-0266	245	2002	2008	Approved	Public			K-12	
Castleford Public Schools	500 West Main Castleford, ID 83321- 9999	303	2003- 2004	2009- 2010	Approved	Public			K-12	
Clark County Public School	PO Box 237 Dubois, ID 83423-0237	236	2005	2006	Approved	Public			K-12	
Council School	PO Box 468 Council, ID 83612-0468	288	1995		Approved	Public			K-12	



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Culdesac School	600 Culdesac Ave Culdesac, ID 83524	148	2002	2007	Approved	Public			K-12	
Deary School	PO Box 9 Deary, ID 83823-0009	145	2001	2007	Approved	Public			K-12	
Dietrich School	406 North Park Street Dietrich, ID 83324	197		2012	Approved	Public			K-12	
Garden Valley Public School	PO Box 710 Garden Valley, ID 83622	260	2004	2008	Approved	Public			K-12	
Genesee K-12 School	PO Box 98 Genesee, ID 83832	311	2001		Approved	Public			K-12	
Greenleaf Friends Academy	PO Box 368 Greenleaf, ID 83626	281	2001	2007	Approved	NP			K-12	
Hagerman K-12 School	150 Lake Street West Hagerman, ID 83332	423	2005	2011	Approved	Public			K-12	
Highland Public School	PO Box 130 Craigmont, ID 83523- 0130	214	2004	2009	Approved	Public			K-12	
Idaho School of the Deaf and Blind	Gooding, Idaho		2002- 2003	2008- 2009	Approved	Public			K-12	
Liberty Charter School	1603 East Lewis Ln. Nampa, ID 83686	404	2005	2007	Approved	Public			K-12	
Maranatha Christian School	12000 Fairview Avenue Boise, ID 83713-7896	63	2003	2009	Approved	NP			K-12	
Meadows Valley School	PO Box F New Meadows, ID 83654-0903	214	1994- 1995	2004- 2005	Approved	Public			K-12	
Nampa Christian Schools, Inc.	439 West Orchard Ave Nampa, ID 83651-1994				Approved	NP			K-12	ACSI

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Nezperce School	P O Box 279 Nezperce, ID 83543	158	1994		Approved	Public			K-12	
North Gem School	PO Box 70 Bancroft, ID 83213	175			Approved	Public			K-12	
Richfield School	555 N Tiger Dr Richfield, ID 83349- 5517	226	2004- 2005	2010- 2011	Approved	Public			K-12	
Riverstone International School	5493 Warm Springs Ave Boise, ID 83716-9103				Approved	NP			K-12	PNAIS
Valley School	882 Valley Rd South Hazelton, ID 83335	682	2005- 2006	2006- 2007	Approved	Public			K-12	
Burley Junior High School	700 West 16 <sup>th</sup> St Burley, ID 83318	513	2002		Approved	Public			Middle Level	
Canfield Middle School	E 1800 Dalton Ave Coeur d'Alene, ID 83815	777	2004- 2005	2009- 2010	Approved	Public			Middle Level	
Declo Junior High School	205 East Main Street Declo, ID 83323	246	2004	2010	Approved	Public			Middle Level	
Franklin Middle High School	2271 East Terry St Pocatello, ID 83201	625	2005	2011	Approved	Public			Middle Level	
Fruitland Middle School	PO Box A Fruitland, ID 83619	526	2003- 2004	2009	Approved	Public			Middle Level	
Irving Middle School	911 North Grant Pocatello, ID 83204	471	1994	2007- 2008	Approved	Public			Middle Level	
Jenifer Junior High School	1213 16 <sup>th</sup> St Lewiston, ID 83501	607	2002	2007- 2008	Approved	Public			Middle Level	
Kamahia Middle School	Rt 1, Box 720 Kamahia, ID 83536	165	2002	2008	Approved	Public			Middle Level	

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Kellogg Middle School	810 Bunker Ave Kellogg, ID 83837	336	2002- 2003	2008- 2009	Approved	Public			Middle Level	
Lake City Junior Academy	111 Locust Ave Coeur d'Alene, ID 83814				Approved	NP			Middle Level	SDA
Marsing Middle School	PO Box 340 Marsing, ID 83639	205	2001- 2002	2007- 2008	Approved	Public			Middle Level	
Moscow Junior High School	1410 East "D" St Moscow, ID 83843- 3642	619	2002		Approved	Public			Middle Level	
Mountain Home Junior High School	1600 East 6 <sup>th</sup> South Mountain Home, ID 83647-3267	677	2003	2009	Approved	Public			Middle Level	
Mountain View Middle School	645 Mitchell Rd Blackfoot, ID 83221- 2974	614	2002	2008	Approved	Public			Middle Level	
New Plymouth Middle School	4400 SW 2 <sup>nd</sup> Ave. New Plymouth, ID 83655-5599	216	1996- 1997	2007	Approved	Public			Middle Level	
Orofino Junior High School	429 Michigan Ave. Orofino, ID 83544	154			Approved	Public			Middle Level	
Ririe Middle School	P O Box 548 Ririe, ID 83443	192	2002	2008	Approved	Public			Middle Level	
Robert Stuart Junior High School	644 Caswell Ave West Twin Falls, ID 83301- 3798	729	2005	2010	Approved	Public			Middle Level	
Rocky Mountain Middle School	3443 N Ammon Rd Idaho Falls, ID 83401	609	2003- 2004	2009- 2010	Approved	Public			Middle Level	

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Sacajawea Junior High School	3610 12 <sup>th</sup> St Lewiston, ID 83501	612	2004- 2005	2010- 2011	Approved	Public			Middle Level	
Salmon Middle School	Box 790 Salmon, ID 83467	311	2004	2010	Approved	Public			Middle Level	
Sandcreek Middle School	2955 E Owen St. Idaho Falls, ID 83406- 7614	611	2004	2007	Approved	Public			Middle Level	
Swan Valley District	ID				Approved	Public			El/Middle Level	
Teton Middle School	481 N Main Driggs, ID 83422	301	2004- 2005	2007- 2008	Approved	Public			Middle Level	
Vera C. O'Leary Junior High School	2350 Elizabeth Blvd. Twin Falls, ID 83301- 0177	947			Approved	Public			Middle Level	
Weiser Middle School	320 East Galloway Weiser, ID 83672-1199	388	1994	2006	Approved	Public			Middle Level	
Wood River Middle School	900 Second Ave. N. Hailey, ID 83333	681	2003	2006- 2007	Approved	Public			Middle Level	
Black Canyon Alternative High School	315 S Johns Ave. Emmett, ID 83617	57		2008	Approved	Public		3rd	Special Purpose	
Boulder Creek Academy	Rt 1, Box 3400 Bonners Ferry, ID 83805	47		2011	Approved	NP		3rd	Special Purpose	
Centennial Job Corps Center	3201 Ridgecrest Dr Nampa, ID 83687	300	2004	2007	Approved	NP			Special Purpose	
Centerpoint Alternative School	21985 Dixie River Rd Caldwell, ID 83607	56	2004	2009	Approved	Public			Special Purpose	

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Cherry Gulch	3800 Black Canyon Hwy. Emmett, ID 83617	3	2006	2009		NP		2nd	Special Purpose	
Elk Mountain Academy	PO Box 411 Clark Fork, ID 83811	22	2005	2006	Approved	NP			Special Purpose	
Gooding Accelerated Learning Center	906 Main St Gooding, ID 83330	56	2005	2009	Approved	Public			Special Purpose	
Hope Christian Academy	PO Box 550; 7696 Old Bruneau Highway Marsing, ID 83639-0550	43	1997	2007	Approved	NP			Special Purpose	
Independence Alternative High School	155 East Francis Blackfoot, ID 83221		2005-2006		Approved	Public			Special Purpose	
Innercept Academy	1115 Ironwood Dr. Coeur d' Alene, ID 83814	9	2004-2005	2007	Approved	NP		3rd	Special Purpose	
Intermountain School	303 North Allumbaugh Boise, ID 83704	28	2004	2009	Approved	NP			Special Purpose	
Jefferson High School	529 N 3470 East Menan, ID 83434	69	2005-2006	2007	Approved	Public			Special Purpose	
Juniper Hills – Nampa	1650 11 <sup>th</sup> Avenue N Nampa, ID 83687	59	2002	2008	Approved	Public			Special Purpose	
Juniper Hills- St. Anthony	PO Box 40 St. Anthony, ID 83445-0105	139	2002	2008	Approved	Public			Special Purpose	
Juniper Hills – Lewiston	140 Southport Lewiston, ID 83501	33	2002	2007	Approved	Public			Special Purpose	
Kootenai Academy (NIBH)	2301 N. Ironwood Pl Coeur d' Alene, ID 83814-0831	31		2006	Approved	NP			Special Purpose	

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Lincoln High School	3175 E Lincoln Rd Idaho Falls, ID 83401	183	2003- 2004	2009- 2010	Approved	Public			Special Purpose	
Meridian Technical Charter High School	3800 North Locust Grove Meridian, ID 83642	198	2003	2006- 2007	Approved	Public			Special Purpose	
Northwest Academy	Rt 1, Box 511 Bonners Ferry, ID 83805	24	2005	2007	Approved	NP		3rd	Special Purpose	
Northwest Children's Home Education Center	PO Box 1288 Lewiston, ID 83501- 1288	94			Approved	NP			Special Purpose	
Patriot Center	330 W Main Emmett, ID 83617	24		2008	Approved	NP		3rd	Special Purpose	
Project PATCH School	PO Box 450 Garden Valley, ID 83622				Approved	NP			Special Purpose	
Sandpoint Junior Academy	2255 W Pine St Sandpoint, ID 83864				Approved	NP			Special Purpose	SDA
Sheridan Academy	820 South Latah Street Boise, ID 83705	16	2002	2007	Approved	NP			Special Purpose	
Teen Challenge Christian Academy	11828 W. Fairview Ave Boise, ID 83713	7	2005	2010- 2011	Approved	NP			Special Purpose	
The Children's Village School	1350 West Hanley Coeur d'Alene, ID 83815	10			Approved	NP			Special Purpose	
Three Springs School	2850 Industrial Way NE Mountain Home, ID 83647	53			Approved	NP			Special Purpose	

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Timber Ridge Preparatory School for Girls	301 Timber Ridge Clark Fork, ID 83811	15	2003	2009	Approved	NP			Special Purpose	
Treasure Valley Education Center	504 E Florida Ave Nampa, ID 83686	37	2005	2011	Approved	NP		3rd	Special Purpose	
Wisdom Ranch School	P O Box 166 Arco, ID 83213	18	2004	2006- 2007	Approved	NP			Special Purpose	
The North Fork School	P.O. Box 1852 McCall, ID 83638	31	2004	2011	Approved	NP			Supplemental Education	
Sylvan Learning Center #2000	5119 N Glenwood Garden City, ID 83714	63	2001- 2002	2007- 2008	Approved	NP			Supplemental Education	
Sylvan Learning Center #2001	2685 Channing Way Idaho Falls, ID 83404	78	2006	2011	Approved	NP			Supplemental Education	
Sylvan Learning Center #2003	Nampa, Idaho				Approved	NP			Supplemental Education	
Sylvan Learning Center #2005	1810 E Schneidermiller Ave, Suite 240 Post Falls, ID 83854	52	2005	2006	Approved	Public		3rd	Supplemental Education	
Sylvan Learning Center #2009	1246 Yellowstone Suite A-3 Pocatello, ID 83201	24	2006	2008	Approved	NP		2nd	Supplemental Education	

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**SCHOOLS WITHDRAWN**

<b>Name</b>	<b>City</b>	<b>Reason for withdrawal</b>	<b>Name</b>	<b>City</b>	<b>Reason for withdrawal</b>
Mountain View Middle School	Blackfoot, ID	Funding			

**NEW PROVISIONAL SCHOOLS**

**NOTE: New schools listed here will be accredited for the current fiscal year (i.e., September 2007-August 2008). New schools' dues invoices will be issued for the 2007/08 fiscal year at the close of the June meeting of the Commission on Schools.**

1. Clearwater Valley Elementary School	ID		2007-2008			Public	NEW	1	Elementary	
2. Ernest Hemingway Elementary School	Ketchum, ID		2007-2008			Public	NEW	1	Elementary	
3. Grand View Elementary School	ID		2007-2008			Public	NEW	1	Elementary	
4. Hailey Elementary School	Hailey, ID		2007-2008			Public	NEW	1	Elementary	
5. Swan Valley Elementary School	ID		2007-2008			Public	NEW	1	Elementary	
6. Woodside Elementary School	ID		2007-2008			Public	NEW	1	Elementary	
7. ARTEC Regional Professional Technical Charter School	ID		2007-2008			Public	NEW	1	High	



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8. ArtsWest School for the Performing and Visual Arts	ID		2007-2008			Public	NEW	1	High	
9. Canyon Springs High School	ID		2007-2008			Public	NEW	1	High	
10. Cassia Alternative High School	ID		2007-2008			Public	NEW	1	High	
11. Central Academy High School	ID		2007-2008			Public	NEW	1	High	
12. Clearwater Valley Junior/Senior High School	ID		2007-2008			Public	NEW	1	High	
13. Columbia High School	Nampa, ID		2007-2008			Public	NEW	1	High	
14. Family Academy	ID		2007-2008			Public	NEW	1	High	
15. Fort Boise Mid High School	Boise, ID		2007-2008			Public	NEW	1	High	
16. Genesis Preparatory Academy	ID		2007-2008			NP	NEW	1	High	
17. Grangeville High School	Grangeville, ID		2007-2008			Public	NEW	1	High	
18. Hansen Jr/Sr High School	Hansen, ID		2007-2008			Public	NEW	1	High	
19. Idaho Arts Charter School	ID		2007-2008			Public	NEW	1	High	
20. Idaho Leadership Academy	Pingree, ID		2007-2008			Public	NEW	1	High	
21. Mackay JR/SR High School	Mackay ID		2007-2008			Public	NEW	1	High	
22. Mountain Cove High School	ID		2007-2008			Public	NEW	1	High	

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23. Mt. Harrison Jr./Sr. High School	ID		2007-2008			Public	NEW	1	High	
24. New Horizon High School	Pocatello, ID		2007-2008			Public	NEW	1	High	
25. Paradise Creek Regional High School	ID		2007-2008			Public	NEW	1	High	
26. Project CDA Alternative Middle/High School	ID		2007-2008			Public	NEW	1	High	
27. Ridgeline High School	ID		2007-2008			Public	NEW	1	High	
28. Riverside Alternative H.S.	ID		2007-2008			Public	NEW	1	High	
29. Salmon River High School	ID		2007-2008			Public	NEW	1	High	
30. Calvary Christian School	ID		2007-2008			NP	NEW	1	K-12	
31. Challenger Christian Academy	ID		2007-2008			NP	NEW	1	K-12	
32. Coeur d'Alene Charter Academy	ID		2007-2008			Public	NEW	1	K-12	
33. Compass Public Charter School	ID		2007-2008			Public	NEW	1	K-12	
34. Falcon Ridge Charter	ID		2007-2008			Public	NEW	1	K-12	
35. Hope Lutheran	Idaho Falls ID		2007-2008			Private	NEW	1	K-12	
36. Leadore School	ID		2007-2008			Public	NEW	1	K-12	
37. The Learning Academy of Teton Valley	Teton ID		2007-2008			Public	NEW	1	K-12	

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38. Midvale High School	Midvale Idaho		2007-2008			Public	NEW	1	K-12	
39. North Star Charter School	ID		2007-2008				NEW	1	K-12	
40. Northwest Children's Home	Nampa Idaho		2007-2008			Public	NEW	1	K-12	
41. Rockland Public School	Rockland, ID		2007-2008			Public	NEW	1	K-12	
42. Summit Academy	ID		2007-2008			Public	NEW	1	K-12	
43. Taylor's Crossing Public Charter School	ID		2007-2008			Public	NEW	1	K-12	
44. Thomas Jefferson Charter School	ID		2007-2008			Public	NEW	1	K-12	
45. Clair E. Gale Junior High School	Boise, ID		2007-2008			Public	NEW	1	Middle Level	
46. Eagle Rock Junior High School	ID		2007-2008			Public	NEW	1	Middle Level	
47. East Junior High School	Boise, ID		2007-2008			Public	NEW	1	Middle Level	
48. Emmet Junior High School	Boise, ID		2007-2008			Public	NEW	1	Middle Level	
49. Fairmont Junior High School	Boise, ID		2007-2008			Public	NEW	1	Middle Level	
50. Hawthorne Middle School	Pocatello, ID		2007-2008			Public	NEW	1	Middle Level	
51. Hillside Junior High School	Boise, ID		2007-2008			Public	NEW	1	Middle Level	
52. Les Bois Jr. High	Boise, ID		2007-2008			Public	NEW	1	Middle Level	
53. Middleton Middle School	Middleton, ID		2007-2008			Public	NEW	1	Middle Level	

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54. Murtaugh Middle School	Murtaugh, ID		2007-2008			Public	NEW	1	Middle Level	
55. North Junior High School	Boise, ID		2007-2008			Public	NEW	1	Middle Level	
56. Rigby Junior High School	Rigby, ID		2007-2007			Public	NEW	1	Middle Level	
57. Riverglen Junior High School	ID		2007-2007			Public	NEW	1	Middle Level	
58. South Junior High School	Boise, ID		2007-2008			Public	NEW	1	Middle Level	
59. Taylorview Junior High School	ID		2007-2008			Public	NEW	1	Middle Level	
60. Wendell Middle School	Wendell, ID		2007-2008			Public	NEW	1	Middle Level	
61. West Junior High School	Boise, ID		2007-2008			Public	NEW	1	Middle Level	
62. Ekklesia Christian School	ID		2007-2008			NP	NEW	1	Special Purpose	
63. Meridian Medical Arts Charter High School	Meridian, ID		2007-2008			Public	NEW	1	Special Purpose	
64. Mountain View Alternative High School	ID		2007-2008			Public	NEW	1	Special Purpose	
65. Robert Janss Dept. of Corrections	ID		2007-2008			Public	NEW	1	Special Purpose	
66. Silver Valley Alternative School	ID		2007-2008				NEW	1	Special Purpose	
67. Tamarack Academy	ID		2007-2008				NEW	1	Special Purpose	

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**SUBJECT**

Appointment to the Professional Standards Commission

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1252, Idaho Code

**BACKGROUND/ DISCUSSION**

Idaho Statute sets forth criteria for membership in the Professional Standards Commission including a requirement for not less than seven (7) members that are certificated classroom teachers in the public school system of the state. Each appointment is for a three-year term.

This position was previously held by Sharlea Alsager who is not seeking reappointment. Nominations were sought for the position from the Idaho Education Association and the Northwest Professional Educators. Resumes for the following individuals are attached:

Idaho Education Association:  
Lisa M. Ramsey  
Sheila M. Mack

Northwest Professional Educators  
Cathy Bierne

**IMPACT**

As a member of the commission, the appointed individual will participate in reviewing and adopting professional codes and standards of ethics, conduct and professional practices which shall be applicable to Idaho State public school teachers.

**ATTACHMENTS**

Attachment 1 – Lisa M. Ramsey Resume	Page 3
Attachment 2 – Sheila M. Mack Resume	Page 7
Attachment 3 – Cathy Bierne Resume and Letters of Recommendation	Page 9

**BOARD ACTION**

A motion to approve \_\_\_\_\_ as a member of the Professional Standards Committee for a term of three years representing secondary classroom teachers.

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

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**LISA M. RAMSEY**

4405 Holmes Road  
Coeur d'Alene, Idaho 83815  
Work: (208) 762-0626  
Residence: (208) 819-4759

- OBJECTIVE** Position on the Idaho Professional Standards Commission
- SPECIALIZED SKILLS** Technology Building Facilitator  
Facilitator of PLATO building training  
Certified Trainer for Junior Great Books  
Facilitator of differentiation of curriculum – grades 2 – 5  
Trains and Implements “IIM” method (Independent Investigation)  
Collaborates with staff at weekly staff meeting  
Judges district invention convention  
Develops and receives numerous grants including:
- State Department of Education
  - 9 Excel grants
  - Governor’s Innovation Grant
- Presenter of workshops for individual buildings  
Piloted the language arts program for Coeur d Alene, 1998
- CLASSROOM EXPERIENCE** **Special Education Self-Contained Classroom Teacher –**  
Cypress School District, Cypress, CA 1988-1992
- Classroom Teacher – Grades 1, 2, 3, and 4 –**  
Coeur d Alene School District, CDA, ID 1992 – Present
- LEADERSHIP/ ACTIVITIES**
- Currently serving as Building Technology Leader
  - Served as SASI building coordinator
  - Served on CDA report card committee
  - Served on 3<sup>rd</sup> Grade Curriculum Writing committee
  - Implemented numerous building grants
  - Currently serving on building discipline committee
- EDUCATION** University of Idaho, Coeur d’ Alene, Idaho  
1992 – Present  
*Technology Emphasis*
- Cal State University, Long Beach, CA  
California Elementary Certification - 1988  
*K-8 Multi-subjects*



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Cal State University, Long Beach, CA  
Bachelor of Arts Degree – 1988  
*Liberal Studies, English Literature Emphasis*

Cypress College, CA 1983- 1986  
Associates Degree - 1986

**PROFESSIONAL  
TRAINING**

**UNIVERSITY OF IDAHO**

- Classroom Instruction that Works 2005
- Differentiation of Instruction 2005
- Coeur d Alene Mathematics Project, Title 2 B NCLB 2005
- A Framework for Understanding Poverty 2003
- Assessment Literacy 2003
- A New Look at Underachievement 1999
- Multiple Intelligences 1999
- Curriculum Compacting Summer 1997
- Principle of Critical Teaching 1995
- Math & Mind's Eye Summer 1990
- Teaching Children to think Math Spring 1991
- Math Curriculum Assessment Writing Summer 04
- Number & Operations 1 Summer 2004
- Number & Operations 2 Summer 2004
- Number & operations 3 Summer 2004
- Follow-up Activities 1 Fall2004
- Follow –up Activities 2 Fall of 2004
- Principles of Critical Teaching 1995
- Guided Reading Seminar
- Clustering the Advanced Learner
- Internet in the Classroom
- Literacy Links, I and II
- Classroom Instructional Techniques in Language Arts (Workshop)
- Principle-Centered Teaching: Creating a Quality Classroom
- Frameworks: The Nature of Learning and Language
- Writing Across the Curriculum
- Literacy Using Literature
- Cooperative Learning and Teaching Strategies
- Mentoring Beginning Teachers
- TESA (Teacher Expectation Student Achievement)
- TESA Practicum

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- Success in Reading and Writing
- Principles of Learning
- Promoting Literacy Using Literature
  
- 

**ACCOMPLISHMENTS**

- Achieve highest test scores in district on Direct Math Assessment
- Awarded 9 EXCEL grants
- Awarded Governor's Innovative grant
- Developed, implemented and presented research study of "technology integration into the primary classroom"
- Successfully mentored 3 teacher interns
- Received "IEA" At School of Excellence Award

**COMMUNITY  
INVOLVEMENT**

**COMMITTEES:**

*Coeur d'Alene School District*

- 2003-2004            3<sup>rd</sup> Grade Curriculum
- 2003-2004            EOCA Test Development
- 2001-2005            Strategic Plan for Advanced Learning
- 1997 - 1998           Language Arts
- 1990 - 1997           Curriculum / Staff Development
- 1994 - 1995           Technology
- 1993 - 1994           Report Card

*Atlas Elementary*

- Current            Building Technology Leader
- Current            School Discipline Committee

*Hayden Lake Elementary School*

- 1993 - 2003           Student Assistant Team
- 1993 - 2004           Faculty Senate

*Cypress School District*

- 1988 - 1992           Special Education Committee

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SHEILA M. MACK

7348 W WRIGHT ST, RATHDRUM, IDAHO 83858

(208) 687-1773, [Sheila\\_Mack@msn.com](mailto:Sheila_Mack@msn.com)

- OBJECTIVE:** To obtain a position on the Professional Standards Commission for the State of Idaho.
- EDUCATION:**
- University of Idaho, K-8 Certification with endorsements in physical science and psychology through grade 9; 1998.
  - University of Montana, Bachelor of Arts, Psychology; 1991.
  - Post Falls High School, Graduate, 1986
- EXPERIENCE:**
- Science Teacher:** plan and implement curriculum; carry out daily lessons; maintain classroom management-behavior, records, physical environment.  
*10/00-present:* Post Falls Middle School, Post Falls School District 273, PO BOX 40, POST FALLS, ID 83877  
Supervisor: Deborah Davis, principal (208)773-7554
- Preschool Teacher:** plan and implement curriculum; carry out daily lessons; maintain classroom management-behavior, records, physical environment.  
*8/99-6/00:* Licia's Playhouse Daycare and Preschool (no longer in business)  
Supervisor: Licia Schlemm, owner (239)938-6611
- Substitute Teacher:** fill in as assigned; teach and manage students according to lesson plans, schedules, and other directions left by the teacher.  
*8/99-6/00, 8/97-6/98, 3/96-1/97:* Post Falls School District #272, PO BOX 40, POST FALLS, ID 83877  
Supervisor: Dawna Shepard, Substitute Coordinator, (208)773-7246
- Substitute Teacher:** fill in as assigned; teach and manage students according to lesson plans, schedules, and other directions left by the teacher.  
*8/99-6/00, 8/97-6/98, 3/96-1/97:* Lakeland School District #272, PO BOX 39, RATHDRUM, ID 83858  
Supervisor: Ron Schmidt, Assistant Superintendent (208)687-0431
- Elementary Teacher:** plan and implement curriculum; carry out daily lessons; maintain classroom management-behavior, records, physical environment. 2<sup>nd</sup> grade 11/98-6/99, kindergarten 8/98-10/98.  
*8/98-6/99:* Challenger Christian Day School, 710 W SELTICE WAY, POST FALLS, ID 83854  
Supervisors: Jan & Jerry Rogers, owners, (208)773-5200
- Student Teacher:** plan and implement curriculum; carry out daily lessons; maintain classroom management-behavior, records, physical environment; other duties as assigned; observe other teachers.  
*1/97-5/97:* Lakeland School District #272, Getty Keifer Elementary, PO BOX 39, RATHDRUM, ID 83858 (208)687-5206  
Supervisors: Kathy Rollins and Mary Conrath, Master Teachers
- Lifeskills Paraprofessional:** assist with students' educational programs, social skills and personal needs as appropriate.  
*9/94-6/97:* Post Falls High School, Post Falls School District #273, PO BOX 40 POST FALLS, IDAHO 83877  
Supervisor: Dorothy Lei, PFHS Lifeskills, (208)773-0851

**STATE DEPARTMENT OF EDUCATION**  
**AUGUST 21-22, 2008**

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**REFERENCE:**

Deborah Davis, Principal, Post Falls Middle School, (208)773-7554  
PO BOX 40, POST FALLS, IDAHO 83877

Kurt Koetter, retired teacher, Post Falls Middle School, (208) 687-1289  
Rathdrum, ID 83858

Jeri Ann Lee, PE teacher, Post Falls High School, (208) 773-0851  
PO BOX 40, POST FALLS, IDAHO 83877

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

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**CATHY BIERNE**

Coeur d'Alene Charter Academy  
4904 N. Duncan Drive  
Coeur d'Alene, ID 83815  
208-676-1667, ext. 56  
e-mail: cbierne@cdacharter.org

**PERSONAL DATA**

Date of Birth: September 4, 1953  
Marital Status: Married, Husband, Robert  
Children: Two, John (age 31) and Anna (age 21)  
Home Address: 5725 W. Lakeview Court, Rathdrum, ID 83858  
(208) 687-1092

**EDUCATION**

07-25-75 M.Ed., University of Oklahoma, Norman, Oklahoma  
Major: Reading Education  
Overall G.P.A. 3.59/4.0

05-17-74 B.A., Cameron College, Lawton, Oklahoma  
Major: History; Minor: Political Science and English  
with teaching certificate in major and minor fields  
Overall G.P.A. 3.67/4.00

**EMPLOYMENT HISTORY**

August 2003 to Present Sixth Grade Classroom Teacher  
Coeur d'Alene Charter Academy  
4904 N. Duncan Drive  
Coeur d'Alene, ID 83815  
(208) 676-1667  
Principal: Mr. Dan Nicklay

I was hired to teach sixth grade at the Coeur d'Alene Charter Academy in 2003. Sixth grade at the Charter Academy is self-contained. I teach the four core subjects of math, language arts, science and geography to the same students throughout the day. In addition to my teaching duties, I have served as department chairman for the sixth grade during the past three years. I served on the Faculty Senate from May 2005 to May 2007, the In-Service Planning Committee for three years, the Social Committee for four years; and, I have served on the Professional Development Fund Committee since its inception in January 2006. I also act as the faculty contact for incoming and prospective students and parents at the Academy. As such, I meet with families to facilitate their smooth transition into the Academy. Students and staff of the Coeur d'Alene Charter Academy voted me as the 2008 Coeur d'Alene Charter Academy Teacher of the Year.

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August 1997 to  
June 2000

5/6 Classroom Teacher  
Classical Christian Academy  
3205 East 12<sup>th</sup> Street  
Post Falls, ID 83854  
(208) 765-0104  
Principal: Mr. Ken Dahlke

I started at Classical Christian Academy and was a substitute teacher for one year. I also taught art on a weekly basis to the 4/5 class during that first same year. Beginning in August 1998, I taught two years in a combined 5/6 classroom. This was my first job in a full-time elementary classroom. I enjoyed the opportunity to teach by integrating subjects. In this very full-time position, I taught core subjects but also art, music and physical education. Additionally, I taught Western Civilization to the 7/8-grade class from August 1999 to June 2000. I left this position to return to full-time mothering.

August 1985 to  
June 1986

Substitute Teacher, Kindergarten (1/2 day per week)  
St. Rose Catholic School  
900 Tucker Avenue  
Paso Robles, CA 93446  
(805) 238-0304  
Principal: Sister Mary Patrick

August 1984 to  
June 1985

History/Reading/English – Grades 7/8  
Buttonwillow Union School District  
400 McKittrick Highway  
Buttonwillow, CA 93446  
(661) 764-5248  
Principal/Superintendent: Lamont Skiby

At Buttonwillow I was one-half of the 7/8 teaching team. I taught all of the 7/8 students history, reading and English. I taught six distinctly different periods. I left Buttonwillow when I got married and moved out of the area.

September 1981 to  
June 1984

Title I/Chapter I - Reading Lab Teacher  
Jackson Middle School  
2601 South Villa Avenue  
Oklahoma City, OK 73129  
(405) 677-5133  
Principal, Mr. George Atwood

At Jackson Middle School I taught in a federally funded reading lab. My students came from varied socioeconomic and racial backgrounds, and their reading abilities ranged from approximately 2.0 to 4.0. I left this position when I moved from the area.

June 1978 to  
September 1981

Legal Secretary  
Crowe & Dunlevy Law Firm  
Oklahoma City, OK  
Supervising Partner: Mr. Henry Rheinberger

**STATE DEPARTMENT OF EDUCATION  
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During my 20's I decided I wanted to be a lawyer, and in August of 1978, I started law school at Oklahoma City University Law School. At this time I took a job in a law office to get experience. I made the decision that the legal field was not the area I wanted to pursue and left this job to return to teaching.

August 1977 to            Title I/Chapter I – Reading Lab Teacher  
May 1978                Rogers Middle School  
                                 % Oklahoma City Public Schools  
                                 P.O. Box 25428  
                                 Oklahoma City, OK 73102  
                                 (405) 297-6527  
                                 Principal: Mr. Steve Brown

At Rogers I taught in a federally funded reading lab that serviced students in grades 6, 7, and 8. I left Rogers to attend law school.

August 1975, to        Title I Reading Lab Teacher  
January 1977            Anadarko Junior High School  
                                 1400 South Mission  
                                 Anadarko, OK 73005  
                                 (405) 247-6605  
                                 Principal: Mr. Clarence Thompson

In Anadarko I taught a federally funded reading lab for students in Grades 7 and 8. I left this position when I moved to Oklahoma City.

In addition to the teaching experience listed above, during the summers of 1976 and 1978, I taught and tutored Vietnamese students in “English as a Second Language” in Anadarko, Oklahoma, and in Oklahoma City, Oklahoma.

January 1974 to        Substitute Teacher  
May 1975                Norman Public Schools  
                                 Norman, OK

During this time I substituted at all grade levels and in all subject areas.

Fall 1973                Student Teacher  
                                 Eisenhower Junior High School  
                                 %Lawton Public Schools  
                                 52<sup>nd</sup> and W. Gore Blvd.  
                                 Lawton, OK 73501  
                                 Principal: Mr. Abe Duchendorf

During the final semester of my undergraduate studies I student taught in an 8<sup>th</sup> grade American History class in Lawton, OK.

**PROFESSIONAL ASSOCIATIONS**

Member, Northwest Professional Educators



**CONCLUDING REMARKS**

I am almost 55 years old. A large portion of my life has been spent in the “teaching mode.” As a young teenager, I babysat extensively. I was a hospital volunteer in the pediatric department and taught Sunday school classes. *I love kids.*

After leaving teaching full-time the first time in 1985, I spent hours in the various schools that my children attended. I graded papers, published newsletters, organized field trips, class parties, and awards ceremonies. I supervised recess, administered tests, and tutored students. I bandaged banged knees, arbitrated student disputes, soothed hurt feelings, and dried tears. I laughed, cried, and shared both joy and heartaches with the students. (I even cooked 400 potatoes for a school fund-raiser!)

I served on the Staff Development Committee with the Lakeland School District for two years. After leaving full-time teaching for the second time in 2000, I actively participated in my daughter’s school. I am an accomplished legal secretary and such skills are a powerful aid in classroom management. I have mothered. Parenthood is both a learning and a teaching experience. I have a son 31 years old and a daughter 21 years old. I have taught them and I have learned with them, and they have done the same with me.

I believe that every experience in my life and that fact that I have experienced as much life as I have enhances my abilities in the field of education.

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

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July 22, 2008

To Whom It May Concern:

RE: PSC NOMINATION OF CATHY BIERNE

This letter is in support of the nomination of Cathy Bierne for the Professional Standards Commission of the State of Idaho. I have had the pleasure of knowing Cathy as the mother of one of my students as well as a colleague at the Coeur d'Alene Charter Academy.

I can think of no candidate who would contribute a more important perspective to the Commission. I base such a statement on the proven classroom results of the last seven years she has taught at the Academy. Objective test results are undeniably consistent in affirming the remarkable progress students in her class make under her tutelage. Most of the seats for the coming school year in Mrs. Bierne's class are reserved early by parents anxious to secure a place for their children. They know her by her reputation as well as the change they observe in the children who have been fortunate enough to be instructed by her.

If we could clone her there is no problem in public education that couldn't be solved. Fortunately, Cathy herself is wise enough to know that human beings are far too complicated for such an easy answer. No one can be Cathy Bierne II. Cathy wouldn't want them to be, but I believe she is wise enough to enable the committee to come up with principles of teaching that would apply to most good teachers. This would help us produce more of them, identify them, and at least increase the recognition afforded them for their efforts.

I have no hesitation in offering my emphatic recommendation, secure in the knowledge that her efforts would reflect great credit on herself, the Commission, and the State of Idaho.

Sincerely,

William S. Proser  
Founder and Teacher  
Coeur d'Alene Charter Academy  
4904 N. Duncan Drive  
Coeur d'Alene, ID 83815

STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008



COEUR D'ALENE CHARTER ACADEMY

4904 N. Duncan Drive • Coeur d'Alene, ID 83815  
208.676.1667 • Fax 208.676.8667  
[www.cdacharter.org](http://www.cdacharter.org) • [staylor@cdacharter.org](mailto:staylor@cdacharter.org)

July 22, 2008

To Whom It May Concern:

I am writing this letter to offer my full support for Cathy Bierne's nomination to the Professional Standards Committee. I have known Cathy for over three years, and I have worked with her as a teaching colleague and most recently as an administrator at the Coeur d'Alene Charter Academy.

I think it is pertinent to share an experience I had with Cathy the first time I met her. I had taught in the state of Washington for many years and was hired to teach sixth grade in the state of Idaho. I came to school one day during the summer to begin preparing my classroom, and the first person I met was Cathy. She was already at school working on her preparations for the coming school year. She immediately took me under her wing and among many other things, made me copies of the Idaho State Curriculum Standards for sixth grade, and shared a variety of materials she used to teach the standards. She was an extremely valuable resource and support to me as I made the transition between states. She has done the same thing for every other new sixth grade teacher that has come to the Academy.

Cathy was chosen as the Charter Academy's Teacher of the Year for the past school year. This is significant because the selection process involves students and staff. I am certain that part of the reason she was honored in this way is due to her dedication to professionalism. Her commitment to the quality of education at Charter, and her desire to help others, both students and staff, succeed to the highest degree possible does not go unnoticed. Cathy is the most requested teacher at our school. This is significant because she is also one of our most rigorous teachers. She has a unique ability to motivate her students to meet her high expectations, and at the same time create a learning environment that students and parents love. Cathy is constantly searching out new ideas, or new materials to make her a better teacher. Preparing her students for success at the middle school and high school is ever present in her planning and teaching. She is regularly sought out by her colleagues for advice and ideas. She is the ultimate professional in the field of education.

A characteristic Cathy possesses that will make her excellent choice for your committee is her ability to share her thoughts and opinions in a manner that is conducive to cooperation. She is known for speaking her mind, but always in a constructive and professional manner. One of the things I appreciate about Cathy is her ability and willingness to share her thoughts with me in such a manner. It is very helpful as an administrator to have staff members that communicate so effectively.

I could go on and on, but let me say just one more thing in closing. Cathy is one of the hardest working and most dedicated teachers I have known in my thirty-four years in education. Of all our conscientious teachers at Charter, she without a doubt spends the most time in her classroom. She comes in early, stays late, works many Saturdays, and volunteers to help with all kinds of school events. Her professionalism and dedication to her students, our school, and the business of education at large is unsurpassed.

Sincerely,

Steven D. Taylor  
Vice Principal/Activities Director  
Coeur d'Alene Charter Academy

**STATE DEPARTMENT OF EDUCATION**  
**AUGUST 21-22, 2008**

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**SUBJECT**

Adoption of curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-118A, Idaho Code  
Idaho Administrative code, IDAPA 08.02.03 – Section 128, Curricular Materials Selection

**BACKGROUND/DISCUSSION**

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128 describes the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and Internet resources" (Idaho Code 33-118A.) Idaho is a multiple adoption state. The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

The 2008 regular adoption cycle is for the subject areas of Mathematics, Evidence Based Mathematics and Professional Technical Education. Interim adoption allows for submissions in the subject areas of Language Arts: Reading and Research Based Reading. Annual adoption includes Limited English Proficiency and Computer Application.

This year the curricular materials review week was held June 23-27<sup>th</sup>. Seventy (70) content area specialists from throughout the state assisted the eighteen standing committee members in the evaluation of the curricular materials.

**ATTACHMENTS**

Attachment 1 – 2008 Curricular Materials Recommendations Page 3

**IMPACT**

Schools are required to select curricular materials from the state approved-adoption listings. Deviation points are subtracted from the school's accreditation report if this is not followed. Materials that serve as supplements to the core curricular materials do not have to be selected from the adoption listings.

**BOARD ACTION**

A motion to approve the request by the State Department of Education for adoption of curricular materials and their related instructional materials as recommended by the Curricular Materials Selection Committee as submitted.

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

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# **2008 Curricular Materials Recommendations**

# **Curricular Materials Adoption Process**



**THE IDAHO STATE DEPARTMENT OF EDUCATION  
TOM LUNA  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**

## INTRODUCTION

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. A 2008 *Session* called for reviewing curricular materials in the main subject areas of Mathematics, Evidence Based Mathematics and Professional Technical Education. Interim materials include Language Arts Part I: Reading and Research Based Reading categories of comprehensive and Intervention for *Reading First, NCLB and Needs Improvement*. Annual materials include computer applications and limited English proficiency.

Several of these materials have accompanying electronic instructional media. Others are deliverable via CD-ROM or the Internet.

The Curricular Materials Selection Committee considers their work an important contribution to the educational process in Idaho. This Committee reflects the diversity of Idaho's population both geographically and philosophically. Occasionally the approval of a certain material is not a unanimous decision by the Committee.



## CURRICULAR MATERIALS ADOPTION PROCEDURES FOR THE STATE OF IDAHO

The Curricular Materials adoption process has its basis in Idaho Code (33-118, 333-118A). It is further defined in the Administrative Rules of the State Board of Education (SBOE), IDAPA 08.02.03, subsection 128.

**The Adoption Process in Idaho** provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all Idaho school districts. These materials are screened in order to eliminate any of inferior quality or undesirable content. This process maintains local control in the choice of instruction materials by providing a multiple list of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools.

Idaho adopts materials in the areas of reading, research based reading, literature, drivers education, science, health, handwriting, mathematics, business education, career education, counseling, social studies, English, applied English, spelling, dictionary, thesaurus, speech, journalism, world, languages, art, drama, music, healthy life styles, professional technical education, business computer applications (adopted annually), and limited English proficiency (adopted annually).

Materials are adopted in Idaho on a six-year rotating schedule. Publishers have an additional one year following the main adoption year to submit new copyrights for a particular content area, allowing each content area submissions for a total of two years. The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject those items that are unsuitable for use in the designated subject area.

Schools are required to select curricular materials from the state approved-adoption listings. Deviation points are subtracted from the school's accreditation report if this is not followed. Materials that serve as supplements to the core curricular materials do not have to be selected from the adoption listings.

Schools may submit a waiver to the Executive Secretary of the Committee requesting to use materials that do not appear on the ApproveListings. Local school boards must approve this request prior to sending it to the Executive Secretary of the Committee. Requests are granted for new copyrights not currently under adoption, or materials not submitted to the Selection Committee for consideration. No requests are granted for any materials denied by the Selection Committee or for old copyrights.



### Curricular Materials Adoption Procedures (continued)

There are advantages to adopting curricular materials at the state level:

- Contract prices are adhered to for six years, which saves money for the schools.
- Publishers are required to lower the price to Idaho if they lower it to any other state after the contract has been signed.
- Most textbook publishers maintain inventory at the state depository, Caxton Printers, which reduces delivery time and shipping costs.
- Contracts help ensure adopted materials will be available for the life of the contract (6 years).
- Materials are screened for quality and textbooks are required to meet Textbook Manufacturing Standards and Specifications as well as organization, vocabulary and graphic presentation.
- Materials are screened for fair representation on such issues as environment and industry.
- Instructional materials are screened and thoroughly reviewed by subject area experts to ensure that essential elements are covered.
- Any materials reflecting adversely upon individuals or groups due to race, ethnicity, class, gender, or religion are not approved.
- Small school districts are guaranteed of getting the same textbooks and complementary materials as larger school systems.

**Curricular materials** in Idaho are defined as textbooks and instructional media including software, audio/visual media and Internet resources (Idaho Code 33-118A). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies. This is consistent with the belief that a variety of materials has value and usefulness to the schools.

**The Curricular Materials Selection Committee**, which is appointed by the SBOE, has the responsibility of overseeing the adoption process for the state. The Executive Secretary to this Committee is an employee of the State Department of Education (SDE).

**The membership** on the 19-member Selection Committee consists of:

- one representative from each of the state's four colleges of education
- one secondary administrator
- one elementary administrator
- two secondary teachers
- two elementary teachers
- one district school board member
- one representative from private/parochial schools
- three parent representatives
- one member who is not a public school educator nor trustee
- one content area specialist from the SDE
- one representative from the Division of Professional-Technical Education.
- the Executive Secretary

### Curricular Materials Adoption Procedures (continued)

All members are appointed by the SBOE for a five-year term with the exception of the SDE content coordinator and the representative from Professional-Technical Education who serve for one year. Current Committee members are listed in this publication.

The Committee, assisted by math, professional technical education and reading specialists from throughout the state, met for one week in June to review and correlate all materials to the Content Standards, NCTM guidelines, research based guidelines and to course requirements. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption (August 2008), contracts are mailed to the publishing companies (August 2008). After the return of signed contracts, the listing of newly adopted materials is published by December 1, 2008 in the annual Adoption Guide found on the Internet at [http://www.sde.idaho.gov/site/curricular\\_materials/adoption\\_guide.htm](http://www.sde.idaho.gov/site/curricular_materials/adoption_guide.htm).

A state curriculum library is maintained at the SDE as required by Idaho Code 118A. Adopted materials are housed in this library and available to the public. In addition, seven (7) Regional Centers maintain libraries of adopted materials that are available to the public as well as college students and local schools. The Regional Centers are located as follows:

N.L. Terteling Library  
Albertson College of Idaho  
Caldwell, Idaho

Curriculum Library  
Lewis-Clark State College  
Lewiston, Idaho

Albertson Library  
Boise State University  
Boise, Idaho

Riley Library  
Northwest Nazarene University  
Nampa, Idaho

David O. McKay Library  
Brigham Young University-Idaho  
Rexburg, Idaho

Instructional Materials Technology Center  
University of Idaho  
Moscow, Idaho

Instructional Materials Center  
Idaho State University  
Pocatello, Idaho

Citizens of Idaho may request the Committee to reconsider any material under adoption. A form titled *Textbook Adoption Process: Request for Reconsideration of Materials* is available from the SDE. The Committee considers all requests and maintains the right to either recommend continued adoption or removal of materials from the adopted list.

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

**Idaho  
STATE CURRICULAR MATERIALS SELECTION COMMITTEE  
COMMITTEE MEMBERS LIST AS OF JUNE, 2008**

<p>Sally Harris State Div. of Prof-Tech Education PO Box 83720 Boise ID 83720-0095</p>	<p>Cindy Johnstone Math Coordinator State Department of Education PO Box 83720 Boise ID 83720-0027</p>	<p>Patty Silvers Trustee Murtaugh Joint School Dist. 418 PO Box 117 Murtaugh, ID 83344</p>
<p>Judith Walling Elementary Teacher Eagle Middle School 1000 W Floating Feather Eagle ID 83616</p>	<p>Dr. Bruce Roberts, Asst Supt. Bonneville School Dist. 3497 North Ammon Road Idaho Falls, ID 83401-1301</p>	<p>Stacey Jensen Elementary Teacher Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201</p>
<p>Dr. William Medlin, Parent Representative. PO Box 8493 Moscow ID 83843</p>	<p>Janice Burkholder Parent Representative Boise State University 1910 University Drive Boise, ID 83725</p>	<p>Darlene Matson Dyer Secondary Teacher Wood River High School 950 Fox Acres Road Hailey, ID 83333.</p>
<p>Anne Stilwill Dean of Faculty Cascade School District PO Box 291 Cascade, ID 83611</p>	<p>Rodney McConnell College of Education, ED 405B University of Idaho Moscow ID 83844</p>	<p>Vicki Scaggs Secondary Teacher Vallivue High School 1407 Homedale Road Caldwell, ID 83607</p>
<p>Susan Day Scherz, Ed.D., Idaho State University Dept. of Educational Leadership 921 South 8th Avenue, Stop 8059 Pocatello, ID 83209-8059</p>	<p>Chris Lyon Holy Family Catholic School 3005 W. Kathleen Ave. Coeur d'Alene, ID 83815</p>	<p>Linda Lofaro Coursey Lewis-Clark State College Division of Education 500 E 8th Ave. Lewiston, ID 83501</p>
<p>Margaret Chase Boise Sate University 1910 University Drive #502 College of Education, MS1745 Boise, ID 83725</p>	<p>Val Fenske, Executive Secretary Curriculum &amp; Technology Ctr. 650 West State Street, B-25 Boise, ID 83702</p>	

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# 2008 Curricular Materials

## Mathematics and Professional Technical Education

### Recommendations

#### Curricular Materials Recommendations - Regular Adoptions

It was moved by Rodney McConnell, seconded by Susan Scherz, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Regular Adoption* of Mathematics and Professional Technical Education materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

#### Curricular Materials Recommendations – Annual Adoptions

It was moved by Judith Walling, seconded by Stacey Jensen, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Annual Adoption* of Computer Applications, Limited English Proficiency (LEP) materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

#### Curricular Materials Recommendations - Interim Adoptions

It was moved by Linda Lofaro Coursey, seconded by Chris Lyon, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Interim Adoption* of Language Arts-Part I: Reading and Research Based Reading materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

#### Adjournment

Motion for adjournment was made by Patty Silvers, seconded by Unanimous Vote, and carried to adjourn the meeting on June 27, 2008.

Respectfully submitted,  
Val Fenske  
Executive Secretary



**IDAHO STATE CURRICULAR MATERIALS  
SELECTION COMMITTEE  
2008 RECOMMENDATIONS**

**Mathematics &  
Evidence Based Mathematics  
K-12**

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

**Mathematics  
Grades K -5**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>	
<b>Ansmar Publishing Inc.</b>	<b>Excel Math Individual Student Set</b>	<b>Janice Raymond</b>	<b>2000</b>	<b>K</b>	<b>005137900EKSS</b>	<b>R Recommended w/ strong Reservations 58% NCTM = 28%</b>	
	Note: Recommended as a "Resource Only". Committee feels this is a supplemental intervention program. Key Features: Is a mathematics curriculum for Kindergarten through Sixth Grade students. It comes as consumable sheets in classroom sets of 10 and 15 or individual sets (sample for review) to be used for students working above or below grade level in a classroom. On each consumable Lesson Sheet we include a Lesson (direct instruction), Guided Practice (individualized instruction), and Homework (independent study). Some lessons also have Basic Fact Practice to sharpen basic arithmetic skills. Spiraling: Students practice using concepts for weeks after the concepts are introduced, which helps retention and leads to mastery by the time they are tested on that concept.						
	Excel Math Teacher Edition					005137900EKTE	
	<b>Excel Math Individual Student Set</b>	<b>Janice Raymond</b>	<b>2007</b>	<b>1</b>	<b>005137900E1SS</b>	<b>R Recommended w/ Reservations 88% NCTM = 28%</b>	
	Note: Recommended as a "Resource Only". Committee feels this is a supplemental intervention program. Key Features: Is a mathematics curriculum for Kindergarten through Sixth Grade students. It comes as consumable sheets in classroom sets of 10, 15, 22, 30 and 35, or individual sets (sample for review) to be used for students working above or below grade level in a classroom. On each consumable Lesson Sheet we include a Lesson (direct instruction), Guided Practice (individualized instruction), and Homework (independent study). Some lessons also have Basic Fact Practice to sharpen basic arithmetic skills. Spiraling: Students practice using concepts for weeks after the concepts are introduced, which helps retention and leads to mastery by the time they are tested on that concept.						
	Excel Math Teacher Edition					005137900E1TE	
	<b>Excel Math Individual Student Set</b>	<b>Janice Raymond</b>	<b>2007</b>	<b>2</b>	<b>005137900E2SS</b>	<b>R Recommended w/ Reservations 74% NCTM = 28%</b>	
	Note: Recommended as a "Resource Only". Committee feels this is a supplemental intervention program. Key Features: Is a mathematics curriculum for Kindergarten through Sixth Grade students. It comes as consumable sheets in classroom sets of 10, 15, 22, 30 and 35, or individual sets (sample for review) to be used for students working above or below grade level in a classroom. On each consumable Lesson Sheet we include a Lesson (direct instruction), Guided Practice (individualized instruction), and Homework (independent study). Some lessons also have Basic Fact Practice to sharpen basic arithmetic skills. Spiraling: Students practice using concepts for weeks after the concepts are introduced, which helps retention and leads to mastery by the time they are tested on that concept.						
	Excel Math Teacher Edition					005137900E2TE	
	<b>Excel Math Individual Student Set</b>	<b>Janice Raymond</b>	<b>2007</b>	<b>3</b>	<b>005137900E3SS</b>	<b>R Recommended w/ Reservations 83% NCTM = 28%</b>	
	Note: Recommended as a "Resource Only". Committee feels this is a supplemental intervention program. Key Features: Is a mathematics curriculum for Kindergarten through Sixth Grade students. It comes as consumable sheets in classroom sets of 10, 15, 22, 30 and 35, or individual sets (sample for review) to be used for students working above or below grade level in a classroom. On each consumable Lesson Sheet we include a Lesson (direct instruction), Guided Practice (individualized instruction), and Homework (independent study). Some lessons also have Basic Fact Practice to sharpen basic arithmetic skills. Spiraling: Students practice using concepts for weeks after the concepts are introduced, which helps retention and leads to mastery by the time they are tested on that concept.						
	Excel Math Teacher Edition					005137900E3TE	

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades K -5**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>	
<b>Ansmar Publishing Inc.</b>	<b>Excel Math Individual Student Set</b>	<b>Janice Raymond</b>	<b>2007</b>	<b>4</b>	<b>005137900E4SS</b>	<b>R Recommended w/ Reservations 86% NCTM = 28%</b>	
	Note: Recommended as a "Resource Only". Committee feels this is a supplemental intervention program. Key Features: Is a mathematics curriculum for Kindergarten through Sixth Grade students. It comes as consumable sheets in classroom sets of 10, 15, 22, 30 and 35, or individual sets (sample for review) to be used for students working above or below grade level in a classroom. On each consumable Lesson Sheet we include a Lesson (direct instruction), Guided Practice (individualized instruction), and Homework (independent study). Some lessons also have Basic Fact Practice to sharpen basic arithmetic skills. Spiraling: Students practice using concepts for weeks after the concepts are introduced, which helps retention and leads to mastery by the time they are tested on that concept.						
	Excel Math Teacher Edition					005137900E4TE	
	<b>Excel Math Individual Student Set</b>	<b>Janice Raymond</b>	<b>2007</b>	<b>5</b>	<b>005137900E5SS</b>	<b>R Recommended w/ Reservations 70% NCTM = 28%</b>	
Note: Recommended as a "Resource Only". Committee feels this is a supplemental intervention program. Key Features: Is a mathematics curriculum for Kindergarten through Sixth Grade students. It comes as consumable sheets in classroom sets of 10, 15, 22, 30 and 35, or individual sets (sample for review) to be used for students working above or below grade level in a classroom. On each consumable Lesson Sheet we include a Lesson (direct instruction), Guided Practice (individualized instruction), and Homework (independent study). Some lessons also have Basic Fact Practice to sharpen basic arithmetic skills. Spiraling: Students practice using concepts for weeks after the concepts are introduced, which helps retention and leads to mastery by the time they are tested on that concept.							
Excel Math Teacher Edition					005137900E5TE		
<b>Carolina Biological</b>	<b>Math Out of the Box® Developing Algebraic Thinking "Rhythm and Design" Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>K</b>	<b>9780892784387</b>	<b>Highly Recommended 89% NCTM = 100%</b>	
	Note: All kindergarten modules need to be purchased as a complete set. Correlation is to all four kindergarten modules: Rhythm & Design; Towers & Trails; Over & Under; and Like & Unlike, as a complete set. Key Features: is based on the latest research about how children learn. A team of teachers, directed by specialists in math and science reform, worked together to develop, field-test, revise, and complete the highest-quality lessons and materials based on the NCTM Principles and Standards for School Mathematics. Each Teacher's Manual describes lesson objectives, supplies teaching strategies, a timeline, and a graphical presentation of the conceptual story. Lesson specific assessments and an assessment overview are also provided. Reproducible black-line masters for student work are included. Each module offers 20 classroom-tested lessons, for approximately 4-6 weeks of instruction, developed around a central mathematical theme. A kit of hands-on materials equips one class of 30 students. Kit materials that are consumed during instruction can be replaced with the prepackaged refurbishment set.						
	Math Out of the Box® Developing Algebraic Thinking "Rhythm and Design" Refurbishment Set						9780892784394
	Math Out of the Box® Developing Algebraic Thinking "Rhythm and Design" Teacher's Manual						9781435001770

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
<b>Carolina Biological</b>	<b>Math Out of the Box® Developing Geometric Logic “Towers and Trails” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>K</b>	<b>9780892784561</b>	<b>See notation above</b>
	Math Out of the Box® Developing Geometric Logic “Towers and Trails” Refurbishment Set				9780892784578	
	Math Out of the Box® Developing Geometric Logic “Towers and Trails” Teacher’s Manual				9781435001893	
	<b>Math Out of the Box® Developing Measurement Benchmarks “Over and Under” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>K</b>	<b>9780892783106</b>	
	Math Out of the Box® Developing Measurement Benchmarks “Over and Under” Refurbishment Set				9780892783168	
	Math Out of the Box® Developing Measurement Benchmarks “Over and Under” Teacher’s Manual				9781435002012	
	<b>Math Out of the Box® Developing Number Concepts “Like and Unlike” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>K</b>	<b>9781435001138</b>	
	Math Out of the Box® Developing Number Concepts “Like and Unlike” Refurbishment Set				9781435001145	
	Math Out of the Box® Developing Number Concepts “Like and Unlike” Teacher’s Manual (Kit A)				9781435001091	
	Math Out of the Box® Developing Number Concepts “Like and Unlike” Teacher’s Manual (Kit B)				9781435001121	
	Math Out of the Box® Developing Number Concepts “Like and Unlike” Student Record Book, Pack of 30				9781435001152	
	Math Out of the Box® Developing Number Concepts “Like and Unlike” Student Record Book, Each				9781435002821	
	<b>Math Out of the Box® Developing Algebraic Thinking “Together and Apart” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>1</b>	<b>9780892784417</b>	<b>Highly Recommended 95% NCTM = 100%</b>
	Note: All grade one modules need to be purchased as a complete set. Correlation is to all four modules combined: Together & Apart; Symmetric & Shapes; Up & Down; and Families and Facts, as a complete grade one set. Key Features: Is based on the latest research about how children learn. A team of teachers, directed by specialists in math and science reform, worked together to develop, field-test, revise, and complete the highest-quality lessons and materials based on the NCTM Principles and Standards for School Mathematics. Each Teacher’s Manual describes lesson objectives, supplies teaching strategies, a timeline, and a graphical presentation of the conceptual story. Lesson specific assessments and an assessment overview are also provided. Reproducible black-line masters for student work are included. Each module offers 20 classroom-tested lessons, for approximately 4-6 weeks of instruction, developed around a central mathematical theme. A kit of hands-on materials equips one class of 30 students. Kit materials that are consumed during instruction can be replaced with the prepackaged refurbishment set.					
	Math Out of the Box® Developing Algebraic Thinking “Together and Apart” Refurbishment Set				9780892784424	
	Math Out of the Box® Developing Algebraic Thinking “Together and Apart” Teacher’s Manual				9781435001794	
	<b>Math Out of the Box® Developing Geometric Logic “Symmetry and Shapes” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>1</b>	<b>9780892784592</b>	
	Math Out of the Box® Developing Geometric Logic “Symmetry and Shapes” Refurbishment Set				9780892784608	
Math Out of the Box® Developing Geometric Logic “Symmetry and Shapes” Teacher’s Manual				9781435001916		

\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math



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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Carolina Biological	<b>Math Out of the Box® Developing Measurement Benchmarks “Up and Down” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>1</b>	<b>9780892783069</b>	<b>See notation above</b>	
	Math Out of the Box® Developing Measurement Benchmarks “Up and Down” Refurbishment Set						9780892783465
	Math Out of the Box® Developing Measurement Benchmarks “Up and Down” Teacher’s Manual						9781435002036
	<b>Math Out of the Box® Developing Number Concepts “Families and Facts” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>1</b>	<b>9781435001220</b>	<b>Highly Recommended 95% NCTM = 100%</b>	
	Math Out of the Box® Developing Number Concepts “Families and Facts” Refurbishment Set						9781435001237
	Math Out of the Box® Developing Number Concepts “Families and Facts” Teacher’s Manual (Kit A)						9781435001183
	Math Out of the Box® Developing Number Concepts “Families and Facts” Teacher’s Manual (Kit B)						9781435001213
	Math Out of the Box® Developing Number Concepts “Families and Facts” Student Record Book, Pack of 30						9781435001244
	Math Out of the Box® Developing Number Concepts “Families and Facts” Student Record Book, Each						9781435002838
	<b>Math Out of the Box® Developing Algebraic Thinking “Collecting and Sorting” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>2</b>	<b>9780892784448</b>		
	<p>Note: All of grade two modules need to be purchased as a complete set. Correlation is to all four modules combined: Collecting &amp; Sorting; Rows &amp; Columns; Large &amp; Small; and More &amp; Less, as a complete grade two set.</p> <p>Key Features: Is based on the latest research about how children learn. A team of teachers, directed by specialists in math and science reform, worked together to develop, field-test, revise, and complete the highest-quality lessons and materials based on the NCTM Principles and Standards for School Mathematics. Each Teacher’s Manual describes lesson objectives, supplies teaching strategies, a timeline, and a graphical presentation of the conceptual story. Lesson specific assessments and an assessment overview are also provided. Reproducible black-line masters for student work are included. Each module offers 20 classroom-tested lessons, for approximately 4-6 weeks of instruction, developed around a central mathematical theme. A kit of hands-on materials equips one class of 30 students. Kit materials that are consumed during instruction can be replaced with the prepackaged refurbishment set.</p>						
	Math Out of the Box® Developing Algebraic Thinking “Collecting and Sorting” Refurbishment Set					9780892784455	
	Math Out of the Box® Developing Algebraic Thinking “Collecting and Sorting” Teacher’s Manual					9781435001817	
	<b>Math Out of the Box® Developing Geometric Logic “Rows and Columns” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>2</b>	<b>9780892784622</b>		
	Math Out of the Box® Developing Geometric Logic “Rows and Columns” Refurbishment Set					9780892784639	
Math Out of the Box® Developing Geometric Logic “Rows and Columns” Teacher’s Manual					9781435001930		
<b>Math Out of the Box® Developing Measurement Benchmarks “Large and Small” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>2</b>	<b>9780892783823</b>			
Math Out of the Box® Developing Measurement Benchmarks “Large and Small” Refurbishment Set					9780892784738		
Math Out of the Box® Developing Measurement Benchmarks “Large and Small” Teacher’s Manual					9781435002050		

\*Correlation to Mathematics Content Standards

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**Mathematics  
Grades K -5**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>	
<b>Carolina Biological</b>	<b>Math Out of the Box® Developing Number Concepts “More and Less” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>2</b>	<b>9781435001312</b>		
	Math Out of the Box® Developing Number Concepts “More and Less” Refurbishment Set						9781435001329
	Math Out of the Box® Developing Number Concepts “More and Less” Teacher’s Manual (Kit A)						9781435001275
	Math Out of the Box® Developing Number Concepts “More and Less” Teacher’s Manual (Kit B)						9781435001305
	Math Out of the Box® Developing Number Concepts “More and Less” Student Record Book, Pack of 30						9781435001336
	Math Out of the Box® Developing Number Concepts “More and Less” Student Record Book, Each						9781435002845
	<b>Math Out of the Box® Developing Algebraic Thinking “Plotting and Growing” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>3</b>	<b>9780892784479</b>	<b>Highly Recommended 88% NCTM = 100%</b>	
	Note: All of grade three modules need to be purchased as a complete set. Correlation is to all four modules combined: Plotting & Growing; Shapes & Paths; Scales & Balances; and Ordering & Arranging, as a complete grade three set. Key Features: Is based on the latest research about how children learn. A team of teachers, directed by specialists in math and science reform, worked together to develop, field-test, revise, and complete the highest-quality lessons and materials based on the NCTM Principles and Standards for School Mathematics. Each Teacher’s Manual describes lesson objectives, supplies teaching strategies, a timeline, and a graphical presentation of the conceptual story. Lesson specific assessments and an assessment overview are also provided. Reproducible black-line masters for student work are included. Each module offers 20 classroom-tested lessons, for approximately 4-6 weeks of instruction, developed around a central mathematical theme. A kit of hands-on materials equips one class of 30 students. Kit materials that are consumed during instruction can be replaced with the prepackaged refurbishment set.						
	Math Out of the Box® Developing Algebraic Thinking “Plotting and Growing” Refurbishment Set						9780892784486
	Math Out of the Box® Developing Algebraic Thinking “Plotting and Growing” Teacher’s Manual						9781435001831
	<b>Math Out of the Box® Developing Geometric Logic “Shapes and Paths” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>3</b>	<b>9780892784653</b>		
	Math Out of the Box® Developing Geometric Logic “Shapes and Paths” Refurbishment Set						9780892784660
	Math Out of the Box® Developing Geometric Logic “Shapes and Paths” Teacher’s Manual						9781435001954
	<b>Math Out of the Box® Developing Measurement Benchmarks “Scales and Balances” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>3</b>	<b>9780892784769</b>		
	Math Out of the Box® Developing Measurement Benchmarks “Scales and Balances” Refurbishment Set						9780892784776
	Math Out of the Box® Developing Measurement Benchmarks “Scales and Balances” Teacher’s Manual						9781435002074

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Carolina Biological</b>	<b>Math Out of the Box® Developing Number Concepts “Ordering and Arranging” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>3</b>	<b>9781435001404</b>	<b>Highly Recommended 90% NCTM = 100%</b>	
	Math Out of the Box® Developing Number Concepts “Ordering and Arranging” Refurbishment Set						9781435001411
	Math Out of the Box® Developing Number Concepts “Ordering and Arranging” Teacher’s Manual (Kit A)						9781435001367
	Math Out of the Box® Developing Number Concepts “Ordering and Arranging” Teacher’s Manual (Kit B)						9781435001398
	Math Out of the Box® Developing Number Concepts “Ordering and Arranging” Student Record Book, Pack of 30						9781435001428
	Math Out of the Box® Developing Number Concepts “Ordering and Arranging” Student Record Book, Each						9781435002852
	<b>Math Out of the Box® Developing Algebraic Thinking “Signs and Symbols” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>4</b>	<b>9780892784509</b>		
	Note: All of grade four modules need to be purchased as a complete set. Correlation is to all four modules combined: Signs & Symbols; Corners & Containers; Inside & Outside; and Stories & Statements, as a complete grade four set. Key Features: Is based on the latest research about how children learn. A team of teachers, directed by specialists in math and science reform, worked together to develop, field-test, revise, and complete the highest-quality lessons and materials based on the NCTM Principles and Standards for School Mathematics. Each Teacher’s Manual describes lesson objectives, supplies teaching strategies, a timeline, and a graphical presentation of the conceptual story. Lesson specific assessments and an assessment overview are also provided. Reproducible black-line masters for student work are included. Each module offers 20 classroom-tested lessons, for approximately 4-6 weeks of instruction, developed around a central mathematical theme. A kit of hands-on materials equips one class of 30 students. Kit materials that are consumed during instruction can be replaced with the prepackaged refurbishment set.						
	Math Out of the Box® Developing Algebraic Thinking “Signs and Symbols” Refurbishment Set						9780892784516
	Math Out of the Box® Developing Algebraic Thinking “Signs and Symbols” Teacher’s Manual						9781435001855
	<b>Math Out of the Box® Developing Geometric Logic “Corners and Containers” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>4</b>	<b>9780892784684</b>		
	Math Out of the Box® Developing Geometric Logic “Corners and Containers” Refurbishment Set						9780892784691
	Math Out of the Box® Developing Geometric Logic “Corners and Containers” Teacher’s Manual						9781435001978
	<b>Math Out of the Box® Developing Measurement Benchmarks “Inside and Outside” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>4</b>	<b>9780892784806</b>		
	Math Out of the Box® Developing Measurement Benchmarks “Inside and Outside” Refurbishment Set						9780892784813
Math Out of the Box® Developing Measurement Benchmarks “Inside and Outside” Teacher’s Manual					9781435002098		

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Carolina Biological</b>	<b>Math Out of the Box® Developing Number Concepts “Stories and Statements” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>4</b>	<b>9781453001497</b>		
	Math Out of the Box® Developing Number Concepts “Stories and Statements” Refurbishment Set						9781435001503
	Math Out of the Box® Developing Number Concepts “Stories and Statements” Teacher’s Manual (Kit A)						9781435001459
	Math Out of the Box® Developing Number Concepts “Stories and Statements” Teacher’s Manual (Kit B)						9781435001480
	Math Out of the Box® Developing Number Concepts “Stories and Statements” Student Record Book, Pack of 30						9781435001510
	Math Out of the Box® Developing Number Concepts “Stories and Statements” Student Record Book, Each						9781435002869
	<b>Math Out of the Box® Developing Algebraic Thinking “Steps and Distance” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>5</b>	<b>9780892784530</b>	<b>Highly Recommended 94% NCTM = 100%</b>	
	Note: All of grade five modules need to be purchased as a complete set. Correlation is to all four modules combined: Steps & Distance; Conjectures & Transformations; Tools & Time; and Values & Variables, as a complete grade five set.						
	Key Features: Is based on the latest research about how children learn. A team of teachers, directed by specialists in math and science reform, worked together to develop, field-test, revise, and complete the highest-quality lessons and materials based on the NCTM Principles and Standards for School Mathematics. Each Teacher’s Manual describes lesson objectives, supplies teaching strategies, a timeline, and a graphical presentation of the conceptual story. Lesson specific assessments and an assessment overview are also provided. Reproducible black-line masters for student work are included. Each module offers 20 classroom-tested lessons, for approximately 4-6 weeks of instruction, developed around a central mathematical theme. A kit of hands-on materials equips one class of 30 students. Kit materials that are consumed during instruction can be replaced with the prepackaged refurbishment set.						
	Math Out of the Box® Developing Algebraic Thinking “Steps and Distance” Refurbishment Set						9780892784547
	Math Out of the Box® Developing Algebraic Thinking “Steps and Distance” Teacher’s Manual						9781435001879
	<b>Math Out of the Box® Developing Geometric Logic “Conjectures and Transformations” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>5</b>	<b>9780892784714</b>		
	Math Out of the Box® Developing Geometric Logic “Conjectures and Transformations” Refurbishment Set						9780892784721
	Math Out of the Box® Developing Geometric Logic “Conjectures and Transformations” Teacher’s Manual						9781435001992
	<b>Math Out of the Box® Developing Measurement Benchmarks “Tools and Time” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>5</b>	<b>9780892784844</b>		
Math Out of the Box® Developing Measurement Benchmarks “Tools and Time” Refurbishment Set					9780892784851		
Math Out of the Box® Developing Measurement Benchmarks “Tools and Time” Teacher’s Manual					9781435002111		

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**Mathematics  
Grades K -5**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>
<b>Carolina Biological</b>	<b>Math Out of the Box® Developing Number Concepts “Values and Variables” Module</b>	<b>Clemson University</b>	<b>2009</b>	<b>5</b>	<b>9781435001589</b>	
	Math Out of the Box® Developing Number Concepts “Values and Variables” Refurbishment Set				9781435001602	
	Math Out of the Box® Developing Number Concepts “Values and Variables” Teacher’s Manual (Kit A)				9781435001541	
	Math Out of the Box® Developing Number Concepts “Values and Variables” Teacher’s Manual (Kit B)				9781435001572	
	Math Out of the Box® Developing Number Concepts “Values and Variables” Student Record Book, Pack of 30				9781435001572	
	Math Out of the Box® Developing Number Concepts “Values and Variables” Student Record Book, Each				9781435002876	
<b>Great Source, a division of Houghton Mifflin</b>	<b>Every Day Counts Calendar Math Kit Grade K</b>	<b>Kanter, Gillespie, Ardell, Clark</b>	<b>2005</b>	<b>K</b>	<b>9780669514353</b>	<b>R 84% NCTM = 0%</b>
	Notes: This is a supplemental program to be used as a “Resource Only”. Key Features:					
	<b>Every Day Counts Calendar Math Kit Grade 1</b>	<b>Kanter, Gillespie, Ardell, Clark</b>	<b>2005</b>	<b>1</b>	<b>9780669514391</b>	<b>R 60% NCTM = 0%</b>
	Notes: This is a supplemental program to be used as a “Resource Only”. Key Features:					
	<b>Every Day Counts Calendar Math Kit Grade 2</b>	<b>Kanter, Gillespie, Ardell, Clark</b>	<b>2005</b>	<b>2</b>	<b>9780669514438</b>	<b>R 76% NCTM = 0%</b>
	Notes: This is a supplemental program to be used as a “Resource Only”. Key Features:					
	<b>Every Day Counts Calendar Math Kit Grade 3</b>	<b>Kanter, Gillespie, Ardell, Clark</b>	<b>2005</b>	<b>3</b>	<b>9780669514476</b>	<b>R 65% NCTM = 0%</b>
	Notes: This is a supplemental program to be used as a “Resource Only”. Key Features:					
	<b>Every Day Counts Calendar Math Kit Grade 4</b>	<b>Kanter, Gillespie, Ardell, Clark</b>	<b>2005</b>	<b>4</b>	<b>9780669514513</b>	<b>R 84% NCTM = 0%</b>
	Notes: This is a supplemental program to be used as a “Resource Only”. Key Features:					
<b>Every Day Counts Calendar Math Kit Grade 5</b>	<b>Kanter, Gillespie, Ardell, Clark</b>	<b>2005</b>	<b>5</b>	<b>9780669514551</b>	<b>R 54% NCTM = 0%</b>	
Notes: This is a supplemental program to be used as a “Resource Only”. Key Features:						

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**Mathematics  
Grades K -5**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>	
<b>Great Source, a division of Houghton Mifflin</b>	<b>Summer Success: Math Kit Grade K</b>	<b>Kanter, Clark, Ardell, Hardin</b>	<b>2008</b>	<b>K</b>	<b>9780669534634</b>	<b>R 75% NCTM = 50%</b>	
	Notes: This is a supplemental program to be used as a "Resource Only". Key Features:						
	<b>Summer Success: Math Kit Grade 1</b>	<b>Kanter, Clark, Ardell, Hardin</b>	<b>2008</b>	<b>1</b>	<b>9780669534641</b>	<b>R 65% NCTM = 50%</b>	
	Notes: This is a supplemental program to be used as a "Resource Only". Key Features:						
	<b>Summer Success: Math Kit Grade 2</b>	<b>Kanter, Clark, Ardell, Hardin</b>	<b>2008</b>	<b>2</b>	<b>9780669534658</b>	<b>R 82% NCTM = 50%</b>	
	Notes: This is a supplemental program to be used as a "Resource Only". Key Features:						
	<b>Summer Success: Math Kit Grade 3</b>	<b>Kanter, Clark, Ardell, Hardin</b>	<b>2008</b>	<b>3</b>	<b>9780669534665</b>	<b>R 77% NCTM = 50%</b>	
	Notes: This is a supplemental program to be used as a "Resource Only". Key Features:						
	<b>Summer Success: Math Kit Grade 4</b>	<b>Kanter, Clark, Ardell, Hardin</b>	<b>2008</b>	<b>4</b>	<b>9780669534672</b>	<b>R 81% NCTM = 50%</b>	
	Notes: This is a supplemental program to be used as a "Resource Only". Key Features:						
	<b>Summer Success: Math Kit Grade 5</b>	<b>Kanter, Clark, Ardell, Hardin</b>	<b>2008</b>	<b>5</b>	<b>9780669534689</b>	<b>R 77% NCTM = 50%</b>	
	Notes: This is a supplemental program to be used as a "Resource Only". Key Features:						
	<b>Math to Learn Student Handbook Hardcover</b>	<b>Cavanagh</b>	<b>2006</b>	<b>1-2</b>	<b>9780669535990</b>	<b>R Grade 1 = 70% Grade 2 = 70% NCTM = 0%</b>	
Notes: This is a supplemental program to be used as a "Resource Only". Key Features:							
Math to Learn Student Handbook Softcover					9780669535983		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Great Source, a division of Houghton Mifflin	<b>Math to Know Student Handbook Hardcover</b>	<b>Cavanagh</b>	<b>2006</b>	<b>3-4</b>	<b>9780669535976</b>	<b>R</b> <b>Grade 3 = 69%</b> <b>Grade 4 = 72%</b> <b>NCTM = 0%</b>	
	Notes: This is a supplemental program to be used as a "Resource Only". Key Features: Math to Know Student Handbook Softcover						9780669535969
	<b>Math at Hand Student Handbook Hardcover</b>	<b>Great Source</b>	<b>2004</b>	<b>5-6</b>	<b>9780669508161</b>	<b>R</b> <b>Grade 5 = 56%</b> <b>Grade 6 = 51%</b> <b>NCTM = 0%</b>	
	Notes: This is a supplemental program to be used as a "Resource Only". Key Features: Math at Hand Student Handbook Softcover						9780669508178
HMH Supplemental Publishers Inc.	<b>Saxon Math K, 3<sup>rd</sup> Edition – 24-Student Kit</b>	<b>Nancy Larson</b>	<b>2008</b>	<b>K</b>	<b>9781602770607</b>	<b>Recommend w/ Strong Reservations</b> <b>84%</b> <b>NCTM = 24%</b>	
	Notes: Recommended with strong reservations. Key Features:						
	Saxon Math K, 3 <sup>rd</sup> Edition – 32-Student Kit				9781602770621		
	Saxon Math K, 3 <sup>rd</sup> Edition – 24-Student Refill				9781602772397		
	Saxon Math K, 3 <sup>rd</sup> Edition – 32 Student Refill				9781602770720		
	Saxon Math K, 3 <sup>rd</sup> Edition – Teacher Materials				9781602770942		
	Saxon Math K, 3 <sup>rd</sup> Edition – Lesson Materials				9781600327681		
	Saxon Math K, 3 <sup>rd</sup> Edition – Classroom Materials				9781600327599		
	Saxon Math K, 3 <sup>rd</sup> Edition – Extend and Challenge CD and BLM Booklet				9781602770164		
	Saxon Math K, 3 <sup>rd</sup> Edition – K-5 English Learners Handbook				9781600324482		
	Saxon Math K, 3 <sup>rd</sup> Edition – Individual Student Unit/ Workbook Set				9781600327179		
	Saxon Math K, 3 <sup>rd</sup> Edition – Manipulative Kit				9781600324642		
	Saxon Math K, 3 <sup>rd</sup> Edition – Instructional Presentations CD				9781602774421		
	Saxon Math K, 3 <sup>rd</sup> Edition – K-2 Manipulatives in Motion CD			K-2	9781602774445		
<b>Saxon Math 1, 3<sup>rd</sup> Edition – 24-Student Kit</b>	<b>Nancy Larson</b>	<b>2008</b>	<b>1</b>	<b>9781602770638</b>	<b>Recommend w/ strong reservations</b> <b>70%</b> <b>NCTM = 24%</b>		
Notes: Recommended with strong reservations. Key Features:							
Saxon Math 1, 3 <sup>rd</sup> Edition – 32-Student Kit				9781602770652			
Saxon Math 1, 3 <sup>rd</sup> Edition – 24-Student Refill				9781602772434			
Saxon Math 1, 3 <sup>rd</sup> Edition – 32-Student Refill				9781602770737			
Saxon Math 1, 3 <sup>rd</sup> Edition – Teacher Materials				9781602770966			

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
<b>HMH Supplemental Publishers Inc.</b>	<b>Saxon Math 1, 3<sup>rd</sup> Edition (Continued)</b>		<b>2008</b>	<b>1</b>		
	Saxon Math 1, 3 <sup>rd</sup> Edition – Classroom Materials					9781600327612
	Saxon Math 1, 3 <sup>rd</sup> Edition – Extend and Challenge CD and BLM Booklet					9781602770171
	Saxon Math 1, 3 <sup>rd</sup> Edition – Individual Student Unit/ Workbook Set					9781600327193
	Saxon Math 1, 3 <sup>rd</sup> Edition – Manipulative Kit					9781600324659
	Saxon Math 1, 3 <sup>rd</sup> Edition – Learning Palettes					9781591419372
	Saxon Math 1, 3 <sup>rd</sup> Edition – Instructional Presentations CD					9781602774377
	Saxon Math 1, 3 <sup>rd</sup> Edition – Benchmark Assessment Generator – ExamView					9781600324406
	Saxon Math 1, 3 <sup>rd</sup> Edition – K-2 Manipulatives in Motion CD				K-2	9781602774445
	Saxon Math 1, 3 <sup>rd</sup> Edition – K-5 English Learners Handbook				K-5	9781600324482
	<b>Saxon Math 2, 3<sup>rd</sup> Edition – 24- Student Kit</b>	<b>Nancy Larson</b>	<b>2008</b>	<b>2</b>	<b>9781602770669</b>	<b>Recommend w/ Strong Reservations 76% NCTM = 24%</b>
Notes: Recommended with strong reservations. Key Features:						
Saxon Math 2, 3 <sup>rd</sup> Edition – 32-Student Kit					9781602770683	
Saxon Math 2, 3 <sup>rd</sup> Edition – 24-Student Refill					9781602772472	
Saxon Math 2, 3 <sup>rd</sup> Edition – 32-Student Refill					9781602770744	
Saxon Math 2, 3 <sup>rd</sup> Edition – Teacher Materials					9781602770980	
Saxon Math 2, 3 <sup>rd</sup> Edition – Classroom Materials					9781600327636	
Saxon Math 2, 3 <sup>rd</sup> Edition – Extend and Challenge CD and BLM Booklet					9781602770188	
Saxon Math 2, 3 <sup>rd</sup> Edition – Individual Student Unit/ Workbook Set					9781600327216	
Saxon Math 2, 3 <sup>rd</sup> Edition – Manipulative Kit					9781600324666	
Saxon Math 2, 3 <sup>rd</sup> Edition – Learning Palettes					9781591419389	
Saxon Math 2, 3 <sup>rd</sup> Edition – Transparencies and Overhead Manipulatives Binder					9781600327490	
Saxon Math 2, 3 <sup>rd</sup> Edition – K-2 Manipulatives in Motion CD					9781602774445	
Saxon Math 2, 3 <sup>rd</sup> Edition – Instructional Presentations CD					9781602774391	
Saxon Math 2, 3 <sup>rd</sup> Edition – Benchmark Assessment Generator – ExamView					9781600324437	
Saxon Math 2, 3 <sup>rd</sup> Edition – K-5 English Learners Handbook				K-5	9781600324482	
	<b>Saxon Math 3, 3<sup>rd</sup> Edition – 24- Student Kit</b>	<b>Nancy Larson</b>	<b>2008</b>	<b>3</b>	<b>9781602770690</b>	<b>Recommend w/ Strong Reservations 86% NCTM = 24%</b>
Notes: Recommended with strong reservations. Key Features:						
Saxon Math 3, 3 <sup>rd</sup> Edition – 32-Student Kit					9781602770713	
Saxon Math 3, 3 <sup>rd</sup> Edition – 24-Student Refill					9781600327032	
Saxon Math 3, 3 <sup>rd</sup> Edition – 32-Student Refill					9781602770751	
Saxon Math 3, 3 <sup>rd</sup> Edition – Teacher Materials					9781602771000	
Saxon Math 3, 3 <sup>rd</sup> Edition – Classroom Materials					9781600327667	
Saxon Math 3, 3 <sup>rd</sup> Edition – Extend and Challenge CD and BLM Booklet					9781602770195	

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>HMH Supplemental Publishers Inc.</b>	<b>Saxon Math 3, 3<sup>rd</sup> Edition (Continued)</b>		<b>2008</b>	<b>3</b>			
	Saxon Math 3, 3 <sup>rd</sup> Edition – Individual Student Unit/ Workbook Set					9781600327230	
	Saxon Math 3, 3 <sup>rd</sup> Edition – Manipulative Kit					9781600324673	
	Saxon Math 3, 3 <sup>rd</sup> Edition – Learning Palettes					9781591419396	
	Saxon Math 3, 3 <sup>rd</sup> Edition – Transparencies and Overhead Manipulatives Binder					9781600327537	
	Saxon Math 3, 3 <sup>rd</sup> Edition – Manipulatives in Motion CD					9781602774452	
	Saxon Math 3, 3 <sup>rd</sup> Edition – Instructional Presentations CD					9781602774414	
	Saxon Math 3, 3 <sup>rd</sup> Edition – Benchmark Assessment Generator – ExamView					9781600324451	
	Saxon Math 3, 3 <sup>rd</sup> Edition – K-5 English Learners Handbook				K-5	9781600324482	
	<b>Saxon Math Intermediate 3, 1<sup>st</sup> Edition – Student Edition</b>		<b>Stephen Hake</b>	<b>2008</b>	<b>3</b>	<b>9781600325342</b>	<b>Recommend w/ Strong Reservations 74% NCTM = 24%</b>
	Notes: Recommended with strong reservations. Key Features:						
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Student Edition eBook					9781600324215	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Student Edition Complete Kit (Student Edition plus eBook)					9781602770768	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Teacher’s Manual					9781600328961	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Teacher Technology Package					9781600328947	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Instructional Presentations CD					9781602774315	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Instructional Masters					9781600324499	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Instructional Transparencies					9781600326332	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Reteaching Masters					9781600325229	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Performance Tasks					9781600324963	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Assessment Guide					9781600323584	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Intermediate 3-5 Calculator Activities					9781600323546	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Test-Taking Strategies Guide					9781600324918	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Solutions Manual					9781600325526	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Test and Practice Generator CD – ExamView					9781600324079	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Power Up Workbook					9781600325106	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Written Practice Workbook					9781600326806	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Student Reference Chart					9781602772168	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Instructional Posters					9781600325083	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Learning Station					9781602774155	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Math Launch Kit					9781600324697	
	Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Adaptations Classroom Package					9781600328787	
Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Adaptations Teacher Resources Binder, 2-Volume Set					9781600328886		
Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Adaptations Student Workbook					9781600323300		
Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Adaptations Student Workbook with Student Reference Guide					9781602774544		
Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Intermediate 3-5 Adaptations Student Reference Guide				3-5	9781600323188		
Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Intermediate 3-5 Overhead Manipulative Kit				3-5	9781602773110		
Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Intermediate 3-5 Student Manipulative Kit				3-5	9781602773127		
Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – K-5 English Learner Handbook				K-5	9781600324482		
Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Intermediate 3-5 Teacher Resource Handbook				3-5	9781602770485		
Saxon Math Intermediate 3, 1 <sup>st</sup> Edition – Intermediate 3-5 Adaptations Manipulative Kit				3-5	9781600323164		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>HMH Supplemental Publishers Inc.</b>	<b>Saxon Math Intermediate 4, 4<sup>th</sup> Edition – Student Edition</b>	<b>Stephen Hake</b>	<b>2008</b>	<b>4</b>	<b>9781600325403</b>	<b>Recommend w/ Strong Reservations 92% NCTM = 24%</b>	
	Notes: Recommended with strong reservations. Key Features:						
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Student Edition eBook		9781600324277				
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Student Edition Complete Kit (Student Edition plus eBook)						9781602770782
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Teacher’s Manual						9781600329401
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Teacher Technology Package						9781600329364
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Instructional Presentations CD						9781602774322
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Instructional Masters						9781600324512
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Instructional Transparencies						9781600326349
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Reteaching Masters						9781600325243
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Performance Tasks						9781600324987
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Assessment Guide						9781600323591
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Solutions Manual						9781600325533
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Test and Practice Generator CD – ExamView						9781600324093
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Power Up Workbook						9781600325137
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Written Practice Workbook						9781600326820
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Learning Station						9781602774179
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Adaptations Classroom Package						9781600329166
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Adaptations Teacher Resources Binder, 2-Volume Set						9781600329265
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Adaptations Student Workbook						9781600323317
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Adaptations Student Workbook with Student Reference Guide						9781602774551
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Intermediate 3-5 Student Manipulative Kit				3-5		9781602773127
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Intermediate 3-5 Overhead Manipulative Kit				3-5		9781602773110
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Intermediate 3-5 Adaptations Student Reference Guide				3-5		9781600323188
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Intermediate 4-5 Student Reference Chart				4-5		9781600325618
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Intermediate 4-5 Instructional Posters				4-5		9781600325090
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Intermediate 3-5 Calculator Activities				3-5		9781600323546
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Test-Taking Strategies Guide				4		9781600324932
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – K-5 English Learner Handbook				K-5		9781600324482
	Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Intermediate 3-5 Teacher Resource Handbook				3-5		9781602770485
Saxon Math Intermediate 4, 4 <sup>th</sup> Edition – Intermediate 3-5 Adaptations Manipulative Kit				3-5	9781600323164		

\*Correlation to Mathematics Content Standards

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>HMH Supplemental Publishers Inc.</b>	<b>Saxon Math Intermediate 5, 4<sup>th</sup> Edition – Student Edition</b>	<b>Stephen Hake</b>	<b>2008</b>	<b>5</b>	<b>9781600325465</b>	<b>Accept w/ Strong Reservations 77% NCTM = 24%</b>	
	Notes: Recommended with strong reservations. Key Features:						
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Student Edition eBook						9781600324321
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Student Edition Complete Kit (Student Edition plus eBook)						9781602770805
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Teacher’s Manual						9781600329661
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Teacher Technology Package						9781600329623
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Instructional Presentations CD						9781602774346
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Instructional Masters						9781600324567
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Instructional Transparencies						9781600326394
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Reteaching Masters						9781600325298
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Performance Tasks						9781600325021
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Assessment Guide						9781600323645
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Test-Taking Strategies Guide						9781600324949
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Solutions Manual						9781600325557
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Test and Practice Generator CD – ExamView						9781600324116
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Power Up Workbook						9781600325175
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Written Practice Workbook						9781600326851
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Learning Station						9781602774193
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Adaptations Classroom Package						9781600329425
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Adaptations Teacher Resources Binder, 2-Volume Set						9781600329524
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Adaptations Student Workbook						9781600323355
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Adaptations Student Workbook with Student Reference Guide						9781602774568
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Intermediate 3-5 Calculator Activities				3-5		9781600323546
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – K-5 English Learner Handbook				K-5		9781600324482
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Intermediate 3-5 Teacher Resource Handbook				3-5		9781602770485
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Intermediate 4-5 Student Reference Chart				4-5		9781600325618
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Intermediate 4-5 Instructional Posters				4-5		9781600325090
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Intermediate 3-5 Student Manipulative Kit				3-5		9781602773127
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Intermediate 3-5 Overhead Manipulative Kit				3-5		9781602773110
	Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Intermediate 3-5 Adaptations Student Reference Guide				3-5		9781600323188
Saxon Math Intermediate 5, 4 <sup>th</sup> Edition – Intermediate 3-5 Adaptations Manipulative Kit				3-5	9781600323164		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>Houghton Mifflin PRE-K Math Program (Includes Math Concept Cards, Math Manipulatives Kit, 10 Math Big Books, Teacher's Edition)</b>	<b>Bredekamp et al</b>	<b>2007</b>	<b>PreK</b>	<b>9780618514069</b>	<b>Highly Recommended NCTM = 83%</b>	
	Notes: Correlates 78% to kindergarten math standards. Key Features:						
	Math Concept Cards (34 Cards)						9780618514076
	Math Manipulatives Kit						9780618514090
	Math Big Books (Set of 10)						9780618612161
	Big Book Thm 1 The Great Shape Hunt						9780618514106
	Big Book Thm 2 On Our Street						9780618514113
	Big Book Thm 3 Lots and Lots of Zebra Stripes						9780618514120
	Big Book Thm 4 Swan Harbor						9780618514137
	Big Bk Th 5 One Moose, Twenty Mice						9780618514144
	Big BK Th 6 Bumbling Building Bugs						9780618514151
	Big Book Thm 7 Apple Farmer Annie						9780618514168
	Big Book Thm 8 We're Going on a Lion Hunt						9780618514175
	Big Book Thm 9 Waiting for Wings						9780618514182
Big Book Thm 10 Little Rabbits' First Number Book					9780618514199		
Pre-K Math Teacher's Edition					9780618514083		
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HMM Student Bk Lv K Multi-Volume</b>	<b>Larson, Stiff, et al</b>	<b>2007</b>	<b>K</b>	<b>9780618590971</b>	<b>Highly Recommended 88% NCTM = 83%</b>	
	Key Features:						
	HMM Student Bk Lv K Single Vol						9780618590902
	Student Math Workmats Lv K						9780618686858
	Student Manipulatives Kit Lv K						9780618378890
	Kindergarten Kit for Activity-based Classrooms (includes Teaching Big Bk, 4 Read Aloud Big Bk Anthologies, Busy Bear Puppet, Math Songs Audio CD, Teacher Edition, Unit Resources)						9780618699926
	Teaching Big Book Student Edition Lv K						9780618708932
	Busy Bear Puppet						9780618388561
	Math Songs for Young Learners						9780618378739
	Teacher's Edition (2 volumes) Level K						9780618591022
	Read Aloud Big Book Anthologies (set of 4) Lv K						9780618700332
	Unit Resources Folders Lv K						9780618688555
	Practice Workbook Level K						9780618698738
	Lesson Transparencies Lv K						9780618688494
Teaching Transparencies Lv K					9780618700608		
Online SE Single User 6 Years Lv K					9780618700196		

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**Mathematics  
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HMM Student Bk Lv K (Continued)</b>		<b>2007</b>	<b>K</b>			
	Online eBook Classroom Version 6 Yrs Lv K (includes access to online SE for each student and access to online TE for teacher)					9780618700004	
	eTeacher's Edition on CD-ROM Lv K					9780618698066	
	eTE-Online TE Single User 6 Yrs Lv K					9780618700127	
	MathSteps Student Book Lv K					9780395985311	
	MathStepsTeacher's Edition Lv K					9780395985403	
	MathSteps Teacher's Resources Copymasters Lv K					9780395983010	
	MathSteps Computational Skills Tutorial Kit (Collated) Lv K					9780395983843	
	Chapter Challenges Lv K					9780618390441	
	English Learners Handbook Lv K					9780618700639	
	Overhead Manipulatives Kit Level K					9780618378937	
	Building Math Vocabulary Kit Lv K					9780618407613	
	Little Math Readers, (set of 8) Lv K					9780618498093	
	Math Lit Library (Set of 9) w. TG Lv K					9780618392407	
	Daily Routines Flip Chart Lv K					9780618688524	
	Math Activity Center BLM Lv K					9780618392339	
	eMathbook - SE on CD-ROM Lv K					9780618698400	
	Combination Classroom Gde Lv K-3				K-3	9780618700707	
	Time and Money Kit Lv K-2				K-2	9780618389766	
	Place Value Kit Lv K-6				K-6	9780618389759	
	Spinners Kit Lv K-6				K-6	9780618389797	
	Blocks Cubes & Counters Kit Lv K-2				K-2	9780618389803	
		<b>HMM Student Bk Lv 1 Single Vol</b>	<b>Larson, Stiff, et al</b>	<b>2007</b>	<b>1</b>	<b>9780618590919</b>	<b>Highly Recommended 100% NCTM = 83%</b>
	Key Features:						
Teacher's Edition (2 volumes) Level 1					9780618591039		
HMM Student Bk Lv 1 Multi-Volume					9780618590988		
Read Aloud Big Book Anthologies (set of 4) Lv 1					9780618700349		
Practice Workbook Level 1					9780618698745		
Homework Book Level 1					9780618698806		
Math Lit Lib (Set of 9) w. TG Lv 1					9780618392414		
Daily Routines Flip Chart Lv 1					9780618688531		
Chapter Intervention BLM Lv 1					9780618392278		
Math Activity Center BLM Lv 1					9780618392346		
Lesson Transparencies Lv 1					9780618688500		
Teaching Transparencies Lv 1					9780618700615		
Test Prep Transparencies Lv 1					9780618697922		
Unit Resources Folders Lv 1					9780618688562		
Student Math Workmats Lv 1					9780618686865		
Overhead Manipulatives Kit Level 1					9780618378944		
Building Math Vocabulary Kit Lv 1					9780618407620		
Little Math Readers, (Set of 8) Lv 1					9780618498109		

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\*Correlation to Mathematics Content Standards

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\*EBIM = Evidence Based Intervention Math

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**Mathematics  
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HMM Student Bk Lv 1 (Continued)</b>		<b>2007</b>	<b>1</b>			
	Chapter Challenges Lv 1				9780618390458		
	Adequate Yearly Progress Assessment Guide					9780618339891	
	English Learners Handbook Lv 1					9780618700646	
	eMathbook - SE on CD-ROM Lv 1					9780618698417	
	Online SE Single User 6 Years Lv 1					9780618700202	
	Online eBook Classroom Version 6 Yrs Lv 1 (includes access to online SE for each student and access to online TE for teacher)					9780618700004	
	eTeacher's Edition on CD-ROM Lv 1					9780618698073	
	eTE-Online TE Single User 6 Yrs Lv 1					9780618700134	
	Math Audio Tutor CD Lv 1					9780618698486	
	Ways to Assess CD-ROM Lv 1					9780618591237	
	Ways to Success Intervention CD-ROM Lv 1					9780618698134	
	Ways to Success Intervention Network Version Lv 1					9780618698196	
	HM Online Assessment System Lv 1 – 6 yr access					9780618651983	
	MathSteps Student Book Lv 1					9780395985328	
	MathStepsTeacher's Edition Lv 1					9780395985410	
	MathSteps Teacher's Resources Copymasters Lv 1					9780395983027	
	Student Manipulatives Kit Lv 1-2				1-2	9780618378906	
	Combination Classroom Gde Lv K-3				K-3	9780618700707	
	Time and Money Kit Lv K-2				K-2	9780618389766	
	Place Value Kit Lv K-6				K-6	9780618389759	
	Spinners Kit Lv K-6				K-6	9780618389797	
	Blocks Cubes & Counters Kit Lv K-2				K-2	9780618389803	
		<b>HMM Student Bk Lv 2 Multi-Volume</b>	<b>Larson, Stiff, et al</b>	<b>2007</b>	<b>2</b>	<b>9780618591008</b>	<b>Highly Recommended 95% NCTM = 83%</b>
	Key Features:						
HMM Student Bk Lv 2 Single Vol					9780618590926		
Teacher's Edition (2 volumes) Level 2					9780618591046		
Read Aloud Big Book Anthologies (set of 4) Lv 2					9780618700356		
Practice Workbook Level 2					9780618698752		
Homework Book Level 2					9780618698813		
Math Literature Library (Set of 9) w. TG Lv 2					9780618392421		
Daily Routines Flip Chart Lv 2					9780618688548		
Chapter Intervention BLM Lv 2					9780618392285		
Math Activity Center BLM Lv 2					9780618392353		
Lesson Transparencies Lv 2					9780618688517		
Teaching Transparencies Lv 2					9780618700622		
Test Prep Transparencies Lv 2					9780618697939		
Unit Resources Folders Lv 2					9780618688579		
Student Math Workmats Lv 2					9780618686872		
Chapter Challenges Lv 2					9780618390465		
Adequate Yearly Progress Assessment Guide					9780618339907		

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\*Correlation to Mathematics Content Standards

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\*EBIM = Evidence Based Intervention Math

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HMM Student Bk Lv 2 (Continued)</b>		<b>2007</b>	<b>2</b>			
	English Learners Handbook Lv 2				9780618700653		
	eMathbook - SE on CD-ROM Lv 2					9780618698424	
	Online SE Single User 6 Years Lv 2					9780618700219	
	Online eBook Classroom Version 6 Yrs Lv 2 (includes access to online SE for each student and access to online TE for teacher)					9780618700028	
	eTeacher's Edition on CD-ROM Lv 2					9780618698080	
	eTE-Online TE Single User 6 Yrs Lv 2					9780618700141	
	Math Audio Tutor CD Lv 2					9780618698493	
	Ways to Assess CD-ROM Lv 2					9780618591244	
	Ways to Success Intervention CD-ROM Lv 2					9780618698141	
	Ways to Success Intervention Network Version Lv 2					9780618698202	
	HM Online Assessment System Lv 2 – 6 yr access					9780618751990	
	MathSteps Student Book Lv 2					9780395985335	
	MathStepsTeacher's Edition Lv 2					9780395985427	
	MathSteps Teacher's Resources Copymasters Lv 2					9780395983034	
	Student Manipulatives Kit Lv 1-2				1-2	9780618378906	
	Combination Classroom Gde Lv K-3				K-3	9780618700707	
	Time and Money Kit Lv K-2				K-2	9780618389766	
	Place Value Kit Lv K-6				K-6	9780618389759	
	Spinners Kit Lv K-6				K-6	9780618389797	
	Blocks Cubes & Counters Kit Lv K-2				K-2	9780618389803	
	Computational Skills Tutorial Kit Gr 1-2				1-2	9780395983850	
	Primary Video K-2				K-2	9780618013081	
		<b>HMM Student Book Level 3</b>	<b>Larson, Stiff, et al</b>	<b>2007</b>	<b>3</b>	<b>9780618590933</b>	<b>Highly Recommended 100% NCTM = 83%</b>
	Key Features:						
Teacher's Edition (2 volumes) Level 3					9780618591053		
Chapter Challenges Lv 3					9780618390472		
Adequate Yearly Progress Assessment Guide					9780618339914		
English Learners Handbook Lv 3					9780618378692		
Practice Workbook Level 3					9780618698769		
Homework Book Level 3					9780618698820		
Math Literature Library (Set of 9) w. TG Lv 3					9780618392438		
Daily Routines Flip Chart Lv 3					9780618391226		
Chapter Intervention BLM Lv 3					9780618392292		
Math Activity Center BLM Lv 3					9780618392360		
Lesson Transparencies Lv 3					9780618390540		
Teaching Transparencies Lv 3					9780618390618		
Test Prep Transparencies Lv 3					9780618390687		
Unit Resources Folders Lv 3					9780618688586		
Student Math Workmats Lv 3					9780618686889		
Overhead Manipulatives Kit Level 3					9780618378968		

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\*Correlation to Mathematics Content Standards

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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HMM Student Book Level 3</b>	<b>Larson, Stiff, et al</b>	<b>2007</b>	<b>3</b>			
	Building Math Vocabulary Kit Lv 3				9780618407644		
	Little Math Readers, (Set of 8) Lv 3				9780618498123		
	eMathbook – SE on CD-ROM Lv 3				9780618698431		
	Online SE Single User 6 Years Lv 3				9780618700226		
	Online eBook Classroom Version 6 Yrs Lv 3 (includes access to online SE for each student and access to online TE for teacher)				9780618700035		
	eTeacher's Edition on CD-ROM Lv 3				9780618698097		
	eTE-Online TE Single User 6 Yrs Lv 3				9780618700158		
	Math Audio Tutor CD Lv 3				9780618698509		
	Ways to Assess CD-ROM Lv 3				9780618591251		
	Ways to Success Intervention CD-ROM Lv 3				9780618698158		
	Ways to Success Intervention Network Version Lv 3				9780618698219		
	HM Online Assessment System Lv 3 – 6 yr access				9780618752003		
	MathSteps Student Book Lv 3				9780395985342		
	MathSteps Teacher's Edition Lv 3				9780395985434		
	MathSteps Teacher's Resources Copymasters Lv 3				9780395983041		
	Combination Classroom Gde Lv K-3				K-3	9780618700707	
	Combination Classroom Guide Lv 3-6				3-6	9780618700714	
	Student Manipulatives Kit Lv 3-4				3-4	9780618378913	
	Place Value Kit Lv K-6				K-6	9780618389759	
	Spinners Kit Lv K-6				K-6	9780618389797	
	Money Kit Lv 3-6				3-6	9780618389773	
	Fraction Kit Lv 3-6				3-6	9780618389780	
	Blocks Cubes & Counters Kit Lv 3-6				3-6	9780618389810	
	Geometry & Measurements Kit Lv 1-4				1-4	9780618389827	
	<b>HMM Student Book Level 4</b>	<b>Larson, Stiff, et al</b>	<b>2007</b>	<b>4</b>	<b>9780618590940</b>		<b>Highly Recommended 100% NCTM = 83%</b>
	Key Features:						
	Teacher's Edition (2 volumes) Level 4					9780618591060	
Chapter Challenges Lv 4					9780618390489		
Adequate Yearly Progress Assessment Guide					9780618339921		
English Learners Handbook Lv 4					9780618378708		
Practice Workbook Level 4					9780618698776		
Homework Book Level 4					9780618698837		
Math Literature Library (Set of 9) w. TG Lv 4					9780618392445		
Daily Routines Flip Chart Lv 4					9780618391233		
Chapter Intervention BLM Lv 4					9780618392308		
Math Activity Center BLM Lv 4					9780618392377		
Lesson Transparencies Lv 4					9780618390557		
Teaching Transparencies Lv 4					9780618390625		
Test Prep Transparencies Lv 4					9780618390694		
Unit Resources Folders Lv 4					9780618688586		

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**STATE DEPARTMENT OF EDUCATION  
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**Mathematics  
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HMM Student Book Level 4 (Continued)</b>		<b>2007</b>	<b>4</b>			
	Student Math Workmats Lv 4				9780618686889		
	Overhead Manipulatives Kit Level 4					9780618378975	
	Building Math Vocabulary Kit Lv 4					9780618407651	
	eMathbook – SE on CD-ROM Lv 4					9780618698448	
	Online SE Single User 6 Years Lv 4					9780618700233	
	Online eBook Classroom Version 6 Yrs Lv 4 (includes access to online SE for each student and access to online TE for teacher)					9780618700042	
	eTeacher's Edition on CD-ROM Lv 4					9780618698103	
	eTE-Online TE Single User 6 Yrs Lv 4					9780618700165	
	Math Audio Tutor CD Lv 4					9780618698516	
	Ways to Assess CD-ROM Lv 4					9780618591268	
	Ways to Success Intervention CD-ROM Lv 4					9780618698165	
	Ways to Success Intervention Network Version Lv 4					9780618698226	
	HM Online Assessment System Lv 4 – 6 yr access					9780618752010	
	MathSteps Student Book Lv 4					9780395985359	
	MathSteps Teacher's Edition Lv 4					9780395985441	
	MathSteps Teacher's Resources Copymasters Lv 4					9780395983058	
	MathSteps Computational Skills Tutorial Kit Gr 3-4					9780395983867	
		Student Manipulatives Kit Lv 3-4			3-4	9780618378913	
		Combination Classroom Guide Lv 3-6			3-6	9780618700714	
	Place Value Kit Lv K-6			K-6	9780618389759		
	Spinners Kit Lv K-6			K-6	9780618389797		
	Money Kit Lv 3-6			3-6	9780618389773		
	Fraction Kit Lv 3-6			3-6	9780618389780		
	Blocks Cubes & Counters Kit Lv 3-6			3-6	9780618389810		
	Geometry & Measurements Kit Lv 1-4			1-4	9780618389827		
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HMM Student Book Level 5</b>	<b>Larson, Stiff, et al</b>	<b>2007</b>	<b>5</b>	<b>9780618590957</b>	<b>Highly Recommended 91% NCTM = 83%</b>	
	Key Features:						
	Teacher's Edition (2 volumes) Level 5						9780618591077
	Chapter Challenges Lv 5						9780618390496
	Adequate Yearly Progress Assessment Guide						9780618339938
	English Learners Handbook Lv 5						9780618378715
	Practice Workbook Level 5						9780618698783
	Homework Book Level 5						9780618698844
	Lesson Transparencies Lv 5						9780618390564
	Teaching Transparencies Lv 5						9780618390632
	Test Prep Transparencies Lv 5						9780618390700
	Unit Resources Folders Lv 5						9780618688609
	Math Literature Library (Set of 9) w. TG Lv 5						9780618392452
	Daily Routines Flip Chart Lv 5						9780618391240
Chapter Intervention BLM Lv 5					9780618392315		

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\*Correlation to Mathematics Content Standards

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HMM Student Book Level 5 (Continued)</b>		<b>2007</b>	<b>5</b>			
	Math Activity Center BLM Lv 5				9780618392384		
	Student Math Workmats Lv 5				9780618688463		
	Overhead Manipulatives Kit Level 5				9780618378982		
	Building Math Vocabulary Kit Lv 5				9780618407668		
	eMathbook – SE on CD-ROM Lv 5				9780618698455		
	Online SE Single User 6 Years Lv 5				9780618700240		
	Online eBook Classroom Version 6 Yrs Lv 5 (includes access to online SE for each student and access to online TE for teacher)				9780618700059		
	eTeacher's Edition on CD-ROM Lv 5				9780618698110		
	eTE-Online TE Single User 6 Yrs Lv 5				9780618700172		
	Math Audio Tutor CD Lv 5				9780618698523		
	Ways to Assess CD-ROM Lv 5				9780618591275		
	Ways to Success Intervention CD-ROM Lv 5				9780618698172		
	Ways to Success Intervention Network Version Lv 5				9780618698233		
	HM Online Assessment System Lv 5 – 6 yr access				9780618752027		
	MathSteps Student Book Lv 5				9780395985366		
	MathSteps Teacher's Edition Lv 5				9780395985458		
	MathSteps Teacher's Resources Copymasters Lv 5				9780395983065		
		Combination Classroom Guide Lv 3-6			3-6	9780618700714	
		Student Manipulatives Kit Lv 5-6			5-6	9780618378920	
	Place Value Kit Lv K-6			K-6	9780618389759		
	Spinners Kit Lv K-6			K-6	9780618389797		
	Money Kit Lv 3-6			3-6	9780618389773		
	Fraction Kit Lv 3-6			3-6	9780618389780		
	Blocks Cubes & Counters Kit Lv 3-6			3-6	9780618389810		
	Geometry & Measurements Kit Lv 5-6			5-6	9780618389834		
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HMM Student Book Level 6</b>	<b>Larson, Stiff, et al</b>	<b>2007</b>	<b>6</b>	<b>9780618590964</b>	<b>96% NCTM = 83%</b>	
	Key Features:						
	Teacher's Edition (2 volumes) Level 6					9780618591084	
	Chapter Challenges Lv 6					9780618390502	
	Adequate Yearly Progress Assessment Guide					9780618339945	
	English Learners Handbook Lv 6					9780618378722	
	Practice Workbook Level 6					9780618698790	
	Homework Book Level 6					9780618698851	
	Lesson Transparencies Lv 6					9780618390571	
	Teaching Transparencies Lv 6					9780618390649	
	Test Prep Transparencies Lv 6					9780618390717	
	Unit Resources Folders Lv 6					9780618688616	

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\*Correlation to Mathematics Content Standards

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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HMM Student Book Level 6 (Continued)</b>		<b>2007</b>	<b>6</b>		
	Math Literature Library (Set of 9) w. TG Lv 6					9780618392469
	Daily Routines Flip Chart Lv 6					9780618391257
	Chapter Intervention BLM Lv 6					9780618392322
	Math Activity Center BLM Lv 6					9780618392391
	Student Math Workmats Lv 6					9780618688463
	Overhead Manipulatives Kit Level 6					9780618378999
	Building Math Vocabulary Kit Lv 6					9780618407675
	eMathbook – SE on CD-ROM Lv 6					9780618698462
	Online SE Single User 6 Years Lv 6					9780618700257
	Online eBook Classroom Version 6 Yrs Lv 6 (includes access to online SE for each student and access to online TE for teacher)					9780618700066
	eTeacher's Edition on CD-ROM Lv 6					9780618698127
	eTE-Online TE Single User 6 Yrs Lv 6					9780618700189
	Math Audio Tutor CD Lv 6					9780618698530
	Ways to Assess CD-ROM Lv 6					9780618591282
	Ways to Success Intervention CD-ROM Lv 6					9780618698189
	Ways to Success Intervention Network Version Lv 6					9780618698240
	HM Online Assessment System Lv 6 – 6 yr access					9780618752034
	MathSteps Student Book Lv 6					9780395985380
	MathSteps Teacher's Edition Lv 6					9780395985465
	MathSteps Teacher's Resources Copymasters Lv 6					9780395983072
	MathSteps Student Book Lv 7					9780395985397
	MathSteps Teacher's Edition Lv 7					9780395985472
	MathSteps Teacher's Resources Copymasters Lv 7					9780395983089
	Combination Classroom Guide Lv 3-6				3-6	9780618700714
	Place Value Kit Lv K-6				K-6	9780618389759
	Spinners Kit Lv K-6				K-6	9780618389797
	Money Kit Lv 3-6				3-6	9780618389773
	Fraction Kit Lv 3-6				3-6	9780618389780
	Blocks Cubes & Counters Kit Lv 3-6				3-6	9780618389810
Geometry & Measurements Kit Lv 5-6				5-6	9780618389834	
Student Manipulatives Kit Lv 5-6				5-6	9780618378920	
MathSteps Computational Skills Tutorial Kit Gr 5-7				5-7	9780395983874	
MathSteps Intermediate Video 3-7				3-7	9780618013098	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HSP MATH KINDERGARTEN Student Edition</b>		<b>Maletsky, et.al</b>	<b>2009</b>	<b>K</b>	<b>978-0-15-341258-5</b>
	Key Features:					
	Student Edition Unit Books Collection					359973-6
	Big Book					359976-7
	Literature Big Book Collection					366567-7
Teacher Edition Collection					348560-2	

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\*Correlation to Mathematics Content Standards

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HSP MATH KINDERGARTEN (Continued)</b>		<b>2009</b>	<b>K</b>			
	Teacher Edition, Volume 1				343383-2		
	Teacher Edition, Volume 2					342544-8	
	Practice Workbook					356757-5	
	Practice Workbook, Teacher Edition					356764-3	
	Assessment Guide					356821-3	
	Teacher Resource Book					364884-7	
	Vocabulary Kit (includes Vocabulary Cards and Vocabulary Activities Teacher Guide)					374516-4	
	Time-Saver Lesson Resources Collection (Chapters 1-12)					375789-1	
	<b>Math Concept Readers Collection (includes Below- On, and Above Levels, 24 titles)</b>					368519-4	
	Math Concept Readers Below-Level Collection (includes 8 titles)					360127-9	
	Math Concept Readers Below-Level, I Know Big and Small (Pkg of 5)					367728-1	
	Math Concept Readers Below-Level, I Know Alike and Different (Pkg of 5)					367729-8	
	Math Concept Readers Below-Level, I Know Numbers (Pkg of 5)					367730-4	
	Math Concept Readers Below-Level, I Know Shapes (Pkg of 5)					367731-1	
	Math Concept Readers Below-Level, Counting at the Market (Pkg of 5)					367732-8	
	Math Concept Readers Below-Level, Shortest and Longest Where I Live (Pkg of 5)					367733-5	
	Math Concept Readers Below-Level, Numbers at the Lake (Pkg of 5)					367734-2	
	Math Concept Readers Below-Level, Summertime Math! (Pkg of 5)					367735-9	
	Math Concept Readers Below-Level Teacher Guide Collection					360148-4	
	Math Concept Readers On-Level Collection (includes 8 titles)					360120-0	
	Math Concept Readers On-Level, I Know Big and Small (Pkg of 5)					367664-2	
	Math Concept Readers On-Level, I Know Alike and Different (Pkg of 5)					367665-9	
	Math Concept Readers On-Level, I Know Numbers (Pkg of 5)					367666-6	
	Math Concept Readers On-Level, I Know Shapes (Pkg of 5)					367667-3	
	Math Concept Readers On-Level, Counting at the Market (Pkg of 5)					367668-0	
	Math Concept Readers On-Level, Shortest and Longest Where I Live (Pkg of 5)					367669-7	
	Math Concept Readers On-Level, Numbers at the Lake (Pkg of 5)					367670-3	
	Math Concept Readers On-Level, Summertime Math! (Pkg of 5)					367671-0	
	Math Concept Readers On-Level Teacher Guide Collection					360141-5	
	Math Concept Readers Above-Level Collection (includes 8 titles)					360113-2	
	Math Concept Readers Above-Level, I Know Big and Small (Pkg of 5)					367792-2	
	Math Concept Readers Above-Level, I Know Alike and Different (Pkg of 5)					367793-9	
	Math Concept Readers Above-Level, I Know Numbers (Pkg of 5)					367794-6	
	Math Concept Readers Above-Level, I Know Shapes (Pkg of 5)					367795-3	
	Math Concept Readers Above-Level, Counting at the Market (Pkg of 5)					367796-0	
	Math Concept Readers Above-Level, Shortest and Longest Where I Live (Pkg of 5)					367797-7	
	Math Concept Readers Above-Level, Numbers at the Lake (Pkg of 5)					367798-4	
	Math Concept Readers Above-Level, Summertime Math! (Pkg of 5)					367799-1	
	Math Concept Readers Above Level Teacher Guide Collection					360134-7	
	Math Language Support Kit for English Language Learner(includes Activity Cards, Word Cards, Picture Cards, Sentence Strips, and Teacher Guide)				K-2	364944-8	
Intensive Intervention Kit (includes 5 Pack Skill Packs and Teacher Guide)				K-1	381065-7		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**STATE DEPARTMENT OF EDUCATION  
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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HSP MATH Student Edition</b>	<b>Maletsky, et.al</b>	<b>2009</b>	<b>1</b>	<b>341259-2</b>	<b>93% NCTM = 78%</b>
	Key Features:					
	Student Edition Unit Books Collection				359974-3	
	Teacher Edition Collection				348561-9	
	Teacher Edition, Volume 1				342545-5	
	Teacher Edition, Volume 2				342546-2	
	Teacher Edition, Volume 3				342547-9	
	Practice Workbook				356758-2	
	Practice Workbook, Teacher Edition				356765-0	
	Assessment Guide				356822-0	
	Strategic Intervention				359926-2	
	Teacher Resource Book				364885-4	
	Daily Transparencies				364891-5	
	Math Language Support Kit for English Language Learners (includes Activity Cards, Word Cards, Picture Cards, Sentence Strips, and Teacher Guide)			K-2	364944-8	
	Teaching Transparencies Kit (includes Modeling Transparencies, Interactive Transparencies and Test Preparation Transparencies)				364897-7	
	Vocabulary Kit (includes Vocabulary Cards, Vocabulary Activities Teacher Guide)				374517-1	
	Intensive Intervention Kit (includes 5 Pack Skill Packs and Teacher Guide)			K-1	381065-7	
	Time-Saver Lesson Resources Collection (Chapters 1-24)				375790-7	
	Math Concept Readers Collection (includes Below- On, and Above Levels, 24 titles)				368520-0	
	Math Concept Readers Below-Level Collection (includes 8 titles)				360128-6	
	Math Concept Readers Below-Level, Counting in the City (Pkg of 5)				367736-6	
	Math Concept Readers Below-Level, My Counting Trip to the Zoo (Pkg of 5)				367737-3	
	Math Concept Readers Below-Level, Math Club (Pkg of 5)				367738-0	
	Math Concept Readers Below-Level, Miss B's Class Makes Tables and Graphs (Pkg of 5)				367739-7	
	Math Concept Readers Below-Level, Our Lemonade Stand (Pkg of 5)				367740-3	
	Math Concept Readers Below-Level, Pattern Parade (Pkg of 5)				367741-0	
	Math Concept Readers Below-Level, The Dog Show (Pkg of 5)				367742-7	
	Math Concept Readers Below-Level, The Class Party (Pkg of 5)				367743-4	
	Math Concept Readers Below-Level Teacher Guide Collection				360149-1	
	Math Concept Readers On-Level Collection (includes 8 titles)				360121-7	
	Math Concept Readers On-Level, Counting in the City (Pkg of 5)				367672-7	
	Math Concept Readers On-Level, My Counting Trip to the Zoo (Pkg of 5)				367673-4	
	Math Concept Readers On-Level, Math Club (Pkg of 5)				367674-1	
Math Concept Readers On-Level, Miss B's Class Makes Tables and Graphs(Pkg of 5)				367675-8		
Math Concept Readers On-Level, Our Lemonade Stand (Pkg of 5)				367676-5		
Math Concept Readers On-Level, Pattern Parade (Pkg of 5)				367677-2		
Math Concept Readers On-Level, The Dog Show (Pkg of 5)				367678-9		
Math Concept Readers On-Level, The Class Party (Pkg of 5)				367679-6		
Math Concept Readers On-Level Teacher Guide Collection				360142-2		
Math Concept Readers Above-Level Collection (includes 8 titles)				360114-9		

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\*Correlation to Mathematics Content Standards

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**STATE DEPARTMENT OF EDUCATION  
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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HSP MATH (Continued)</b>		<b>2009</b>	<b>1</b>			
	Math Concept Readers Above-Level, Counting in the City (Pkg of 5)					367800-4	
	Math Concept Readers Above-Level, My Counting Trip to the Zoo (Pkg of 5)					367801-1	
	Math Concept Readers Above-Level, Math Club (Pkg of 5)					367802-8	
	Math Concept Readers Above-Level, Mss B's Class Makes Tables and Graphs (Pkg of 5)					367803-5	
	Math Concept Readers Above-Level, Our Lemonade Stand (Pkg of 5)					367804-2	
	Math Concept Readers Above-Level, Pattern Parade (Pkg of 5)					367805-9	
	Math Concept Readers Above-Level, The Dog Show (Pkg of 5)					367806-6	
	Math Concept Readers Above-Level, The Class Party (Pkg of 5)					367807-3	
Math Concept Readers Above-Level Teacher Guide Collection					360135-4		
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HSP MATH Student Edition</b>	<b>Maletsky, et.al</b>	<b>2009</b>	<b>2</b>	<b>341260-8</b>	<b>84% NCTM = 78%</b>	
	Key Features:						
	Student Edition Unit Books Collection						359975-0
	Teacher Edition Collection						348562-6
	Teacher Edition, Volume 1						342548-6
	Teacher Edition, Volume 2						342549-3
	Teacher Edition, Volume 3						342550-9
	Practice Workbook						356759-9
	Practice Workbook, Teacher Edition						356766-7
	Assessment Guide						356823-7
	Strategic Intervention						359927-9
	Teacher Resource Book						364886-1
	Daily Transparencies						364892-2
	Teaching Transparencies Kit (includes Modeling Transparencies, Interactive Transparencies, and Test Preparation Transparencies)						364898-4
	Vocabulary Kit (includes Vocabulary Cards, Vocabulary Activities Teacher Guide)						374518-8
	Intensive Intervention Kit (includes 5 Pack Skill Packs and Teacher Guide)						381066-4
	Time-Saver Lesson Resources Collection (Chapters 1-24)						375791-4
	Math Concept Readers Collection (includes 8 titles each of Below- On, and Above Levels)						368521-7
	Math Concept Readers Below-Level Collection (includes 8 titles)						360129-3
	Math Concept Readers Below-Level, All the Time (Pkg of 5)						367744-1
	Math Concept Readers Below-Level, Doubles Fun on the Farm (Pkg of 5)						367745-8
	Math Concept Readers Below-Level, Party Plans (Pkg of 5)						367746-5
	Math Concept Readers Below-Level, Time To Go Shopping! (Pkg of 5)						367747-2
	Math Concept Readers Below-Level, Building a Mini-Park (Pkg of 5)						367748-9
	Math Concept Readers Below-Level, Time to Take a Trip! (Pkg of 5)						367749-6
	Math Concept Readers Below-Level, A Day at the Snack Stand (Pkg of 5)						367784-7
	Math Concept Readers Below-Level, What Do You Like? (Pkg of 5)						367751-9
Math Concept Readers Below-Level Teacher Guide Collection					360150-7		
Math Concept Readers On-Level Collection (includes 8 titles)					360122-4		
Math Concept Readers On-Level, All the Time (Pkg of 5)					367680-2		

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\*Correlation to Mathematics Content Standards

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HSP MATH (Continued)</b>		<b>2009</b>	<b>4</b>			
	Math Concept Readers On-Level, Double Fun on the Farm (Pkg of 5)					367681-9	
	Math Concept Readers On-Level, Party Plans (Pkg of 5)					367682-6	
	Math Concept Readers On-Level, Time To Go Shopping! (Pkg of 5)					367683-3	
	Math Concept Readers On-Level, Building a Mini-Park (Pkg of 5)					367684-0	
	Math Concept Readers On-Level, Time to Take a Trip (Pkg of 5)					367685-7	
	Math Concept Readers On-Level, A Day at the Snack Stand (Pkg of 5)					367720-5	
	Math Concept Readers On-Level, What Do You Like? (Pkg of 5)					367687-1	
	Math Concept Readers On-Level Teacher Guide Collection					360143-9	
	Math Concept Readers Above-Level Collection (includes 8 titles)					360115-6	
	Math Concept Readers Above Level, All the Time (Pkg of 5)					367808-0	
	Math Concept Readers Above Level, Double Fun on the Farm (Pkg of 5)					367809-7	
	Math Concept Readers Above Level, Party Plans (Pkg of 5)					367810-3	
	Math Concept Readers Above Level, Time To Go Shopping (Pkg of 5)					367811-0	
	Math Concept Readers Above Level, Building a Mini-Park (Pkg of 5)					367812-7	
	Math Concept Readers Above Level, Time to Take a Trip! (Pkg of 5)					367813-4	
	Math Concept Readers Above Level, A Day at the Snack Stand (Pkg of 5)					367848-6	
	Math Concept Readers Above Level, What Do You Like? (Pkg of 5)					367815-8	
	Math Concept Readers Above-Level Teacher Guide Collection					360136-1	
	Math Language Support Kit for English Language Learner(includes Activity Cards, Word Cards, Picture Cards, Sentence Strips, and Teacher Guide)					K-2	364944-8
<b>HSP MATH Student Edition</b>		<b>Maletsky, et.al</b>	<b>2009</b>	<b>3</b>	<b>341261-5</b>	<b>98% NCTM = 78%</b>	
Key Features:							
Teacher Edition Collection					348563-3		
Teacher Edition, Volume 1					342551-6		
Teacher Edition, Volume 2					342552-3		
Teacher Edition, Volume 3					342553-0		
Practice Workbook					356760-5		
Practice Workbook, Teacher Edition					356767-4		
Assessment Guide					356824-4		
Strategic Intervention					359928-6		
Teacher Resource Book					364887-8		
Daily Transparencies					364893-9		
Teaching Transparencies Kit (includes Modeling Transparencies, Interactive Transparencies and Test Preparation Transparencies)					364899-1		
Family Involvement Activities					364903-5		
Vocabulary Kit (includes Vocabulary Cards and Vocabulary Activities Teacher Guide)					374519-5		
Intensive Intervention Kit (includes 5 Pack Skill Packs and Teacher Guide)					381067-1		
Math on Location Collection (includes Movie Guide and DVD)					368436-4		
Time-Save Lesson Resources Collection (Chapters 1-24)					375792-1		
Math Concept Readers Collection (includes Below- On, and Above Levels, 24 titles)					368522-4		
Math Concept Readers Below-Level Collection (includes 8 titles)					360130-9		

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\*Correlation to Mathematics Content Standards

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HSP MATH (Continued)</b>		<b>2009</b>	<b>3</b>				
	Math Concept Readers Below-Level, A Nose for News and Numbers (Pkg of 5)				367752-6			
	Math Concept Readers Below-Level, Party Plans by the Numbers! (Pkg of 5)				367753-3			
	Math Concept Readers Below-Level, The Garden Fence (Pkg of 5)				367754-0			
	Math Concept Readers Below-Level, Surprising Solids (Pkg of 5)				367755-7			
	Math Concept Readers Below-Level, Sports Camp (Pkg of 5)				367756-4			
	Math Concept Readers Below-Level, Pizza Parts! (Pkg of 5)				367757-1			
	Math Concept Readers Below-Level, Fun and Games (Pkg of 5)				367758-8			
	Math Concept Readers Below-Level, A Trip to the Pond (Pkg of 5)				367759-5			
	Math Concept Readers Below-Level Teacher Guide Collection				360151-4			
	Math Concept Readers On-Level Collection (includes 8 titles)				360123-1			
	Math Concept Readers On-Level, A Nose for News and Numbers (Pkg of 5)				367688-8			
	Math Concept Readers On-Level, Party Plans by the Numbers! (Pkg of 5)				367689-5			
	Math Concept Readers On-Level, The Garden Fence (Pkg of 5)				367690-1			
	Math Concept Readers On-Level, Surprising Solids (Pkg of 5)				367691-8			
	Math Concept Readers On-Level, Sport Camp(Pkg of 5)				367692-5			
	Math Concept Readers On-Level, Pizza Parts! (Pkg of 5)				367693-2			
	Math Concept Readers On-Level, Fun and Games (Pkg of 5)				367694-9			
	Math Concept Readers On-Level, A Trip to the Pond (Pkg of 5)				367695-6			
	Math Concept Readers On-Level Teacher Guide Collection				360144-6			
	Math Concept Readers Above-Level Collection (includes 8 titles)				360116-3			
	Math Concept Readers Above Level, A Nose for News and Numbers (Pkg of 5)				367816-5			
	Math Concept Readers Above Level, Party Plans by the Numbers (Pkg of 5)				367817-2			
	Math Concept Readers Above Level, The Garden Fence (Pkg of 5)				367818-9			
	Math Concept Readers Above Level, Surprising Solids(Pkg of 5)				367819-6			
	Math Concept Readers Above Level, Sports Camp (Pkg of 5)				367820-2			
	Math Concept Readers Above Level, Pizza Parts! (Pkg of 5)				367821-9			
	Math Concept Readers Above Level, Fun and Games (Pkg of 5)				367822-6			
	Math Concept Readers Above Level, A Trip to the Pond (Pkg of 5)				367823-3			
	Math Concept Readers Above Level Teacher Guide Collection				360137-8			
	Math Language Support Kit for English Language Learners (includes Activity Cards, Word Cards, Picture Cards, Sentence Strips, and Teacher Guide)				3-6		364945-5	
		<b>HSP MATH Student Edition</b>	<b>Maletsky, et.al</b>	<b>2009</b>	<b>4</b>		<b>341262-2</b>	<b>89% NCTM = 78%</b>
	Key Features:							
Teacher Edition Collection					348564-0			
Teacher Edition, Volume 1					342554-7			
Teacher Edition, Volume 2					342555-4			
Teacher Edition, Volume 3					342556-1			
Practice Workbook					356761-2			
Practice Workbook, Teacher Edition					356768-1			
Assessment Guide					356825-1			

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HSP MATH (Continued)</b>		<b>2009</b>	<b>4</b>			
	Strategic Intervention				359929-3		
	Teacher Resource Book					364888-5	
	Daily Transparencies					364894-6	
	Teaching Transparencies Kit (includes Modeling Transparencies, Interactive Transparencies and Test Preparation Transparencies,					364900-4	
	Family Involvement Activities					364904-2	
	Vocabulary Kit (includes Vocabulary Cards and Vocabulary Activities Teacher Guide					374520-1	
	Intensive Intervention Kit (includes 5 Pack Skill Packs and Teacher Guide					382345-9	
	Math on Location Collection (includes Movie Guide and DVD)					368437-1	
	Time-Save Lesson Resources (Chapters 1-24)					375793-8	
	Math Concept Readers Collection (includes Below- On, and Above Levels, 24 titles)					368523-1	
	Math Concept Readers Below-Level Collection (includes 8 titles)					360131-6	
	Math Concept Readers Below-Level, Exercising for Beads (Pkg of 5)					367760-1	
	Math Concept Readers Below-Level, On the Menu: Bamboo, Figs, and Other Tasty Treats (Pkg of 5)					367761-8	
	Math Concept Readers Below-Level, Putting the World on a Page (Pkg of 5)					367762-5	
	Math Concept Readers Below-Level, The Thirst Quencher (Pkg of 5)					367763-2	
	Math Concept Readers Below-Level, Diego's Perfect Fit (Pkg of 5)					367764-9	
	Math Concept Readers Below-Level, Elizabeth's Groovy Green Racing Machine (Pkg of 5)					367765-6	
	Math Concept Readers Below-Level, A New Angle on Trains and Train Stations (Pkg of 5)					367766-3	
	Math Concept Readers Below-Level, Fighting Fire with Fire (Pkg of 5)					367767-0	
	Math Concept Readers Below-Level Teacher Guide Collection					360152-1	
	Math Concept Readers On-Level Collection (includes 8 titles)					360124-8	
	Math Concept Readers On Level, Exercising for Beads (Pkg of 5)					367696-3	
	Math Concept Readers On-Level, On the Menu: Bamboo, Figs, and Other Tasty Treats (Pkg of 5)					367697-0	
	Math Concept Readers On-Level, Putting the World on a Page (Pkg of 5)					367698-7	
	Math Concept Readers On-Level, The Thirst Quencher (Pkg of 5)					367699-4	
	Math Concept Readers On-Level, Diego's Perfect Fit (Pkg of 5)					367700-7	
	Math Concept Readers On-Level, Elizabeth's Groovy Green Racing Machine (Pkg of 5)					367701-4	
	Math Concept Readers On-Level, A New Angle on Trains and Train Stations (Pkg of 5)					367702-1	
	Math Concept Readers On-Level, Fighting Fire with Fire (Pkg of 5)					367703-8	
	Math Concept Readers On-Level Teacher Guide Collection					360145-3	
	Math Concept Readers Above-Level Collection (includes 8 titles)					360117-0	
	Math Concept Readers Above- Level, Exercising for Beads (Pkg of 5)					367824-0	
	Math Concept Readers Above-Level, On the Menu: Bamboo, Figs, and Other Tasty Treats (Pkg of 5)					367825-7	
	Math Concept Readers Above-Level, Putting the World on a Page (Pkg of 5)					367826-4	
	Math Concept Readers Above-Level, The Thirst Quencher (Pkg of 5)					367827-1	
	Math Concept Readers Above-Level, Diego's Perfect Fit (Pkg of 5)					367828-8	
	Math Concept Readers Above-Level, Elizabeth's Groovy Green Racing Machine (Pkg of 5)					367829-5	
	Math Concept Readers Above-Level, A New Angle on Trains and Train Stations (Pkg of 5)					367830-1	
	Math Concept Readers Above-Level, Fighting Fire with Fire (Pkg of 5)					367831-8	
Math Concept Readers Above-Level Teacher Guide Collection					360138-5		
Math Language Support Kit for English Language Learners (includes Activity Cards, Word Cards, Picture Cards, Sentence Strips, and Teacher Guide)				3-6	364945-5		

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\*Correlation to Mathematics Content Standards

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**STATE DEPARTMENT OF EDUCATION  
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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HSP MATH Student Edition</b>	<b>Maletsky, et.al</b>	<b>2009</b>	<b>5</b>	<b>341263-9</b>	<b>97% NCTM = 78%</b>
	Key Features:					
	Teacher Edition Collection				348565-7	
	Teacher Edition, Volume 1				342557-8	
	Teacher Edition, Volume 2				342558-5	
	Teacher Edition, Volume 3				342559-2	
	Practice Workbook				356762-9	
	Practice Workbook, Teacher Edition				356769-8	
	Assessment Guide				356826-8	
	Strategic Intervention				359930-9	
	Teacher Resource Book				364889-2	
	Daily Transparencies				364895-3	
	Teaching Transparencies Kit (includes Modeling Transparencies, Interactive Transparencies and Test Preparation Transparencies)				364901-1	
	Family Involvement Activities				364905-9	
	Math Language Support Kit for English Language Learner(includes Activity Cards, Word Cards, Picture Cards, Sentence Strips, and Teacher Guide)				364945-5	
	Vocabulary Kit (includes Vocabulary Cards and Vocabulary Activities Teacher Guide)				374521-8	
	Intensive Intervention Kit (includes 5 Pack Skill Packs and Teacher Guide)				382346-6	
	Math on Location Collection (includes Movie Guide and DVD)				368438-8	
	Time-Save Lesson Resources Collection (Chapters 1-24)				375794-5	
	Math Concept Readers Collection (Below- On, and Above Levels, 24 titles)				368524-8	
	Math Concept Readers Below-Level Collection (includes 8 titles)				360132-3	
	Math Concept Readers Below-Level, The World's Tallest Buildings (Pkg of 5)				367768-7	
	Math Concept Readers Below-Level, Fundraising Fair (Pkg of 5)				367769-4	
	Math Concept Readers Below-Level, Table Soccer, Anyone?(Pkg of 5)				367770-0	
	Math Concept Readers Below-Level, Halfpipe (Pkg of 5)				367771-7	
	Math Concept Readers Below-Level, Forecast: Sunny Skies! (Pkg of 5)				367772-4	
	Math Concept Readers Below-Level, City of the Future (Pkg of 5)				367773-1	
	Math Concept Readers Below-Level, Designing a Skatepark (Pkg of 5)				367774-8	
	Math Concept Readers Below-Level, Park Visitors(Pkg of 5)				367775-5	
	Math Concept Readers Below-Level Teacher Guide Collection				360153-8	
	Math Concept Readers On-Level Collection (includes 8 titles)				360125-5	
	Math Concept Readers On-Level, The World's Tallest Buildings (Pkg of 5)				367704-5	
	Math Concept Readers On-Level, Fundraising Fair (Pkg of 5)				367705-2	
Math Concept Readers On-Level, Table Soccer, Anyone? (Pkg of 5)				367706-9		
Math Concept Readers On-Level, Halfpipe (Pkg of 5)				367707-6		
Math Concept Readers On-Level, Forecast: Sunny Skies! (Pkg of 5)				367708-3		
Math Concept Readers On-Level, City of the Future (Pkg of 5)				367709-0		
Math Concept Readers On-Level, Designing a Skatepark (Pkg of 5)				367710-6		
Math Concept Readers On-Level, Park Visitors(Pkg of 5)				367711-3		
Math Concept Readers On-Level Teacher Guide Collection				360146-0		

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HSP MATH (Continued)</b>		<b>2009</b>	<b>4</b>			
	Math Concept Readers Above-Level Collection (includes 8 titles)					360118-7	
	Math Concept Readers Above-Level, The World's Tallest Buildings (Pkg of 5)					367832-5	
	Math Concept Readers Above-Level, Fundraising Fair (Pkg of 5)					367833-2	
	Math Concept Readers Above-Level, Table Soccer, Anyone? (Pkg of 5)					367834-9	
	Math Concept Readers Above-Level, Halfpipe (Pkg of 5)					367835-6	
	Math Concept Readers Above-Level, Forecast: Sunny Skies! (Pkg of 5)					367836-3	
	Math Concept Readers Above-Level, City of the Future (Pkg of 5)					367837-0	
	Math Concept Readers Above-Level, Designing a Skatepark (Pkg of 5)					367838-7	
	Math Concept Readers Above-Level, Park Visitors (Pkg of 5)					367839-4	
Math Concept Readers Above-Level Teacher Guide Collection					360139-2		
	<b>HSP MATH Student Edition</b>	<b>Maletsky, et.al</b>	<b>2009</b>	<b>6</b>	<b>341264-6</b>	<b>97% NCTM = 78%</b>	
Key Features:							
Teacher Edition Collection					348566-4		
Teacher Edition, Volume 1					342560-8		
Teacher Edition, Volume 2					342561-5		
Teacher Edition, Volume 3					342562-2		
Practice Workbook					356763-6		
Practice Workbook, Teacher Edition					356770-4		
Assessment Guide					356827-5		
Strategic Intervention					359931-6		
Teacher Resource Book					364890-8		
Daily Transparencies					364896-0		
Teaching Transparencies Kit (includes Modeling Transparencies, Interactive Transparencies and Test Preparation Transparencies)					364902-8		
Family Involvement Activities					364906-6		
Vocabulary Kit (includes Vocabulary Cards and Vocabulary Activities Teacher Guide)					374522-5		
Intensive Intervention Kit (includes 5 Pack Skill Packs and Teacher Guide)					382347-3		
Math on Location Collection (includes Movie Guide and DVD)					368439-5		
Time-Save Lesson Resources Collection (Chapters 1-24)					375795-2		
Math Concept Readers Collection (includes Below- On, and Above Levels, 24 titles)					368525-5		
Math Concept Readers Below- Level Collection (includes 8 titles)					360133-0		
Math Concept Readers Below-Level, Listening to the World of Science (Pkg of 5)					367785-4		
Math Concept Readers Below-Level, Model Rocket Math (Pkg of 5)					367776-2		
Math Concept Readers Below-Level, Take Your Math to Work (Pkg of 5)					367778-6		
Math Concept Readers Below-Level, Expedition: Antarctica (Pkg of 5)					367777-9		
Math Concept Readers Below-Level, Music to our Ears (Pkg of 5)					367779-3		
Math Concept Readers Below-Level, Geometry in Art (Pkg of 5)					367786-1		
Math Concept Readers Below-Level, Room Makeover: Serving the Community (Pkg of 5)					367783-0		
Math Concept Readers Below-Level, Walk the Distance (Pkg of 5)					367781-6		
Math Concept Readers Below-Level Teacher Guide Collection					360154-5		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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<b>Houghton Mifflin Harcourt School Publisher</b>	<b>HSP MATH (Continued)</b>		<b>2009</b>	<b>6</b>			
	Math Concept Readers On-Level Collection (includes 8 titles)					360126-2	
	Math Concept Readers On-Level, Listening to the World of Science (Pkg of 5)					367721-2	
	Math Concept Readers On-Level, Model Rocket Math (Pkg of 5)					367712-0	
	Math Concept Readers On-Level, Take Your Math to Work (Pkg of 5)					367714-4	
	Math Concept Readers On-Level, Expedition: Antarctica (Pkg of 5)					367713-7	
	Math Concept Readers On-Level, Music to our Ears (Pkg of 5)					367715-1	
	Math Concept Readers On-Level, Geometry in Art (Pkg of 5)					367722-9	
	Math Concept Readers On-Level, Room Makeover: Serving the Community (Pkg of 5)					367719-9	
	Math Concept Readers On-Level, Walk the Distance (Pkg of 5)					367717-5	
	Math Concept Readers On-Level Teacher Guide Collection					360147-7	
	Math Concept Readers Above-Level Collection (includes 8 titles)					360119-4	
	Math Concept Readers Above-Level, Listening to the World of Science (Pkg of 5)					367849-3	
	Math Concept Readers Above-Level, Model Rocket Math (Pkg of 5)					367840-0	
	Math Concept Readers Above-Level, Take Your Math to Work (Pkg of 5)					367842-4	
	Math Concept Readers Above-Level, Expedition: Antarctica (Pkg of 5)					367841-7	
	Math Concept Readers Above-Level, Music to our Ears (Pkg of 5)					367843-1	
	Math Concept Readers Above-Level, Geometry in Art (Pkg of 5)					367850-9	
	Math Concept Readers Above-Level, Room Makeover: Serving the Community (Pkg of 5)					367847-9	
	Math Concept Readers Above-Level, Walk the Distance (Pkg of 5)					367845-5	
Math Concept Readers Above-Level Teacher Guide Collection					360140-8		
Math Language Support Kit for English Language Learners (includes Activity Cards, Word Cards, Picture Cards, Sentence Strips, and Teacher Guide)				3-6	364945-5		
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>Math Expressions Student Edition (2 volumes) Level K</b>	<b>Dr. Karen Fuson</b>	<b>2006</b>	<b>K</b>	<b>9780618509713</b>	<b>76% NCTM = 100%</b>	
	Key Features:						
	Anno's Counting Book - Math Expressions Big Book Lv K					9780618697359	
	Math Expressions Student Edition BLMs Level K					9780618511891	
	Math Expressions Homework & Remembering Book (2 volumes) Lv K					9780618641055	
	Math Expressions Homework & Remembering BLMs Level K					9780618641246	
	Math Expressions Challenge Masters BLMs Level K					9780618803217	
	Math Expressions Teacher Edition (2 volumes) Level K					9780618509959	
	Math Expressions Teacher Resources Book, Level K					9780618510597	
	Math Expressions Manipulatives & Materials Kit, Level K					9780618641321	
	Math Expressions Blending Manipulatives Kit, Level K					9780618803156	
	Math Expressions Custom Manipulatives Kit, Level K					9780618803095	
	Math Expressions Assessment BLMs Level K					9780618589456	
	Math Expressions Blended Usage Planning Guide, Level K					9780618814824	
	CD-ROM Lesson Planner Level K					9780618697953	

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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>		
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>Math Expressions Student Edition (2 volumes) Level 1</b>	<b>Dr. Karen Fuson</b>	<b>2006</b>	<b>1</b>	<b>9780618509751</b>	<b>83% NCTM = 100%</b>		
	Key Features:							
	Math Expressions Student Edition BLMs Level 1						9780618511938	
	Math Expressions Homework & Remembering Book (2 volumes) Lv 1						9780618641086	
	Math Expressions Homework & Remembering BLMs Level 1						9780618641253	
	Math Expressions Challenge Masters BLMs Level 1						9780618803224	
	Math Expressions Teacher Edition (2 volumes) Level 1						9780618509997	
	Math Expressions Teacher White Board, Levels 1 & 2						9780618510498	
	Math Expressions Student White Board, Levels 1 & 2						9780618510559	
	Math Expressions Teacher Resources Book, Level 1						9780618510603	
	Math Expressions Manipulatives & Materials Kit, Level 1						9780618641338	
	Math Expressions Blending Manipulatives Kit , Level 1						9780618803163	
	Math Expressions Custom Manipulatives Kit , Level 1						9780618803101	
	Math Expressions Assessment BLMs Level 1						9780618589463	
	Math Expressions Blended Usage Planning Guide, Level 1						9780618814831	
	CD-ROM Lesson Planner Level 1						9780618697960	
	Ways to Assess CD-ROM Lv 1						9780618591237	
	HM Online Assessment System Lv 1 – 6 yr access Larson, Stiff, et al						9780618651983	
		<b>Math Expressions Student Edition (2 volumes) Level 2</b>	<b>Dr. Karen Fuson</b>	<b>2006</b>	<b>2</b>		<b>9780618509799</b>	<b>89% NCTM = 100%</b>
		Key Features:						
Math Expressions Student Edition BLMs Level 2					9780618511976			
Math Expressions Homework & Remembering Book (2 volumes) Lv 2					9780618641116			
Math Expressions Homework & Remembering BLMs Level 2					9780618641260			
Math Expressions Challenge Masters BLMs Level 2					9780618803231			
Math Expressions Teacher Edition (2 volumes) Level 2					9780618510047			
Math Expressions Teacher White Board, Levels 1 & 2					9780618510498			
Math Expressions Student White Board, Levels 1 & 2					9780618510559			
Math Expressions Teacher Resources Book, Level 2					9780618510610			
Math Expressions Manipulatives & Materials Kit, Level 2					9780618641345			
Math Expressions Blending Manipulatives Kit , Level 2					9780618803170			
Math Expressions Custom Manipulatives Kit , Level 2					9780618803118			
Math Expressions Assessment BLMs Level 2					9780618589470			
Math Expressions Blended Usage Planning Guide, Level 2					9780618814848			
CD-ROM Lesson Planner Level 2					9780618697984			
Ways to Assess CD-ROM Lv 2					9780618591244			
HM Online Assessment System Lv 2 – 6 yr access Larson, Stiff, et al					9780618751990			

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\*Correlation to Mathematics Content Standards

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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>	
<b>Houghton Mifflin Harcourt School Publisher</b>	<b>Math Expressions Student Edition (2 volumes) Level 3</b>	<b>Dr. Karen Fuson</b>	<b>2006</b>	<b>3</b>	<b>9780618509836</b>	<b>86% NCTM = 100%</b>	
	Key Features:						
	Math Expressions Student Edition BLMs Level 3				9780618512010		
	Math Expressions Homework & Remembering Book (2 volumes) Lv 3				9780618641147		
	Math Expressions Homework & Remembering BLMs Level 3				9780618641277		
	Math Expressions Challenge Masters BLMs Level 3				9780618803248		
	Math Expressions Teacher Edition (2 volumes) Level 3				9780618510085		
	Math Expressions Teacher White Board, Levels 3 & 4				9780618510504		
	Math Expressions Student White Board, Level 3				9780618510566		
	Math Expressions Teacher Resources Book, Level 3				9780618510627		
	Math Expressions Manipulatives & Materials Kit, Level 3				9780618641352		
	Math Expressions Blending Manipulatives Kit , Level 3				9780618803187		
	Math Expressions Custom Manipulatives Kit , Level 3				9780618803125		
	Math Expressions Assessment BLMs Level 3				9780618589487		
	Math Expressions Blended Usage Planning Guide, Level 3				9780618814855		
	CD-ROM Lesson Planner Level 3				9780618697991		
	Ways to Assess CD-ROM Lv 3				9780618591251		
	HM Online Assessment System Lv 3 – 6 yr access	Larson, Stiff, et al			9780618752003		
	<b>Math Expressions Student Edition (2 volumes) Level 4</b>	<b>Dr. Karen Fuson</b>	<b>2006</b>	<b>4</b>	<b>9780618509874</b>		<b>92% NCTM = 100%</b>
Key Features:							
Math Expressions Student Edition BLMs Level 4				9780618512058			
Math Expressions Homework & Remembering Book (2 volumes) Lv 4				9780618641178			
Math Expressions Homework & Remembering BLMs Level 4				9780618641284			
Math Expressions Challenge Masters BLMs Level 4				9780618803255			
Math Expressions Teacher Edition (2 volumes) Level 4				9780618510122			
Math Expressions Teacher White Board, Levels 3 & 4				9780618510504			
Math Expressions Student White Board, Level 4				9780618510573			
Math Expressions Teacher Resources Book, Level 4				9780618510634			
Math Expressions Manipulatives & Materials Kit, Level 4				9780618641369			
Math Expressions Blending Manipulatives Kit , Level 4				9780618803194			
Math Expressions Custom Manipulatives Kit , Level 4				9780618803132			
Math Expressions Assessment BLMs Level 4				9780618589494			
Math Expressions Blended Usage Planning Guide, Level 4				9780618814862			
CD-ROM Lesson Planner Level 4				9780618698004			
Ways to Assess CD-ROM Lv 4				9780618591268			
HM Online Assessment System Lv 4 – 6 yr access	Larson, Stiff, et al			9780618752010			

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Houghton Mifflin Harcourt School Publisher	<b>Math Expressions Student Edition (2 volumes) Level 5</b>	<b>Dr. Karen Fuson</b>	<b>2006</b>	<b>5</b>	<b>9780618509911</b>	<b>82% NCTM = 100%</b>	
	Key Features:						
	Math Expressions Student Edition BLMs Level 5						9780618512096
	Math Expressions Homework & Remembering Book (2 volumes) Lv 5						9780618641208
	Math Expressions Homework & Remembering BLMs Level 5						9780618641291
	Math Expressions Challenge Masters BLMs Level 5						9780618803262
	Math Expressions Teacher Edition (2 volumes) Level 5						9780618510177
	Math Expressions Teacher White Board, Level 5						9780618510528
	Math Expressions Student White Board, Level 5						9780618510580
	Math Expressions Teacher Resources Book, Level 5						9780618510641
	Math Expressions Manipulatives & Materials Kit, Level 5						9780618641376
	Math Expressions Blending Manipulatives Kit , Level 5						9780618803200
	Math Expressions Custom Manipulatives Kit , Level 5						9780618803149
	Math Expressions Assessment BLMs Level 5						9780618589500
	Math Expressions Blended Usage Planning Guide, Level 5						9780618814879
	CD-ROM Lesson Planner Level 5						9780618698011
	Ways to Assess CD-ROM Lv 5						9780618591275
HM Online Assessment System Lv 5 – 6 yr access		Larson, Stiff, et al			9780618752027		
	<b>Mathletics LEVEL GREEN Level Green Package which includes the following:</b>	<b>Dr. Karen Fuson</b>	<b>2006</b>	<b>1-5</b>	<b>978-0-15-353376-1</b>	<b>EBIM Grade 1 = 78% Grade 2 = 84% Grade 3 = 67% Grade 4 = 70% Grade 5 = 50% NCTM = 100%</b>	
	Notes: Intervention program only. Correlations are to entire Green, Yellow, Orange, Red, and Blue as an entire set.						
	Key Features:						
	Skill Packs (5 copies each of Skill Packs 1A-5)						978-0-15-347315-9
	Assessment Pretests Packs (5 copies each of Skill Set Packs 1A-5)						978-0-15-347316-6
	Assessment Posttest Packs (5 copies each of Skill Set Packs 1A-5)						978-0-15-353371-6
	Teacher Guide						978-0-15-347314-2
	Daily Fitness Plan Poster						
	Teaching Resources						978-0-15-342216-4
	Warm-Up and Cool-Down Transparencies with Problem Solving Coach Transparency						978-0-15-347319-7
	Board Games						978-0-15-347318-0
	Teacher Playbook CD-ROM (Green)						978-0-15-349750-6
	Harcourt Mega Math Shapes Ahoy! CD-ROM						978-0-15-366406-9
	Harcourt Mega Math Country Countdown CD-ROM						978-0-15-366404-5
	Harcourt Mega Math Numberopolis CD-ROM						978-0-15-366405-2
	Harcourt Math Intervention Skills CD-ROM						978-0-15-338553-7
	Student Manipulative Kit						978-0-15-341088-8

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\*Correlation to Mathematics Content Standards

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
<b>Houghton Mifflin Harcourt School Publisher</b>	<b><i>Mathletics</i> LEVEL Yellow Package which includes the following:</b>	<b>Dr. Karen Fuson</b>	<b>2006</b>	<b>1-5</b>	<b>978-0-15-353377-8</b>	<b>See Correlations Above</b>		
	Notes: Intervention program only. Correlations are to entire Green, Yellow, Orange, Red, and Blue as an entire set. Key Features:							
	Skill Packs (5 copies each of Skill Packs 1A-5)						978-0-15-341969-0	
	Assessment Pretests Packs (5 copies each of Skill Set Packs 1A-5)						978-0-15-341973-7	
	Assessment Posttest Packs (5 copies each of Skill Set Packs 1A-5)						978-0-15-353372-3	
	Teacher Guide						978-0-15-341964-5	
	Daily Fitness Plan Poster							
	Teaching Resources						978-0-15-342216-4	
	Warm-Up and Cool-Down Transparencies with Problem Solving Coach Transparency						978-0-15-341986-7	
	Board Games						978-0-15-341982-9	
	Teacher Playbook CD-ROM (Yellow)						978-0-15-349751-3	
	Harcourt Mega Math Shapes Ahoy! CD-ROM						978-0-15-366406-9	
	Harcourt Mega Math Country Countdown CD-ROM						978-0-15-366404-5	
	Harcourt Mega Math Numberopolis CD-ROM						978-0-15-366405-2	
	Harcourt Math Intervention Skills CD-ROM						978-0-15-338555-1	
	Student Manipulative Kit						978-0-15-341088-8	
		<b><i>Mathletics</i> LEVEL Orange Package which includes the following:</b>	<b>N/A</b>	<b>2006</b>	<b>1-5</b>		<b>978-0-15353378-5</b>	<b>See Correlations Above</b>
	Notes: Intervention program only. Correlations are to entire Green, Yellow, Orange, Red, and Blue as an entire set. Key Features:							
	Skill Packs (5 copies each of Skill Packs 1A-5)						978-0-15341970-6	
	Assessment Pretests Packs (5 copies each of Skill Set Packs 1A-5)						978-0-15341974-4	
Assessment Posttest Packs (5 copies each of Skill Set Packs 1A-5)					978-0-15353373-0			
Teacher Guide					978-0-15341965-2			
Daily Fitness Plan Poster					-----			
Teaching Resources					978-0-15342216-4			
Warm-Up and Cool-Down Transparencies with Problem Solving Coach Transparency					978-0-15-347320-3			
Board Games					978-0-15-341983-6			
Teacher Playbook CD-ROM (Orange)					978-0-15-349752-0			
Harcourt Mega Math Shapes Ahoy! CD-ROM					978-0-15-366406-9			
Harcourt Mega Math Country Countdown CD-ROM					978-0-15-366404-5			
Harcourt Mega Math Numberopolis CD-ROM					978-0-15-366405-2			
Harcourt Math Intervention Skills CD-ROM					978-0-15-338557-5			
Student Manipulative Kit					978-0-15-341089-5			



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Houghton Mifflin Harcourt School Publisher	<b>Mathletics LEVEL Red Package which includes the following:</b>	N/A	2006	1-5	978-0-15-353379-2	See Correlations Above	
	Notes: Intervention program only. Correlations are to entire Green, Yellow, Orange, Red, and Blue as an entire set. Key Features:						
	Skill Packs (5 copies each of Skill Packs 1A-5)					978-0-15-341971-3	
	Assessment Pretests Packs (5 copies each of Skill Set Packs 1A-5)					978-0-15-341974-4	
	Assessment Posttest Packs (5 copies each of Skill Set Packs 1A-5)					978-0-15-353374-7	
	Teacher Guide					978-0-15-341966-9	
	Daily Fitness Plan Poster					-----	
	Teaching Resources					978-0-15-342216-4	
	Warm-Up and Cool-Down Transparencies with Problem Solving Coach Transparency					978-0-15-347321-0	
	Board Games					978-0-15-341984-3	
	Teacher Playbook CD-ROM (Red)					978-0-15-349753-7	
	Harcourt Mega Math The Numbers Game CD-ROM					978-0-15-366407-6	
	Harcourt Mega Math Ice Station Exploration CD-ROM					978-0-15-366408-3	
	Harcourt Mega Math Fraction Action CD-ROM					978-0-15-366409-0	
	Harcourt Math Intervention Skills CD-ROM					978-0-15-338559-9	
	Student Manipulative Kit					978-0-15-341089-5	
	<b>Mathletics LEVEL Blue Package which includes the following:</b>	N/A	2006	1-5	978-0-15-353380-8	See Correlations Above	
	Notes: Intervention program only. Correlations are to entire Green, Yellow, Orange, Red, and Blue as an entire set. Key Features:						
	Skill Packs (5 copies each of Skill Packs 1A-5)					978-0-15-341972-0	
	Assessment Pretests Packs (5 copies each of Skill Set Packs 1A-5)					978-0-15-341977-5	
	Assessment Posttest Packs (5 copies each of Skill Set Packs 1A-5)					978-0-15-353375-4	
	Teacher Guide					978-0-15-341967-6	
	Daily Fitness Plan Poster					-----	
	Teaching Resources					978-0-15-342216-4	
	Warm-Up and Cool-Down Transparencies with Problem Solving Coach Transparency					978-0-15-341987-4	
	Board Games					978-0-15-341985-0	
	Teacher Playbook CD-ROM (Blue)					978-0-15-349754-4	
	Harcourt Mega Math The Numbers Game CD-ROM					978-0-15-366407-6	
Harcourt Mega Math Ice Station Exploration CD-ROM					978-0-15-366408-3		
Harcourt Mega Math Fraction Action CD-ROM					978-0-15-366409-0		
Harcourt Math Intervention Skills CD-ROM					978-0-15-338561-2		
Student Manipulative Kit					978-0-15-341090-1		

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<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Math Connects Kindergarten Kit</b>	<b>Altieri, et al</b>	<b>2009</b>	<b>K</b>	<b>978-0-02-107399-3</b>	<b>76% NCTM = 94%</b>	
	Key Features:						
	Student Consumable Edition, Vol 1				978-0-02-105723-8		
	Student Consumable Edition, Vol 2				978-0-02-105724-5		
	Flipbook, Vol 1				978-0-02-107307-8		
	Flipbook, Vol 2				978-0-02-107308-5		
	Teacher Edition, Vol 1				978-0-02-105735-1		
	Teacher Edition, Vol 2				978-0-02-105736-8		
	Homework Workbook				978-0-02-107294-1		
	Reteach & Skills Practice Workbook				978-0-02-107301-6		
	Hands-On Activity Tools & Resources				978-0-02-107316-0		
	Chapter Resource Masters Package				978-0-02-108022-9		
	Chapter Resource Master Chapter 1				978-0-02-107192-0		
	Chapter Resource Master Chapter 2				978-0-02-107193-7		
	Chapter Resource Master Chapter 3				978-0-02-107194-4		
	Chapter Resource Master Chapter 4				978-0-02-107195-1		
	Chapter Resource Master Chapter 5				978-0-02-107196-8		
	Chapter Resource Master Chapter 6				978-0-02-107197-5		
	Chapter Resource Master Chapter 7				978-0-02-107198-2		
	Chapter Resource Master Chapter 8				978-0-02-107199-9		
	Chapter Resource Master Chapter 9				978-0-02-107201-9		
	Chapter Resource Master Chapter 10				978-0-02-107202-6		
	Chapter Resource Master Chapter 11				978-0-02-107203-3		
	Chapter Resource Master Chapter 12				978-0-02-107204-0		
	Math On The Go Cards				978-0-02-106332-1		
	Visual Vocabulary Cards				978-0-02-106322-2		
	Workmats				978-0-02-106464-9		
	ELL Guide				978-0-02-107978-0		
	Learning Station Cards				978-0-02-107309-2		
	Daily Reteach Transparencies				978-0-02-107323-8		
	Activity Flipchart				978-0-02-106313-0		
	Problem of the Day Flipchart				978-0-02-107329-0		
Real-World Problem Solving Reader Teacher Guide				978-0-02-107151-7			
Real World Problem Solving Reader (1 Each) On Level				978-0-02-107379-5			
Real World Problem Solving Reader (6 Each) On Level				978-0-02-107359-7			
Real World Problem Solving Reader (1 Each) Sheltered				978-0-02-107386-3			
Real World Problem Solving Reader (6 Each) Sheltered				978-0-02-107366-5			
Individual Manipulative Kit				978-0-02-106477-9			
StudentWorks™ Plus DVD				978-0-02-106402-1			
StudentWorks™ Plus CD-ROM				978-0-02-108034-2			
TeacherWorks™ Plus DVD				978-0-02-106403-8			

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Math Connects (Continued)</b>		<b>2009</b>	<b>K</b>			
	TeacherWorks™ Plus CD-ROM					978-0-02-108033-5	
	Math Adventures With Dot & Ray CD-ROM					978-0-02-106401-4	
	Impact Mathematics Student Edition					978-0-02-107022-0	
	Impact Mathematics Teacher Edition					978-0-02-106386-4	
	Web Site					978-0-02-106405-2	
	StudentWorks Plus Online with Advance Tracker (for life of adoption)					978-0-02-106805-0	
	Matthew Cando Robot Puppet, K-2				K-2	978-0-02-106463-2	
	Overhead Manipulative Kit, K-2				K-2	978-0-02-106484-7	
	Magnetic Manipulative Kit, K-5				K-5	978-0-02-106486-1	
	Teacher Manipulative Tool Kit, K-2				K-2	978-0-02-106487-8	
	My Math Zone CD-ROM, K-2				K-2	978-0-02-106489-2	
	Math Songs CD, K-1				K-1	978-0-02-106404-5	
	ExamView Assessment Suite CD-ROM, K-2				K-2	978-0-02-106399-4	
	Video Portfolio Guide Book, K-6				K-6	978-0-02-106781-7	
	Video Portfolio DVD, K-6				K-6	978-0-02-106779-4	
	Teach, Use, Succeed CD, K-2				K-2	978-0-02-107355-9	
	Diagnostic and Placement Tests, K-12				K-12	978-007-888709-3	
	Triumphs Student Edition		Whitney, et al	2009	K	978-007-888193-0	
	Triumphs Teacher Edition		Whitney, et al	2009	K	978-007-888216-6	
	<b>Macmillan/McGraw-Hill Math Connects Student Consumable Edition, Vol 1</b>		<b>Altieri, et al</b>	<b>2009</b>	<b>1</b>	<b>978-0-02-105725-2</b>	<b>97% NCTM = 94%</b>
	Key Features:						
	Student Consumable Edition, Vol 2					978-0-02-105726-9	
	Teacher Edition, Vol 1					978-0-02-105737-5	
	Teacher Edition, Vol 2					978-0-02-105738-2	
Problem-Solving Practice Workbook					978-0-02-107288-0		
Homework Workbook					978-0-02-107295-8		
Reteach & Skills Practice Workbook					978-0-02-107302-3		
Hands-On Activity Tools & Resources					978-0-02-107317-7		
Chapter Resource Masters Package					978-0-02-108023-6		
Chapter Resource Master Chapter 1					978-0-02-107205-7		
Chapter Resource Master Chapter 2					978-0-02-107206-4		
Chapter Resource Master Chapter 3					978-0-02-107207-1		
Chapter Resource Master Chapter 4					978-0-02-107208-8		
Chapter Resource Master Chapter 5					978-0-02-107209-5		
Chapter Resource Master Chapter 6					978-0-02-107211-8		
Chapter Resource Master Chapter 7					978-0-02-107212-5		
Chapter Resource Master Chapter 8					978-0-02-107213-2		
Chapter Resource Master Chapter 9					978-0-02-107214-9		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Math Connects (Continued)</b>		<b>2009</b>	<b>1</b>			
	Chapter Resource Master Chapter 10				978-0-02-107215-6		
	Chapter Resource Master Chapter 11				978-0-02-107216-3		
	Chapter Resource Master Chapter 12				978-0-02-107217-0		
	Chapter Resource Master Chapter 13				978-0-02-107218-7		
	Chapter Resource Master Chapter 14				978-0-02-107219-4		
	Chapter Resource Master Chapter 15				978-0-02-107221-7		
	Math On The Go Cards				978-0-02-106333-8		
	Visual Vocabulary Cards				978-0-02-106323-9		
	Workmats				978-0-02-106465-6		
	Learning Station Cards				978-0-02-107311-5		
	Ell Guide				978-0-02-107979-7		
	Strategic Intervention Guide				978-0-02-106154-9		
	Daily Reteach Transparencies				978-0-02-107324-5		
	5-Minute Check Transparencies				978-0-02-107336-8		
	Problem of the Day Flipchart				978-0-02-107331-3		
	Real-World Problem Solving Reader Teacher Guide				978-0-02-107152-4		
	Real World Problem Solving Reader (1 Each) On Level				978-0-02-107381-8		
	Real World Problem Solving Reader (6 Each) On Level				978-0-02-107361-0		
	Real World Problem Solving Reader (1 Each) Sheltered				978-0-02-107387-0		
	Real World Problem Solving Reader (6 Each) Sheltered				978-0-02-107367-2		
	StudentWorks™ Plus DVD				978-0-02-106408-3		
	StudentWorks™ Plus CD-ROM				978-0-02-108036-6		
	TeacherWorks™ Plus DVD				978-0-02-106409-0		
	TeacherWorks™ Plus CD-ROM				978-0-02-108035-9		
	Math Adventures With Dot & Ray CD-ROM				978-0-02-106407-6		
	Impact Mathematics Student Edition				978-0-02-107023-7		
	Impact Mathematics Teacher Edition				978-0-02-106387-1		
	Web Site				978-0-02-106412-0		
	StudentWorks Plus Online with Advance Tracker (for life of adoption)				978-0-02-106806-7		
	Video Portfolio Guide Book, K-6				K-6	978-0-02-106781-7	
	Video Portfolio DVD, K-6				K-6	978-0-02-106779-4	
	Teach, Use, Succeed CD K-2				K-2	978-0-02-107355-9	
	Diagnostic and Placement Tests, K-12				K-12	978-007-888709-3	
	Matthew Cando Robot Puppet, K-2				K-2	978-0-02-106463-2	
	Individual Manipulative Kit, 1-2				1-2	978-0-02-106478-6	
	Overhead Manipulative Kit, K-2				K-2	978-0-02-106484-7	
	Magnetic Manipulative Kit, K-5				K-5	978-0-02-106486-1	
	Teacher Manipulative Tool Kit, K-2				K-2	978-0-02-106487-8	
	My Math Zone CD-ROM, K-2				K-2	978-0-02-106489-2	
	Math Songs CD, K-1				K-1	978-0-02-106404-5	
	ExamView Assessment Suite CD-ROM, K-2				K-2	978-0-02-106399-4	
	Triumphs Student Edition		Whitney, et al		1	978-007-888194-7	
Triumphs Teacher Edition		Whitney, et al		1	978-007-888217-3		

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Math Connects Student Consumable Edition, Vol 1</b>	Altieri, et al	2009	2	978-0-02-105727-6	<b>89% NCTM = 94%</b>
	Key Features:					
	Student Consumable Edition, Vol 2					978-0-02-105728-3
	Teacher Edition, Vol 1					978-0-02-105739-9
	Teacher Edition, Vol 2					978-0-02-105741-2
	Problem-Solving Practice Workbook					978-0-02-107289-7
	Homework Workbook					978-0-02-107296-5
	Reteach & Skills Practice Workbook					978-0-02-107303-0
	Hands-On Activity Tools					978-0-02-107318-4
	Chapter Resource Masters Package					978-0-02-108024-3
	Chapter Resource Master Chapter 1					978-0-02-107222-4
	Chapter Resource Master Chapter 2					978-0-02-107223-1
	Chapter Resource Master Chapter 3					978-0-02-107224-8
	Chapter Resource Master Chapter 4					978-0-02-107225-5
	Chapter Resource Master Chapter 5					978-0-02-107226-2
	Chapter Resource Master Chapter 6					978-0-02-107227-9
	Chapter Resource Master Chapter 7					978-0-02-107228-6
	Chapter Resource Master Chapter 8					978-0-02-107229-3
	Chapter Resource Master Chapter 9					978-0-02-107231-6
	Chapter Resource Master Chapter 10					978-0-02-107232-3
	Chapter Resource Master Chapter 11					978-0-02-107233-0
	Chapter Resource Master Chapter 12					978-0-02-107234-7
	Chapter Resource Master Chapter 13					978-0-02-107235-4
	Chapter Resource Master Chapter 14					978-0-02-107236-1
	Chapter Resource Master Chapter 15					978-0-02-107237-8
	Math On The Go Cards					978-0-02-106334-5
	Visual Vocabulary Cards					978-0-02-106324-6
	Workmats					978-0-02-106466-3
	Learning Station Cards					978-0-02-107312-2
	Ell Guide					978-0-02-107981-0
Strategic Intervention Guide					978-0-02-106155-6	
Daily Reteach Transparencies					978-0-02-107325-2	
5-Minute Check Transparencies					978-0-02-107337-5	
Problem of the Day Flipchart					978-0-02-107332-0	
Real-World Problem Solving Reader Teacher Guide					978-0-02-107153-1	
Real World Problem Solving Reader (1 Each) On Level					978-0-02-107382-5	
Real World Problem Solving Reader (6 Each) On Level					978-0-02-107362-7	
Real World Problem Solving Reader (1 Each) Sheltered					978-0-02-107388-7	
Real World Problem Solving Reader (6 Each) Sheltered					978-0-02-107368-9	
StudentWorks™ Plus DVD					978-0-02-106415-1	

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Math Connects (Continued)</b>		<b>2009</b>	<b>2</b>			
	StudentWorks™ Plus CD-ROM				978-0-02-108038-0		
	TeacherWorks™ Plus DVD					978-0-02-106416-8	
	TeacherWorks™ Plus CD-ROM					978-0-02-108037-3	
	Math Adventures With Dot & Ray CD-ROM					978-0-02-106414-4	
	Impact Mathematics Student Edition					978-0-02-107024-4	
	Impact Mathematics Teacher Edition					978-0-02-106388-8	
	Web Site					978-0-02-106418-2	
	StudentWorks Plus Online with Advance Tracker (for life of adoption)					978-0-02-106807-4	
	Matthew Cando Robot Puppet, K-2				K-2	978-0-02-106463-2	
	Individual Manipulative Kit, 1-2				1-2	978-0-02-106478-6	
	Overhead Manipulative Kit, K-2				K-2	978-0-02-106484-7	
	Magnetic Manipulative Kit, K-5				K-5	978-0-02-106486-1	
	Teacher Manipulative Tool Kit, K-2				K-2	978-0-02-106487-8	
	My Math Zone CD-ROM, K-2				K-2	978-0-02-106489-2	
	Math Songs CD, K-1				K-1	978-0-02-106411-3	
	ExamView Assessment Suite CD-ROM, K-2				K-2	978-0-02-106399-4	
	Video Portfolio Guide Book, K-6				K-6	978-0-02-106781-7	
	Video Portfolio DVD, K-6				K-6	978-0-02-106779-4	
	Teach, Use, Succeed CD, K-2				K-2	978-0-02-107355-9	
	Diagnostic and Placement Tests, K-12				K-12	978-007-888709-3	
	Triumphs Student Edition, Vol 1		Whitney, et al	2009	2	978-007-888195-4	
	Triumphs Student Edition, Vol 2		Whitney, et al	2009	2	978-007-888196-1	
	Triumphs Student Edition, Vol 3		Whitney, et al	2009	2	978-007-888197-8	
	Triumphs Teacher Edition		Whitney, et al	2009	2	978-007-888218-0	
<b>Macmillan/McGraw-Hill Math Connects Student Edition</b>		<b>Altieri, et al</b>	<b>2009</b>	<b>3</b>	<b>978-0-02-105732-0</b>	<b>86% NCTM = 94%</b>	
Key Features:							
Teacher Edition, Vol 1					978-0-02-105742-9		
Teacher Edition, Vol 2					978-0-02-105743-6		
Problem Solving Practice Workbook					978-0-02-107291-0		
Homework Workbook					978-0-02-107297-2		
Reteach And Skills Practice Workbook					978-0-02-107304-7		
Hands-On Activity Tools & Resources					978-0-02-107319-1		
Transitions Booklet					978-0-02-107342-9		
Chapter Resource Masters Package					978-0-02-108025-0		
Chapter Resource Master Chapter 1					978-0-02-107238-5		
Chapter Resource Master Chapter 2					978-0-02-107239-2		
Chapter Resource Master Chapter 3					978-0-02-107241-5		
Chapter Resource Master Chapter 4					978-0-02-107242-2		
Chapter Resource Master Chapter 5					978-0-02-107243-9		
Chapter Resource Master Chapter 6					978-0-02-107244-6		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades K -5**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Math Connects (Continued)</b>		<b>2009</b>	<b>3</b>		
	Chapter Resource Master Chapter 7				978-0-02-107245-3	
	Chapter Resource Master Chapter 8				978-0-02-107246-0	
	Chapter Resource Master Chapter 9				978-0-02-107247-7	
	Chapter Resource Master Chapter 10				978-0-02-107248-4	
	Chapter Resource Master Chapter 11				978-0-02-107249-1	
	Chapter Resource Master Chapter 12				978-0-02-107251-4	
	Chapter Resource Master Chapter 13				978-0-02-107252-1	
	Chapter Resource Master Chapter 14				978-0-02-107253-8	
	Chapter Resource Master Chapter 15				978-0-02-107254-5	
	Visual Vocabulary Cards				978-0-02-106325-3	
	Workmats				978-0-02-106467-0	
	Learning Station Cards				978-0-02-107313-9	
	ELL Guide				978-0-02-107982-7	
	Strategic Intervention Guide				978-0-02-106156-3	
	Daily Reteach Transparencies				978-0-02-107326-9	
	5-Minute Check Transparencies				978-0-02-107338-2	
	Problem Of The Day Transparencies				978-0-02-107333-7	
	Real-World Problem Solving Reader Teacher Guide				978-0-02-107154-8	
	Real World Problem Solving Reader (1 Each) On Level				978-0-02-107383-2	
	Real World Problem Solving Reader (6 Each) On Level				978-0-02-107363-4	
	Real World Problem Solving Reader (1 Each) Sheltered				978-0-02-107389-4	
	Real World Problem Solving Reader (6 Each) Sheltered				978-0-02-107369-6	
	StudentWorks™ Plus DVD				978-0-02-106422-9	
	StudentWorks™ Plus CD-ROM				978-0-02-108041-0	
	TeacherWorks™ Plus DVD				978-0-02-106423-6	
	TeacherWorks™ Plus CD-ROM				978-0-02-108039-7	
	Interactive Classroom				978-0-02-108402-9	
	Math Adventures With Dot & Ray CD-ROM				978-0-02-106421-2	
	Impact Mathematics Student Edition				978-0-02-107025-1	
	Impact Mathematics Teacher Edition				978-0-02-106389-5	
	Web Site				978-0-02-106426-7	
	StudentWorks Plus Online with Advance Tracker (for life of adoption)				978-0-02-106808-1	
	Diagnostic and Placement Tests, K-12				978-007-888709-3	K-12
	Video Portfolio Guide Book, K-6				978-0-02-106781-7	K-6
	Video Portfolio DVD, K-6				978-0-02-106779-4	K-6
	Teach, Use, Succeed CD, 3-5				978-0-02-107356-6	3-5
	Individual Manipulative Kit, 3-5				978-0-02-106479-3	3-5
	Overhead Manipulative Kit, 3-5				978-0-02-106485-4	3-5
	Magnetic Manipulative Kit, K-5				978-0-02-106486-1	K-5
	Teacher Manipulative Tool Kit, 3-5				978-0-02-106488-5	3-5
My Math Zone CD-ROM, 3-5				978-0-02-106491-5	3-5	
Math Songs CD, 2-3				978-0-02-106411-3	2-3	

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**STATE DEPARTMENT OF EDUCATION  
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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Math Connects (Continued)</b>		<b>2009</b>	<b>3</b>		<b>92% NCTM = 94%</b>	
	ExamView Assessment Suite CD-ROM, 3-5			3-5	978-0-02-112034-5		
	Triumphs Student Edition, Vol 1		Whitney, et al	2009	3		978-007-888198-5
	Triumphs Student Edition, Vol 2		Whitney, et al	2009	3		978-007-888199-2
	Triumphs Student Edition, Vol 3		Whitney, et al	2009	3		978-007-888200-5
	Triumphs Teacher Edition		Whitney, et al	2009	3		978-007-888219-7
	<b>Macmillan/McGraw-Hill Math Connects Student Edition</b>		<b>Altieri, et al</b>	<b>2009</b>	<b>4</b>		<b>978-0-02-105733-7</b>
	Key Features:						
	Teacher Edition, Vol 1						978-0-02-105744-3
	Teacher Edition, Vol 2						978-0-02-105745-0
	Problem-Solving Practice Workbook						978-0-02-107292-7
	Homework Workbook						978-0-02-107298-9
	Reteach & Skills Practice Workbook						978-0-02-107305-4
	Hands-On Activity Tools & Resources						978-0-02-107321-4
	Chapter Resource Masters Package						978-0-02-108026-7
	Chapter Resource Master Chapter 1						978-0-02-107255-2
	Chapter Resource Master Chapter 2						978-0-02-107256-9
	Chapter Resource Master Chapter 3						978-0-02-107257-6
	Chapter Resource Master Chapter 4						978-0-02-107258-3
	Chapter Resource Master Chapter 5						978-0-02-107259-0
	Chapter Resource Master Chapter 6						978-0-02-107261-3
	Chapter Resource Master Chapter 7						978-0-02-107262-0
	Chapter Resource Master Chapter 8						978-0-02-107263-7
	Chapter Resource Master Chapter 9						978-0-02-107264-4
	Chapter Resource Master Chapter 10						978-0-02-107265-1
	Chapter Resource Master Chapter 11						978-0-02-107266-8
	Chapter Resource Master Chapter 12						978-0-02-107267-5
	Chapter Resource Master Chapter 13						978-0-02-107268-2
	Chapter Resource Master Chapter 14						978-0-02-107269-9
	Chapter Resource Master Chapter 15						978-0-02-107271-2
	Visual Vocabulary Cards						978-0-02-106326-0
	Workmats						978-0-02-106468-7
	Learning Station Cards						978-0-02-107314-6
ELL Guide					978-0-02-107983-4		
Strategic Intervention Guide					978-0-02-106157-0		
Daily Reteach Transparencies					978-0-02-107327-6		
5-Minute Check Transparencies					978-0-02-107339-9		
Problem Of The Day Transparencies					978-0-02-107334-4		
Real-World Problem Solving Reader Teacher Guide					978-0-02-107155-5		
Real World Problem Solving Reader (1 Each) On Level					978-0-02-107384-9		
Real World Problem Solving Reader (6 Each) On Level					978-0-02-107364-1		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**STATE DEPARTMENT OF EDUCATION  
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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Math Connects (Continued)</b>		<b>2009</b>	<b>4</b>				
	Real World Problem Solving Reader (1 Each) Sheltered				978-0-02-107391-7			
	Real World Problem Solving Reader (6 Each) Sheltered				978-0-02-107371-9			
	StudentWorks™ Plus DVD				978-0-02-106429-8			
	StudentWorks™ Plus CD-ROM				978-0-02-108043-4			
	TeacherWorks™ Plus DVD				978-0-02-106431-1			
	TeacherWorks™ Plus CD-ROM				978-0-02-108042-7			
	Interactive Classroom				978-0-02-108403-6			
	Math Adventures With Dot & Ray CD-ROM				978-0-02-106428-1			
	Impact Mathematics Student Edition				978-0-02-107026-8			
	Impact Mathematics Teacher Edition				978-0-02-106391-8			
	Web Site				978-0-02-106434-2			
	StudentWorks Plus Online with Advance Tracker (for life of adoption)				978-0-02-106809-8			
	Individual Manipulative Kit, 3-5				3-5 978-0-02-106479-3			
	Overhead Manipulative Kit, 3-5				3-5 978-0-02-106485-4			
	Magnetic Manipulative Kit, K-5				K-5 978-0-02-106486-1			
	Teacher Manipulative Tool Kit, 3-5				3-5 978-0-02-106488-5			
	My Math Zone CD-ROM, 3-5				3-5 978-0-02-106491-5			
	Math Songs CD, 4-5				4-5 978-0-02-106417-5			
	ExamView Assessment Suite CD-ROM, 3-5				3-5 978-0-02-112034-5			
	Video Portfolio Guide Book, K-6				K-6 978-0-02-106781-7			
	Video Portfolio DVD, K-6				K-6 978-0-02-106779-4			
	Teach, Use, Succeed CD, 3-5				3-5 978-0-02-107356-6			
	Diagnostic and Placement Tests, K-12				K-12 978-007-888709-3			
	Triumphs Student Edition, Vol 1		Whitney, et al		4 978-007-888201-2			
	Triumphs Student Edition, Vol 2		Whitney, et al		4 978-007-888202-9			
	Triumphs Student Edition, Vol 3		Whitney, et al		4 978-007-888203-6			
	Triumphs Teacher Edition		Whitney, et al		4 978-007-888220-3			
	<b>Macmillan/McGraw-Hill Math Connects Student Edition</b>		<b>Altieri, et al</b>	<b>2009</b>	<b>5</b>		<b>978-0-02-106024-5</b>	<b>96% NCTM = 94%</b>
	Key Features:							
	Teacher Edition, Vol 1						978-0-02-106025-2	
	Teacher Edition, Vol 2						978-0-02-106026-9	
Problem-Solving Practice Workbook					978-0-02-107293-4			
Homework Workbook					978-0-02-107299-6			
Reteach & Skills Practice Workbook					978-0-02-107306-1			
Hands-On Activity Tools & Resources					978-0-02-107322-1			
Chapter Resource Masters Package					978-0-02-108027-4			
Chapter Resource Master Chapter 1					978-0-02-107272-9			
Chapter Resource Master Chapter 2					978-0-02-107273-6			
Chapter Resource Master Chapter 3					978-0-02-107274-3			
Chapter Resource Master Chapter 4					978-0-02-107275-0			

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Math Connects (Continued)</b>		<b>2009</b>	<b>5</b>		
	Chapter Resource Master Chapter 5				978-0-02-107276-7	
	Chapter Resource Master Chapter 6				978-0-02-107277-4	
	Chapter Resource Master Chapter 7				978-0-02-107278-1	
	Chapter Resource Master Chapter 8				978-0-02-107279-8	
	Chapter Resource Master Chapter 9				978-0-02-107281-1	
	Chapter Resource Master Chapter 10				978-0-02-107282-8	
	Chapter Resource Master Chapter 11				978-0-02-107283-5	
	Chapter Resource Master Chapter 12				978-0-02-107284-2	
	Chapter Resource Master Chapter 13				978-0-02-107285-9	
	Chapter Resource Master Chapter 14				978-0-02-107286-6	
	Chapter Resource Master Chapter 15				978-0-02-107287-3	
	Visual Vocabulary Cards				978-0-02-106327-7	
	Workmats				978-0-02-106469-4	
	Learning Station Cards				978-0-02-107315-3	
	ELL Guide				978-0-02-107984-1	
	Strategic Intervention Guide				978-0-02-106158-7	
	Daily Reteach Transparencies				978-0-02-107328-3	
	5-Minute Check Transparencies				978-0-02-107341-2	
	Problem Of The Day Transparencies				978-0-02-107335-1	
	Real-World Problem Solving Reader Teacher Guide				978-0-02-107156-2	
	Real World Problem Solving Reader (1 Each) On Level				978-0-02-107385-6	
	Real World Problem Solving Reader (6 Each) On Level				978-0-02-107365-8	
	Real World Problem Solving Reader (1 Each) Sheltered				978-0-02-107392-4	
	Real World Problem Solving Reader (6 Each) Sheltered				978-0-02-107372-6	
	StudentWorks™ Plus DVD				978-0-02-106437-3	
	StudentWorks™ Plus CD-ROM				978-0-02-108045-8	
	TeacherWorks™ Plus DVD				978-0-02-106438-0	
	TeacherWorks™ Plus CD-ROM				978-0-02-108044-1	
	Interactive Classroom				978-0-02-108404-3	
	Math Adventures With Dot & Ray CD-ROM				978-0-02-106436-6	
	Impact Mathematics Student Edition				978-0-02-107027-5	
	Impact Mathematics Teacher Edition				978-0-02-106392-5	
	Web Site				978-0-02-106442-7	
	StudentWorks Plus Online with Advance Tracker (for life of adoption)				978-0-02-106811-1	
Triumphs Student Edition, Vol 1		Whitney, et al		978-007-888204-3		
Triumphs Student Edition, Vol 2		Whitney, et al		978-007-888205-0		
Triumphs Student Edition, Vol 3		Whitney, et al		978-007-888206-7		
Triumphs Teacher Edition		Whitney, et al		978-007-888221-0		
Diagnostic and Placement Tests, K-12		Altieri, et al		978-0-07-888709-3	K-12	
Individual Manipulative Kit, 3-5		Altieri, et al		978-0-02-106479-3	3-5	
Overhead Manipulative Kit, 3-5		Altieri, et al		978-0-02-106485-4	3-5	
Magnetic Manipulative Kit, K-5		Altieri, et al		978-0-02-106486-1	K-5	

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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>	
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Math Connects (Continued)</b>		<b>2009</b>	<b>5</b>			
	Teacher Manipulative Tool Kit, 3-5	Altieri, et al		3-5	978-0-02-106488-5		
	My Math Zone CD-ROM, 3-5	Altieri, et al		3-5	978-0-02-106491-5		
	Math Songs CD, 4-5	Altieri, et al		4-5	978-0-02-106417-5		
	ExamView Assessment Suite CD-ROM, 3-5	Altieri, et al		3-5	978-0-02-112034-5		
	Video Portfolio Guide Book, K-6	Altieri, et al		K-6	978-0-02-106781-7		
	Video Portfolio DVD, K-6	Altieri, et al		K-6	978-0-02-106779-4		
	Teach, Use, Succeed CD, 3-5	Altieri, et al		3-5	978-0-02-107356-6		
<b>NCS Pearson, Inc.</b>	<b>SuccessMaker Mathematic Bundle: Math Concepts &amp; Skills, Math Corner, Math Investigations, &amp; Algebra Topics</b>	<b>Curriculum Developed by Pearson's Digital Content Group</b>	<b>Version 1.7</b>	<b>K-5 (K-8)</b>	<b>962000036</b>	<b>EBIM</b> <b>K = 80%</b> <b>1 = 78%</b> <b>2 = 68%</b> <b>3 = 76%</b> <b>4 = 85%</b> <b>5 = 88%</b> <b>NCTM = 27%</b>	
	Notes: Evidence Based Intervention program. Key Features: SuccessMaker Enterprise is an innovative, balanced educational system that incorporates curriculum, management, and assessment into a powerful results-driven learning solution. With automatic and mastery learning models, SuccessMaker Enterprise math curriculum allows school districts to offer customized learning for every student.						
	<b>Waterford Early Math and Science</b>	<b>Waterford Institute</b>	<b>Version 4.2</b>	<b>K-1</b>	<b>9781402605840</b>	<b>R</b> <b>K = 88%</b> <b>1 = 98%</b> <b>NCTM = 28%</b>	
Notes: This is a supplemental program to be used as a "Classroom Resource Only". Key Features:							
<b>Pearson Education, Inc., publishing as Scott Foresman</b>	<b>Investigations in Number, Data, and Space Core Curriculum Units Package with Manipulatives Kit</b>	<b>Susan Jo Russell, et al</b>	<b>2008</b>	<b>K</b>	<b>9780328260423</b>	<b>92%</b> <b>NCTM = 98%</b>	
	Notes: Strong problem solving. Key Features:						
	Student Math Handbook Flip Chart						9780328259946
	Student Activity Book (Consumable, Single Volume)						9780328240234
	Cards Package						9780328260034
	Teacher Resources Online Access Pack *						9780328258284

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Pearson Education, Inc., publishing as Scott Foresman</b>	<b>Investigations in Number, Data, and Space Core Curriculum Units Package with Manipulatives Kit</b>	<b>Susan Jo Russell, et al</b>	<b>2008</b>	<b>1</b>	<b>9780328260430</b>	<b>75% NCTM = 98%</b>	
	Notes: Strong problem solving. Key Features:						
	Student Math Handbook (Non-Consumable)					9780328240883	
	Student Activity Book (Consumable, Single Volume)					9780328240517	
	Cards Package					9780328260041	
	Teacher Resources Online Access Pack					9780328344246	
	ExamView Assessment Suite CD-ROM - English/Spanish					9780328336395	
	<b>Investigations in Number, Data, and Space Core Curriculum Units Package with Manipulatives Kit</b>	<b>Susan Jo Russell, et al</b>	<b>2008</b>	<b>2</b>	<b>9780328260447</b>	<b>84% NCTM = 98%</b>	
	Notes: Strong problem solving. Key Features:						
	Student Math Handbook (Non-Consumable)					9780328240890	
	Student Activity Book (Consumable, Single Volume)					9780328240302	
	Cards Package					9780328260058	
	Teacher Resources Online Access Pack					9780328344253	
	ExamView Assessment Suite CD-ROM - English/Spanish					9780328336401	
	<b>Investigations in Number, Data, and Space Core Curriculum Units Package with Manipulatives Kit</b>	<b>Susan Jo Russell, et al</b>	<b>2008</b>	<b>3</b>	<b>9780328260454</b>	<b>62% NCTM = 98%</b>	
Notes: Strong problem solving. Key Features:							
Student Math Handbook (Non-Consumable)					9780328240906		
Student Activity Book (Consumable, Single Volume)					9780328240425		
Cards Package					9780328260065		
Teacher Resources Online Access Pack					9780328344260		
ExamView Assessment Suite CD-ROM - English/Spanish					9780328336418		

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Grades K -5**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation*</b>	
<b>Pearson Education, Inc., publishing as Scott Foresman</b>	<b>Investigations in Number, Data, and Space Core Curriculum Units Package with Manipulatives Kit</b>	<b>Susan Jo Russell, et al</b>	<b>2008</b>	<b>4</b>	<b>9780328260461</b>	<b>79% NCTM = 98%</b>	
	Notes: Strong problem solving. Key Features:						
	Student Math Handbook (Non-Consumable)						9780328240913
	Student Activity Book (Consumable, Single Volume)						9780328240548
	Cards Package						9780328260072
	Teacher Resources Online Access Pack						9780328344277
	ExamView Assessment Suite CD-ROM - English/Spanish					9780328336425	
	<b>Investigations in Number, Data, and Space Core Curriculum Units Package with Manipulatives Kit</b>	<b>Susan Jo Russell, et al</b>	<b>2008</b>	<b>5</b>	<b>9780328260478</b>	<b>78% NCTM = 98%</b>	
	Notes: Strong problem solving. Key Features:						
	Student Math Handbook (Non-Consumable)						9780328240920
	Student Activity Book (Consumable, Single Volume)						9780328240661
	Cards Package						9780328260089
	Teacher Resources Online Access Pack						9780328344284
ExamView Assessment Suite CD-ROM - English/Spanish					9780328336432		
<b>Scott Foresman-Addison Wesley enVisionMATH Student Edition, Consumable</b>	<b>R. I. Charles, et al</b>	<b>2009</b>	<b>K</b>	<b>9780328272792</b>	<b>Highly Recommended 92% NCTM = 100%</b>		
Student Edition, Big Book						9780328294879	
Teacher's Edition and Resource Package (includes indented items)						9780328281763	
Overview and Implementation Guide						9780328282340	
01) Sorting and Classifying						9780328282180	
02) Position and Location						9780328282197	
03) Patterns						9780328282203	
04) Zero to Five						9780328282210	
05) Six to Ten						9780328282227	
06) Comparing Numbers						9780328282234	
07) Geometry						9780328282241	
08) Fractions and Ordinals						9780328282258	
09) Measurement						9780328282265	
10) Addition						9780328282272	
11) Subtraction						9780328282289	
12) Larger Numbers					9780328282296		
13) Money					9780328282302		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
<b>Pearson Education, Inc., publishing as Scott Foresman</b>	<b>Scott Foresman-Addison Wesley enVisionMATH</b> (Continued)		<b>2009</b>	<b>K</b>				
	14) Time				9780328282319			
	15) Calendar				9780328282326			
	16) Graphing				9780328282333			
	Teacher's Resource Masters Package				9780328304233			
	Interactive Homework Workbook				9780328341733			
	Interactive Math Stories Big Book				9780328291502			
	Math Library with Guided Problem Solving				9780328346479			
	Visual Learning Bridge Transparencies				9780328312139			
	Classroom Manipulatives Kit				9780328364992			
	Individual Student Manipulatives Kit				9780328348572			
	Digital Student Edition CD-ROM*				9780328322244			
	Digital Teacher's Edition CD-ROM				9780328322312			
	Visual Learning Animations CD-ROM				9780328273058			
	ExamView Assessment Suite Test Generator CD-ROM				9780328343737			
	Basic Digital Path 1-year License				9780328441457			
	Diagnosis and Intervention System Part 1 one per building				K-3 9780328316557			
	eTools Electronic Math Manipulative CD-ROM			K-6 9780328306084				
		<b>Scott Foresman-Addison Wesley enVisionMATH Student Edition, Consumable</b>		<b>R. I. Charles, et al</b>	<b>2009</b>	<b>1</b>	<b>9780328272808</b>	<b>Highly Recommended 90% NCTM = 100%</b>
	Key Features:							
Teacher's Edition and Resource Package (includes indented items)					9780328281770			
Overview and Implementation Guide					9780328282555			
01) Numbers to 12					9780328282357			
02) Comparing and Ordering Numbers					9780328282364			
03) Understanding Addition					9780328282371			
04) Understanding Subtraction					9780328282388			
05) Five and Ten Relationships					9780328282395			
06) Addition Facts to 12					9780328282401			
07) Subtraction Facts to 12					9780328282418			
08) Geometry					9780328282425			
09) Patterns					9780328282432			
10) Counting and Number Patterns to 100					9780328282449			
11) Tens to Ones					9780328282456			
12) Comparing and Ordering Numbers to 100					9780328282463			
13) Counting Money					9780328282470			
14) Measurement					9780328282487			
15) Time					9780328282494			

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\*Correlation to Mathematics Content Standards

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
<b>Pearson Education, Inc., publishing as Scott Foresman</b>	<b>Scott Foresman-Addison Wesley enVisionMATH (Continued)</b>		<b>2009</b>	<b>1</b>		
	16) Addition Facts to 18				9780328282500	
	17) Subtraction Facts to 19				9780328282517	
	18) Data and Graphs				9780328282524	
	19) Fractional Parts				9780328282531	
	20) Adding and Subtracting Tens and Ones				9780328282548	
	Teacher's Resource Masters Package				9780328304240	
	Interactive Homework Workbook				9780328341740	
	Interactive Math Stories Big Book				9780328291519	
	Math Library with Guided Problem Solving				9780328346486	
	Visual Learning Bridge Transparencies				9780328312146	
	Digital Student Edition CD-ROM				9780328322251	
	Digital Teacher's Edition CD-ROM				9780328322329	
	Visual Learning Animations CD-ROM				9780328273065	
	ExamView Assessment Suite Test Generator CD-ROM				9780328343744	
	Basic Digital Path 1-year License				9780328441464	
	Classroom Manipulatives Kit				1-2 9780328365005	
	Individual Student Manipulatives Kit				1-2 9780328348589	
	Diagnosis and Intervention System Part 1 one per building				K-3 9780328316557	
	eTools Electronic Math Manipulative CD-ROM				K-6 9780328306084	
	<b>Scott Foresman-Addison Wesley enVisionMATH Student Edition, Consumable</b>	<b>R. I. Charles, et al</b>	<b>2009</b>	<b>2</b>	<b>9780328272815</b>	<b>Highly Recommended 87% NCTM = 100%</b>
Key Features:						
Teacher's Edition and Resource Package (includes indented items)					9780328281787	
Overview and Implementation Guide					9780328282760	
01) Understanding Addition and Subtraction					9780328282562	
02) Addition Strategies					9780328282579	
03) Subtraction Strategies					9780328282586	
04) Place Value: Numbers to 100					9780328282593	
05) Counting Money					9780328282609	
06) Mental Addition					9780328282616	
07) Mental Subtraction					9780328282623	
08) Adding Two-Digit Numbers					9780328282630	
09) Subtracting Two-Digit Numbers					9780328282647	
10) Using Addition and Subtraction					9780328282654	
11) Geometry					9780328282661	
12) Fractions					9780328282678	

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\*Correlation to Mathematics Content Standards

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
<b>Pearson Education, Inc., publishing as Scott Foresman</b>	<b>Scott Foresman-Addison Wesley enVisionMATH (Continued)</b>		<b>2009</b>	<b>2</b>		
	13) Measurement: Length and Area				9780328282685	
	14) Measurement: Capacity and Weight				9780328282692	
	15) Time and Temperature				9780328282708	
	16) Graphs and Probability				9780328282715	
	17) Numbers and Patterns to 1,000				9780328282722	
	18) Three-Digit Addition and Subtraction				9780328282739	
	19) Multiplication Concepts				9780328282746	
	20) Division Concepts and Facts				9780328282753	
	Teacher's Resource Masters Package				9780328304257	
	Interactive Homework Workbook				9780328341757	
	Interactive Math Stories Big Book				9780328291526	
	Math Library with Guided Problem Solving				9780328346493	
	Visual Learning Bridge Transparencies				9780328312153	
	Digital Student Edition CD-ROM				9780328322268	
	Digital Teacher's Edition CD-ROM				9780328322336	
	Visual Learning Animations CD-ROM *				9780328273072	
	ExamView Assessment Suite Test Generator CD-ROM				9780328343751	
	Basic Digital Path 1-year License				9780328441471	
	Classroom Manipulatives Kit				1-2 9780328365005	
	Individual Student Manipulatives Kit				1-2 9780328348589	
	eTools Electronic Math Manipulative CD-ROM				K-6 9780328306084	
	Diagnosis and Intervention System Part 1 one per building				K-3 9780328316557	
	<b>Scott Foresman-Addison Wesley enVisionMATH Student Edition</b>	<b>R. I. Charles, et al</b>	<b>2009</b>	<b>3</b>	<b>9780328272822</b>	<b>Highly Recommended 89% NCTM = 100%</b>
Key Features:						
Teacher's Edition and Resource Package (includes indented items)					9780328281794	
Overview and Implementation Guide					9780328282975	
01) Numeration					9780328282777	
02) Adding Whole Numbers					9780328282784	
03) Subtraction number Sense					9780328282791	
04) Subtracting Whole Numbers to Solve Problems					9780328282807	
05) Multiplication Meanings and Facts					9780328282814	
06) Multiplication Fact Strategies: Use Known Facts					9780328282821	
07) Division Meanings					9780328282838	
08) Division Facts					9780328282845	
09) Patterns and Relationships					9780328282852	
10) Solids and Shapes					9780328282869	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
<b>Pearson Education, Inc., publishing as Scott Foresman</b>	<b>Scott Foresman-Addison Wesley enVisionMATH</b>		<b>2009</b>	<b>3</b>		
	<b>(Continued)</b>					
	11) Congruence and Symmetry				9780328282876	
	12) Understanding Fractions				9780328282883	
	13) Decimals and Money				9780328282890	
	14) Customary Measurement				9780328282906	
	15) Metric Measurement				9780328282913	
	16) Perimeter, Area and Volume				9780328282920	
	17) Time and Temperature				9780328282937	
	18) Multiplying Greater Numbers				9780328282944	
	19) Dividing with 1-Digit Numbers				9780328282951	
	20) Data, Graphs, and, Probability (part of TE/TRP)				9780328282968	
	Teacher's Resource Masters Package (part of TE/TRP)				9780328304264	
	Interactive Homework Workbook				9780328341764	
	Math Library with Guided Problem Solving				9780328346509	
	Visual Learning Bridge Transparencies				9780328312160	
	Digital Student Edition CD-ROM				9780328322275	
	Digital Teacher's Edition CD-ROM				9780328322343	
	Visual Learning Animations CD-ROM				9780328273089	
	ExamView Assessment Suite Test Generator CD-ROM				9780328343768	
Basic Digital Path 1-year License		9780328441488				
Classroom Manipulatives Kit		3-4	9780328365012			
Individual Student Manipulatives Kit		3-4	9780328348596			
eTools Electronic Math Manipulative CD-ROM		K-6	9780328306084			
Diagnosis and Intervention System Part 1 one per building		K-3	9780328316557			
	<b>Scott Foresman-Addison Wesley enVisionMATH Student Edition</b>	<b>R. I. Charles, et al</b>	<b>2009</b>	<b>4</b>	<b>9780328272839</b>	<b>Highly Recommended 96% NCTM = 100%</b>
Key Features:						
Teacher's Edition and Resource Package (includes indented items)					9780328281800	
Overview and Implementation Guide					9780328283187	
01) Numeration					9780328282982	
02) Adding and Subtracting Whole Numbers					9780328282999	
03) Multiplying Meanings and Facts					9780328283002	
04) Division Meanings and Facts					9780328283019	
05) Multiplying by 1-Digit Numbers					9780328283026	
06) Patterns and Expressions					9780328283033	
07) Multiplying by 2-Digit Numbers					9780328283040	
08) Dividing by 1-Digit Dividers					9780328283057	
09) Lines, Angles and Shapes					9780328283064	

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
<b>Pearson Education, Inc., publishing as Scott Foresman</b>	<b>Scott Foresman-Addison Wesley enVisionMATH</b>		<b>2009</b>	<b>4</b>		
	(Continued)					
	10) Understanding Fractions				9780328283071	
	11) Adding and Subtracting Fractions				9780328283088	
	12) Understanding Decimals				9780328283095	
	13) Operations with Decimals				9780328283101	
	14) Area and Perimeter				9780328283118	
	15) Solids				9780328283125	
	16) Measurement, Time, and Temperature				9780328283132	
	17) Data and Graphs				9780328283149	
	18) Equations				9780328283156	
	19) Transformations, Congruence, & Symmetry				9780328283163	
	20) Probability				9780328283170	
	Teacher's Resource Masters Package				9780328304271	
	Interactive Homework Workbook				9780328341771	
	Math Library with Guided Problem Solving				9780328346516	
	Visual Learning Bridge Transparencies				9780328312177	
	Digital Student Edition CD-ROM				9780328322282	
	Digital Teacher's Edition CD-ROM				9780328322350	
	Visual Learning Animations CD-ROM				9780328273096	
ExamView Assessment Suite Test Generator CD-ROM		9780328343775				
Basic Digital Path 1-year License		9780328441495				
eTools Electronic Math Manipulative CD-ROM		K-6	9780328306084			
Classroom Manipulatives Kit		3-4	9780328365012			
Individual Student Manipulatives Kit		3-4	9780328348596			
Diagnosis and Intervention System Part 2 one per building		4-6	9780328316564			
	<b>Scott Foresman-Addison Wesley enVisionMATH Student Edition</b>	<b>R. I. Charles, et al</b>	<b>2009</b>	<b>5</b>	<b>9780328272846</b>	<b>Highly Recommended 94% NCTM = 100%</b>
Key Features:						
Teacher's Edition and Resource Package (includes indented items)					9780328281817	
Overview and Implementation Guide					9780328283392	
01) Numeration					9780328283194	
02) Adding & Subtracting Whole Numbers & Decimals					9780328283200	
03) Multiplying Whole Numbers					9780328283217	
04) Dividing with 1-Digit Divisors					9780328283224	
05) Dividing with 2- Digit Divisors					9780328283231	
06) Variables and Expressions					9780328283248	
07) Multiplying and Dividing Decimals					9780328283255	
08) Shapes					9780328283262	

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\*Correlation to Mathematics Content Standards

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\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Pearson Education, Inc., publishing as Scott Foresman</b>	<b>Scott Foresman-Addison Wesley enVisionMATH (Continued)</b>		<b>2009</b>	<b>5</b>			
	09) Fractions and Decimals				9780328283279		
	10) Adding & Subtracting Fractions & Mixed Numbers				9780328283286		
	11) Multiplying Fractions and Mixed Numbers				9780328283293		
	12) Perimeter and Area				9780328283309		
	13) Solids				9780328283316		
	14) Measurement Units, Time, and Temperature				9780328283323		
	15) Solving and Writing Equations and Inequalities				9780328283330		
	16) Ratio and Percent				9780328283347		
	17) Equations and Graphs				9780328283354		
	18) Graphs and Data				9780328283361		
	19) Transformations, Congruence, & Symmetry				9780328283378		
	20) Probability				9780328283385		
	Teacher Resource Masters Package				9780328304288		
	Interactive Homework Workbook				9780328341788		
	Math Library with Guided Problem Solving				9780328346523		
	Visual Learning Bridge Transparencies				9780328312184		
	Digital Student Edition CD-ROM				9780328322299		
	Digital Teacher's Edition CD-ROM				9780328322367		
	Visual Learning Animations CD-ROM				9780328273102		
ExamView Assessment Suite Test Generator CD-ROM				9780328343782			
Basic Digital Path 1-year License				9780328441501			
Diagnosis and Intervention System Part 2 one per building			4-6	9780328316564			
Classroom Manipulatives Kit			5-6	9780328365029			
Individual Student Manipulatives Kit			5-6	9780328348602			
eTools Electronic Math Manipulatives CD-ROM			K-6	9780328306084			
<b>Renaissance Learning, Inc.</b>	<b>Accelerated Math Renaissance Place Enterprise Package with Professional Development</b>		<b>Renaissance Learning, Inc.</b>	<b>2008</b>	<b>1-5 (1-12)</b>	<b>978-1-59455-297-7</b>	<p style="text-align: center;"><b>R Recommended w/ Reservations</b></p> <p style="text-align: center;"><b>K = 82%</b> <b>1 = 73%</b> <b>2 = 65%</b> <b>3 = 52%</b> <b>4 = 54%</b> <b>5 = 66%</b> <b>NCTM = 22%</b></p>
	Notes: Supplemental program as "Classroom Resource Only"						
	Key Features: Includes Accelerated Math software and unlimited access to all Standard Libraries, Extended Response Libraries and Idaho State Standards-Tagged Libraries; Renaissance Place Home Connect, which links school to home via the Internet; free hosting for up to one year; 9 hours of web-based professional development; unlimited access to the Renaissance Training Center; and free automatic software updates and upgrades.						
	Accelerated Math Renaissance Place Enterprise Annual Student Subscription					978-1-59455-242-7	
	Accelerated Math Renaissance Place Enterprise Annual Student Subscription Renewal					978-1-59455-243-4	
	Accelerated Math Desktop to Renaissance Place Enterprise Upgrade					978-1-59455-250-2	
	Schools that currently own a desktop edition of Accelerated Math pay a \$599 one-time fee for the Accelerated Math RP Enterprise Package instead of the \$2799 fee charged to schools new to the Accelerated Math program.						

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\*Correlation to Mathematics Content Standards

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Teaching Strategies, Inc.	<b>Mathematics: The Creative Curriculum® Approach</b>	<b>Juanita V. Copley, Candy Jones, Dighe</b>	<b>2007</b>	<b>Pre-K</b>	<b>978-1-879537-88-0</b>	<b>R 61% NCTM</b>
	Notes: Supplemental program as "Classroom Resource Only". Correlates 76% to kindergarten standards. Key Features:					
Wright Group / McGraw-Hill	<b>Everyday Mathematics Grade K Classroom Resource Package (main component) includes:</b>	<b>Andy Isaacs, Amy Dillard, James McBride, and Max Bell, The University of Chicago School Mathematics Project</b>	<b>2007</b>	<b>K</b>	<b>9780076045334</b>	<b>Recommended w/ Reservations 68% NCTM = 56%</b>
	Teacher's Guide to Activities			K	9780076045259	
	Teacher's Reference Manual (Early Childhood)			Pre-K-K	9780076045105	
	Resources for the Kindergarten Classroom			K	9780076045310	
	Math Masters			K	9780076045273	
	Assessment Handbook			K	9780076045280	
	Home Connection Handbook (Early Childhood)			Pre-K-K	9780076045167	
	Minute Math (Early Childhood)			Pre-K-K	9780076045112	
	Center Activity Cards			K	9780076045327	
	Thermometer (Fahrenheit) Poster			K-2	9780076089567	
	Thermometer (Celsius/Fahrenheit) Poster			K-2	9780076089574	
	Content-by-Strand Poster			K	9780076045297	
	Class Number Grid Poster				9780076089543	
	Student Materials Set				9780076045341	
	Everyday Mathematics Grade K Student Materials Set (main component) includes:				9780076045341	
	Mathematics at Home Book 1				9780076045198	
	Mathematics at Home Book 2				9780076045204	
	Mathematics at Home Book 3				9780076045211	
	Mathematics at Home Book 4				9780076045228	
	My First Math Book				9780076045242	
	Home Links (consumable)				9780076097371	
	Mathematics at Home Books 1, 2, 3 & 4				9780076045235	
	Basic Classroom Manipulative Kit		2000		9781570399480	
	Interactive Wallcharts		2003		9780075728078	
	Family Games Early Childhood		2003		9780075727644	
	Early Childhood EM Games Family CD		2005		9780076032792	
	EM Games Early Childhood User's Guide		2005		9780076033140	
Math Mats		2008		9780076097760		
Interactive Teacher's Guide to Activities CD		2008		9780076096619		
Games Kit Update Early Childhood		2008		9780076187973		

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\*Correlation to Mathematics Content Standards

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Wright Group / McGraw-Hill</b>	<b>Everyday Mathematics Grade 1 Classroom Resource Package (main component) includes:</b>	<b>Andy Isaacs, Amy Dillard, James McBride, and Max Bell, The University of Chicago School Mathematics Project</b>	<b>2007</b>	<b>1</b>	<b>9780076045525</b>	<b>Recommended w/ Reservations 84% NCTM = 56%</b>	
	Key Features:						
	Teacher's Lesson Guide, Volume 1						9780076035922
	Teacher's Lesson Guide, Volume 2						9780076035939
	Assessment Handbook						9780076045433
	Differentiation Handbook						9780076045488
	Math Masters						9780076045426
	Content-by-Strand Poster						9780076045440
	Student Materials Set						9780076045532
	Everyday Mathematics Grade 1 Student Materials Set (main component) includes:						9780076045532
	Student Math Journal 1						9780076045358
	Student Math Journal 2						9780076045365
	Multilingual Handbook						9780076045495
	Journal Answer Teacher Book, Volume 1						9780076097517
	Journal Answer Teacher Book, Volume 2						9780076110421
	Transparencies						9780076097579
	Interactive Wallcharts						9780075728085
	Interactive Teacher's Lesson Guide CD						9780076096626
	Teacher's Assessment Assistant CD						9780076045518
	Student Materials Reorder Set (Journals 1 & 2 only)						9780076089888
	Home Links (consumable)						9780076097388
	Teacher's Reference Manual				1-3		9780076045945
	My Reference Book				1-2		9780076045372
	Class Number Grid Poster				1-5		9780076089550
	Thermometer (Fahrenheit) Poster				K-2		9780076089567
	Thermometer (Celsius/Fahrenheit) Poster				K-2		9780076089574
	Home Connection Handbook				1-3		9780076045471
	Minute Math+				1-3		9780076045464
Pattern Block Template				1-3	9780076045389		
Basic Classroom Manipulative Kit			2000	1	9781570399510		

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\*Correlation to Mathematics Content Standards

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Wright Group / McGraw-Hill</b>	<b>Everyday Mathematics Grade 2 Classroom Resource Package (main component) includes:</b>	<b>Andy Isaacs, Amy Dillard, James McBride, and Max Bell, The University of Chicago School Mathematics Project</b>	<b>2007</b>	<b>2</b>	<b>9780076045655</b>	<b>Recommended w/ Reservations 70% NCTM = 56%</b>	
	Key Features:						
	Teacher's Lesson Guide, Volume 1						9780076035946
	Teacher's Lesson Guide, Volume 2						9780076035953
	Assessment Handbook						9780076045594
	Differentiation Handbook						9780076045617
	Math Masters						9780076045587
	Content-by-Strand Poster						9780076045600
	Student Materials Set						9780076045662
	Everyday Mathematics Grade 2 Student Materials Set (main component) includes:						9780076045662
	Student Math Journal 1						9780076045549
	Student Math Journal 2						9780076045556
	Multilingual Handbook						9780076045624
	Journal Answer Teacher Book, Volume 1						9780076097524
	Journal Answer Teacher Book, Volume 2						9780076110438
	Transparencies						9780076097586
	Interactive Wallcharts						9780075728092
	Interactive Teacher's Lesson Guide CD						9780076096633
	Teacher's Assessment Assistant CD						9780076045648
	Student Materials Reorder Set (Journals 1 & 2 only)						9780076089895
	Home Links (consumable)						9780076097395
	Basic Classroom Manipulative Kit						9781570399541
	Home Connection Handbook				1-3		9780076045471
	Minute Math+				1-3		9780076045464
	Teacher's Reference Manual				1-3		9780076045945
	Class Number Grid Poster				1-5		9780076089550
	Thermometer (Fahrenheit) Poster				K-2		9780076089567
	Thermometer (Celsius/Fahrenheit) Poster				K-2		9780076089574
My Reference Book				1-2	9780076045372		
Pattern Block Template				1-3	9780076045389		

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Wright Group / McGraw-Hill	<b>Everyday Mathematics Grade 3 Classroom Resource Package (main component) includes:</b>	Isaacs, Dillard, McBride, and Bell, The University of Chicago School Mathematics Project	2007	3	9780076045808	Recommended w/ Reservations 80% NCTM = 56%
	Teacher's Lesson Guide, Volume 1			9780076035960		
	Teacher's Lesson Guide, Volume 2			9780076035977		
	Assessment Handbook			9780076045730		
	Differentiation Handbook			9780076045761		
	Math Masters			9780076045723		
	Sunrise/Sunset Poster			9780076089581		
	Content-by-Strand Poster			9780076045747		
	Student Materials Set			9780076045815		
	Everyday Mathematics Grade 3 Student Materials Set (main component) includes:			9780076045815		
	Student Math Journal 1			9780076045679		
	Student Math Journal 2			9780076045686		
	Student Reference Book			9780076045693		
	Multilingual Handbook			9780076045778		
	Journal Answer Teacher Book, Volume 1			9780076097531		
	Journal Answer Teacher Book, Volume 2			9780076110445		
	Transparencies			9780076097593		
	Student Materials Reorder Set (Journals 1 & 2 only)			9780076089901		
	Home Links (consumable)			9780076097401		
	Interactive Wallcharts		2003	9780075728108		
	Interactive Teacher's Lesson Guide CD		2008	9780076096640		
	Teacher's Assessment Assistant CD		2008	9780076045792		
	Basic Classroom Manipulative Kit		2000	9781570399572		
	Teacher's Reference Manual		2007	1-3 9780076045945		
	Class Number Grid Poster		2007	1-5 9780076089550		
	Home Connection Handbook		2007	1-3 9780076045471		
	Minute Math+		2007	1-3 9780076045464		
	Pattern Block Template		2007	1-3 9780076045389		
	Time Deck Activities Teacher's Edition		2004	K-3 9780076002610		
	Time Deck Activities Set		2004	K-3 9780076002658		
	Money Deck Activities Teacher's Edition		2004	K-3 9780076002627		
	Money Deck Activities Set		2004	K-3 9780076002665		
Everything Math Deck Classroom Activity Guide	1999	K-3 9781877817731				
TI-108 Calculator (pkg. of 10)	1999	K-3 0491810				
Grades 1-3 EM Games Family CD	2005	1-3 9780076032808				
EM Games Grades 1-3 User's Guide	2005	1-3 9780076033157				
Games Kits Update Grades 1-3	2008	1-3 9780076187980				
Family Games Kit Grades 1-3	2003	1-3 9780075727651				

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\*Correlation to Mathematics Content Standards

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Wright Group / McGraw-Hill</b>	<b>Everyday Mathematics Grade 4 Classroom Resource Package (main component) includes:</b>	<b>Andy Isaacs, Amy Dillard, James McBride, and Max Bell, The University of Chicago School Mathematics Project</b>	<b>2007</b>	<b>4</b>	<b>9780076046010</b>	<b>Recommended w/ Reservations 82% NCTM = 56%</b>	
	Key Features:						
	Teacher's Lesson Guide, Volume 1						9780076035984
	Teacher's Lesson Guide, Volume 2						9780076035991
	Assessment Handbook						9780076045907
	Differentiation Handbook						9780076045976
	Home Connection Handbook				4-6		9780076045969
	Five Minute Math				4-6		9780076045938
	Math Masters				4		9780076045891
	Class Number Grid Poster				1-5		9780076089550
	Geometry 2-D Poster				4		9780076089604
	Geometry 3-D Poster				4		9780076089611
	Facts Table Poster				4-6		9780076089628
	Content-by-Strand Poster				4		9780076045914
	Student Materials Set				4		9780076046027
	Everyday Mathematics Grade 4 Student Materials Set (main component) includes:				4		9780076046027
	Student Math Journal 1				4		9780076045822
	Student Math Journal 2				4		9780076045839
	Student Reference Book				4		9780076045846
	Geometry Template				4-6		9780076045853
	Multilingual Handbook				4		9780076045983
	Journal Answer Teacher Book, Volume 1				4		9780076097548
	Journal Answer Teacher Book, Volume 2				4		9780076110452
	Transparencies				4		9780076097609
	Interactive Wallcharts			2003	4		9780075728115
	Interactive Teacher's Lesson Guide CD			2008	4		9780076096657
	Teacher's Assessment Assistant CD			2008	4		9780076046003
Student Materials Reorder Set (Journals 1 & 2 only)			2007	4	9780076089918		
Study Links (consumable)			2007	4	9780076097418		
Basic Classroom Manipulative Kit			2000	4	9781582101293		
Teacher Reference Manual				4-6	9780076045952		

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\*Correlation to Mathematics Content Standards

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**Mathematics  
Grades K -5**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
<b>Wright Group / McGraw-Hill</b>	<b>Everyday Mathematics Grade 5 Classroom Resource Package (main component) includes:</b>	<b>Andy Isaacs, Amy Dillard, James McBride, and Max Bell, The University of Chicago School Mathematics Project</b>	<b>2007</b>	<b>5</b>	<b>9780076052714</b>	<b>Recommended w/ Reservations 92% NCTM = 56%</b>	
	Key Features:						
	Teacher's Lesson Guide, Volume 1			5	9780076036004		
	Teacher's Lesson Guide, Volume 2			5	9780076036073		
	Teacher's Reference Manual			4-6	9780076045952		
	Assessment Handbook			5	9780076052646		
	Differentiation Handbook			5	9780076052677		
	Home Connection Handbook			4-6	9780076045969		
	Five Minute Math			4-6	9780076045938		
	Math Masters			5	9780076052639		
	Class Number Grid Poster			1-5	9780076089550		
	Probability Meter Poster			5-6	9780076089635		
	Facts Table Poster			4-6	9780076089628		
	Content-by-Strand Poster			5	9780076052653		
	Student Materials Set			5	9780076052721		
	Everyday Mathematics Grade 5 Student Materials Set (main component) includes:			5	9780076052721		
	Student Math Journal 1			5	9780076046034		
	Student Math Journal 2			5	9780076046041		
	Student Reference Book			5	9780076052608		
	Geometry Template			4-6	9780076045853		
	Multilingual Handbook			5	9780076052684		
	Journal Answer Teacher Book, Volume 1		2008	5	9780076097555		
	Journal Answer Teacher Book, Volume 2		2008	5	9780076110469		
	Transparencies		2007	5	9780076097616		
	Interactive Wallcharts		2003	5	9780075728122		
	Interactive Teacher's Lesson Guide CD		2008	5	9780076096664		
	Teacher's Assessment Assistant CD		2008	5	9780076052707		
	Student Materials Reorder Set (Journals 1 & 2 only)		2007	5	9780076089925		
	Study Links (consumable)		2007	5	9780076097425		
	Basic Classroom Manipulative Kit		2000	5	9781582101316		
Class Number Grid Chart (pkg. of 3)		1999	K-5	0495103			

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>America's Choice</b>	<b>Ramp-Up to Pre-Algebra</b>	<b>America's Choice, Inc.</b>	<b>2005</b>	<b>6 - 8</b>	<b>1598961101</b>	<b>Intervention Grade 6 = 66% Grade 7 = 60% Grade 8 = 51% NCTM = 91%</b>	
	Note: Does not meet algebra standards. Key Features: Is a yearlong curriculum designed to accelerate, rather than remediate, learning for 6th- or 7th-graders who are approximately two or more years behind their grade level in mathematics. Avoids the rehearsal of specific procedures within narrow sets of problems. Instead, application of the concepts shifts as problems increase in complexity or require a new approach. Additionally, provides opportunities for students to create projects and choose reflective assignments (Assessing Your Work) to further incorporate important concepts.						
	<b>Concept Book - Ramp-Up to Pre-Algebra Student Set Units 1-8</b>	<b>America's Choice, Inc.</b>	<b>2005</b>	<b>6 - 7</b>			
	Titles of Units 1-8:						
	Foundations of Algebra (student)						
	Numbers and the Number Line (student)						
	Decimals and Percents (student)						
	Geometric Measure (student)						
	Multiples and Factors (student)						
	Operations with Fractions (student)						
	Data and Negatives (student)						
	Ratios and Graphs (student)						
	Teacher Materials Sets:						
	RUPA Teacher Resource Getting Started						
	RUPA Teacher Resource Assessments & Handouts A with CD						
	RUPA Teacher Resource Assessments & Handouts B with CD						
	RUPA Foundations of Algebra Teacher Set						
	RUPA Numbers and the Number Line Teacher Set						
	RUPA Decimals and Percents Teacher Set						
	RUPA Geometric Measure Teacher Set						
	RUPA Multiples and Factors Teacher Set						
	RUPA Operations with Fractions Teacher Set						
	RUPA Data and Negatives Teacher Set						
	RUPA Ratios and Graphs Teacher Set						
	Optional Homework Sets:						
	RUPA Homework Student A (English) (10 Pack)						
	RUPA Homework Student B (English) (10 Pack)						
RUPA Homework Student A (Spanish) (10 Pack)							
RUPA Homework Student B (Spanish) (10 Pack)							
Optional bundling configurations:							
Concept Book							
RUPA Student Set Units 1-8							
RUPA Teacher Set Includes all Teacher titles and 1 Concept Book							
RUPA Classroom Set - Includes 20 Student Sets, 20 Concept Books, and 1 Teacher Set							

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>America's Choice</b>	<b>Ramp-Up to Algebra</b>	America's Choice, Inc.	2005	8		<b>Intervention 75% NCTM = 92%</b>	
	Note: Does not meet algebra standards. Key Features: Ramp-Up to Algebra is a yearlong curriculum designed to accelerate, rather than remediate, learning for 8th- or 9th-graders who are approximately two or more years behind their grade level in mathematics.						
	<b>Concept Book - Ramp-Up to Algebra; Student Sets Units 1-8</b>	America's Choice, Inc.	2005		159896111X		
	Titles of Units 1-8:						
	<b>Foundations of Algebra (student)</b>						
	<b>The Number System (student)</b>						
	<b>Geometry and Measure (student)</b>						
	<b>Factors and Fractions (student)</b>						
	<b>Data and Negatives (student)</b>						
	<b>Ratio and Proportionality (student)</b>						
	<b>Showing Relationships with Graphs (student)</b>						
	<b>Using Equations to Solve Problems (student)</b>						
	Teacher Materials Sets:						
	RUA Teacher Resource Getting Started						1932976795
	RUA Teacher Resource Assessments & Handouts A with CD						1932976884
	RUA Teacher Resource Assessments & Handouts B with CD						1932976892
	RUA Foundations of Algebra Teacher Set						1598964534
	RUA The Number System Teacher Set						1598964542
	RUA Geometry and Measure Teacher Set						1598964550
	RUA Factors and Fractions Teacher Set						1598964569
	RUA Data and Negatives Teacher Set						1598964577
	RUA Ratio and Proportionality Teacher Set						1598964585
	RUA Showing Relationships with Graphs Teacher Set						1598964593
	RUA Using Equations to Solve Problems Teacher Set						1598964607
	Optional Homework Sets:						
	RUA Homework Student A (English) (10 Pack)						1932976779
	RUA Homework Student B (English) (10 Pack)						1932976787
	<b>RUA Homework Student A (Spanish) (10 Pack)</b>						1932976906
	<b>RUA Homework Student B (Spanish) (10 Pack)</b>						1932976914
	Optional bundling configurations:						
	Concept Book						1932976442
	RUA Student Set Units 1-8						1598961063
RUA Teacher Set; Includes all Teacher titles and 1 Concept Book					<b>9781598965605</b>		
RUA Classroom Set ; Includes 20 Student Sets, 20 Concept Books, and 1 Teacher Set					<b>9781598965599</b>		

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Ansmar Publishing Inc.</b>	<b>Excel Math Individual Student Set</b>	<b>Janice Raymond</b>	<b>2007</b>	<b>6</b>	<b>005137900E6SS</b>	<b>R Recommended w/ strong Reservations 59% NCTM = 14%</b>	
	<p>Note: Recommended as a "Resource Only". Committee feels this is a supplemental intervention program. Lacks problem solving.</p> <p>Key Features: Is a mathematics curriculum for Kindergarten through Sixth Grade students. It comes as consumable sheets in classroom sets of 10, 15, 22, 30 and 35, or individual sets (sample for review) to be used for students working above or below grade level in a classroom. On each consumable Lesson Sheet we include a Lesson (direct instruction), Guided Practice (individualized instruction), and Homework (independent study). Some lessons also have Basic Fact Practice to sharpen basic arithmetic skills. Spiraling: Students practice using concepts for weeks after the concepts are introduced, which helps retention and leads to mastery by the time they are tested on that concept.</p>						
	<b>Excel Math Teacher Edition</b>	<b>Janice Raymond</b>	<b>2007</b>	<b>6</b>	<b>005137900E6TE</b>		
<b>Carnegie Learning, Inc.</b>	<b>Bridge To Algebra Cognitive Tutor-Student Edition Workbook</b>	<b>Carnegie Learning, Inc.</b>	<b>2008</b>	<b>6-8</b>	<b>978-1932409-56-7</b>	<b>Grade 6 = 72% Grade 7 = 79% Grade 8 = 81% NCTM = 81%</b>	
	<p>Note: Comprehensive Intervention program.</p> <p>Key Features: Combines software, text and classroom instruction covering the five middle school content strands identified in the NCTM standards (number, geometry, measurement, probability and statistics, algebra) and emphasizes problem solving and mathematical literacy. Bridge to Algebra is also supported by a comprehensive Professional Development Plan.</p>						
	Bridge To Algebra Cognitive Tutor-Student Software						z-978-1-934800-09-6
	Bridge To Algebra Cognitive Tutor- Teacher Text Set					978-1934800-08-9	
<b>Glencoe / McGraw-Hill.</b>	<b>Math Connects: Concepts, Skills. And Problem Solving, Course 1</b>	<b>Bailey, et al</b>	<b>2009</b>	<b>6</b>	<b>9780078740428</b>	<b>Highly Recommended 100% NCTM = 100%</b>	
	Key Features:						
	StudentWorks® Plus CD-ROM						9780078902215
	Teacher Wraparound Edition Vol.1 (Free 1:35 Student Editions Purchased)						9780078740442
	Teacher Wraparound Edition Vol.2 (Free 1:35 Student Editions Purchased)						9780078882913
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078795800
	TeacherWorks® Plus CD-ROM (Free 1:50 Student Editions Purchased)						9780078902222
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)					9780078805530	
		<b>Math Connects: Concepts, Skills. And Problem Solving, Course 2</b>	<b>Bailey, et al</b>	<b>2009</b>	<b>7</b>	<b>9780078740466</b>	<b>86% NCTM = 89%</b>
	Key Features:						
StudentWorks® Plus CD-ROM					9780078902239		
Teacher Wraparound Edition Vol.1 (Free 1:35 Student Editions Purchased)					9780078740480		
Teacher Wraparound Edition Vol.2 (Free 1:35 Student Editions Purchased)					9780078882920		
Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078795817		
TeacherWorks® Plus CD-ROM (Free 1:50 Student Editions Purchased)					9780078902246		
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)					9780078805578	

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Glencoe / McGraw-Hill.	<b>Math Connects: Concepts, Skills, And Problem Solving, Course 3</b>	<b>Bailey, et al</b>	<b>2009</b>	<b>8</b>	<b>9780078740503</b>	<b>94% NCTM = 78%</b>	
	Key Features:						
	StudentWorks® Plus CD-ROM						9780078902253
	Teacher Wraparound Edition Vol.1 (Free 1:35 Student Editions Purchased)						9780078740527
	Teacher Wraparound Edition Vol.2 (Free 1:35 Student Editions Purchased)						9780078882937
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078795824
	TeacherWorks® Plus CD-ROM (Free 1:50 Student Editions Purchased)						9780078902260
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)					9780078805615	
	<b>Core-Plus Mathematics: Contemporary Mathematics In Context, Course 1</b>	<b>Coxford, et al</b>	<b>2008</b>	<b>8 (8-12)</b>	<b>9780078615214</b>	<b>See Notes Recommend w/ Reservations NCTM = 90% Correlation to HS standards</b>	
	Notes: Correlations are to high school algebra, geometry and algebra I course standards. Includes course I and II in correlation score. Algebra I = 50%, Geometry = 61%, Algebra II = 50%.						
	Key Features: Core-Plus Mathematics, is a standards-based, four-year integrated series covering the same mathematics concepts students learn in the Algebra 1-Geometry-Algebra 2-Precalculus sequence. Concepts from algebra, geometry, probability, and statistics are integrated, and the mathematics is developed using context-centered investigations.						
	StudentWorks™ CD-ROM						9780078779060
	Teacher Guide A (Free 1:50 Student Editions Purchased)						9780078772474
Teacher Guide B (Free 1:50 Student Editions Purchased)					9780078772481		
Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078777530		
TeacherWorks™ CD-ROM (Free 1:50 Student Editions Purchased)					9780078779077		
ExamView® Pro CD-ROM (Free 1:50 Student Edition Purchased)					9780078779084		
<b>Core-Plus Mathematics: Contemporary Mathematics In Context, Course 2</b>	<b>Coxford, et al</b>	<b>2008</b>	<b>8 (8-12)</b>	<b>9780078772580</b>	<b>See correlations above</b>		
Notes: Correlations are to high school algebra, geometry and algebra I course standards. Includes course I and II in correlation score. Algebra I = 50%, Geometry = 61%, Algebra II = 50%.							
Key Features: Core-Plus Mathematics, is a standards-based, four-year integrated series covering the same mathematics concepts students learn in the Algebra 1-Geometry-Algebra 2-Precalculus sequence. Concepts from algebra, geometry, probability, and statistics are integrated, and the mathematics is developed using context-centered investigations.							
StudentWorks™ DVD						9780078881343	
Teacher Guide A (Free 1:50 Student Editions Purchased)						9780078772597	
Teacher Guide B (Free 1:50 Student Editions Purchased)						9780078772603	
Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078805790	
TeacherWorks™ (Free 1:50 Student Editions Purchased)						9780078881350	
ExamView® Pro CD-ROM (Free 1:50 Student Edition Purchased)						9780078881367	

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Glencoe / McGraw-Hill.	<b>MathMatters 1: An Integrated Program</b>	<b>Lynch, et al</b>	<b>2009</b>	<b>8 (8-12)</b>	<b>9780078805691</b>	<b>Recommend w/ Reservations 70% NCTM = 75% Correlation to HS standards</b>	
	Notes: 1, 2, 3 must be purchased as a complete set. Correlations are to high school algebra, geometry and algebra I course standards. Correlations include entire series. Algebra I = 92%, Geometry = 93%, Algebra II = 52%. Key Features: Core-Plus Mathematics, is a standards-based, four-year integrated series covering the same mathematics concepts students learn in the Algebra 1-Geometry-Algebra 2-Precalculus sequence. Concepts from algebra, geometry, probability, and statistics are integrated, and the mathematics is developed using context-centered investigations.						
	StudentWorks™ Plus DVD						9780078881404
	Annotated Teacher Edition (Free 1:35 Student Editions Purchased)						9780078805707
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078694462
	TeacherWorks™ Plus DVD (Free 1:50 Student Editions Purchased)						9780078881411
	ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)					9780078700002	
	<b>MathMatters 2: An Integrated Program</b>	<b>Lynch, et al</b>	<b>2009</b>	<b>8 (8-12)</b>	<b>9780078805714</b>	<b>Recommend w/ Reservations 51% NCTM = 75% Correlation to HS standards</b>	
	Notes: 1, 2, 3 must be purchased as a complete set. Correlations are to high school algebra, geometry and algebra I course standards. Correlations include entire series. Algebra I = 92%, Geometry = 93%, Algebra II = 52%. Key Features:						
	StudentWorks™ Plus DVD						9780078881428
	Annotated Teacher Edition (Free 1:35 Student Editions Purchased)						9780078805721
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078694486
	TeacherWorks™ Plus DVD (Free 1:50 Student Editions Purchased)						9780078881435
	ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)					9780078701214	
	<b>MathMatters 3: An Integrated Program</b>	<b>Lynch, et al</b>	<b>2009</b>	<b>8 (8-12)</b>	<b>9780078805738</b>	<b>Recommend w/ Reservations 51% NCTM = 75% Correlation to HS standards</b>	
	Notes: 1, 2, 3 must be purchased as a complete set. Correlations are to high school algebra, geometry and algebra I course standards. Correlations include entire series. Algebra I = 92%, Geometry = 93%, Algebra II = 52%. Key Features:						
	StudentWorks™ Plus DVD						9780078881442
	Annotated Teacher Edition (Free 1:35 Student Editions Purchased)						9780078805745
Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078694387		
TeacherWorks™ Plus DVD (Free 1:50 Student Editions Purchased)					9780078881459		
ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)					9780078700002		

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Great Source, a division of Houghton Mifflin	<b>Every Day Counts Algebra Readiness Kit</b>	<b>Clark</b>	<b>2005</b>	<b>6 - 8</b>	<b>9780669519136</b>	<b>R Highly Recommended Grade 6 = 73% Grade 7 = 79% Grade 8 = 78% NCTM = 80%</b>
	Notes: Recommended as "Resource Only". Highly recommended supplemental resource classification. Key Features: provides comprehensive content and academic vocabulary for grades 6-8 in one complete ready reference source. The handbook is designed to help students learn, reinforce, and review key math topics for math class and for today's high-stakes assessments. The student-friendly format, step-by-step guidelines, easy-to-follow charts and tables, and clear explanations and examples, comprehensive glossary and practice of essential math skills support student understanding of important mathematical content. Complements the basal math program and is a useful resource after school, during summer school, and a handy homework helper					
	<b>Summer Success: Math Kit Grade 6</b>	<b>Kanter, Clark, Ardell, Hardin</b>	<b>2008</b>	<b>6</b>	<b>9780669534696</b>	<b>R 38% NCTM = 6%</b>
	Notes: This is a supplemental program to be used as a "Resource Only". Key Features:					
	<b>Summer Success: Math Kit Grade 7</b>	<b>Kanter, Clark, Ardell, Hardin</b>	<b>2008</b>	<b>7</b>	<b>9780669534719</b>	<b>R 65% NCTM = 6%</b>
	Notes: This is a supplemental program to be used as a "Resource Only". Key Features:					
	<b>Summer Success: Math Kit Grade 8</b>	<b>Kanter, Clark, Ardell, Hardin</b>	<b>2008</b>	<b>8</b>	<b>9780669534726</b>	<b>R 43% NCTM = 6%</b>
	Notes: This is a supplemental program to be used as a "Resource Only". Key Features:					
	<b>Math at Hand Student Handbook Hardcover</b>	<b>Great Source</b>	<b>2004</b>	<b>6 (5-6)</b>	<b>9780669508161</b>	<b>R Grade 6 = 51% NCTM = 0%</b>
	Notes: Recommended as a "Classroom Resource Only". Key Features:					
	Math at Hand Student Handbook Softcover				9780669508178	

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Great Source, a division of Houghton Mifflin	<b>Math on Call Student Handbook Hardcover</b>	<b>Great Source</b>	<b>2004</b>	<b>6-8</b>	<b>9780669508185</b>	<b>R</b> <b>Grade 6 = 60%</b> <b>Grade 7 = 56%</b> <b>Grade 8 = 63%</b> <b>NCTM = 78%</b>	
	Notes: Recommended as a "Classroom Resource Only". Key Features: Math on Call Student Handbook Softcover						9780669508192
	<b>Algebra to Go Student Handbook Hardcover</b>	<b>Great Source</b>	<b>2000</b>	<b>8</b>	<b>9780669471526</b>	<b>R</b> <b>Grade 8 = 58%</b> <b>Algebra = 38%</b> <b>NCTM = 31%</b>	
	Notes: Recommended as a "Classroom Resource Only". Good supplemental for lower level students. Key Features: Algebra to Go Student Handbook Softcover						9780669471519
	<b>Geometry to Go Student Handbook Hardcover</b>	<b>Great Source</b>	<b>2000</b>	<b>8</b> (8-12)	<b>9780669481303</b>	<b>R</b> <b>Geometry = 86%</b> <b>NCTM = 17%</b>	
	Notes: Recommended as a "Classroom Resource Only". Key Features: Geometry to Go Student Handbook Softcover						9780669481297
	HMH Supplemental Publishers Inc.	<b>Saxon Math Course 1 – Student Edition</b>	<b>Stephen Hake</b>	<b>2007</b>	<b>6</b>	<b>9781591417835</b>	<b>Recommend w/ Reservations</b> <b>68%</b> <b>NCTM = 50%</b>
Key Features:							
Saxon Math Course 1 – Student Edition with eBook					9781600321405		
Saxon Math Course 1 – Student Edition eBook					9781591417897		
Saxon Math Course 1 – Teacher’s Manual					9781600320699		
Saxon Math Course 1 – Teacher Technology Package					9781600320705		
Saxon Math Course 1 – Course Assessments					9781591418115		
Saxon Math Course 1 – Instructional Masters					9781591418191		
Saxon Math Course 1 – Solutions Manual					9781591418177		
Saxon Math Course 1 – Reteaching Masters					9781591418153		
Saxon Math Course 1 – Instructional Transparencies					9781591418047		
Saxon Math Course 1 – Instructional Presentations CD					2008 9781602773530		
Saxon Math Course 1 – Test and Practice Generator CD – ExamView					2008 9781602774605		
Saxon Math Course 1 – Power Up Workbook					9781591418238		
Saxon Math Course 1 – Adaptations Classroom Package					9781591417972		
Saxon Math Course 1 – Written Practice Workbook					9781600320330		
Saxon Math Course 1 – Adaptations Student Workbook					9781591418214		
Saxon Math Course 1 – Adaptations Teacher Binder Set					9781591418306		
Saxon Math Course 1 – Course 1-3 Adaptations Manipulatives Kit					6-8 9781600321696		
Saxon Math Course 1 – Course 1-3 Manipulative Kit					6-8 9781591418290		
Saxon Math Course 1 – Course 1-3 Instructional Posters					6-8 9781591418184		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades 6-8**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>		
<b>HMH Supplemental Publishers Inc.</b>	<b>Saxon Math Course 2 – Student Edition</b>	<b>Stephen Hake</b>	<b>2007</b>	<b>7</b>	<b>9781591418351</b>	<b>92% NCTM = 81%</b>		
	Key Features:							
	Saxon Math Course 2 – Student Edition with eBook						9781600321412	
	Saxon Math Course 2 – Student Edition eBook						9781591418412	
	Saxon Math Course 2 – Teacher’s Manual						9781600320736	
	Saxon Math Course 2 – Teacher Technology Package						9781600320743	
	Saxon Math Course 2 – Course Assessments						9781591418627	
	Saxon Math Course 2 – Instructional Masters						9781591418696	
	Saxon Math Course 2 – Solutions Manual						9781591418689	
	Saxon Math Course 2 – Reteaching Masters						9781591418665	
	Saxon Math Course 2 – Instructional Transparencies						9781591418566	
	Saxon Math Course 2 – Instructional Presentations CD						9781602773547	
	Saxon Math Course 2 – Test and Practice Generator CD – ExamView						9781602774612	
	Saxon Math Course 2 – Power Up Workbook						9781591418733	
	Saxon Math Course 2 – Adaptations Classroom Package						9781591418498	
	Saxon Math Course 2 – Adaptations Student Workbook						9781591418719	
	Saxon Math Course 2 – Written Practice Workbook						9781600320484	
	Saxon Math Course 2 – Adaptations Teacher Binder Set						9781591418795	
	Saxon Math Course 2 – Course 1-3 Adaptations Manipulatives Kit						6-8 9781600321696	
	Saxon Math Course 2 – Course 1-3 Manipulative Kit						6-8 9781591418290	
	Saxon Math Course 2 – Course 1-3 Instructional Posters						6-8 9781591418184	
		<b>Saxon Math Course 3 – Student Edition</b>	<b>Stephen Hake</b>	<b>2007</b>	<b>8</b>		<b>9781591418849</b>	<b>99% NCTM = 83%</b>
	Key Features:							
	Saxon Math Course 3 – Student Edition with eBook						9781600321429	
	Saxon Math Course 3 – Student Edition eBook						9781591418900	
Saxon Math Course 3 – Teacher’s Manual					9781600320774			
Saxon Math Course 3 – Teacher Technology Package					9781600320781			
Saxon Math Course 3 – Course Assessments					9781591419105			
Saxon Math Course 3 – Algebra Appendix Assessments and Solutions					9781600320613			
Saxon Math Course 3 – Graphing Calculator Activities					9781591419792			
Saxon Math Course 3 – Instructional Masters					9781591419174			
Saxon Math Course 3 – Solutions Manual					9781591419167			
Saxon Math Course 3 – Reteaching Masters					9781591419143			
Saxon Math Course 3 – Instructional Transparencies					9781591419051			
Saxon Math Course 3 – Instructional Presentations CD					9781602773554			
Saxon Math Course 3 – Test and Practice Generator CD – ExamView					9781602774629			
Saxon Math Course 3 – Power Up Workbook					9781591419235			
Saxon Math Course 3 – Written Practice Workbook					9781600320675			

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>HMH Supplemental Publishers Inc.</b>	<b>Saxon Math Course 3 – (Continued)</b>		<b>2007</b>	<b>8</b>			
	Saxon Math Course 3 – Adaptations Classroom Package				9781591418986		
	Saxon Math Course 3 – Adaptations Student Workbook		2008			9781591419211	
	Saxon Math Course 3 – Adaptations Teacher Binder Set		2008			9781602773172	
	Saxon Math Course 3 – Course 1-3 Adaptations Manipulatives Kit				6-8	9781600321696	
	Saxon Math Course 3 – Course 1-3 Manipulative Kit				6-8	9781591418290	
	Saxon Math Course 3 – Course 1-3 Instructional Posters				6-8	9781591418184	
	<b>Saxon Math Algebra 1, 4<sup>th</sup> Edition – Student Edition</b>		<b>HMH Supplemental Publishers Inc.</b>	<b>2009</b>	<b>8 (8-12)</b>	<b>9781602773011</b>	<b>Recommend w/ Reservations 88% NCTM = 56%</b>
	Notes: Recommended with Reservations. Correlations are to High school algebra standards. May be used for an 8th grade Algebra course. Key Features:						
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Student Edition eBook					9781602774919	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Student Edition & Student Edition eBook					9781602776265	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Teacher’s Edition					9781602773028	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Teacher Technology Package (includes Teacher Edition eBook, Test & Practice Generator CD, Resources & Planner CD, Instructional Presentations CD, and Texas Instruments Activities CD)					9781602776159	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Instructional Masters					9781602774964	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Reteaching Masters					9781602774995	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Course Assessments					9781602774841	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Challenge and Enrichment Masters					9781602774926	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Technology Lab Masters					9781602775022	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Prerequisite Skills Intervention					9781602775077	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Solutions Manual					9781602775008	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Multilingual Glossary					9781602775923	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – English Learners Handbook					9781602775060	
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Standardized Test Practice					9781602775015	
Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Warm up and Teaching Transparencies					9781602775039		
Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Student Edition Practice Workbook					9781602775046		
Saxon Math Algebra 1, 4 <sup>th</sup> Edition – College Entrance Exam Practice					9781602774957		
Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Test and Practice Generator CD – ExamView					9781602774896		
Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Instructional Presentations CD					9781602774889		
Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Overhead Manipulative Kit					9781602776142		

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>HMH Supplemental Publishers Inc.</b>	<b>Saxon Math Geometry, 1<sup>st</sup> Edition – Student Edition</b>	<b>HMH Supplemental Publishers Inc.</b>	<b>2009</b>	<b>8 (8-12)</b>	<b>9781602773059</b>	<b>Recommend w/ Reservations 93% NCTM = 19%</b>	
	Notes: Recommended with Reservations. Correlations are to High school geometry standards. May be used for an 8th grade Geometry course. Key Features:						
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Student Edition eBook						9781602775541
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Student Edition & Student Edition eBook						9781602776289
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Teacher’s Edition						9781602773066
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Teacher Technology Package (includes Teacher Edition eBook, Test & Practice Generator CD, Resources & Planner CD, Instructional Presentations CD, and Texas Instruments Activities CD)						9781602776173
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Instructional Masters						9781602774964
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Reteaching Masters						9781602775602
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Course Assessments						9781602775473
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Challenge and Enrichment Masters						9781602775558
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Technology Lab Masters						9781602775633
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Prerequisite Skills Intervention						9781602775077
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Solutions Manual						9781602775619
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Multilingual Glossary						9781602775923
	Saxon Math Geometry, 1 <sup>st</sup> Edition – English Learners Handbook						9781602775060
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Standardized Test Practice						9781602775626
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Warm up and Teaching Transparencies						9781602775640
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Student Edition Practice Workbook						9781602775657
	Saxon Math Geometry, 1 <sup>st</sup> Edition – College Entrance Exam Practice						9781602774957
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Test and Practice Generator CD – ExamView						9781602775527
Saxon Math Geometry, 1 <sup>st</sup> Edition – Instructional Presentations CD					9781602775510		
Saxon Math Geometry, 1 <sup>st</sup> Edition – Overhead Manipulative Kit					9781602776142		
<b>Holt McDougal</b>	<b>Holt Mathematics, Course 1, Student Edition</b>	<b>Bennett, et. al.</b>	<b>2007</b>	<b>6</b>	<b>9780030385070</b>	<b>Highly Recommended 94% NCTM = 92%</b>	
	Key Features:						
	Holt Mathematics, Course 1, Student One Stop [CD-ROM]						9780030781391
	Holt Mathematics, Course 1, Student One Stop [CD-ROM], Set of 25 (With minimum purchase of 25 print student editions)						9780030796166
	Holt Mathematics, Course 1, Premier Online Edition (Contract length subscription)						9780030782633
Holt Matemáticas Curso 1/ Holt Mathematics Course 1 Spanish Student Edition					9780030782725		

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
<b>Holt McDougal</b>	<b>Holt Mathematics, Course 1 (Continued)</b>		<b>2007</b>	<b>6</b>		
	Holt Mathematics Course 1,-Student Edition and Student One Stop [CD-ROM]					9780554009322
	Holt Mathematics Course 1 Premier Online Edition and Student One Stop [CD-ROM] (Contract length subscription)					9780554008936
	Holt Mathematics, Course 1, Teacher's Edition					9780030385438
	Holt Mathematics, Course 1, One-Stop Planner® with Test and Practice Generator and State-Specific Resources [CD-ROM]					9780030782619
	Holt Mathematics, Course 1, Alternate Openers: Explorations Transparencies [with Answers]					9780030781490
	Holt Mathematics, Course 1, Are You Ready? Intervention and Enrichment [with Answers]					9780030781513
	Holt Mathematics, Course 1, Assessment Resources [with Answers]					9780030781520
	Holt Mathematics, Course 1, Chapter Resources (Contains 12 Chapter Resource File Booklets)					9780030782312
	Holt Mathematics, Course 1, Countdown to Testing Transparencies [with Answers]					9780030782336
	Holt Mathematics, Course 1, Family Involvement Activities [with Answers]					9780030782398
	Holt Mathematics, Course 1, Hands-On Lab Activities [with Answers]					9780030782411
	Holt Mathematics, Course 1, Homework and Practice Workbook					9780030782428
	Holt Mathematics, Course 1, Homework and Practice Workbook Teacher's Guide					9780030782435
	Holt Mathematics, Course 1, Interdisciplinary Posters and Worksheets [with Answers]					9780030782473
	Holt Mathematics, Course 1, Know-It Notebook					9780030782480
	Holt Mathematics, Course 1, Know-It Notebook Teacher's Guide [with Transparencies] Volumes 1 and 2					9780030782497
	Holt Mathematics, Course 1, Lesson Plans					9780030782510
	Holt Mathematics, Course 1, Lesson Transparencies Volumes 1 and 2					9780030782534
	Holt Mathematics Courses 1-3Multilingual Glossary					9780030781476
	Holt Mathematics, Course 1, Ready to Go On? Intervention and Enrichment [with Answers]					9780030782664
	Holt Mathematics, Course 1, Solutions Key					9780030782718
	Holt Math, State Test Prep Workbook for Grade 6					9780030782732
	Holt Mathematics Course 1, Success for English Language Learners [with Answers]					9780030781414
	Holt Mathematics Course 1, Technology Lab Activities [with Answers]					9780030781438
	Holt Mathematics Course 1, Questioning Strategies [A Resource for Teachers]					9780030796722
	Holt Mathematics Course 1, Problem Solving Workbook					9780030797460
	Holt Mathematics Course 1, Problem Solving WorkbookTeacher's Guide					9780030797521
	Holt Mathematics Course 1, ¿Estás listo? Intervención y enriquecimiento/ Spanish Are You Ready? Intervention and Enrichment [with Answers]					9780030782374
	Holt Mathematics Course 1, Recursos de evaluación/ Spanish Assessment Resources [with Answers]					9780030782688
	Holt Mathematics Course 1,Actividades de apoyo familiar/Spanish Family Involvement Activities [with Answers]					9780030781483
	Holt Mathematics Course 1, Cuaderno de trabajo de tarea y práctica/ Spanish Homework and Practice Workbook					9780030782589
	Holt Mathematics Course 1, Cuaderno de trabajo de resolución de problemas/ Spanish Problem Solving Workbook					9780030921964
	Holt Mathematics Course 1, ¿Listo para seguir? Intervención y enriquecimiento/ Spanish Ready to Go On? Intervention and Enrichment [with Answers]					9780030782381
Holt Mathematics Course 1, IDEA Works! Special Education CD-ROM					9780030782442	
Holt Mathematics Course 1, Interactive Answers and Solutions [CD-ROM]					9780030782466	

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation				
<b>Holt McDougal</b>	<b>Holt Mathematics, Course 1 (Continued)</b>		<b>2007</b>	<b>6</b>						
	Holt Mathematics Course 1, Lesson Tutorial Videos [CD-ROM]				9780030782596					
	Holt Mathematics Course 1, Resources for TI Technology [CD-ROM]				9780030941061					
	Holt Mathematics Course 1, Power Presentations [CD-ROM]				9780030782640					
	Holt Mathematics Course 1, Transparencies [CD-ROM]				9780030781445					
	Holt Mathematics Course 1, Ready to Go On? Intervention and Enrichment [CD-ROM]				9780030782671					
	Holt Math, State Test Prep for Middle School and High School [CD-ROM]				6-12 9780030779497					
	Holt Mathematics Courses 1–3 Are You Ready? Intervention and Enrichment [CD-ROM]				6-8 9780030781469					
	Holt Mathematics Courses 1–3, Quiz Game [CD-ROM]				6-8 9780030934001					
	Holt Math, State Test Prep Workbook Teacher's Guide for Middle School and High School [with Answers]				6-12 9780030779510					
	Holt Mathematics, Classroom Manipulatives Kit				6-8 9780030662737					
	Holt Mathematics, Teacher's Manipulatives Kit				6-8 9780030686283					
	<b>Holt Mathematics, Course 2, Student Edition</b>				<b>Bennett, et. al.</b>		<b>2007</b>	<b>7</b>	<b>9780030385124</b>	<b>Highly Recommended 94% NCTM = 83%</b>
	Key Features:									
	Holt Mathematics, Course 2, Student One Stop [CD-ROM]								9780030783531	
	Holt Mathematics, Course 2, Student One Stop [CD-ROM], Set of 25 (With minimum purchase of 25 print student editions)								9780030796173	
	Holt Mathematics, Course 2, Premier Online Edition (Contract length subscription)								9780030783418	
Holt Matemáticas Curso 2/ Holt Mathematics Course 2 Spanish Student Edition					9780030783487					
Holt Mathematics, Course 2, Student Edition and Student One Stop [CD-ROM]					9780554009018					
Holt Mathematics, Course 2, Premier Online Edition and Student One Stop [CD-ROM] (Contract length subscription)					9780554009070					
Holt Mathematics, Course 2, Teacher's Edition					9780030385445					
Holt Mathematics, Course 2, One-Stop Planner® with Test and Practice Generator and State-Specific Resources [CD-ROM]					9780030786693					
Holt Mathematics, Course 2, Alternate Openers: Explorations Transparencies [with Answers]					9780030782770					
Holt Mathematics, Course 2, Are You Ready? Intervention and Enrichment [with Answers]					9780030782787					
Holt Mathematics, Course 2, Assessment Resources [with Answers]					9780030782794					
Holt Mathematics, Course 2, Chapter Resources (Contains 12 Chapter Resource File Booklets)					9780030783111					
Holt Mathematics, Course 2, Countdown to Testing Transparencies [with Answers]					9780030783135					
Holt Mathematics, Course 2, Family Involvement Activities [with Answers]					9780030783180					
Holt Mathematics, Course 2, Hands-On Lab Activities [with Answers]					9780030783197					
Holt Mathematics, Course 2, Homework and Practice Workbook					9780030783210					
Holt Mathematics, Course 2, Homework and Practice Workbook Teacher's Guide					9780030783227					
Holt Mathematics, Course 2, Interdisciplinary Posters and Worksheets [with Answers]					9780030783265					
Holt Mathematics, Course 2, Know-It Notebook					9780030783272					
Holt Mathematics, Course 2, Know-It Notebook Teacher's Guide [with Transparencies] Volumes 1 and 2					9780030783289					
Holt Mathematics, Course 2, Lesson Plans					9780030783296					
Holt Mathematics, Course 2, Lesson Transparencies Volumes 1 and 2					9780030783326					

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\*Correlation to Mathematics Content Standards

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**Mathematics  
Grades 6-8**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>	
<b>Holt McDougal</b>	<b>Holt Mathematics, Course 2 (Continued)</b>		<b>2007</b>	<b>7</b>			
	Holt Mathematics, Course 2, Ready to Go On? Intervention and Enrichment [with Answers]				9780030783432		
	Holt Mathematics, Course 2, Solutions Key				9780030783470		
	Holt Math, State Test Prep Workbook for Grade 7				9780030790874		
	Holt Mathematics, Course 2, Success for English Language Learners [with Answers]				9780030783548		
	Holt Mathematics, Course 2, Technology Lab Activities [with Answers]				9780030783579		
	Holt Mathematics, Course 2, Questioning Strategies [A Resource for Teachers]				9780030796739		
	Holt Mathematics, Course 2, Problem Solving Workbook				9780030797477		
	Holt Mathematics, Course 2, Problem Solving Workbook Teacher's Guide				9780030797538		
	Holt Mathematics, Course 2, ¿Estás listo? Intervención y enriquecimiento/ Spanish Are You Ready? Intervention and Enrichment [with Answers]				9780030783166		
	Holt Mathematics, Course 2, Recursos de evaluación/ Spanish Assessment Resources [with Answers]				9780030790812		
	Holt Mathematics, Course 2, Actividades de apoyo familiar/ Spanish Family Involvement Activities [with Answers]				9780030782763		
	Holt Mathematics, Course 2, Cuaderno de trabajo de tarea y práctica/ Spanish Homework and Practice Workbook				9780030783371		
	Holt Mathematics, Course 2, Cuaderno de trabajo de resolución de problemas/ Spanish Problem Solving Workbook				9780030921971		
	Holt Mathematics, Course 2, ¿Listo para seguir? Intervención y enriquecimiento/ Spanish Ready to Go On? Intervention and Enrichment [with Answers]				9780030783173		
	Holt Mathematics, Course 2, IDEA Works! Special Education CD-ROM				9780030783234		
	Holt Mathematics, Course 2, Interactive Answers and Solutions [CD-ROM]				9780030783241		
	Holt Mathematics, Course 2, Lesson Tutorial Videos [CD-ROM]				9780030783388		
	Holt Mathematics, Course 2, Power Presentations [CD-ROM]				9780030783425		
	Holt Mathematics, Course 2, Ready to Go On? Intervention and Enrichment [CD-ROM]				9780030783449		
	Holt Mathematics, Course 2, Resources for TI Technology [CD-ROM]				9780030941078		
	Holt Mathematics, Course 2, Transparencias [CD-ROM]				9780030782749		
	Holt Mathematics Courses 1–3 Multilingual Glossary				6-8	9780030781476	
	Holt Mathematics Courses 1–3 Are You Ready? Intervention and Enrichment [CD-ROM]				6-8	9780030781469	
	Holt Math, State Test Prep for Middle School and High School [CD-ROM]				6-12	9780030779497	
	Holt Mathematics Courses 1–3, Quiz Game [CD-ROM]				6-8	9780030934001	
	Holt Mathematics, Classroom Manipulatives Kit			2004	6-8	9780030662737	
	Holt Mathematics, Teacher's Manipulatives Kit			2004	6-8	9780030686283	
	Holt Math, State Test Prep Workbook Teacher's Guide for Middle School and High School [with Answers]				6-12	9780030779510	

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\*Correlation to Mathematics Content Standards

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
<b>Holt McDougal</b>	<b>Holt Mathematics, Course 3, Student Edition</b>	<b>Bennett, et. al.</b>	<b>2007</b>	<b>8</b>	<b>9780030385421</b>	<b>Highly Recommended 94% NCTM = 83%</b>
	Key Features:					
	Holt Mathematics, Course 3, Student One Stop [CD-ROM]					9780030785016
	Holt Mathematics, Course 3, Student One Stop [CD-ROM], Set of 25 (With minimum purchase of 25 print student editions)					9780030796180
	Holt Mathematics, Course 3, Premier Online Edition (Contract length subscription)					9780030784866
	Holt Matemáticas Curso 3/ Holt Mathematics Course 3 Spanish Student Edition					9780030784941
	Holt Mathematics, Course 3, Student Edition and Student One Stop [CD-ROM]					9780554009025
	Holt Mathematics, Course 3, Premier Online Edition and Student One Stop [CD-ROM] (Contract length subscription)					9780554009087
	Holt Mathematics, Course 3, Teacher's Edition					9780030385469
	Holt Mathematics, Course 3, One-Stop Planner® with Test and Practice Generator and State-Specific Resources [CD-ROM]					9780030784835
	Holt Mathematics, Course 3, Alternate Openers: Explorations Transparencies [with Answers]					9780030783616
	Holt Mathematics, Course 3, Are You Ready? Intervention and Enrichment [with Answers]					9780030783623
	Holt Mathematics, Course 3, Assessment Resources [with Answers]					9780030783630
	Holt Mathematics, Course 3, Chapter Resources (Contains 14 Chapter Resource File Booklets)					9780030784071
	Holt Mathematics, Course 3, Countdown to Testing Transparencies [with Answers]					9780030784095
	Holt Mathematics, Course 3, Family Involvement Activities [with Answers]					9780030784620
	Holt Mathematics, Course 3, Hands-On Lab Activities [with Answers]					9780030784637
	Holt Mathematics, Course 3, Homework and Practice Workbook					9780030784644
	Holt Mathematics, Course 3, Homework and Practice Workbook Teacher's Guide					9780030784668
	Holt Mathematics, Course 3, Interdisciplinary Posters and Worksheets [with Answers]					9780030784699
	Holt Mathematics, Course 3, Know-It Notebook					9780030784712
	Holt Mathematics, Course 3, Know-It Notebook Teacher's Guide [with Transparencies] Volumes 1 and 2					9780030784729
	Holt Mathematics, Course 3, Lesson Plans					9780030784736
	Holt Mathematics, Course 3, Lesson Transparencies Volumes 1 and 2					9780030784767
	Holt Mathematics, Course 3, Ready to Go On? Intervention and Enrichment [with Answers]					8 9780030784880
	Holt Mathematics, Course 3, Solutions Key					8 9780030784934
	Holt Math, State Test Prep Workbook for Grade 8					8 9780030784965
	Holt Math, State Test Prep Workbook Teacher's Guide for Middle School and High School [with Answers]					6-12 9780030779510
	Holt Mathematics, Course 3, Success for English Language Learners [with Answers]					8 9780030785023
	Holt Mathematics, Course 3, Technology Lab Activities [with Answers]					8 9780030785047
Holt Mathematics, Course 3, Questioning Strategies [A Resource for Teachers]					8 9780030796746	
Holt Mathematics, Course 3, Problem Solving Workbook					8 9780030797514	
Holt Mathematics, Course 3, Problem Solving Workbook Teacher's Guide					9780030797545	
Holt Mathematics, Course 3, ¿Estás listo? Intervención y enriquecimiento/ Spanish Are You Ready? Intervention and Enrichment [with Answers]					9780030784590	

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\*Correlation to Mathematics Content Standards

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**STATE DEPARTMENT OF EDUCATION  
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**Mathematics  
Grades 6-8**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>
<b>Holt McDougal</b>	<b>Holt Mathematics, Course 3 (Continued)</b>		<b>2007</b>	<b>8</b>		
	Holt Mathematics, Course 3, Recursos de evaluación/ Spanish Assessment Resources [with Answers]				9780030784910	
	Holt Mathematics, Course 3, Actividades de apoyo familiar/ Spanish Family Involvement Activities [with Answers]				9780030783593	
	Holt Mathematics, Course 3, Cuaderno de trabajo de tarea y práctica/ Spanish Homework and Practice Workbook				9780030784811	
	Holt Mathematics, Course 3, Cuaderno de trabajo de resolución de problemas/ Spanish Problem Solving Workbook				9780030921988	
	Holt Mathematics, Course 3, ¿Listo para seguir? Intervención y enriquecimiento/ Spanish Ready to Go On? Intervention and Enrichment [with Answers]				9780030784613	
	Holt Mathematics, Course 3, IDEA Works! Special Education CD-ROM				9780030784675	
	Holt Mathematics, Course 3, Interactive Answers and Solutions [CD-ROM]				9780030784682	
	Holt Mathematics, Course 3, Lesson Tutorial Videos [CD-ROM]				9780030784828	
	Holt Mathematics, Course 3, Power Presentations [CD-ROM]				9780030784873	
	Holt Mathematics, Course 3, Ready to Go On? Intervention and Enrichment [CD-ROM]				9780030784897	
	Holt Math, State Test Prep for Middle School and High School [CD-ROM]				9780030779497	
	Holt Mathematics, Course 3, Transparencias [CD-ROM]				9780030783586	
	Holt Mathematics, Course 3, Resources for TI Technology [CD-ROM]				9780030941085	
	Holt Mathematics Courses 1–3 Are You Ready? Intervention and Enrichment [CD-ROM]				6-8 9780030781469	
	Holt Mathematics Courses 1–3, Quiz Game [CD-ROM]				6-8 9780030934001	
	Holt Mathematics Courses 1–3Multilingual Glossary				6-8 9780030781476	
Holt Mathematics, Classroom Manipulatives Kit			2004	6-8 9780030662737		
Holt Mathematics, Teacher's Manipulatives Kit			2004	6-8 9780030686283		
<b>McDougal Littell MathThematics, Book 1, Pupil Edition</b>		<b>Billstein, et al.</b>	<b>2008</b>	<b>6</b>	<b>9780618656059</b>	<b>98% NCTM = 86%</b>
Key Features:						
McDougal Littell MathThematics, Book 1, Teacher Edition					9780618656097	
McDougal Littell MathThematics, Book 1, Resource Manager					9780547001043	
McDougal Littell MathThematics, Book 1, Student Workbook					9780547001029	
McDougal Littell MathThematics, Book 1, Classroom Example Transparencias					9780547000831	
McDougal Littell MathThematics, Book 1, @HomeTutor CD-ROM					9780618950676	
McDougal Littell MathThematics, Books 1-3, Professional Development DVD				6-8	9780547007748	
McDougal Littell MathThematics, Books 1-3, Activity Generator CD-ROM				6-8	9780618946020	
McDougal Littell MathThematics, Books 1-3, Test Generator CD-ROM				6-8	9780547003856	
<b>McDougal Littell MathThematics, Book 2, Pupil Edition</b>		<b>Billstein, et al.</b>	<b>2008</b>	<b>7</b>	<b>9780618656073</b>	<b>84% NCTM = 86%</b>
Key Features:						
McDougal Littell MathThematics, Book 2, Teacher Edition					9780618656103	
McDougal Littell MathThematics, Book 2, Resource Manager					9780547000893	
McDougal Littell MathThematics, Book 2, Student Workbook					9780547001111	

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Holt McDougal</b>	<b>McDougal Littell MathThematics, Book 2 (Continued)</b>		<b>2008</b>	<b>7</b>			
	McDougal Littell MathThematics, Book 2, @HomeTutor CD-ROM						9780618946006
	McDougal Littell MathThematics, Book 2, Classroom Example Transparencies						9780547000862
	McDougal Littell MathThematics, Books 1-3, Professional Development DVD				6-8		9780547007748
	McDougal Littell MathThematics, Books 1-3, Activity Generator CD-ROM				6-8		9780618946020
	McDougal Littell MathThematics, Books 1-3, Test Generator CD-ROM				6-8		9780547003856
	<b>McDougal Littell MathThematics, Book 3, Pupil Edition</b>		<b>Billstein, et al.</b>	<b>2008</b>	<b>8</b>	<b>9780618656080</b>	<b>Highly Recommended 92% NCTM = 86%</b>
	Key Features:						
	McDougal Littell MathThematics, Book 3, Teacher Edition					9780618656110	
	McDougal Littell MathThematics, Book 3, Resource Manager					9780547000909	
	McDougal Littell MathThematics, Book 3, Student Workbook					9780547001098	
	McDougal Littell MathThematics, Book 3, Classroom Example Transparencies					9780547001036	
	McDougal Littell MathThematics, Book 3, @HomeTutor CD-ROM					9780618950775	
	McDougal Littell MathThematics, Books 1-3, Professional Development DVD				6-8	9780547007748	
	McDougal Littell MathThematics, Books 1-3, Activity Generator CD-ROM				6-8	9780618946020	
McDougal Littell MathThematics, Books 1-3, Test Generator CD-ROM				6-8	9780547003856		
<b>McDougal Littell Pre-Algebra, Pupil Edition</b>		<b>Larson, et al.</b>	<b>2008</b>	<b>7-8</b>	<b>9780618800766</b>	<b>Highly Recommended 95% NCTM = 97%</b>	
Notes: Correlation to grade 8 standards only.							
Key Features:							
McDougal Littell Pre-Algebra, Teacher Edition					9780618800773		
McDougal Littell Pre-Algebra, Teacher's Resource Package					9780618344550		
McDougal Littell Pre-Algebra, Best Practices Toolkit					9780618938995		
McDougal Littell Pre-Algebra, Notetaking Guide Pupil Edition					9780618256570		
McDougal Littell Pre-Algebra, Practice Workbook Pupil Edition					9780618257522		
McDougal Littell Pre-Algebra, English/Spanish Chapter Reviews and Tests					9780618269594		
McDougal Littell Pre-Algebra, Multi-Language Visual Glossary					9780618269631		
McDougal Littell Pre-Algebra, Spanish Study Guide					9780618269600		
McDougal Littell Pre-Algebra, Exercises in Spanish					9780618433629		
McDougal Littell Pre-Algebra, English-Spanish Problem Solving Transparencies					9780618433612		
McDougal Littell Pre-Algebra, Answer Transparencies for Checking Homework					9780618268559		
McDougal Littell Pre-Algebra, Notetaking Guide Transparencies					9780618261192		
McDougal Littell Pre-Algebra, Tutor Place					9780618269617		
McDougal Littell Pre-Algebra, Manipulatives Kit					9780618392070		
McDougal Littell Pre-Algebra, Overhead Manipulatives Kit					9780618392087		
McDougal Littell Pre-Algebra, Preparation for Middle School Math Pupil Edition					9780618067329		

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Holt McDougal</b>	<b>McDougal Littell Pre-Algebra (Continued)</b>		<b>2008</b>	<b>7-8</b>			
	McDougal Littell Pre-Algebra, Preparation for Middle School Math Teacher Edition					9780618084982	
	McDougal Littell Pre-Algebra, eEdition CD-ROM					9780618433391	
	McDougal Littell Pre-Algebra, @HomeTutor CD-ROM					9780618798124	
	McDougal Littell Pre-Algebra, Test Generator CD-ROM					9780547003665	
	McDougal Littell Pre-Algebra, Power Presentations CD-ROM					9780618433520	
	McDougal Littell Pre-Algebra, EasyPLanner CD-ROM					9780618433322	
	McDougal Littell Pre-Algebra, Middle School Activity Generator CD-ROM					9780618739561	
	McDougal Littell Pre-Algebra, Chapter Audio Summaries in English CD-ROM					9780618433483	
	McDougal Littell Pre-Algebra, Chapter Audio Summaries in Spanish CD-ROM					9780618433506	
	McDougal Littell Pre-Algebra, Chapter Audio Summaries in English and Spanish CD-ROM					9780618433490	
	McDougal Littell Pre-Algebra, eEdition Online					9780618433476	
		<b>McDougal Littell Math, Course 1 Pupil Edition</b>	<b>Larson, et al.</b>	<b>2007</b>	<b>6</b>	<b>9780618610693</b>	<b>91% NCTM = 81%</b>
Key Features:							
McDougal Littell Math, Course 1 Teacher Edition					9780618638208		
McDougal Littell Math, Course 1 Resource Manager					9780618754304		
McDougal Littell Math, Course 1 Best Practices Toolkit					9780618752546		
McDougal Littell Math, Course 1 Manipulatives Kit					9780618392056		
McDougal Littell Math, Courses 1-3 Overhead Manipulatives Kit					9780618392087		
McDougal Littell Math, Course 1 Assessment Book					9780618740994		
McDougal Littell Math, Course 1 Benchmark Tests					9780618741045		
McDougal Littell Math, Courses 1-3 Remediation Book					9780618741076		
McDougal Littell Math, Course 1 Student Resources in Spanish					9780618740727		
McDougal Littell Math, Course 1 Spanish Study Guide					9780618740697		
McDougal Littell Math, Course 1 Spanish Assessment Book					9780618741106		
McDougal Littell Math, Course 1 English-Spanish Problem Solving Transparencies					9780618755141		
McDougal Littell Math, Course 1 Notetaking Guide Pupil Edition					9780618741861		
McDougal Littell Math, Course 1 Notetaking Guide Teacher Edition					9780618741939		
McDougal Littell Math, Course 1 Practice Workbook					9780618741977		
McDougal Littell Math, Course 1 eEdition DVD-ROM					9780618754236		
McDougal Littell Math, Course 1 EasyPlanner DVD-ROM					9780618739585		
McDougal Littell Math, Course 1 Power Presentations: The Electronic Classroom CD-ROM					9780618739592		
McDougal Littell Math, Courses 1-3 Middle School Activity Generator CD-ROM					9780618739561		
McDougal Littell Math, Courses 1-3 Test Generator CD-ROM					9780547003665		
McDougal Littell Math, Course 1 @HomeTutor CD-ROM					9780618656677		
McDougal Littell Math, Course 1 eEdition Online					9780618756551		
McDougal Littell Math, Courses 1 -3 Multi –Language Visual Glossary				6-8	9780618741137		
McDougal Littell Math, Courses 1-3 Tutor Place				6-8	9780618269617		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**STATE DEPARTMENT OF EDUCATION  
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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Holt McDougal	<b>McDougal Littell Math, Course 2 Pupil Edition</b>	<b>Larson, et al.</b>	<b>2007</b>	<b>7</b>	<b>9780618610709</b>	<b>93% NCTM = 81%</b>	
	Key Features:						
	McDougal Littell Math, Course 2 Teacher Edition						9780618638215
	McDougal Littell Math, Course 2 Resource Manager						9780618754311
	McDougal Littell Math, Course 2 Best Practices Toolkit						9780618752553
	McDougal Littell Math, Courses 1-3 Tutor Place						9780618269617
	McDougal Littell Math, Course 2 Manipulatives Kit						9780618392063
	McDougal Littell Math, Courses 1-3 Overhead Manipulatives Kit						9780618392087
	McDougal Littell Math, Course 2 Assessment Book						9780618741007
	McDougal Littell Math, Course 2 Benchmark Tests						9780618741052
	McDougal Littell Math, Courses 1-3 Remediation Book						9780618741076
	McDougal Littell Math, Course 2 Student Resources in Spanish						9780618740734
	McDougal Littell Math, Course 2 Spanish Study Guide						9780618740703
	McDougal Littell Math, Course 2 Spanish Assessment Book						9780618741113
	McDougal Littell Math, Course 2 English-Spanish Problem Solving Transparencies						9780618755158
	McDougal Littell Math, Course 2 Notetaking Guide Pupil Edition						9780618741878
	McDougal Littell Math, Course 2 Notetaking Guide Teacher Edition						9780618741953
	McDougal Littell Math, Course 2 Practice Workbook						9780618746385
	McDougal Littell Math, Course 2 eEdition DVD-ROM						9780618754243
	McDougal Littell Math, Course 2 EasyPlanner DVD-ROM						9780618739622
	McDougal Littell Math, Course 2 Power Presentations: The Electronic Classroom CD-ROM						9780618739639
	McDougal Littell Math, Courses 1-3 Middle School Activity Generator CD-ROM						9780618739561
	McDougal Littell Math, Courses 1-3 Test Generator CD-ROM						9780547003665
	McDougal Littell Math, Course 2 @HomeTutor CD-ROM						9780618656684
	McDougal Littell Math, Course 2 eEdition Online						9780618756568
	McDougal Littell Math, Courses 1 -3 Multi-Language Visual Glossary				6-8		9780618741137
		<b>McDougal Littell Math, Course 3 Pupil Edition</b>	<b>Larson, et al.</b>	<b>2007</b>	<b>8</b>		<b>9780618610716</b>
Key Features:							
McDougal Littell Math, Course 3 Teacher Edition					9780618638222		
McDougal Littell Math, Course 3 Resource Manager					9780618754328		
McDougal Littell Math, Course 3 Best Practices Toolkit					9780618752560		
McDougal Littell Math, Courses 1-3 Tutor Place					9780618269617		
McDougal Littell Math, Course 3 Manipulatives Kit					9780618392070		
McDougal Littell Math, Courses 1-3 Overhead Manipulatives Kit					9780618392087		
McDougal Littell Math, Course 3 Assessment Book					9780618741014		
McDougal Littell Math, Course 3 Benchmark Tests					9780618741069		
McDougal Littell Math, Course 3 Student Resources in Spanish					9780618740741		
McDougal Littell Math, Course 3 Spanish Study Guide					9780618740710		
McDougal Littell Math, Course 3 Spanish Assessment Book					9780618741120		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**STATE DEPARTMENT OF EDUCATION  
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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Holt McDougal</b>	<b>McDougal Littell Math, Course 3 (Continued)</b>		<b>2007</b>	<b>8</b>			
	McDougal Littell Math, Course 3 English-Spanish Problem Solving Transparencies					9780618755165	
	McDougal Littell Math, Course 3 Notetaking Guide Pupil Edition					9780618741922	
	McDougal Littell Math, Course 3 Notetaking Guide Teacher Edition					9780618741960	
	McDougal Littell Math, Course 3 Practice Workbook					9780618741984	
	McDougal Littell Math, Course 3 eEdition DVD-ROM					9780618754250	
	McDougal Littell Math, Course 3 EasyPlanner DVD-ROM					9780618739660	
	McDougal Littell Math, Course 3 Power Presentations: The Electronic Classroom CD-ROM					9780618739677	
	McDougal Littell Math, Courses 1-3 Middle School Activity Generator CD-ROM					9780618739561	
	McDougal Littell Math, Courses 1-3 Test Generator CD-ROM					9780547003665	
	McDougal Littell Math, Course 3 @HomeTutor CD-ROM					9780618656691	
	McDougal Littell Math, Course 3 eEdition Online					9780618756575	
	McDougal Littell Math, Courses 1-3 Remediation Book				6-8	9780618741076	
	McDougal Littell Math, Courses 1-3 Multi-Language Visual Glossary				6-8	9780618741137	
<b>Key Curriculum Press</b>	<b>Discovering Algebra: An Investigative Approach 2<sup>nd</sup> Edition Student Textbook</b>		<b>Murdock, Kamischke, Kamischke</b>	<b>2007</b>	<b>8 (8-10)</b>	<b>978-1-55953-763-6</b>	<b>Recommend w/ Reservations Algebra = 69% NCTM = 94%</b>
	Notes: May be used for grade 8. Correlations are to high school algebra. Key Features:						
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Online Student Textbook					978-1-55953-872-5	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Teaching Resources Package					978-1-55953-779-7	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Teacher's Edition					978-1-55953-785-8	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Solutions Manual					978-1-55953-764-3	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Teaching and Worksheet Masters					978-1-55953-766-7	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Teaching Resources on CD					978-1-55953-776-6	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition TestCheck Test Generator and Worksheet Builder CD					978-1-55953-777-3	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Assessment Resources					978-1-55953-765-0	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Technology Demonstrations (with CD)					978-1-55953-771-1	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition More Practice Your Skills Student Workbook					978-1-55953-768-1	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition More Practice Your Skills with Answers					978-1-55953-767-4	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Condensed Lessons: A Tool for Parents and Tutors					978-1-55953-769-8	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Condensed Lessons in Spanish					978-1-55953-770-4	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Calculator Programs and Data CD					978-1-55953-778-0	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition A Guide for Parents (English/Spanish)					978-1-55953-774-2	
Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Calculator Notes for Texas Instruments TI-83 & TI-83/84 Plus					978-1-55953-773-5		
Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition with TI-Navigator					978-1-55953-853-4		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
NCS Pearson, Inc.	<b>SuccessMaker Mathematic Bundle: Math Concepts &amp; Skills, Math Corner, Math Investigations, &amp; Algebra Topics</b>	Curriculum Developed by Pearson's Digital Content Group	Version 1.7	6-8 (K-8)	962000036	R EBIM 6 = 91% 7 = 74% 8 = 83% NCTM = 27%
	Notes: Evidence Based Intervention program. To be used as a supplemental program. Not web based. Recommend turning off graphics feature for grades five and above. Key Features:					
Pearson Education publishing as Prentice Hall	<b>Connected Mathematics 2 ENGLISH Student Units Single Bind, Student Unit</b>	Glenda Lappan, et al	2009	6	9780133661071	R 86% NCTM = 94%
	Notes: Recommended as a supplemental "Resource Only" Key Features:					
	Prime Time, Student Unit				9780133661040	
	Bits and Pieces I, Student Unit				9780133661309	
	Shapes and Designs, Student Unit				9780133661316	
	Bits and Pieces II, Student Unit				9780133661323	
	Covering and Surrounding, Student Unit				9780133661330	
	Bits and Pieces III, Student Unit				9780133661347	
	How Likely Is It?, Student Unit				9780133661354	
	Data About Us, Student Unit				9780133661361	
	<b>SPANISH Student Units</b>					
	Prime Time, Student Unit				9780133661590	
	Bits and Pieces I, Student Unit				9780133661583	
	Shapes and Designs, Student Unit				9780133661606	
	<b>Connected Mathematics 2 SPANISH Student Units</b>					
	Bits and Pieces II, Student Unit				9780133661620	
	Covering and Surrounding, Student Unit				9780133661644	
	Bits and Pieces III, Student Unit				9780133661637	
	How Likely Is It?, Student Unit				9780133661651	
	Data About Us, Student Unit				9780133661668	
	Prime Time, Teacher Guide				9780133661088	
	Bits and Pieces I, Teacher Guide				9780133661842	
	Shapes and Designs, Teacher Guide				9780133661873	
Bits and Pieces II, Teacher Guide				9780133661859		
Covering and Surrounding, Teacher Guide				9780133661897		
Bits and Pieces III, Teacher Guide				9780133661866		

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Pearson Education publishing as Prentice Hall</b>	<b>Connected Mathematics 2 (Continued)</b>		<b>2009</b>	<b>6</b>			
	How Likely Is It?, Teacher Guide				9780133661903		
	Data About Us, Teacher Guide				9780133661910		
	TeacherEXPRESS™ CD-ROM				9780131340008		
	Success Tracker™ 6-Year online access				9780133662108		
	Teacher Online Access Pack for Success Tracker™				9780133662146		
	<b>Connected Mathematics 2 ENGLISH Student Units Single Bind, Student Unit</b>		<b>Glenda Lappan, et al</b>	<b>2009</b>	<b>7</b>	<b>9780133661194</b>	<b>R 63% NCTM = 94%</b>
	Notes: Recommended as a supplemental "Resource Only" Key Features:						
	Variables and Patterns, Student Unit					9780133661378	
	Stretching and Shrinking, Student Unit					9780133661385	
	Comparing and Scaling, Student Unit					9780133661408	
	Accentuate the Negative, Student Unit					9780133661415	
	Moving Straight Ahead, Student Unit					9780133661422	
	Filling and Wrapping, Student Unit					9780133661439	
	What Do You Expect?, Student Unit					9780133661446	
	Data Distributions, Student Unit					9780133661453	
	<b>SPANISH Student Units</b>						
	Variables and Patterns, Student Unit					9780133661675	
	Stretching and Shrinking, Student Unit					9780133661682	
	Comparing and Scaling, Student Unit					9780133661699	
	Accentuate the Negative, Student Unit					9780133661712	
	Moving Straight Ahead, Student Unit					9780133661729	
	Filling and Wrapping, Student Unit					9780133661736	
	What Do You Expect?, Student Unit					9780133661743	
	Data Distributions, Student Unit					9780133661750	
	<b>Teacher Guides for English and Spanish</b>						
	Variables and Patterns, Teacher's Guide					9780133661927	
	Stretching and Shrinking, Teacher's Guide					9780133661934	
	Comparing and Scaling, Teacher's Guide					9780133661941	
	Accentuate the Negative, Teacher's Guide					9780133661958	
	Moving Straight Ahead, Teacher's Guide					9780133661972	
	Filling and Wrapping, Teacher's Guide					9780133661989	
	What Do You Expect? , Teacher's Guide					9780133661996	
Data Distributions, Teacher's Guide					9780133662009		
TeacherEXPRESS™ CD-ROM					9780131340145		
Success Tracker™ 6-Year online access					9780133662115		
Teacher Online Access Pack for Success Tracker™ *					9780133662153		

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation		
Pearson Education publishing as Prentice Hall	<b>Connected Mathematics 2 ENGLISH Student Units Single Bind</b>	Glenda Lappan, et al	2009	8	9780133661224	R 48% NCTM = 94%		
	Notes: Recommended as a supplemental "Resource Only" Key Features:							
	Thinking with Mathematical Models, Student Unit						9780133661491	
	Looking for Pythagoras, Student Unit						9780133661507	
	Growing, Growing, Growing, Student Unit						9780133661514	
	Frogs, Fleas, and Painted Cubes, Student Unit						9780133661521	
	Kaleidoscopes, Hubcaps, and Mirrors, Student Unit						9780133661538	
	Say It with Symbols, Student Unit						9780133661552	
	Shapes of Algebra, Student Unit						9780133661569	
	Samples and Populations, Student Unit						9780133661576	
	<b>SPANISH Student Units</b>							
	Thinking with Mathematical Models, Student Unit						9780133661767	
	Looking for Pythagoras, Student Unit						9780133661774	
	Growing, Growing, Growing, Student Unit						9780133661781	
	Frogs, Fleas, and Painted Cubes, Student Unit						9780133661798	
	Kaleidoscopes, Hubcaps, and Mirrors, Student Unit						9780133661804	
	Say It with Symbols, Student Unit					9780133661811		
	Shapes of Algebra, Student Unit					9780133661828		
	Samples and Populations, Student Unit					9780133661835		
	<b>Teacher Guides for English and Spanish</b>							
	Thinking with Mathematical Models, Teacher Guide					9780133662016		
	Looking for Pythagoras, Teacher Guide					9780133662023		
	Growing, Growing, Growing, Teacher Guide					9780133662030		
	Frogs, Fleas, and Painted Cubes, Teacher Guide					9780133662054		
	Kaleidoscopes, Hubcaps, and Mirrors, Teacher Guide					9780133662061		
	Say It with Symbols, Teacher Guide					9780133662078		
	Shapes of Algebra, Teacher Guide					9780133662085		
	Samples and Populations, Teacher Guide					9780133662092		
	TeacherEXPRESS™ CD-ROM					9780131656116		
	Success Tracker™ 6-Year online access					9780133662139		
	Teacher Online Access Pack for Success Tracker™					9780133662160		
	<b>Program Wide Resources</b>							
StudentEXPRESS™ CD-ROM					9780133640045			
ExamView® Test Generator CD-ROM					9780131656109			
			2006	6-8				
				6-8				

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Pearson Education publishing as Prentice Hall	<b>Prentice Hall Mathematics, Course 1 Student Edition</b>	Randall Charles, et al	2008	6	9780131339903	<b>94% NCTM = 75%</b>	
	Key Features:						
	Interactive Text 6-year online access						9780138900403
	StudentExpress™ CD-ROM						9780132030816
	Teacher's Edition						9780131339996
	<b>Prentice Hall Mathematics, Course 1 continued</b>						
	Teacher Online Access Pack				2008		9780138900533
	ExamView® 6.1 Assessment Suite CD-ROM				2008	9780138900502	
	TeacherEXPRESS™ CD-ROM				2007	978 0138900434	
	<b>Prentice Hall Mathematics, Course 2 Student Edition</b>	Randall Charles, et al	2008	7	9780131339927	<b>85% NCTM = 81%</b>	
	Key Features:						
	Interactive Text 6-year online access						9780138900717
	StudentExpress™ CD-ROM						9780132030823
	Teacher's Edition						9780131340015
	TeacherEXPRESS™ CD-ROM						9780138900441
	Teacher Online Access Pack						9780138900557
	ExamView® 6.1 Assessment Suite CD-ROM					9780138900519	
	<b>Prentice Hall Mathematics, Course 3 Student Edition</b>	Randall Charles, et al	2008	8	9780131339934	<b>89% NCTM = 81%</b>	
	Key Features:						
	Interactive Text 6-year online access						9780138900687
	StudentExpress™ CD-ROM						9780132030830
Teacher's Edition					9780131340022		
Teacher Online Access Pack					9780138900564		
ExamView® 6.1 Assessment Suite CD-ROM*					9780138900526		
TeacherEXPRESS™ CD-ROM				2007	9780138900458		
<b>Prentice Hall Mathematics - Pre-Algebra Student Edition</b>	Dan Kennedy, et al	2009	6-8	9780133659450	<b>See Notes 82% NCTM = 61%</b>		
Notes: Program does not align to grades six, seven standards. Correlation is to eight grade math standards. Book may be used for student in grades six and seven.							
Key Features:							
Teacher's Edition						9780133659504	
Teacher Online Access Pack						9780133659948	
ExamView® 6.1						9780133659894	
Interactive Text 6-year online access				2007		9780132505055	
TeacherEXPRESS™ CD-ROM featuring Presentation EXPRESS, Mindpoint, & Discovery Videos				2007	9780133659801		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**STATE DEPARTMENT OF EDUCATION  
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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Pearson Education, Inc., publishing as Scott Foresman	Scott Foresman-Addison Wesley enVisionMATH Student Edition	R. I. Charles, et al	2009	6	9780328272853	96% NCTM = 82%	
	Notes: Excellent connections with problem solving in multiple methods. Key Features:						
	Teacher's Edition and Resource Package (includes indented items)						9780328281824
	Overview and Implementation Guide						9780328283606
	01) Numeration						9780328283408
	02) Variables, Expressions, and Properties						9780328283415
	03) Operations with Decimals						9780328283422
	04) Solving Equations						9780328283439
	05) Number and Fraction Concepts						9780328283446
	06) Decimals, Fractions, and Mixed Numbers						9780328283453
	07) Adding & Subtracting Fractions & Mixed Numbers						9780328283460
	08) Multiplying Fractions and Mixed Numbers						9780328283477
	09) Dividing Fractions and Mixed Numbers						9780328283484
	10) Integers						9780328283491
	11) Properties of Two-Dimensional Figures						9780328283507
	12) Ratios, Rates, and Proportions						9780328283514
	13) Solving Proportions						9780328283521
	14) Understanding Percent						9780328283538
	15) Equations and Graphs						9780328283545
	16) Measurement						9780328283552
	17) Perimeter and Area						9780328283569
	18) Volume and Surface Area						9780328283576
	19) Data and Graphs						9780328283583
	20) Probability						9780328283590
	Teacher Resource Masters Package						9780328304295
	Interactive Homework Workbook						9780328341795
	Diagnosis and Intervention System Part 2						9780328316564
	Math Library with Guided Problem Solving						9780328346530
	Visual Learning Bridge Transparencies						9780328312191
	Digital Student Edition CD-ROM						9780328322305
Digital Teacher's Edition CD-ROM					9780328322374		
Visual Learning Animations CD-ROM					9780328273119		
ExamView Assessment Suite Test Generator CD-ROM *					9780328343799		
Basic Digital Path 1-year License					9780328441518		
eTools Electronic Math Manipulatives CD-ROM				K-6	9780328306084		
Classroom Manipulatives Kit				5-6	9780328365029		
Individual Student Manipulatives Kit				5-6	9780328348602		

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\*Correlation to Mathematics Content Standards

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**STATE DEPARTMENT OF EDUCATION  
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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Renaissance Learning, Inc.	<b>Accelerated Math Renaissance Place Enterprise Package with Professional Development</b>	Renaissance Learning, Inc.	2008	6-8 (1-12)	978-1-59455-297-7	<b>R Recommended w/ Reservations</b> <b>6 = 80%</b> <b>7 = 61%</b> <b>8 = 66%</b> <b>NCTM = 22%</b>	
	Notes: Supplemental program as "Classroom Resource Only" Key Features:						
	Includes Accelerated Math software and unlimited access to all Standard Libraries, Extended Response Libraries and Idaho State Standards-Tagged Libraries; Renaissance Place Home Connect, which links school to home via the Internet; free hosting for up to one year; 9 hours of web-based professional development; unlimited access to the Renaissance Training Center; and free automatic software updates and upgrades.						
	Accelerated Math Renaissance Place Enterprise Annual Student Subscription						978-1-59455-242-7
	Accelerated Math Renaissance Place Enterprise Annual Student Subscription Renewal						978-1-59455-243-4
	Accelerated Math Desktop to Renaissance Place Enterprise Upgrade						978-1-59455-250-2
	Schools that currently own a desktop edition of Accelerated Math pay a \$599 one-time fee for the Accelerated Math RP Enterprise Package instead of the \$2799 fee charged to schools new to the Accelerated Math program.						
Wright Group / McGraw-Hill	<b>Everyday Mathematics Grade 6 Classroom Resource Package (main component) includes:</b>	<b>Andy Isaacs, Amy Dillard, James McBride, and Max Bell, The University of Chicago School Mathematics Project</b>	2007	6	9780076052868	<b>Recommended w/ Reservations</b> <b>79%</b> <b>NCTM = 56%</b>	
	Teacher's Lesson Guide, Volume 1				6		9780076036080
	Teacher's Lesson Guide, Volume 2				6		9780076036097
	Teacher's Reference Manual				4-6		9780076045952
	Assessment Handbook				6		9780076052790
	Differentiation Handbook				6		9780076052820
	Home Connection Handbook				4-6		9780076045969
	Five Minute Math				4-6		9780076045938
	Math Masters				6		9780076052783
	Real Number Line Poster				6		9780076089642
	Probability Meter Poster				5-6		9780076089635
	Facts Table Poster				4-6		9780076089628
	Content-by-Strand Poster				6		9780076052806
	Student Materials Set				6		9780076052875
	Everyday Mathematics Grade 6 Student Materials Set (main component) includes:				6		9780076052875
Student Math Journal 1				6	9780076052738		
Student Math Journal 2				2007	9780076052745		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades 6-8**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>
<b>Wright Group / McGraw-Hill</b>	<b>Everyday Mathematics Grade 6 Classroom Resource Package (Continued)</b>		<b>2007</b>	<b>6</b>		
	Student Reference Book		2007	6	9780076052752	
	Geometry Template		2007	4-6	9780076045853	
	Multilingual Handbook		2007	6	9780076052837	
	Journal Answer Teacher Book, Volume 1		2007	6	9780076097562	
	Journal Answer Teacher Book, Volume 2		2007	6	9780076110476	
	Transparencies		2007	6	9780076097623	
	Interactive Wallcharts		2003	6	9780075728139	
	Interactive Teacher's Lesson Guide CD		2008	6	9780076096671	
	Teacher's Assessment Assistant CD		2008	6	9780076052851	
	Student Materials Reorder Set (Journals 1 & 2 only)		2007	6	9780076089932	
	Study Links (consumable)		2007	6	9780076097432	
	Basic Classroom Manipulative Kit		2000	6	9781582101330	
	Online eSuite Teacher Class Pack		2008	K-6	9780076226085	
	Online iMRB/iSRB Class Pack		2008	K-6	9780076226122	
	EM Online Games Class Pack		2008	K-6	9780076226160	
	Online eSuite Deluxe Class Pack		2008	K-6	9780076226207	
	Online eSuite Renewal Teacher Class Pack		2008	K-6	9780076226108	
	Online iMRB/iSRB Renewal Class Pack		2008	K-6	9780076226146	
	EM Online Games Renewal Class Pack		2008	K-6	9780076226184	
	Online eSuite Deluxe Renewal Class Pack		2008	K-6	9780076226221	
	Deluxe Overhead Manipulative Kit		2000	K-6	9781582101354	
	EM Games Getting Started Online Guide		2005	K-6	9780076036257	
	The Everything Math Deck Activities Book		2004	K-6	9780076002603	
	The Everything Math Deck Activities Set		2004	K-6	9780076002641	
	Fact Triangle Cards - Addition/Subtraction (10 sets)		1999	K-6	0492110	
	Fact Triangle Cards - Multiplication/Division (10 sets)		1999	K-6	0492210	
	Math Tool Kit Bag (pkg. of 10)		1999	K-6	0491110	
	Fraction/Decimal/Percent Activities Book		2004	2-6	9780076002634	
	Fraction/Decimal/Percent Activities Set		2004	2-6	9780076002672	
	Grades 4-6 Games Family CD		2005	4-6	9780076032815	
	EM Games Grades 4-6 User's Guide		2005	4-6	9780076033164	
	Games Kit Update Grades 4-6		2008	4-6	9780076187997	
	Family Games Kit Grades 4-6		2003	4-6	9780075727668	
Geometry Template (pkg. of 10)		1999	4-6	9781570391088		
TI-15 Calculator (pkg. of 10)		2001	4-6	9781570399978		
Everything Math Deck Classroom Activity Guide		1999	4-6	9781877817779		
Everything Math Deck Classroom Package		1999	4-6	9781570391040		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

**SDE**

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**Mathematics  
Grades 6-8**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Wright Group / McGraw-Hill</b>	<b>The University of Chicago School Mathematics Project (UCSMP) Transition Mathematics</b>	<b>Zalman Usiskin, Natalie Jakucyn, Denisse Thompson, and The University of Chicago School Mathematics Project</b>	<b>2008</b>	<b>7</b>		<b>Highly Recommended 94% NCTM = 92%</b>	
	The University of Chicago School Mathematics Project (UCSMP) Transition Mathematics Student Edition Single Volume (main component)				9780076213856		
	Transition Mathematics Complete Resource Package (essential component) includes:				9780076185900		
	Transition Mathematics Teacher's Edition Volume 1				9780076109999		
	Transition Mathematics Teacher's Edition Volume 2				9780076110001		
	Transition Mathematics Teaching Resources BLM Volume 1				9780076185832		
	Transition Mathematics Teaching Resources BLM Volume 2				9780076185849		
	Transition Mathematics Assessment Resources BLM Volume 1				9780076185863		
	Transition Mathematics Assessment Resources BLM Volume 2				9780076185870		
	Transition Mathematics Assessment Assistant CD-ROM				9780076110070		
	Transition Mathematics eTE with Answers and Solutions CD, Volume 1				9780076110087		
	Transition Mathematics eTE with Answers and Solutions CD, Volume 2				9780076185894		
	Transition Mathematics Online Student Edition				9780076233762		
	Transition Math eTE with Answers and Solutions CD, 2-Volume Set				9780076213832		
Transition Mathematics Materials Kit				9780076110094			
Transition Mathematics Teacher's Edition 2-Volume Set				9780076185825			

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades 6-8**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>	
<b>Wright Group / McGraw-Hill</b>	<b>The University of Chicago School Mathematics Project (UCSMP) Algebra</b>	<b>Zalman Usiskin, Natalie Jakucyn, Denisse Thompson, and The University of Chicago School Mathematics Project</b>	<b>2008</b>	<b>8</b>	<b>9780076213863</b>	<b>Recommended w/ Reservations 53% NCTM = 94%</b>	
	The University of Chicago School Mathematics Project (UCSMP) Algebra Student Edition Single Volume (main component)						9780076213863
	Algebra Complete Resource Package (essential component):						9780076186013
	Algebra Teacher's Edition Volume 1						9780076110117
	Algebra Teacher's Edition Volume 2						9780076110124
	Algebra Teaching Resources BLM Volume 1						9780076185948
	Algebra Teaching Resources BLM Volume 2						9780076185955
	Algebra Assessment Resources BLM Volume 1						9780076185979
	Algebra Assessment Resources BLM Volume 2						9780076185986
	Algebra Assessment Assistant CD-ROM						9780076110193
	Algebra eTE with Answers and Solutions CD, Volume 1						9780076110209
	Algebra eTE with Answers and Solutions CD, Volume 2						9780076186006
	Algebra Online Student Edition						9780076233779
	Algebra eTE with Answers and Solutions CD, 2-Volume Set						9780076213849
Algebra Teacher's Edition 2-Volume Set					9780076185931		

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation		
<b>General</b>								
<b>Holt McDougal</b>	<b>Integrated Mathematics, Book 1, Pupil Edition</b>	<b>Rubenstein, et al.</b>	<b>2002</b>	<b>9-12</b>	<b>9780618073948</b>	<b>Recommend w/ Reservations NCTM = 94% See notes for correlations</b>		
	Notes: Correlations are to all three titles combined. Algebra = 66%, Geometry = 70%, Algebra II = 46%. This series is designed to be a three year course. Key Features:							
	Integrated Mathematics, Book 1, Teacher Edition						9780618073955	
	Integrated Mathematics, Book 1, Teacher's Resource Package						9780395644348	
	Integrated Mathematics, Book 1, Preparation for Middle School Math, Pupil Edition						9780618067329	
	Integrated Mathematics, Books 1-3, Data Analysis Sourcebook						9780618370443	
	Integrated Mathematics, Books 1-3, Functions Sourcebook						9780618390816	
	Integrated Mathematics, Books 1-3, Multi-Language Glossary						9780618106509	
	Integrated Mathematics, Book 1 Overhead Visuals						9780395644331	
	Integrated Mathematics, Book 1, Preparation for Middle School Math, Teacher Edition						9780618084982	
	Integrated Mathematics, Book 1, Solution Key						9780618073962	
	Integrated Mathematics, Books 1-3, Tutor Place						9780618269617	
	Integrated Mathematics, Book 1, Test and Practice Generator CD-ROM						9780618093069	
		<b>Integrated Mathematics, Book 2, Pupil Edition</b>	<b>Rubenstein, et al.</b>	<b>2002</b>	<b>9-12</b>		<b>9780618073979</b>	<b>Recommend w/ Reservations NCTM = 94% See notes for correlations</b>
	Notes: Correlations are to all three titles combined. Algebra = 66%, Geometry = 70%, Algebra II = 46%. This series is designed to be a three year course. Key Features:							
Integrated Mathematics, Book 2, Teacher Edition					9780618073986			
Integrated Mathematics, Book 2, Teacher's Resource Package					9780395644478			
Integrated Mathematics, Books 1-3, Data Analysis Sourcebook					9780618370443			
Integrated Mathematics, Books 1-3, Functions Sourcebook					9780618390816			
Integrated Mathematics, Books 1-3, Multi-Language Glossary					9780618106509			
Integrated Mathematics, Book 2 Overhead Visuals					9780395644461			
Integrated Mathematics, Book 2, Skills Bank					9780618119783			
Integrated Mathematics, Book 2, Solution Key					9780618073993			
Integrated Mathematics, Books 1-3, Tutor Place					9780618269617			
Integrated Mathematics, Book 2, Test and Practice Generator CD-ROM					9780618093076			

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Holt McDougal</b>	<b>Integrated Mathematics, Book 3, Pupil Edition</b>	Rubenstein, et al.	2002	9-12	9780618074006	<b>Recommend w/ Reservations NCTM = 94% See notes for correlations</b>	
	Notes: Correlations are to all three titles combined. Algebra = 66%, Geometry = 70%, Algebra II = 46%. This series is designed to be a three year course. Key Features:						
	Integrated Mathematics, Book 3, Teacher Edition						9780618074013
	Integrated Mathematics, Book 3, Teacher's Resource Package						9780395644560
	Integrated Mathematics, Books 1-3, Data Analysis Sourcebook						9780618370443
	Integrated Mathematics, Books 1-3, Functions Sourcebook						9780618390816
	Integrated Mathematics, Books 1-3, Multi-Language Glossary						9780618106509
	Integrated Mathematics, Book 3, Overhead Visuals						9780395644553
	Integrated Mathematics, Book 3, Solution Key						9780618074020
	Integrated Mathematics, Books 1-3, Tutor Place						9780618269617
	Integrated Mathematics, Book 3, Test and Practice Generator CD-ROM						9780618093083
Integrated Mathematics, Books 1-3, Teaching Mathematics Using Technology					9780618186020		

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Algebra</b>							
<b>Carnegie Learning, Inc.</b>	<b>Algebra 1 Cognitive Tutor- Student Edition Workbook</b>	<b>Carnegie Learning, Inc.</b>	<b>2008</b>	<b>9 (6-9)</b>	<b>978-1-932409-58-1</b>	<b>87% NCTM = 94%</b>	
	Notes: May be used with grades six, seven, and eight. Correlations are to high school algebra standards. Key Features: Success in Algebra I can launch students into more advanced math and science courses, and can boost their confidence throughout their secondary school careers. The Cognitive Tutor Algebra I curriculum is based on 20 years of research at Carnegie Mellon University into the strategies students use to solve algebra problems. Our Algebra curricula uses students' intuitive problem-solving abilities to help them comprehend and master higher-order mathematical concepts.						
	Algebra 1 Cognitive Tutor- Student Software						z-978-1-934800-10-2
	Algebra 1 Cognitive Tutor- Teacher Text Set						978-1-932409-59-8
<b>CORD Communications, Inc.</b>	<b>CORD Algebra 1 - Student</b>	<b>CORD</b>	<b>2009</b>	<b>9-12</b>	<b>9781578374251</b>	<b>95% NCTM = 94%</b>	
	Key Features:						
	CORD Algebra 1 – Student – Volume 1						9781578374316
	CORD Algebra 1 – Student – Volume 2						9781578374324
	CORD Algebra 1 – Annotated Teacher's Wrap						978157837426X
	CORD Algebra 1 – Chapter Resource Book						9781578374278
	CORD Algebra 1 – Lab Data Sheets						9781578374286
	CORD Algebra 1 – Software Generated Assessment						9781578374294
	CORD Algebra 1 – Student book on-line						
CORD Algebra 1 – Teacher's Ancillaries on CD-Rom – may be substituted for hard copies					9781578374308		
<b>Glencoe / McGraw-Hill.</b>	<b>Glencoe Algebra 1</b>	<b>Glencoe/McGraw-Hill</b>	<b>2008</b>	<b>9-12 (8-12)</b>	<b>9780078738227</b>	<b>80% NCTM = 94%</b>	
	Note: Acceptable to use with grade 8 students. Key Features:						
	StudentWorks™ Plus DVD						9780078786068
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)						9780078738241
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078795770
	Interactive Classroom CD-ROM (Free 1:50 Student Editions Purchased)						9780078786105
	TeacherWorks™ (Free 1:50 Student Editions Purchased)						9780078786075
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)						9780078786099



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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Glencoe / McGraw-Hill.	<b>Glencoe Algebra: Concepts and Applications, Volume 1</b>	Price, et al	2007	9-12	9780078703485	<b>Highly Recommended 98% NCTM = 92%</b>	
	Notes: Highly recommended when Volumes I & II are used in combination. Correlation is of combined Volume I & II, as one course. Key Features:						
	Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078703508
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078694264	
	<b>Glencoe Algebra: Concepts and Applications, Volume 2</b>	Price, et al	2007	9-12	9780078703492	<b>See Above</b>	
	Notes: Must be used in combination with Volume I. Correlation is of combined Volume I & II. Key Features:						
	Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078703508
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078694271	
	<b>Core-Plus Mathematics: Contemporary Mathematics In Context, Course 1</b>	Coxford, et al	2008	9 (8-12)	9780078615214	<b>See Notes Recommend w/ Reservations NCTM = 90% Algebra I = 50%, Geometry = 61%, Algebra II = 50%.</b>	
	Notes: Includes course I and II in correlation score. Key Features:						
	StudentWorks™ CD-ROM						9780078779060
	Teacher Guide A (Free 1:50 Student Editions Purchased)						9780078772474
	Teacher Guide B (Free 1:50 Student Editions Purchased)						9780078772481
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078777530
	TeacherWorks™ CD-ROM (Free 1:50 Student Editions Purchased)						9780078779077
ExamView® Pro CD-ROM (Free 1:50 Student Edition Purchased)					9780078779084		
<b>Core-Plus Mathematics: Contemporary Mathematics In Context, Course 2</b>	Coxford, et al	2008	9 (8-12)	9780078772580	<b>See above</b>		
Notes: Includes course I and II in correlation score. Key Features:							
StudentWorks™ DVD						9780078881343	
Teacher Guide A (Free 1:50 Student Editions Purchased)						9780078772597	
Teacher Guide B (Free 1:50 Student Editions Purchased)						9780078772603	
Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078805790	
TeacherWorks™ (Free 1:50 Student Editions Purchased)						9780078881350	
ExamView® Pro CD-ROM (Free 1:50 Student Edition Purchased)						9780078881367	

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation		
<b>Glencoe / McGraw-Hill.</b>	<b>MathMatters 1: An Integrated Program</b>	<b>Lynch, et al</b>	<b>2009</b>	<b>9 (8-12)</b>	<b>9780078805691</b>	<b>Recommend w/ Reservations NCTM = 75% Algebra I = 92%, Geometry = 93%, Algebra II = 52%.</b>		
	Notes: MathMatters 1, 2, 3 must be purchased as a complete set. Correlations is to entire series. Key Features:							
	StudentWorks™ Plus DVD						9780078881404	
	Annotated Teacher Edition (Free 1:35 Student Editions Purchased)						9780078805707	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078694462	
	TeacherWorks™ Plus DVD (Free 1:50 Student Editions Purchased)						9780078881411	
	ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)						9780078700002	
	<b>MathMatters 2: An Integrated Program</b>	<b>Lynch, et al</b>	<b>2009</b>	<b>9 (8-12)</b>	<b>9780078805714</b>	<b>Recommend w/ Reservations NCTM = 75% Algebra I = 92%, Geometry = 93%, Algebra II = 52%.</b>		
	Notes: MathMatters 1, 2, 3 must be purchased as a complete set. Correlations is to entire series. Key Features:							
	StudentWorks™ Plus DVD						9780078881428	
	Annotated Teacher Edition (Free 1:35 Student Editions Purchased)						9780078805721	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078694486	
	TeacherWorks™ Plus DVD (Free 1:50 Student Editions Purchased)						9780078881435	
	ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)						9780078701214	
	<b>MathMatters 3: An Integrated Program</b>	<b>Lynch, et al</b>	<b>2009</b>	<b>9 (8-12)</b>	<b>9780078805738</b>	<b>Recommend w/ Reservations 51% NCTM = 75% Correlation to HS standards</b>		
	Notes: MathMatters 1, 2, 3 must be purchased as a complete set. Correlations is to entire series. Key Features:							
	StudentWorks™ Plus DVD						9780078881442	
	Annotated Teacher Edition (Free 1:35 Student Editions Purchased)						9780078805745	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078694387	
	TeacherWorks™ Plus DVD (Free 1:50 Student Editions Purchased)						9780078881459	
	ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)						9780078700002	

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>HMH Supplemental Publishers Inc.</b>	<b>Saxon Math Algebra 1, 4<sup>th</sup> Edition – Student Edition</b>	<b>HMH Supplemental Publishers Inc.</b>	<b>2009</b>	<b>9-12 (8-12)</b>	<b>9781602773011</b>	<b>Recommend w/ Reservations 88% NCTM = 56%</b>	
	Notes: Recommended with Reservations. Key Features:						
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Student Edition eBook						9781602774919
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Student Edition & Student Edition eBook						9781602776265
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Teacher’s Edition						9781602773028
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Teacher Technology Package (includes Teacher Edition eBook, Test & Practice Generator CD, Resources & Planner CD, Instructional Presentations CD, and Texas Instruments Activities CD)						9781602776159
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Instructional Masters						9781602774964
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Reteaching Masters						9781602774995
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Course Assessments						9781602774841
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Challenge and Enrichment Masters						9781602774926
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Technology Lab Masters						9781602775022
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Prerequisite Skills Intervention						9781602775077
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Solutions Manual						9781602775008
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Multilingual Glossary						9781602775923
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – English Learners Handbook						9781602775060
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Standardized Test Practice						9781602775015
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Warm up and Teaching Transparencies						9781602775039
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Student Edition Practice Workbook						9781602775046
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – College Entrance Exam Practice						9781602774957
	Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Test and Practice Generator CD – ExamView						9781602774896
Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Instructional Presentations CD					9781602774889		
Saxon Math Algebra 1, 4 <sup>th</sup> Edition – Overhead Manipulative Kit					9781602776142		
<b>Holt McDougal</b>	<b>Holt Algebra 1, Student Edition</b>	<b>Burger, et. al.</b>	<b>2007</b>	<b>9-12</b>	<b>9780030358272</b>	<b>Highly Recommended 100% NCTM = 92%</b>	
	Key Features:						
	Holt Algebra 1, Student One Stop [CD-ROM]						9780030779527
	Holt Algebra 1, Student One Stop [CD-ROM], Set of 25 (With minimum purchase of 25 print student editions)						9780030796197
	Holt Algebra 1, Premier Online Edition (Contract length subscription)						9780030779381
	Holt Algebra 1/Holt Algebra 1 Spanish Student Edition						9780030779473
	Holt Algebra 1, Student Edition and Student One Stop [CD-ROM]						9780554009032
	Holt Algebra 1, Premier Online Edition and Student One Stop [CD-ROM] (Contract length subscription)						9780554009094
Holt Algebra 1, Teacher’s Edition					9780030385322		

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**Mathematics  
Grades 9-12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>	
<b>Holt McDougal</b>	<b>Holt Algebra 1, Student Edition</b>	<b>Burger, et. al.</b>	<b>2007</b>	<b>9-12</b>			
	Holt Algebra 1, One-Stop Planner® with Test and Practice Generator and State-Specific Resources [CD-ROM]					9780030779367	
	Holt Algebra 1, Algebra Lab Activities [with Answers]					9780030779015	
	Holt Algebra 1, Alternate Openers: Explorations Transparencies [with Answers]					9780030779022	
	Holt Algebra 1, Are You Ready? Intervention and Enrichment [with Answers]					9780030779039	
	Holt Algebra 1, Assessment Resources [with Answers]					9780030427473	
	Holt Algebra 1, Chapter Resources (Contains 12 Chapter Resource File Booklets)					9780030779190	
	Holt College Entrance Exam Practice for Mathematics [with Answers]					9780030780769	
	Holt Algebra 1, Countdown to Testing Transparencies [with Answers]					9780030461798	
	Holt Algebra 1, Homework and Practice Workbook					9780030466373	
	Holt Algebra 1, Homework and Practice Workbook Teacher's Guide					9780030779213	
	Holt Algebra 1, Know-It Notebook					9780030779237	
	Holt Algebra 1, Know-It Notebook Teacher's Guide [with Transparencies] Volumes 1-4					9780030779244	
	Holt Algebra 1, Lesson Plans					9780030779268	
	Holt Algebra 1, Lesson Transparencies Volumes 1 and 2					9780030779282	
	Holt Math, Multilingual Glossary					9780030778995	
	Holt Algebra 1/Geometry/Algebra 2, Posters					9780030920769	
	Holt Algebra 1, Ready to Go On? Intervention and Enrichment [with Answers]					9780030779411	
	Holt Algebra 1, Solutions Key					9780030779466	
	Holt Math State Test Prep Workbook for Grade 8					9780030784965	
	Holt Math State Test Prep Workbook for Grade 9					9780030779480	
	Holt Math State Test Prep Workbook Teacher's Guide for Middle School and High School [with Answers]					9780030779510	
	Holt Algebra 1, Success for English Language Learners [with Answers]					9780030779534	
	Holt Algebra 1, Technology Lab Activities [with Answers]					9780030779565	
	Holt Algebra 1, Problem Solving Workbook					9780030797569	
	Holt Algebra 1, Problem Solving Workbook Teacher's Guide					9780030797590	
	Holt Algebra 1, ¿Estás listo? Intervención y enriquecimiento/ Spanish Are You Ready? Intervention and Enrichment [with Answers]					9780030461842	
	Holt Algebra 1, Recursos de evaluación/Spanish Assessment Resources [with Answers]					9780030779435	
	Holt Algebra 1, Cuaderno de trabajo de tarea y práctica/Spanish Homework and Practice Workbook					9780030779336	
	Holt Algebra 1, Cuaderno de trabajo de resolución de problemas / Spanish Problem Solving Workbook					9780030921995	
	Holt Algebra 1, ¿Listo para seguir? Intervención y enriquecimiento/ Spanish Ready to Go On? Intervention and Enrichment [with Answers]					9780030461873	
	Holt Algebra 1, Geometry, and Algebra 2, Are You Ready? Intervention and Enrichment [CD-ROM]					9780030780776	
	Holt Algebra 1, IDEA Works! Special Education CD-ROM					9780030779220	
	Holt Algebra 1, Interactive Answers and Solutions [CD-ROM]					9780030779572	
Holt Algebra 1, Lesson Tutorial Videos [CD-ROM]					9780030779343		
Holt Algebra 1, Power Presentations [CD-ROM]					9780030779398		
Holt Algebra 1, Ready to Go On? Intervention and Enrichment [CD-ROM]					9780030779428		
Holt Math State Test Prep for Middle School and High School [CD-ROM]					9780030779497		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Holt McDougal</b>	<b>Holt Algebra 1 (Continued)</b>	<b>Burger, et. al.</b>	<b>2007</b>	<b>9-12</b>			
	Holt Algebra 1, Transparencies [CD-ROM]					9780030778988	
	Holt Algebra 1, Geometry, and Algebra 2, Quiz Game [CD-ROM]					9780030933998	
	Holt Algebra 1, Resources for TI Technology [CD-ROM]					9780030941092	
	Holt Algebra 1, Geometry, and Algebra 2, Classroom Manipulatives Kit					9780030941122	
	Holt Algebra 1, Geometry, and Algebra 2, Teacher's Manipulatives Kit					9780030941139	
<b>Holt McDougal</b>	<b>McDougal Littell Algebra 1, Pupil Edition</b>	<b>Larson, et al.</b>	<b>2007</b>	<b>9-12</b>	<b>9780618594023</b>	<b>Highly Recommended 100% NCTM = 92%</b>	
	Key Features:						
	McDougal Littell Algebra 1, Teacher Edition						9780618595563
	McDougal Littell Algebra 1, Resource Manager						9780618754274
	McDougal Littell Algebra 1, Best Practices Toolkit						9780618733088
	McDougal Littell Algebra 1, Assessment Book						9780618736669
	McDougal Littell Algebra 1, Benchmark Tests						9780618736720
	McDougal Littell Algebra 1, Remediation Book						9780618736768
	McDougal Littell Algebra 1, Student Resources in Spanish						9780618736799
	McDougal Littell Algebra 1, Spanish Study Guide						9780618733446
	McDougal Littell Algebra 1, Spanish Assessment Book					9780618736836	
	McDougal Littell Algebra 1, Multi-Language Visual Glossary					9780618736867	
	McDougal Littell Algebra 1, Notetaking Guide Pupil Edition					9780618736911	
	McDougal Littell Algebra 1, Notetaking Guide Teacher Edition					9780618736874	
	McDougal Littell Algebra 1, Practice Workbook					9780618736942	
	McDougal Littell Algebra 1, Functions Sourcebook					9780618390816	
	McDougal Littell Algebra 1, Data Analysis Sourcebook					9780618370443	
	McDougal Littell Algebra 1, Teaching Mathematics Using Technology					9780618186020	
	McDougal Littell Algebra 1, eEdition DVD-ROM					9780618656004	
	McDougal Littell Algebra 1, EasyPlanner DVD-ROM					9780618726479	
	McDougal Littell Algebra 1, Power Presentations: The Electronic Classroom CD-ROM					9780618656035	
	McDougal Littell Algebra 1, High School Activity Generator CD-ROM					9780618656196	
	McDougal Littell Algebra 1, Test Generator CD-ROM					9780547003634	
	McDougal Littell Algebra 1, @HomeTutor CD-ROM					9780618627578	
	McDougal Littell Algebra 1, eEdition Online					9780618756490	
	<b>Algebra 1: Concepts and Skills, Pupil Edition</b>	<b>Larson, et al.</b>	<b>2004</b>	<b>9-12</b>	<b>9780618374205</b>	<b>88% NCTM = 72%</b>	
Key Features:							
Algebra 1: Concepts and Skills, Teacher Edition					9780618374212		
Algebra 1: Concepts and Skills, Teacher's Resource Package					9780618078509		
Algebra 1: Concepts and Skills, Key Skills Review: Preparing for Volume 2					9780618127719		

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\*Correlation to Mathematics Content Standards

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Holt McDougal</b>	<b>Algebra 1: Concepts and Skills (Continued)</b>		<b>2004</b>	<b>9-12</b>			
	Algebra 1: Concepts and Skills, Pacing and Lesson Planning Guide for Volumes 1 and 2					9780618127726	
	Algebra 1: Concepts and Skills, Notetaking Guide, Pupil Edition					9780618410606	
	Algebra 1: Concepts and Skills, Notetaking Guide, Teacher Edition					9780618410613	
	Algebra 1: Concepts and Skills, Notetaking Guide Transparencies					9780618410590	
	Algebra 1: Concepts and Skills, Student Algebra Tile Kit					9780395927861	
	Algebra 1: Concepts and Skills, Overhead Algebra Tile Kit					9780395905562	
	Algebra 1: Concepts and Skills, Preparation for Middle School Math, Pupil Edition					9780618067329	
	Algebra 1: Concepts and Skills, Preparation for Middle School Math, Teacher Edition					9780618084982	
	Algebra 1: Concepts and Skills, Resources in Spanish					9780618078752	
	Algebra 1: Concepts and Skills, Cuaderno de practica con ejemplos – Practice Workbook with Examples					9780618458943	
	Algebra 1: Concepts and Skills, Cuaderno de practica con ejemplos – Practice Workbook with Examples Answer Key					9780618463695	
	Algebra 1: Concepts and Skills, Extra Example Transparencies with Standardized Test Practice					9780618078899	
	Algebra 1: Concepts and Skills, Answer Transparencies for Checking Homework					9780618078837	
	Algebra 1: Concepts and Skills, Starting Points: Alternative Lesson Openers Transparency Package					9780618078851	
	Algebra 1: Concepts and Skills, Basic Skills Workbook: Diagnosis & Remediation Pupil Edition					9780618078653	
	Algebra 1: Concepts and Skills, Practice Workbook with Examples, Pupil Edition					9780618078691	
	Algebra 1: Concepts and Skills, Standardized Test Practice Workbook, Pupil Edition					9780618078677	
	Algebra 1: Concepts and Skills, Multi-Language Glossary					9780618106509	
	Algebra 1: Concepts and Skills, Teaching Mathematics Using Technology					9780618186020	
	Algebra 1: Concepts and Skills, eEdition CD-ROM					9780618439768	
	Algebra 1: Concepts and Skills, Instant Replay: Video Review Games with Resource Guide					9780618019533	
	Algebra 1: Concepts and Skills, Electronic Teacher Tools CD-ROM					9780618079063	
	Algebra 1: Concepts and Skills, Electronic Lesson Presentations					9780618117086	
	Algebra 1: Concepts and Skills, Personal Student Tutor CD-ROM					9780618391981	
	Algebra 1: Concepts and Skills, Personal Student Tutor CD-ROM (10-Pack)					9780618391974	
	Algebra 1: Concepts and Skills, Personal Student Tutor CD-ROM with Site License					9780618391998	
Algebra 1: Concepts and Skills, Pupil's Edition and Personal Student Tutor CD-ROM Bundle					9780618400980		
Algebra 1: Concepts and Skills, Test and Practice Generator CD-ROM					9780618392001		
Algebra 1: Concepts and Skills, eEdition Online					9780618186112		
	<b>Algebra Structure and Method, Book 1 Pupil Edition</b>	<b>Brown, et al.</b>	<b>2000</b>	<b>9-12</b>	<b>9780395977224</b>	<b>Highly Recommended 100% NCTM = 97%</b>	
	Key Features:						
	Algebra Structure and Method, Book 1 Teacher Edition					9780395977231	
	Algebra Structure and Method, Book 1 Teacher's Resource File					9780395605585	
	Preparation for Middle School Math, Pupil Edition					9780618067329	
	Algebra Structure and Method, Book 1 Study Guide for Reteaching & Practice with Answer Key					9780395470534	

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Holt McDougal</b>	<b>Algebra Structure and Method, Book 1 (Continued)</b>		<b>2000</b>	<b>9-12</b>			
	Algebra Structure and Method Book 1, Algebra Readiness Book				9780618048984		
	Algebra Structure and Method, Book 1 Algebra Skills Resource Book				9780618048991		
	Algebra Structure and Method, Book 1 Answer Key to Study Guide				9780395470541		
	Algebra Structure and Method, Book 1 Overhead Visuals				9780395470558		
	Algebra Structure and Method, Book 1 Solution Key				9780395677643		
	Algebra Structure and Method, Book 1 Answer Key, Tests				9780395470503		
	Algebra Structure and Method, Book 1 Multiple Choice Tests				9780395546956		
	Algebra Structure and Method, Book 1 Tests with Answer Key				9780395591215		
	Teaching Mathematics Using Technology				9780618186020		
	Preparation for Middle School math, Teacher Edition				9780618084982		
Multi-Language Glossary		9780618106509					
<b>It's About Time</b>	<b>MathConnections 1a Student Edition</b>	<b>William Berlinghoff, et al.</b>	<b>2006</b>	<b>9</b>	<b>978-1-58591-366-4</b>	<b>Recommend w/ Reservations 61% NCTM = 100%</b>	
	Key Features:						
	MathConnections 1b Student Edition	William Berlinghoff, et al.					978-1-58591-367-1
	MathConnections 1a Teacher Edition	William Berlinghoff, et al.					978-1-58591-375-6
	MathConnections 1b Teacher Edition	William Berlinghoff, et al.					978-1-58591-376-3
	Teacher Resources CD Year 1	William Berlinghoff, et al.					978-1-58591-536-1
	Practice Problems Year 1	William Berlinghoff, et al.					978-1-58591-471-5
	Reinforcement Problems Year 1	William Berlinghoff, et al.					978-1-58591-475-3
	Record Sheets Year 1	William Berlinghoff, et al.					978-1-58591-477-7
	Enrichment Activities in Algebra - BLMs	William Berlinghoff, et al.					978-1-58591-483-8
Enrichment Activities in Algebra - CD	William Berlinghoff, et al.	978-1-58591-539-2					
<b>Key Curriculum Press</b>	<b>Discovering Algebra: An Investigative Approach 2<sup>nd</sup> Edition Student Textbook</b>	<b>Murdock, Kamischke, Kamischke</b>	<b>2007</b>	<b>9-10 (8-10)</b>	<b>978-1-55953-763-6</b>	<b>Recommend w/ Reservations 69% NCTM = 94%</b>	
	Notes: May be used for grade 8. Correlations are to high school algebra.						
	Key Features:						
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Online Student Textbook						978-1-55953-872-5
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Teaching Resources Package						978-1-55953-779-7
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Teacher's Edition						978-1-55953-785-8
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Solutions Manual						978-1-55953-764-3
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Teaching and Worksheet Masters						978-1-55953-766-7
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Teaching Resources on CD						978-1-55953-776-6
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition TestCheck Test Generator and Worksheet Builder CD						978-1-55953-777-3
Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Assessment Resources		978-1-55953-765-0					

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
<b>Key Curriculum Press</b>	<b>Discovering Algebra: An Investigative Approach 2<sup>nd</sup> Edition Student Textbook</b>		<b>2007</b>	<b>9-10 (8-10)</b>		
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Technology Demonstrations (with CD)				978-1-55953-771-1	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition More Practice Your Skills Student Workbook				978-1-55953-768-1	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition More Practice Your Skills with Answers				978-1-55953-767-4	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Condensed Lessons: A Tool for Parents and Tutors				978-1-55953-769-8	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Condensed Lessons in Spanish				978-1-55953-770-4	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Calculator Programs and Data CD				978-1-55953-778-0	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition A Guide for Parents (English/Spanish)				978-1-55953-774-2	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition Calculator Notes for Texas Instruments TI-83 & TI-83/84 Plus				978-1-55953-773-5	
	Discovering Algebra: An Investigative Approach 2 <sup>nd</sup> Edition with TI-Navigator				978-1-55953-853-4	
<b>Pearson Education publishing as Prentice Hall</b>	<b>Prentice Hall Mathematics - Algebra 1 Student Edition</b>	<b>Dan Kennedy, et al</b>	<b>2009</b>	<b>9-12</b>	<b>9780133659467</b>	<b>91% NCTM = 78%</b>
	Key Features:					
	Interactive Text 6-year online access		2007		9780132505062	
	Teacher's Edition		2007		9780133659511	
	TeacherEXPRESS™ CD-ROM featuring Presentation EXPRESS, Mindpoint, & Discovery Videos		2007		9780133659818	
	Teacher Online Access Pack		2009		9780133659955	
	ExamView® 6.1		2009		9780133659917	



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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Geometry</b>							
<b>Carnegie Learning, Inc.</b>	<b>Geometry Cognitive Tutor- Student Edition Workbook</b>	<b>Carnegie Learning, Inc.</b>	<b>2008</b>	<b>9-10</b>	<b>977-1932409-66-6</b>	<b>80% NCTM = 86%</b>	
	Key Features: Based on extensive scientific research at Carnegie Mellon University, Carnegie Learning's Cognitive Tutor Geometry helps students understand geometric concepts and build critical skills in spatial reasoning. As they progress from concrete to abstract thinking, students use algebraic connections and prior knowledge to practice inductive and deductive reasoning, which leads to mastery of core geometric concepts.						
	Geometry Cognitive Tutor- Student Software						z-978-1-934239-27-8
	Geometry Cognitive Tutor- Teacher Text Set						978-1-932409-67-3
<b>CORD Communications, Inc.</b>	<b>CORD Geometry - Student</b>	<b>CORD</b>	<b>2009</b>	<b>9-12</b>	<b>9781578374332</b>	<b>Highly Recommended 100% NCTM = 100%</b>	
	Key Features:						
	CORD Geometry – Annotated Teacher's Wrap						9781578374340
	CORD Geometry – Chapter Resource Book						9781578374359
	CORD Geometry – Lab Data Sheets						9781578374367
	CORD Geometry – Software Generated Assessment						9781578374375
	CORD Geometry – Teacher's Ancillaries on CD-Rom – may be substituted for hard copies						9781578374383
	CORD Geometry – Student book on-line						
	CORD Geometry – Proof Supplement					9781578374399	
	<b>Glencoe Geometry</b>	<b>Glencoe/ McGraw-Hill</b>	<b>2008</b>	<b>9-12 (8-12)</b>	<b>9780078738265</b>	<b>100% NCTM = 56%</b>	
	Notes: Recommended for an 8 <sup>th</sup> grade Geometry class. Correlations are to High school geometry standards.						
	Key Features:						
	StudentWorks™ Plus DVD						9780078786181
Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)					9780078738289		
Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078795787		
Interactive Classroom CD-ROM (Free 1:50 Student Editions Purchased)					9780078786228		
TeacherWorks™ Plus (Free 1:50 Student Editions Purchased)					9780078786198		
ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)					9780078786211		

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Glencoe / McGraw-Hill.</b>	<b>Glencoe Geometry: Concepts and Applications</b>	<b>Cummins, et al</b>	<b>2008</b>	<b>9-12</b>	<b>9780078799143</b>	<b>Highly Recommended 100% NCTM = 100%</b>	
	Key Features:						
	StudentWorks™ CD-ROM						9780078699320
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078694431
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)						9780078799150
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)						9780078701290
<b>HMH Supplemental Publishers Inc.</b>	<b>Saxon Math Geometry, 1<sup>st</sup> Edition – Student Edition</b>	<b>HMH Supplemental Publishers Inc.</b>	<b>2009</b>	<b>9-12 (8-12)</b>	<b>9781602773059</b>	<b>Recommend w/ Reservations 93% NCTM = 19%</b>	
	Notes: Recommended with Reservations. Key Features:						
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Student Edition eBook						9781602775541
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Student Edition & Student Edition eBook						9781602776289
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Teacher’s Edition						9781602773066
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Teacher Technology Package (includes Teacher Edition eBook, Test & Practice Generator CD, Resources & Planner CD, Instructional Presentations CD, and Texas Instruments Activities CD)						9781602776173
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Instructional Masters						9781602774964
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Reteaching Masters						9781602775602
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Course Assessments						9781602775473
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Challenge and Enrichment Masters						9781602775558
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Technology Lab Masters						9781602775633
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Prerequisite Skills Intervention						9781602775077
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Solutions Manual						9781602775619
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Multilingual Glossary						9781602775923
	Saxon Math Geometry, 1 <sup>st</sup> Edition – English Learners Handbook						9781602775060
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Standardized Test Practice						9781602775626
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Warm up and Teaching Transparencies						9781602775640
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Student Edition Practice Workbook						9781602775657
	Saxon Math Geometry, 1 <sup>st</sup> Edition – College Entrance Exam Practice						9781602774957
	Saxon Math Geometry, 1 <sup>st</sup> Edition – Test and Practice Generator CD – ExamView						9781602775527
Saxon Math Geometry, 1 <sup>st</sup> Edition – Instructional Presentations CD					9781602775510		
Saxon Math Geometry, 1 <sup>st</sup> Edition – Overhead Manipulative Kit					9781602776142		

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Holt McDougal	<b>McDougal Littell Geometry Pupil Edition</b>	<b>Larson, et al.</b>	<b>2007</b>	<b>9-12</b>	<b>9780618595402</b>	<b>Highly Recommended 100% NCTM = 100%</b>	
	Key Features:						
	McDougal Littell Geometry Teacher Edition						9780618595570
	McDougal Littell Geometry Resource Manager						9780618754281
	McDougal Littell Geometry Best Practices Toolkit						9780618733095
	McDougal Littell Geometry Assessment Book						9780618736676
	McDougal Littell Geometry Benchmark Tests						9780618736737
	McDougal Littell Geometry Remediation Book						9780618736775
	McDougal Littell Geometry Student Resources in Spanish						9780618736805
	McDougal Littell Geometry Spanish Study Guide						9780618734146
	McDougal Littell Geometry Spanish Assessment Book						9780618736843
	McDougal Littell Geometry Multi-Language Visual Glossary						9780618736867
	McDougal Littell Geometry Notetaking Guide Pupil Edition						9780618736928
	McDougal Littell Geometry Notetaking Guide Teacher Edition						9780618736898
	McDougal Littell Geometry Practice Workbook						9780618736959
	McDougal Littell Geometry Teaching Mathematics Using Technology						9780618186020
	McDougal Littell Geometry eEdition DVD-ROM						9780618656011
	McDougal Littell Geometry EasyPlanner DVD-ROM						9780618656011
	McDougal Littell Geometry Power Presentations: The Electronic Classroom CD-ROM						9780618656042
	McDougal Littell Geometry High School Activity Generator CD-ROM						9780618656196
	McDougal Littell Geometry Test Generator CD-ROM						9780547003634
	McDougal Littell Geometry @HomeTutor CD-ROM						9780618627592
	McDougal Littell Geometry eEdition Online						9780618756506
	<b>McDougal Littell Geometry: Concepts and Skills, Pupil Edition</b>	<b>Larson, et al.</b>	<b>2005</b>	<b>9-12</b>	<b>9780618501571</b>	<b>86% NCTM = 66%</b>	
Key Features:							
McDougal Littell Geometry: Concepts and Skills, Teacher Edition					9780618501858		
McDougal Littell Geometry: Concepts and Skills, Teacher's Resource Package					9780618171484		
McDougal Littell Geometry: Concepts and Skills, Notetaking Guide, Pupil Edition					9780618410637		
McDougal Littell Geometry: Concepts and Skills, Notetaking Guide, Teacher Edition					9780618410644		
McDougal Littell Geometry: Concepts and Skills, Notetaking Guide Transparencies					9780618410651		
McDougal Littell Geometry: Concepts and Skills, Resources in Spanish					9780618140503		
McDougal Littell Geometry: Concepts and Skills, Answer Transparencies for Checking Homework					9780618140367		
McDougal Littell Geometry: Concepts and Skills, Visualize It! Transparencies					9780618211906		
McDougal Littell Geometry: Concepts and Skills, Practice Workbook with Examples, Pupil Edition					9780618140480		
McDougal Littell Geometry: Concepts and Skills, Multi-Language Glossary					9780618106509		
McDougal Littell Geometry: Concepts and Skills, Teaching Mathematics Using Technology					9780618186020		

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\*Correlation to Mathematics Content Standards

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\*EBIM = Evidence Based Intervention Math

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Holt McDougal</b>	<b>McDougal Littell Geometry: Concepts and Skills (Continued)</b>		<b>2005</b>	<b>9-12</b>			
	McDougal Littell Geometry: Concepts and Skills, eEdition CD-ROM					9780618439751	
	McDougal Littell Geometry: Concepts and Skills, Electronic Teacher Tools CD-ROM					9780618153534	
	McDougal Littell Geometry: Concepts and Skills, Test and Practice Generator CD-ROM					9780618544707	
	McDougal Littell Geometry: Concepts and Skills, Geometry Interactive Review Games CD-ROM					9780618308637	
	McDougal Littell Geometry: Concepts and Skills, Geometry in Motion Video				9-12	9780618153572	
	<b>Geometry Pupil Edition</b>		<b>Jurgensen, et al.</b>	<b>2000</b>	<b>9-12</b>	<b>9780395977279</b>	<b>Highly Recommended 100% NCTM = 100%</b>
	Key Features:						
	Geometry Teacher Edition					9780395977286	
	Geometry Teacher's Resource File					9780395605608	
	Geometry in Motion Video					9780618109694	
	Geometry Overhead Visuals					9780395510728	
	Geometry Answer Key for Study Guide for Reteaching & Practice					9780395470756	
Geometry Solution Key					9780395677667		
Multi-Language Glossary					9780618106509		
<b>It's About Time</b>	<b>MathConnections 2a Student Edition</b>	<b>William Berlinghoff, et al.</b>	<b>2006</b>	<b>10</b>	<b>978-1-58591-369-5</b>	<b>Recommend w/ Reservations 65% NCTM = 65%</b>	
	Key Features:						
	MathConnections 2b Student Edition						978-1-58591-370-1
	MathConnections 2a Teacher Edition						978-1-58591-379-4
	MathConnections 2b Teacher Edition						978-1-58591-380-0
	Teacher Resources CD Year 2						978-1-58591-537-8
	Practice Problems Year 2						978-1-58591-472-2
	Reinforcement Problems Year 2						978-1-58591-476-0
	Record Sheets Year 2						978-1-58591-478-4
	Enrichment Activities in Geometry - BLMs						978-1-58591-484-5
	Enrichment Activities in Geometry - CD						978-1-58591-540-8

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Key Curriculum Press</b>	<b>Discovering Geometry: An Investigative Approach 4<sup>th</sup> Edition Student Textbook</b>	<b>Michael Serra</b>	<b>2008</b>	<b>9-10 (8-10)</b>	<b>978-1-55953-882-4</b>	<b>Highly Recommended 100% NCTM = 100%</b>	
	Key Features:						
	Discovering Geometry: An Investigative Approach 4 <sup>th</sup> Edition Online Student Textbook						978-1-55953-904-3
	Discovering Geometry: An Investigative Approach 4 <sup>th</sup> Edition Teaching Resources Package						978-1-55953-903-6
	Discovering Geometry: An Investigative Approach 4 <sup>th</sup> Edition Teacher's Edition						978-1-55953-883-1
	Discovering Geometry: An Investigative Approach 4 <sup>th</sup> Edition Solutions Manual						978-1-55953-890-9
	Discovering Geometry: An Investigative Approach 4 <sup>th</sup> Edition Teaching and Worksheet Masters						978-1-55953-891-6
	Discovering Geometry: An Investigative Approach 4 <sup>th</sup> Edition Teaching Resources on CD						978-1-55953-901-2
	Discovering Geometry: An Investigative Approach 4 <sup>th</sup> Edition TestCheck Test Generator and Worksheet Builder (CD)						978-1-55953-902-9
	Discovering Geometry: An Investigative Approach 4 <sup>th</sup> Edition Assessment Resources						978-1-55953-892-3
	Discovering Geometry: An Investigative Approach 4 <sup>th</sup> Edition Practice Your Skills Student Workbook						978-1-55953-893-0
	Discovering Geometry: An Investigative Approach 4 <sup>th</sup> Edition Practice Your Skills with Answers						978-1-55953-894-7
	Discovering Geometry: An Investigative Approach 4 <sup>th</sup> Edition More Projects and Explorations						978-1-55953-899-2
	<b>Pearson Education publishing as Prentice Hall</b>	<b>Prentice Hall Mathematics - Geometry Student Edition</b>	<b>Dan Kennedy, et al</b>	<b>2009</b>	<b>6-12</b>		<b>9780133659481</b>
Notes: Correlations are to high school geometry standards.							
Key Features:							
Interactive Text 6-year online access					2007 9780132505079		
Teacher's Edition					2009 9780133659528		
TeacherEXPRESS™ CD-ROM featuring Presentation EXPRESS, Mindpoint, & Discovery Videos					2009 9780133659832		
Teacher Online Access Pack					2009 9780133659962		
ExamView® 6.1					2009 9780133659931		

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Pearson Education publishing as Prentice Hall	<b>Center for Mathematics Education Project-Geometry Student Edition</b>	<b>Senior Author Dr. Al Cuoco</b>	<b>2009</b>	<b>8-12</b>	<b>9780133500172</b>	<b>Recommended w/ Reservations 68% NCTM =94%</b>	
	Key Features:						
	Electronic Text 6-year Online Access						9780133662733
	StudentEXPRESS™ CD-ROM						9780133662573
	Teacher Edition						9780133500226
	TeacherEXPRESS™ CD						9780133642704
	Teacher Online Access Pack						9780133662627
ExamView® CD					9780133642735		

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Algebra 2</b>							
<b>Carnegie Learning, Inc.</b>	<b>Algebra 2 Cognitive Tutor- Student Edition Workbook</b>	<b>Carnegie Learning, Inc.</b>	<b>2008</b>	<b>11</b>	<b>978-1-934800-24-9</b>	<b>Recommended w/ reservations 65% NCTM = 94%</b>	
	Key Features: Cognitive Tutor Algebra II promotes the understanding of both linear and non-linear functional forms, as well as the relationship between text, equations, graphs and tables through the mathematical modeling of realistic situations. Our Algebra II program motivates students to talk about mathematical functions, tackle real-world problems, strengthen their conceptual foundations and understand Algebra's relevance in everyday life.						
	Algebra 2 Cognitive Tutor- Student Software						z-978-934239-9-2
	Algebra 2 Cognitive Tutor- Teacher Text Set						978-1-934800-25-6
<b>CORD Communications, Inc.</b>	<b>CORD Algebra 2 - Student</b>	<b>CORD</b>	<b>2008</b>	<b>9-12</b>	<b>9781578374199</b>	<b>Recommended w/ reservations 77% NCTM = 61%</b>	
	Key Features:						
	CORD Algebra 2 – Annotated Teacher's Wrap						9781578374205
	CORD Algebra 2 – Chapter Resource Book						9781578374212
	CORD Algebra 2 – Lab Data Sheets						9781578374229
	CORD Algebra 2 – Software Generated Assessment						9781578374236
	CORD Algebra 2 – Teacher's Ancillaries on CD-Rom – may be substituted for hard copies						9781578374243
CORD Algebra 2 – Student book on-line							
<b>Glencoe / McGraw-Hill.</b>	<b>Glencoe Algebra 2</b>	<b>Glencoe/McGraw-Hill</b>	<b>2008</b>	<b>8-12</b>	<b>9780078738302</b>	<b>Highly Recommended 100% NCTM = 100%</b>	
	Key Features:						
	StudentWorks™ Plus DVD						9780078786303
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)						9780078738326
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078795794
	Interactive Classroom CD-ROM (Free 1:50 Student Editions Purchased)						9780078786341
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)						9780078786334
	TeacherWorks™ Plus DVD (Free 1:50 Student Editions Purchased)						9780078786310

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>HMH Supplemental Publishers Inc.</b>	<b>Saxon Math Algebra 2, 4<sup>th</sup> Edition – Student Edition</b>	<b>HMH Supplemental Publishers Inc.</b>	<b>2009</b>	<b>9-12</b>	<b>9781602773035</b>	<b>Recommend w/ Reservations 85% NCTM = 47%</b>	
	Notes: Recommended with Reservations. Key Features:						
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Student Edition eBook						9781602775183
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Student Edition & Student Edition eBook						9781602776272
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Teacher’s Edition						9781602773042
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Teacher Technology Package (includes Teacher Edition eBook, Test & Practice Generator CD, Resources & Planner CD, Instructional Presentations CD, and Texas Instruments Activities CD)						9781602776166
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Instructional Masters						9781602774964
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Reteaching Masters						9781602775244
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Course Assessments						9781602775114
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Challenge and Enrichment Masters						9781602775190
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Technology Lab Masters						9781602775275
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Prerequisite Skills Intervention						9781602775077
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Solutions Manual						9781602775251
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Multilingual Glossary						9781602775923
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – English Learners Handbook						9781602775060
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Standardized Test Practice						9781602775268
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Warm up and Teaching Transparencies						9781602775282
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Student Edition Practice Workbook						9781602775299
	Saxon Math Algebra 2, 4 <sup>th</sup> Edition – College Entrance Exam Practice						9781602774957
Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Test and Practice Generator CD – ExamView					9781602775169		
Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Instructional Presentations CD					9781602775152		
Saxon Math Algebra 2, 4 <sup>th</sup> Edition – Overhead Manipulative Kit					9781602776142		
<b>Holt McDougal</b>	<b>McDougal Littell Algebra 2: Concepts and Skills Pupil Edition</b>	<b>Larson, et al.</b>	<b>2008</b>	<b>9-12</b>	<b>9780618552108</b>	<b>Highly Recommended 100% NCTM = 96%</b>	
	Key Features:						
	McDougal Littell Algebra 2: Concepts and Skills Teacher Edition						9780618552115
	McDougal Littell Algebra 2: Concepts and Skills Resource Manager						9780618571369
	McDougal Littell Algebra 2: Concepts and Skills Notetaking Guide Pupil Edition						9780618574704
	McDougal Littell Algebra 2: Concepts and Skills Notetaking Guide Teacher Edition						9780618574711
	McDougal Littell Algebra 2: Concepts and Skills Practice Workbook						9780618571444
	McDougal Littell Algebra 2: Concepts and Skills Remediation Book						9780618571376
	McDougal Littell Algebra 2: Concepts and Skills Resources in Spanish						9780618571437



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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Holt McDougal	<b>McDougal Littell Algebra 2: Concepts and Skills (Continued)</b>		<b>2008</b>	<b>9-12</b>			
	McDougal Littell Algebra 2: Concepts and Skills Assessment Book				9780547001630		
	McDougal Littell Algebra 2: Concepts and Skills eEdition DVD-ROM				9780547007595		
	McDougal Littell Algebra 2: Concepts and Skills EasyPlanner DVD-ROM				9780547007663		
	McDougal Littell Algebra 2: Concepts and Skills Power Presentations: The Electronic Classroom CD-ROM				9780547007601		
	McDougal Littell Algebra 2: Concepts and Skills Activity Generator CD-ROM				9780547007618		
	McDougal Littell Algebra 2: Concepts and Skills ExamView Test Generator CD-ROM				9780547003672		
	McDougal Littell Algebra 2: Concepts and Skills @HomeTutor CD-ROM				9780547007731		
	McDougal Littell Algebra 2: Concepts and Skills eEdition Online		9780547007687				
	<b>McDougal Littell Algebra 2, Pupil Edition</b>		<b>Larson, et al.</b>	<b>2007</b>	<b>9-12</b>	<b>9780618595419</b>	<b>95% NCTM = 94%</b>
	Key Features:						
	McDougal Littell Algebra 2, Teacher Edition					9780618595594	
	McDougal Littell Algebra 2, Resource Manager					9780618754298	
	McDougal Littell Algebra 2, Best Practices Toolkit					9780618733422	
	McDougal Littell Algebra 2, Assessment Book					9780618736690	
McDougal Littell Algebra 2, Benchmark Tests					9780618736744		
McDougal Littell Algebra 2, Remediation Book					9780618736782		
McDougal Littell Algebra 2, Student Resources in Spanish					9780618736812		
McDougal Littell Algebra 2, Spanish Study Guide					9780618734153		
McDougal Littell Algebra 2, Spanish Assessment Book					9780618736850		
McDougal Littell Algebra 2, Multi-Language Visual Glossary					9780618736867		
McDougal Littell Algebra 2, Notetaking Guide Pupil Edition					9780618736935		
McDougal Littell Algebra 2, Notetaking Guide Teacher Edition					9780618736904		
McDougal Littell Algebra 2, Practice Workbook					9780618736966		
McDougal Littell Algebra 2, Functions Sourcebook					9780618390816		
McDougal Littell Algebra 2, Data Analysis Sourcebook					9780618370443		
McDougal Littell Algebra 2, Teaching Mathematics Using Technology					9780618186020		
McDougal Littell Algebra 2, eEdition DVD-ROM					9780618656028		
McDougal Littell Algebra 2, EasyPlanner DVD-ROM					9780618726493		
McDougal Littell Algebra 2, Power Presentations: The Electronic Classroom CD-ROM					9780618656066		
McDougal Littell Algebra 2, High School Activity Generator CD-ROM					9780618656196		
McDougal Littell Algebra 2, Test Generator CD-ROM					9780547003634		
McDougal Littell Algebra 2, @HomeTutor CD-ROM					9780618627585		
McDougal Littell Algebra 2, eEdition Online					9780618756513		

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

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**Mathematics  
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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>	
<b>Holt McDougal</b>	<b>Algebra and Trigonometry: Structure and Method, Book 2 Pupil Edition</b>	<b>Brown, et al.</b>	<b>2000</b>	<b>9-12</b>	<b>9780395977255</b>	<b>95% NCTM = 94%</b>	
	Key Features:						
	Algebra and Trigonometry: Structure and Method, Book 2 Teacher Edition						9780395977262
	Algebra and Trigonometry: Structure and Method, Book 2 Teacher's Resource File						9780395605592
	Algebra and Trigonometry: Structure and Method, Book 2 Answer Key to Study Guide						9780395470657
	Algebra and Trigonometry: Structure and Method, Book 2 Overhead Visuals						9780395470664
	Algebra and Trigonometry: Structure and Method, Book 2 Solution Key						9780395470596
	Algebra and Trigonometry: Structure and Method, Book 2 Multiple Choice Tests						9780395546963
Multi-Language Glossary					9780618106509		
<b>Key Curriculum Press</b>	<b>Discovering Advanced Algebra: An Investigative Approach Student Textbook</b>	<b>Murdock, Kamischke, Kamischke</b>	<b>2004</b>	<b>10-12</b>	<b>978-1-55953-606-6</b>	<b>93% NCTM = 97%</b>	
	Key Features:						
	Discovering Advanced Algebra: An Investigative Approach Online Student Textbook						978-1-55953-874-9
	Discovering Advanced Algebra: An Investigative Approach Teaching Resources Package						978-1-55953-626-4
	Discovering Advanced Algebra: An Investigative Approach Teacher's Edition						978-1-55953-607-3
	Discovering Advanced Algebra: An Investigative Approach Solutions Manual						978-1-55953-608-0
	Discovering Advanced Algebra: An Investigative Approach Teaching and Worksheet Masters						978-1-55953-609-7
	Discovering Advanced Algebra: An Investigative Approach Teaching Resources on CD						978-1-55953-618-9
	Discovering Advanced Algebra: An Investigative Approach TestCheck Test Generator and Worksheet Builder (CD)						978-1-55953-858-9
	Discovering Advanced Algebra: An Investigative Approach Assessment Resources A						978-1-55953-610-3
	Discovering Advanced Algebra: An Investigative Approach Assessment Resources B						978-1-55953-611-0
	Discovering Advanced Algebra: An Investigative Approach More Practice Your Skills Student Workbook						978-1-55953-612-7
	Discovering Advanced Algebra: An Investigative Approach More Practice Your Skills with Answers						978-1-55953-613-4
	Discovering Advanced Algebra: An Investigative Approach Condensed Lessons for Make-up Work						978-1-55953-614-1
	Discovering Advanced Algebra: An Investigative Approach Condensed Lessons in Spanish						978-1-55953-678-3
Discovering Advanced Algebra: An Investigative Approach Demonstrations with Fathom and The Geometer's Sketchpad (with CD)					978-1-55953-622-6		
Discovering Advanced Algebra: An Investigative Approach Calculator Programs and Data CD					978-1-55953-617-2		
Discovering Advanced Algebra: An Investigative Approach Calculator Notes for the Texas Instruments TI-83 and TI-83/84 Plus					978-1-55953-615-8		

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Pearson Education publishing as Prentice Hall</b>	<b>Prentice Hall Mathematics - Algebra 2 Student Edition</b>	<b>Dan Kennedy, et al</b>	<b>2009</b>	<b>9-12</b>	<b>9780133659474</b>	<b>Highly Recommended 100% NCTM = 100%</b>	
	Key Features:						
	Interactive Text 6-year online access			2007			9780132505093
	Teacher's Edition			2009			9780133659498
	TeacherEXPRESS™ CD-ROM featuring Presentation EXPRESS, Mindpoint, & Discovery Videos			2009			9780133659849
	Teacher Online Access Pack			2009			9780133659979
	ExamView® 6.1			2009		9780133659924	
	<b>Center for Mathematics Education</b>	<b>Project-Algebra 2 Student Edition</b>	<b>Senior Author Dr. Al Cuoco</b>	<b>2009</b>	<b>8-12</b>	<b>9780133500196</b>	<b>Recommended w/ Reservations 85% NCTM = 78%</b>
	Key Features:						
	Electronic Text 6-year Online Access					9780133662740	
	StudentEXPRESS™ CD-ROM					9780133662580	
	Teacher's Edition					9780133500233	
	TeacherEXPRESS™ CD-ROM					9780133642698	
	Teacher Online Access Pack					9780133662634	
	ExamView® CD					9780133642759	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Statistics</b>							
<b>Bedford, Freeman &amp; Worth</b>	<b>The Practice of Statistics 3<sup>rd</sup> Edition</b>	<b>Dan Yates, David Moore, Daren Starnes</b>	<b>2008</b>	<b>11-12</b>	<b>9780716773092</b>	<b>Highly Recommended 100% NCTM = 100%</b>	
	Note: May be used for AP and non-AP courses. Key Features: Essential AP content, including a strong treatment of non-linear regression, probability as a tool of statistical inference, and additional coverage of geometric distributions and goodness of fit. Clear, concise explanations of statistical techniques and principles. Interesting examples and exercises, illustrating how statistics is used in a variety of fields. Activities that promote statistical thinking at the beginning of each chapter. Simulations that lay the groundwork for discovering underlying concepts, helping students to easily understand the material. TI-83 graphing calculator integrated throughout, with step-by-step keyboarding instructions and many sample screen outputs.						
	Annotated Teachers Edition	Duane Hinders			9780716777038		
	Prep for the AP Exam	Michael Legacy			9780716777090		
	Printed Test Bank	Daren Starnes			9780716777083		
	Test Bank CD-ROM	Daren Starnes			9780716777113		
	Teacher Resource CD-ROM	Daren Starnes			9780716777137		
	Teacher Solutions Manual	Brad Hartlaub			9780716777076		
	Platinum Resource Binder	Daren Starnes			9780716777069		
	Student CD-ROM	Daren Starnes			9780716777120		
Activities and Projects Book	Ron Millard	2007		9780716765448			
<b>Cengage Learning</b>	<b>Intro to Statistics</b>	<b>Peck/Olsen</b>	<b>2008</b>	<b>11-12</b>	<b>9780495118787</b>	<b>Highly Recommended 100% NCTM = 100%</b>	
	Note: Recommended for AP and non-AP courses. Key Features:						
	Student Solutions Manual				9780495118763		
	Instructor's Solutions Manual				9780495118794		
	ExamView				9780495118862		
	AP Instructor's Resource Binder				9780495118923		
	Test Bank				9780495118800		
	Activities Workbook				9780495118831		

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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>				
<b>Glencoe / McGraw-Hill</b>	<b>Elementary Statistics: A Step by Step Approach</b>	<b>Bluman</b>	<b>2007</b>	<b>11-12</b>	<b>9780073271606</b>	<b>100% NCTM = 94%</b>				
	Key Features:									
<b>Holt McDougal</b>	<b>Understandable Statistics, Pupil Edition</b>	<b>Brase</b>	<b>2009</b>	<b>9-12</b>	<b>9780618986927</b>	<b>100% NCTM = 100%</b>				
	Notes: Recommended for AP and non-AP courses. Key Features:									
	Understandable Statistics, Instructor's Annotated Edition						9780618949892			
	Understandable Statistics, HM StatSpace CD-ROM						9780618949472			
	Understandable Statistics, Statistics Formulas Insert Card						9780618986903			
	Understandable Statistics, Student Solutions Manual						9780618950225			
	Understandable Statistics, Technology Guide-Excel						9780618950201			
	Understandable Statistics, Technology Guide – Minitab						9780618950249			
	Understandable Statistics, Technology Guide – SPSS						9780547072951			
	Understandable Statistics, Technology Guide – TI-83 & TI-84						9780618950263			
	Understandable Statistics, DVD Program						9780618951040			
	Understandable Statistics, HM Testing CD-ROM						9780618949700			
	Understandable Statistics, Instructor's Solutions Manual						9780618950164			
	<b>Understanding Basic Statistics, Pupil Edition</b>				<b>Brase</b>		<b>2007</b>	<b>9-12</b>	<b>9780618632282</b>	<b>100% NCTM = 100%</b>
	Notes: Recommended for AP and non-AP courses. Key Features:									
Understanding Basic Statistics, Statistics Formulas Reference Card					9780618726615					
Understanding Basic Statistics, StatSpace Student CD-ROM					9780618641932					
Understanding Basic Statistics, Student Solutions Manual					9780618632299					
Understanding Basic Statistics, Technology Guide					9780618641994					
Understanding Basic Statistics, DVD Program					9780618641987					
Understanding Basic Statistics, HM ClassPrep CD-ROM with HM Testing					9780618641949					

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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>		
<b>Key Curriculum Press</b>	<b>Statistics in Action: Understanding a World of Data 2<sup>nd</sup> Edition Student Textbook</b>	<b>Watkins, Scheaffer, Cobb</b>	<b>2008</b>	<b>11-12</b>	<b>978-1-55953-909-8</b>	<b>100% NCTM = 100%</b>		
	Note: Recommended for AP and non-AP courses. Key Features:							
	Statistics in Action: Understanding a World of Data 2 <sup>nd</sup> Edition Online Student Textbook						978-1-55953-986-9	
	Statistics in Action: Understanding a World of Data 2 <sup>nd</sup> Edition Instructor's Support Materials						978-1-55953-916-6	
	Statistics in Action: Understanding a World of Data 2 <sup>nd</sup> Edition Instructor's Guide Volume 1 (Chapters 1-5)						978-1-55953-910-4	
	Statistics in Action: Understanding a World of Data 2 <sup>nd</sup> Edition Instructor's Guide Volume 2 (Chapters 6-12)						978-1-55953-911-1	
	Statistics in Action: Understanding a World of Data 2 <sup>nd</sup> Edition Instructor's Resource Book with CD						978-1-55953-914-2	
	Statistics in Action: Understanding a World of Data 2 <sup>nd</sup> Edition Calculator Notes for the Texas Instruments TI-83 Plus and TI-84 Plus						978-1-55953-913-5	
	Statistics in Action: Understanding a World of Data 2 <sup>nd</sup> Edition Statistics in Action with Fathom						978-1-55953-912-8	
<b>Pearson Education publishing as Prentice Hall</b>	<b>Elementary Statistics: Picturing the World Stats: Modeling the World, AP* Edition Student Edition (HS Binding)</b>	<b>Larson, Farber</b>	<b>2009</b>	<b>9-12</b>	<b>9780136007203</b>	<b>Highly Recommended 100% NCTM = 100%</b>		
	Note: May be used for AP and non-AP courses. Key Features:							
	Annotated Instructor's Edition						9780132062909	
	Instructor Solutions Manual						9780132062916	
	TestGen						9780136030560	
	Student Solutions Manual						9780136013075	
	<b>Stats: Modeling the World, AP* Edition Student Edition (HS Binding)</b>	<b>Bock, et al</b>	<b>2007</b>	<b>9-12</b>	<b>9780131876217</b>		<b>Highly Recommended 100% NCTM = 100%</b>	
	Note: Recommended for AP and non-AP courses. Key Features:							
	AP* Teachers Edition							9780131876231
	AP* Instructor's Solutions Manual							9780131876248
AP* Test Prep					9780131876224			

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Pre-Calculus</b>							
<b>Cengage Learning</b>	<b>Precalculus: Mathematics for Calculus</b>	<b>Stewart</b>	<b>2007</b>	<b>11-12</b>	<b>9780495392774</b>	<b>94% NCTM = 83%</b>	
	Key Features:						
	Instructor's Guide		2006		9780534493004		
	ExamView				9780495019947		
	Student Solutions Manual				9780534492908		
	Study Guide				9780534492892		
	Complete Solutions Manual				9780534493165		
	Test Bank				9780534492991		
	Video				9780534493097		
<b>Glencoe / McGraw-Hill.</b>	<b>Advanced Mathematical Concepts: Precalculus with Applications</b>	<b>Gordon-Holliday, et al</b>	<b>2006</b>	<b>11-12</b>	<b>9780078682278</b>	<b>97% NCTM = 77%</b>	
	Key Features:						
	StudentWorks™ Plus CD-ROM				9780078610806		
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)				9780078682285		
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078694400		
	Interactive Classroom CD-ROM (Free 1:50 Student Editions Purchased)				9780078699979		
	TeacherWorks™ Plus CD-ROM (Free 1:50 Student Editions Purchased)				9780078735172		
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)				9780078667176		
<b>Holt McDougal</b>	<b>Precalculus with Limits Pupil Edition</b>	<b>Larson, et al.</b>	<b>2007</b>	<b>9-12</b>	<b>9780618660902</b>	<b>97% NCTM = 100%</b>	
	Key Features:						
	Precalculus with Limits Teacher Edition				9780618753130		
	Precalculus with Limits HM MathSpace Student CD-ROM				9780618761357		
	Precalculus with Limits Note-Taking Guide				9780618761364		
	Precalculus with Limits Student Solutions Guide				9780618660926		
	Precalculus with Limits Complete Solutions Guide				9780618643509		
	Precalculus with Limits DVD Program				9780618643530		
	Precalculus with Limits HM ClassPrep with HM Testing CD-ROM				9780618643547		
	Precalculus with Limits ExamView Test Generator				9780547049830		
	Precalculus with Limits Power Presentations: The Electronic Classroom CD-ROM				9780618979585		
Precalculus with Limits Test Item File				9780618643516			

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**Mathematics  
Grades 9-12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>	
<b>Holt McDougal</b>	<b>Precalculus with Limits: A Graphing Approach Pupil Edition</b>	<b>Larson, et al.</b>	<b>2008</b>	<b>9-12</b>	<b>9780618851522</b>	<b>Highly Recommended 97% NCTM = 100%</b>	
	Key Features:						
	Precalculus with Limits: A Graphing Approach Teacher Edition						9780618851539
	Precalculus with Limits: A Graphing Approach HM MathSpace CD-ROM						9780618854486
	Precalculus with Limits: A Graphing Approach Note-Taking Guide						9780618854448
	Precalculus with Limits: A Graphing Approach Student Solutions Guide						9780618851874
	Precalculus with Limits: A Graphing Approach Complete Solutions Guide						9780618854479
	Precalculus with Limits: A Graphing Approach DVD Program						9780618851867
	Precalculus with Limits: A Graphing Approach HM Testing CD-ROM						9780618854493
	Precalculus with Limits: A Graphing Approach ExamView Test Generator						9780547073293
	Precalculus with Limits: A Graphing Approach Power Presentations: The Electronic Classroom CD-ROM						9780618936441
Precalculus with Limits: A Graphing Approach Test Item File					9780618854455		
<b>Key Curriculum Press</b>	<b>Precalculus with Trigonometry: Concepts and Applications 2<sup>nd</sup> Edition Student Textbook</b>	<b>Paul Foerster</b>	<b>2007</b>	<b>11-12</b>	<b>978-1-55953-788-9</b>	<b>Recommend w/ Reservations 76% NCTM = 100%</b>	
	Key Features:						
	Precalculus with Trigonometry: Concepts and Applications 2 <sup>nd</sup> Edition Online Student Textbook						978-1-55953-869-5
	Precalculus with Trigonometry: Concepts and Applications 2 <sup>nd</sup> Edition Instructor's Resource Set						978-1-55953-877-0
	Precalculus with Trigonometry: Concepts and Applications 2 <sup>nd</sup> Edition Solutions Manual						978-1-55953-792-6
	Precalculus with Trigonometry: Concepts and Applications 2 <sup>nd</sup> Edition Instructor's Guide with CD						978-1-55953-790-2
	Precalculus with Trigonometry: Concepts and Applications 2 <sup>nd</sup> Edition Instructor's Resource Book						978-1-55953-789-6
	Precalculus with Trigonometry: Concepts and Applications 2 <sup>nd</sup> Edition Instructor's Resource CD						978-1-55953-908-1
Precalculus with Trigonometry: Concepts and Applications 2 <sup>nd</sup> Edition Assessment Resources					978-1-55953-791-9		



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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Pearson Education publishing as Prentice Hall	<b>Pre Calculus: Graphical, Numerical, Algebraic Student Edition (HS Binding)</b>	Demana, et al	2007	9-12	9780132276504	94% NCTM = 93%	
	Key Features:						
	StudentEXPRESS CD				9780321409959		
	Annotated Instructor's Edition				9780321374233		
	TeacherEXPRESS CD				9780321412935		
	TestGen				9780321369963		
	<b>Pre-Calculus Enhanced with Graphing Utilities Student Edition (HS Binding)</b>	Sullivan, Sullivan	2009	9-12	9780131356948	92% NCTM = 100%	
	Key Features:						
	Instructor's Edition				9780132356275		
	Instructor's Solutions Manual				9780132356121		
	TestGen				9780136028819		
	Student Solutions Manual				9780132356220		
	<b>College Algebra Student Edition</b>	Blitzer	2007	9-12	9780132191418	Recommend w/ Reservations 61% NCTM = 68%	
	Notes: Is missing all trigonometric concepts.						
	Key Features:						
Instructor Edition			2007	9-12	9780131953666		

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Calculus</b>							
<b>Bedford, Freeman &amp; Worth</b>	<b>Calculus</b>	<b>Jon Rogawski</b>	<b>2008</b>	<b>11-12</b>	<b>9781429208406</b>	<b>93% NCTM = 33%</b>	
	Note: May be used for AP and non-AP courses. Key Features: Conceptual Insights encourage the student to develop a conceptual understanding of calculus by explaining important ideas clearly but informally. Graphical Insights enhance the students' visual understanding by making the crucial connection between graphical properties and the underlying concept. Assumptions Matter uses short explanations and well-chosen counterexamples to help students appreciate why hypotheses are needed in theorems. Reminders are margin notes that link back to important concepts discussed earlier in the text. Caution notes warn students of common pitfalls they can encounter in understanding the material. Historical Perspectives are brief vignettes that place key conceptual discoveries and advancements in their historical settings. They give students a glimpse into past accomplishments of great mathematicians and an appreciation for their significance. Section Summaries summarize a section's key points in a concise and useful way to emphasize for students what is most important in the section.						
	AP Tool Kit						9781429217538
	Instructor Solutions Manual						9780716795926
	Printed Test Bank						9780716795872
	Test Bank CD-ROM						9780716798989
	Student Solutions Manual						9780716798804
<b>Cengage Learning</b>	<b>Single Variable Calculus with Vector Functions</b>	<b>Stewart</b>	<b>2007</b>	<b>11-12</b>	<b>9780495113379</b>	<b>95% NCTM = 44%</b>	
	Note: College based, for a college-bound student. Key Features:						
	Instructor's Guide			2003			9780534393410
	Solution Builder CD						9780534394554
	Test Items						9780534393366
	ExamView						9780495018261
	Text Specific Videos						9780534393250
	Complete Solutions Manual- Single Variable Calculus						9780534393328
	Complete Solutions Manual- Multivariable Calculus						9780534393595
	Student Solutions Manual- Single Variable Calculus						9780534393335
	Student Solutions Manual- Multivariable Calculus						9780534393601
	Study Guide- Single Variable Calculus						9780534393311
	Study Guide- Multivariable Calculus						9780534393588
Instructor's Resource CD					9780534394646		

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Cengage Learning</b>	<b>Single Variable Calculus with Vector Functions: Concepts &amp; Contexts for AP Calculus</b>	<b>Stewart</b>	<b>2007</b>	<b>11-12</b>	<b>9780495113362</b>	<b>95% NCTM = 66%</b>	
	Note: College based, for a college-bound student. Key Features:						
	Complete Solutions Manual- Single Variable Calculus		2005		9780534410254		
	Complete Solutions Manual- Multivariable Calculus				9780534410124		
	Instructor Solution Builder CD				9780534410384		
	Student Solutions Manual- Single Variable Calculus				9780534410230		
	Student Solutions Manual- Multivariable Calculus				9780534410056		
	Study Guide- Single Variable Calculus				9780534410247		
	Study Guide- Multivariable Calculus				9780534410063		
	Test Bank				9780534410315		
	Text Specific Videos				9780534410377		
	AP Calculus Instructor's Guide for Calculus				9780534410322		
	ExamView				9780495018254		
	Instructor's Resource CD				9780534410216		
	Transparency Acetates- Single Variable Calculus				9780534410346		
Transparency Acetates- Multivariable Calculus				9780534410155			
<b>Interactive Video Skillbuilder CD</b>				<b>9780534410360</b>			
<b>Glencoe / McGraw-Hill.</b>	<b>Calculus: Early Transcendental Functions</b>	<b>Smith, Minton</b>	<b>2007</b>	<b>11-12</b>	<b>9780073276571</b>	<b>95% NCTM = 72%</b>	
	Key Features:						
<b>Holt McDougal</b>	<b>Calculus, Pupil Edition</b>	<b>Larson, et al.</b>	<b>2006</b>	<b>9-12</b>	<b>9780618503001</b>	<b>Highly Recommended 100% NCTM = 95%</b>	
	Key Features:						
	Calculus, Instructor's Resource Guide				9780618527977		
	Calculus, Teacher's Resource Guide for the AP Program				9780618527984		
	Calculus, Fast Track to a 5: Preparing for the AP Calculus Exam				9780618149445		
	Calculus, HM MathSpace Student CD-ROM				9780618527991		
	Calculus, Study and Solutions Guide CD-ROM				9780618528066		
	Calculus, Study and Solutions Guide, Volume 1 (Ch. P-10)				9780618527915		
	Calculus, Study and Solutions Guide, Volume 2 (Ch. 11-15)				9780618527922		
	Calculus, Complete Solutions Guide, Volume 1 (Ch. P-5)				9780618527939		
	Calculus, Complete Solutions Guide, Volume 2 (Ch. 6-10)				9780618527946		
	Calculus, Complete Solutions Guide, Volume 3 (Ch. 11-15)				9780618527953		
	Calculus, DVD Program				9780618528042		
	Calculus, HM ClassPrep Instructor's CD-ROM with Test Generator				9780618528004		
	Calculus, Test Item File				9780618527960		
Calculus, Video Program				9780618528035			

2008 Committee Recommendations

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

**SDE**

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Holt McDougal</b>	<b>Calculus of a Single Variable, Pupil Edition</b>	<b>Larson, et al.</b>	<b>2006</b>	<b>9-12</b>	<b>9780618503049</b>	<b>96% NCTM = 81%</b>	
	Key Features:						
	Calculus of a Single Variable, Instructor's Resource Guide						9780618527977
	Calculus of a Single Variable, Teacher's Resource Guide for the AP Program						9780618527984
	Calculus of a Single Variable, Fast Track to a 5: Preparing for the AP Calculus Exam						9780618149445
	Calculus of a Single Variable, HM MathSpace Student CD-ROM						9780618527991
	Calculus of a Single Variable, Study and Solutions Guide CD-ROM						9780618528066
	Calculus of a Single Variable, Study and Solutions Guide, Volume 1 (Ch. P-10)						9780618527915
	Calculus of a Single Variable, Complete Solutions Guide, Volume 1 (Ch. P-5)						9780618527939
	Calculus of a Single Variable, Complete Solutions Guide, Volum2 2 (Ch. 6-10)						9780618527946
	Calculus of a Single Variable, DVD Program						9780618528042
	Calculus of a Single Variable, HM ClassPrep Instructor's CD-ROM with Test Generator						9780618528004
	Calculus of a Single Variable, Test Item File						9780618527960
	Calculus of a Single Variable, Video Program						9780618528035
<b>Key Curriculum Press</b>	<b>Calculus: Concepts and Applications 2<sup>nd</sup> Edition Student Textbook</b>	<b>Paul Foerster</b>	<b>2005</b>	<b>11-12</b>	<b>978-1-55953-654-7</b>	<b>90% NCTM = 78%</b>	
	Key Features:						
	Calculus: Concepts and Applications 2 <sup>nd</sup> Edition Online Student Textbook						978-1-55953-870-1
	Calculus: Concepts and Applications 2 <sup>nd</sup> Edition Teaching Resources Set						978-1-55953-679-0
	Calculus: Concepts and Applications 2 <sup>nd</sup> Edition Solutions Manual						978-1-55953-657-8
	Calculus: Concepts and Applications 2 <sup>nd</sup> Edition Instructor's Guide						978-1-55953-655-4
	Calculus: Concepts and Applications 2 <sup>nd</sup> Edition Instructor's Resource Book with CD						978-1-55953-656-1
<b>Pearson Education publishing as Prentice Hall</b>	<b>Calculus Graphical, Numerical, Algebraic AP* Student Edition (HS Binding)</b>	<b>Finney, et al</b>	<b>2007</b>	<b>9-12</b>	<b>9780132014083</b>	<b>Highly Recommended 98% NCTM = 95%</b>	
	Key Features:						
	AP* Annotated Teacher Edition						9780132014090
	AP* TeacherEXPRESS CD						9780132014229
	AP* TestGenerator						9780132014199
	AP* StudentEXPRESS CD						9780132014212
	AP* Placement Test Prep Workbook						9780132029490

2008 Committee Recommendations

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\*Correlation to Mathematics Content Standards

\*Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

\*EBIM = Evidence Based Intervention Math

**SDE**

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**STATE DEPARTMENT OF EDUCATION  
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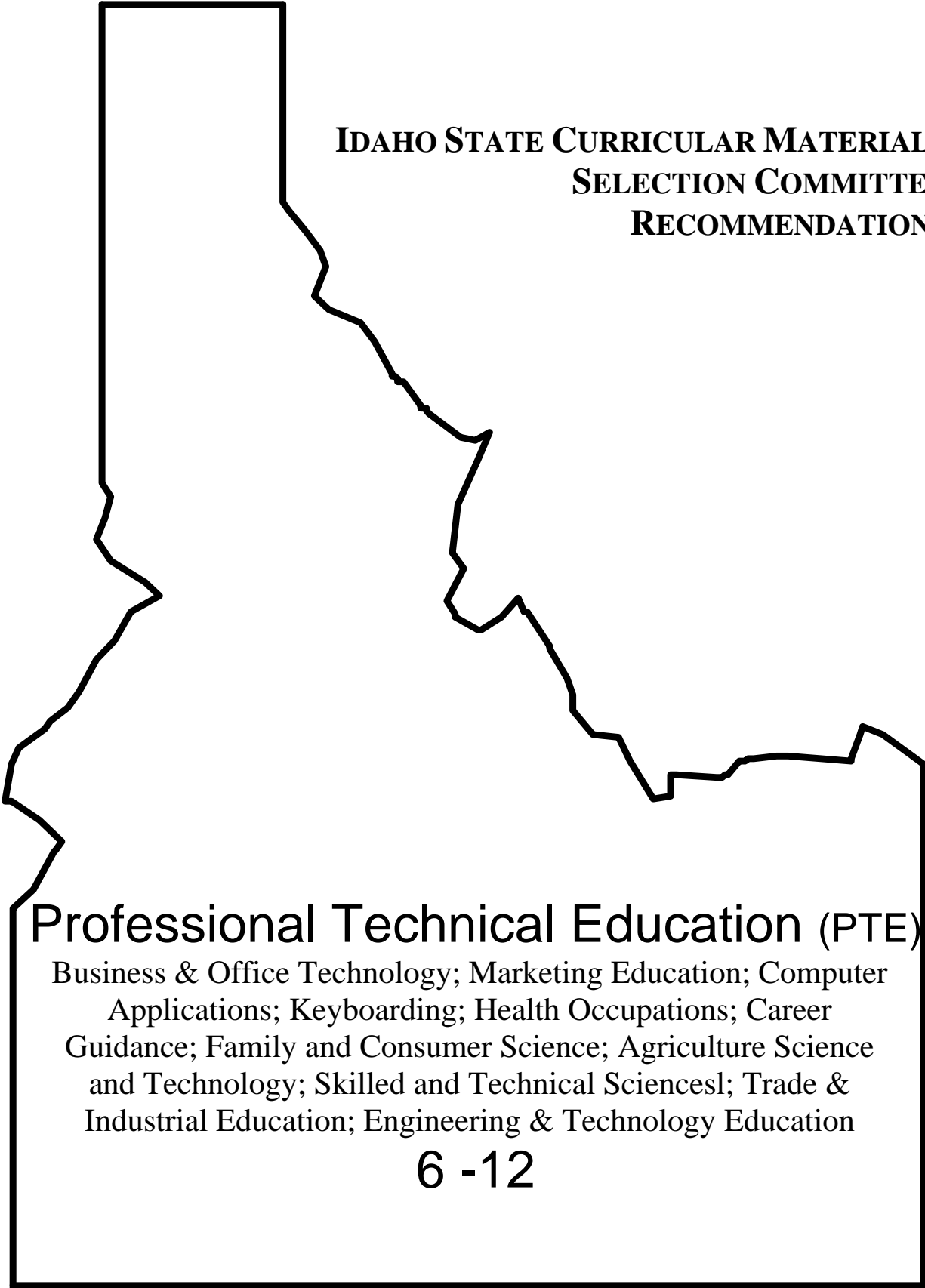
**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>CLASSROOM RESOURCES</b>							
<b>Great Source, a division of Houghton Mifflin</b>	<b>Algebra to Go Student Handbook Hardcover</b>	<b>Great Source</b>	<b>2000</b>	<b>8</b>	<b>9780669471526</b>	<b>R Algebra = 38% NCTM = 31%</b>	
	Notes: Recommended as a "Classroom Resource Only". Key Features: Algebra to Go Student Handbook Softcover						9780669471519
<b>Great Source, a division of Houghton Mifflin</b>	<b>Geometry to Go Student Handbook Hardcover</b>	<b>Great Source</b>	<b>2000</b>	<b>8</b>	<b>9780669481303</b>	<b>R Geometry = 86% NCTM = 17%</b>	
	Notes: Recommended as a "Classroom Resource Only". Key Features: Geometry to Go Student Handbook Softcover						9780669481297
<b>Holt McDougal</b>	<b>McDougal Littell Algebra Readiness, Pupil Edition</b>	<b>McDougal Littell</b>	<b>2008</b>	<b>7-8</b>	<b>9780618900824</b>	<b>R 50% NCTM = 69%</b>	
	Notes: Recommended as a "Resource Only" Key Features:						
	McDougal Littell Algebra Readiness, Teacher Edition						9780618900831
	McDougal Littell Algebra Readiness, Worked-Out Solution Key						9780618904938
	McDougal Littell Algebra Readiness, Practice Workbook Pupil Edition						9780618916931
	McDougal Littell Algebra Readiness, Practice Workbook Teacher Edition						9780618914739
	McDougal Littell Algebra Readiness, Assessment Book						9780618905171
	McDougal Littell Algebra Readiness, Remediation Book						9780618946266
	McDougal Littell Algebra Readiness, Power Presentations: The Electronic Classroom CD-ROM						9780618939411
	McDougal Littell Algebra Readiness, ExamView Test Generator CD-ROM						9780547007632
McDougal Littell Algebra Readiness, @Home Tutor CD-ROM					9780618939794		

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**Mathematics  
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Renaissance Learning, Inc.	Accelerated Math Renaissance Place Enterprise Package with Professional Development	Renaissance Learning, Inc.	2008	6-8 (1-12)	978-1-59455-297-7	<b>R Recommended w/ Reservations Algebra = 48% Geometry = 71% NCTM = 36%</b>
Notes: Supplemental program as "Classroom Resource Only" Key Features:						
Includes Accelerated Math software and unlimited access to all Standard Libraries, Extended Response Libraries and Idaho State Standards-Tagged Libraries; Renaissance Place Home Connect, which links school to home via the Internet; free hosting for up to one year; 9 hours of web-based professional development; unlimited access to the Renaissance Training Center; and free automatic software updates and upgrades.						
Accelerated Math Renaissance Place Enterprise Annual Student Subscription					978-1-59455-242-7	
Accelerated Math Renaissance Place Enterprise Annual Student Subscription Renewal					978-1-59455-243-4	
Accelerated Math Desktop to Renaissance Place Enterprise Upgrade					978-1-59455-250-2	



**IDAHO STATE CURRICULAR MATERIALS  
SELECTION COMMITTEE  
RECOMMENDATIONS**

**Professional Technical Education (PTE)**

Business & Office Technology; Marketing Education; Computer Applications; Keyboarding; Health Occupations; Career Guidance; Family and Consumer Science; Agriculture Science and Technology; Skilled and Technical Sciences; Trade & Industrial Education; Engineering & Technology Education

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**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

**Agriculture & Natural Resources  
Professional Technical Education**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>
<b>Cengage Learning</b>	<b>Agriscience Fundamentals &amp; Applications</b>	<b>Burton/ Cooper</b>	<b>2007</b>	<b>9-12</b>	<b>9781401859626</b>	<b>100%</b>
	Key Features: The objectives and competency list let students know what they are expected to learn from each unit. Suggested class activities help students and instructors apply the principles contained within the text. Key terms in the order they appear and their definitions in the glossary help students learn new terms in context. Color photos and illustrations convey key information in visual form Agri-Profiles familiarize students with careers related to each study unit					
	Instructor's Manual				9781401859701	
	Classmaster				9781401859664	
	Lab Manual Instructor's Manual				9781401859688	
	Lab Manual				9781401859640	
	Lab Manual CD				9781401877668	
	Classroom Interactivity CD				9781401896522	
	<b>Agriculture Mechanics: Fundamentals &amp; Applications</b>	<b>Herren</b>	<b>2006</b>	<b>9-12</b>	<b>9781401859565</b>	<b>83%</b>
	Key Features: Updated unit on Welding, now includes coverage of Plasma! Additional questions have been added to the end of each unit. Relevant websites have been included for additional information on the topics discussed. English/Spanish and Spanish/English translation in the glossary. The author's easy-to-read writing style allows students to comprehend the principles and applications of nearly every phase of the field.					
	Instructor's Guide				9781401859572	
	Classmaster				9781401859619	
	Lab Manual Instructor's Manual				9781401859602	
	Student Lab Manual				9781401859589	
	Lab Manual CD-ROM				9781401872274	
	CD-ROM				9781418019730	
	<b>Welding Principles &amp; Applications</b>	<b>Jeffus</b>	<b>2008</b>	<b>9-12</b>	<b>9781418052751</b>	<b>100%</b>
	Key Features:					
	Instructor's Manual				9781418052768	
	e.Resource				9781418052782	
	Study Guide/ Lab Manual				9781418052775	
<b>Introductory Horticulture</b>	<b>Reiley</b>	<b>2007</b>	<b>9-12</b>	<b>9781401889524</b>	<b>94%</b>	
Key Features:						
Instructor's Manual				9781401889548		
Classmaster				9781401889555		
Instructor's Manual for Lab Manual				9781401889579		
Lab Manual				9781401889562		
Lab Manual CD ROM				9781401889586		
Classroom Interactivity CD				9781401889593		



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**Agriculture & Natural Resources  
Professional Technical Education**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>CEV Multimedia Ltd.</b>	<b>Introduction to Agriculture Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603330848</b>	<b>AG 9800 = 100%</b> <b>AG 120 = 100%</b> <b>AG 110 = 100%</b>	
	Note: correlation is to entire pathway. Entire pathway CPU components must be purchased together as a complete instructional unit. Key Features:						
	Agricultural Explorations MPU						9781603330008
	Agriscience MPU						9781603330022
	Introduction to Agriculture MPU						9781603330589
	Career Guidance & Management in Agriculture MPU					9781603330336	
	<b>Agribusiness Systems Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337342</b>	<b>AG 660 = 100%</b> <b>AG 460 = 100%</b>	
	Note: correlation is to entire pathway. Entire pathway CPU components must be purchased together as a complete instructional unit. Key Features:						
	Business, Communications & Management Practices MPU						9781603330114
	Finance & Money Management MPU						9781603330466
	Business, Economics & Marketing Principles MPU						9781603330169
	Business Workplace & Employee Operations MPU					9781603330176	
	<b>Power, Structural &amp; Technical Systems Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337502</b>	<b>AG 130 = 81%</b> <b>AG 225 = 100%</b> <b>AG 210 = 100%</b> <b>AG 220 = 100%</b> <b>AG 221 = 100%</b> <b>AG 222 = 100%</b> <b>AG 227 = 100%</b> <b>AG 230 = 83%</b> <b>AG 240 = 100%</b>	
	Note: correlation is to entire pathway. Entire pathway CPU components must be purchased together as a complete instructional unit. Key Features:						
	Power, Engine & Maintenance MPU						9781603330732
	Agriculture Structures & Systems MPU						9781603330015
	Tool Identification & Shop Safety MPU						9781603330817
	Metal Working, Welding & Cutting MPU					9781603330626	
	<b>Agricultural Leadership / Communication Systems Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337359</b>	<b>AG 410 = 91%</b>	
	Note: correlation is to entire pathway. Entire pathway CPU components must be purchased together as a complete instructional unit. Key Features:						
Public Speaking, Presentations & Communications MPU					9781603330763		
Personal & Professional Development MPU					9781603330657		
Communications & Media in Agriculture MPU					9781603330367		
Record Book Keeping MPU					9781603330770		

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<b>CEV Multimedia Ltd.</b>	<b>Animal Systems Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337250</b>	<b>AG 140 = 100%</b> <b>AG 310 = 100%</b> <b>AG 530 = 91%</b> <b>AG 532 = 82%</b> <b>AG 534 = 92%</b>		
	Note: correlation is to entire pathway. Entire pathway CPU components must be purchased together as a complete instructional unit. Key Features:							
	Basic Animal Science & Management MPU						9781603330077	
	Equine Science & Evaluation MPU						9781603330435	
	Animal Reproduction MPU						9781603330053	
	Animal Anatomy, Physiology & Health MPU						9781603330039	
	Animal Management & Evaluation MPU						9781603330046	
	Small Animal Anatomy & Physiology MPU						9781603331098	
	Animal Laws & Regulations MPU						9781603331586	
	Small & Specialty Animal Care MPU						9781603334990	
	<b>Plant Systems Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337441</b>		<b>AG 150 = 100%</b> <b>AG 330 = 100%</b> <b>AG 340 = 100%</b> <b>AG 510= 100%</b> <b>AG 512 = 100%</b> <b>AG 514 = 100%</b>	
	Note: correlation is to entire pathway. Entire pathway CPU components must be purchased together as a complete instructional unit. Key Features:							
	Plant Selection, Identification & Classification MPU							9781603330718
	Plants & the Environment MPU							9781603330725
	Plant Biology MPU							9781603330695
Plant Production MPU					9781603330701			
Landscape/Interior Landscape/Floral Design Principles MPU					9781603330596			
<b>Natural Resources &amp; Environmental Systems Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337267</b>	<b>AG 350 = 91%</b> <b>AG 520 = 80%</b> <b>AG 536 = 89%</b>			
Note: correlation is to entire pathway. Entire pathway CPU components must be purchased together as a complete instructional unit. Key Features:								
Species Management & Identification MPU						9781603330800		
Ecological Principles & Management MPU						9781603330411		
Aquaculture Science MPU						9781603331593		
Forestry Science & Management MPU						9781603334839		

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<b>Pearson Education Inc. Publishing as Prentice Hall</b>	<b>Agriscience, Student Edition</b>	<b>Lee and Turner</b>	<b>2006</b>	<b>9-12</b>	<b>9780131172166</b>	<b>100%</b>	
	Key Features:						
	Activity Manual				9780131315600		
	Teacher's Manual				9780131172128		
	Instructional Resource CD-ROM				9780131315495		
	Activity Manual Instructor's Guide				9780131315617		
	ExamView Test Bank CD-ROM for Comprehensive Titles				9780131168916		
	Agriscience Lesson Plan Library				9780813431918		
	<b>Introduction to Horticulture, Student Edition</b>	<b>Schroeder et al.</b>	<b>2009</b>	<b>9-12</b>	<b>9780133626315</b>	<b>100%</b>	
	Key Features:						
	Teacher's Manual				9780133626483		
	ExamView Test Bank CD-ROM for Exploratory Titles (©2004)				9780131170421		
	Horticulture Activity Manual				9780133626346		
	Horticulture Activity Manual Instructor Guide				9780133626353		
	<b>Intro to Livestock &amp; Companion Animals, Student Edition</b>	<b>Lee et al.</b>	<b>2009</b>	<b>9-12</b>	<b>9780133626360</b>	<b>AG 130 = 90% AG 530 = 90%</b>	
	Key Features:						
	Teacher's Manual				9780133626391		
	Activity Manual				9780133626438		
	Activity Manual Instructor's Guide				9780133626469		
	ExamView Test Bank CD-ROM for Exploratory Titles		2004		9780131170421		
<b>Natural Resources &amp; Environmental Technology Student Edition</b>	<b>Lee</b>	<b>2006</b>	<b>9-12</b>	<b>9780131172159</b>	<b>85%</b>		
Key Features:							
Teacher's Edition				9780131172135			

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<b>Cengage Learning</b>	<b><i>Century 21 Accounting General Journal</i></b>	<b>Gilbertson</b>	<b>2009</b>	<b>9-12</b>	<b>9780538447560</b>	<b>67%</b>	
	Note: Use for first year course only. Key Features:						
	E-Book Online					9780538448147	
	ExamView					9780538447751	
	Tests					9780538447768	
	Working Papers, Chapters 1-24 Package					9780538448031	
	Working Papers, Chapters 1-16					9780538447652	
	Working Papers, Chapters 17-24					9780538447669	
	Recycling Problems Working Papers					9780538447676	
	Instructor's Resource CD-ROM w/ Lesson View					9780538447164	
	Teacher's Edition Working Papers, Chapters 1-16					9780538447720	
	Teacher's Edition Working Papers, Chapters 17-24					9780538447621	
	Teacher's Edition Recycling Problems					9780538447737	
	Instructor's Resource Kit					9780538448185	
	Teacher's Edition					9780538447706	
	Assessment Binder					9780538448048	
		<b>Century 21 Accounting MultiColumn Journal</b>	<b>Gilbertson</b>	<b>2009</b>	<b>9-12</b>	<b>9780538447058</b>	
	Note: Use for first year course only. Key Features:						
	E-Book on CD					9780538447812	
	Wraparound Teacher's Edition					9780538447096	
Instructor's Resource CD w/ Lesson View					9780538447164		
Instructor's Resource Kit					9780538447805		
Assessment Binder					9780538448024		
ExamView					9780538447508		
Tests					9780538447492		
Working Papers Chapters 1-24 Package					9780538447614		
Working Papers Chapters 1-16					9780538447089		
Working Papers Chapters 17-24					9780538447102		
Recycling Problems Working Papers					9780538447119		
Teacher's Edition Working Papers Chapters 1-16					9780538447126		
Teacher's Edition Working Papers Chapters 17-24					9780538447133		
Teacher's Edition Recycling Problems Working Papers					9780538447140		

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<b>Cengage Learning</b>	<b>Intro to Business</b>	<b>Dlabay</b>	<b>2009</b>	<b>9-12</b>	<b>9780538445610</b>	<b>100%</b>	
	Key Features:						
	Intro to Business/ Impact Interactive CD Bundle						9780324690927
	Instructor's Wraparound Edition						9780538445627
	Activities & Projects, Chapters 1-20						9780538445719
	Chapter and Unit Tests						9780538445733
	Instructor's Resource Box						9780538445658
	ExamView						9780538445641
	Instructor's Resource CD						9780538445634
	Business Principles & Management						9780538444682
	Student Activity Guide						9780538444705
	ExamView						9780538444736
	Instructor Resource CD						9780538444743
	Annotated Instructor's Edition					9780538444729	
	<b>Business Principles &amp; Management</b>	<b>Burrow</b>	<b>2008</b>	<b>9-12</b>	<b>9780538444682</b>	<b>92%</b>	
	Key Features:						
	Student Activity Guide						9780538444705
	ExamView						9780538444736
	Instructor Resource CD						9780538444743
	Annotated Instructor's Edition					9780538444729	
<b>Law For Business and Personal Use</b>	<b>Adamson</b>	<b>2009</b>	<b>9-12</b>	<b>9780538445887</b>	<b>90%</b>		
Key Features:							
Law for Business and Personal Use/ Impact Interactive Text CD Bundle						9780324603286	
Instructor's Wraparound Edition						9780538445894	
Activity & Study Guide						9780538446037	
ExamView						9780538445917	
Instructor's Resource CD						9780538445900	
Instructor's Resource Kit						9780538445924	
DVD					9780538445955		

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<b>Cengage Learning</b>	<b>Managing Your Personal Finances</b>	<b>Ryan</b>	<b>2006</b>	<b>9-12</b>	<b>9780538441759</b>		
	Note: Correlation is to a generic evaluation form. Key Features:						
	Annotated Instructor's Edition					9780538441766	
	Student Activity Guide					9780538441773	
	Student Technology CD					9780538441797	
	Instructor's Resource Kit					9780538441827	
	Tests					9780538441780	
	Instructor's Resource CD					9780538974103	
ExamView					9780538441810		
<b>CEV Multimedia Ltd.</b>	<b>Administrative Procedures Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335102</b>	<b>R</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:						
	Business Principles MPU					9781603330152	
	Customer Service MPU					9781603337113	
	Essential Forms & Documents MPU					9781603334822	
	Business Ownership & Management Structures MPU					9781603334365	
	Office Management & Procedures MPU					9781603334921	
	<b>Advanced Business Computer Technologies Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335188</b>	<b>R</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:						
	Advanced Microsoft® Office® Skills MPU					9781603331562	
	Business Principles MPU					9781603330152	
	Web Development MPU					9781603335041	
	<b>Business Communications &amp; Management Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603331012</b>	<b>R</b>	
Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:							
Business Communications MPU					9781603330121		
Business Development MPU					9781603330145		
Business Design & Management MPU					9781603330138		
Career Guidance & Management in Business MPU					9781603330282		

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<b>CEV Multimedia Ltd.</b>	<b>Business Computer Technologies Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335058</b>	<b>R</b>
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:					
	Business Communications MPU					9781603330121
	Business Finance MPU					9781603333535
	Computer Basics MPU					9781603334761
	E-Issues MPU					9781603334815
	Essential Forms & Documents MPU					9781603334822
	Microsoft® Office® Basic Skills MPU					9781603334914
<b>CEV Multimedia Ltd.</b>	<b>Business Law Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335058</b>	<b>R</b>
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:					
	Business Law & Concepts MPU					9781603333542
	Principles of Law MPU					9781603330749
	Human Resource Management MPU					9781603334846
	<b>Economics Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335065</b>	<b>R</b>
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:					
	Business Research MPU					9781603334372
Economics in Business MPU					9781603334808	
Principles of Economics MPU					9781603334945	
<b>CEV Multimedia, Ltd.</b>	<b>Entrepreneurship Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335126</b>	<b>R</b>
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:					
	Advanced Business Concepts MPU					9781603333399
	Business Development MPU					9781603330145
	Customer Service MPU					9781603337113
	Business Finance MPU					9781603333535
	Business Ownership & Management Structures MPU					9781603334365
	Human Resource Management MPU					9781603334846

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<b>CEV Multimedia Ltd.</b>	<b>Financial Literacy Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335072</b>	<b>R</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:						
	Credit & Debt MPU					9781603334778	
	Financial Management Practices MPU					9781603334938	
	Retirement, Investment & Savings MPU					9781603334976	
	<b>International Business Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335096</b>	<b>R</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:						
	Cultures & Diversity MPU					9781603334785	
	Economics in Business MPU					9781603334808	
	Introduction to International Business MPU					9781603334860	
	Business Calculations MPU					9781603333511	
	<b>Introduction to Business Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603331005</b>	<b>R</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:						
	Business Principles MPU					9781603330152	
	Personal Finance MPU					9781603330664	
	Career Guidance & Management in Business MPU					9781603330282	
	<b>Recordkeeping Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335157</b>	<b>R</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:						
Business Calculations MPU					9781603333511		
Office Management & Procedures MPU					9781603334921		
Financial Management Practices MPU					9781603334938		



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<b>Glencoe / McGraw-Hill</b>	<b>Glencoe Accounting: Real-World Applications and Connections, First-Year Course</b>	<b>Guerrieri</b>	<b>2007</b>	<b>9-12</b>	<b>9780078688294</b>	<b>64%</b>	
	Key Features:						
	Interactive Student Edition CD-ROM						9780078740244
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)						9780078739859
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078739910
	Presentation Plus! CD-ROM (Free 1:50 Student Editions Purchased)						9780078740268
	TeacherWorks™ CD-ROM (Free 1:50 Student Editions Purchased)						9780078740367
ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)					9780078740251		
<b>Glencoe / McGraw-Hill</b>	<b>Glencoe Accounting: Real-World Applications and Connections, Advanced Course</b>	<b>Guerrieri</b>	<b>2007</b>	<b>9-12</b>	<b>9780078740381</b>	<b>73%</b>	
	Key Features:						
	Interactive Student Edition CD-ROM						9780078775093
	Chapter Reviews and Working Papers						9780078766831
	Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078740398
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078461484
	Performance Assessment Package (Free 1:50 Student Editions Purchased)						9780078461460
<b>Glencoe / McGraw-Hill</b>	<b>Business and Personal Finance</b>	<b>Kapoor</b>	<b>2007</b>	<b>9-12</b>	<b>9780078687129</b>	<b>90%</b>	
	Key Features:						
	Interactive Student Edition CD-ROM						9780078741302
	Student Activity Workbook						9780078741210
	Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078698460
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078748226
	Lesson Planner Plus CD-ROM (Free 1:50 Student Editions Purchased)						9780078741265
	Presentation Plus! CD-ROM (Free 1:50 Student Editions Purchased)						9780078741272
	ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)						9780078741289
<b>Glencoe / McGraw-Hill</b>	<b>Business and Personal Law: Real-World Connections</b>	<b>Brown and Sukys</b>	<b>2008</b>	<b>9-12</b>	<b>9780078743696</b>	<b>90%</b>	
	Key Features:						
	Interactive Student Edition CD-ROM						9780078779527
	Student Activity Workbook						9780078779442
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)						9780078743702
	Student Activity Workbook, Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078779459
	TeacherWorks™ CD-ROM (Free 1:50 Student Editions Purchased)						9780078779480
	Presentation Plus! CD-ROM (Free 1:50 Student Editions Purchased)						9780078779473
	ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)						9780078779466

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<b>Glencoe / McGraw-Hill</b>	<b>Introduction to Business</b>	<b>Brown and Clow</b>	<b>2008</b>	<b>9-12</b>	<b>9780078747687</b>	<b>100%</b>	
	Key Features:						
	Interactive Student Edition CD-ROM					9780078777042	
	Student Activity Workbook, Chapters 1-35					9780078776953	
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)					9780078776946	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078779640	
	Presentation Plus! CD-ROM (Free 1:50 Student Editions Purchased)					9780078777011	
	TeacherWorks™ Plus CD-ROM (Free 1:50 Student Editions Purchased)					9780078777004	
ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)					9780078777028		
<b>Glencoe / McGraw-Hill</b>	<b>Personal Finance</b>	<b>Kapoor</b>	<b>2007</b>	<b>9-12</b>	<b>9780078698002</b>		
	Note: Correlations to generic evaluation form.						
	Key Features:						
	Student Activity Workbook					9780078741210	
	Interactive Student Edition CD-ROM					9780078741197	
	Teacher Annotated Edition (Free 1:35 Student Editions Purchased)					9780078697890	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078748233	
	Presentation Plus! CD-ROM (Free 1:50 Student Editions Purchased)					9780078741166	
Lesson Planner Plus CD-ROM (Free 1:50 Student Editions Purchased)					9780078741159		
ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)					9780078741173		
<b>Goodheart- Wilcox Publisher</b>	<b>Computer Service and Repair</b>	<b>Roberts</b>	<b>2005</b>	<b>9-12</b>	<b>1-59070-335-9</b>	<b>95%</b>	
	Notes; Recommended for PC Service & Repair/AT Key Features:						

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<b>Computer Applications</b>							
<b>Cengage Learning</b>	<b>Microsoft Office 2007: Introductory Concepts &amp; Techniques, Windows Vista Edition</b>	<b>Shelly/ Cashman</b>	<b>2008</b>	<b>9-12</b>	<b>9781423912316</b>	<b>80%</b>	
	Note: To be used for Computer Applications I course. Key Features:						
	Instructor Resources					9781423912262	
	<b>Microsoft Office 2007: Introductory Course (Hardcover Spiral)</b>	<b>Pasewark</b>	<b>2008</b>	<b>9-12</b>	<b>9781423903987</b>	<b>80%</b>	
	Key Features:						
	Instructor Resources					9781423904014	
	<b>The Web Collection Revealed Premium Edition: Adobe Dreamweaver CS3, Flash CS3 &amp; Photoshop CS3</b>	<b>Reding</b>	<b>2008</b>	<b>9-12</b>	<b>9781428340831</b>	<b>95%</b>	
	Key Features:						
	Instructor Resources					9781428352223	
	<b>A Guide to Microsoft Office 2007 Textbook (hardcover)</b>	<b>Beth Brown, etc.</b>	<b>2008</b>	<b>9-12</b>	<b>978-1-58003-153-0</b>	<b>See notes</b>	
	Note: Requires supplemental support materials to meet course requirements Key Features:						
	<i>A Guide to Microsoft Office 2007 Teacher Resource Materials with ExamView</i>					978-1-58003-154-7	
	<b>Marquee Series: Microsoft Office 2007 Textbook – Vista (hardcover)</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-354-1</b>	<b>See notes</b>	
	Note: Requires supplemental support materials to meet course requirements Key Features:						
	<i>Marquee Series: Microsoft Office 2007 Curriculum Planner and Resources</i>					978-0-76383-428-9	
<i>Marquee Series: Microsoft Office 2007 Instructor CD</i>					978-0-76383-430-2		
<i>Marquee Series: Microsoft Office 2007 ExamView Test Generator CD</i>					978-0-76383-429-6		
<i>Marquee Series: Microsoft Office 2007 SNAP Training and Assessment</i>					978-0-76382-957-5		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>EMC Publishing, LLC</b>	<b>Marquee Series: Microsoft Word 2007 Textbook – Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-137-0</b>	<b>See notes</b>	
	Note: May need supplemental materials to meet course requirements						
	Key Features:						
	<i>Marquee Series: Microsoft Word 2007 Curriculum Planner and Resources</i>					978-0-76383-153-0	
	<i>Marquee Series: Microsoft Word 2007 Instructor's Guide CD</i>					978-0-76383-420-3	
	<i>Marquee Series: Microsoft Word 2007 ExamView Test Generator</i>					978-0-76383-154-7	
	<i>Marquee Series: Microsoft Word 2007 SNAP Training and Assessment</i>					978-0-76382-957-5	
	<b>Marquee Series: Microsoft Excel 2007 Textbook – Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-138-7</b>		
	Note: Must purchase resources to accompany this title						
	Key Features:						
	<i>Marquee Series: Microsoft Excel 2007 Curriculum Planner and Resources</i>					978-0-76383-153-0	
	<i>Marquee Series: Microsoft Excel 2007 Instructor's Guide CD</i>					978-0-76383-420-3	
	<i>Marquee Series: Microsoft Excel 2007 ExamView Test Generator</i>					978-0-76383-154-7	
	<i>Marquee Series: Microsoft Excel 2007 SNAP Training and Assessment</i>					978-0-76382-957-5	
	<b>Benchmark Series: Microsoft Office 2007 Textbook - Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-061-8</b>	<b>90% Computer Apps I</b>	
Key Features:							
<i>Benchmark Series: Microsoft Office 2007 Curriculum Planner and Resources</i>					978-0-76383-085-4		
<i>Benchmark Series: Microsoft Office 2007 Instructor's Guide CD</i>					978-0-76383-414-2		
<i>Benchmark Series: Microsoft Office 2007 ExamView Test Generator</i>					978-0-76383-090-8		
<i>Benchmark Series: Microsoft Office 2007 SNAP Training and Assessment</i>					978-0-76382-957-5		
<b>Benchmark Series: Microsoft Word 2007 Levels 1 and 2 Textbook (hardcover) - Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-207-0</b>	<b>72% Computer Apps</b>		
Notes: Requires both textbooks for a complete course. Correlation is using both titles together.							
Key Features:							
<i>Benchmark Series: Microsoft Word 2007 Levels 1 and 2 Curriculum Planner and Resources</i>					978-0-76383-086-1		
<i>Benchmark Series: Microsoft Word 2007 Levels 1 and 2 Instructor CD</i>					978-0-76383-415-9		
<i>Benchmark Series: Microsoft Word 2007 Levels 1 and 2 ExamView Test Generator CD</i>					978-0-76383-090-8		
<i>Benchmark Series: Microsoft Word 2007 Levels 1 and 2 SNAP Training and Assessment</i>					978-0-76382-957-5		

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<b>EMC Publishing, LLC</b>	<b>Benchmark Series: Microsoft Word 2007 Level 1 Textbook – Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-062-5</b>	<b>69% Computer Apps</b>	
	Notes: Same title as listed in combined package above, ISBNs for single level purchase. When combining Level I and Level II correlation aligns to 72%. Key Features:						
	<i>Benchmark Series: Microsoft Word 2007 Level 1 Curriculum Planner and Resources</i>						978-0-76383-086-1
	<i>Benchmark Series: Microsoft Word 2007 Level 1 Instructor CD</i>						978-0-76383-415-9
	<i>Benchmark Series: Microsoft Word 2007 Level 1 ExamView Test Generator CD</i>						978-0-76383-090-8
	<i>Benchmark Series: Microsoft Word 2007 Level 1 SNAP Training and Assessment</i>						978-0-76382-957-5
	<b>Benchmark Series: Microsoft Word 2007 Level 2 Textbook – Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-063-2</b>	<b>34% Computer Apps</b>	
	Notes: Same title as listed in combined package above, ISBNs for single level purchase. When combining Level I and Level II correlation aligns to 72%. Key Features:						
	<i>Benchmark Series: Microsoft Word 2007 Level 2 Curriculum Planner and Resources</i>						978-0-76383-086-1
	<i>Benchmark Series: Microsoft Word 2007 Level 2 Instructor CD</i>						978-0-76383-415-9
	<i>Benchmark Series: Microsoft Word 2007 Level 2 ExamView Test Generator CD</i>						978-0-76383-090-8
	<i>Benchmark Series: Microsoft Word 2007 Level 2 SNAP Training and Assessment</i>						978-0-76382-957-5
	<b>Benchmark Series: Microsoft Excel 2007 Levels 1 and 2 Textbook (hardcover) - Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-209-4</b>		<b>93% Computer Apps I</b>
	Notes: Recommended to use both titles together Using level II for an advance course. Key Features:						
	<i>Benchmark Series: Microsoft Excel 2007 Levels 1 and 2 Curriculum Planner and Resources</i>					978-0-76383-087-8	
<i>Benchmark Series: Microsoft Excel 2007 Levels 1 and 2 Instructor CD</i>					978-0-76383-416-6		
<i>Benchmark Series: Microsoft Excel 2007 Levels 1 and 2 ExamView Test Generator CD</i>					978-0-76383-090-8		
<i>Benchmark Series: Microsoft Excel 2007 Levels 1 and 2 SNAP Training and Assessment</i>					978-0-76382-957-5		

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<b>EMC Publishing, LLC</b>	<b>Benchmark Series: Microsoft Excel 2007 Level 1 Textbook - Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-065-6</b>	<b>93% Computer Apps I</b>	
	Notes: Same title as listed in combined package above, ISBNs for single level purchase.						
	Key Features:						
	<i>Benchmark Series: Microsoft Excel 2007 Level 1 Curriculum Planner and Resources</i>						978-0-76383-087-8
	<i>Benchmark Series: Microsoft Excel 2007 Level 1 Instructor CD</i>						978-0-76383-416-6
	<i>Benchmark Series: Microsoft Excel 2007 Level 1 ExamView Test Generator CD</i>					978-0-76383-090-8	
	<i>Benchmark Series: Microsoft Excel 2007 Level 1 SNAP Training and Assessment</i>					978-0-76382-957-5	
	<b>Benchmark Series: Microsoft Excel 2007 Level 2 Textbook - Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-066-3</b>		
	Notes: Recommended for an advance course beyond level I course. Same title as listed in combined package above, ISBNs for single level purchase. Computer Application course requirements are met in Level I book.						
	Key Features:						
	<i>Benchmark Series: Microsoft Excel 2007 Level 2 Curriculum Planner and Resources</i>						978-0-76383-087-8
	<i>Benchmark Series: Microsoft Excel 2007 Level 2 Instructor CD</i>						978-0-76383-416-6
	<i>Benchmark Series: Microsoft Excel 2007 Level 2 ExamView Test Generator CD</i>						978-0-76383-090-8
	<i>Benchmark Series: Microsoft Excel 2007 Level 2 SNAP Training and Assessment</i>						978-0-76382-957-5
	<b>Benchmark Series: Microsoft Access 2007 Levels 1 and 2 Textbook (hardcover) - Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-211-7</b>	<b>80% Computer Apps I</b>	
Notes: Recommended to use both titles together Using level 2 for an advance course.							
Key Features:							
<i>Benchmark Series: Microsoft Access 2007 Levels 1 and 2 Curriculum Planner and Resources</i>					978-0-76383-088-5		
<i>Benchmark Series: Microsoft Access 2007 Levels 1 and 2 Instructor CD</i>					978-0-76383-417-3		
<i>Benchmark Series: Microsoft Access 2007 Levels 1 and 2 ExamView Test Generator CD</i>					978-0-76383-090-8		
<i>Benchmark Series: Microsoft Access 2007 Levels 1 and 2 SNAP Training and Assessment</i>					978-0-76382-957-5		
<b>Benchmark Series: Microsoft Access 2007 Level 1 Textbook – Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-068-7</b>	<b>75% Computer Apps I</b>		
Notes: Same title as listed in combined package above, ISBNs for single level purchase. When combining Level I and Level II correlation aligns to 80%.							
Key Features:							
<i>Benchmark Series: Microsoft Access 2007 Level 1 Curriculum Planner and Resources</i>						978-0-76383-088-5	
<i>Benchmark Series: Microsoft Access 2007 Level 1 Instructor CD</i>						978-0-76383-417-3	
<i>Benchmark Series: Microsoft Access 2007 Level 1 ExamView Test Generator CD</i>						978-0-76383-090-8	
<i>Benchmark Series: Microsoft Access 2007 Level 1 SNAP Training and Assessment</i>					978-0-76382-957-5		

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<b>EMC Publishing, LLC</b>	<b>Benchmark Series: Microsoft Access 2007 Level 2 Textbook - Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-069-4</b>		
	Notes: Same title as listed in combined package above, ISBNs for single level purchase. Level 2 recommended for an advance course. Key Features:						
	<i>Benchmark Series: Microsoft Access 2007 Level 2 Curriculum Planner and Resources</i>					978-0-76383-088-5	
	<i>Benchmark Series: Microsoft Access 2007 Level 2 Instructor CD</i>					978-0-76383-417-3	
	<i>Benchmark Series: Microsoft Access 2007 Level 2 ExamView Test Generator CD</i>					978-0-76383-090-8	
	<i>Benchmark Series: Microsoft Access 2007 Level 2 SNAP Training and Assessment</i>					978-0-76382-957-5	
	<b>Benchmark Series: Microsoft PowerPoint 2007 Textbook (hardcover) – Vista</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76383-213-1</b>		<b>R 20% powerpoint module</b>
	Notes: Recommended as a "Resource Only". Recommended for teaching Powerpoint modules of Computer Applications I & II. Key Features:						
	<i>Benchmark Series: Microsoft PowerPoint 2007 Curriculum Planner and Resources</i>					978-0-76383-089-2	
	<i>Benchmark Series: Microsoft PowerPoint 2007 Instructor CD</i>					978-0-76383-418-0	
	<i>Benchmark Series: Microsoft PowerPoint 2007 ExamView Test Generator CD</i>					978-0-76383-090-8	
	<i>Benchmark Series: Microsoft PowerPoint 2007 SNAP Training and Assessment</i>					978-0-76382-957-5	
	<b>Benchmark Series: Microsoft Office 2007 Textbook – XP</b>	<b>Nita Rutkosky</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-76382-999-5</b>		<b>90% Computer Apps I</b>
	Notes: Recommended for Computer Applications I course. Key Features:						
<i>Benchmark Series: Microsoft Office 2007 Curriculum Planner and Resources</i>					978-0-76383-009-0		
<i>Benchmark Series: Microsoft Office 2007 Instructor CD</i>					978-0-76383-409-8		
<i>Benchmark Series: Microsoft Office 2007 ExamView Test Generator CD</i>					978-0-76382-998-8		
<i>Benchmark Series: Microsoft Office 2007 SNAP Training and Assessment</i>					978-0-76382-957-5		
<b>Pearson Education Inc. Publishing as Prentice Hall</b>	<b>DDC Learning Microsoft Word 2007, Student Edition</b>	<b>Weixel</b>	<b>2008</b>	<b>9-12</b>	<b>9780133656916</b>	<b>60%</b>	
	Key Features:						
	Teacher's Edition					9780133656954	
	Solutions Binder & CD-ROM					9780133656947	
	Test Binder					9780133656961	

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<b>Pearson Education Inc. Publishing as Prentice Hall</b>	<b>DDC Learning Microsoft Excel 2007 Student Edition</b>	<b>Fulton</b>	<b>2008</b>	<b>9-12</b>	<b>9780133656985</b>	<b>97%</b>	
	Key Features:						
	Teacher's Edition				9780133657012		
	Solutions Binder & CD-ROM				9780133656992		
	Test Binder				9780133657029		
	<b>DDC Learning Microsoft PowerPoint 2007 Student Edition</b>	<b>Skintik</b>	<b>2008</b>	<b>9-12</b>	<b>9780133657043</b>	<b>24%</b>	
	Notes: May be used for specific modules within Computer Applications I & II. Key Features:						
	Teacher's Edition				9780133657067		
	Solutions Binder & CD-ROM				9780133657050		
	Test Binder				9780133657074		
	<b>DDC Learning Microsoft Publisher 2007 Student Edition</b>	<b>Wempen</b>	<b>2008</b>	<b>9-12</b>	<b>9780133657098</b>	<b>30% Publishing I</b>	
	Key Features:						
	Teacher's Edition				9780133657128		
	Solutions Binder & CD-ROM				9780133657111		
	Test Binder				9780133625707		
<b>Learning Web Design w/ Adobe CS3 Student Edition</b>	<b>Murray</b>	<b>2008</b>	<b>9-12</b>	<b>9780133625721</b>	<b>30%</b>		
Notes: Recommende for dreamweaver module of web design. Key Features:							
Teacher's Manual				9780133640083			
<b>Learning Web Page Design w/Adobe Dreamweaver CS3 Student Edition</b>	<b>Skintik</b>	<b>2008</b>	<b>9-12</b>	<b>9780133640106</b>	<b>30%</b>		
Key Features:							
Teacher's Manual							



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<b>Keyboarding</b>							
<b>Glencoe / McGraw-Hill</b>	<b>Keyboarding Connections: Projects and Applications</b>	Zimmerly, Jaehne	2006	6-8	9780078693144	<b>30%</b>	
	Key Features:						
	Interactive Student Edition CD-ROM						9780078743825
	Teacher Resource CD-ROM (Free 1:50 Student Editions Purchased)						9780078728709
	<b>Keyboarding with Computer Applications, Lessons 1-150</b>	Johnson, et al	2007	9-12	9780078693168	<b>37%</b>	
	Key Features:						
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)						9780078733635
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078748172
ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)					9780078733628		

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**Marketing  
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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>	
<b>Cengage Learning</b>	<b>Marketing</b>	<b>Burrow</b>	<b>2009</b>	<b>9-12</b>	<b>9780538446648</b>		
	Key Features:						
	Marketing/ EBook Bundle					9780324603484	
	Activities & Study Guide					9780538446655	
	ExamView					9780538446693	
	Instructor's Resource CD					9780538446716	
	DVD					9780538446686	
	Instructor's Wraparound Edition					9780538446723	
Instructor's Resource Book					9780538446709		
<b>CEV Multimedia Ltd.</b>	<b>E-Commerce Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335140</b>	<b>R</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources.						
	Key Features:						
	Computer Basics MPU					9781603334761	
	E-Basics MPU					9781603334792	
	E-Issues MPU					9781603334815	
	Web Development MPU					9781603335041	
	<b>Fashion Marketing Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335133</b>	<b>R</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources.						
	Key Features:						
	Fashion Design Principles MPU					9781603330459	
	Marketing Basics MPU					9781603334891	
	Merchandising, Buying & Selling MPU					9781603330619	
	Retail Management MPU					9781603334969	
	<b>Introduction to Marketing Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603331029</b>	<b>R</b>	
Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources.							
Key Features:							
Basic Business Concepts MPU					9781603330084		
Personal Skill Development MPU					9781603330671		
Product/Market Management MPU					9781603330756		
Selling MPU					9781603330787		
Career Guidance & Management in Marketing MPU					9781603330299		

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<b>CEV Multimedia Ltd.</b>	<b>Marketing Management Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335119</b>	<b>R</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:						
	Advertising Design & Mediums MPU					9781603331579	
	Introduction to Merchandising MPU					9781603334877	
	Marketing Basics MPU					9781603334891	
	Marketing Methods MPU					9781603334907	
	Sales Process, Development & Management MPU					9781603334983	
	<b>Retailing Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335089</b>	<b>R</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:						
	Advertising Design & Mediums MPU					9781603331579	
	Introduction to Merchandising MPU					9871603334877	
	Product/Market Management MPU					9781603330756	
	Retail Management MPU					9781603334969	
	Selling MPU					9781603330787	
	<b>Sports &amp; Entertainment Marketing Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603335171</b>	<b>R</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately for classroom resources. Key Features:						
	Introduction to Entertainment Marketing MPU					9781603334853	
	Introduction to Sports Marketing MPU					9781603334884	
	Marketing Basics MPU					9781603334891	
Marketing Methods MPU					9781603334907		
Public Relations MPU					9781603334952		
<b>Glencoe / McGraw-Hill</b>	<b>Marketing Essentials</b>	<b>Farese, et al</b>	<b>2009</b>	<b>9-12</b>	<b>9780078769047</b>	<b>100%</b>	
	Key Features:						
	Interactive Student Edition CD-ROM					9780078780899	
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)					9780078780370	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078804083	
	Interactive Chalkboard CD-ROM (Free 1:50 Student Editions Purchased)					9780078780875	
	TeacherWorks™ CD-ROM (Free 1:50 Student Editions Purchased)					9780078780882	
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)					9780078780868	

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<b>Goodheart- Wilcox Publisher</b>	<b>Marketing Dynamics</b>	<b>Clark, Sobel and Gendall Basteri</b>	<b>2006</b>	<b>9-12</b>	<b>978-1-59070-586-5</b>	<b>100%</b>
	Key Features:					

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Cengage Learning	<b>Investigating Your Career</b>	Jordan	2008	9-12	9780538444767	98%	
	Key Features:						
	ExamView				9780538444774		
	Web Site				9780538444781		
	Teacher's Wrap Edition				9780538444804		
	Instructor's Resource CD				9780538444811		
	<b>The 16 Career Clusters: A Project-Based Orientation, 001</b>	Lewis	2009	9-12	9780538449571	R 26%	
	Note: Recommended as a "Resource only". Key Features:						
Instructor's Resource CD	Lewis	2009	9-12	9780538449588			
EMC Publishing, LLC	<b>Developing Career and Living Skills Textbook</b>	Mary Sue Burkhardt	2005	7-12	978-1-59357-112-2	100%	
	Note: Recommended as a "Resource Only". Key Features:						
	Developing Career and Living Skills Teacher's Edition						978-1-59357-113-9
	Developing Career and Living Skills Student Activity Book						978-1-59357-124-5
	Developing Career and Living Skills Student Interest Inventory (Package of 10)						978-1-59357-123-8
	Developing Career and Living Skills Instructor's CD-ROM						978-1-59357-114-6
	Developing Career and Living Skills ExamView Test Generator						977-1-59357-206-8
	<b>Preparing for Career Success Textbook</b>	Jerry Ryan	2005	10-12	978-1-59357-207-5	Recommended w/ Reservations 89%	
	Key Features:						
	Preparing for Career Success Teacher's Edition						978-1-53957-208-2
	Preparing for Career Success Student Activity Book						978-1-53957-209-9
	Preparing for Career Success Student Interest Inventory (Package of 10)						978-1-53957-212-9
	Preparing for Career Success Instructor's CD-ROM						978-1-53957-210-5
	Preparing for Career Success ExamView Test Generator						978-1-53957-211-2

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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>	
<b>Glencoe / McGraw Hill</b>	<b>Succeeding in the World of Work</b>	<b>Kimbrell and Vineyard</b>	<b>2008</b>	<b>9-12</b>	<b>9780078748288</b>	<b>Recommended w/ Reservations 100%</b>	
	Note: Requires internet connection to use. Key Features:						
	Interactive Student Edition CD-ROM						9780078771804
	Student Activity Workbook						9780078771682
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)						9780078771675
	TeacherWorks™ CD-ROM (Free 1:50 Student Editions Purchased)						9780078771767
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						9780078779657
	Interactive Chalkboard CD-ROM (Free 1:50 Student Editions Purchased)						9780078771781
ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)					9780078771798		
<b>Goodheart- Wilcox Publisher</b>	<b>From School to Work</b>	<b>Littrell, Lorenz and Smith</b>	<b>2009</b>	<b>9-12</b>	<b>978-1-59070-936-8</b>	<b>100%</b>	
	Key Features:						
	<b>Learning for Earning</b>	<b>Wanat, Pfeiffer and Van Gulik</b>	<b>2009</b>	<b>9-12</b>	<b>978-1-59070-946-7</b>	<b>100%</b>	
	Key Features:						
	<b>From School to Work</b>	<b>Littrell, Lorenz and Smith</b>	<b>2009</b>	<b>9-12</b>	<b>978-1-59070-936-8</b>	<b>100%</b>	
	Key Features:						
	<b>Hospitality Services: Food &amp; Lodging</b>	<b>Reynolds</b>	<b>2004</b>	<b>9-12</b>	<b>978-1-59070-152-2</b>	<b>83%</b>	
Note: Good integration of career guidance. Key Features:							

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<b>Cengage Learning</b>	<b>Residential Construction Academy: Basic Principles for Construction</b>	<b>Huth</b>	<b>2008</b>	<b>9-12</b>	<b>9781418052515</b>	<b>75%</b>
	Key Features: Comprehensive coverage of a solid range of topics makes this a must have for beginners in the industry. Detailed illustrations throughout the book highlight importance concepts. Coverage of basic math concepts and work ethic guidelines teaches material that is often overlooked in traditional building trades books. End-of-chapter activities and review questions engage readers and encourage the application of key principles					
	<b>e.Resource</b>				<b>9781418052539</b>	
	<b>Workbook</b>				<b>9781428323636</b>	
	<b>Instructor's Manual</b>				<b>9781418052522</b>	
<b>CEV Multimedia Ltd.</b>	<b>Building Trades Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603331067</b>	<b>R</b>
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately as classroom resource. Applicable course noted. Individual modules listed below, with content area noted. Key Features:					
	<b>Tool ID &amp; Workplace Safety in Building Trades MPU</b>				<b>9781603330824</b>	<b>R Constructions System I</b>
	<b>Planning Effective Construction MPU</b>				<b>9781603330688</b>	<b>R Constructions System II</b>
	<b>Career Guidance &amp; Management in Building Trades MPU</b>				<b>9781603330305</b>	<b>R Constructions System I &amp; II</b>
<b>CORD Communications, Inc.</b>	<b>PHYSIC S IN CONTEXT: AN INTEGRATED APPROACH STUDENT TEXT</b>	<b>CORD</b>	<b>2005</b>	<b>11-12</b>	<b>1-57837-275-5</b>	<b>100%</b>
	Key Features:					
	Physic S In Context: An Integrated Approach Teacher's Guide	Cord			1-57837-276-3	
	Physic S In Context: An Integrated Approach Student Lab Manual	Energy Concepts, Inc.			1-55756-195-8	
	Physic S In Context: An Integrated Approach Lab Manual – Instructor's Guide	Energy Concepts, Inc.			1-55756-387-X	
	Physic S In Context: An Integrated Approach Student Journal	Energy Concepts, Inc.			1-55756-186-9	

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<b>Glencoe / McGraw Hill</b>	<b>Applying AutoCAD 2008</b>	<b>Wohlers</b>	<b>2008</b>	<b>10-12</b>	<b>9780078801532</b>	<b>R</b>	
	Notes: Recommended as "Instructor Resource Only" Key Features:						
	Instructor Resource CD-ROM (Free 1:50 Student Editions Purchased)					9780078801549	
	<b>Mechanical Drawing: Board &amp; CAD Techniques</b>	<b>French and Helsel</b>	<b>2010</b>	<b>9-12</b>	<b>9780078796050</b>	<b>94%</b>	
	Key Features:						
	Instructor Resource Guide (Free 1:35 Student Editions Purchased)					9780078895104	
	<b>Technology: Engineering &amp; Design</b>	<b>Fales, et al</b>	<b>2008</b>	<b>9-12</b>	<b>9780078768095</b>	<b>100%</b>	
	Key Features:						
	Teacher Annotated Edition (Free 1:35 Student Editions Purchased)					9780078768101	
	Teacher Resource CD-ROM (Free 1:50 Student Editions Purchased)					9780078768132	
	<b>Technology in Action</b>	<b>Thode &amp; Thode</b>	<b>2002</b>	<b>7-10</b>	<b>9780078224898</b>	<b>100%</b>	
	Key Features:						
	Teacher Resource Guide (Free 1:35 Student Editions Purchased)					9780078224904	
	<b>Technology Interactions</b>	<b>Harms &amp; Swernofsky</b>	<b>2007</b>	<b>7-9</b>	<b>9780078741722</b>	<b>93%</b>	
Key Features:							
Teacher Resource CD-ROM (Free 1:50 Student Editions Purchased)					9780078741739		
<b>Goodheart-Wilcox Publisher</b>	<b>Architecture: Residential Drafting and Design</b>	<b>Kicklighter</b>	<b>2008</b>	<b>9-12</b>	<b>978-1-59070-699-2</b>	<b>100% Architecture Design Level I &amp; II</b>	
Notes: Recommended for Archetecture Design, Levels I & II. Key Features:							
<b>Goodheart-Wilcox Publisher</b>	<b>Drafting &amp; Design</b>	<b>Kicklighter and Brown</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-59070-903-0</b>	<b>81%</b>	
Notes: Recommended for all Levels. Key Features:							
<b>Goodheart-Wilcox Publisher</b>	<b>Energy, Power, and Transportation Technology</b>	<b>Litowitz and Brown</b>	<b>2007</b>	<b>9-12</b>	<b>978-1-59070-221-5</b>	<b>100%</b>	
Notes: Correlations to Principles of Technology One. Key Features:							



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<b>Goodheart- Wilcox Publisher</b>	<b>Exploring Drafting</b>	<b>Walker and Mathis</b>	<b>2007</b>	<b>6-12</b>	<b>978-1-59070-575-9</b>	<b>75%</b>
	Key Features:					
	<b>Manufacturing and Automation Technology</b>	<b>Wright</b>	<b>2006</b>	<b>9-12</b>	<b>978-1-59070-484-4</b>	<b>96%</b>
	Key Features:					
	<b>Modern Cabinetmaking</b>	<b>Umstatt and Davis</b>	<b>2005</b>	<b>9-12</b>	<b>978-1-59070-376-2</b>	<b>100%</b>
	Notes: Use for an advance course. Key Features:					
	<b>Modern Carpentry</b>	<b>Wagner and Smith</b>	<b>2008</b>	<b>9-12</b>	<b>978-1-59070-648-0</b>	<b>75%</b>
	Key Features:					
	<b>Technology</b>	<b>Wright</b>	<b>2008</b>	<b>9-12</b>	<b>978-1-59070-718-0</b>	<b>100% Fundamental Technology</b>
	Key Features:					
	<b>Technology Design and Applications</b>	<b>Wright and Brown</b>	<b>2008</b>	<b>7-9</b>	<b>978-1-59070-712-8</b>	<b>100%</b>
	Key Features:					
	<b>Television Production</b>	<b>Harris</b>	<b>2006</b>	<b>9-12</b>	<b>978-1-59070-454-7</b>	<b>62%</b>
	Notes: Recommended for introductory course. Key Features:					
<b>Video: Digital Communication &amp; Production</b>	<b>Stinson</b>	<b>2008</b>	<b>9-12</b>	<b>978-1-59070-767-8</b>	<b>43%</b>	
Notes: Recommended for introductory course. Key Features:						
<b>Pearson Education Inc. Publishing as Prentice Hall</b>	<b>Technology Education, Student Edition</b>	<b>Hacker and Burghardt</b>	<b>2008</b>	<b>9-12</b>	<b>9780133639896</b>	<b>100%</b>
	Key Features:					
	Student Activity Guide				9780133639919	
	Annotated Teacher's Edition				9780133639902	
Teacher's Resource Binder				9780133639926		

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<b>Pearson Education publishing as Prentice Hall Publishing (Contren Learning)</b>	<b>Core Curriculum Trainee Guide, Hardcover</b>	<b>NCCER</b>	<b>© 2004</b>	<b>9-12</b>	<b>9780131091894</b>	<b>90%</b>		
	Key Features:							
	Core Curriculum Annotated Instructor's Guide						9780131091917	
	Core Curriculum Computerized Testing Software						9780131099173	
	Core Curriculum PowerPoint Presentation Slides						9780131600010	
	Core Curriculum Contren Connect Trainee Guide + Access Code Package						9780132299930	
	Core Curriculum Contren Connect Annotated Instructor's Guide + Access Code Package						9780132299947	
	<b>Carpentry Fundamentals Level 1 Trainee Guide, Hardcover</b>	<b>NCCER</b>	<b>© 2006</b>	<b>9-12</b>	<b>9780132292689</b>		<b>85%</b>	
	Key Features:							
	Carpentry Fundamentals Level 1 Annotated Instructor's Guide							9780132285933
	Carpentry Fundamentals Level 1 Computerized Testing Software							9780132291354
	Carpentry Fundamentals Level 1 PowerPoint Presentation Slides							9780132291361
	Carpentry Fundamentals Level 1 Contren Connect Trainee Guide + Access Code Package							9780132397117
	Carpentry Fundamentals Level 1 Contren Connect Annotated Instructor's Guide + Access Code Package							9780132397100

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<b>CEV Multimedia Ltd.</b>	<b>Child Development Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337397</b>	<b>R See note for correlations</b>		
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately as classroom resources. Parenting & Child Development = 72%, Teen Parenting = 54%, Early Childhood Professions = 54%							
	Key Features:							
	Family Life MPU						9781603330442	
	Parenting MPU						9781603330633	
	Child Care & Learning Environments MPU						9781603330343	
	Child Health & Safety MPU						9781603330350	
	Diversity & Special Needs MPU						9781603330404	
	Developmental Stages, Growth & Discipline MPU						9781603330398	
	Career Preparation: Human Services MPU						9781603330275	
	Career Preparation: Education & Training MPU						9781603330244	
	<b>Consumer Economics &amp; Management Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337403</b>		<b>R See note for correlations</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately as classroom resources. Personal & Family Finance = 71%, Adult Living = 63%.							
	Key Features:							
	Consumer Habits, Trends & Technology MPU							9781603330374
Financial & Future Planning MPU					9781603330473			
Leadership & Personal Development MPU					9781603330602			
Family Life MPU					9781603330442			
Career Preparation: Human Services MPU					9781603330275			
<b>Food Production, Management &amp; Hospitality Services Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337410</b>	<b>R See note for correlations</b>			
Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately as classroom resources. Food Science = 44%, Nutrition & Foods = 75% And Food Production Management & Services = 47%.								
Key Features:								
Food Safety, Sanitation & Technology MPU						9781603330558		
Basic Nutrition & Food Science MPU						9781603330091		
Food Industries & Activities MPU						9781603330503		
Food Planning, Services & Hospitality MPU						9781603330510		
Food Processes & Operations MPU						9781603330527		
Career Preparation: Human Services MPU						9781603330275		
Career Preparations: Hospitality & Tourism MPU						9781603330268		
Career Preparations: Food Science MPU						9781603330251		

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<b>CEV Multimedia Ltd.</b>	<b>Interior/Environmental Design Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337434</b>	<b>R 77% Housing Interiors &amp; Furnishings</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately as classroom resources. Key Features:						
	Design Principles, Tools & Practices MPU						9781603330381
	Floral Design, Arrangements & Principles MPU						9781603330480
	Housing Design & Decision MPU						9781603330572
	<b>Introduction to FCS Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603330923</b>	<b>R See note for correlations</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately as classroom resources. Career & Personal Development = 68%; Teen Living = 69%; Young Living = 69%; Technology, Life & Careers = 47%; Exploratory FCS = 63%; Human Services = 63%.. Key Features:						
	Skills for Living MPU						9781603330794
	Personal & Family Development MPU						9781603330640
	Career Guidance & Management in FCS MPU						9781603330312
<b>Life &amp; Career Management Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337465</b>	<b>R See note for correlations</b>		
Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately as classroom resources. Family Health & Wellness = 63%; Leadership = 65%; Careers & Personal Development = 65%. Key Features:							
Financial & Future Planning MPU						9781603330473	
Leadership & Personal Development MPU						9781603330602	
Family Life MPU						9781603330442	
Parenting MPU						9781603330633	
Basic Nutrition & Food Science MPU						9781603330091	
Career Preparations: Human Services MPU						9781603330275	

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<b>CEV Multimedia Ltd.</b>	<b>Nutrition &amp; Food Science Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337489</b>	<b>R Food Science &amp; Nutrition = 56%</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately as classroom resources. Key Features:						
	Food Foundations & Scientific Practices MPU						9781603330497
	Food Safety, Sanitation & Technology MPU						9781603330558
	Basic Nutrition & Food Science MPU						9781603330091
	Career Preparations: Human Services MPU						9781603330275
	Career Preparations: Food Science MPU						9781603330251
	<b>Textiles &amp; Apparel Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603337496</b>	<b>R 89% Apparel Design &amp; Merchandising</b>	
	Note: Recommended as a "Resource Only". Individual MPU units may be purchased separately as classroom resources. Key Features:						
	Apparel & Textile Management MPU						9781603330060
Fashion Design Principles MPU					9781603330459		
Merchandising, Buying & Selling MPU					9781603330619		
<b>EMC Publishing, LLC</b>	<b><i>Developing Career and Living Skills</i> Textbook</b>	<b>Mary Sue Burkhardt</b>	<b>2005</b>	<b>10-12</b>	<b>978-1-59357-112-2</b>	<b>R Career &amp; Personal Development 90%</b>	
	Note: Recommended as a "Resource Only". Key Features:						
	<i>Developing Career and Living Skills</i> Teacher's Edition						978-1-59357-113-9
	<i>Developing Career and Living Skills</i> Student Activity Book						978-1-59357-124-5
	<i>Developing Career and Living Skills</i> Student Interest Inventory (Package of 10)						978-1-59357-123-8
	<i>Developing Career and Living Skills</i> Instructor's CD-ROM						978-1-59357-114-6
	<i>Developing Career and Living Skills</i> ExamView Test Generator						977-1-59357-206-8
<b>Glencoe / McGraw Hill</b>	<b>Clothing: Fashion, Fabrics &amp; Construction</b>	<b>Weber</b>	<b>2008</b>	<b>10-12</b>	<b>9780078767951</b>	<b>100% Apparel Design &amp; Merchandising</b>	
	Key Features:						
	Student Activity Manual						9780078767968
	Teaching & Learning Resources (Free 1:50 Student Editions Purchased)						9780078767999
	Teacher Resource Guide (Free 1:50 Student Editions Purchased)						9780078767982
	Student Activity Manual, Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078767975
	ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)						9780078768064

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Glencoe / McGraw Hill	<b>The Developing Child</b>	<b>Brisbane</b>	<b>2006</b>	<b>9-12</b>	<b>9780078689680</b>	<b>93% Parenting &amp; Child Developing</b>  <b>R</b> <b>74% Teen Parenting</b>	
	Note: Recommended as a "Resource Only" for Teen Parenting. Key Features:						
	Student Activity Manual						9780078689703
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)						9780078689697
	Student Activity Manual, Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078689710
	Teaching & Learning Resources (Free 1:50 Student Editions Purchased)						9780078689734
	TeacherWorks™ CD-ROM (Free 1:50 Student Editions Purchased)						9780078689796
	ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)					9780078689802	
	<b>Families Today</b>	<b>Sasse</b>	<b>2009</b>	<b>10-12</b>	<b>9780078806629</b>	<b>100% Adult Living</b>	
	Key Features:						
	Interactive Student Edition CD-ROM						9780078884238
	Student Activity Workbook						9780078884160
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)						9780078883569
	Student Activity Workbook, Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078884177
	Presentation Plus! CD-ROM (Free 1:50 Student Editions Purchased)						9780078884191
	TeacherWorks™ CD-ROM (Free 1:50 Student Editions Purchased)						9780078884207
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)					9780078884184	
	<b>Food for Today</b>	<b>Kowtaluk</b>	<b>2006</b>	<b>9-12</b>	<b>9780078616440</b>	<b>100% Food Science &amp; Nutrition</b>	
	Key Features:						
	Student Activity Manual						9780078616464
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)						9780078616457
	Student Activity Manual, Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078616471
Teaching & Learning Resources (Free 1:50 Student Editions Purchased)					9780078616495		
TeacherWorks™ CD-ROM (Free 1:50 Student Editions Purchased)					9780078616563		
ExamView® Pro Test Generator CD-ROM (Free 1:50 Student Editions Purchased)					9780078616570		
<b>Homes &amp; Interiors</b>	<b>Sherwood</b>	<b>2007</b>	<b>10-12</b>	<b>9780078744204</b>	<b>100% Housing Interiors &amp; Furnishings</b>		
Key Features:							
Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078744211	
Teacher Resource Guide (Free 1:50 Student Editions Purchased)						9780078744228	
Teaching & Learning Resources (Free 1:50 Student Editions Purchased)						9780078744235	
ExamView® Pro Test Generator CD-ROM (Free 1:50 Student Editions Purchased)					9780078744303		

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<b>Glencoe / McGraw Hill</b>	<b>Parenting: Rewards &amp; Responsibilities</b>	<b>Hildebrand</b>	<b>2007</b>	<b>10-12</b>	<b>9780078690570</b>	<b>100% Parenting &amp; Home Development R Teen Parenting 71%</b>	
	Note: Is a "Resource Only" for <i>Teen Parenting</i> Classes. Key Features:						
	Student Activity Manual						9780078690594
	Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078690587
	Student Activity Manual, Teacher Annotated Edition (Free 1:35 Student Editions Purchased)						9780078690600
	Teaching & Learning Resources (Free 1:50 Student Editions Purchased)						9780078690624
	Teacher Resource Guide (Free 1:50 Student Editions Purchased)						9780078690617
	ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Edition Purchased)						9780078690686
<b>Goodheart- Wilcox Publisher</b>	<b>Fashion Marketing &amp; Merchandising</b>	<b>Wolfe</b>	<b>2009</b>	<b>9-12</b>	<b>978-1-59070-918-4</b>	<b>81% Apparel Design &amp; Merchandising</b>	
	Key Features:						
	<b>Building Life Skills</b>	<b>Liddell and Gentzler</b>	<b>2008</b>	<b>6-9</b>	<b>978-1-59070-677-0</b>	<b>95% Teen Living 95% Young Living 81% Exploratory FCS</b>	
	Notes: Content includes Sexual Responsibilities. Key Features:						
	<b>Careers in Focus: Family and Consumer Sciences</b>	<b>Jackson</b>	<b>2008</b>	<b>9-12</b>	<b>978-1-59070-784-5</b>		<b>81% Career &amp; Personal Development</b>
	Key Features:						
	<b>Children: The Early Years</b>	<b>Decker</b>	<b>2006</b>	<b>9-12</b>	<b>978-1-59070-585-8</b>	<b>83% Child Development R Teen Parenting 63%</b>	
Notes: Recommended as a "Resource only" for Teen Parenting. Key Features:							

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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>	
<b>Goodheart- Wilcox Publisher</b>	<b>Clothes &amp; Your Appearance</b>	<b>Liddell and Samuels</b>	<b>2008</b>	<b>7-12</b>	<b>978-1-59070-685-5</b>	<b>93% Apparel Design &amp; Merchandising</b>	
	Key Features:						
	<b>Contemporary Living</b>	<b>Ryder and Harter</b>	<b>2006</b>	<b>9-12</b>	<b>978-1-59070-504-9</b>	<b>100% Adult Living R Teen Parenting 77%</b>	
	Notes: Recommended as a "Resource only" for Teen Parenting. Key Features:						
	<b>Fashion!</b>	<b>Wolfe</b>	<b>2006</b>	<b>9-12</b>	<b>978-1-59070-628-2</b>	<b>88% Apparel Design &amp; Merchandising</b>	
	Key Features:						
	<b>From School to Work</b>	<b>Littrell, Lorenz and Smith</b>	<b>2009</b>	<b>9-12</b>	<b>978-1-59070-936-8</b>	<b>81% Career &amp; Personal Development</b>	
	Key Features:						
	<b>Guide to Good Food</b>	<b>Largen and Bence</b>	<b>2008</b>	<b>9-12</b>	<b>978-1-59070-690-9</b>	<b>100% Nutrition &amp; Foods</b>	
	Key Features:						
	<b>Hospitality Services: Food &amp; Lodging</b>	<b>Reynolds</b>	<b>2004</b>	<b>9-12</b>	<b>978-1-59070-152-2</b>	<b>100% Hospitality Services</b>	
	Key Features:						
<b>Housing Decisions</b>	<b>Lewis and Turner</b>	<b>2006</b>	<b>9-12</b>	<b>978-1-59070-533-9</b>	<b>90%</b>		
Notes: Correlations to Housing Interiors and Furnishings. Key Features:							



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Goodheart- Wilcox Publisher	Learning for Earning	Wanat, Pfeiffer and Van Gulik	2009	9-12	978-1-59070-946-7	100% Career & Personal Development R Personal & Family Finance = 71%	
	Notes: Recommended as a "Resource Only". Key Features:						
	Nutrition, Food, and Fitness	West	2006	9-12	978-1-59070-527-8	R 63% Family Health & Wellness 40% Nutrition & Foods	
	Notes: Recommended as a "Resource Only". Key Features:						
	Parents and Their Children	Ryder and Decker	2006	9-12	978-1-59070-539-1	93% Parenting & Child Development R Teen parenting 63%	
	Key Features:						
	Principles of Food Science	Ward	2007	9-12	978-1-59070-653-4	100% Food Science & Nutrition	
	Key Features:						
Skills for Living	Baynor Parnell	2008	9-12	978-1-59070-668-8	95% Adult Living R 86% Teen Living 85% Young Living		
Notes: Written for higher level students (grades 11-12) Recommended as a "Resource Only" for Teen Living and Adult Living. Key Features:							

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<b>Goodheart- Wilcox Publisher</b>	<b>Strengthening Family and Self</b>	<b>Johnson</b>	<b>2006</b>	<b>9-12</b>	<b>978-1-59070-495-0</b>	<b>81% Adult Living R 77% Teen Living</b>	
	Notes: Recommended as a "Resource Only" for Teen Living Key Features:						
	<b>Teen Life!</b>	<b>Dunn-Strohecker and Tippett</b>	<b>2008</b>	<b>6-9</b>	<b>978-1-59070-662-6</b>	<b>93% Young Living R 82% Teen Living</b>	
	Notes: Recommended as a "Resource Only" for Teen Living Key Features:						
	<b>Working with Young Children</b>	<b>Herr</b>	<b>2008</b>	<b>9-12</b>	<b>978-1-59070-813-2</b>	<b>86% Early Childhood Professions</b>	
Key Features:							
<b>Pearson Education Inc. Publishing as Prentice Hall</b>	<b>Introduction to Culinary Arts, Student Edition</b>	<b>The Culinary Institute of America</b>	<b>2007</b>	<b>9-12</b>	<b>9780131171404</b>	<b>92% Food Production &amp; Service Mgmt</b>	
	Key Features:						
	Teacher's Resource Binder					9780131315570	
	Laminated Recipe Cards					9780131315556	
	Student Lab Resources and Study Guide					9780131315549	
	<b>On Cooking: A Textbook of Culinary Fundamentals, Student Edition</b>	<b>Labensky and Hause</b>	<b>2007</b>	<b>9-12</b>	<b>9780131738836</b>	<b>R 69% Food Production &amp; Service Mgmt</b>	
	Key Features:						
	Instructor's Resource CD					9780132434188	
	Test Generator					<b>9780131713284</b>	
	Instructor's Manual with Test Bank and Transparency Masters					9780131713314	
Study Guide					9780131713383		

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**Health Occupations/Health Professions  
Professional Technical Education**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>	
<b>Cengage Learning</b>	<b>Diversified Health Occupations</b>	<b>Simmers</b>	<b>2009</b>	<b>9-12</b>	<b>9781418030216</b>	<b>95%</b>	
	Key Features:						
	Teacher's Resource Kit						9781418030230
	Workbook						9781418030223
	Instructor's Manual						9781418030254
	Classroom Manager					9781418030247	
	<b>Sports Medicine Essentials: Core Concepts in Athletic Training &amp; Fitness Instruction</b>	<b>Clover</b>	<b>2008</b>	<b>9-12</b>	<b>9781401861858</b>	<b>100%</b>	
	Key Features:						
Workbook					9781401861865		
<b>Glencoe / McGraw Hill</b>	<b>The Effective Nursing Assistant</b>	<b>Stratton and Mancari</b>	<b>2007</b>	<b>10-12</b>	<b>9780078744778</b>	<b>95%</b>	
	Key Features:						
	Lab Manual						9780078744792
	Instructor Annotated Edition (Free 1:35 Student Editions Purchased)						9780078744785
	Lab Manual, Instructor Annotated Edition (Free 1:35 Student Editions Purchased)						9780078744808
	Instructor Resource CD-ROM (Free 1:50 Student Editions Purchased)						9780078744815
<b>Human Kinetics Inc.</b>	<b>Fundamentals of Athletic Training-2<sup>nd</sup> Edition</b>	<b>Cartwright, Lorin</b>	<b>2005</b>	<b>9-12</b>	<b>9780736052580</b>	<b>100%</b>	
	Key Features:						
	Fundamentals of Athletic Training-2 <sup>nd</sup> Edition Instructor Resources						9780736058216
<b>Pearson Education Inc. Publishing as Prentice Hall</b>	<b>Health Science Fundamentals (NASTA), Student Edition</b>	<b>Badasch</b>	<b>2009</b>	<b>9-12</b>	<b>9780136059929</b>	<b>100%</b>	
	Key Features:						
	Wrap-around Teacher's Edition						9780135043066
	Student Activity Guide						9780135043721
	Lab Activity Manual						9780135043486
	Lab Activity Instructor's Manual						9780135043608
	Instructor Resource CD						9780135043493
	TestGen						9780135044346

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**Health Occupations/Health Professions  
Professional Technical Education**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Pearson Education Inc. Publishing as Prentice Hall	Anatomy & Physiology (NASTA), Student Edition	Colbert and Ankn	2009	9-12	9780131359666		
	Note: No correlation, generic evaluation form used. Key Features:						
	Student Activity Workbook					9780131359673	
	Teacher's Manual					9780131359727	
Test Bank with Test Gen					9780131359697		

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**Skilled & Technical Sciences  
Professional Technical Education**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Cengage Learning</b>	<b>Welding Principles &amp; Applications</b>	<b>Jeffus</b>	<b>2008</b>	<b>9-12</b>	<b>9781418052751</b>	<b>90%</b>	
	Key Features:						
	<b>Instructor's Manual</b>					<b>9781418052768</b>	
	<b>e.Resource</b>					<b>9781418052782</b>	
	<b>Study Guide/ Lab Manual</b>					<b>9781418052775</b>	
	<b>Automotive Service: Inspection , Maintenance, Repair</b>	<b>Gilles</b>	<b>2008</b>	<b>9-12</b>	<b>9781418037581</b>	<b>100%</b>	
	Key Features:						
	<b>Instructor's Manual</b>					<b>9781418037604</b>	
	<b>E.Resource</b>					<b>9781418037611</b>	
	<b>Lab Manual 3</b>					<b>9781418037598</b>	
	<b>Automotive Technology for General Service Technicians</b>	<b>Haefner</b>	<b>2008</b>	<b>9-12</b>	<b>9781418013400</b>	<b>92%</b>	
	Key Features:						
	<b>e.Resources</b>					<b>9781418013431</b>	
	<b>Workbook w/ NATEF Task Sheets</b>					<b>9781418013417</b>	
	<b>Applied Academics Workbook</b>					<b>9781418013424</b>	
	<b>Auto Body Repair Technology</b>	<b>Duffy</b>	<b>2008</b>	<b>9-12</b>	<b>9781418073534</b>	<b>77%</b>	
Key Features:							
<b>e. Resources</b>					<b>9781418073565</b>		
<b>Instructor's Manual</b>					<b>9781418073558</b>		
<b>Tech Manual</b>					<b>9781418073541</b>		
<b>CEV multimedia Ltd.</b>	<b>Building Trades Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603331067</b>	<b>R</b>	
	Note: Recommended as a "Teacher Resource Only" Entire pathway MPU components must be purchased together as a complete instructional unit.						
	Key Features:						
	Building Construction MPU					<b>9781603330107</b>	
	Tool ID & Workplace Safety in Building Trades MPU					<b>9781603330824</b>	
	Planning Effective Construction MPU					<b>9781603330688</b>	
	Electricity, Plumbing & HVAC MPU					<b>9781603330428</b>	
Career Guidance & Management in Building Trades MPU					<b>9781603330305</b>		

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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource *Correlation</b>	
<b>CEV multimedia Ltd.</b>	<b>Protective Services Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603331043</b>	<b>R</b>	
	Note: Recommended as a "Teacher Resource Only" Entire pathway MPU components must be purchased together as a complete instructional unit. Key Features:						
	Principles of Law MPU						9781603330749
	Foundations of Protective Services MPU						9781603330565
	Career Guidance & Management in Protective Services MPU						9781603330329
	<b>Welding Pathway</b>	<b>CEV Multimedia, Ltd.</b>	<b>2008</b>	<b>9-12</b>	<b>9781603331050</b>	<b>R</b>	
	Note: Recommended as a "Teacher Resource Only" Entire pathway MPU components must be purchased together as a complete instructional unit. Key Features:						
	Welding Tactics MPU						9781603330831
	Tool ID & Workplace Safety in Welding MPU						9781603331081
	Career Guidance & Management in Welding MPU						9781603331074
<b>Glencoe / McGraw Hill</b>	<b>Applying AutoCAD 2008</b>	<b>Wohlers</b>	<b>2008</b>	<b>10-12</b>	<b>9780078801532</b>		
	Notes: Good for all levels. Key Features:						
	Instructor Resource CD-ROM (Free 1:50 Student Editions Purchased)						9780078801549
	<b>Mechanical Drawing: Board &amp; CAD Techniques</b>	<b>French and Hesel</b>	<b>2010</b>	<b>9-12</b>	<b>9780078796050</b>		
	Notes: Not recommended for intro courses. Use CAD or Drafting courses, may use with introductory courses with CAD or Drafting. Key Features:						
Instructor Resource Guide (Free 1:35 Student Editions Purchased)					9780078895104		
<b>Goodheart- Wilcox Publisher</b>	<b>Modern Automotive Technology</b>	<b>Duffy</b>	<b>2009</b>	<b>9-12</b>	<b>978-1-59070-956-6</b>	<b>100%</b>	
	Key Features:						
	<b>Modern Cabinetmaking</b>	<b>Umstattd and Davis</b>	<b>2005</b>	<b>9-12</b>	<b>978-1-59070-376-2</b>	<b>50%</b>	
Key Features:							

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<b>Goodheart- Wilcox Publisher</b>	<b>Modern Carpentry</b>	<b>Wagner and Smith</b>	<b>2008</b>	<b>9-12</b>	<b>978-1-59070-648-0</b>	<b>89%</b>
	Key Features:					
	<b>Small Gas Engines</b>	<b>Roth</b>	<b>2009</b>	<b>9-12</b>	<b>978-1-59070-970-2</b>	
	Notes: Correlations to generic evaluation form. Key Features:					
	<b>Welding Technology Fundamentals</b>	<b>Bowditch, Bowditch and Bowditch</b>	<b>2005</b>	<b>9-12</b>	<b>978-1-59070-405-9</b>	<b>80%</b>
	Notes: Recommended for Introductory course only. Key Features:					
	<b>Architecture: Residential Drafting and Design</b>	<b>Kicklighter</b>	<b>2008</b>	<b>9-12</b>	<b>978-1-59070-699-2</b>	
	Notes: Recommended for Advanced Residential Drafting & Design courses. This is not a drafting text. Key Features:					
	<b>Drafting &amp; Design</b>	<b>Kicklighter and Brown</b>	<b>2008</b>	<b>9-12</b>	<b>978-0-59070-903-0</b>	
	Notes: Recommended for all levels. Key Features:					
	<b>Exploring Drafting</b>	<b>Walker and Mathis</b>	<b>2007</b>	<b>6-12</b>	<b>978-1-59070-575-9</b>	
	Notes: Recommended for Introductory course only. Key Features:					
	<b>Television Production</b>	<b>Harris</b>	<b>2006</b>	<b>9-12</b>	<b>978-1-59070-454-7</b>	<b>100%</b>
	Key Features:					
<b>Video: Digital Communication &amp; Production</b>	<b>Stinson</b>	<b>2008</b>	<b>9-12</b>	<b>978-1-59070-767-8</b>	<b>R 61%</b>	
Notes: Recommended as a "Resource Only" Key Features:						
<b>Pearson Education Inc. Publishing as Prentice Hall</b>	<b>Technical Drawing (NASTA), Student Edition</b>	<b>Giesecke et al.</b>	<b>2009</b>	<b>9-12</b>	<b>9780135034040</b>	
	Note: No correlation, generic evaluation form used. Key Features:					
	Technical Drawing, Instructor's CD-ROM					9780132078757

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Pearson Education Inc. Publishing as Prentice Hall</b>	<b>Automotive Technology: Principles, Diagnosis, &amp; Service (NASTA), Student Edition</b>	<b>Halderman and Mitchell</b>	<b>2009</b>	<b>9-12</b>	<b>9780137142156</b>	<b>100%</b>	
	Key Features:						
	NATEF Correlated Job Sheets					9780132379441	
	Automotive Technology, Teacher's Wrap-Around Edition					9780131359253	
<b>Pearson Education Inc. Publishing as Prentice Hall (Contren Learning)</b>	Automotive Technology, Instructor's Resource Manual CD					9780131756083	
	<b>Core Curriculum Trainee Guide, Hardcover</b>	<b>NCCER</b>	<b>2004</b>	<b>9-12</b>	<b>9780131091894</b>	<b>39%</b>	
	Note; Core Trainee guide must be used as a complete series through level 4. Key Features:						
	Core Curriculum Annotated Instructor's Guide					9780131091917	
	Core Curriculum Computerized Testing Software					9780131099173	
	Core Curriculum PowerPoint Presentation Slides					9780131600010	
	Core Curriculum Contren Connect Trainee Guide + Access Code Package					9780132299930	
	Core Curriculum Contren Connect Annotated Instructor's Guide + Access Code Package					9780132299947	
	<b>Carpentry Fundamentals Level 1 Trainee Guide, Hardcover</b>	<b>NCCER</b>	<b>2006</b>	<b>9-12</b>	<b>9780132292689</b>	<b>56%</b>	
	Note; Core Trainee guide must be used as a complete series through level 4. Key Features:						
	Carpentry Fundamentals Level 1 Annotated Instructor's Guide					9780132285933	
Carpentry Fundamentals Level 1 Computerized Testing Software					9780132291354		
Carpentry Fundamentals Level 1 PowerPoint Presentation Slides					9780132291361		
Carpentry Fundamentals Level 1 Contren Connect Trainee Guide + Access Code Package					9780132397117		
Carpentry Fundamentals Level 1 Contren Connect Annotated Instructor's Guide + Access Code Package					9780132397100		
<b>From the Ground Up Trainee Workbook</b>	<b>NCCER</b>	<b>2006</b>	<b>9-12</b>	<b>9780132291644</b>	<b>50%</b>		
Note; Core Trainee guide must be used as a complete series through level 4. Key Features:							
From the Ground Up Instructor's Guide					9780132291651		



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Professional Technical Education**

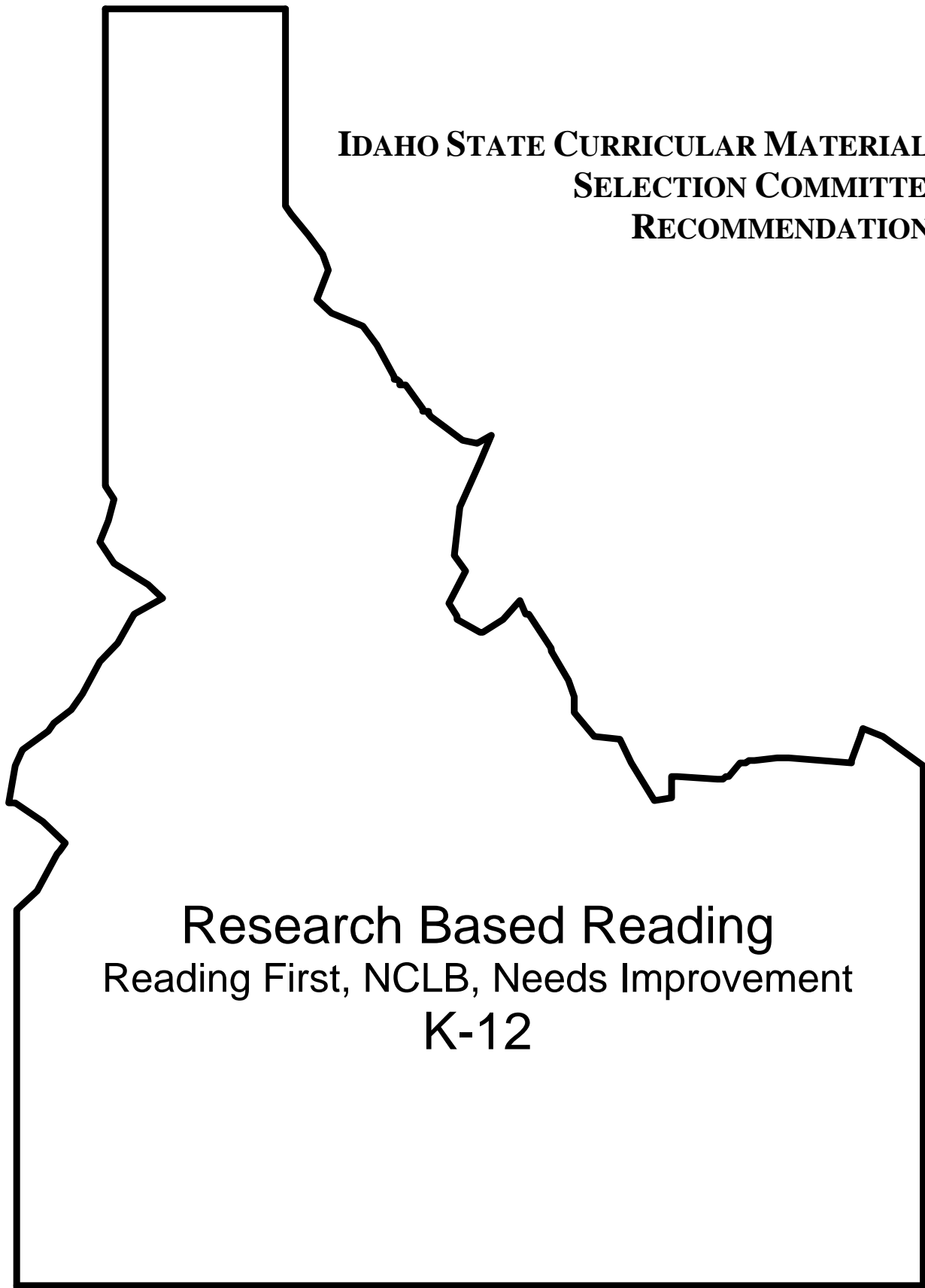
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
<b>Pearson Education Inc. Publishing as Prentice Hall (Contren Learning)</b>	<b>Carpentry Framing &amp; Finishing Level 2 Trainee Guide, Hardcover</b>	<b>NCCER</b>	<b>2007</b>	<b>9-12</b>	<b>9780136144106</b>	<b>28%</b>	
	Note; Core Trainee guide must be used as a complete series through level 4. Key Features:						
	Carpentry Framing & Finishing Level 2 Annotated Instructor's Guide					9780132285988	
	Carpentry Framing & Finishing Level 2 Computerized Testing Software					9780132291378	
	Carpentry Framing & Finishing Level 2 PowerPoint Presentation Slides					9780132291385	
	Carpentry Framing & Finishing Level 2 Contren Connect Trainee Guide + Access Code Package					9780136150565	
	Carpentry Framing & Finishing Level 2 Contren Connect Annotated Instructor's Guide + Access Code Package					9780131349131	
	<b>Electronic Systems Technician Level 2 Trainee Guide</b>	<b>NCCER</b>	<b>2005</b>	<b>9-12</b>	<b>9780131091993</b>	<b>82%</b>	
	Key Features:						
	Electronic Systems Technician Level 2 Annotated Instructor's Guide					9780131092013	
	Electronic Systems Technician Level 2 Computerized Testing Software					9780131099067	
	Electronic Systems Technician Level 2 PowerPoint Presentation Slides					9780136026174	
	Electronic Systems Technician Level 2 Contren Connect Trainee Guide + Access Code Package					9780132397179	
	Electronic Systems Technician Level 2 Contren Connect Annotated Instructor's Guide + Access Code Package					9780132397155	
	<b>Industrial Maintenance Mechanic Level 1 Trainee Guide</b>	<b>NCCER</b>	<b>2007</b>	<b>9-12</b>	<b>9780132286084</b>	<b>39%</b>	
	Note; Core Trainee guide must be used as a complete series through level 4. Key Features:						
	Industrial Maintenance Mechanic Level 1 Annotated Instructor's Guide					9780132286091	
	Industrial Maintenance Mechanic Level 1 Computerized Testing Software					9780132291071	
	<b>Industrial Maintenance Mechanic Level 2 Trainee Guide</b>	<b>NCCER</b>	<b>2007</b>	<b>9-12</b>	<b>9780136143925</b>	<b>14%</b>	
	Note; Core Trainee guide must be used as a complete series through level 4. Only acceptable when used in conjunction with level 1. Key Features:						
Industrial Maintenance Mechanic Level 2 Annotated Instructor's Guide					9780136143932		
Industrial Maintenance Mechanic Level 2 Computerized Testing Software					9780136147817		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation		
<b>Pearson Education Inc. Publishing as Prentice Hall (Contren Learning)</b>	<b>Masonry Level 1 Trainee Guide, Hardcover</b>	<b>NCCER</b>	<b>2004</b>	<b>9-12</b>	<b>9780132287180</b>	<b>33%</b>		
	Note; Core Trainee guide must be used as a complete series through level 4. Must be used with core and additional masonry.							
	Key Features:							
	Masonry Level 1 Annotated Instructor's Guide						9780131091627	
	Masonry Level 1 Computerized Testing Software					9780131099098		
	Masonry Level 1 PowerPoint Presentation Slides					9780136025641		
	<b>Welding Level 1 Trainee Guide</b>		<b>NCCER</b>	<b>2003</b>	<b>9-12</b>	<b>9780131025745</b>	<b>30%</b>	
	Note; Core Trainee guide must be used as a complete series through level 4. Must use with level 2.							
	Key Features:							
	Welding Level 1 Annotated Instructor's Guide					9780131025783		
	Welding Level 1 Computerized Testing Software					9780131033153		
	Welding Level 1 PowerPoint Presentation Slides					9780131033160		
	Welding Level 2 Trainee Guide					9780131025813		
	Welding Level 2 Annotated Instructor's Guide					9780131025844		
	Welding Level 2 Computerized Testing Software					9780131033177		
Welding Level 2 PowerPoint Presentation Slides					9780136026198			
<b>Welding Level 2 Trainee Guide</b>		<b>NCCER</b>	<b>2003</b>	<b>9-12</b>	<b>9780131025813</b>	<b>28%</b>		
Note; Core Trainee guide must be used as a complete series through level 4. Must use with level 2.								
Key Features:								
Welding Level 2 Annotated Instructor's Guide					9780131025844			

**IDAHO STATE CURRICULAR MATERIALS  
SELECTION COMMITTEE  
RECOMMENDATIONS**



Research Based Reading  
Reading First, NCLB, Needs Improvement  
K-12

**STATE DEPARTMENT OF EDUCATION  
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**Research Based Reading  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>	
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Treasures, A Reading/Language Arts Program Student Book, Unit 1</b>	<b>Shanahan, et al</b>	<b>2009</b>	<b>1</b>	<b>978-0-02-198804-4</b>	<b>See Footnote ICS = 88%</b>	
	Notes: Correlations includes both Teacher and student editions.						
	Key Features:						
	Student Book, Unit 2						978-0-02-198805-1
	Student Book, Unit 3						978-0-02-198806-8
	Student Book, Unit 4						978-0-02-198807-5
	Student Book, Unit 5-6						978-0-02-198808-2
	Teacher Edition Package (6 Units)						978-0-02-201359-2
	Unit 1 Teacher's Edition						978-0-02-202182-5
	Unit 2 Teacher's Edition						978-0-02-198828-0
	Unit 3 Teacher's Edition						978-0-02-198829-7
	Unit 4 Teacher's Edition						978-0-02-198830-3
	Unit 5 Teacher's Edition						978-0-02-198831-0
	Unit 6 Teacher's Edition						978-0-02-198832-7
	<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Treasures, A Reading/Language Arts Program Student Book, Unit 1</b>	<b>Shanahan, et al</b>	<b>2009</b>	<b>2</b>		<b>978-0-02-198809-9</b>
Notes: Correlations includes both Teacher and student editions.							
Key Features:							
Student Book, Unit 2					978-0-02-198810-5		
Teacher Edition Package (6 Units)					978-0-02-201360-8		
Unit 1 Teacher's Edition					978-0-02-202183-2		
Unit 2 Teacher's Edition					978-0-02-198834-1		
Unit 3 Teacher's Edition					978-0-02-198835-8		
Unit 4 Teacher's Edition					978-0-02-198836-5		
Unit 5 Teacher's Edition					978-0-02-198837-2		
Unit 6 Teacher's Edition					978-0-02-198838-9		
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Treasures, A Reading/Language Arts Program Student Book, Unit 1</b>	<b>Shanahan, et al</b>	<b>2009</b>	<b>3</b>	<b>978-0-02-198811-2</b>	<b>See Footnote ICS = 95%</b>	
	Notes: Correlations includes both Teacher and student editions.						
	Key Features:						
Student Book, Unit 2					978-0-02-198812-9		

Research Based Reading – for Reading First, NCLB, Needs Improvement  
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\*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui  
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation								
<b>Macmillan / McGraw-Hill</b>	<b>Macmillan/McGraw-Hill Treasures, A Reading/Language Arts Program (Continued)</b>		<b>2009</b>	<b>3</b>										
	Teacher Edition Package (6 Units)				978-0-02-201361-5									
	Unit 1 Teacher's Edition				978-0-02-202184-9									
	Unit 2 Teacher's Edition				978-0-02-198840-2									
	Unit 3 Teacher's Edition				978-0-02-198841-9									
	Unit 4 Teacher's Edition				978-0-02-198842-6									
	Unit 5 Teacher's Edition				978-0-02-198843-3									
	Unit 6 Teacher's Edition				978-0-02-198844-0									
	<b>Macmillan/McGraw-Hill Treasures, A Reading/Language Arts Program Student Book</b>		<b>Shanahan, et al</b>	<b>2009</b>	<b>4</b>	<b>978-0-02-198813-6</b>	<b>See Footnote ICS = 85%</b>							
	Notes: Correlations includes both Teacher and student editions. Key Features:													
	Teacher Edition Package (6 Units)							978-0-02-201362-2						
	Unit 1 Teacher's Edition							978-0-02-202185-6						
	Unit 2 Teacher's Edition							978-0-02-198846-4						
	Unit 3 Teacher's Edition							978-0-02-198847-1						
	Unit 4 Teacher's Edition							978-0-02-198848-8						
	Unit 5 Teacher's Edition							978-0-02-198849-5						
	Unit 6 Teacher's Edition							978-0-02-198850-1						
	<b>Macmillan/McGraw-Hill Treasures, A Reading/Language Arts Program Student Book</b>		<b>Shanahan, et al</b>					<b>2009</b>	<b>5</b>	<b>978-0-02-198814-3</b>	<b>See Footnote ICS = 73%</b>			
	Notes: Correlations includes both Teacher and student editions. Key Features:													
	Teacher Edition Package (6 Units)											978-0-02-201363-9		
Unit 1 Teacher's Edition			978-0-02-202186-3											
Unit 2 Teacher's Edition			978-0-02-198852-5											
Unit 3 Teacher's Edition			978-0-02-198853-2											
Unit 4 Teacher's Edition			978-0-02-198854-9											
Unit 5 Teacher's Edition			978-0-02-198855-6											
Unit 6 Teacher's Edition			978-0-02-198856-3											

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation	
Macmillan / McGraw-Hill	<b>Macmillan/McGraw-Hill Treasures, A Reading/Language Arts Program Student Book</b>	Shanahan, et al	2009	6	978-0-02-198815-0	See Footnote ICS = 76%	
	Notes: Correlations includes both Teacher and student editions.						
	Key Features:						
	Teacher Edition Package (6 Units)						978-0-02-201364-6
	Unit 1 Teacher's Edition						978-0-02-202187-0
	Unit 2 Teacher's Edition						978-0-02-198858-7
	Unit 3 Teacher's Edition						978-0-02-198859-4
	Unit 4 Teacher's Edition						978-0-02-198860-0
Unit 5 Teacher's Edition					978-0-02-198861-7		
Unit 6 Teacher's Edition					978-0-02-198862-4		

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**Research Based Reading - Intervention  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>
<b>Headsprout, Inc.</b>	<b>Headsprout Early Reading</b> Notes: Intervention program. for the struggling reading. Key Features: Is a research-based, K-1 Supplemental reading program that ensures reading success for every child, guaranteed. With a patented technology called Generative Learning, TM the program adapts to the particular strengths and weaknesses of each student. The internet based program, takes a non-reader or beginning reader to a mid-2nd Grade level in 40 hours or less of individualized online instruction. Print materials for students include: 80 "ready-to-read" stories, 400 flash cards, 12 full-color Headsprout Readers, progress maps and stickers and completion certificate. Print materials for teachers include: Teachers Guide, Duplication Master of 80 stories, Benchmark Assessment Folder, Classroom Progress Wall Chart and Guiding Principal Poster.	<b>Headsprout, Inc.</b>	<b>2001-2008</b>	<b>K-1</b>	<b>Web-based</b>	<b>See Footnote ICS - K = 70% ICS - 1 = 72%</b>
<b>Scholastic Inc.</b>	<b>Scholastic ReadAbout 60-License Package</b> Note: Supplemental intervention program with focus on comprehension and vocabulary. Key Features: Provides differentiated instruction, reading comprehension, and vocabulary to all students through adaptive technology. Designed to complement any core reading program, ReadAbout enables students to maximize their reading achievement and become independent readers. Differentiates instruction for all students, Includes support for English-Language Learners and Special Education students, develops nonfiction reading comprehension skills and strategies, builds high-utility vocabulary and academic language, builds background and content-area knowledge, motivates and engages students, can be self-managed, offers continuous informative assessments and reporting for students, teachers, and administrators.	<b>Scholastic Inc., with Advisors Dr. Jeffrey Wilhelm et al.</b>	<b>2005</b>	<b>3 (3-5)</b>	<b>978-0-545- 04221-5</b>	<b>See Footnote 30%</b>
	Scholastic ReadAbout 100-License Package				978-0-439-89581-1	
	Scholastic ReadAbout 360-License Package				978-0-439-89582-8	
<b>America's Choice</b>	<b>Literacy Navigator Complete Series 1 – includes all materials for Level A and Level B</b> Note: Comprehension based Intervention. Must have Teacher Edition to implement program. Correlation to entire set. Committee feels separate elements needs to be purchased together as a complete set. Key Features: Literacy Navigator is designed to help students whose reading abilities are "at" or "almost at" grade level. It is for those students who are not strong comprehenders and who, therefore, struggle to read informational text and have problems on state reading tests. Literacy Navigator is a modular supplementary intervention that can be used 1) during school hours, 2) in after-school or weekend programs, or 3) during summer school. It is designed to help students develop the reading comprehension skills they need to navigate the texts used in their content-area courses and measured by high-stakes reading assessments. Literacy Navigator's approach targets students, including English language learners, who are comfortable with social language or who are adequate readers of literary text but struggle to comprehend content-area text.	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>4-6</b>	<b>9781598968958</b>	<b>See Footnote Level A Grade 4 = 58% Grade 5 = 54% Grade 6 = 54%  Level B Grade 4 = 46% Grade 5 = 34% Grade 6 = 34% Grade 7 = 40%</b>

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\*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui  
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
	<b>Literacy Navigator Complete Series 2 – includes all materials for Level B and Level C</b>	<b>America’s Choice, Inc.</b>	<b>2008</b>	<b>6-8</b>	<b>9781598968965</b>	<b>Grade 8 = 48%</b>  Level C <b>Grade 6 = 65%</b> <b>Grade 7 = 56%</b> <b>Grade 8 = 60%</b> <b>Grade 9 = 60%</b> <b>Grade 10 = 56%</b> <b>Grade 11 = 43%</b> <b>Grade 12 = 43%</b>
	Note: Comprehension based Intervention. Must have Teacher Edition to implement program. Correlation to entire set. Committee feels separate elements needs to be purchased together as a complete set. Key Features: Literacy Navigator is designed to help students whose reading abilities are “at” or “almost at” grade level. It is for those students who are not strong comprehenders and who, therefore, struggle to read informational text and have problems on state reading tests. Literacy Navigator is a modular supplementary intervention that can be used 1) during school hours, 2) in after-school or weekend programs, or 3) during summer school. It is designed to help students develop the reading comprehension skills they need to navigate the texts used in their content-area courses and measured by high-stakes reading assessments. Literacy Navigator’s approach targets students, including English language learners, who are comfortable with social language or who are adequate readers of literary text but struggle to comprehend content-area text.					
	<b>Literacy Navigator Complete Series 3 – includes all materials for Level C and Level D</b>	<b>America’s Choice, Inc.</b>	<b>2008</b>	<b>8 and above</b>	<b>9781598968972</b>	Level D <b>Grade 8 = 60%</b> <b>Grade 9 = 59%</b> <b>Grade 10 = 69%</b> <b>Grade 11 = 36%</b> <b>Grade 12 = 36%</b>
	Note: Comprehension based Intervention. Must have Teacher Edition to implement program. Correlation to entire set. Committee feels separate elements needs to be purchased together as a complete set. Key Features: Literacy Navigator is designed to help students whose reading abilities are “at” or “almost at” grade level. It is for those students who are not strong comprehenders and who, therefore, struggle to read informational text and have problems on state reading tests. Literacy Navigator is a modular supplementary intervention that can be used 1) during school hours, 2) in after-school or weekend programs, or 3) during summer school. It is designed to help students develop the reading comprehension skills they need to navigate the texts used in their content-area courses and measured by high-stakes reading assessments. Literacy Navigator’s approach targets students, including English language learners, who are comfortable with social language or who are adequate readers of literary text but struggle to comprehend content-area text.					
	Literacy Navigator Base Packs – Includes 3 Teacher Sets, 35 Student Readers, and 35 pre- and post-tests for the two modules Foundations & Word Study					
	Base Pack Level A – Foundations & Word Study					LIT-NAV-BASE PK-A
	Base Pack Level B – Foundations & Word Study					LIT-NAV-BASE PK-B
	Base Pack Level C – Foundations & Word Study					LIT-NAV-BASE PK-C
	Base Pack Level D – Foundations & Word Study					LIT-NAV-BASE PK-D
	<b>Literacy Navigator Foundations: Comprehending Texts, Level A Teacher Edition</b>	<b>America’s Choice, Inc.</b>	<b>2007</b>	<b>4</b>	<b>978-159896-602-2</b>	
	Student Reader					978-159896-601-5
	Pre-Test					978-159896-827-9
	Post Test					978-159896-828-6

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<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>
<b>America's Choice</b>	<b>Literacy Navigator (Continued)</b>	<b>America's Choice, Inc.</b>	<b>2007</b>	<b>4-10</b>		
	<b>Literacy Navigator Word Study, Level A Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2007</b>	<b>4</b>	<b>978-159896-614-5</b>	
	Student Reader				978-159896-613-8	
	Pre-Test				978-159896-843-9	
	Post-Test				978-159896-844-6	
	<b>Literacy Navigator Foundations: Comprehending Texts, Level B Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2007</b>	<b>5-6</b>	<b>978-159896-768-5</b>	
	Student Reader				978-159896-767-8	
	Pre-Test				978-159896-831-6	
	Post Test				978-159896-832-3	
	<b>Literacy Navigator Main Idea, Level A Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>4</b>	<b>978-1-59896-606-0</b>	
	Student Reader				978-1-59896-605-3	
	Pre-Test				978-1-59896-863-7	
	Post-Test				978-1-59896-864-4	
	<b>Literacy Navigator Supporting Details, Level A Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>4</b>	<b>978-1-59896-618-3</b>	
	Student Reader				978-1-59896-617-6	
	Pre-Test				978-1-59896-879-8	
	Post-Test				978-1-59896-880-4	
	<b>Literacy Navigator Patterns, Level A Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>4</b>	<b>978-1-59896-622-0</b>	
	Student Reader				978-1-59896-621-3	
	Pre-Test				978-1-59896-920-7	
	Post-Test				978-1-59896-921-4	
	<b>Literacy Navigator Inferences, Level A Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>4</b>	<b>978-1-59896-610-7</b>	
	Student Reader				978-1-59896-609-1	
	Pre-Test				978-1-59896-936-8	
	Post-Test				978-1-59896-937-5	
	Literacy Navigator Word Study, Level B Teacher Edition	America's Choice, Inc.	2007	5-6	978-159896-774-6	
	Student Reader				978-159896-773-9	
	Pre-Test				978-159896-847-7	
	Post-Test				978-159896-848-4	
	<b>Literacy Navigator Main Idea, Level B Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>5-6</b>	<b>978-1-59896-770-8</b>	
	Student Reader				978-1-59896-769-2	
	Pre-Test				978-1-59896-867-5	
Post-Test				978-1-59896-868-2		

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<b>America's Choice</b>	<b>Literacy Navigator (Continued)</b>	<b>America's Choice, Inc.</b>	<b>2007</b>	<b>5-8</b>		
	<b>Literacy Navigator Supporting Details, Level B Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>5-6</b>	<b>978-1-59896-776-0</b>	
	Student Reader				978-1-59896-775-3	
	Pre-Test				978-1-59896-883-5	
	Post-Test				978-1-59896-884-2	
	<b>Literacy Navigator Patterns, Level B Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>5-6</b>	<b>978-1-59896-778-4</b>	
	Student Reader				978-1-59896-777-7	
	Pre-Test				978-1-59896-924-5	
	Post-Test				978-1-59896-925-2	
	<b>Literacy Navigator Inferences, Level B Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>5-6</b>	<b>978-1-59896-772-2</b>	
	Student Reader				978-1-59896-771-5	
	Pre-Test				978-1-59896-940-5	
	Post-Test				978-1-59896-941-2	
	<b>Literacy Navigator Foundations: Comprehending Texts, Level C Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2007</b>	<b>7-8</b>	<b>978-159896-782-1</b>	
	Student Reader				978-159896-781-4	
	Pre-Test				978-159896-835-4	
	Post Test				978-159896-836-1	
	<b>Literacy Navigator Main Idea, Level C Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>7-8</b>	<b>978-1-59896-784-5</b>	
	Student Reader				978-1-59896-783-8	
	Pre-Test				978-1-59896-871-2	
	Post-Test				978-1-59896-872-9	
	<b>Literacy Navigator Word Study, Level C Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2007</b>	<b>7-8</b>	<b>978-159896-788-3</b>	
	Student Reader				978-159896-787-6	
	Pre-Test				978-159896-851-4	
	Post-Test				978-159896-852-1	
	Literacy Navigator Supporting Details, Level C Teacher Edition	America's Choice, Inc.	2008	7-8	978-1-59896-790-6	
	Student Reader				978-1-59896-789-0	
	Pre-Test				978-1-59896-887-3	
	Post-Test				978-1-59896-888-0	
	<b>Literacy Navigator Patterns, Level C Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>7-8</b>	<b>978-1-59896-792-0</b>	
	Student Reader				978-1-59896-791-3	
	Pre-Test				978-1-59896-928-3	
Post-Test				978-1-59896-929-0		

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<b>America's Choice</b>	<b>Literacy Navigator (Continued)</b>	<b>America's Choice, Inc.</b>	<b>2007</b>	<b>7-10</b>		
	<b>Literacy Navigator Inferences, Level C Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>7-8</b>	<b>978-1-59896-786-9</b>	
	Student Reader				978-1-59896-785-2	
	Pre-Test				978-1-59896-944-3	
	Post-Test				978-1-59896-945-0	
	<b>Literacy Navigator Foundations: Comprehending Texts, Level D Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2007</b>	<b>9-10</b>	<b>978-159896-796-8</b>	
	Student Reader				978-159896-795-1	
	Pre-Test				978-159896-839-2	
	Post Test				978-159896-840-8	
	<b>Literacy Navigator Word Study, Level D Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2007</b>	<b>9-10</b>	<b>978-159896-802-6</b>	
	Student Reader				978-159896-801-9	
	Pre-Test				978-159896-855-2	
	Post-Test				978-159896-856-9	
	<b>Literacy Navigator Main Idea, Level D Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>9-10</b>	<b>978-1-59896-798-2</b>	
	Student Reader				978-1-59896-797-5	
	Pre-Test				978-1-59896-875-0	
	Post-Test				978-1-59896-876-7	
	<b>Literacy Navigator Supporting Details, Level D Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>9-10</b>	<b>978-1-59896-804-0</b>	
	Student Reader				978-1-59896-803-3	
	Pre-Test				978-1-59896-891-0	
	Post-Test				978-1-59896-892-7	
	<b>Literacy Navigator Patterns, Level D Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>9-10</b>	<b>978-1-59896-806-4</b>	
	Student Reader				978-1-59896-805-7	
	Pre-Test				978-1-59896-932-0	
	Post-Test				978-1-59896-933-7	
	<b>Literacy Navigator Inferences, Level D Teacher Edition</b>	<b>America's Choice, Inc.</b>	<b>2008</b>	<b>9-10</b>	<b>978-1-59896-800-2</b>	
	Student Reader				978-1-59896-799-9	
	Pre-Test				978-1-59896-948-1	
	Post-Test				978-1-59896-949-8	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation	
<b>America's Choice</b>	<b>Ramp-Up to Middle Grades Literacy Student Set Units 1-3: Mysteries and Investigations; The Civil Rights Movement; Planet Earth</b>	<b>America's Choice, Inc.</b>	<b>2007</b>	<b>6-8</b>	<b>9781598963335</b>	<b>See Footnote Grade 6 = 88% Grade 7 = .79% Grade 8 = 86%</b>	
	<p>Note: Must purchase separate elements as a complete set, plus include the classroom library collections available. Must purchase Teacher Editions. Program focus is on comprehension. Correlations are to entire set.</p> <p>Key Features: The complexity and difficulty of this course's content are carefully matched to the standards, students' abilities and grade level, and time periods available for teaching. The content of the three units—Mysteries and Investigations, The Civil Rights Movement, and Planet Earth—is appropriate to the age and maturity level of the intended students. The topic of mysteries and investigations has proven to have intrinsic interest for 6th- and 7th-grade students and provides an effective way to engage them in learning the nature of and the distinctions between fiction and non-fiction. The Civil Rights Movement and Planet Earth address middle-grades' history and science topics respectively and help students relate their language and literacy learning to other content studies.</p>						
	Teacher Guide Series:						
	RUMGL Mysteries and Investigations Teacher Set						9781598963342
	RUMGL The Civil Rights Movement Teacher Set						9781598963359
	RUMGL Planet Earth Teacher Set						9781598963366
	RUL Teacher Guide Series Getting Started			2005			1932976922
	RUL Teacher Guide Series The Work Period			2007			9781598965865
	RUL Teacher Guide Series Assessment			2007			9781598965872
	RUL Access for Special Needs			2007			9781598964257
	RUL English Language Learners			2005			1932976949
	RUMGL Assessment Blackline Masters with CD			2005			1598960962
	Teacher Monograph Series:						
	RUL Monograph Series Cross-Age Tutoring			2005			193297699X
	RUL Monograph Series Fluency and Comprehension			2005			1932976965
	RUL Monograph Series Vocabulary			2005			1932976973
	RUL Monograph Series Writing			2005			1932976981
	Leadership Resource:						
	RUL Leadership Resource Supervisors Guide			2005			1598960814

Research Based Reading – for Reading First, NCLB, Needs Improvement  
Correlation to the Language Arts Reading Content Standards

\*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui  
2008 Committee Recommendations

**STATE DEPARTMENT OF EDUCATION  
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**Research Based Reading - Intervention  
Grades K - 12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation	
<b>America's Choice</b>	<b>Ramp-Up to Advanced Literacy (RUAL) Student Set Units 1-3: Dilemmas of Youth: Swallowing Stones; Migration Stories; Endangered Species</b>	<b>America's Choice, Inc.</b>	<b>2007</b>	<b>9</b>	<b>9781598963410</b>	<b>See Footnote 70%</b>	
	<p>Note: Must be purchased as a complete package. Must have Teacher Editions for implementation. Correlation is to entire set.</p> <p>Key Features: The complexity and difficulty of this course's content are carefully matched to the standards, students' abilities and grade level, and time periods available for teaching. The content of the three units—Dilemmas of Youth, Migration Stories, and Endangered Species—is appropriate to the age and maturity level of the intended students. Dilemmas of Youth addresses topics pertinent to students at the 9th grade level, including dealing with peer pressure and taking personal responsibility for one's actions. These topics are engaging to these students and relevant to their growing maturity. Migration Stories and Endangered Species provide direct connections to students' studies in other content areas and a vehicle for connecting language and literacy learning with content in authentic ways and at a level of complexity that reflects the maturity level of the students.</p>						
	Teacher Guide Series:						
	RUAL Dilemmas of Youth: Swallowing Stones Teacher Set					9781598964295	
	RUAL Migration Stories Teacher Set					9781598965766	
	RUAL Endangered Species Teacher Set					9781598965780	
	RUL Teacher Guide Series Getting Started			2005		1932976922	
	RUL Teacher Guide Series The Work Period			2007		9781598965865	
	RUL Teacher Guide Series Assessment			2007		9781598965872	
	RUL Access for Special Needs			2007		9781598964257	
	RUL English Language Learners			2005		1932976949	
	RUAL Assessment Blackline Masters with CD			2005		9781598965797	
	Teacher Monograph Series:						
	RUL Monograph Series Cross-Age Tutoring			2005		193297699X	
	RUL Monograph Series Fluency and Comprehension			2005		1932976965	
	RUL Monograph Series Vocabulary			2005		1932976973	
	RUL Monograph Series Writing			2005		1932976981	
	Leadership Resource:						
	RUL Leadership Resource Supervisors Guide			2005		1598960814	

Research Based Reading – for Reading First, NCLB, Needs Improvement  
Correlation to the Language Arts Reading Content Standards

\*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui  
2008 Committee Recommendations

**STATE DEPARTMENT OF EDUCATION  
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**Research Based Reading - Intervention  
Grades K - 12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Scholastic Inc.	<b>Scholastic ReadAbout 60-License Package</b>	<b>Scholastic Inc., with Advisors Dr. Jeffrey Wilhelm et al.</b>	<b>2005</b>	<b>4-5 (3-5)</b>	<b>978-0-545- 04221-5</b>	<b>See Footnote Grade 4 = 45% Grade 5 = 42%</b>
	<p>Note: Supplemental intervention program with focus on comprehension and vocabulary. Key Features: Provides differentiated instruction, reading comprehension, and vocabulary to all students through adaptive technology. Designed to complement any core reading program, ReadAbout enables students to maximize their reading achievement and become independent readers. Differentiates instruction for all students, Includes support for English-Language Learners and Special Education students, develops nonfiction reading comprehension skills and strategies, builds high-utility vocabulary and academic language, builds background and content-area knowledge, motivates and engages students, can be self-managed, offers continuous informative assessments and reporting for students, teachers, and administrators.</p>					
	Scholastic ReadAbout 100-License Package				978-0-439-89581-1	
	Scholastic ReadAbout 360-License Package				978-0-439-89582-8	

Research Based Reading – for Reading First, NCLB, Needs Improvement  
Correlation to the Language Arts Reading Content Standards

\*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui  
2008 Committee Recommendations

**IDAHO STATE CURRICULAR MATERIALS  
SELECTION COMMITTEE  
RECOMMENDATIONS**

Language Arts- Part I:  
Reading  
K-12

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

**Language Arts – Part I: Reading  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>
<b>Headsprout, Inc.</b>	<b>Headsprout Early Reading</b>	<b>Headsprout, Inc.</b>	<b>2001-2008</b>	<b>2</b>	<b>Web-based</b>	<b>45%</b>
	Notes: To be used as a supplemental ntervention program for the struggling reading. Key Features: Is a supplemental reading program, designed to complement any basal, core or in-house reading program. Headsprout is aligned with the five basic, interconnected subskills of Reading First,: Phonemic Awareness, Phonics, Vocabulary, Reading Fluency and Reading Comprehension					
<b>Lexia Learning Systems, Inc.</b>	<b>Lexia Strategies for Older Students <u>SOS</u></b>	<b>Lexia Learning Systems, Inc.</b>	<b>1962-2008</b>	<b>4-12</b>	<b>Use “SOS”</b>	<b>Grade 4 = 10%</b> <b>Grade 5 = 10%</b> <b>Grade 6 = 10%</b> <b>Grade 7 = 9%</b> <b>Grade 8 = 19%</b> <b>Grade 9 = 18%</b> <b>Grade 10 = 25%</b> <b>Grade 11 = 21%</b> <b>Grade 12 = 21%</b>
	Notes: Supplemental reading program. Phonics and wood analysis throughout program. Key Features:					
<b>Mondo Publishing</b>	<b>Bookshop Complete Classroom Reading Program</b>	<b>Carmel Crevola, Mark Vineis, Jill H. Allor, Ed.D. &amp; Cecilia Minden-Cupp Ph. D</b>	<b>2007</b>	<b>K</b>	<b>9781602017368</b>	<b>93%</b>
	Notes: “Classroom Resource Only”. Supplemental reading program, to be used with struggling students. Correlation is to the entire program as a set. Key Features:					
	Program Includes: 420 books (6 copies of 70 titles): Phonics Program: Phonics Card; Kit, Teacher’s Guide, Partner; Practice Books (6 copies) and Alphabet Boards; Let’s Talk About It! Chart and Text Cards; 20 Big Books & CD’s; Let’s Sing About It! Songs and Rhymes Chart, CD & Cassette; Teacher’s Guide, Assessment; Kit, Lesson Plans & Binders for Guided Reading, Shared Reading & Oral Language.					
	Phonics Student Partner Practice Books 6-pack	Allor, & Minden-Cupp			9781602011359	



**STATE DEPARTMENT OF EDUCATION  
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**Language Arts – Part I: Reading  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>
<b>Mondo Publishing</b>	<b>Bookshop Complete Classroom Program</b>	<b>Carmel Crevola, Mark Vineis, Jill H. Allor, Ed.D. &amp; Cecilia Minden-Cupp Ph. D</b>	<b>2007</b>	<b>1</b>	<b>9781602017375</b>	<b>80%</b>
	Notes: "Classroom Resource Only". Supplemental reading program, to be used with struggling students. Correlation is to the entire program as a set. Key Features:					
	(includes: 438 Books (6 copies of 73 titles) 28 (14 pairs in 6 packs) Nonfiction Textcards for Cross-Text Reading Bookshop Phonics Program:Phonics Card Kit, Teacher's Chart, Teacher's Guide, Partner Practice Books (6 copies); Let's Talk About It! Chart and Text Cards; 19 Big Books & CD's Let's Sing About it! Songs and Rhymes Chart, CD & Cassette Teacher's Guide, Assessment Kit, Lesson Plans & Binders for Guided Reading, Shared Reading & Oral Language)					
	Phonics Student Partner Practice Book 6-pack	Jill H. Allor, Ed.D. & Cecilia Minden-Cupp Ph. D			9781602011380	
<b>Glencoe / McGraw-Hill</b> (Interim - 2007)	<b>Glencoe Literature, Course 1</b>	<b>Glencoe/McGraw-Hill</b>	<b>2009</b>	<b>6</b>	<b>9780078779756</b>	<b>82%</b>
	Key Features:					
	StudentWorks™ Plus CD-ROM					9780078898259
	StudentWorks™ Plus DVD					9780078885518
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)					9780078779824
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078909429
	TeacherWorks™ Plus CD-ROM (Free 1:50 Student Editions Purchased)					9780078885594
	Presentation Toolkit CD-ROM (Free 1:50 Student Editions Purchased)					9780078885969
ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)					9780078885884	
<b>Glencoe / McGraw-Hill</b> (Interim - 2007)	<b>Glencoe Literature, Course 2</b>	<b>Glencoe/McGraw-Hill</b>	<b>2009</b>	<b>7</b>	<b>9780078779763</b>	<b>74%</b>
	Key Features:					
	StudentWorks™ Plus CD-ROM					9780078898266
	StudentWorks™ Plus DVD					9780078885525
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)					9780078779831
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078909436
	TeacherWorks™ Plus CD-ROM (Free 1:50 Student Editions Purchased)					9780078885617
	Presentation Toolkit CD-ROM (Free 1:50 Student Editions Purchased)					9780078885976
ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)					9780078885891	

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

**Language Arts – Part I: Reading  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>	
<b>Glencoe / McGraw-Hill</b> (Interim - 2007)	<b>Glencoe Literature, Course 3</b>	<b>Glencoe/McGraw-Hill</b>	<b>2009</b>	<b>8</b>	<b>9780078779770</b>	<b>81%</b>	
	Key Features:						
	StudentWorks™ Plus CD-ROM					9780078898273	
	StudentWorks™ Plus DVD					9780078885532	
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)					9780078779848	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)					9780078909443	
	TeacherWorks™ Plus CD-ROM (Free 1:50 Student Editions Purchased)					9780078885600	
	Presentation Toolkit CD-ROM (Free 1:50 Student Editions Purchased)					9780078885983	
ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)					9780078885907		
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Introductory Course Student Edition</b>	<b>Beers</b>	<b>2009</b>	<b>6</b>	<b>9780030368745</b>	<b>76%</b>	
	Notes: Committee concerns that student editions are too explicit.						
	Key Features:						
	Elements of Literature, Introductory Course,						
	Elements of Literature, Introductory Course, ThinkCentral Interactive Student Access (Contract length subscription)					9780030944918	
	Elements of Literature, Introductory Course, ThinkCentral Interactive Teacher Access (Contract length subscription)					9780030958397	
	Elements of Literature, Introductory Course, Student One Stop					9780030947223	
	Elements of Literature, Introductory Course, Student One Stop, Set of 25 (With minimum purchase of 25 print student editions)					9780554023151	
	Elements of Literature, Introductory Course, Teacher's Edition					9780030943928	
	Elements of Literature, Introductory Course, Teacher One Stop					9780030952371	
	Elements of Literature, Introductory Course, Analyzing Visuals Transparencies					9780554003344	
	Elements of Literature, Introductory Course, Collection Resources					9780554019185	
	Elements of Literature, Introductory Course, Differentiating Instruction: Instruction for Learners Gaining Proficiency, English-Language Learners, and Learners with Diverse Needs					9780554001579	
	Elements of Literature, Introductory Course, Holt English Language Development ESL/ESOL Resources (Contains the following 7 items)					9780554009216	
	Elements of Literature, Introductory Course, Holt Audio Tutor (Contained in Holt English Language Development ESL/ESOL Resources)					9780554004280	
Elements of Literature, Introductory Course, The Holt Reader, Adapted Version (Contained in Holt English Language Development ESL/ESOL Resources)					9780030996399		
Elements of Literature, Introductory Course, Holt English Language Development Guide for Teachers of ESL/ESOL (Contained in Holt English Language Development ESL/ESOL Resources)					9780554010793		
Elements of Literature, Introductory Course, English Language Development Language Workbook for ESL/ESOL (Contained in Holt English Language Development ESL/ESOL Resources)					9780554010748		

**STATE DEPARTMENT OF EDUCATION  
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**Language Arts – Part I: Reading  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>	
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Introductory Course (Continued)</b>		<b>2009</b>	<b>6</b>			
	Elements of Literature, Introductory Course, Holt English Language Development ESL/ESOL Assessments with Answer Key (Contained in Holt English Language Development ESL/ESOL Resources)				9780554023496		
	Elements of Literature, Introductory Course, Formal Assessment: Diagnostic, Benchmark, and Summative Testing					9780030997860	
	Elements of Literature, Introductory Course, Holt Audio Library					9780030944796	
	Elements of Literature, Introductory Course, Holt Audio Library: Selections and Summaries in Spanish					9780554008042	
	Elements of Literature, Holt Leveled Library 6A-6D with Teacher's Guide					9780554023038	
	Elements of Literature, Introductory Course, Holt Multicultural Reader					9780554011363	
	Elements of Literature, Introductory Course, Holt Multicultural Reader Teacher's Guide					9780554011318	
	Elements of Literature, Introductory Course, The Holt Reader					9780030996245	
	Elements of Literature, Introductory Course, Language Handbook Worksheets Grammar, Usage, and Mechanics					9780554008646	
	Elements of Literature, Introductory Course, Language Handbook Worksheets Answer Key					9780554008714	
	Elements of Literature, Introductory Course, Reading and Writing Transparencies					9780554004709	
	Elements of Literature, Introductory Course, Resources for Teaching Advanced Students					9780554010663	
	Elements of Literature, Introductory Course, Standardized Test Preparation Workbook					9780554008103	
	Elements of Literature, Introductory Course, PowerNotes: Lesson Presentations with Motivational Videos					9780030963193	
	Elements of Literature, Introductory Course, Supporting Instruction in Six Languages					9780554008578	
	Elements of Literature, Introductory Course, Writing and Speaking Workshops: Practice and Assessment					9780554003054	
	Elements of Language, Introductory Course, Spelling Lessons and Activities					9780030994203	
	Elements of Language, Introductory Course, Spelling Teacher's Guide					9780554001173	
	Elements of Language, Introductory Course, WordSharp: An Interactive Vocabulary Tutor					9780554001463	
	Elements of Literature, Introductory through Second Course, The Holt Reader Teacher's Guide and Answer Key				6-8	9780030996320	
	Elements of Literature, Holt Online Essay Scoring [Middle School]				6-8	9780030992049	
	Elements of Literature, Introductory through Sixth Course, Holt Professional Learning for Language Arts [videos]				6-12	9780554001326	
	Elements of Literature, Introductory through Second Course, The Holt Reader, Adapted Version Teacher's Guide and Answer Key (Contained in Holt English Language Development ESL/ESOL Resources)				6-8	9780030996467	
	Elements of Literature, Introductory through Fourth Courses, Holt English Language Development: An ESL/ESOL Guide for Newcomers (Contained in Holt English Language Development ESL/ESOL Resources)				6-10	9780554010878	
	Elements of Literature, Introductory through Second Course, Reader/Writer Notebook				6-8	9780554003375	
	Elements of Literature, Introductory through Second Course, Standardized Test Preparation Answer Key for Middle School				6-8	9780554010885	
Elements of Language, Introductory through Second Course, GrammarNotes: Effective Grammar for Writing				6-8	9780030963162		

**STATE DEPARTMENT OF EDUCATION  
AUGUST 21-22, 2008**

**Language Arts – Part I: Reading  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Introductory Course (Continued)</b>		<b>2009</b>	<b>6</b>		
	Elements of Literature, Holt Six Traits for Writing, Middle School			6-8	9780554019222	
	Elements of Language, Introductory through Second Course, Holt Interactive Spelling, Levels 1, 2, 3			6-8	9780030994067	
	Elements of Literature, Introductory through Sixth Courses, Holt Virtual File Cabinet for Language Arts, Expanded Edition			6-12	9780030991844	
	Elements of Language, Introductory through Second Course, Writing Notes: Process and Strategies for Effective Writing			6-8	9780030963278	
	Elements of Language, Introductory through Second Course, Writing and Research in a Digital Age			6-8	9780030991158	
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, First Course, Beers Student Edition</b>		<b>2009</b>	<b>7</b>	<b>9780030368769</b>	<b>81%</b>
	Notes: Committee concerns that student editions are too explicit.					
	Key Features:					
	Elements of Literature, First Course, ThinkCentral Interactive Student Access (Contract length subscription)					9780030944925
	Elements of Literature, First Course, ThinkCentral Interactive Teacher Access (Contract length subscription)					9780030958403
	Elements of Literature, First Course, Student One Stop					9780030947230
	Elements of Literature, First Course, Student One Stop, Set of 25 (With minimum purchase of 25 print student editions)					9780554023168
	Elements of Literature, First Course, Teacher's Edition					9780030944208
	Elements of Literature, First Course, Teacher One Stop					9780030952388
	Elements of Literature, First Course, Analyzing Visuals Transparencies					9780554004143
	Elements of Literature, First Course, Collection Resources					9780554019192
	Elements of Literature, First Course, Differentiating Instruction: Instruction for Learners Gaining Proficiency, English-Language Learners, and Learners with Diverse Needs					9780554001975
	Elements of Literature, First Course, Holt English Language Development ESL/ESOL Resources (Contains the following 7 items)					9780554009223
	Elements of Literature, First Course, Holt Audio Tutor (Contained in Holt English Language Development ESL/ESOL Resources)					9780554003481
	Elements of Literature, First Course, The Holt Reader, Adapted Version (Contained in Holt English Language Development ESL/ESOL Resources)					9780030996405
	Elements of Literature, First Course, Holt English Language Development Guide for Teachers of ESL/ESOL (Contained in Holt English Language Development ESL/ESOL Resources)					9780554010809
	Elements of Literature, First Course, English Language Development Language Workbook for ESL/ESOL (Contained in Holt English Language Development ESL/ESOL Resources)					9780554010755
Elements of Literature, First Course, Holt English Language Development ESL/ESOL Assessments with Answer Key (Contained in Holt English Language Development ESL/ESOL Resources)					9780554023502	
Elements of Literature, First Course, Formal Assessment: Diagnostic, Benchmark, and Summative Testing					9780030997846	

**STATE DEPARTMENT OF EDUCATION  
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**Language Arts – Part I: Reading  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>	
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, First Course (Continued)</b>		<b>2009</b>	<b>7</b>			
	Elements of Literature, First Course, Holt Audio Library				9780030944857		
	Elements of Literature, Introductory Course, Holt Audio Library: Selections and Summaries in Spanish					9780554008028	
	Elements of Literature, Holt Leveled Library 7A-7D with Teacher's Guide					9780554023045	
	Elements of Literature, First Course, Holt Multicultural Reader					9780554011370	
	Elements of Literature, First Course, Holt Multicultural Reader Teacher's Guide					9780554011325	
	Elements of Literature, First Course, The Holt Reader					9780030996252	
	Elements of Literature, First Course, Language Handbook Worksheets Grammar, Usage, and Mechanics					9780554008653	
	Elements of Literature, First Course, Language Handbook Worksheets Answer Key					9780554008721	
	Elements of Literature, First Course, PowerNotes: Lesson Presentations with Motivational Videos					9780030963209	
	Elements of Literature, First Course, Reading and Writing Transparencies					9780554003900	
	Elements of Literature, First Course, Resources for Teaching Advanced Students					9780554010670	
	Elements of Literature, First Course, Standardized Test Preparation Workbook					9780554008080	
	Elements of Literature, First Course, Supporting Instruction in Six Languages					9780554008585	
	Elements of Literature, First Course, Writing and Speaking Workshops: Practice and Assessment					9780554004648	
	Elements of Literature, First Course, Spelling Lessons and Activities					9780030994210	
	Elements of Literature, First Course, Spelling Teacher's Guide					9780554002385	
	Elements of Literature, First Course, WordSharp: An Interactive Vocabulary Tutor					9780554000664	
	Elements of Literature, Introductory through Second Course, The Holt Reader, Adapted Version Teacher's Guide and Answer Key (Contained in Holt English Language Development ESL/ESOL Resources)				6-8	9780030996467	
	Elements of Literature, Introductory through Fourth Courses, Holt English Language Development: An ESL/ESOL Guide for Newcomers (Contained in Holt English Language Development ESL/ESOL Resources)				6-10	9780554010878	
	Elements of Literature, Introductory through Second Course, The Holt Reader Teacher's Guide and Answer Key				6-8	9780030996320	
	Elements of Literature, Holt Online Essay Scoring [Middle School]				6-8	9780030992049	
	Elements of Literature, Introductory through Sixth Course, Holt Professional Learning for Language Arts [videos]				6-12	9780554001326	
	Elements of Literature, Introductory through Second Course, Reader/Writer Notebook				6-8	9780554003375	
	Elements of Literature, Introductory through Second Course, Standardized Test Preparation Answer Key for Middle School				6-8	9780554010885	
	Elements of Language, Introductory through Second Course, GrammarNotes: Effective Grammar for Writing				6-8	9780030963162	
	Elements of Literature, Holt Six Traits for Writing, Middle School				6-8	9780554019222	
	Elements of Language, Introductory through Second Course, Holt Interactive Spelling, Levels 1, 2, 3				6-8	9780030994067	
Elements of Literature, Introductory through Sixth Courses, Holt File Cabinet for Language Arts, Expanded Edition				6-12	9780030991844		

**STATE DEPARTMENT OF EDUCATION  
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**Language Arts – Part I: Reading  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>	
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, First Course (Continued)</b>		<b>2009</b>	<b>7</b>			
	Elements of Language, Introductory through Second Course, Writing Notes: Process and Strategies for Effective Writing			6-8	9780030963278		
	Elements of Language, Introductory through Second Course, Writing and Research in a Digital Age			6-8	9780030991158		
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Second Course, Student Edition</b>	<b>Beers</b>	<b>2009</b>	<b>8</b>	<b>9780030368776</b>	<b>64%</b>	
	Notes: Committee concerns that student editions are too explicit. Key Features:						
	Elements of Literature, Second Course, ThinkCentral Interactive Student Access (Contract length subscription)						9780030944932
	Elements of Literature, Second Course, ThinkCentral Interactive Teacher Access (Contract length subscription)						9780030958410
	Elements of Literature, Second Course, Student One Stop						9780030947247
	Elements of Literature, Second Course, Student One Stop, Set of 25 (With minimum purchase of 25 print student editions)						9780554023175
	Elements of Literature, Second Course, Teacher's Edition						9780030944215
	Elements of Literature, Second Course, Teacher One Stop						9780030952395
	Elements of Literature, Second Course, Analyzing Visuals Transparencies						9780554004549
	Elements of Literature, Second Course, Collection Resources						9780554019208
	Elements of Literature, Second Course, Differentiating Instruction: Instruction for Learners Gaining Proficiency, English-Language Learners, and Learners with Diverse Needs						9780554002378
	Elements of Literature, Second Course, Holt English Language Development ESL/ESOL Resources (Contains the following 7 items)						9780554009230
	Elements of Literature, Introductory through Fourth Courses, Holt English Language Development: An ESL/ESOL Guide for Newcomers (Contained in Holt English Language Development ESL/ESOL Resources)						9780554010878
	Elements of Literature, Second Course, Holt Audio Tutor (Contained in Holt English Language Development ESL/ESOL Resources)						9780554004686
	Elements of Literature, Second Course, The Holt Reader, Adapted Version (Contained in Holt English Language Development ESL/ESOL Resources)						9780030996412
	Elements of Literature, Second Course, Holt English Language Development Guide for Teachers of ESL/ESOL (Contained in Holt English Language Development ESL/ESOL Resources)						9780554010816
	Elements of Literature, Second Course, English Language Development Language Workbook for ESL/ESOL (Contained in Holt English Language Development ESL/ESOL Resources)						9780554010762
	Elements of Literature, Second Course, Holt English Language Development ESL/ESOL Assessments with Answer Key (Contained in Holt English Language Development ESL/ESOL Resources)						9780554023519
	Elements of Literature, Second Course, Formal Assessment: Diagnostic, Benchmark, and Summative Testing						9780030996238
	Elements of Literature, Second Course, Holt Audio Library						9780030944864

**STATE DEPARTMENT OF EDUCATION  
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**Language Arts – Part I: Reading  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, First Course (Continued)</b>		<b>2009</b>	<b>7</b>		
	Elements of Literature, Second Course, Holt Audio Library: Selections and Summaries in Spanish					9780554008059
	Elements of Literature, Holt Leveled Library 8A-8D with Teacher's Guide					9780554023052
	Elements of Literature, Second Course, Holt Multicultural Reader					9780554011387
	Elements of Literature, Second Course, Holt Multicultural Reader Teacher's Guide					9780554011332
	Elements of Literature, Second Course, The Holt Reader					9780030996269
	Elements of Language, Second Course, Spelling Lessons and Activities					9780030995026
	Elements of Language, Second Course, Spelling Teacher's Guide					9780554001593
	Elements of Language, Second Course, WordSharp: An Interactive Vocabulary Tutor					9780554001869
	Elements of Literature, Second Course, Language Handbook Worksheets Grammar, Usage, and Mechanics					9780554008660
	Elements of Literature, Second Course, Language Handbook Worksheets Answer Key					9780554008738
	Elements of Literature, Second Course, PowerNotes: Lesson Presentations with Motivational Videos					9780030963216
	Elements of Literature, Second Course, Reading and Writing Transparencies					9780554003115
	Elements of Literature, Second Course, Resources for Teaching Advanced Students					9780554010687
	Elements of Literature, Second Course, Standardized Test Preparation Workbook					9780554008110
	Elements of Literature, Second Course, Supporting Instruction in Six Languages					9780554008592
	Elements of Literature, Second Course, Writing and Speaking Workshops: Practice and Assessment					9780554003856
	Elements of Literature, Introductory through Second Course, The Holt Reader, Adapted Version Teacher's Guide and Answer Key (Contained in Holt English Language Development ESL/ESOL Resources)				6-8	9780030996467
	Elements of Literature, Introductory through Second Course, The Holt Reader Teacher's Guide and Answer Key				6-8	9780030996320
	Elements of Literature, Holt Online Essay Scoring [Middle School]				6-8	9780030992049
	Elements of Literature, Introductory through Sixth Course, Holt Professional Learning for Language Arts [videos]				6-12	9780554001326
	Elements of Literature, Introductory through Second Course, Reader/Writer Notebook				6-8	9780554003375
	Elements of Literature, Introductory through Second Course, Standardized Test Preparation Answer Key for Middle School				6-8	9780554010885
	Elements of Language, Introductory through Second Course, GrammarNotes: Effective Grammar for Writing				6-8	9780030963162
	Elements of Literature, Holt Six Traits for Writing, Middle School				6-8	9780554019222
	Elements of Language, Introductory through Second Course, Holt Interactive Spelling, Levels 1, 2, 3				6-8	9780030994067
	Elements of Language, Introductory through Sixth Courses, Holt Virtual File Cabinet for Language Arts, Expanded Edition				6-12	9780030991844
	Elements of Language, Introductory through Second Course, Writing Notes: Process and Strategies for Effective Writing				6-8	9780030963278
	Elements of Language, Introductory through Second Course, Writing and Research in a Digital Age				6-8	9780030991158

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**Language Arts – Part I: Reading  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>
<b>Glencoe / McGraw-Hill</b> (Interim - 2007)	<b>Glencoe Literature, Course 4</b>	<b>Glencoe/McGraw-Hill</b>	<b>2009</b>	<b>9</b>	<b>9780078779787</b>	<b>100%</b>
	StudentWorks™ Plus CD-ROM				9780078898280	
	StudentWorks™ Plus DVD				9780078885549	
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)				9780078779855	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078909450	
	TeacherWorks™ Plus CD-ROM (Free 1:50 Student Editions Purchased)				9780078885624	
	Presentation Toolkit CD-ROM (Free 1:50 Student Editions Purchased)				9780078885990	
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)				9780078885914	
<b>Glencoe / McGraw-Hill</b> (Interim - 2007)	<b>Glencoe Literature, Course 5</b>	<b>Glencoe/McGraw-Hill</b>	<b>2009</b>	<b>10</b>	<b>9780078779794</b>	<b>100%</b>
	StudentWorks™ Plus CD-ROM				9780078898297	
	StudentWorks™ Plus DVD				9780078885556	
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)				9780078779862	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078909467	
	TeacherWorks™ Plus CD-ROM (Free 1:50 Student Editions Purchased)				9780078885631	
	Presentation Toolkit CD-ROM (Free 1:50 Student Editions Purchased)				9780078886003	
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)				9780078885921	
<b>Glencoe / McGraw-Hill</b> (Interim - 2007)	<b>Glencoe Literature, American Literature</b>	<b>Glencoe/McGraw-Hill</b>	<b>2009</b>	<b>11</b>	<b>9780078779800</b>	<b>100%</b>
	StudentWorks™ Plus CD-ROM				9780078898303	
	StudentWorks™ Plus DVD				9780078885563	
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)				9780078779879	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078909474	
	TeacherWorks™ Plus CD-ROM (Free 1:50 Student Editions Purchased)				9780078885648	
	Presentation Toolkit CD-ROM (Free 1:50 Student Editions Purchased)				9780078886010	
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)				9780078885938	
<b>Glencoe / McGraw-Hill</b> (Interim - 2007)	<b>Glencoe Literature British Literature</b>	<b>Glencoe/McGraw-Hill</b>	<b>2009</b>	<b>12</b>	<b>9780078779817</b>	<b>100%</b>
	StudentWorks™ Plus CD-ROM				9780078898310	
	StudentWorks™ Plus DVD				9780078885570	
	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)				9780078779886	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078909481	
	TeacherWorks™ Plus CD-ROM (Free 1:50 Student Editions Purchased)				9780078885655	
	Presentation Toolkit CD-ROM (Free 1:50 Student Editions Purchased)				9780078885662	
	ExamView® Assessment Suite CD-ROM (Free 1:50 Student Editions Purchased)				9780078885945	



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**Language Arts – Part I: Reading  
Grades K - 12**

<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN Number</b>	<b>R=Resource Correlation</b>
<b>Great Source, a Division of Houghton Mifflin</b> (Interim - 2007)	<b>Daybooks of Critical Reading and Writing Grade 9 Student Book (5 Pack)</b>	<b>Claggett, Reid, vinz</b>	<b>2008</b>	<b>9</b>	<b>9780669009415</b>	<b>R 59%</b>
	Notes: This is a supplemental program to be used as a "Resource Only". Teacher and student editions are essential to implement program. Key Features:					
	Daybooks of Critical Reading and Writing Grade 9 Classroom Kit (Includes 25 Student Books, 1 Teacher's Edition, 1 CD-ROM with printable lesson PDFs)				9780669009316	
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Third Course, Student Edition</b>	<b>Beers</b>	<b>2009</b>	<b>9</b>	<b>9780030368783</b>	<b>91%</b>
	Notes: Committee concerns that student editions are too explicit. Key Features:					
	Elements of Literature, Third Course, ThinkCentral Interactive Student Access (Contract length subscription)				9780030944949	
	Elements of Literature, Third Course, ThinkCentral Interactive Teacher Access (Contract length subscription)				9780030958427	
	Elements of Literature, Third Course, Student One Stop				9780030947254	
	Elements of Literature, Third Course, Student One Stop, Set of 25 (With minimum purchase of 25 print student editions)				9780554023182	
	Elements of Literature, Third Course, Teacher's Edition				9780030944222	
	Elements of Literature, Third Course, Teacher One Stop				9780030952692	
	Elements of Literature, Third Course, Analyzing Visuals Transparencies				9780554004532	
	Elements of Literature, Third Course, Unit Resources				9780554019406	
	Elements of Literature, Third Course, Differentiating Instruction: Instruction for Learners Gaining Proficiency, English-Language Learners, and Learners with Diverse Needs				9780554000787	
	Elements of Literature, Third Course, Holt English Language Development ESL/ESOL Resources (Contains the following 7 items)				9780554009247	
	Elements of Literature, Third Course, Holt Audio Tutor (Contained in Holt English Language Development ESL/ESOL Resources)				9780554003092	
	Elements of Literature, Third Course, The Holt Reader, Adapted Version (Contained in Holt English Language Development ESL/ESOL Resources)				9780030996429	
	Elements of Literature, Third Course, Holt English Language Development Guide for Teachers of ESL/ESOL (Contained in Holt English Language Development ESL/ESOL Resources)				9780554010823	
	Elements of Literature, Third Course, English Language Development Language Workbook for ESL/ESOL (Contained in Holt English Language Development ESL/ESOL Resources)				9780554010779	
	Elements of Literature, Third Course, Holt English Language Development ESL/ESOL Assessments with Answer Key (Contained in Holt English Language Development ESL/ESOL Resources)				9780554023526	
Elements of Literature, Third Course, Formal Assessment: Diagnostic, Benchmark, and Summative Testing				9780030997877		
Elements of Literature, Third Course, Holt Audio Library				9780030944871		

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**Language Arts – Part I: Reading  
Grades K - 12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Third Course (Continued)</b>		<b>2009</b>	<b>9</b>		
	Elements of Literature, Third Course, Holt Audio Library: Selections and Summaries in Spanish				9780554008073	
	Elements of Literature, Holt Leveled Library 9A-9D with Teacher's Guide				9780554023069	
	Elements of Literature, Third Course, Holt Multicultural Reader				9780554011394	
	Elements of Literature, Third Course, Holt Multicultural Reader Teacher's Guide				9780554011349	
	Elements of Literature, Third Course, The Holt Reader				9780030996283	
	Elements of Literature, Third Course, Language Handbook Worksheets Grammar, Usage, and Mechanics				9780554008677	
	Elements of Literature, Third Course, Language Handbook Worksheets Answer Key				9780554008745	
	Elements of Literature, Third Course, PowerNotes: Lesson Presentations with Motivational Videos				9780030963223	
	Elements of Literature, Third Course, Reading and Writing Transparencies				9780554002712	
	Elements of Literature, Third Course, Resources for Teaching Advanced Students				9780554010694	
	Elements of Literature, Third Course, Standardized Test Preparation Workbook				9780554008127	
	Elements of Literature, Third Course, Supporting Instruction in Multiple Languages				9780554008608	
	Elements of Language, Third Course, WordSharp: An Interactive Vocabulary Tutor				9780554000275	
	Elements of Literature, Third Course, Writing and Speaking Workshops: Practice and Assessment				9780554003450	
	Elements of Literature, Third through Sixth Course, Reader/Writer Notebook				9780554002576	
	Elements of Literature, Third and Fourth Courses, Standardized Test Preparation Answer Key for High School				9780554010892	
	Elements of Literature, Introductory through Fourth Courses, Holt English Language Development: An ESL/ESOL Guide for Newcomers (Contained in Holt English Language Development ESL/ESOL Resources)				9780554010878	
	Elements of Literature, Third through Sixth Courses, The Holt Reader, Adapted Version Teacher's Guide and Answer Key (Contained in Holt English Language Development ESL/ESOL Resources)				9780030996498	
	Elements of Literature, Third through Sixth Courses, The Holt Reader Teacher's Guide and Answer Key				9780030996351	
	Elements of Literature, Holt Online Essay Scoring [High School]				9780030992032	
	Elements of Literature, Introductory through Sixth Course, Holt Professional Learning for Language Arts [videos]				9780554001326	
	Elements of Language, Third and Fourth Course, GrammarNotes: Effective Grammar for Writing				9780030963179	
	Elements of Literature, Holt Six Traits for Writing, High School				9780554019215	
	Elements of Language, Introductory through Sixth Courses, Holt Virtual File Cabinet for Language Arts, Expanded Edition				9780030991844	
	Elements of Language, Third and Fourth Course, Writing Notes: Process and Strategies for Effective Writing				9780030963285	
Elements of Language, Third and Fourth Course, Writing and Research in a Digital Age				9780030991165		

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**Language Arts – Part I: Reading  
Grades K - 12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Fourth Course, Student Edition</b>	<b>Beers</b>	<b>2009</b>	<b>10</b>	<b>9780030368790</b>	<b>94%</b>
Notes: Committee concerns that student editions are too explicit.						
Key Features:						
Elements of Literature, Fourth Course, ThinkCentral Interactive Student Access (Contract length subscription)					9780030944956	
Elements of Literature, Fourth Course, ThinkCentral Interactive Teacher Access (Contract length subscription)					9780030958434	
Elements of Literature, Fourth Course, Student One Stop					9780030947261	
Elements of Literature, Fourth Course, Student One Stop, Set of 25 (With minimum purchase of 25 print student editions)					9780554023199	
Elements of Literature, Fourth Course, Teacher's Edition					9780030944239	
Elements of Literature, Fourth Course, Teacher One Stop					9780030952807	
Elements of Literature, Fourth Course, Analyzing Visuals Transparencies					9780554002545	
Elements of Literature, Fourth Course, Unit Resources					9780554019383	
Elements of Literature, Fourth Course, Differentiating Instruction: Instruction for Learners Gaining Proficiency, English-Language Learners, and Learners with Diverse Needs					9780554001180	
Elements of Literature, Fourth Course, Holt English Language Development ESL/ESOL Resources (Contains the following 7 items)					9780554009254	
Elements of Literature, Fourth Course, Holt Audio Tutor (Contained in Holt English Language Development ESL/ESOL Resources)					9780554003887	
Elements of Literature, Fourth Course, The Holt Reader, Adapted Version (Contained in Holt English Language Development ESL/ESOL Resources)					9780030996436	
Elements of Literature, Fourth Course, English Language Development Language Workbook for ESL/ESOL (Contained in Holt English Language Development ESL/ESOL Resources)					9780554010786	
Elements of Literature, Fourth Course, Holt English Language Development ESL/ESOL Assessments with Answer Key (Contained in Holt English Language Development ESL/ESOL Resources)					9780554023533	
Elements of Literature, Fourth Course, Formal Assessment: Diagnostic, Benchmark, and Summative Testing					9780030997853	
Elements of Literature, Fourth Course, Holt Audio Library					9780030944888	
Elements of Literature, Fourth Course, Holt Audio Library: Selections and Summaries in Spanish					9780554008035	
Elements of Literature, Holt Leveled Library 10A-10D with Teacher's Guide					9780554023076	
Elements of Literature, Fourth Course, Holt Multicultural Reader					9780554011400	
Elements of Literature, Fourth Course, Holt Multicultural Reader Teacher's Guide					9780554011356	
Elements of Literature, Fourth Course, The Holt Reader					9780030996290	
Elements of Literature, Fourth Course, Holt English Language Development Guide for Teachers of ESL/ESOL (Contained in Holt English Language Development ESL/ESOL Resources)					9780554010830	
Elements of Literature, Fourth Course, Supporting Instruction in Multiple Languages					9780554008615	
Elements of Literature, Fourth Course, Writing and Speaking Workshops: Practice and Assessment					9780554002651	
Elements of Literature, Fourth Course, Language Handbook Worksheets Grammar, Usage, and Mechanics					9780554008684	

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**Language Arts – Part I: Reading  
Grades K - 12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Fourth Course (Continued)</b>		<b>2009</b>	<b>10</b>		
	Elements of Literature, Fourth Course, Language Handbook Worksheets Answer Key					9780554008752
	Elements of Literature, Fourth Course, PowerNotes: Lesson Presentations with Motivational Videos					9780030963230
	Elements of Literature, Fourth Course, Reading and Writing Transparencies					9780554004303
	Elements of Literature, Fourth Course, Resources for Teaching Advanced Students					9780554010700
	Elements of Literature, Fourth Course, Standardized Test Preparation Workbook					9780554008097
	Elements of Language, Fourth Course, WordSharp: An Interactive Vocabulary Tutor					9780554001067
	Elements of Literature, Introductory through Fourth Courses, Holt English Language Development: An ESL/ESOL Guide for Newcomers (Contained in Holt English Language Development ESL/ESOL Resources)				6-10	9780554010878
	Elements of Literature, Third through Sixth Courses, The Holt Reader, Adapted Version Teacher's Guide and Answer Key (Contained in Holt English Language Development ESL/ESOL Resources)				9-12	9780030996498
	Elements of Literature, Third through Sixth Course, Reader/Writer Notebook				9-12	9780554002576
	Elements of Literature, Third through Sixth Courses, The Holt Reader Teacher's Guide and Answer Key				9-12	9780030996351
	Elements of Literature, Holt Online Essay Scoring [High School]				9-12	9780030992032
	Elements of Literature, Introductory through Sixth Course, Holt Professional Learning for Language Arts [videos]				6-12	9780554001326
	Elements of Literature, Third and Fourth Courses, Standardized Test Preparation Answer Key for High School				9-10	9780554010892
	Elements of Language, Third and Fourth Course, GrammarNotes: Effective Grammar for Writing				9-10	9780030963179
	Elements of Literature, Holt Six Traits for Writing, High School				9-12	9780554019215
	Elements of Language, Introductory through Sixth Courses, Holt Virtual File Cabinet for Language Arts, Expanded Edition				6-12	9780030991844
	Elements of Language, Third and Fourth Course, Writing Notes: Process and Strategies for Effective Writing				9-10	9780030963285
Elements of Language, Third and Fourth Course, Writing and Research in a Digital Age				9-10	9780030991165	
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Essentials of American Literature, Fifth Course Student Edition</b>	<b>Beers</b>	<b>2009</b>	<b>11</b>	<b>9780030368813</b>	<b>93%</b>
	Notes: Committee concerns that student editions are too explicit.					
	Key Features:					
	Elements of Literature, Fifth Course, ThinkCentral Interactive Student Access (Contract length subscription)					9780030944963
	Elements of Literature, Fifth Course, ThinkCentral Interactive Teacher Access (Contract length subscription)					9780030958441
	Elements of Literature, Fifth Course, Student One Stop					9780030947278
	Elements of Literature, Fifth Course, Student One Stop, Set of 25 (With minimum purchase of 25 print student editions)					9780554023205
Elements of Literature, Fifth Course, Teacher's Edition					9780030944246	

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**Language Arts – Part I: Reading  
Grades K - 12**

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<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Fifth Course (Continued)</b>		<b>2009</b>	<b>11</b>			
	Elements of Literature, Fifth Course, Teacher One Stop				9780030952814		
	Elements of Literature, Fifth Course, Analyzing Visuals Transparencies				9780554002552		
	Elements of Literature, Fifth Course, Unit Resources				9780554019376		
	Elements of Literature, Fifth Course, Differentiating Instruction: Instruction for Learners Gaining Proficiency, English-Language Learners, and Learners with Diverse Needs				9780554001586		
	Elements of Literature, Fifth Course, The Holt Reader, Adapted Version				9780030996443		
	Elements of Literature, Fifth Course, Formal Assessment: Diagnostic, Benchmark, and Summative Testing				9780030997839		
	Elements of Literature, Fifth Course, Holt Audio Library				9780030944895		
	Elements of Literature, Fifth Course, Holt Audio Library: Selections and Summaries in Spanish				9780554008011		
	Elements of Literature, Holt Leveled Library 11A-11D with Teacher's Guide				9780554009193		
	Elements of Literature, Fifth Course, Language Handbook Worksheets Grammar, Usage, and Mechanics				9780554008691		
	Elements of Literature, Fifth Course, Language Handbook Worksheets Answer Key				9780554008769		
	Elements of Literature, Fifth Course, PowerNotes: Lesson Presentations with Motivational Videos				9780030963247		
	Elements of Literature, Fifth Course, The Holt Reader				9780030996306		
	Elements of Literature Fifth Course, Reading and Writing Transparencies				9780554003511		
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	Elements of Literature, Fifth Course, Supporting Instruction in Multiple Languages				9780554008622		
	Elements of Literature, Fifth Course, Writing and Speaking Workshops: Practice and Assessment				9780554004242		
	Elements of Language, Fifth Course, WordSharp: An Interactive Vocabulary Tutor				9780554000268		
	Elements of Literature, Third through Sixth Courses, The Holt Reader, Adapted Version Teacher's Guide and Answer Key				9-12	9780030996498	
	Elements of Literature, Third through Sixth Courses, The Holt Reader Teacher's Guide and Answer Key				9-12	9780030996351	
	Elements of Literature, Holt Online Essay Scoring [High School]				9-12	9780030992032	
	Elements of Literature, Introductory through Sixth Course, Holt Professional Learning for Language Arts [videos]				6-12	9780554001326	
	Elements of Literature, Third through Sixth Course, Reader/Writer Notebook				9-12	9780554002576	
	Elements of Language, Fifth and Sixth Courses, GrammarNotes: Effective Grammar for Writing				11-12	9780030963186	
	Elements of Literature, Holt Six Traits for Writing, High School				9-12	9780554019215	
	Elements of Language, Introductory through Sixth Courses, Holt Virtual File Cabinet for Language Arts, Expanded Edition				6-12	9780030991844	
	Elements of Language, Preparing for the SAT and ACT				11-12	9780030991134	
	Elements of Language, Fifth and Sixth Courses, Writing Notes: Process and Strategies for Effective Writing				11-12	9780030963155	
	Elements of Language, Fifth and Sixth Courses, Writing and Research in a Digital Age				11-12	9780030991141	

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**Language Arts – Part I: Reading  
Grades K - 12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Essentials of British and World Literature, Sixth Course Student Edition</b>	<b>Beers</b>	<b>2009</b>	<b>12</b>	<b>9780030368820</b>	<b>79%</b>
Notes: Committee concerns that student editions are too explicit.						
Key Features:						
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Elements of Literature, Sixth Course, Teacher's Edition					9780030944253	
Elements of Literature, Sixth Course, Teacher One Stop					9780030953590	
Elements of Literature, Sixth Course, Analyzing Visuals Transparencies					9780554002958	
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Elements of Literature, Sixth Course, Differentiating Instruction: Instruction for Learners Gaining Proficiency, English-Language Learners, and Learners with Diverse Needs					9780554001982	
Elements of Literature, Sixth Course, The Holt Reader, Adapted Version					9780030996450	
Elements of Literature, Sixth Course, Formal Assessment: Diagnostic, Benchmark, and Summative Testing					9780030997884	
Elements of Literature, Sixth Course, Holt Audio Library					9780030944901	
Elements of Literature, Sixth Course, Holt Audio Library: Selections and Summaries in Spanish					9780554008066	
Elements of Literature, Sixth Course, Language Handbook Worksheets Grammar, Usage, and Mechanics					9780554008707	
Elements of Literature, Sixth Course, Language Handbook Worksheets Answer Key					9780554008776	
Elements of Literature, Sixth Course, PowerNotes: Lesson Presentations with Motivational Videos					9780030963254	
Elements of Literature, Holt Leveled Library 12A-12D with Teacher's Guide					9780554009209	
Elements of Literature, Sixth Course, Reading and Writing Transparencies					9780554003917	
Elements of Literature, Sixth Course, Resources for Teaching Advanced Students					9780554010724	
Elements of Literature, Sixth Course, Supporting Instruction in Multiple Languages					9780554008639	
Elements of Literature, Sixth Course, Writing and Speaking Workshops: Practice and Assessment					9780554004259	
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Elements of Language, Sixth Course, WordSharp: An Interactive Vocabulary Tutor					9780554002262	
Elements of Literature, Third through Sixth Courses, The Holt Reader, Adapted Version Teacher's Guide and Answer Key				9-12	9780030996498	
Elements of Literature, Third through Sixth Courses, The Holt Reader Teacher's Guide and Answer Key				9-12	9780030996351	
Elements of Literature, Holt Online Essay Scoring [High School]				9-12	9780030992032	
Elements of Literature, Introductory through Sixth Course, Holt Professional Learning for Language Arts [videos]				6-12	9780554001326	
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
<b>Holt McDougal</b> (Interim - 2007)	<b>Elements of Literature, Sixth Course (Continued)</b>		<b>2009</b>	<b>12</b>		
	Elements of Language, Fifth and Sixth Courses, GrammarNotes: Effective Grammar for Writing			11-12	9780030963186	
	Elements of Literature, Holt Six Traits for Writing, High School			9-12	9780554019215	
	Elements of Language, Introductory through Sixth Courses, Holt Virtual File Cabinet for Language Arts, Expanded Edition			6-12	9780030991844	
	Elements of Language, Preparing for the SAT and ACT			11-12	9780030991134	
	Elements of Language, Fifth and Sixth Courses, Writing Notes: Process and Strategies for Effective Writing			11-12	9780030963155	
	Elements of Language, Fifth and Sixth Courses, Writing and Research in a Digital Age			11-12	9780030991141	

**IDAHO STATE CURRICULAR MATERIALS  
SELECTION COMMITTEE  
RECOMMENDATIONS**

Limited English Proficiency  
and  
Computer Applications  
K - 8



**STATE DEPARTMENT OF EDUCATION  
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**LEP  
Grades K - 12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation	
<b>Heinle, a part of Cengage Learning</b>	<b>Milestones Student Edition Intro</b>	<b>Anderson, O'Sullivan, Trujillo</b>	<b>2009</b>	<b>6-8</b>	<b>9781424008957</b>	<b>100% fluency level beginner/advance beginner</b>	
	Notes: Should be used with beginner level students Key Features:						
	Workbook Intro with Test Preparation						9781424032044
	Teacher Edition intro						9781424008933
	Teacher Resources CD-ROM Intro With Examview®						9781424032150
	Milestones Tracker Online Assessment/Remediation System						9781424028085
	Assessment Book Intro						9781424034321
	Audio Program Intro						9781424033539
	Independent Practice CD-ROM Intro					9781424032297	
	<b>Milestones Student Edition A</b>	<b>Anderson, O'Sullivan, Trujillo</b>	<b>2009</b>	<b>6-8</b>	<b>9781424008872</b>	<b>100% fluency level intermediate</b>	
	Notes: Should be used with intermediate level students Key Features:						
	Workbook A with Test Preparation						9781424027446
	Teacher Edition A						9781424008902
	Teacher Resource CD-ROM A with ExamView®						9781424032204
	Assessment Book A						9781424034338
	Milestones Tracker Online Assessment/Remediation System						9781424028085
	Graphic Reader Black line Master Companion A						9781424034260
	Audio Program A					9781424033577	
	<b>Milestones Student Edition B</b>	<b>Anderson, O'Sullivan, Trujillo</b>	<b>2009</b>	<b>6-8</b>	<b>9781424008889</b>	<b>100% fluency level Early Fluent/Fluent</b>	
	Notes: This is a challenging level, not appropriate for beginner or intermediate level students. Should be early fluent & fluent speakers. Key Features:						
	<b>Workbook B with Test Preparation</b>						<b>9781424032099</b>
	<b>Teacher Edition B</b>						<b>9781424008919</b>
	<b>Teacher Resource CD-ROM B with ExamView®</b>						<b>9781424032228</b>
	<b>Assessment Book B</b>						<b>9781424034345</b>
	<b>Milestones Tracker Online Assessment/Remediation System</b>						<b>9781424028085</b>
<b>Graphic Reader Black line Master Companion B</b>					<b>9781424034277</b>		
<b>Audio Program B</b>					<b>9781424033584</b>		
<b>Independent Practice CD-ROM B</b>					<b>9781424033362</b>		

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<b>Heinle, a part of Cengage Learning</b>	<b>Milestones Student Edition C</b>	<b>Anderson, O'Sullivan, Trujillo</b>	<b>2009</b>	<b>6-8</b>	<b>9781424008896</b>	<b>96% fluency level Early Fluent/Fluent</b>	
	Notes: Should be used for advance speakers. Key Features:						
	Workbook C with Test Preparation						9781424032129
	Teacher Edition C						9781424008926
	Teacher Resource CD-ROM C with ExamView®						9781424032242
	Assessment Book C						9781424034352
	Milestones Tracker Online Assessment/Remediation System						9781424028085
	Graphic Reader Black line Master Companion C						9781424034284
	Audio Program C						9781424033591
	Independent Practice CD-ROM C						9781424033416
	Phonics/Intervention Kit					9781424032198	
	<b>Visions Intro Student Book (400 pp.)</b>	<b>McCloskey, Stack</b>	<b>2004</b>	<b>9-12</b>	<b>9781413014860</b>	<b>100% fluency level beginner/advance beginner</b>	
	Notes: This is appropriate for beginners & advance beginners students. Key Features:						
	Activity Book						9781413014877
	Grammar Practice						9781424017027
	Grammar Practice Answer Key						9781424017997
	Text/Grammar Café Pkg.						9781424020744
	Student CD-ROM						9781413014921
	Audio CDs (7)						9781413014907
	Teacher Edition						9781413014938
	Teacher Resource Book						9781413014945
	Teacher Resource CD-ROM						9781413014969
	Assessment CD-ROM with ExamView®						9781413014884
	Student CD-ROM Lab Pack (5)						9781413068238
	Assessment Program						9781413021790
	Remediation Tool						9781424018598
	<b>Visions Intro Book A Student Book A (420 pp.)</b>	<b>McCloskey, Stack</b>	<b>2004</b>	<b>9-12</b>	<b>9780838452479</b>	<b>100% fluency level intermediate</b>	
	Notes: This is appropriate for intermediate students. Some advance beginners may be able to use this level. Key Features:						
	Activity Book						9780838452844
	Grammar Practice						9781424005710
	Grammar Practice Answer Key						9781424016181
	Text/Grammar Café Pkg.						9781424020751
	Teacher Edition Hardcover						9780838452851
Teacher Edition Spiralbound					9781413010077		
Assessment Program					9780838452974		
Teacher Resource Book					9780838452868		
Audio CDs (2)					9780838452806		

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<b>Heinle, a part of Cengage Learning</b>	<b>Visions Intro Book B Student Book B (432 pp.)</b>	<b>McCloskey, Stack</b>	<b>2004</b>	<b>9-12</b>	<b>9780838452486</b>	<b>100% fluency level Early Fluent/Fluent</b>	
	Notes: This is appropriate for advance students. Diverse authors, good stories and good graphic organizers. Key Features:						
	Activity Book				9780838453346		
	Grammar Practice				9781424005697		
	Grammar Practice Answer Key				9781424016198		
	Text/Grammar Café Pkg.				9781424020768		
	Teacher Edition Hardcover				9780838453353		
	Teacher Edition Spiralbound				9781424010084		
	Assessment Program				9780838453414		
	Teacher Resource Book				9780838453391		
	Audio CDs (3)				9780838453322		
	<b>Visions Intro Book C Student Book C (432 pp.)</b>	<b>McCloskey, Stack</b>	<b>2004</b>	<b>9-12</b>	<b>9780838452493</b>	<b>100% fluency level Early Fluent/Fluent</b>	
	Notes: This is appropriate for advance students. Key Features:						
	Activity Book				9780838453469		
	Grammar Practice				9781424005703		
	Grammar Practice Answer Key				9781424016204		
	Text/Grammar Café Pkg.				9781424020775		
	Teacher Edition Hardcover				9780838453476		
	Teacher Edition Spiralbound				9781413010091		
	Assessment Program				9780838453506		
	Teacher Resource Book				9780838453483		
	Audio CDs (3)				9780838453445		
	<b>Visions Intro, A – C Student Handbook</b>	<b>McCloskey, Stack</b>	<b>2004</b>	<b>9-12</b>	<b>9780838458402</b>		
	Placement Test				9781413027730		
	Assessment CD-ROM with ExamView®				9780838457191		
	Student CD-ROM				9780838452813		
	CNN® DVD				9781413012521		
	Staff Development Video				9780838453575		
	Staff Development Handbook				9780838453568		
	<b>Gateway to Science Student Text</b>	<b>Collins</b>	<b>2008</b>	<b>9-12</b>	<b>9781424003310</b>	<b>R 100% fluency levels: Advance Intermediate, Early Fluent/Fluent</b>	
	Notes: This series should be used with higher level intermediates, early fluent and fluent level students. Supplemental materials for science courses or as curriculum in an ESL Science Course. Key Features:						
	Workbook with Labs				9781424003327		
	Audio CDs (4)				9781424003341		
	Teacher's Edition				9781424003334		
	Assessment Book				9781424008940		
	Teacher Resources CD-ROM with ExamView® and Classroom Presentation Tool				9781424003358		

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<b>Heinle, a part of Cengage Learning</b>	<b>Step by Step Writing Book 1 Text (168 pp.)</b>	<b>Blanton</b>	<b>2008</b>	<b>9-12</b>	<b>9781424004003</b>	<b>R</b>	
	Notes: Recommended as a "Resource Only". Good for advanced beginners and ntermediates. Key Features:						
	Teacher's Guide					9781424004997	
	Assessment CD-ROM with ExamView®					9781424005130	
	<b>Step by Step Writing Book 2 Text (192 pp.)</b>	<b>Blanton</b>	<b>2008</b>	<b>9-12</b>	<b>9781424004010</b>	<b>R</b>	
	Notes: Recommended as a "Resource Only". Good for advanced intermediates amd early fluent students. Key Features:						
	Teacher's Guide					9781424005000	
	Assessment CD-ROM with ExamView®					9781424005673	
	<b>Collins CoBuild School Dictionary Hardcover with CD-ROM</b>	<b>N/A</b>	<b>2008</b>	<b>6-12</b>	<b>9781424018956</b>	<b>R</b>	
	Note: Recommended as a "Classroom Resource Only". Not approved for testing accomondations. Key Features:						
	<b>Heinle Picture Dictionary Student Text</b>	<b>N/A</b>	<b>2005</b>	<b>6-12</b>	<b>9780838444009</b>	<b>R</b>	
	Note: Recommended as a "Classroom Resource Only". Not approved for testing accomondations. Key Features:						
	Text/Beginning Workbook Pkg.					9781424098262	
	Text/Intermediate Workbook Pkg.					9781424098279	
Text/Audio CDs Pkg.					9781413074819		
Text/Audio Tapes Pkg.					9781413075052		
Lesson Planner with Activity Bank and Classroom Presentation Tool CD-ROM					9780838444139		
Transparencies					9781413017083		

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<b>Pearson Education Inc. Publishing as Prentice Hall</b>	<b>Technology Applications, Teacher Access Pack Level 1</b>	<b>Editorial Staff</b>	<b>2008</b>	<b>6-8</b>	<b>9780133625417</b>		
	Key Features:						
	Technology Applications, Level 1, 6 yr				9780133625318		
	Technology Applications, Level 1, Student Worktext				9780133639568		
	Technology Applications, Level 1, Student CD-ROM				9780133625523		
	<b>Technology Applications, Teacher Access Pack Level 2</b>	<b>Editorial Staff</b>	<b>2008</b>	<b>6-8</b>	<b>9780133625431</b>		
	Key Features:						
	Technology Applications, Level 2, 6 yr				9780133625356		
	Technology Applications, Level 2, Student Worktext				9780133639575		
	Technology Applications, Level 2, Student CD-ROM				9780133625530		
	<b>Learning Computers &amp; Technology Comprehensive Student Edition</b>	<b>Weixel</b>	<b>2008</b>	<b>6-8</b>	<b>9780133639773</b>		
	Key Features:						
	<b>Learning Computers &amp; Technology Mathematics Student Edition</b>	<b>Weixel</b>	<b>2008</b>	<b>6-8</b>	<b>9780133639780</b>		
	Key Features:						
	<b>Learning Computers &amp; Technology Language Arts Student Edition</b>	<b>Weixel</b>	<b>2008</b>	<b>6-8</b>	<b>9780133639803</b>		
	Key Features:						
	<b>Learning Computers &amp; Technology Social Studies Student Edition</b>	<b>Weixel</b>	<b>2008</b>	<b>6-8</b>	<b>9780133639827</b>		
	Key Features:						
	<b>Learning Computers &amp; Technology Science Student Edition</b>	<b>Weixel</b>	<b>2008</b>	<b>6-8</b>	<b>9780133639810</b>		
	Key Features:						
Learning Computers & Technology Teacher's Manual				9780133625691			
Learning Computers & Technology Instructor's Resource CD-ROM				9780133639834			
Learning Computers & Technology Instructor's Resource CD-ROM, Mathematics IRCD				9780133625776			
Learning Computers & Technology Instructor's Resource CD-ROM, Language Arts				9780133625783			
Learning Computers & Technology Instructor's Resource CD-ROM, Social Studies				9780133625790			
Learning Computers & Technology, Instructor's Resource CD-ROM, Science				9780133625806			